

Using Case Studies in Character Development

Target Audience: All Personnel

Purpose To provide a more thorough analytical teaching tool through use of situations or "case studies" (often the story of an individual or individuals) and provide application of core values and character development of personnel.

Description Case studies are (sometimes true) stories that present real and complex everyday situations. They often involve ethical/moral dilemmas, conflicts, or problems that people must work through. A good facilitator uses case studies to keep discussion focused on the facts of the situation and help the participants apply proper analysis and application of an individual's character and institutional core values. Participants practice identifying the boundaries of a situation, recognizing and voicing positions, testing solutions, and arguing different points of view.

Employ It is important to know all the issues involved in each case study used. Facilitators should prepare questions in advance, and anticipate where issues may arise. Additionally, by knowing the audience, you draw on their backgrounds, experiences, and personalities to advance the discussion.

While there are many variations in how case studies can be used, these six steps provide a general framework for how to lead a case-based discussion:

1. Give participants plenty of time to read or watch and think about the case.
2. Introduce the case briefly and provide some guidelines for how to approach it.
 - a. Identify the constraints each person in the case was operating under and the opportunities they had.
 - b. Evaluate the decisions each person made and its implications.
 - c. Have participants explain what they would have done differently and why.
3. Breaking a large group into smaller groups gives individuals more opportunities for participation.
 - a. Assign deliverables for each group (e.g., "Identify three potential courses of action and outline the pros and cons of each").
 - b. Designate responsibilities for each member in the group (e.g., one individual watches the time and keeps the others on task; a second individual challenges the biases, assumptions and/or interpretations of the group and digs for deeper analysis; a third individual records the group's dialogue and conclusions and presents it to the larger group)
4. Each group presents their solutions or reasoning. If groups know they are responsible for producing a deliverable (a decision, rationale, analysis), they will approach the discussion with greater focus and seriousness. Write their conclusions on the board so that you can return to them in the discussion that follows.
5. The facilitator should guide the discussion and probe for clarification and deeper analysis without imposing their own biases, values, and beliefs. As the discussion unfolds, ask questions that require participants to examine their own assumptions, substantiate their claims and provide examples.
6. Be sure to bring the various discussions back together at the end so participants see the bigger picture.

The following documents can be used to help with case study discussions. "The Encyclopedia of Ethical Failures" begins on page 2, and the "Civil Air Patrol Cadet Character Course" begins on page 168.



U.S Department of Defense Standards of Conduct Office

Encyclopedia of Ethical Failure¹

Revised September 2015

¹ **DISCLAIMER:** The purpose of the document is to disseminate relevant information and general guidance on Government Ethics issues at the Department of Defense. This document should not be cited as DoD authoritative guidance, policy or law.

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Introduction

The Standards of Conduct Office of the Department of Defense General Counsel's Office has assembled the following selection of cases of ethical failure for use as a training tool. Our goal is to provide DoD personnel with real examples of Federal employees who have intentionally or unwittingly violated the standards of conduct. Some cases are humorous, some sad, and all are real. Some will anger you as a Federal employee and some will anger you as an American taxpayer.

Please pay particular attention to the multiple jail and probation sentences, fines, employment terminations and other sanctions that were taken as a result of these ethical failures. Violations of many ethical standards involve *criminal* statutes. Protect yourself and your employees by learning what you need to know and accessing your Agency ethics counselor if you become unsure of the proper course of conduct. Be sure to access them *before* you take action regarding the issue in question. Many of the cases displayed in this collection could have been avoided completely if the offender had taken this simple precaution.

The cases have been arranged according to offense for ease of access. Feel free to reproduce and use them as you like in your ethics training program. For example - you may be conducting a training session regarding political activities. Feel free to copy and paste a case or two into your slideshow or handout – or use them as examples or discussion problems. If you have a case you would like to make available for inclusion in a future update of this collection, please email it to OSD.SOCO@MAIL.MIL or you may fax it to (703) 695-4970.

Disclaimer

The *Encyclopedia of Ethical Failure* is intended to sensitize Federal employees to the reach and impact of Federal ethics statutes and regulations. It is best used to supplement personal verification of those statutes and regulations. It should not be interpreted as a binding or authoritative presentation of the law.

Note of Special Thanks

We thank the DoD OIG for their case contributions to the Encyclopedia.

Abuse of Position

Subordinates Are Not Babysitters

A supervising attorney received a Letter of Caution for improperly requesting a subordinate paralegal perform a personal service. The supervisor, an ethics attorney no less, requested the subordinate paralegal pickup her child from daycare on her way home from work. The paralegal told investigators that, notwithstanding an emergency, she felt uncomfortable doing so given the appearance it might generate in the workplace. This was one of only a few requests spanning over a seven year period, but once is enough given the requirements levied by 5 C.F.R. § 2635.705 that govern use of official time and 5 C.F.R. § 2635.702 prohibiting the use of private office for public gain.

(Source: Department of Defense, Office of the Inspector General; 2015)

If I Help You Land This Multimillion Dollar Contract, Will You Give Me a Job?

A former government human resource director was sentenced to two years of probation for violating conflicts of interest laws, 18 U.S.C. § 208, and lying on his financial disclosure report. A whistleblower spilled the beans on a polling and market research firm's price inflation for government contracts and simultaneously its offer of a six-figure salary to the government official who was working to expand the firm's multimillion dollar contract with his agency. The former official was criminally sentenced to two-years of probation for failing to notify ethics officials about his employment arrangement with the firm on his financial disclosure report. In a related civil case, the former employee was barred from future government contracting work and forced to pay a \$40,000 fine. Last but not least, the firm pulled his employment offer after the news broke.

General Discovers that Military Aides Are Not Supposed to Feed Cats

Military officials discovered that a General was misusing Government personnel, improperly accepting gifts of services from subordinates, and misusing his position. What did he do? The General used his enlisted aides to help host unofficial functions at his headquarters, provide driving lessons to a family member, and to feed a friend's cat. Although the aides were

initially paid with \$30-\$40 Starbucks gift cards for their services, the General, taking full responsibility for his actions even though he retired, rectified the misuse and underpayment for services by retroactively paying the aides almost \$2,000.

Misadventures in Hiring Family

Two retired colonels working for a National Guard educational program were found to have not been impartial in their duties when engaging in family hires. Colonel 1 nicely asked Colonel 2 to authorize the hiring of Colonel 1's son as a contractor which Colonel 2 did. Not to be outdone, Colonel 2 oversaw the hiring of his nephew and brother-in-law as contractors. Colonel 2 even attempted to get his own son hired as a contractor, but Colonel 2's supervisor correctly thought it would be inappropriate. Each colonel was issued a letter of caution to avoid an appearance of a conflict and they were required to take an annual ethics training course.

Chief Authority

A military service Chief Master Sergeant abused her authority and improperly used a government vehicle when she employed a government vehicle and three non-commissioned officers under her supervision to move personal property in a government rental vehicle. The soldiers helped her for 3 hours. The Chief Master Sergeant was given a verbal warning and advised of the improper use of government vehicles and the abuse of authority.

Abuse of Position and Bribery

A military service Captain used his official position as a reservist to obtain contracts for private sector companies with which he had an affiliation. In addition, the Captain accepted a "finder's fee" (i.e., kickbacks) from one company for his efforts in helping the company obtain government contract work. For his significant ethical failure, the Captain was "allowed" to retire at the grade of Commander, though he had been selected to be an Admiral. In addition, the Captain was debarred for one year, while two of the affiliated companies entered into administrative agreements (for 3 years) with the military service.

Coercion by Supervisor

The director of a naval health clinic received a \$3,000 loan from a subordinate after requesting that the subordinate loan him \$6,000. The \$3,000 apparently wasn't enough, however, and the director later asked for \$10,000. This time the subordinate declined. After the director only repaid a fraction of the \$3,000, the subordinate approached the chain of command. In addition to being directed by his commanding officer to repay the rest of the loan, the director was provided with a written letter of counseling regarding his unprofessional and unethical conduct.

DoD GS-12 Removed for Misuse of Authority

A GS-12 Recreation Program Manager who supervised approximately 75 civilian and military subordinates was removed from his position for several ethical violations, including the failure to avoid the appearance of impropriety. The employee moved into visitors' quarters on a military installation where he stayed for six months without paying full price for his room by pressuring his subordinate to acquiesce to his payment arrangements. He also authorized an employee to make a \$400 agency expenditure to purchase workout clothing for one MWR fitness instructor. The employee had no reason to believe he had the authority to authorize this expenditure and should have made inquiry before giving authorization. The administrative law judge stated that this act "at the very least gives the appearance of impropriety and should have raised a red flag."

Business Costs Employee

A former administrator for the Department of Health and Human Services took several trips on the government's dime that didn't look good. The advisor informed the HHS Secretary that he intended to seek employment in the private sector. The Secretary asked him to stay with the Department until Congress passed the new Medicare prescription drug benefits plan. The advisor agreed, but he continued to pursue his job search while serving as a government employee. While there is nothing wrong with government employees looking for a new job, the hang-up for this employee came when he decided to take several trips ostensibly related to his work for the HHS. While he was on these trips, he allegedly conducted "perfunctory meetings" for the HHS, and then he went off to do what he had really come to do—to have interviews with potential employers. Regardless of whether or not these trips were set up for the purpose of

conducting bono fide government business, the advisor's meetings with potential employers during those trips gave the appearance that he was using his position for personal gain. The employee has agreed to reimburse the government's costs for the trips, which totaled approximately \$10,000 in value.

Federal Agent Demoted for I.D.ing Herself as a Federal Agent to a Police Officer

A Supervisory Special Agent for the Department of the Treasury (GS-14) was a passenger in a car that was pulled over by a local police officer. When the officer approached the vehicle, the employee presented the officer with her credentials identifying herself as a Federal Agent. The police officer had not asked to see the employee's identification at all. Because law enforcement officials may be tempted to treat other law enforcement officials more favorably, the Department determined the employee presented her government credentials to the police officer in hopes of receiving more favorable treatment. The federal employee did not explicitly ask the police officer for any favors, but the circumstances led her agency to the conclusion that she had attempted to use her official position for personal gain, which is prohibited by federal ethics rules. As a result, the employee's agency determined that she was untrustworthy as a supervisor and she was demoted.

Abuse of His Positions

A former ATF chief, Carl Truscott, was investigated by the Department of Treasury Inspector General and found to have committed numerous ethics violations. Among them, Truscott was found to have misused his position and to have wasted government resources by giving his nephew unlimited access to ATF employees and resources for a school project. The ATF's Office of Public Affairs staff was told by Truscott to comply with all of his nephew's requests. The OPA staff ended up "spoon feeding" Truscott's nephew. OPA staff spent numerous hours conducting research on publicly available information, mailing the nephew hard copies, providing the nephew with stock film footage, and conducting tours and interviews for the nephew. Truscott also asked employees at the Philadelphia field office to escort his nephew on tours, and to perform demonstrations of canine drug detection for him. When Truscott's nephew requested to visit the ATF headquarters, Truscott allowed him to use ATF equipment, including the ATF's film studio, cameras, and teleprompters to film interviews. Additionally,

Truscott gave his nephew three personal interviews, including once at the construction site of the new ATF building where Truscott, his assistant, and an OPA staff member had to travel to give the interview. Truscott also used his speechwriter to draft talking points for him to use in the interviews. And, as if that were not enough, after the nephew completed the video and received an “A” grade for it, Truscott continued to allow him to make requests to the ATF for suggestions on improving the video. One employee reported spending four or five days complying with the nephew’s requests.

The IG was unable to tally the total number of employees and hours that were devoted to Truscott’s nephew, but estimated that at least 20 ATF employees were involved. The IG determined that Truscott violated government regulations prohibiting federal employees from using their office for private gain, wasting government resources, and influencing subordinates to waste government resources. (Office of the Inspector General, Report of Investigation Concerning Alleged Mismanagement and Misconduct by Carl J. Truscott, Former Director of the Bureau of Alcohol, Tobacco, Firearms and Explosives.

SES Official’s Involvement with Subordinate Leads to Retirement

The Inspector General found that an SES official engaged in an intimate relationship with a subordinate, provided her preferential treatment when selecting her for a new position, and misused Government resources and official time. The official retired before the IG completed his report. The IG report indicated that the official’s relationship with a subordinate adversely affected the workplace, violated the requirements for members of the Senior Executive Service, and constituted conduct that was prejudicial to the Government. Witnesses noted that the official failed to hold his paramour accountable for her professional responsibilities, and when confronted by other employees, became verbally abusing, vengeful, and angry. The official also served as the selecting official, who selected his subordinate for promotion, while engaged in an intimate relationship with her, thereby violating the Merit system principles and engaging in a prohibited personal practice.

Affair with Assistant Leads to Employee Removal

A Deputy Assistant to the Secretary of Defense was terminated when investigators discovered that he had engaged in a romantic relationship with a DoD contractor who had served as his executive assistant. The executive assistant claimed that the end of their affair and the

official's subsequent persistence had led her to leave her position. When questioned by investigators regarding the affair, the Deputy Assistant initially lied as to the nature of the relationship.

Although charges of sexual harassment could not be substantiated, the Inspector General found the Deputy Assistant's behavior to be incompatible with the standards of conduct established for DoD employees and members of the Senior Executive Service. The Office of the Secretary of Defense promptly initiated actions to terminate the Deputy Assistant.

DEA Agent - Misuse of Position

A DEA agent whose responsibilities included fleet management and authorization of repairs of Government vehicles had attempted to obtain free repair services for his personal vehicles from two vendors. The agent also insinuated to the vendors that the cost of repairing his personal vehicles could be recouped as part of the charges for repairs to Government vehicles. After these allegations were substantiated, the agent was dismissed from DEA.

Improper Use of Position

The Department of Justice Office of Professional Responsibility (OPR) investigated allegations that a Department of Justice (DOJ) attorney prepared another person's application for a visa with a cover memorandum on DOJ stationery. The DOJ attorney also included one of his DOJ business cards in the submission. The foreign individual was seeking a visa in order to enter the country to perform certain functions for a non-profit organization. The DOJ attorney told OPR that he did not intend to gain preferential treatment for the visa applicant by identifying himself as a DOJ attorney, but believed his actions were consistent with what DOJ employees are permitted to do on behalf of non-profit organizations.

OPR concluded that the actions of the DOJ attorney were improper, but not intentionally so. Section 2635.703 of the Standards of Ethical Conduct for Employees of the Executive Branch prohibits employees from using their position or title for purposes of endorsement.

“You obviously don't know who I am.”

The son of a bureau director was denied a rental car because he was too young. Outraged, his father wrote a scathing letter (on Agency letterhead) to the president of the rental car company, and sent it off in a U.S. postage-paid envelope. The president of the company was

not amused and returned his scathing response to the head of the Agency. As a result of his action, the Bureau Director was treated to a four-hour ethics session and a fine for personal use of official postage.

"But, Judge, I didn't get anything!"

An offshore safety inspector found much of the Government's equipment to be in need of repairs to meet safety standards. He then referred the business to his brother-in-law's repair shop. The rig operators smelled a rat and called the FBI. They discovered that, in return for each referral, the brother-in-law was treating the inspector to an evening with a lady of dubious morals.

The case was brought to trial. In his defense, the inspector claimed that he had not received a "thing of value" in return for the referral. The judge didn't buy it - and neither did his wife.

Use of Contractor Time

Allegations were made against a Department of Defense (DoD) official regarding his use of contractor employees. The official directed two US Government contractors to entertain an acquaintance he met at a conference in Europe on his behalf. They were directed to take the person out to lunch as well as out on the town the following evening. The contractors rightly believed that the request was improper and as a result told the DoD official that they "had other plans." The DoD official told them to "cancel them." The contractors eventually took the acquaintance out that evening for several hours.

After an investigation, it was determined that the DoD official had acted in violation of 5 CFR 2635.704 by utilizing contractors' time improperly. His supervisor counseled him and the proper reimbursements were made.

Veterans Affairs Supervisors Push for Friends to be Hired

A review found in two instances that Department of Veterans Affairs medical center supervisors recommended the hiring of close personal friends without divulging the relationship to human resources staff members. The review team recommended that disciplinary action be taken.

Interior Official Altered Reports and Leaked Confidential Information

The Interior Department's Inspector General found that a senior official had repeatedly altered scientific field reports to lessen the protections for imperiled species and ease the impact on landowners. The investigation also revealed the official, who works in Fish and Wildlife Services, misused her position by disclosing confidential information to private groups seeking to affect policy decisions. The Inspector General referred the case to the Department Head for "potential administrative action."

(The Seattle Times, March 30, 2007)

Bribery (18 U.S.C. § 201-Type Violations)

Former Sperry Executive Pleads Guilty on Navy Bribe

A former Sperry executive pled guilty in Federal District Court on charges that he bribed a Navy official for help in competing for an electronics contract. The Navy official, who pled guilty as well, received over \$400,000 for his efforts in proposing and promoting the company, which was deposited into a Bahama bank account. The dramatic irony for those implicated is that, despite the Navy official's efforts, Sperry was eliminated from the contract competition.

These guilty pleas were just a few of the more than 20 other convictions resulting from a DOJ investigation into military procurement fraud. Sentences have included a 32-month jail term for a separate bribery scheme initiated by another Sperry executive and a 27-month term for the "banker" in that case. Moral of the story: it doesn't pay to bribe.

(Source: AP; published 21 Oct 1989)

Retirement Does Not Guarantee "Prosecution Free"

A former regional Department of Housing and Urban Development office director received \$38,000 in paybacks from the recipient of a government loan totaling \$1.5 million. The director was initially placed on administrative leave before retiring from the agency. That did not prevent him from escaping the long-arm of the law, however, as he is currently serving an 18-month prison sentence for conspiracy to provide and accept an illegal gratuity.

(Source: The Washington Post; published 4 Feb 2015)

My Oath of Office for Your Cold Hard Cash

A U.S. Foreign Service officer, who worked in the U.S. Consulate in Ho Chi Minh City, Vietnam, was responsible for issuing visas after reviewing applications and conducting interviews. He conspired with U.S. and Vietnamese citizens to recruit customers who would pay \$15,000 to \$70,000 in exchange for non-immigrant visas from Vietnam to the U.S. He accepted over \$3 million in bribes and allowed nearly 500 foreign nationals to enter the U.S. He pleaded guilty to bribery and agreed to pay at least \$6 million in a money judgment and faces up to 24 years in prison.

The Godfather

A former Department of Defense employee used to refer to himself as “The Godfather” because of his ability to influence the awarding of construction contracts. However, like all great crime bosses, this employee was arrested for extorting a \$10,000 bribe. The Godfather accepted a \$10,000 installment of a \$40,000 bribe from an undercover agent in an attempt to secure a flooring contract. The Godfather was taken into custody.

Lucrative Contracting

A former Army officer had found a lucrative gig: accepting cash payments for facilitating contracting between Iraqis and the U.S. government during a deployment to Baghdad. This particular officer accepted \$37,500 in cash payment for these “facilitations.” The officer was sentenced to prison, three years of supervised release, and was required to pay \$37,500 restitution to the U.S. Government.

Bribe for a Bulldozer

A retired military employee plead guilty to taking bribes in exchange for turning a blind eye while others stole heavy equipment from the base for resale. The man admitted to allowing items such as cranes, bulldozers, and front-end loaders to be taken from the base. As part of his plea agreement, the employee agreed to forfeit the bribe proceeds, as well as to pay full restitution to the Department of Defense.

Fraud, Conspiracy, and Bribery ... Oh My!

Criminal charges put a computer contractor out of business and landed government employees in jail. Two civilian employees at a Military Depot, along with the contractor's government sales manager, were convicted on various conspiracy and bribery charges for defrauding the U.S. Government under multiple contracts in return for cash and merchandise. The employees were part of a scheme in which they used government funds to purchase laptops and recycled computer components from the contractor's sales manager at inflated prices, and split the overcharged amounts among themselves. One employee received prison time, three years probation, and was ordered to pay \$30,000 in restitution. The other employee was sentenced to 22 months in jail, three years of probation, and ordered to pay \$18,000. The sales manager received a similar sentence. The computer contractor was indicted on nine felony counts and subjected to asset forfeiture of approximately \$7.8 million. The charges were later withdrawn after the company filed for bankruptcy. The investigation also resulted in five other individuals charged with prison time and ordered to pay a combined \$127,000 in restitution.

One Thing Leads to Another

A misuse of government resources investigation hit unexpected pay dirt when it uncovered a contractor procurement and bribery scheme. Investigators responding to a hotline tip substantiated a misuse of funds claim when they found a civilian utilities manager at a Military command rented a 350-ton crane to move electrical generators seven days before it was needed; costing the government \$35,000. The investigation also uncovered a complicated contract bid rigging, bribery and kickback operation involving the utilities manager and a Service contractor. The manager manipulated and sole-sourced work to the contractor; reportedly to drive business to the contractor in order to transition to a job with them after his government job. The manager used government funds to purchase expensive tools, plasma TVs, and laptop computers that turned up missing. He also allowed the contractor to use government personnel, tools, and equipment to do the contractor's work. He submitted false invoices on behalf of the contractor, resulting in a \$1.3 million loss to the government. As a result of a plea deal for cooperation in additional procurement investigations, the manager was sentenced to 15 months in prison and debarred from government contracting for four years. This investigation touched

off five separate criminal investigations against other contractors in that Military Service regarding allegations of bid rigging.

Bribery and Fraud Lands Program Manager in Jail

A Program Manager (PM) that was responsible for administering computer contracts received kickbacks and ran his own business defrauding the Government. The PM negotiated a deal with a contractor that raised the price of computer storage equipment by \$500 a unit. The increase was for “additional services” that were supposedly needed to resolve a defect in the equipment. An investigation determined that these services were unnecessary, and that the \$500 was paid to a shell company owned by the PM’s wife.

The \$500 per unit was just the start. He also used a business that he controlled to purchase generic equipment and resell it to the Government as a name brand product far above market rate. These endeavors proved to be quite lucrative, and the PM profited about \$3.2 million on the schemes. The profit was short-lived, however, as the PM was indicted for bribery and fraud. He was sentenced to five years in prison, required to repay the \$3.2 million and charged a \$2,400 fine.

Contracting Official in Afghanistan Pleads Guilty to Bribery

A Government employee at Bagram Airfield, pled guilty to accepting bribes in exchange for awarding Government contracts. The employee was responsible for evaluating trucking contractors and assigning each contractor days of work each month based on their performance. The employee was approached by a contractor and ultimately accepted a wireless telephone and \$20,000 a month in exchange for assigning an extra day of work each month to that contractor. He also made a similar deal with another contractor for \$15,000 a month. In all, the employee received about \$87,000. He was sentenced to forty months in prison and three years of supervised release.

Major Wrongdoing

A retired Army Major, Christopher H. Murray, pled guilty to charges of bribery and making a false statement arising from his activities at Camp Arifjan, Kuwait.

In 2005 and 2006, while serving as a contracting specialist at Camp Arijan, Murray received approximately \$225,000 in bribes from DOD contractors. In return, he recommended

the award of contracts for various goods and services. Murray also admitted that he received an additional \$20,000 in bribes from a DOD contractor in exchange for the award of a construction contract. Murray's misconduct continued as he made false statements to federal agents investigating his conduct. Murray's sentencing is pending, but the maximum penalty for each of four bribery counts is 15 years in prison and a \$250,000 fine. The maximum penalty for making a false statement is five years in prison and a \$250,000 fine.

In another bribery case at Camp Arifjan, another Army Major, James Momon, Jr., accepted cash bribes from five DOD contracting firms that supplied bottled water and other goods and services to bases in Kuwait. Momon, a contracting officer at the camp, awarded contracts and Blanket Purchase Agreement calls to those contractors, receiving \$5.8 million as payment for his actions. Momon pled guilty to bribery and conspiracy to commit bribery. His sentencing is pending, but, like Murray, Momon faces up to 15 years in prison and a \$250,000 fine for each bribery count, as well as five years in prison for the conspiracy count. Momon has also agreed to pay \$5.8 million in restitution.

Inhibiting Victory

A Major in the U.S. Army Reserve pled guilty to conspiracy and bribery charges related to DOD contracts at Camp Victory, Iraq. According to the charging document, Theresa Jeanne Baker received money and other items, including a Harley Davidson motorcycle, from a defense contractor, Raman Corporation, and a former employee of another defense contractor, Elie Samir Chidiac. In return, Baker conveyed sensitive information and fraudulently awarded contracts to the contractor. Baker also canceled contracts that were awarded to third party contractors and fraudulently re-awarded them to Chidiac. Baker's sentencing is pending, but the maximum penalty for each of Baker's two bribery counts is 15 years in prison and the greater of a \$250,000 fine and three times the monetary equivalent of the thing of value received. Baker was also charged with two counts of conspiracy. Each count comes with a maximum penalty of five years in prison and a \$250,000 fine.

Courting Trouble

A former official of the U.S. Tax Court, Fred Fernando Timbol Jr., was sentenced to 18 months in prison and three years of supervised release in connection with a bribery conspiracy.

Timbol was a facilities services officer in the Facilities Management Section of the U.S. Tax Court. Timbol was responsible for assisting in the award of contracts to contractors who provided maintenance, construction, and other related service to the Court. Timbol admitted to soliciting and accepting over \$12,000 from a government contractor in exchange for rigging the award of at least six inflated contracts. As part of a plea agreement and by order of the court, Timbol also agreed to pay restitution of \$24,143.

Moore Misconduct

First Lieutenant Robert Moore (Ret.) agreed to pay \$120,000 in restitution for accepting money from contractors in exchange for the award of DOD contracts.

In addition to pleading guilty to bribery for the award of contracts at Bagram Airfield, Afghanistan, Moore pled guilty to conspiracy, admitting to falsifying the number of bunkers and barriers delivered at Bagram, which resulted in DOD paying for bunkers and barriers that were never received. Moore also admitted falsifying damage reports for leased vehicles, causing DOD to pay for repairs not performed.

Two other officials, Christopher P. West, an Army Major, and Patrick W. Boyd, an Air Force Master Sergeant, likewise pled guilty to bribery and conspiracy for related conduct. The two agreed to pay \$500,000 and \$130,000, respectively, in restitution to DOD.

Department Employee Works to the Public Detriment

A civilian Engineering Technician assigned to the Public Works Department at Naval Air Station, Corpus Christi, TX recommended Contract Construction and Fence Company for a \$153,000 contract. But behind the scenes, the company had first agreed to pay the Government employee \$5,000 in exchange for the recommendation, per the employee's request. The technician admitted to accepting the bribe in return for his official action that resulted in the contract award. The Navy debarred the civilian employee for three years, and he left Federal service.

VA Employee Earns a 46-Month Stay in the Slammer for Corruption

A Department of Veterans Affairs employee was caught demanding and receiving kickbacks from a contractor doing business with her agency. The VA employee and the contractor agreed that the employee would recommend the contractor's services to her agency, and in return the contractor would give the employee kickbacks from the inflated prices it charged the government. In all, the employee received \$115,000 in kickbacks, although the scheme ended up costing the government much more—between \$400,000 and \$1 million. On a side note, the VA employee was also indicted for conducting post-government employment negotiations with a company she was doing business with in her government capacity.

Accepting Gifts from Vendor Results in \$1,000 Fine

A U.S. Postal Service (USPS) employee who accepted free tee time golf games from a vendor had to explain his actions in Federal court after a tipster informed investigators. Authorities learned that the employee, who was the manager of Delivery Vehicle Operations, had played golf with a vendor who was involved in a \$100 million procurement with USPS. On that occasion, the employee had accepted payment for his golf fees and his dinner. Investigators discovered that over the course of the previous year, the employee had also accepted approximately \$2,000 in non-cash items (including meals and golf fees) from the vendor.

The employee pled guilty to bribery, and was sentenced to one year unsupervised probation and a \$1,000 fine. For this employee, golf turned into a very expensive sport.

Exchanging Contract for Computer Earns Prison Time

The Facts: The director of Respiratory Care at a Veterans Affairs (VA) hospital in Shreveport, Louisiana, agreed to push through a VA contract for a vendor, if the vendor supplied her with a laptop computer. The VA Police and Security Service, as they are wont to do, investigated and discovered this *quid pro quo*. The director was caught and pleaded guilty to soliciting and receiving illegal gifts. She was sentenced to 5 months in prison, to be followed by 7 months of home confinement, and ordered to pay restitution of \$904. (Source: *Federal Ethics Report*, Feb. 2001.)

The Law: 18 U.S.C. § 201(c)(1)(B) (2003) forbids any public official from accepting anything of value in exchange for an official act to be performed, or because of any official act

already performed. Violations of this law can merit fines, imprisonment for up to 2 years, or both.

Asking for a Bribe — Have You Lost Your Mind?

The Facts: An employee at the Defense MegaCenter at Kelly Air Force Base, Texas, was working as a member of a source evaluation committee reviewing contract proposals for a \$5 million contract when he struck on this ingenious idea: Ask one of the potential contractors for a bribe in exchange for his approval of the contractor's proposal! The contractor apparently didn't think that this was such a good idea, however. It contacted the Defense Criminal Investigative Service, which investigated the case along with the Air Force. The investigation included using an undercover agent, parading as the contractor's representative, paying the employee the bribe. Having been caught with his hand in the cookie jar, the employee pleaded guilty to accepting a bribe and was sentenced to one year of probation and ordered to participate in a mental health program—perhaps an appropriate remedy for what proved to be a lame-brained scheme.

(Source: *Federal Ethics Report*, Feb. 2001.)

The Law: 18 U.S.C. § 201(b)(2)(A) (2003) bars public officials and any persons selected to be public officials from seeking anything of value in return for “being influenced . . . in the performance of any official act.” The penalty for violating this law can include fines, imprisonment for up to 15 years, or both, along with possible disqualification from holding “any office of honor, trust, or profit” with the United States Government.

Don't Be Too Gracious a Gift-Getter !

The Facts: An employee of the Maritime Administration (MARAD), a division of the Department of Transportation, oversaw contracts for ship repairs. He also saw a contractor providing him with nice gifts to reward his work—including a large-screen TV and a VCR. What could be wrong with that? Plenty, according to the U.S. Attorney, who delivered to this gracious gift-getter a four-month prison sentence, to be followed by one year of probation, and an order for restitution in the amount of \$7,460. The other gifts the employee could have refused; these he was compelled to take. (Source: *Federal Ethics Report*, Feb. 2001.)

The Law: 18 U.S.C. § 201(c)(1)(B) (2003) forbids any public official from accepting anything of value in exchange for an official act, or given for an official act already taken. A violation of this law can result in fines, imprisonment for up to 2 years, or both.

Not So Much of a Bright Bulb !

The Facts: A former supervisor in the Bureau of Indian Affairs used a Government-issue credit card to purchase excessive quantities of overpriced light bulbs from a North Dakota company. In exchange for his act as a poor shopper, he accepted \$21,000 in bribes. For his savvy purchasing, he was sentenced to one year and nine months in prison and ordered to pay \$72,000 in restitution.

The Law: 18 U.S.C. § 201(b) (2003) forbids Federal employees from (among other things) seeking or receiving anything of value in return for being influenced in the performance of an official act or to commit or to assist the commission of any fraud against the United States. It mandates fines, imprisonment for up to 15 years, or both, along with disqualification from holding “any office of honor, trust, or profit under the United States.”

FAA Employee Sentenced for Bribery

A former employee of the Federal Aviation Administration (FAA) was convicted of bribery. In carrying out his primary responsibility of reviewing and processing applications for FAA-issued pilot certificates, the employee accepted bribes of \$2,000 and an all-expense paid trip to Korea in exchange for preferential treatment of applications for Korean pilots from the flight school, Wings Over America.

The employee was sentenced to pay a \$2,000 fine and serve four months in prison, followed by three years probation for violating 18 U.S.C. 201(b)(2). Bribery occurs when a public official seeks or accepts anything of value in return for being influenced in the performance of an official act.

Social Security Administration Employee's Bribery Try Ends in Prison

A Social Security Administration employee and her husband were convicted for soliciting bribes from individuals seeking Social Security benefits for themselves or family members. The couple approached citizens who were having difficulty qualifying for Supplemental Social Security benefits. They would offer to arrange to have benefits reinstated or to complete paperwork for the individual. Afterwards, they demanded payment for their services.

At their 1997 trial in Louisiana, a judge ordered the employee to 46 months imprisonment followed by three years of probation. The employee's husband received 30 months imprisonment, also followed by three years of probation. They each paid back \$23,809.33.

The offense of bribery occurs when a public official seeks or accepts anything of value in return for being influenced in the performance of an official act.

Navy Employee Sentenced for Gratuity Offense

A Navy electrical foreman was sentenced for accepting \$9,300 in illegal gratuities from a Government contractor. The foreman was convicted of violating 18 U.S.C. 201 and was sentenced to 36 months of probation and a \$10,000 fine. The electrical foreman assisted a Government contractor in obtaining a contract with the Naval Air Warfare Center (NAWC). The foreman had authority over certain Navy contracts relating to NAWC base maintenance.

Congressional Aide Sentenced for Corrupt Activities

A former staff assistant to a U.S. Congressman was convicted of two counts of accepting gratuities (18 U.S.C. 201) and one count of devising and carrying out a scheme to defraud the Government (18 U.S.C. 1341). The aide was sentenced to 18 months imprisonment on each count followed by two years of probation. The staff assistant accepted \$3,700 for assisting individuals in obtaining permanent residency status by sending endorsements on the Congressman's letterhead to the Immigration and Naturalization Service (INS). The aide was also involved in a scheme to defraud aliens seeking permanent residency. The aide told the aliens that if they were members in the Seventh Day Adventist Church, they would be eligible for permanent resident status even though the INS Special Religious Immigrant Work Program covers only church workers and their immediate families who are employed by a religious organization. The aliens were informed that for a fee, the aide would assist them in applying with the INS. The aide received approximately \$400,000 from 1,000 aliens.

HUD Official and Realtor Imprisoned for Bribery Scheme

A former official at the U.S. Department of Housing and Urban Development (HUD) was sentenced for his role in a bribery scheme involving HUD properties. The former official was paid bribes by a realtor who in exchange was sold HUD properties at lower than their appraised

values. The bribes totaled over \$80,000, including a BMW automobile. In return the HUD official sold the realtor 20 HUD properties at one-third of their appraised value. The realtor then resold the properties at their full market value. In addition to other charges, both the HUD official and the realtor plead guilty to one count of 18 U.S.C. 201 each.

The HUD official was sentenced to a 24-month prison term followed by 3 years probation and was ordered to pay \$1.4 million in restitution. The realtor was sentenced to a 27-month prison term followed by 3 years probation and was also ordered to pay \$1.4 million in restitution.

United States Customs Service Special Agent Takes Informant Payoff Funds

Beginning in June 1987, the agent worked with an informant who provided assistance to the Customs Service in criminal investigations. One of the agent's duties was to monitor and assess the work of the informant. During a period of several years, the informant received a number of payments from the Customs Service as compensation for his services as informant. On one or more occasions, the informant expressed gratitude for the agent's assistance by observing that both he and the agent had engaged in hard work for which the informant would receive substantial compensation, but for which the agent only would receive his salary. The informant offered to share with the agent a portion of his earnings from the Customs Service. In April 1992, the agent nominated the informant for a large payment, which represented a portion of the value of certain assets forfeited as a result of information provided by the informant. The agent then initiated a telephone conversation with the informant in which he asked the informant for money. During August 1992, the informant went to San Francisco to receive the payment. The agent personally gave the informant a United States Treasury check in the amount of \$110,875. While riding in a Government-owned vehicle, the informant attempted to hand the agent an envelope with \$4,000 in cash. The agent responded that the informant should drop the envelope in the car because he could not accept the cash directly. The informant left the money in the car and the agent recovered it.

The agent pled guilty pursuant to a plea agreement to a charge of a criminal violation of 18 U.S.C. 209, illegal supplementation of salary. Under the plea agreement, the agent agreed to the imposition of a fine of \$4,000 by the Court, to not seek employment with any Federal, state, or local law enforcement Agency, and to pay a special assessment of \$25. In exchange for these

agreements, the United States agreed to move to dismiss the Indictment charging the agent with a violation of 18 U.S.C. 201(c)(1)(B) and not to prosecute him for any other criminal offense relating to his receipt of \$4,000 from the informant.

Gratuity Accepted In Exchange for Immigration Services

A pastor submitted an application for permanent residence to the United States Department of Justice, Immigration and Naturalization Service (INS). The Southeastern Conference of Seventh-Day Adventists (Southeastern Conference) wanted the pastor to minister to two of its congregations in Miami. On August 17, 1990, a Congressman sent a letter to INS on behalf of the pastor. On May 31, 1991, a second letter from the Congressman, this time signed by the pastor as well, was sent to INS. Both letters were written on Congressional stationery. On August 21, 1991, the pastor's application for permanent residence was approved. On July 8, 1993, the Congressional staffer who organized the scheme received a \$500 gratuity from the Southeastern Conference for her efforts on behalf of the pastor. The staffer used the same scheme to assist another pastor in obtaining permanent residence so that he could serve as minister for two of the Southeastern Conference's congregations. The Congressman wrote to INS on July 26, 1993, on behalf of the second pastor and the Southeastern Conference. The staffer assisted the second pastor in his dealings with INS. On August 3, 1993, INS approved the pastor's petition for residence and, on February 3, 1994, the staffer received a \$500 gratuity from the Southeastern Conference for her efforts on behalf of the pastor. On April 26, 1994, another foreign national paid the staffer \$2,700 for assisting her in applying for permanent residence. The staffer submitted a petition to INS on the person's behalf and signed the application as the preparer. Although the application contained a signature, which purported to be that of the staffer, she claimed that it was not her signature and that she did not see the application prior to its submission. The staffer knew that the foreign national was not eligible to become a permanent resident of the U.S. but fraudulently misrepresented to her that she was eligible in order to induce her to utilize the staffer's services.

The staffer was charged with two counts of accepting gratuities for official acts performed, in violation of 18 U.S.C. 201(c)(1)(B) and knowingly making a material false writing and presenting it to INS, in violation of 18 U.S.C. 1001. She was also charged with accepting compensation for services provided in relation to matters in which the United States has a direct

and substantial interest, in violation of 18 U.S.C. 203(a)(1), and mail fraud, in violation of 18 U.S.C. 1341. The staffer pled guilty to the five-count indictment on September 30, 1996, and was sentenced to 18 months of incarceration on April 18, 1997.

Multiple Charges Brought Against Air Force Officer and Accomplice for Software Scheme

An Air Force officer was disgruntled after receiving notification that he would not be promoted and was soon to be discharged without a retirement annuity. He conspired with a base warehouse supervisor (while also seeking employment with him) to unlawfully transfer superseded software from the MacDill AFB warehouse he supervised to a private company for subsequent sale. He arranged with the supervisor to remove software called Oracle Tools and Database (Oracle). The Air Force officer obtained possession of over 96 boxes of Oracle software by making false statements in writing in an effort to gain authorization from his superiors to have the software destroyed in place. Destruction of superseded software was the responsibility of the Government according to its agreements with software contractors. The Air Force officer worked under the pretense that the Oracle software was being turned over to a company for destruction. Instead, the officer provided the Oracle software to a moving company that transported the boxes from MacDill to a commercial storage facility rented by the warehouse supervisor. Once in possession of the software, he searched for buyers of the software. Originally, the U.S. Central Command had paid the Government bulk rate of \$79,000 for the Oracle software in 1991. On the gray market, this software was valued between \$35,000 and \$100,000.

The officer was convicted of a violation of 18 U.S.C. 208 (working on a project that affected a company in which he had a financial interest), while his co-defendant, the warehouse supervisor, was convicted of violations of 18 U.S.C. 201(b)(1), 18 U.S.C. 641 (theft of Government property) and 18 U.S.C. 371 (conspiracy). The officer was sentenced to one year probation and 150 hours community service. The warehouse supervisor was imprisoned for 27 months with supervised release for three years.

State Department Regional Security Officer (RSO) at the American Embassy in Santo Domingo, Dominican Republic Drives Automobile Scheme

The RSO's primary duties included overseeing a small force of U.S. Marines and a larger force of security guards. While the RSO had no authority to enter into procurement transactions on the Government's behalf, he did, in two separate transactions, engineer the purchase of eight vehicles for the security company and some private citizens. The security company's contract with the Government required that it use three vehicles for patrols. These vehicles were purchased in the United States and were free from substantial import duties when delivered to the Dominican Republic by virtue of applications by the United States Embassy for "exonerations" from the duties. Exonerations are given for property to be used by foreign missions. With respect to the purchase of the first four vehicles, the RSO was given \$50,000 by the security company. The RSO carried at least \$39,000 in cash to Miami, which he illegally failed to disclose to customs officials, and purchased 4 vehicles for \$39,000. The RSO kept the remaining \$11,000. Later, when the RSO purchased four vehicles for individuals, he was given \$55,000 in cash. He returned to Miami with at least \$35,000 in cash, which again he failed to report to Customs, and paid \$35,000 for four vehicles which were sent to Santo Domingo and "exonerated" from import duty after the RSO encouraged the exonerated process and initiated some of the paperwork through an embassy employee. The RSO retained the unspent \$20,000 difference between the purchase amount and the amount he had been given to purchase the cars. The security company also was required to provide weapons for its security force. The RSO arranged to purchase the weapons for the security company by first attempting to have certain firearm companies or retailers ship the weapons to the Dominican Republic, notwithstanding the fact that the RSO did not have a license to export the weapons. These companies refused to sell the weapons to the RSO. Subsequently, he purchased the weapons from a Baltimore gun shop after using Embassy letterhead and representing that he was authorized to purchase weapons for the State Department. The gun shop refused to ship the weapons to the RSO. The RSO then went to Baltimore and personally purchased the weapons and sent them in a lead-lined diplomatic box to the Dominican Republic. The RSO gave most of the weapons to the security company, but sold some extras that he purchased to citizens of the Dominican Republic at considerable profit. He also kept for himself the difference of \$2000 between the amount that the security company had given him to purchase the guns and the amount that the gun purchase had cost him.

The RSO was charged with making false statements to a firearms dealer, receiving something of value for performance of an official act in violation of 18 U.S.C. 201, participating as a Government employee in a transaction in which he had a financial interest in violation of 18 U.S.C. 208, stealing ammunition with a value in excess of \$100 from the United States, exporting firearms without a license, transporting monetary instruments into the United States for the purpose of carrying on a violation of the Arms Control Export Act, and failing to make a true report to the Customs Service when carrying \$10,000 or more into the United States. The jury convicted the RSO on the 201 count and the count of the indictment pertaining to exporting firearms without a license.

Postal Employee Demanded Payoffs to Deliver Benefit Checks

Having been tipped off that a letter carrier was demanding money from people on his route in exchange for delivery of general assistance checks, the Postal Service established surveillance and taped a conversation in which the letter carrier suggested that the customer make a "one-time" payment of \$15 to ensure delivery of her checks. The letter carrier accepted the payment, which had been marked in advance of its transfer. The letter carrier was indicted under 18 U.S.C. 201(c)(1)(B) for accepting money in exchange for performing an official duty. After plea negotiations, he pled guilty to a violation of 18 U.S.C. 209, for accepting compensation for official duties from a source other than the Government. He was sentenced to three years' probation, with 60 days at a community treatment center.

Employee Convicted for Steering Contracts to Supplier

A Government technician and a co-worker went to a manufacturer and offered to ensure that the manufacturer received Agency contracts in return for a hefty "finder's fee." The manufacturer, unfortunately for these enterprising employees, went to the FBI, which set up a sting operation and arrested the technician. At trial, the technician, ever so clever, argued that he could not be found guilty of bribery because he was not a contracting officer, and therefore did not have the authority to award contracts to the manufacturer. The court rejected this argument after listening to testimony on the role of technicians as far as providing expert information that contracting officers rely upon, and upheld the conviction of the technician.

The offense of bribery occurs when a public official seeks or accepts anything of value in return for being influenced in the performance of an official act. Such acts include giving advice, making recommendations, and conducting investigations as well as making decisions.

Please Call Me “Doctor” Inmate

One enterprising Federal employee cut a deal with a local university - they gave him an honorary Ph.D. in public administration in return for his signing a mega-buck grant for the university. (Obviously, he had great expertise in Public Administration.)

The offense of bribery occurs when a public official seeks or accepts anything of value (such as an honorary degree) in return for being influenced in the performance of an official act.

Agriculture Employee Sought for Approving Fraudulent Loans

A former employee of the Department of Agriculture is wanted for recruiting his friends to fraudulently apply for farm loans and then giving him money in exchange for approving the loans. The former employee helped his non-farmer co-conspirators to fill out the required forms with the information required for approval. Under this scheme, the former employee approved loans totaling \$1.8 million. He collected \$340,000 for himself.

The former employee has been charged with 98 counts including 56 for bribery.

Seven Agriculture Inspectors Sentenced for Bribery Scheme

Seven U.S. Department of Agriculture fruit and vegetable inspectors were convicted of operating a scheme in which they received cash payments from fruit and vegetable wholesalers in return for the inspectors assigning lower grades to their produce. The lower grade meant that the wholesaler could pay the grower a lower price for the produce and then re-sell it at the higher grade.

All pled guilty to one count of bribery each. Bribery occurs when a public official seeks or accepts anything of value (such as cash) in return for being influenced in the performance of an official act (such as assigning produce grades).

INS Inspector Accepts Bribes

A former Immigration and Naturalization Service inspector was sentenced for accepting bribes in return for allowing smugglers to import cocaine into the United States across the border with Mexico. He accepted \$75,000 in bribes in return for allowing over 1,000 pounds of cocaine to enter the country.

The former INS inspector was convicted of bribery and was sentenced to 30 months imprisonment followed by three years of probation.

Former Federal Highway Administration Official and Wife Engage in Corrupt Scheme

A former FHWA employee and his wife were sentenced for engaging in a bribery and kickback scheme involving traffic engineering contracts. The former employee improperly told a contractor that they would probably win a contract. In return, the contractor granted a sub-contract to the FHWA employee's wife's "consulting firm." The employee's wife had no highway engineering education or experience. She received over \$100,000 in Government contracts.

In addition to other charges, the former employee pled guilty to one count of bribery.

VA Employee Convicted of Accepting Illegal Gratuities

A former employee of the U.S. Department of Veterans Affairs was sentenced for soliciting and accepting gratuities from a VA vendor. He received three computers, airline tickets, and hotel accommodations from several VA vendors. He was also charged with demanding a fourth computer and round trip tickets to Las Vegas from another vendor. The former employee pled guilty to one count of violation of 18 U.S.C. 201.

IRS Official Convicted for Steering Contracts

A former IRS official was sentenced in US District Court for accepting bribes in return for directing IRS computing contracts to certain companies and for failing to report the bribes on his income tax returns.

He pled guilty to one count of bribery and to one count of filing a false tax return, and received a 37 month prison term and three years' probation as a result. Bribery occurs when a

public official seeks or accepts anything of value in return for being influenced in the performance of an official act.

Special Operations Command Bribery Scandal Nabs Two Retired Officers

Two retired military officers at SOCOM found themselves in federal court after the revelation of a scheme to funnel defense contracts to companies willing to provide lucrative kickbacks. The first official was a retired Army lieutenant colonel, and was employed by SOCOM as a contractor charged with evaluating weapons designed for the special operations forces. The second official was a retired Army colonel, who was chief of special programs at SOCOM. Prosecutors allege that the retired colonel formed a private consulting company in order to represent companies seeking to get part of SOCOM's \$1.8 billion procurement budget. The consulting company then made illegal payments to the retired lieutenant colonel in exchange for his favorable reviews of their clients' weapons.

The retired lieutenant colonel pled guilty to federal bribery charges. Although he faced 15 years in prison, his exemplary service and cooperation with investigators earned him a reduced sentence of three years of supervised probation, six months of home detention, and \$4500 in fines. The retired colonel has maintained his innocence, and faces up to 15 years in prison and \$250,000 in fines.

Iraq Contractor Caught Taking \$1 Million in Bribes

A former contracting officer for the Iraqi coalition government pled guilty to accepting over \$1 million in bribes in return for steering contracts to a contractor with companies in Iraq and Romania. The officer was a convicted felon when he was hired by a U.S. company, which subsequently won a contract with the U.S. to provide controllers to Iraqi regions. The officer was put in charge of over \$82 million in funding for an area south of Baghdad. He quickly began accepting bribes in the form of cash, cars, jewelry, and sexual favors from women provided by a contractor, in exchange for steering lucrative contracts in the contractor's direction. Investigators recovered incriminating email traffic, including one email from the official to the contractor exclaiming, "I love to give you money!" Later investigations showed that much of the contracted work was never completed. Also implicated in the scandal was a retired Army lieutenant colonel, who also worked as a contracting officer in the region. He was accused of funneling contracts to the same contractor in exchange for lucrative kickbacks,

including a new car; he also was accused of simply stealing large amounts of money from reconstruction funds which he then smuggled into the U.S.

The official pled guilty to bribery, conspiracy, and money-laundering, as well as charges connected with his illegal possession of at least 50 firearms, including machine guns and grenade launchers. He awaits sentencing, and faces up to 30 years for the conspiracy charge alone. The contractor pled guilty to conspiracy, bribery, and money-laundering. He faces up to 40 years in prison, five years of supervised release and a fine of \$750,000. He also must repay the government \$3.6 million and forfeit \$3.6 million in assets. The lieutenant colonels case is still pending. *(Source: Washington Post, February 2, 2006; April 16, 2006)*

Cargo Contractor Faces 5 Years for Bribery

A Navy contractor at the Space and Naval Warfare Systems Center Charleston Detachment pled guilty to accepting bribes from a freight forwarding company. In exchange for awarding freight transportation contracts to the company, the contractor received items valued at more than \$10,000, including extravagant dinners, concert and NASCAR tickets, weekends at a bed-and-breakfast, jewelry, and “spa days” at a department store. Investigators discovered that coincidentally, the freight company’s business was virtually nonexistent before the contractor began awarding them contracts that eventually totaled over \$700,000.

The contractor faces up to five years in prison and a \$250,000 fine. She is the seventh defendant connected to an investigation of payoffs between freight forwarding companies and government contractors. *(Source: UPI, March 20, 2006)*

Gift-Giving Contractor Faces 5 Years for Bribery

The owner of a cargo company in Virginia Beach faces five years in prison after giving thousands of dollars in gifts to federal contract officers at the Norfolk Naval Shipyard in exchange for lucrative military shipping contracts. One federal contract officer, who had worked for the government for 25 years, received free lunches and dinners, an open tab at a delicatessen, airline tickets, concert and NASCAR tickets, cigars, and a \$6,000 Jacuzzi. The vice president of the owner’s cargo company was also indicted for bribes to another Norfolk federal contract officer totaling over \$75,000. In return for these gifts, the owner’s company received over \$640,000 in shipping contracts.

The owner faces up to five years in prison and \$250,000 in fines. The two contract officers both pled guilty; the first has been sentenced to 44 months in prison, and the other awaits sentencing. *(Source: Hampton News, 10/25/05)*

Employees Fail to Profit from Red Tape

Two workers at the Veterans Affairs's Consolidated Mail Outpatient Pharmacy, which mails prescriptions to veterans, were charged with taking kickbacks for purchasing a product from a supplier at more than twice the normal price. The product? Red tape. The employees were charged with purchasing 100,000 rolls of the tape, which is stamped with the word "security" and is meant to deter tampering, at \$6.95 a roll rather than its \$2.50 retail value. In return, they received kickbacks of more than \$1 per roll.

The duo will have plenty of time to appreciate the irony of their situation, as they face a sentence of 15 years in jail.

Reselling Commissary Goods Lands Two in Court

A scheme to resell military commissary batteries on the black market resulted in charges filed against a veteran and a Department of Defense employee. Investigators discovered that the veteran was bribing the employee to sell him large quantities of batteries from a commissary, which the veteran then resold at a profit to a distributor. During a one-year period, the employee sold the veteran \$750,000 worth of batteries, which netted a \$20,000 profit on the black market. The veteran kept \$11,000 of the proceeds, and kicked back the remaining \$9000 to the employee.

The veteran pled guilty to a misdemeanor charge of supplementing the salary of a Federal employee, and was sentenced to one year of probation. The employee was charged with bribery and taken to court. It is illegal for individuals to either pay or receive salary supplements for services performed by Government employees related to their Government duties.

Accepting Kickbacks Earns Contractor 11 Years

A federal investigation into bribery ended in three fraud convictions for the Chief of Plans, Requirements, and Acquisitions for the Defense Systems Agency at the Navy Ship Parts Control Center. The Department of Defense employee accepted \$500,000 in cash in exchange for awarding \$18.1 million in contracts to an information technology company. The investigation also uncovered a scheme by the employee, his brother, and his nephew to

defraud an environmental remediation business by submitting phony invoices for more than \$76,000. The employee was also convicted for lying about his wife's disability status to the Social Security Administration.

This trio of offenses earned the employee 11 years in federal prison, where he will have a family reunion with his brother and nephew as well as his daughter, who was convicted of making false statements to the grand jury. *(Source: York Daily Record, March 29, 2006)*

IRS Employee Goes to Jail for Accepting Gifts

In the course of collecting the debt from a construction company, an IRS Revenue Agent became friends with the owner. Such good friends, that the agent accepted free games of golf from the owner, as well as a number of free dinners at restaurants. Indeed, the owner and the agent were such pals that the owner presented the agent with a cashier's check for \$14,900, which he subsequently used to purchase a car.

Unsurprisingly, the agent admitted that the gifts adversely affected his collection of the construction company's outstanding debt. The agent received three years in jail and six months of home confinement for an Unlawful Act of a Revenue Officer.

Postal Service Worker Faces Jail Time for Bribery

A U.S. Postal Service (USPS) employee responsible for receiving and awarding bids on USPS printing orders was arrested for trading Government contracts for cash. The employee funneled valuable contracts to the owner of a Washington D.C. printing business in exchange for payments of \$11,575 to the employee's divorce lawyer. Over the course of the investigation, authorities uncovered four other printing companies that admitted paying bribes to the former USPS employee.

The printing business owner pled guilty to bribery, and faces up to two years in prison and a \$250,000 fine. The USPS employee's case is pending in court.

Compensation for Representational Services from Non-Federal Sources (18 U.S.C. § 203-Type Violations)

Wanted: Employee Who Will Not Skip Meetings to Interview with Other Companies

An Army Brigadier General participated personally and substantially as an advocate and approval authority in the effort to increase funding on a task order with a Government contractor even while actively seeking employment with that company. His efforts did not rise to the level of “negotiating” employment so he did not violate the criminal prohibition of 18 U.S.C. §208, but was still in violation of C.F.R. 2635.604 when he took official action on behalf of a company with which he was seeking employment instead of disqualifying himself from the particular matter. He also extended official travel time and claimed unauthorized travel expenses in order to go to job interviews and participate in other job seeking activities to the point of actually excusing himself from official meetings. Finally, he charged unauthorized personal phone calls to the Government and ordered subordinates to run personal errands for him, including picking up his dry cleaning, driving him to the barber shop, and putting the license plates on his personal car (also directing them to use an official Government vehicle for these purposes). The General’s behavior violated the Joint Ethics Regulation because he used Federal personnel, equipment, and duty time to conduct personal business. His official participation in a particular matter on behalf of a company with which he was seeking employment violated conflict of interest law. His other activities amounted to misuse of Government resources (his subordinates’ time and the Government car) and improper gift acceptance (due to a failure to reimburse subordinates for expenditures such as mileage used when performing his personal services). As if that was not enough of an ethical rap sheet, he violated DoD Directive 7000.14-R when he decided to charge at least 15 of his TDY transactions to his personal credit card instead of his Government travel card so that he could receive bonus point or air miles on the card. The General was subject to Article 15 proceedings under the Uniform Code of Military Justice, fined \$5,000, and directed to reimburse the Government \$5,300 for the improper cell phone use and overpayment of TDY expenses. He was allowed to retire at his current grade, O-7.

Receipt of Income by Federal Employee Results in 18 U.S.C. 203 Violation

A former employee of the Department of Transportation was sentenced in the U.S. District Court for the Eastern District of Texas for receiving unauthorized compensation from a Government contractor for performing Government duties. The employee, in his capacity as a Supervisory Marine Surveyor for the Maritime Administration, accepted compensation from BGI Enterprise, Inc. for providing representational services in preparing a bid package for a \$1 million U.S. Coast Guard contract to remove sunken barges from the Intracoastal Waterway in Texas.

The employee pled guilty to one count of violating 18 U.S.C. 203, and the Government dropped its charge of making false statements to the Government and failure to report the receipt of the unauthorized compensation on his annual financial disclosure form. The employee was sentenced to a one-year probation and ordered to pay a \$2,500 fine.

Under this criminal statute, in general, Federal employees may not accept compensation for representing someone else before a Federal agency on particular matters in which the United States is a party.

INS Employee Accepts Illegal Payments

A clerical employee of the Immigration and Naturalization Service (INS) took money in exchange for assisting in processing INS employment authorization documents.

She pled guilty to a misdemeanor violation of 18 U.S.C. 203(a)(1), for receiving compensation for representational services rendered in a particular matter before a department or Agency of the United States. On December 12, 2000, she was sentenced to two years of probation and a \$1,000 fine.

VA Employee Makes Improper Business Referrals

A decedent affairs clerk at a Veterans Affairs (VA) hospital acted as an agent of another employee at the VA hospital, who moonlighted at a nearby funeral home. The clerk referred VA officials to the funeral home where his coworker moonlighted for the handling of bodies abandoned at the VA hospital. The moonlighting employee paid the clerk for referrals. Payments totaled approximately \$450.

The clerk pled guilty on October 13, 1999, to a misdemeanor violation of 18 U.S.C. 203(a)(1), for receiving compensation for representational services rendered in a particular

matter before a department or Agency of the United States. On March 10, 2000, the moonlighting employee was sentenced to pay \$25.

Congressional Staffer Accepts Cash in Return for Assistance with INS

A Congressional staff assistant for a member of Congress was assisting a constituent with filing an application to normalize the immigration status of the constituent's daughter. While doing so, he solicited and received money from the constituent in exchange for the preparation and filing of the application with the Immigration and Naturalization Service.

He was charged with violating 18 U.S.C. 203(a)(1)(B). On August 7, 1998, he pled guilty and on February 5, 1999, he was sentenced to three years' probation, 100 hours of community service, a \$2,340 fine and \$780 in restitution. Under this criminal statute, in general, Federal employees may not accept compensation for representing someone else before a Federal agency on particular matters in which the United States is a party.

IRS Employees Take Bribes To Ignore Tax Delinquency

Two employees of the Internal Revenue Service (IRS) and the two owners of a car rental business engaged in a scheme in which they conspired to improperly handle the company's delinquent tax debt. The company was experiencing serious financial problems and had substantial Federal employment tax delinquencies. The co-owners of the company met with an IRS employee who introduced them to another IRS employee. IRS employee number 2 told the co-owners how they could get their tax case transferred from the IRS office where it was pending to the IRS office where he was employed. At that point, he would permit the company to remain in business and pay a minimal amount of its tax deficiency. The co-owners agreed to a payment of \$1,000 per month for this service. During this time period, the co-owners provided both IRS employees with free rental cars and paid vacations to Florida. IRS employee number 2 also invested money and acquired an interest in the company. In a separate scheme, IRS employee number 2 signed a one-year contract with a local levee board to perform an economic study. The contract called for the IRS employee to be paid \$85 per hour; he received approximately \$38,000 over the following year. At the same time, the levee board had tax disputes pending under the employee's supervision at the IRS. He did not disclose this fact to his supervisors at the IRS.

The rental car company owners each pled guilty to violating 18 U.S.C. 203, offering compensation to a Government employee for representational services rendered in a particular matter before a department or Agency of the United States. Owner number 1 received one year probation and a \$250 fine. Owner number 2 was sentenced to five years of probation and \$90,191 restitution. IRS employee number 1 pled guilty to violating 18 U.S.C. 201(b)(1)(A) (bribery) and was sentenced to five years of probation and a \$3,000 fine. IRS employee number 2 pled guilty to violating 18 U.S.C. 208(a), taking official action in matters affecting a personal financial interest, as well as 18 U.S.C. 201(b)(2) (also bribery). He was sentenced to twelve months in jail, three years supervised release, and a \$3,000 fine.

Congressional Staff Member Takes Payment to Help “Grease the Skids”

A Congressional staff member solicited \$650 from a citizen who was seeking relief from the state's Office of Workman's Compensation. He told the citizen that the \$650 would help "grease the skids" in getting her claim approved. The staff member specifically requested that money be provided in cash and arranged for it to be delivered outside of the Congresswoman's office where he worked. The citizen later reported the matter to the FBI – who introduced an undercover FBI agent who purported to have a worker's compensation claim. In tape-recorded conversations with the undercover agent, the staffer solicited \$650 from the agent. The pay-off was videotaped. When interviewed several days later, he initially stated he never accepted money from a constituent. When shown a photo of the FBI agent, he stated that he had been offered money by her but had turned her down. When told that the person in the photo was an FBI agent, the staffer stated: "I guess I'm in a lot of trouble, aren't I?"

He was charged with violations of 18 U.S.C. 201 and 203 and pled guilty to one count of violating 18 U.S.C. 203. He received a sentence of probation and community service, and was ordered to pay restitution.

DOT Employee Sentenced for 18 U.S.C. 203 Violation

A former US Department of Transportation employee was sentenced in US District Court for receiving unauthorized compensation from a Government contractor for representing the contractor on a contract bid to the Government. The former official admitted that he assisted a DOT contractor in the preparation of a bid package for a \$1 million Government contract. The judge sentenced the former employee to a year of probation and to pay a \$2,500 fine.

Department of Labor Associate Deputy Under Secretary Violates 18 U.S.C. 203

The Associate Deputy Under Secretary for International Labor Affairs at the Department of Labor was involved in an effort to promote low-income housing subsidized by the Mexican Government for low-paid Mexican workers living along certain sections of the United States-Mexican border. He was assigned the duty of pursuing arrangements for a low-cost housing project in 1991. The project was to be financed with private funds. He briefed the Deputy Under Secretary for International Labor Affairs on the progress of the project. During November 1991, he met with United States officials in Mexico City to discuss, among other things, private sector initiatives to construct low-cost housing along the United States-Mexican border. He met in Washington, D.C. and in Mexico City and other places with several real estate developers interested in low-cost housing along the border. He and the real estate developers met with Mexican banking and housing officials concerning the low-cost housing and the possibility that the project would be financed through a Mexican low-income financing authority. After several meetings, he told the real estate developers and the Mexican housing officials that he would not be able to participate in the joint venture that the real estate executives were forming due to his status as a Government employee. On July 22, 1992, the Under Secretary accepted the offer to work for the joint venture in dealings with the United States. He was offered 10 percent of the net profits generated by the project. The project involved the building of 6,000 condominiums and would generate about \$10,000,000 in net profits. The anticipated total cost of the project was in excess of \$120,000,000. The Under Secretary had an intermediary act on his behalf in signing a memorandum of agreement with the real estate developers. The Under Secretary, throughout the period in question, requested travel authorizations and submitted travel vouchers to the Government for travel to Mexico to work on the Mexican worker housing project

The Government charged that he agreed to accept compensation for representational services before the United States in relation to a particular matter, the housing project, in which the United States Department of Labor had a direct and substantial interest in violation of 18 U.S.C. 203(a) and 216(a)(2). The Government also claimed that the Under Secretary was acting as part of a conspiracy against the United States in violation of 18 U.S.C. 371. The Under Secretary pled guilty to the charges and was sentenced to probation for five years.

Immigration Consultant Offered Payment to INS Employee

An "immigration consultant" who assisted resident aliens with the process of obtaining INS travel papers offered compensation to an INS officer to speed up the application process.

He pled guilty to a misdemeanor violation of 18 U.S.C. 203(a)(2) on January 27, 1993, and was sentenced to one year probation, six months' home detention, and a \$25 special assessment. The defendant was also prohibited from further working in the immigration consulting business.

Sergeant-at-Arms of the United States Senate Takes Free Flight to Hawaii After Recommending Contractor

The Sergeant-at-Arms is the chief purchasing agent for the Senate and in that capacity, he recommended that the Senate purchase and install a \$219,000 AT&T telephone system for the U.S. Capitol Police. Three weeks later, he accepted a round-trip Washington-Honolulu airline ticket, valued at \$2,700, from an AT&T employee.

He pled guilty on November 18, 1992 to one misdemeanor count of violating 18 U.S.C. 203 and was sentenced to one year of supervised probation and to pay full restitution of \$2,700 and a \$5,000 civil fine.

Citizen Gives Illegal Payoffs to IRS Employee

The defendant was audited by the Internal Revenue Service for excess deposits of income. He offered the IRS agent conducting the audit furniture, equipment, and cash if the agent would help him with his tax problems. The agent reported his offer to IRS internal security. Subsequent discussions between the citizen and the IRS agent, accompanied by payments of \$240 and \$200 in cash to the IRS agent, were monitored by IRS internal security.

The citizen pled guilty to a violation of 18 U.S.C. 203, for compensating a Government employee for representational services with respect to a particular matter in which the United States had a substantial interest. The defendant was given a sentence of probation.

Congressional Staff Member Pleads Guilty to 18 U.S.C. 203 Violation

The defendant was a staff assistant to a U.S. Congressman in a district office in Georgia whose responsibilities included handling constituent requests. The staffer demanded and received a payment of \$300 from a businessman who was seeking a Federal grant to help him

start up a business. The staffer also demanded a percentage of any grant money awarded to the businessman. He told the constituent that he would have to work nights and weekends on his own time to help the constituent and that the money was to compensate him for the work.

The staffer was indicted for personally seeking payment for official acts in violation of 18 U.S.C. 201(c) and for demanding compensation for representational services before the United States in violation of 18 U.S.C. 203. He pled guilty to the § 203 violation and received a sentence of probation.

And the Award Goes to...Our Sponsor!

The Director of the National Cancer Institute at the National Institutes of Health accepted a cash award from a grant recipient hospital. The doctor recused himself for a period of four weeks around the date of the award presentation from any dealings with the awarding hospital and noted the receipt of the award on his financial disclosure paperwork. Of course, this still leaves the question of whether the doctor was permitted by statute to accept gifts from the donor organization – which fell under the prohibited sources classification for purposes of the gift ban because of the doctor’s potential influence over the selection of grant recipients. Congress has requested documentation on all NIH award recipients so stay tuned.

Conflicts of Interest (18 U.S.C. § 208-Type Violations)

Prime Contract, Turned Subcontractor, Turned Convict (Conflict of Interest)

The former Project Manager in charge of a prime contract in theater is now serving a 30 month prison sentence for criminal conflict of interest violations stemming from misconduct in the execution of his contract. The prime contractor was responsible for providing vehicle maintenance support to local units. In executing this contract, the Project Manager decided to try cheating the system by creating his own supply company and funneling subcontract opportunities to it. In executing this plan, the Project Manager awarded Blanket Purchase Agreements (BPAS), in excess of \$10 million dollars, to his subcontracted supply company and marked up the price of his goods 100% or greater. A witness remarked that one example included charging the government \$35 for filters with a fair market value of \$10. When the Project Manager was

promoted, his replacement discovered this misconduct and reported it. In addition to the 30 month prison sentence for criminal conflict of interest violations, the Project Manager was required to make restitution in excess of \$2,300,000 and will be required to undergo two-years of supervised release following his prison sentence.

(Source: Department of Defense, Office of the Inspector General; 2015)

USAID Official Aids Himself

As Chief Financial Officer of the U.S. Agency for International Development (USAID), a former official helped draft a contract solicitation for a senior advisor—a position that he intended to apply for after he retired—and tailored the solicitation to his specific skills and experience. This is considered personal participation in a particular matter that has a direct and predictable effect on his financial interest. Thus, by violating the conflict of interest criminal statute, he was ordered to pay the Government a \$30,000 penalty in settlement.

Documenting Misconduct

Jeffrey Davis, a former employee of the National Archives and Records Administration (NARA), faces a hefty penalty for engaging in a felony conflict of interest. Mr. Davis served as an Archives Technician at NARA, a position in which he assisted the public with requests for court documents maintained by NARA. He also owned and operated a company that charged its customers a fee for obtaining court records in addition to the fees charged by NARA. From September 2007 to October 2008, Davis used his official position at NARA to retrieve court documents for his company's customers. He also did not pay NARA the applicable fees associated with the company's customer requests for court records in order to conceal from NARA his affiliation with his company and to increase his company's profits.

Davis pled guilty to receiving payments from his company in connection with the retrieval of court records from NARA using his official position. He admitted such payments were an illegal supplementation of the salary paid by the government as compensation for his services as a NARA employee. Davis' sentencing is pending, but he faces the possibility of five years in prison and a \$250,000 fine. It looks like his court records business has left him with a court record of his own.

One Happy Family Spends Time Together in Jail

A former programs director for the General Services Administration admitted to using his position at Fort Monmouth to award payments from the government to himself and his family. The former employee did this by awarding projects to two contractors who in turn hired the employee's personal business enterprise and his daughter as subcontractors. Over the course of three years, they received over \$800,000 in fees from the government; the only catch, neither the employee's personal business nor his daughter actually performed any services for the government at all. Aside from the obvious fraud to which the former employee, his wife, and his daughter pled guilty, federal law also prohibits federal employees from making decisions concerning matters in which they or their family members have a personal financial interest. Even if the former GSA employee and his daughter had actually rendered the services that they billed for, the former employee would still have been in violation of federal law by awarding the projects to the contractors in the first place because his own financial interests were involved. The former GSA employee and his family were ordered to pay over \$800,000 in restitution, and they each received prison sentences ranging from 12 to 46 months.

Moonlighting for Contractor Results in Employee Termination

A contract manager at a Tennessee Valley Authority (TVA) power plant in Kentucky found himself out two jobs after investigators learned that he had been moonlighting for the same contractor he was overseeing. As part of his responsibilities with TVA, the contract manager reviewed contractor bids and oversaw contract performance. The manager accepted a job with one of TVA's contractors as a part-time supervisor, and worked for the contractor in Oklahoma and Indiana on his days off and vacation days.

Even though the manager's actions did not result in any identified financial loss, he was terminated from TVA and prosecuted for a violation of 18 U.S.C. 208. He pled guilty and was sentenced to probation and a \$1,000 fine.

This criminal statute prohibits personnel from participating in official actions (such as reviewing contractor bids) that affect their employer, even if they work for that employer only part time.

Awarding Contracts to Friend Earns Employee Five Years of Probation

Investigators quickly short-circuited the plans of a NASA employee to cash in on an agency electrical services contract. The employee worked as a communications specialist at Langley Research Center (LaRS), and was responsible for reviewing and approving work done on a project to install new “telecommunications closets” in LaRS. The employee recommended that the main project contractor hire a certain subcontractor, which coincidentally was wholly owned and operated by the employee’s friend. The prime contractor agreed. The subcontractor completed the work, and subsequently bid on another subcontract. Upon receiving this second contract, the subcontractor covertly hired another company to complete the work; this company was wholly owned and operated by the NASA employee himself. At this point, tipsters notified investigators, who found that the scam had netted the pair over \$40,000.

The employee pled guilty to violating the conflict of interest statute, and was sentenced to five years of probation and a \$5,000 fine. This conflict of interest statute prohibits personnel from participating in official actions (including merely making a recommendation) that affect their financial interests.

Awarding Contracts to Spouse Earns Couple One Year in Prison

A former Department of the Treasury employee and her husband were sentenced to a year in prison for a scheme to funnel contracts to companies they personally controlled. The employee, who served as an Employee Development Specialist, was responsible for determining the training needs of Treasury employees and procuring private training services. Investigators discovered that over the course of two years, the employee had awarded 105 training contracts valued at more than \$139,600 to companies owned by her husband.

The employee pled guilty to several charges, including violations of 18 U.S.C. 208, participating personally and substantially in matters in which she or her spouse had a financial interest. She was sentenced to a year of prison and three years of supervised release, and was ordered to pay \$54,500 in restitution. Her husband also pled guilty to several charges, including wire fraud and conspiracy, and received the same sentence as his wife.

Awarding Contracts to Spouse II

A contracting officer for the General Services Administration (GSA) wound up in Federal court after funneling contracts to her husband's employer. Investigators discovered that the officer had directed over \$11.5 million to the company that employed her husband over the span of 15 months, all in the form of GSA purchases of food preparation and serving equipment items. As a result of these purchases, the officer's husband received raises and a Jaguar from his employer.

The officer pled guilty to violating conflict of interest laws, and was sentenced to 180 days of home confinement and five years of probation. She additionally was ordered to pay \$161,000 in restitution.

Awarding Contracts to Spouse III

The head of the Law Enforcement Coordinating Committee Program at the U.S. Attorney's Office for the Middle District of Louisiana discovered he had done his job too well when he was arrested and prosecuted for violating conflict of interest laws. Authorities learned that the employee, who was responsible for arranging training seminars that would foster cooperation with state and local law enforcement, had funneled seminar contracts to a certain company; this company then subcontracted to a company owned by the employee's wife. This scheme had funneled \$55,000 to the employee's wife, and the company had kicked back \$20,000 directly to the employee himself.

The employee pled guilty to violating 18 U.S.C. 208, participating personally and substantially in a matter in which he or his spouse had a financial interest, and was sentenced to three years of probation, 200 hours of community service, and a \$5,000 fine.

And the Band Played On...While the Ship Sank Around Them

An Assistant Secretary of Telecommunications and Information within the Department of Commerce spoke with ethics officers about a small dinner party she was having at her home but neglected to mention: a) the party was for between 60 and 80 people and b) it was paid for by companies she was responsible for regulating. Although the ethics officers found her to be in violation of the department's regulations, the Justice Department elected not to press criminal charges.

Watch Promoting Your Business on Government Time!

The Facts: A Senior Advisor to the State Department had an interest in a business that planned to develop a theme park in the Middle East. No problem there. But the Advisor, in his official position, recommended to other State Department officials that the State Department support the enterprise. That violated the law. After a guilty plea, he was sentenced to a year of probation and ordered to perform 25 hours community service and to pay a \$20,000 fine.

(Source: *Federal Ethics Report*, Dec. 2000.)

The Law: 18 U.S.C. § 208 (2003) forbids any employee of the executive branch of the Federal Government from recommending in his or her official position any matter in which he or she has a financial interest. The penalty for violating this law could be a fine, a prison sentence for up to one year, or both—unless the violation is found to be “willful,” in which case the maximum prison sentence increases to 5 years (*see* 18 U.S.C. § 216 (2003)).

Helping to Contract with a Potential Employer — A Bad Idea

The Facts: A U.S. State Department official was negotiating an employment contract with a private employer when he recommended in his official capacity that the Department of Defense (DoD) enter into a contract with the same company. The aim of the contract: to provide equipment and transportation to help recover the remains of U.S. servicemen who were missing in action during the Korean War. Relying upon the official’s recommendation, DoD contracted with that company for \$717,000. Unfortunately, the official’s recommendation to contract with a company with whom he was negotiating employment violated the law. On January 10, 2002, the State Department official was sentenced to three years’ probation and ordered to pay a \$5,000 fine. (Source: *Federal Ethics Report*, Feb. 2002.)

The Law: With some exceptions, 18 U.S.C. § 208 (2003) forbids any officer or employee of the executive branch from participating “personally and substantially” in his or her official capacity in a contract, controversy, “or other particular matter” in which he or she, or any person or organization with whom he is she is negotiating employment, has a financial interest. Anyone violating this law “shall be imprisoned for not more than one year,” fined, or both (*see* 18 U.S.C. § 216). By making a recommendation on a contract involving a company with which he was negotiating employment, the official in this case violated the law.

Judge Imposes Steep Prison Sentence in Conflict of Interest Case

A former employee of the District of Columbia Government was sentenced in the U.S. District Court for the District of Columbia for overseeing contracts involving an individual with whom he was financially involved. The former employee served as chief of the day programs branch of the D.C. Mental Retardation and Developmental Disabilities Administration. This Administration placed mentally retarded adults in non-residential day programs. The former employee supervised the assignment of mentally retarded adults to day programs and administered the rules governing these programs. During this time, the former employee assisted a woman in starting up a day treatment program for mentally retarded adults. The former employee made loans to the woman and referred clients to her. Thus, the former employee had a financial relationship with the woman. The former employee was no longer impartial since he had a financial interest in seeing her succeed so his loan could be paid back. In addition, as part of his D.C. Government duties, he oversaw the supervision of her company. When she would pay back a portion of the loan, she would also pay him additional monies.

The jury found the former employee guilty of conspiracy and of violation of the conflict-of-interest law. Particularly because of the involvement of a vulnerable victim (the mentally retarded individuals in the day program), the judge sentenced the former employee to 46 months in prison, followed by 3 years of supervised release to include 100 hours of community service. The judge also ordered the former employee to pay a \$25,000 fine.

Federal conflict of interest statutes prohibit employees from taking official action in particular matters in which they have a financial interest.

Federal Employee Convicted of Conflict of Interest Violation While Searching for New Job

Job-hunting efforts by a former Commerce Department Inspector General (IG) turned up a Federal conviction for a conflict of interest instead of a job. As part of the former IG's official duties, he reviewed the performance of a certain company, which had contracted with the Commerce Department to update automated weather forecasting systems. At the same time that he was performing these oversight duties, the former official began negotiating employment with the same company.

A Federal criminal statute, 18 U.S.C. 208, prohibits Federal employees from officially working on particular matters that have a direct and predictable effect on an organization with which they are negotiating prospective employment. The former IG's review of the company's performance on the Commerce Department contract violated this statute. This is the same statute that bars Federal employees from taking official action on matters that affect their own financial interests or those of their spouses or children.

CIA Conflict of Interest

A CIA employee paid \$48,000 to settle a complaint brought by the Department of Justice that the employee had participated in official matters in which his spouse had a financial interest. The employee had served as the Contracting Officer Technical Representative (COTR) on certain contracts between his agency and a private corporation, where his wife worked. The contracts involved millions of dollars awarded to the corporation. Although the employee's wife did not work on the same contracts as the employee, she received stock options for the purchase of the corporation's stock that were affected by the corporation's profits from the contracts her husband had worked on.

A criminal statute, 18 U.S.C. 208, prohibits employees from participating personally and substantially in matters that have a direct and predictable effect on their own financial interests or those of their spouses, minor children, or organizations in which they are employed. In this case, the employee's involvement in the corporation's contracts affected the profitability of the corporation, which was passed on to the employee's wife through her stock options.

Former Postmaster General Pays Settlement to End Conflict of Interest Investigation

A former Postmaster General of the United States agreed to pay a \$27,550 settlement to end a complaint brought by the Department of Justice pertaining to a conflict of interest involving the official's holdings in a soft drink company. The complaint arose while the Postal Service was exploring a potential strategic alliance between the Postal Service and the soft drink company. The Postal Service Board of Governors had the authority to approve the strategic alliance, and the Postmaster General's role was to advise the Board of Governors with regard to their consideration of strategic alliances. The Postmaster General rendered advice to the Board

even though he owned shares of stock in the soft drink company and therefore had a personal financial interest in the decision.

The Postmaster General was charged specifically with violating 18 U.S.C. 208, a criminal statute that prohibits an employee from participating personally and substantially, as a Government official, in a particular matter in which he or she has a financial interest.

High-Ranking Government Official Agrees to Conflict of Interest Settlement

A high-ranking Government official was charged with violating 18 U.S.C. 208, which governs official acts affecting a personal financial interest. The Federal employee, an Assistant to the President for National Security Affairs, was investigated for holding stock in certain petroleum companies while serving as the Deputy Assistant to the President for National Security Affairs. The employee was advised by the National Security Council Legal Adviser to divest his shares of his family's petroleum and other energy-producing stocks to avoid any conflict of interest. During the time the employee was told to divest his stocks, he was involved in his official capacity in matters that may have had a direct and predictable effect on the petroleum company.

The official agreed to pay the Department of the Treasury \$23,043, which represented the increased value of the stocks, to settle the matter.

D.C. Public Library Director Sentenced for Travel Reimbursement Scheme

The former director of the District of Columbia Public Library was convicted for fraudulent activities involving Government cash advances and reimbursement payments. At the time, the director was serving as both the head of the D.C. Public Library and the president of a trade organization, the American Library Association. The director took cash advances from D.C. Public Library funds to pay for expenses incurred in his role as president of the American Library Association. He then asked the trade organization to reimburse him by sending checks directly to his home address. In this manner, the library director deposited over \$24,000 into his personal bank account. Subsequently, the director failed to reimburse the D.C. Public Library account for the cash advances.

In September 1998, a judge ordered the former director to pay back the \$24,000 owed to the D.C. Library, plus an additional \$16,860 owed for back Federal income taxes. He was

sentenced to five months of home detention, to be followed by two years of probation for violation of 18 U.S.C. 208, a conflicts of interest criminal statute.

Former Federal Bureau of Investigation (FBI) Agent Violates Conflict of Interest Statute

A former FBI agent pled guilty to violating 18 U.S.C. 208, which prohibits Federal employees from participating in official acts in which they have a personal financial interest. The agent's job responsibilities included researching and testing the use of pepper spray for the FBI, which resulted in contact with the manufacturers of one particular type of pepper spray. The agent subsequently recommended this pepper spray, and in return, received \$57,500 in payments from the manufacturer. Following the agent's recommendation, the FBI approved the use of the pepper spray for its agents, resulting in a large purchase from the manufacturer. Additionally, as a result of the FBI agent's research and recommendation, other law enforcement agencies nationwide began to use the pepper spray produced by the manufacturer.

The former agent was sentenced to two months imprisonment followed by three years of supervised release for his violation of 18 U.S.C. 208. This statute bars Federal employees from officially participating (in this case, even making a recommendation) in particular matters (in this case, a contract to buy pepper spray) that have a direct and predictable effect on the employee's financial interests or those of the employee's spouse or minor children.

Army Employee Sentenced for Conflicts of Interest

A civilian employee of the U.S. Army pleaded guilty to violation of the conflicts of interest statute (18 U.S.C. 208) in Federal Court and was sentenced to one year probation and a \$1,000 fine. The employee had participated in the awarding and administration of contracts involving a company in which the employee owned stock, thereby participating personally and substantially as a Government employee in matters that affected his financial interests. The employee, who filed financial disclosure statements (OGE Form 450), had also failed to disclose his financial interest in the company.

Chief Financial Officer and Chief Information Officer of the United States Department of Education Violates 18 U.S.C. 208

While the official held the above titles at the Department of Education, his wife owned 600 shares of Compaq computer stock that she had inherited from her mother. During this period, the official was involved in his official capacity in issues concerning Compaq computers. The Government contended that the official violated 18 U.S.C. 208, for participating personally and substantially as a Government officer in a particular matter in which, to his knowledge, he and/or his spouse has a financial interest.

Pursuant to a civil settlement, the official paid the Government \$20,000, and the Government released him from its claims.

Chief of Staff at the Department of Veterans Affairs Medical Center in Kansas City, Engages in Conflict of Interest

During the same time the Chief of Staff was employed by the Department of Veterans Affairs Medical Center, he was also employed as a physician by the University of Kansas Medical Center in Kansas City, Kansas. Subsequently, the Chief of Staff in his official capacity approved a contract for cardiocath services to the Department of Veterans Affairs Medical Center by the University of Kansas Medical Center.

On March 8, 2000, the Chief of Staff pled guilty to a misdemeanor violation of 18 U.S.C. 208, which bars employees from taking official action in matters affecting their personal financial interests. On August 7, 2000, he was sentenced to pay a \$250 fine and a special assessment of \$25.

Internal Revenue Service (IRS) Revenue/Settlement Officer Prosecuted UP 18 U.S.C. 208

An IRS employee was assigned to a certain IRS collection matter, which gave him inside information concerning a proposed stock exchange. After his role in the case was substantially over, the employee purchased approximately \$2,000 in the stock subject to the proposed exchange based in part on information he had learned during the course of his duties as a Revenue Officer. After the stock purchase, the IRS employee had on several occasions, minor contact with the parties before the IRS. He eventually went to his supervisor, disclosed his

interest in the stock, and was removed from further participation in the case. The IRS employee lost money on the stock transaction.

The IRS employee was prosecuted pursuant to 18 U.S.C. 208 for participating personally and substantially as a Government officer or employee in a particular matter in which, to his knowledge, he had a financial interest, and 18 U.S.C. 216(a)(1). The employee was placed on pretrial diversion for six months on the condition that he resign from the IRS and perform 120 hours of community service.

District Conservationist at Department of Agriculture's National Resources Conservation Service Sentenced for Conflict of Interest

The NRCS employee was the Government's technical representative on a USDA soil and water conservation program that was implemented through a State of North Carolina program called NCACSP (North Carolina Agricultural Cost Share Program). Under the NCACSP program, local landowners can receive funding to reduce agricultural pollution. The NRCS employee, in his position as a district conservationist, approved a contract whereby a business venture owned by his spouse sold filter fabric to landowners through the NCACSP program.

The NRCS employee was charged with a felony count of violating 18 U.S.C. 2, aiding and abetting, and 18 U.S.C. 208, for participating personally and substantially as a Government employee in a particular matter, in which, to his knowledge, his spouse has a financial interest. Further, in his position as a district conservationist, he approved a contract between the NCACSP and a cattle operation in which he and his spouse were partners. Additionally, he approved a contract for fence construction between the NCACSP and a third party. This contract resulted in payments that were transferred to a partnership consisting of the NRCS employee, his spouse, and the third party. The NRCS employee was charged with two additional felony counts of violating 18 U.S.C. 208, for participating personally and substantially as a Government employee in a particular matter, in which, to his knowledge, he, his spouse, and general partner have a financial interest. A jury convicted the NRCS employee on all counts. He was sentenced by the court to one year of probation.

A Contracting Officer for the Department of the Army at Fort Jackson Settles Conflict of Interest Allegation

Sometime prior to November 1995, the contracting officer began a relationship with a foreman for a Government contractor. The foreman subsequently started his own company and began bidding on Government contracts at Fort Jackson. In November 1995, the former Government contracting officer assumed the title of project manager at the new company and performed various duties for the former foreman without monetary compensation. On April 9, 1996, the contracting officer approved and certified for payment an invoice submitted by the company. She continued her employment relationship with the company until June 1996. However, she submitted a written statement to the Director of Contracting at Fort Jackson attesting that her association with the company ended in March 1996.

The former contracting officer was indicted on December 3, 1997 for violating 18 U.S.C. 208, taking official action in matters affecting an employee's personal financial interest. She signed a Pretrial Diversion Agreement which requires that she complete 50 hours of community service.

Assistant United States Attorney (AUSA) Convicted on Conflict of Interest and Fraud

The AUSA for the Central District of California was indicted after it was discovered that on numerous occasions he had made favorable recommendations to the court, the probation office, and other prosecuting offices on behalf of cooperating witnesses and defendants in exchange for hundreds of thousands of dollars. The AUSA had, for example, accepted \$98,000 from one cooperating witness who had previously been convicted in the Northern District of Texas and on whose behalf the AUSA had argued for leniency at the sentencing hearing. In addition, he had used his official position to secure entry into the United States of several foreign nationals whom he believed would make substantial investments in a company in which he and his wife had a controlling financial interest. Once the foreign nationals entered the United States, two Iranian companies with which they were affiliated loaned a total of \$860,000 to the AUSA's company.

The AUSA pled guilty to one felony conflict of interest count, 18 U.S.C. 208, and two counts of wire fraud, in violation of 18 U.S.C. 1343 and 1346. He was fined \$7,500 and sentenced to two years in prison plus three years of supervised release.

Patrick Air Force Base Engineer Violates Conflict of Interest Statute

An engineer in the Contracts Department at Patrick Air Force Base started a business, along with former military personnel and former Government employees, which submitted a bid to the base. The engineer, in his official capacity, provided the technical evaluations on the bid. Through the bidding process, the company was awarded the contract.

The engineer was charged with participating personally and substantially in a particular matter in which he had a financial interest, in violation of 18 U.S.C. 208. Pursuant to 18 U.S.C. 216(a)(1), he pled guilty to a misdemeanor violation of section 208 and was sentenced to nine months' probation and fined \$2,500.

Federal Aviation Administration (FAA) Employee Guilty of Violating 18 U.S.C. 208

The FAA employee reviewed the applications of aircraft component manufacturers. He was the FAA representative on a flight test of a Ground Proximity Warning System (GPWS) manufactured by a certain corporation. In the course of his duties for the FAA, the employee obtained access to proprietary information submitted to the FAA by the GPWS manufacturer. At the same time, the FAA employee was developing and marketing his own GPWS for sale to the public.

The FAA employee was charged with a violation of 18 U.S.C. 208 due to the fact that he participated personally and substantially in the FAA's test flight of a GPWS while developing his own GPWS; he pled guilty and was sentenced to three years of probation.

CIA Employee Violates Conflict of Interest Statute

A Central Intelligence Agency Contracting Officer's Technical Representative (COTR) pled guilty to a violation of 18 U.S.C. 208 after investigators discovered that he had used his Government position to secure employment for a friend who owed him money. The employee's duties as a COTR included the technical supervision of two Government contracts with a particular company through which the Government funded a classified program. The employee used his position as a COTR to cause the company to hire one of his friends as a consultant to the program. The friend owed a substantial sum of money to the employee and his wife and did not have the financial means to repay them. At no time did the employee disclose to the Government or the company that the friend owed him or his wife money. The Government

charged that, under these circumstances, the COTR had a financial interest in the company's decision to enter into a consulting agreement with the friend and that he violated 18 U.S.C. 208 by participating in that decision.

The COTR pled guilty to a felony violation of section 208. He also pled guilty to a charge of possession of child pornography obtained through unauthorized personal use of a Government-furnished computer. He received three years supervised release and was ordered to pay a \$4,000 fine.

Computer-Aided Navigation Leaves Retired Captain Lost at Sea

A Coast Guard Captain working on the integration of legacy navigation systems with GPS spoke with a government contractor assigned to the project about post-retirement work. Once retired, the captain made recommendations concerning purchases to his former colleagues still wearing Coast Guard uniforms – purchases that directly benefited the captain in his new role as consultant. The government maintained that the captain violated 18 U.S.C. § 208(a), by negotiating for future employment with a contractor he dealt with in his active duty capacity and 18 U.S.C. § 207 (a)(1), by attempting to influence government personnel on a project over which he had exercised considerable responsibility. The Government settled with the captain for \$25,000.

Conflict of Interest Results in \$10,000 Fine

A Navy Construction Representative overseeing a company's two construction contracts with the Navy secured employment to subcontract the same projects he was supposedly inspecting, splitting the proceeds with an equally unscrupulous employee of the company. He pled guilty to one count of violating 18 U.S.C. § 208 (barring an employee from taking official action in matters affecting certain personal or organizational financial interests) and one count of violating 41 U.S.C. § 53, the Anti-Kickback Act of 1986. His get-rich-quick scheme cost him six years' probation, six months home detention, 100 hours of community service, and a \$10,000 fine.

Agricultural Economist and Wife Violate 18 U.S.C. 208 in Visa Scam

A Department of Agriculture agricultural economist found himself facing jail time for his decision to attempt to exploit his Government position. The economist was put in charge of a Department program to bring together U.S. and Chinese agriculture experts. Instead, the economist forged documents, with the assistance of his wife, to extort \$82,000 from nearly 100 Chinese nationals seeking entry to the United States. While the economist's case is still pending, his wife pled guilty to one count of aiding and abetting an unlawful conflict of interest in violation of 18 U.S.C. §§ 208 and 2. She received two years of probation and 100 hours of community service.

Consultant's Attempted Bribery Garners \$1000 Fine

A consultant in the office of the District of Columbia Chief Technology Officer ended up in court after soliciting kickbacks from a private company. The consultant was tasked with awarding contracts to information technology companies, and decided to go back to a company he had recently approved and demand a cut of their profits. Unhappily for him, the company went to the authorities instead. The consultant pled guilty to one count of violating 18 U.S.C. § 208 (a), taking official action in matters affecting an employee's personal financial interest, and was sentenced to a year of probation and a \$1000 fine.

Attempted Bribery of Immigration Official Nets a Year of Probation

An applicant for U.S. citizenship slid \$200 in an unmarked envelope across to an Adjudication Officer during his interview, hoping for a favorable outcome. He got a year of probation instead.

Contractors and Army Officer Face Five Years for Conflict of Interest

A raid of an Army Colonel's residence revealed evidence that led to charges for the officer as well as two employees of a Maryland military contractor. The officer supervised solicitation, award, and oversight of more than 17,000 military contracts in Korea. Upon learning that the officer was considering retirement, two military contractors contacted him regarding his potential employment at the contractors' company. Over the course of the next six months, the officer and the contractors had lengthy discussions regarding the possible job offer.

The negotiations involved a trip to company headquarters as well as at least seven dinners at expensive restaurants, all paid for by the company.

During this time period, the officer did not recuse himself from matters involving the company. In fact, the officer on one occasion overruled the decision of technical experts who recommended awarding a contract to a different company, and instead recommended the contractors' company. On another occasion, the officer told another contractor that if he wished to participate in the program in the future, he should bid as a subcontractor to the first contractors' company. The contractors' internal emails advocating the officer's hiring noted that "[h]is expectations are high but his value has been proved."

Tips from a member of the officer's command led to an interagency investigation which uncovered egregious bribe-taking to the tune of more than \$700,000 (much of which was found hidden in bundles of cash under the officer's mattress) – in addition to the illegal negotiations with the contractors. These bribes had resulted in nearly \$25 million in contracts being illegally rewarded to companies for building facilities and providing security guards at military installations in Korea.

The officer pled guilty to charges of conspiracy and bribery, and was sentenced to 54 months in prison followed by three years of supervised release. He was also assessed a \$10,000 fine, was stripped of rank, and will receive no retirement pay. The two contractors face five years in prison and a \$250,000 fine.

Employee Fined \$13,000 for Conflict of Interest

A Supervisory Acquisition Management Specialist at Wright-Patterson Air Force Base was indicted for participating in employment negotiations with a company while he simultaneously worked on contracts involving that company. As part of the employee's job responsibilities, he provided a bidder on a Government contract with advice and made recommendations related to the bidding process. However, at the same time, the employee was in employment negotiations with one of the bidder's subcontractors, and was well aware of the subcontractor's interest in the bidder's success.

The employee pled guilty to violating the conflict of interest statute that prohibits an individual from engaging in employment negotiations with a company while simultaneously participating in an official capacity on a Government contract with the company.

The employee was sentenced to one year of probation and ordered to pay \$12,000 in restitution and a \$1,000 fine.

Conflict of Interest Nets Employee \$900 Fine

When determining which company should receive a contract to produce a video on Y2K issues for the Department of Commerce, a producer/director in the Office of Public Affairs settled on a small production company that specialized in voiceover work. There was only one small problem—the company was owned by the employee and his wife. The Department of Commerce eventually paid the company over \$10,000 for their work, earning the employee and his wife a profit of over \$1000.

Unfortunately for the employee, his fifteen minutes of fame were cut short by a District Court Judge, who sentenced him to one year of probation, 100 hours of community service, and a \$900 fine. The employee was found guilty of violating 18 U.S.C. 208(a), which bars employees from participating personally and substantially in a matter in which they have a financial interest.

Employee Fined \$1000 for Conflict of Interest

Funneling contracts to friends certainly did not pay off for the Senior Development Officer of the International Broadcasting Bureau (IBB). The officer was responsible for developing and securing funding for revenue-producing projects for the IBB, an independent agency affiliated with the State Department. When determining which company should receive an \$85,000 grant to train affiliate radio stations in Uganda, the officer selected a business owned by his friend. In return for this generosity, his friend obligingly selected a subcontractor near and dear to the officer's heart – a company owned and managed by the officer and his wife. In order to fulfill the \$15,000 contract, the officer managed to convince IBB to fly him to Uganda with government funds as part of his "official duties." However, IBB soon discovered the officer's relationship with the subcontracting company.

For his violation of 18 U.S.C. 208, which forbids employees from participating personally and substantially in a matter in which they have a financial interest, the officer earned three years of probation, 50 hours community service, a \$1000 fine, and was required to pay over \$15,000 in restitution.

Conflict of Interest Results in Jail Time for Acquisitions Executive

A former senior Air Force official found herself in Federal prison after her violation of conflicts-of-interest statutes. The official engaged in job negotiations with a private company while still employed by the Air Force as the chief negotiator for a \$23 billion leasing plan with that company. While the official did eventually recuse herself from participation in decisions involving the company, her recusal came three months after the beginning of her negotiations.

The official began negotiations with the company through encrypted e-mails sent by her daughter, who was an employee of the company; her daughter set up a secret meeting between the official and company executives. At the start of the meeting, the official informed the executives that she was still participating personally and substantially on matters involving the company; however, both parties elected to continue the meeting and to simply keep it a secret. The negotiations continued for several more months, all while the official was still participating personally and substantially in decisions, approvals, and advice in matters in which the company had a financial interest. After the official finally submitted her letter disqualifying herself from working on matters involving the company, investigators began scrutinizing the timeline of her story. The official lied repeatedly to investigators as to the start date of her employment negotiations, collaborating with the company executives to match stories.

The former official pled guilty in Federal court, and was sentenced to nine months in prison and seven months either in a halfway house or under home detention. The company executive faces a jail term of no more than six months under Federal sentencing guidelines.

Federal Procurement law specifically forbids a company or its executives from making any offer or promise of future employment to a Federal procurement officer. Likewise, procurement officers are prohibited from discussing employment so long as they oversee matters involving that company.

Credit Card Abuse

Don't Syphon the Government Coffers

A number of Federal employees in recent months have been caught using their government credit cards for personal use. A reportedly \$2.4 million problem since 2010, over 260 cases of government employee misuse have been adjudicated in that time. With roughly 200,000 vehicles in federal government service, that equates to about \$12 per vehicle.

A handful of adjudicated cases from April to September 2014 shed light as to the repercussions for this conduct. First, a Department of Homeland Security contractor was accused of government credit card misuse and pled guilty in May to using a number of GSA credit cards to fuel his vehicle. His sentencing included a six month jail sentence, one year of probation, debarment from government service for three years, and \$3,920 in restitution. Another federal employee, employed by the Navy, pled guilty to similar offenses and received five months in jail, a bad-conduct discharge, and was required to pay \$20,000 in restitution. Bottom Line: Don't syphon gas—literally and figuratively.

(Source: The Washington Post; published 27 Feb 2015)

Furlough No Defense to Misuse of Government Credit Card

When the Government shut down occurred nearly two years ago, a Federal employee decided to use his Government credit card to purchase nearly \$12,000 worth of groceries, hotel rooms, cable TV and ferry rides. The employee, from the Department of Housing and Urban Development (HUD), was not immediately caught for misuse of the card because the supervisors overseeing the use of the Government credit card were also on furlough. Nevertheless, sometime after the furlough, the misuse was detected. The HUD employee was placed on administrative leave until April 2014, and is now in a court-ordered drug rehabilitation program. The employee is required to pay full restitution.

(Source: The Washington Post; published 24 July 2015)

Agency Credit Card Swindler 2

A Drug Enforcement Administration manager admitted to opening and using dozens of government credit cards under fake employee aliases. In pleading guilty, the manager admitted to having opened 32 fake credit cards to withdraw \$114,000 in cash from ATMs. This conduct spanned over three years. The manager had duties permitting her authority to approve and issue credit cards for agency employees. Wire fraud, the offense the employee pled guilty to, carries a maximum penalty of 20 years imprisonment and a \$250,000 fine. As part of her plea arrangement, however, a three year jail sentence is expected and she will be required to pay full restitution for the withdrawals.

(Source: The Washington Post; published 17 Apr 2015)

Government Travel Cards Are Not a Blank Check

An officer has been reprimanded for misuse of his Government Travel Card (GTC). According to DoD regulations, GTCs are only to be used for costs related to official government travel and not personal, family, or household purposes unrelated to official travel. According to witnesses and the officer's own admission, he knowingly misused his card, and allowed his wife to misuse it as well, in purchasing groceries, toys, and household items. These "extras" were purchases in part, per the officer's sworn statements, because he had been taking care of his sickly mother. This misconduct occurred despite having recently received remedial GTC training in 2013 after purchasing dinner for his future boss and family. Upon further investigation, other non-travel related purchases were discovered to have been made after this training as well. For his failure to safeguard and use his GTC appropriately, the officer was served with a General Officer Memorandum of Reprimand.

(Source: Department of Defense, Office of the Inspector General; 2015)

Government Employees Double Down on Taxpayer-Funded Gambling

Two Government employees used their government-issued credit cards to fund their gambling and bowling binge, to the tune of almost \$35,000. Unfortunately, gambling was just not enough. One of the employees, a manager, racked up an additional \$13,000 in expenses to cover car rentals for personal use. In the end, approximately \$47,000 of the tax payer's money bankrolled the employees' fun and games. The manager, spending a total of \$45,000, repaid the

debt to the Government and took an early retirement. The other employee, spending a total of \$2,400, repaid the debt to the Government and was fired.

Sporting Goods Scam Steals from Uncle Sam

It seemed like the perfect scam: Owners of a sporting goods store near a military installation allowed service-members to charge personal items on government purchase cards (GPC). Service-members would overcharge the cards and then split the extra cash between themselves and the store owners. One unlucky E-6 was caught when he charged \$1950 on a GPC and pocketed \$850, which he used to buy a number of sporting goods. The perfect scam didn't work out so well for the E-6. He was convicted in a court martial, reduced to E-1, given 18 months confinement, and given a bad conduct discharge.

Pin-Heads Ignore Government Purchase Card Procedures

The Manager of an Army Bowling Pro Shop received factory rebates for the bowling products he purchased for the shop using a Government credit card. Government Purchase Card procedures stipulate that cardholders should take advantage of any rebates offered, whether cash or merchandise, and that manufacturer and retailer rebates should be made payable to the appropriate Government agency. The Manager purchased property for the shop, a MWR entity, on a Government contract; therefore, the rebates were the property of DoD and should have been turned in to the agency's financial officer. Instead, the Manager kept the rebates, which were in the form of Best Buy gift cards, for his personal use. He was even heard bragging about all of the free stuff he would be able to buy. Furthermore, he improperly lent his Government impact card to another civilian bowling facility employee in violation of Government Purchase Card standard operating procedure which requires that only the named individual on the card may use it for official purposes in compliance with agency accounts. This employee kept the cash and gift card rebates he received from using the Manager's card; failing to provide them to the MWR finance officer and resulting in a \$230 cost loss for the Government. These actions constitute larceny and improper use of a Government purchase card. The Manager resigned in lieu of further disciplinary action. The employee also resigned.

Electronics Scam Lands Sailor in Hot Water

An active duty Navy sailor and authorized Government purchase card user noticed one day that some of the items she had purchased for her Command were missing from the warehouse. She decided to go ahead and repurchase the items to “prevent any of her shipmates from getting in trouble for stealing Government property.” This incident seemed to give the sailor an idea because about two years later she decided to try to use her Government purchase card to conduct widespread theft. Ever cautious, she first conducted a few “test runs” by purchasing items for her personal use on her Government card. The misuse went undetected so the sailor joined with a co-conspirator to discuss even bigger plans. They decided to buy laptop computers and plasma televisions on the sailor’s Government card and to re-sell them for personal profit. Navy auditors discovered the scheme and determined that the sailor and her co-conspirator had defrauded the Government out of \$363,243. The sailor had used her Government card to purchase 162 notebook computers, 65 big screen televisions, 22 digital cameras, GPS devices, camcorders, computer monitors, and home theater systems. Her efforts to prevent her shipmates from getting into trouble and her subsequent emulation of the local cut-rate electronic retailer led the sailor to plead guilty to one count of theft of Government property in violation of 18 U.S.C. §641. She is scheduled for sentencing in August 2008.

Stealing Isn’t Only Way to Misuse a Government Issued Credit Card

A U.S. Postal Service employee received a Government Issued Credit Card (GICC) through Citibank to cover relocation costs. In receiving the GICC, the employee signed a contract with Citibank stating he would pay the entire balance of the credit card within 25 days of the billing statement closing date. He also agreed with the U.S.P.S. to pay the balance on time regardless of whether or not he had received reimbursement. The employee accrued a balance of over \$6,000 on the account, but did not make an initial payment on the balance until four months after the due date, and did not pay off the entire balance until 10 months after the due date. The employee procrastinated in requesting reimbursement and then he waited six weeks before depositing the reimbursement check and making a payment toward the balance on the credit card. The employee also retained a portion of the reimbursement funds for himself, leaving a balance on the card for six more months. Citibank canceled the card and the employee was fired for failing to pay off the GICC on time and misusing government funds.

Use of Fellow Soldiers' Government Credit Cards Earns Reprimand

While conducting operations in Kuwait, an Army Major in the Corps Support Group Advance Party needed a number of mission-essential items. He ordered these items with several Government Purchase Cards (GPCs). The only problem, the cards were not his. Before deployment, the Major had managed to collect a list of the numbers and security codes of GPCs held by members of his unit who were not deploying. These cardholders then noticed a rash of unexplained payments from Kuwait. As cardholders are personally responsible for the charges on their cards, several cardholders disputed the charges in accordance with regulations. This led to a long series of unnecessary and frustrating exchanges with the credit card company.

As a result of his actions, the Major received counseling. While there was no evidence that he had used the cards for personal purchases, his use was unauthorized. GPCs can only be used by their authorized cardholder with the consent of an Approving Official. Unauthorized use bypasses the safeguards created to minimize abuse.

Credit Card Abuse and Misuse of Resources Results in Suspension

An IT Specialist with the Defense Information Systems Agency (DISA) was reprimanded for a trio of offenses committed over the span of a year. Investigators found that the specialist used his DISA Government travel card to pay for \$2,735.45 worth of food, gas, and rental cars while on personal trips to Indiana to visit his girlfriend. The specialist additionally claimed per diem allowances for two days on which he was technically Absent Without Leave (AWOL). Finally, the specialist used his Government cell phone to make personal phone calls such that unofficial use comprised anywhere from 30-50% of his total usage.

The specialist was suspended for three days, reimbursed the Government \$1,384.38 for his cell phone abuse, paid off his Government credit card, and took two days of leave to account for his period AWOL.

Running Up the Government "IMPAC" Card

The Facts: A (former) civilian director of the Pentagon's Graphics and Presentation Division used her Government-issued, Merchant Purchase Authorization Card ("IMPAC") to make 522 fake purchases from a Seattle company created by a fellow schemer solely to carry out the fraud. Payments by the Government for the "purchases" were made to the Seattle firm, but the co-schemer would simply cash the checks and split the "take" with the director. The director

was caught and sentenced to three years and one month in prison and was ordered to pay \$1.7 million in restitution.

The Law: Don't steal. Theft violates various state and Federal laws.

Senior NCO Abuses Government Credit Card

An investigation concluded that a senior U.S. Marine improperly used his Government credit card by purchasing gas for his personal vehicle, dinners, and concert tickets as well as obtaining cash advances—all unrelated to official travel.

The Marine was counseled by his supervisor and required to reimburse the Government for all unauthorized purchases. He retired soon after the investigation.

DoD Employee Charges Caribbean Vacation to Government Credit Card

A GS-13 Department of Defense employee used her Government credit card to pay for her personal vacation to the Caribbean. The case was referred to the U.S. Attorney, who declined prosecution. The employee was counseled by her supervisor and warned that if any other inappropriate charges were made on her account she would be disciplined. (Yes, she reimbursed the Government.)

Department of Defense Employee Makes \$6,000 in Personal Charges

An investigation revealed that a Department of Defense civilian employee had made inappropriate, personal charges in the amount of over \$6,000 using his government travel card. The employee was suspended without pay for failing to follow the terms of the credit card use policy.

Public Official Misuses Credit Card

A Department of Energy employee recently pled guilty to a theft of Government property charge. The employee made over \$7,000 in personal charges on her Government credit card by hiding the charges among legitimate Government purchases. The employee also falsified invoices and credit card records to further conceal the purchases. The employee was sentenced to two years probation and ordered to pay restitution for the amount of the charges.

Department of Veterans Affairs Employee Misuses Credit Card

A former Department of Veterans Affairs employee recently pled guilty to one count of theft of Government property. The former employee used her Government credit card to purchase expensive items (TVs were a favorite), which she then re-sold or kept for herself. The judge sentenced her to five years' probation and ordered her to pay \$170,000 in restitution.

Department of Defense Civilian Employee Misuses Credit Card

A Department of Defense civilian employee recently pled guilty to one count of theft of Government property. The employee entered into an arrangement with two vendors in which they would charge the Government credit card for non-existent goods and services. The vendors would then give cash to the DoD employee. The vendors charged over \$12,000 and kicked back \$3,000 to the employee. The employee was sentenced to two years of probation with four months home confinement, and was ordered to pay \$12,473 in restitution and a \$1,000 fine.

U.S. Government IMPAC Credit Card Abuse by Air Force Employees

Three former civilian employees from Barksdale Air Force Base, Louisiana, were convicted of conspiracy to defraud the Government (18 U.S.C. 371) and conversion of U.S. property for personal use (18 U.S.C. 641). The employees used the U.S. Government IMPAC credit cards to purchase personal items, which included extensive home improvement products and car-related materials. One of the employees certified on official documents that purchases on the IMPAC credit card were properly used by members of the reserve unit.

One of the employees was sentenced to a one year and one day prison term, and the other employees were sentenced to six months in a Federal halfway house and were required to make full restitution.

Cardholder Supervisor Convicted for Credit Card Abuse

The supervisor of four IMPAC cardholders was convicted for misusing Government credit cards. The supervisor used the credit card numbers of his four subordinates, none of whom were suspected of any wrongdoing, to make multiple purchases from a local auto parts store and a military surplus store. The supervisor then proceeded to re-sell most of the products at his bar. Some of the items purchased included gas grills, truck parts, and automobile tires. The supervisor convinced the managers of the auto parts store and the military surplus store to

alter the credit card invoices to list what would appear to be official military supplies, instead of listing the actual goods purchased. The evidence indicates that the DoD supervisor defrauded the Government to the tune of \$200,000.

The employee pled guilty to violating 18 U.S.C. 287, for submitting false and fraudulent claims, and 18 U.S.C. 208, for approving the fraudulent purchases. He was sentenced to ten months in prison.

Accountant Goes to Jail for Misuse of Travel Card

A supervisory accountant at the National Science Foundation (NSF) found herself at the receiving end of criminal charges for government travel card abuse—a situation that should have come as no surprise, given that her responsibilities included managing the NSF’s travel card program. Investigators found that on forty-seven separate occasions, the accountant used her travel card to make personal purchases and unauthorized cash withdrawals. When the Investigator General began an audit of the travel card program, the accountant purged her own transactions from the records in an (unsuccessful) attempt to hide her misuse.

The formerly footloose accountant was saddled with a \$1,000 fine and sentenced to 20 weekends in jail as a condition of a two-year probation. Her misuse of the travel card not only ended her career at NSF, but barred her from all future federal employment. Government travel cards should only be used for expenses related to official travel.

Employee Faces 10 Years for Theft of Credit Cards

Following up on two stolen Government credit cards, investigators cut short the entrepreneurial career of a utility worker for the Norfolk Naval Station Public Works Center. After stealing the two cards, which were used to gas fleet vehicles, the worker began to offer to fill the tanks of other gas station patrons in exchange for cash valuing half the pump price. The worker’s popularity was short-lived, however, as investigators quickly noticed the sudden boom at the pumps. An internal audit conducted by the Navy revealed that the loss to the Government from the two purloined cards totaled \$44,866.

The employee faces a maximum sentence of ten years imprisonment and a fine of \$250,000.

Friend's Credit Card Use Costs Employee \$13,000

An Army recruiter in Christiansburg, Virginia paid the price for gifting a Government credit card to a friend – literally. When the recruiter's office issued the recruiter a Government Fleet credit card, he magnanimously decided to give the card to his friend. His friend subsequently used the now-stolen card for personal expenditures totaling over \$13,000, including gasoline, automotive parts, and food. The recruiter's "generosity" was amply rewarded by the District Court judge, who sentenced him to two years of probation and held him liable for the total \$13,000 spent by his friend.

The Government Fleet credit card program provides for the maintenance of Government owned and leased vehicles and is only to be used by authorized employees for official purposes.

Federal Employee Stole Credit Card Numbers to Hire Prostitutes

A former Transportation Department employee pled guilty to one count of wire fraud for using counterfeit checks and stolen credit card information to hire prostitutes while conducting official Government business. The Federal employee, who has begun treatment for sexual addiction, accumulated at least \$39,000 from over 100 escort services. The employee stole his colleagues' credit card numbers and the receipts of random strangers that he found left on restaurant tables. The employee admitted he often pretended to be the senior vice president of a publicly traded company during his "shopping" trips. A court sentenced the official to serve six months house arrest and three years of probation.

(Source: International Herald Tribune, March 13, 2007)

Endorsements

SES Uses Title to Promote Non-Federal Entity

A Senior Executive Service employee served on the board of directors of a non-Federal entity (NFE). While on the board, he listed his official position and DoD contact information on the NFE's Web site. Prior to this ethical violation, he had failed to request a legal opinion regarding his ties to the NFE. He was counseled and told to remove his title from NFE materials.

Service Officer Sanctions Website by Wearing Uniform

A Service officer allowed her photograph, while wearing her uniform, to appear on the website of a non-federal organization. The website identified her as a Board Member of the organization. The posting created the impression the officer was participating in the management of the NFE in her official capacity, or alternatively, that the Federal Government endorsed the organization (in violation of 5 C.F.R. 2635.702(b)). The officer was verbally counseled and the picture on the website was cropped to cover the uniform.

Be Careful from Here Onward

Seven senior military officers, including four Generals, were found to have misused their positions, improperly implying DoD endorsement or support of a Non-Federal Entity while appearing in a promotional video for the Christian Embassy. A Pentagon Chaplain arranged for Christian Embassy employees to obtain Pentagon building passes for filming. The video showed interviews conducted at recognizable Pentagon locations, featuring the senior officers in uniform and displaying their ranks as they discussed their Christian faith. Two SES Government employees who appeared in the video without title and whose comments did not create the appearance of DoD sanction were found to have properly participated in their personal capacity. The military officers, however, violated Paragraph 3-209 of DoD 5500.07-R, Joint Ethics Regulation which prohibits actions by employees suggesting DoD endorsement of Non-Federal Entities, and C.F.R. 2635.702 which prohibits using one's public office for private endorsement.

Financial Disclosure Violations

Valley Fraud

A former official of the Tennessee Valley Authority (TVA) received two years' probation and was ordered to pay a \$5,000 fine and perform 150 hours of community service for failing to disclose information on his financial disclosure form. John Symonds pled guilty to violating 18 U.S.C. § 1001 for making a false material statement by failing to disclose information regarding the receipt of money from a source other than his U.S. Government salary on his financial disclosure form.

While working as a manager for TVA from November 2000 through December 2002, Symonds was required to complete an Executive Branch Confidential Financial Disclosure Report, Office of Government Ethics (OGE) Form 450, as well as update his financial disclosure report annually by submitting Optional OGE Form 450-A. Despite owning a company that received over \$50,000 in 2002 from another company, Symonds filed an OGE Form 450-A certifying that he had no new reportable assets or sources of income. Symonds and his former spouse used the payments for personal expenses.

Failure to Report Gifts From Abramoff Gets DOI Official Two-Years of Probation

A former Department of the Interior Officer who accepted Washington Redskins tickets, which cost over \$2,000, as well as other gifts from lobbyist Jack Abramoff, was sentenced to two years of probation, and to pay a \$1,000 fine. Abramoff was seeking official action from the officer when he gave the officer the gifts. The officer failed to disclose these gifts on the required financial disclosure report (Form 450), and after being investigated in connection with the Abramoff scandal, he pled guilty to making a false certificate or writing. Public officials who are required to file a Form 450 must disclose gifts that exceed a minimum value. Bottom line: if public officials keep secrets about the gifts they receive from sources like lobbyists, they will receive a gift from the federal government that they cannot keep secret — probation.

Lawyer Says Financial Disclosures Are a Nuisance, Client Gets Probation

A world-renowned Alzheimer's research scientist for the National Institutes of Health (NIH) was sentenced to serve two years of probation and four-hundred hours of community service after failing to disclose several hundred-thousand dollars in consulting fees he received for services rendered to a prohibited source — a pharmaceutical company doing business with his agency. The scientist violated a federal conflicts of interest statute and federal regulations requiring him to disclose payments from outside sources on his financial disclosure report (OGE Form 450). The purpose of the required financial disclosure is to help employees recognize conflicting financial interests and avoid violating the law. The scientist's lawyer said that it is common for NIH researchers not to file financial disclosures because they consider the disclosures a "bureaucratic nuisance." Maybe so, but this scientist should have known, as most world-renowned medical researchers probably do, that untreated nuisances often become

debilitating illnesses. In addition to probation and four-hundred hours of community service, the scientist was also forced to forfeit the consulting fees he had received from the pharmaceutical company, and was deprived of his retirement from the government.

Consultant Fails to File Financial Disclosure Report, Pays Fine Instead

A DoD Consultant failed to file the final public financial disclosure report when the Consultant's appointment expired. The Consultant received several reminders, but chose to ignore them and never filed the report. Unfortunately, the Consultant was unable to ignore the Department of Justice. After substantial negotiations, the filer agreed to pay a \$2,000 fine, to pay the \$200 late filing fee, and to file the financial disclosure report that should have been filed in the first place. (And don't forget the attorney fees) Bottom line: Failure to file a financial disclosure report was very costly. (DoD Standards of Conduct Office)

HUD Employee Fails to Disclose Ill-Gotten Real Estate on Financial Disclosure, Loses Job

A HUD employee's spouse-like partner submitted the winning bid for a HUD-owned property. Among other violations, the HUD employee failed to notify the agency that someone with whom she was living was submitting a bid for the property. After the property was purchased, the employee's partner transferred the property to the employee for \$1. To prevent HUD from learning that the property came to the employee through a straw-man transaction, the employee failed to list the property on her financial disclosure report as was required. The employee was found to have falsified her financial disclosure report and was fired.

Failing to Report Gift Leads to FBI Agent Resignation

A Supervisory Special Agent (SSA) in the Charlotte, North Carolina FBI field office was forced to resign in the wake of revelations that he had failed to disclose gifts from a suspect in an organized gambling and money laundering investigation. The SSA had been acting head of the White Collar Crime Squad, which was handling the investigation; he had also served as the suspect's official handler after the suspect agreed to cooperate with investigators. Due to his duties, the SSA was required to file an OGE Form 450, the Confidential Financial Disclosure Report. The SSA certified that he had received no gifts or travel reimbursements from any one source totaling more than \$260.00. However, investigators soon learned that on two separate

occasions, the SSA had accompanied the suspect to Las Vegas, where the suspect paid for the SSA's hotel and gambling expenses. The value of the trips was estimated to be in excess of \$6,000.

The SSA pled guilty to 18 U.S.C. 1018, making a false writing. He was forced to resign from the FBI and was sentenced to two years' probation and 400 hours of community service.

\$11,000 Fine for Failure to File

The Facts: A former Census Bureau official was assessed the maximum fine when he failed to file his financial disclosure report as required by law upon ending his Government employment. Before his retirement, the official had received multiple memos reminding him of his obligation; after he missed the filing deadline, the official received a number of additional certified letters informing him of the availability of extensions and the consequences of failing to file.

The Department of Commerce eventually referred the matter to the Department of Justice, which filed a complaint alleging that the official knowingly and willingly failed to file a financial disclosure report. Finding the official a totally unresponsive party with flagrant violations, a Federal court entered the default judgment and ordered an \$11,000 fine, the top civil penalty permitted under the statute. The court emphasized the flagrancy of the violation, citing the employee's choice to ignore the multiple notices and warnings provided to him.

(Source: United States v. Gant, No. 02-2312, 2003 U.S. Dist. LEXIS 10620 (D.D.C. June 17, 2003)

The Law: The Ethics in Government Act (EIGA), 5 U.S.C. app. § 101 et seq. (2003), requires senior officials, who file SF 278s, to file a final financial disclosure report "on or before the thirtieth day" after termination of their senior positions (in addition to annual filing requirements). Anyone who knowingly and willfully fails to provide such a disclosure faces prosecution and fines of up to \$10,000 (*see* 5 U.S.C. app. § 101(e)-(f), app. § 104).

D.C. Mayor Financial Disclosure

The failure to report \$40,000 he had earned in consulting contracts cost the Mayor of Washington, D.C., \$1000 several years ago. The Mayor violated the city's campaign finance code by neglecting to report these earnings on his financial disclosure report.

Under 5 C.F.R. 2634.701, willful failure to file a public financial disclosure report (OGE Form 278) or willful falsification of any information required to be reported may result in

administrative actions or \$10,000 in civil penalties. In addition, criminal actions may be brought against Federal officials who provide false information on their financial disclosure reports.

Former Government Official Convicted of Filing False Disclosure Report

A former Chief of Staff (CoS) for the Secretary of Agriculture was required to file a Public Financial Disclosure Report (OGE Form 278) under the Ethics in Government Act. While in office, the CoS and his wife received payments totaling approximately \$22,025 from two businessmen who were longtime friends and business associates of the CoS – and who coincidentally – received subsidies from the Department of Agriculture (USDA) totaling \$63,000 and \$284,000, respectively. The CoS was required to, but did not, report these payments on his OGE Form 278. While the USDA Inspector General was conducting an investigation of the CoS with respect to conflict of interest allegations, the CoS made a sworn declaration that he had not received such payments. He also stated that his only income from the time he became Chief of Staff, aside from the sale of a former residence, was his USDA salary.

The former CoS was convicted of violating 18 U.S.C. 1001, for failing to properly disclose the payments received from the two businessmen and for making a false sworn statement to the USDA Inspector General. He was sentenced to 27 months in jail.

Former EEOC Chairman Failed to File Financial Disclosure Report

The former chairman of the Equal Employment Opportunity Commission settled a lawsuit brought by the Department of Justice for \$4,000. The lawsuit alleged that the chairman did not file a required financial disclosure report for two years that he was in Government service. In the previous year, the chairman filed the yearly financial disclosure report required of all senior executive branch employees (SF 278). For the subsequent two years, however, he submitted a photocopy of the first year's report. The Chairman acknowledged that the photocopied report did not reflect changes in his income. He further maintained that the inaccuracy was inadvertent and the result of a mistake made in good faith. The Director of the Office of Government Ethics noted that the chairman did not respond to four requests to file the required report over the course of two years.

Former FDA Commissioner Convicted for False Financial Disclosures and Conflict of Interest

The U.S. District Court for the District of Columbia sentenced a former Commissioner of the Food and Drug Administration (FDA) to serve three years of probation, along with 50 hours of community service, and to pay fines totaling \$89,377.36. The former Commissioner pled guilty to two misdemeanor charges involving false financial disclosures and a violation of the conflict of interest statute, 18 U.S.C. 208, which prohibits a Government employee from participating in any activities in which he, his spouse, or minor child has a financial interest.

Between 2002 and 2006, the former Commissioner held several senior positions which required him to certify and file on six occasions a financial disclosure report that included all of his investments valued at more than \$1,000. Although the Commissioner declared he and his wife had sold the stock they owned in numerous “significantly regulated organizations,” the couple failed to disclose that they actually retained stock in several of the companies. The conflict of interest violation occurred when the Commissioner was acting as the Chairman of the FDA’s Obesity Working Group. Investigators discovered two of the companies in which the Commissioner and his wife held stock had a direct financial interest in the group’s conclusions. Although there was no evidence that the Commissioner’s financial interests altered the group’s conclusions, the Court concluded that his participation in the deliberations affected the integrity of group’s findings.

(Source: Federal Ethics Report, March 2007)

Fraud (Violations Not Covered Elsewhere)

It does not “Pay” to Play with Fake Poker Chips

The former deputy head of U.S. Strategic Command has learned that it doesn’t pay to play with fake poker chips. The former deputy was fired upon revelations that he counterfeited poker chips to use in support of his gambling habit. Investigators substantiated the claims against the flag officer upon discovering his DNA underneath the adhesive tape that was used to alter three \$1 chips into \$500 chips. Records show the deputy’s gambling habit had him spending an average of 15 hours per week—1,096 hours in total—at a casino in Iowa prior to being discovered playing with the counterfeit chips. His misconduct resulted in two convictions

for conduct unbecoming an officer for using the altered gambling chips and lying to investigators. In addition to being relieved of his duties at U.S. Strategic Command, the deputy was reduced in rank from three-star to two-star admiral and was transitioned to the retired list at the lower grade.

(Source: Navy Times; published 22 Nov 2014 and Official U.S. Navy Biography)

Posing as Mother?

In August of 2013, the son of a deceased mother was sentenced to 14 months in prison after pleading guilty to stealing about \$350,000 by cashing social security and federal annuity checks meant for his long-dead mother. He had negotiated and converted these checks from March 1999 through June 2012.

Mailman Doesn't Deliver the Mail?

A Postal Service employee has learned that it doesn't pay to get lazy on the job. According to the former employee, being "lazy" was the root cause of his failure to deliver over 1,000 pieces of mail during a year-long period, all of which was found in bins on his front porch. Included amongst the largely junk mail pieces were 27 voter ballots as well as over 200 first-class and standard mailings. For his laziness, the employee has pled guilty to misdemeanor mail obstruction. This redefining of "snail mail" has landed him a one-year probation sentence and a \$500 fine.

(Source: The Associated Press; published 23 Jan 2015)

A Decade of War Makes For a Decade of Fraud

After over a decade of war in both Iraq and Afghanistan, attorneys at the Department of Justice (DOJ) continue to work at identifying and prosecuting wide spread criminal business dealings related to those conflicts. The conduct has cost American taxpayers anywhere from \$31 billion to \$60 billion according to The Commission on Wartime Contracting in Iraq and Afghanistan (the Commission). It spans from low-level fraud where individuals bill for services not provided to multi-million dollar bribery cases of industry trying to entice the awarding of contracts. Per one national security academic at George Washington University, the U.S. military was not equipped to provide appropriate oversight and lacked accountability processes. The Department of Justice (DOJ) is pursuing accountability, however, as over 230 criminal cases

were brought between 2005 and 2014 according to the Commission. One of the most recent cases stemmed from a former officer taking advantage of the Army's G-RAP program that provided bonus pay to active duty members who referred new recruits to join the military. This program, now discontinued, was riddled with cases where service members claimed bonuses for referrals that were never made. The officer, who was found to have claimed \$118,000 as a result of 119 false referrals, has been sentenced to no less than three years in prison according to the DOJ. *(Source: AP News; 17 Nov 2014)*

Your Posters are My Posters

An army officer was convicted both for making false statements, including false statements in his confidential financial disclosure report (failure to report an outside position and the income from that position), and for stealing government property. The employee put in an order at the department print shop, certifying that a series of posters were for official business. The posters were actually for the employee's side business. Additionally, the employee purchased a conference table, for which his own business got a \$400 credit toward a conference table of its own. The employee was sentenced to 2 years of probation, 6 months house arrest, a fine of \$25,000, and was ordered to pay \$1,600 in restitution.

Service-member Pockets BAH Money

For two years after his divorce, an active duty service-member continued to list his ex-wife on his Basic Allowance for Housing paperwork, allowing him to pocket extra funds, including a family separation allowance. While the overpayment continued for two years, the service-member continued to keep the money. Once the command caught on, he was court martialed, sentenced to six months confinement, fined, and reduced in rank.

Veterinarian Technicians Pocket Thousands

An E-6 and E-4, both veterinarian technicians for a service, received Basic Allowance for Housing to which they were not entitled. They lived in base housing while receiving overpayments. They took no action to report the mistake. Overall, the Government lost more than \$26,000. Both service-members were reduced in rank and ordered to repay all funds.

“I thought they were mine.”

A government contractor stole eight 40-foot Container Express (CONEX) shipping/storage units valued at \$56,000 from a Service base in the United States. Investigators found two stolen government license plates on the contractor’s personal vehicles, used to access the base. The contractor claimed he thought the CONEX units were abandoned. He was charged with grand larceny and debarred from doing business with the government.

“I do” ... Though I Don’t Even Know You

Six Service members stationed in the United States were arrested and charged with defrauding the government for their part in a scheme to marry Russian women in exchange for drawing military benefits. The brother of one of the service-members set up the introduction to the Russian women while living in New York. The service-members then filed false basic allowance for housing (BAH) and family separation allowance (FSA) claims for their absent wives that defrauded the government of over \$234,000. The investigation revealed most of the men never actually lived with their so-called wives. The service-members were court-martialed, reduced in rank, and ordered to pay restitution equaling the amount of money each received fraudulently. The women, who obtained visas enabling them to stay in the States as a result of the false marriages, were deported.

Side Business Ends Service Supply Chief’s Career

A Service Chief storekeeper for a submarine in the United States was found guilty of using ship’s funds to buy merchandise to later sell for his personal gain. The Chief made off with over \$90,000 of unauthorized items including watches, computers, PDAs, TVs, chairs, and cameras, which he stored in his personal room until selling. He was court-martialed and sentenced to two years in prison, reduced down to an E-1, separated under a bad conduct discharge, and ordered to pay \$25,000 in fines. His immediate supervisor, a junior Service officer, was administratively separated from the Service. \$75,000 worth of merchandise was never recovered.

New York State of Mind

A Service sergeant was court-martialed for fraud and larceny of government funds, for knowingly submitting false basic allowance for housing (BAH) claims for three years while stationed overseas. The sergeant claimed his wife and kids were living in New York City, the highest BAH city in the system, while they were actually living in Puerto Rico. The sergeant received over \$50,000 he was not entitled to under the false claims. He was sentenced to twelve years in prison, reduced to E-1, and dishonorably discharged.

Married or Not?

A soldier got married and provided his marriage certificate to the Service, but shortly after the marriage his wife returned to her home in another state. Nine months later the marriage was annulled. The soldier did not report that he was no longer married, and continued to collect a housing allowance for himself and his now former wife. He also listed her on travel reimbursements and received additional per diem for trips where she did not accompany him. In total, the soldier was paid approximately \$45,000 in funds that he was not eligible to receive.

At some point, the soldier appeared to sense that he was going to be caught because he tried to throw off the investigation by filing for divorce even though the marriage had been annulled much earlier. He then informed investigators that he was not aware that the marriage had been annulled prior to his divorce filing. The ruse was not particularly effective because court records showed the soldier was physically present at the annulment hearing. His case was referred for court martial.

Imaginary Ball and Chain Drags Staff Sergeants Down

An Army Staff Sergeant stationed at Ft. Bragg, North Carolina continued to receive Basic Allowance for Housing (BAH) at the married rate even after he was divorced from his wife. He knowingly and willfully failed to submit documentation to reflect this change, thus receiving more money than he was entitled to and therefore committing fraud and larceny. The Staff Sergeant was charged with larceny under the Uniform Code of Military Justice and found guilty by General Court Martial. He was sentenced to five months in confinement, forfeiture of \$5,000 and a reduction in grade from Staff Sergeant (E-6) to Private First Class (E-3). In a similar case, a Staff Sergeant at U.S. Army CENTCOM was caught illegally receiving BAH at the higher married rate when he was actually single. The soldier submitted a false marriage license,

ultimately receiving \$15,100 in Basic Allowance for Housing and Family Separation Allowance to which he was not entitled. His “wife” also fraudulently received \$13,200 in Tricare healthcare benefits. The relationship must have gone sour though, because she ended up turning him in to military investigators. After such a betrayal, one can only assume he will now be filing for a fake divorce.

All-Expenses Paid Bachelor Pad with Maid Service Included?

A Lieutenant Commander working as the Naval Station Great Lakes Bachelor Housing Officer misused Government resources when he lived in the quarters without cost and received free housekeeping and amenities. He was charged on three counts under the Uniform Code of Military Justice (Articles 81, 92, and 134) and issued a Letter of Reprimand as a form of Non-Judicial Punishment. A civilian Government official who was aware of the Lieutenant Commander’s illegal conduct, but failed to report it was also issued a Letter of Reprimand for violating the Basic Obligation of Public Service requiring that he disclose any known fraud, waste, abuse, and corruption (C.F.R. 2635.101(b)(11)).

Handling Service Members’ Injury Claims Wounds Government Financially

A Navy civilian Medicare claims examiner was employed to represent Government interests in the settlement of Medical Care Recovery Act (MCRA) claims. Her job entailed regularly negotiating with insurance companies and injured military personnel in order to recover Government expenditures on medical care for service members and their dependents who were injured due to the acts of uninsured third parties. Although the Navy has authority to waive its claims on behalf of injured service members against insurance companies, the examiner orchestrated a scheme in which she used her position and authority to waive claims and to fraudulently obtain money for herself that was owed to the Government. In one case, the examiner handled the claim for a Petty Officer who had been injured in a motorcycle accident. She told the service member that she could increase the amount of his settlement if he agreed to split the amount with her. When he agreed, the examiner notified the insurance company that the Navy was waiving its MRCA claim. When the company sent the Petty Officer a \$6,000 check, he sent her \$3,000 cash just as she had directed. It turned out that the Petty Officer had been working with law enforcement authorities all along.

The U.S. Attorney prosecuted the examiner and obtained a conviction for one count of Mail Fraud. She was sentenced to two months in prison, two years of probation, a \$100 special assessment, and was debarred by the Navy for three years.

Invoices Submitted on Behalf of MakeBelieveCompany, Inc.

A civilian employee and Government purchase card holder working at the Naval Surface Warfare Center (NSWC) in Maryland conspired with an outside vendor to create fraudulent invoices in the name of fictitious companies such as Greenway Supply, Government Supply, and Aerospace Technologies. The invoices fraudulently showed that these imaginary companies had provided goods and services to NSWC when in fact no products or services were ever provided. The Government employee used his purchase card to pay for hundreds of such invoices, all in amounts of less than \$2,500 so as to avoid attracting too much scrutiny. When NSWC took away the employee's purchase card, the vendor continued to submit the false invoices in cooperation with a second employee. Ultimately, the vendor made between \$200,000 and \$400,000 in profit from the conspiracy. All three people involved were guilty of making false and fraudulent statements to the Government and embezzling money belonging to NSWC. The vendor pled guilty to one count of conspiracy to defraud the Government, 18 U.S.C. §371. The Navy debarred the vendor and both employees for three years.

Marine Corp Says Goodbye to Officers who Schemed with Thai Vendors

Three U.S. Marine Corps Forces Pacific, Joint U.S. Military Group, Thailand (JUSMAGTHAI) officers were caught receiving bribes and kickbacks from a Thai vendor. A Naval Criminal Investigative Service investigation revealed that a Marine Corps Major, either directly or through his wife, accepted approximately \$100,000 in gifts from a Thai vendor, to include a truck and a loan for a house. The Major continued to engage in business with the vendor and awarded him contracts, but did not disclose his personal financial conflict of interest to his agency designee as mandated by 18 U.S.C. §208. He also passed inside information to the vendor, allowing her to increase her bid while still ensuring she was the lowest bidder and therefore increasing her profit margin. He was also charged with maintaining a sexual relationship with a woman who was not his wife, which is illegal under the Uniform Code of Military Justice. Another Marine Corps Major received gifts, including free hotel rooms, from a prohibited source in violation of 10 U.S.C. section 892 and section 933. A third Marine Corps

Major also worked with the vendor to defraud the Government. The Major, taking advantage of his position as the first person in the logistics chain to come into contact with goods and services provided by contractors, signed receipts for delivery of purchase orders even though the vendor had only delivered incomplete shipments. The Government was nonetheless billed the cost of full shipment, while the conspiring parties split the profits from these “ghost shipments.” The Major signed orders for at least five ghost shipments and received \$2,324 in bribes for his participation. All three Majors were debarred from Government contracting by the Navy Acquisition Integrity Office. Furthermore, they were all charged under the Uniform Code of Military Justice. The first Major was dismissed from active duty, sentenced to four years in confinement and a \$25,000 fine. The second Major received a Punitive Letter of Reprimand and was subjected to a \$3,060 forfeiture of pay. The third Major was discharged and sent to spend six months in the brig.

Overpricing by Contractor Results in \$44,000 Refund

An Army technician ordering a Seal Replacement Parts Kit from a defense contractor noted that the price of the kit seemed unusually high based on the price of each individual component, and contacted investigators. Investigators examined the price of the components and the cost the company incurred to assemble each kit, and discovered that the contractor was marking up each kit by approximately \$500. Investigators further discovered that the Government had purchased a large number of the kits at the inflated price.

As a result of the observant technician’s number-crunching, the defense contractor agreed to a voluntary refund of \$44,000.

Favoritism Results in Senior Official’s Resignation

A senior official at the National Defense University left his post after his relationship with a subordinate came to light. Employees told investigators that they had witnessed inappropriate physical contact between the official and a component program director. The official allegedly favored the program director by approving leave requests during critical periods, affording her more authority than her position entitled her, giving her leniency regarding her work schedule, and consistently relying on her opinion above others. The official was also accused of creating a hostile work environment by repeatedly demeaning employees.

The program director was separately charged with misusing Government property by taking excessive leave and misreporting time and attendance.

The official resigned his post, and the program director was detailed to a different component and received counseling.

Contractor Fraud Results in Investigation

Contractors who were awarded a \$564 million contract to construct the Olmsted Dam on the Ohio River found themselves high and dry after the discovery of fraudulent reimbursement charges billed to the Government. The contractors had purchased a number of vehicles to be used on the job, and properly billed the purchase cost to the Government. However, investigators discovered that the contractors allowed eight senior-level employees to drive their vehicles home at night as part of an “incentives” program. These contractors were further involved in three accidents with the vehicles, the cost of which was submitted for reimbursement to the Government.

To Defraud or Not To Defraud? That’s an Easy Question!

The Facts: An Internal Revenue Service (IRS) officer conspired with two private tax preparers to develop a scheme to defraud the United States Government. The tax preparers told persons owing money to the Government that they could negotiate a lesser debt if they would go ahead and pay off what was owed. The IRS officer would then enter false information into the relevant files showing that the individuals in question had insufficient assets to cover their debts. This convinced the IRS to halt collection efforts. Strangely (or not), the money paid to the tax preparers never made it to the IRS. The tax preparers were sentenced along with the IRS officer, who, for tinkering with the debts of others, ended up with quite a “debt” of her own: She was sentenced to 3 years and one month in prison, to be followed by 3 years of probation, and ordered to pay in restitution \$322,135.

The Law: 18 U.S.C. § 371 (2003) authorizes fines and imprisonment for up to five years for anyone conspiring with one or more other persons to defraud the United States, if any one of the conspirators takes any action to carry out the fraud. In this case, all three persons appear to have taken such an act. The IRS officer was also charged under 26 U.S.C. § 7214 (2003) of the Internal Revenue Code, which requires that any IRS officer who conspires to defraud the

Government be discharged from their office and, if convicted, pay up to \$10,000 in fines, serve up to five years in prison, or both.

Conflicts of Interest and Lies Garner Federal Convictions For Alderwoman and Daughters

A Milwaukee alderwoman and her two daughters found themselves as defendants in federal court for funneling city funds to a non-profit organization they had created. The alderwoman, before her election, founded a non-profit organization eligible to carry out neighborhood social grants; it was largely funded by Housing and Urban Development (HUD) grants awarded to the City of Milwaukee. These grants were given to the city upon the condition that each grant recipient complies with HUD regulations. Among these regulations was a conflict-of-interest provision preventing any elected official that participated in the apportionment of the HUD grants from obtaining a financial benefit “either for themselves or those with whom they have business – or immediate family ties.”

Upon the alderwoman’s election, she turned the executive directorship of the non-profit organization over to her two daughters, who both drew a salary from the organization. Both daughters had different last names from each other as well as the alderwoman, and the relationship between the three was unknown by the City and HUD. After taking office, the alderwoman secured membership on the Community Development Policy Committee, the committee that apportioned HUD grants. She was informed by the City Attorney of the HUD conflict-of-interest rules, and wrote a memo assuring the City that her husband and (singular) daughter only worked for the non-profit on a volunteer basis. This deception persisted the following year, when the City began to suspect a scam; the alderwoman wrote another letter to the city attorney admitting that her (singular) daughter had been an employee of the non-profit, but assuring that she had since left her position (which was untrue). However, by this point, the City was aware of the alderwoman’s deception, and she was charged with various violations of federal law.

During the time period the alderwoman was in office, the non-profit accepted a number of lucrative HUD grants from the city. Each contract included a recitation of the HUD conflict-of-interest provisions, and was signed by both daughters in their capacity as executive officers. When queried by the City regarding the familial relation of the two daughters to the alderwoman,

the daughters chose not to respond. This duplicity earned both daughters charges in federal court alongside their mother.

The alderwoman and one of her daughters pled guilty to various violations of federal law. The second daughter chose to go to trial, and was convicted and sentenced to two years' probation and a \$1000 fine for violating her contractual duty to disclose her familial relationship with the alderwoman. *(Source: 2006 U.S. App. LEXIS 10878)*

Employee Gets Ten Years for Authorizing Fraudulent Retirement Benefits

A retirement benefits specialist at the U.S. Office of Personnel Management (OPM) developed an embezzlement scheme that eventually involved 15 cohorts and resulted in the theft of \$3.7 million from the Civil Services Retirement Trust Fund. The specialist's duties included authorizing monthly benefits payments as well as one-time payments intended to retroactively adjust Federal benefits. Instead of authorizing payments for the proper recipients, the employee began to authorize payments to fellow employees. The scheme allowed at least 25 people to obtain illegal one-time payments from the Retirement Trust Fund, after which they paid kickbacks to the OPM employees.

The specialist was sentenced to 10 years in prison for her role as the ringleader of the operation. Her coconspirators received lesser terms.

Boyfriends Can Be Very Expensive For Employees Who Steal Funds

A U.S. Forest Service employee faced a maximum of 13 years in prison for stealing over \$642,000 and committing tax fraud. The employee paid restitution of the entire \$642,000 prior to sentencing.

The employee admitted that during her job of overseeing payments with Federal charge cards and Government checks, she wrote Government checks to her boyfriend, who occasionally contracted with the Forest Service. Disguised as firefighting payments, the checks were deposited in the couple's joint bank account and used to pay for expenses and gambling.

It appears this relationship came at a very high price. *(Source: OregonLive.com)*

Contractors and Federal Personnel Working Together, Defraud Government and Go to Jail

An investigation by several Government agencies in support of the Justice Department's National Procurement Fraud Task Force revealed a complex scheme to defraud the Coalition Provisional Authority – South Central Region (CPA-SC) in al-Hillah, Iraq. The perpetrators, a former Department of Defense (DoD) employee, several former soldiers and numerous public officials, including two high-ranking U.S. Army officers, conspired in a fraud and money-laundering plan involving contracts in the reconstruction of Iraq.

The Task Force discovered the co-conspirators connived to rig bids on contracts so that CPA-SC awarded them all to the same contractor. In addition, the conspirators stole over \$2 million in currency that CPA-SC had slated for reconstruction. As a reward for their efforts, the contractor provided the officials with a variety of gifts, including over \$1 million in cash, sports cars, jewelry, computers, liquor, and offers of future employment.

The Task Force charged a former Lieutenant Colonel, two active Lieutenant Colonels, a Colonel and two civilians in a 25-count indictment. The court sentenced the civilian DoD employee to serve 12 months in prison, while the former Lieutenant Colonel earned 21 months in prison for his role. Another former soldier received nine years in prison and a forfeiture of \$3.6 million for charges of conspiracy, bribery, and money laundering, as well as weapons possession charges.

The contractor at the center of the conspiracy pled guilty to related charges, and received a 46 month prison sentence. In addition, the court ordered him to forfeit \$3.6 million.

(Department of Justice 07-449, June 25, 2007, www.usdoj.gov)

Official Steals Himself Jail Time

A former Intelligence Contingency Funds (ICF) officer for the Department of Defense stole over \$100,000 from his former employer. The ICF official pled guilty to one count of theft and embezzlement of Government property, admitting that over a period of three years he had used his official position to withdraw cash from a Government bank account. By falsifying DoD accounting vouchers and forms, the official increased his own bank account with DoD funds while he performed his official budgeting, disbursing, and accounting duties for ICF.

The U.S. District Judge sentenced the official to serve 12 months in prison, pay \$106,500 in restitution, and serve three years of supervised release.

(Source: Department of Justice 07-416, June 8, 2007)

Gambling and Other Contest Violations

Federal Employee Rides into Trouble

A local motorcycle dealer sponsored a "motorcycle poker" event across public lands. The off-road bikes followed a pre-set route, stopping along the way to pick up playing cards. The one with the best poker hand at the end won a new motorcycle. The winner? The on-duty Government employee who was to follow the contestants, making sure that nobody had fallen off his bike or gotten lost. He didn't get to keep the bike because he won the prize while carrying out his official duty. While section 2635.203(b)(5) of the Standards of Ethical Conduct for Executive Branch Employees allows Federal employees to keep prizes in contests that are open to the public and not related to the employee's official duties, in this case, the employee won while performing official duties.

Fantasy Football IS Gambling

Gambling allegations were made against a Department of Defense employee who was operating a "fantasy football league" in his workplace. The participants each paid \$20 to participate. The funds were used for a luncheon at the end of the season and trophies were purchased for the winners.

Although upon the surface the "fantasy football league" does not appear to be gambling per se, the General Counsel ruled that the activities constituted gambling in the workplace in violation of paragraph 2-302 of DoD 5500.07-R, Joint Ethics Regulation.

NOTE: This case occurred prior to the passage of 31 U.S.C. 5362.

Fantasy Football IS Gambling II

Allegations were made regarding Air National Guard members running a “fantasy football” league on Government computers. Each member of the league contributed \$10 to play, with the winner buying all of the other participants’ pizza at the end of the season. It was determined that the winner actually expended more on the pizza than the amount of the winnings. It was also determined that activities associated with the game were conducted on break and lunch times.

Section 2-302 of DoD 5500.07-R, Joint Ethics Regulation, prohibits gambling by DoD personnel while on duty or while on Federal property. In addition, it was a misuse of Government resources to carry out such an activity on Government computers. The guardsmen involved were counseled by their commanding officer.

Gambling Ring Garners Federal Charges

Tipped off by a coworker, investigators discovered that a painter at the Department of the Interior was running a full-fledged gambling operation on Government premises. While on official duty, the painter received betting slips from other employees and made payoffs. The painter’s subsequent threatening phone call to the tipster earned him a further charge of conduct unbecoming a Federal employee.

41 C.F.R. § 102-74.395 forbids all persons entering in or on Federal property from participating in games for money or other personal property, operating gambling devices, conducting a lottery or pool, or selling or purchasing numbers tickets.

Gift Violations

Apparently VA Stands For “Valuable Appetite”

The Merit Systems Protection Board (MSPB) has upheld the Department of Veterans Affairs’ (VA) firing of one of its regional healthcare system directors. The firing, coming in the wake of one of the biggest VA scandals to date, was upheld based on the director’s acceptance of a number of “inappropriate gifts” including a trip to Disneyland for her family costing \$11,000 and \$729 for Beyoncé concert tickets. These gifts were offered by a consultant in the Phoenix area whose job is to land government contracts. Veterans and watchdog groups liken the VA

and MSPB decisions to Al Capone's conviction based on tax evasion and not his gangster misgivings given the severity of other accusations levied against her. The most enraging of these accusations was that she knew or should have known of subordinates lying about healthcare wait times for veterans in her Phoenix region—many of who have severe illness ranging from post-traumatic-stress disorder to cancer. Notwithstanding the scathing, yet unsubstantiated, accusations of misrepresenting wait times, having received nearly \$12,000 in kick-backs from an industry consultant was more than enough to secure the director's forced retirement.

(Source: The Washington Post; published 26 Dec 2014)

Field Activity Employee Solicitation

An employee recently received a letter of warning for soliciting donations while on duty on a military installation. As a general rule, employees are barred from soliciting gifts while on duty. This employee, however, whether ignorant, defiant, or indifferent to the rules, spent a week asking individuals visiting the base if they would be willing to donate items for a school event. In doing so, the employee, according to witness testimony, would actually accompany willing individuals around and point out items to be bought and donated. Upon purchase, the employee would spend additional time preparing and wrapping the gifts. The letter of warning included a discussion of his violations such as gift solicitations, misuse of official position, and misuse of government time.

(Source: Department of Defense, Office of the Inspector General; 2015)

A Gold-Plated Retirement

A former General commanding U.S. forces in South Korea improperly accepted over \$5,000 in gifts and cash, including gold-plated pens, from a South Korean benefactor. The General claimed that the gifts were accepted because the South Korean was a longtime and personal friend, despite the fact that the South Korean did not speak English and they were forced to communicate through hand signals and gestures. The General repaid the South Korean in full and was allowed to retire at a lower grade.

Sampling of Gift Not Sufficient

A Lieutenant Colonel committed dereliction of duty when, in violation of the JER, he received a bottle of Ballantines 30 year-old Scotch valued at \$400 and failed to report it and properly dispose of it. In lieu of a court martial, the colonel resigned from the military service for the good of the service under other than honorable conditions.

Like a Private Helicopter Ride to Work? How About a Model Ship?

The Facts: According to sworn testimony and documentation acquired by the office of a military service Inspector General, a senior military officer accepted gifts from the owner of a corporation that serviced and provided landing facilities for military aircraft. The gifts to the officer included a helicopter ride to work, a shirt with the corporation's logo, a miniature model airplane, meals at a Christmas party, and a leather jacket. The officer allegedly returned the jacket but did nothing to compensate for receipt of the other gifts, the value of which exceeded (and probably well exceeded) \$100. This conduct occurred as one of a series of alleged offenses that resulted in the officer being relieved of command, issued a punitive letter of reprimand, and ordered to forfeit \$1000.

The Law: 5 C.F.R. § 2635.101(b)(14) (2003) requires all Federal employees to avoid any actions that a reasonable person, who knew the relevant facts, could take to be a violation of the law—including the prohibition on providing “preferential treatment to any private organization or individual,” mentioned at § 2635.101(b)(8). In this case, the value of the gifts the officer accepted could make it appear that he might influence Government contracting in favor of the corporation. To be sure, he enjoyed some neat gifts—for a time. However: “Public service is a public trust,” and it requires that Federal employees place loyalty to “the laws and ethical principles above private gain” (§ 2635.101(b)(1)).

Even more directly on point, 5 C.F.R. §§ 2635.202(a) and 2635.203(d) apply the general principles mentioned above by prohibiting Federal employees from (among other things) soliciting gifts or accepting gifts—whether solicited or not—from any person who “[d]oes business or seeks to do business with the employee's agency.”

There are some exceptions to these rules. 5 C.F.R. § 2635.204, for example, allows the acceptance of “unsolicited gifts having an aggregate market value of \$20 or less per source per occasion,” provided that the value of gifts accepted under the “\$20 rule” from a single source do

not amount to more than \$50 in a given *calendar year*. In the case above, the officer's gifts exceeded (probably well exceeded) this limit.

If you have received a gift or gifts and anticipate that it has put you in jeopardy of violating these, or any other, regulations, 5 C.F.R. § 2635.205 tells you what you must do — and that does not include covering it over (which might make things worse). First, if the gift is an item and not an activity like a helicopter ride, you may return it to the giver or pay the giver the fair market value (see subsection (a)(1)). If that is not practical, you may — “at the discretion of the employee’s supervisor or an agency ethics official” — donate the item to an appropriate charity, share the item with your office, or destroy the item (see sub-section (a)(2)). For an activity or event, you obviously can’t return the gift, but you can and must pay back the giver the market value of the gift; simply giving back something similar will *not* suffice (see subsection (a)(3)). If an employee “on his own initiative, promptly complies with the requirements of this section” (that is, § 2635.205), and the gift was not solicited by the employee, then he or she will not be considered to have improperly received that gift.

"Great dinner, thanks for the tip."

Just prior to a major contract award, a Bureau Director went out to dinner with one of the potential competitors at a swanky Washington restaurant. The wine alone cost over \$100 per bottle. Too bad the Director didn't realize that a *Washington Post* reporter was at the next table. The story received front-page coverage in the next day's *Post*. By that afternoon, the Director announced that he had accepted a job in private industry — a job he couldn't refuse (with his father-in-law).

The Standards of Ethical Conduct for Employees of the Executive Branch (5 C.F.R. Part 2635) generally prohibit Federal personnel from accepting gifts (including meals) from persons who do business or seek to do business with the employee's agency.

One Party Too Many

The Big Boss was retiring and his second-in-command called the secretary to ask her to set up a retirement party. He directed her to send a memo to the staff advising them of what they were expected to contribute. She was assigned paper plates, napkins, plastic utensils, and a paper tablecloth. Everyone, including the secretary, was expected to contribute \$25 for food

and gifts. To the surprise of no one, the second-in-command was selected as the new Big Boss. *His* new branch chief called the secretary to have her set up a "promotion" party. The branch chief's memo to the staff advised them of what they were expected to contribute. For the secretary, it was once again paper plates, napkins, plastic utensils and paper tablecloth. Everyone, including the secretary, was again expected to contribute \$25 for food and gifts. To no one's surprise, the branch chief was selected as the new second-in-command. *Her* senior analyst called the secretary and asked her to set up a "promotion" party . . . The secretary contacted the Ethics Office instead, where disciplinary action was initiated.

Subpart C of the Standards of Ethical Conduct for Employees of the Executive Branch (5 C.F.R. 2635) establishes the rules for gifts between employees. In general an employee may not give a gift or make a donation to a gift to a superior. Furthermore, employees may not generally accept gifts from other employees who receive less pay. There are certain exceptions, of course.

Gift from a Prohibited Source

As a gesture of thanks, a retailer gave an Army soldier a briefcase after the soldier, using his Government credit card, had purchased office supplies from the retailer. The soldier accepted the briefcase in violation of the Standards of Ethical Conduct for Employees of the Executive Branch (5 C.F.R. Part 2635), which generally ban acceptance of gifts by Federal personnel from persons who do business or seek to do business with the employee's agency. After an investigation, the soldier returned the briefcase and was counseled.

Gift from Subordinate Results in Removal

A Supervisory Contract Specialist at Andrews Air Force Base was terminated after it was discovered that she had accepted a total of \$2820 from a subordinate (a subordinate that the specialist had, in fact, personally hired) on two occasions.

Despite the specialist's claims that she did not know that accepting the gifts was wrong, an Administrative Judge affirmed the termination of a 20-year federal career.

5 C.F.R. Part 2635, the "Standards of Ethical Conduct for Employees of the Executive Branch," forbids employees from accepting gifts from lesser-paid employees unless

(1) the employees are not in a subordinate-superior relationship, *and* (2) there is a personal relationship between the two employees that would justify the gift.

Employee Cited for Improperly Accepting Pharmaceutical Samples

The Department of Veterans Affairs (VA) conducted an investigation after it found that an employee at the VA Medical Center at Chillicothe, Ohio, had misused his position and improperly solicited and accepted pharmaceutical drug samples. Upon questioning, the employee acknowledged accepting five different medications from representatives of four pharmaceutical companies, gifts totaling approximately \$600. The pharmaceutical representative required a physician to sign for the samples. While a physician did indeed sign off, he testified that he only did so due to pressure from the employee. The investigation uncovered agency-wide confusion regarding the acceptance of drug samples.

Federal gift rules prohibit an employee from accepting or soliciting a gift from a person doing business with the employee's agency. An employee may accept unsolicited gifts having a market value of \$20 or less per occasion, provided that the aggregate market value of individual gifts from any one person does not exceed \$50 in a calendar year. There is no exception, however, that allows for the acceptance of solicited gifts. In response to the agency-wide problem identified in the investigation, VA officials issued a statement explaining the application of the Federal gift rules to the acceptance of pharmaceutical samples, and developed a fact sheet for agency employees with specific guidance.

Involvement in Claims Against the Government or in Matters Affecting the Government (18 U.S.C. § 205-Type Violations)

Don't Play Attorney Against Your Federal Employer!

The Facts: In the "off-time" from her work with the Social Security Administration, a senior attorney opened her own legal practice and represented clients with claims against that very same Administration. For her double-duty, she was sued by a U.S. Attorney and ended up agreeing to a settlement that required her to pay the United States \$113,000 for this and other violations—not a typical attorney's fee!

(Source: Office of Government Ethics memorandum, Oct. 2002)

The Law: 18 U.S.C. § 205 (2003) forbids any current Federal employee from acting as an attorney in prosecuting a claim against the United States—where this is not performed as part of his or her official duties for the Federal Government. For any such violation, the law authorizes fines and possible imprisonment—of not more than one year, unless the conduct is “willful,” in which case it can be for up to 5 years (*see* 18 U.S.C. § 216(a)).

Department of Justice Attorney Sentenced for Two Felony Counts

A high-ranking attorney for the Department of Justice was convicted of representing a private party before a Federal Agency in a matter in which the U.S. was a party in interest, in violation of 18 U.S.C. 205. He was also convicted of theft of Government property, in violation of 18 U.S.C. 641. The attorney represented Native Americans before the Department of the Interior in private litigation, and submitted false travel vouchers for Government reimbursement while he served as an employee of the Department of Justice.

The attorney pleaded guilty and was sentenced to four months of home detention and one year of probation. The plea agreement also stipulated that the attorney pay restitution to Department of Justice in the amount of \$5,000, pay a \$5,000 fine, and pay approximately \$2,500 in probation costs. Section 205 prohibits Federal personnel from representing anyone before a Federal Agency or court in connection with a particular matter in which the United States has a direct and substantial interest.

Air Force Civilian Employee Improperly Represents Fellow Employees Before U.S. Government

A civilian employee of the Oklahoma City, Air Logistics Center (OC-ALC), who was also the former OC-ALC shop steward, was charged with violating 18 U.S.C. 205. The employee, who was not an attorney, owned a private company called Associated Labor Consultants. This company provided legal services to other OC-ALC civilian employees by filing legal briefs on behalf of the civilian employees and by representing them before various board hearings against the United States. The employee collected approximately \$1,050 in fees from OC-ALC civilian employees for his services, and had billed out but had not collected an additional \$1,853.

The Air Force employee was charged with a civil violation of 18 U.S.C. 205. The case was dismissed without prejudice. On February 2, 1998, the parties entered into a stipulated agreement in which the accused agreed to pay the United States \$3,000 and to refrain from advising, counseling, or representing persons with claims against the United States.

FAA Employee Improperly Represents Co-worker Before Department of Justice

An engineer employed by the Federal Aviation Administration (FAA) at the Mike Moroney Aeronautical Center in Oklahoma City was charged with violating 18 U.S.C. 205 (among other charges). While employed by the FAA, the engineer attended and graduated from night law school. The new attorney continued his employment as an engineer but prepared wills, powers of attorney, and other legal documents on his own time. Without permission from the FAA, he agreed to represent a fellow FAA employee who was the target of a criminal investigation by the U.S. Attorney's Office, and subsequently contacted the U.S. Attorney's Office on behalf of his client.

The United States brought a civil action against the FAA employee pursuant to 18 U.S.C. 205(a)(2) and 18 U.S.C. 216. The parties entered into a consent judgment in which the FAA employee agreed to pay a \$1,200 penalty.

Deputy Secretary of Commerce Improperly Contacts Official at Department of Veterans Affairs

The Deputy Secretary of Commerce received from his father-in-law, the owner of a company doing business with the Department of Veterans Affairs (VA), a letter complaining of delays experienced by the company in modifying its contract with the VA. The Deputy Secretary of Commerce referred the letter to his counterpart at the VA on behalf of his father-in-law, and also contacted the VA by telephone. As a result of the intervention, the company received the modification it sought more quickly than it would have, absent the action by the Deputy Secretary.

A complaint for civil penalties was filed pursuant to 18 U.S.C. 216(b) for a violation of 18 U.S.C. 205. The Deputy Secretary agreed to a civil settlement, including a \$5,000 fine, which would have been the maximum fine available under the sentencing guidelines had the case been

prosecuted criminally. Section 205 prohibits Federal personnel, other than in the proper discharge of their official duties, from acting as an agent or attorney for another before any Federal agency or court, in connection with a particular matter in which the United States is a party or has a direct and substantial interest.

VA Employee Represents Company Before U.S.A.I.D.

An architect employed by the Department of Veterans Affairs (VA) was charged with violating 18 U.S.C. 205. While employed by VA, the architect represented a Beltsville, Maryland, company in connection with an application for a contract with the United States Agency for International Development in Dacca, Bangladesh. The architect made two trips to Bangladesh to represent the company while employed by the VA, including a trip for which the company paid him \$2,090. Prior to the effective date of his resignation from the VA, the architect was paid an additional \$5,603 by the company. During this same period of dual employment, he earned \$5,540 from the VA.

The architect was charged with violating 18 U.S.C. 205(a)(2). He was sentenced to two years probation, 100 hours of community service, and was required to pay a fine of \$1,000. Section 205 prohibits Federal personnel, other than in the proper discharge of their official duties, from acting as an agent or attorney for another before any Federal agency or court, in connection with a particular matter in which the United States is a party or has a direct and substantial interest.

Misuse of Government Resources and Personnel

No Free Government Trinkets

A supervising employee has been forced to repay the Government for giving away property in violation of 5 C.F.R. § 2635.704. The employee presented a local foundation with a unit flag and guidon “as a gift from the unit in appreciation for dedication and support of soldiers who experience and live with PTSD.” Unfortunately for the employee, federal rules dictate that US Government employees have a duty to protect and conserve government property and shall not use such property for other than official purposes. In this instance, the flag and guidon were

ordered by unit supply and not paid for by private funds. The employee did not seek permission and was apparently unaware that giving away the unit flag without authorization was a violation. The rules are unsympathetic of this ignorance, however, and the employee was required to execute a Statement of Charges for the amount of \$112 to pay for the cost of the equipment. The employee also received formal counseling from his Commander.

(Source: Department of Defense, Office of the Inspector General; 2015)

All Your Hotel Points Belong to Me

While working at the Air Force Legal Operating Agency, an official directed Air Force JAGs to stay at local hotels at a higher monetary rate when housing was available on Maxwell AFB at a much lower rate. This official used his Marriott reward points to reserve hotel rooms for visiting military personnel so that he could use his public office for private gain and collect the mileage for himself. As a result of the scheme, the official received a total of 587,282 Marriott reward points and an additional 100,000 reward points for other room arrangements. He pled guilty and was sentenced to pay a \$5,000 fine and \$90,356 in restitution to the Government for defrauding the Air Force.

An Official U.S-Russian Party

A high-level U.S. military official in charge of nuclear weapons had a real blast on his official trip to Moscow, where he imbibed to his heart's content, mingled with "suspicious" foreign women he met at a bar, and topped it off by insulting his Russian hosts. After a series of other embarrassing gaffes, higher-ups relieved the General of his command. He has since received a letter of counseling and has been reassigned.

Always Read the Fine Print

A former State Department official used her position to funnel millions in government contracting work to her husband's company by persuading a contracting officer to sign the contract without looking at the fine print. How much money was at issue — \$39 million — enough for the official to buy a Lexus, a half-million dollar yacht, and nearly a quarter-million dollars in jewelry within two years. The proceeds were going to her company, and she kept secret that the company was owned by her and her husband.

While the contracted work was completed, the 64 year old State Department official was ordered to serve two years in prison for committing fraud against the Government.

I Wasn't Really "Driving" Officer...

An army employee decided to drive some co-workers home after a night of drinking. Unfortunately, the driver had also taken part in the merriment and used a government vehicle. This led to the driver running his vehicle aground on top of a sandbar, stranding himself and his passengers. The driver offered two unidentified individuals a ride in his government vehicle if they helped free the vehicle from the sand pile. Before they were able to free the vehicle, police officers arrived on the scene and arrested the driver. The Government vehicle was impounded the Federal employee was charged with Refusal to Submit to a Chemical Test and Driving Under the Influence, and jailed for 10 days. The employee failed to inform his supervisor about the incident including where he was for the 10 days he was in jail.

The employee plead guilty in state court to Refusal of a Breath Test and was subsequently removed from federal service for driving under the influence, misuse of a government vehicle, loss of driver's license, and attempting to deceive his supervisor.

Pointing and Shooting for Personal Gain

An O-5 in communications decided that his day job wasn't enough, so he started a side business photographing local sports events. While on duty, he asked a subordinate to create photo products for his personal business during official time. The officer also requested a press pass on behalf of the Defense Media Activity, which he then used to gain exclusive entry into sporting events to take pictures in his off-duty time. When he was finally caught for misusing the press pass, he received a letter of concern from command.

Hors D'oeuvres and Wine...On the Taxpayers' Dime

A member of the Senior Executive Service authorized the use of appropriated funds for two optional, off-site "teambuilding" events: a wine tasting event and a hors d'oeuvres tasting event. The SES member argued that these events were justified as "necessary teambuilding" events. It turns out that the events were not so "necessary" after all: no employees were actually required to attend the events, which took place off-site.

The Inspector General found that the SES had improperly authorized the use of appropriated funds for these events, which were not necessary. She was counseled by her superiors as a result.

A Personal Postal Service

One audacious officer stationed in Afghanistan developed a love for fancy rugs and shotguns produced in Turkey. He liked them so much, in fact, that he created his own courier service to get extra cash from the U.S. to increase his collection. The officer, an O-5, submitted a fraudulent courier order, which requested that an enlisted service-member personally transport an “important package” from the U.S. to Afghanistan. The enlisted service-member even received preferred seating on a government flight to undertake his “special” task. When the enlisted service-member arrived in Afghanistan, the O-5 told him that the “important package” actually contained \$4,000 in cash for the purchase of more rugs and shotguns. The O-5 needed the money to reimburse people from whom he had borrowed funds to purchase rugs and guns, and to buy more of these items for his family and friends.

The enlisted service-member then sat around on the base for 10 days on his courier orders. When interviewed, he stated that he had received no assignments on base, and spent those 10 days watching movies, eating meals, and doing no work. When the command got wind of this misuse of funds and personnel, the O-5 was relieved of his duties and forced to fully reimburse the government for thousands of dollars.

If the Gloves Fit, No Need to Acquit

A Service NCO admitted to stealing government property while performing duties as a security police officer at a base in the United States. The NCO was observed removing uniform items, flight gloves, and flashlights from an unsecured supply building while making his security rounds. On another occasion the NCO took self-inflating air mattresses and mess kits from the same building. The guard used his police vehicle to stash the stolen goods, before taking them home. The NCO admitted to stealing the items, and was forced to take an early retirement.

It's Five O'clock Somewhere

A government employee attached to a Service base in the United States ended up taking a permanent vacation after a pattern of working an abbreviated work week. The investigation showed the employee worked an average of three hours a day, before leaving around nine or ten each morning to spend the rest of the day drinking at a local bar. The employee put in for retirement in lieu of disciplinary action

Un-Captain-like Behavior

A Service Captain lost his command for abusing his position, committing larceny, and accepting gifts. The Captain coerced the ship's MWR committee to purchase his personal items, for cash, to use as prizes in a command golf tournament. During port visits, he used his position to mandate compulsory wardroom attendance to sales events he orchestrated with specific vendors, in exchange for discounts and free merchandise for himself. At a banquet with an ally military command, the Captain ventured into the other military's Admiral's Mess and removed a pair of ceremonial salt and pepper shakers. Back in port, he accepted a helicopter taxi service and a free round of golf from a non-federal entity in exchange for being a guest speaker, a violation of 5 C.F.R. 2635.202/203/204 (Gifts from Outside Sources). The Captain was relieved of his command.

"I was dozing off – not sleeping!"

A Government employee was reported by his co-workers for sleeping on the job. When confronted, he admitted that he may have dozed off a time or two, but never actually slept at work. His three day suspension was reduced to one day after he revealed that drowsiness was a potential side-effect of his prescribed medication.

Go Speedracer

A civilian reported seeing three Government vehicles traveling at high speeds, tailgating and weaving through traffic in a dangerous manner. When questioned, several service members admitted to driving in excess of the speed limit, passing on the right and driving aggressively. Two of them were given formal counseling on the proper use of Government property and the third was given a non-punitive Letter of Instruction.

Government Parking

The Inspector General received a report that an officer had been using a Government vehicle parking pass to park his personal vehicle while he was at work. The report indicated that on several occasions other employees were forced to pay for parking a Government vehicle because the officer's personal vehicle was using the parking pass. The subsequent investigation revealed that the officer had been using the pass for parking his personal vehicle, and that his superior officers had not been informed or given him permission to do so. Although the officer advised that he only used the pass when going to work, and did not use it when he believed a Government vehicle would need it, he received a letter of counseling.

Government Property for Sale

The Government received reports that a military reservist was attempting to sell Government property, including military backpacks and boots, to civilian employees at a steep discount. The reports seemed to indicate that the reservist had access to a great selection of military equipment because he advertised that he could supply boots in any size that his fellow employees might need. Investigation discovered more than \$3,000 worth of Government property in the reservist's home. He received verbal counseling for his misuse of Government resources.

Personal Phone Calls

A civilian employee received a letter of reprimand for her excessive use of her Government telephones for personal calls. The employee had been warned about the issue before, and an investigation revealed that she had spent approximately twenty-one hours of duty time on personal telephone calls to her friends and family over a five month span.

Employee Receives Reprimand for His Side Business

A civilian employee was reported for running a side business through his office. It turns out that the employee had developed a computer program during duty hours and on Government equipment. He then marketed the program, and his consulting services, via the internet. He also used his Government APO address as his business address so that he would be able to handle all of his personal business at his Government office.

The employee received a letter of reprimand and was forced to stop selling the software. Since it was developed on Government time and using Government resources the program was deemed Government property.

Taking the Blackhawk Out for Lunch

A concerned citizen contacted the Inspector General after seeing a Blackhawk helicopter parked in a field behind a restaurant. Inside, he found five service members that had stopped for lunch and were enjoying their meal with several civilians. An investigation revealed that the soldiers were on a training mission, but they had properly listed the restaurant stop in their mission plan. Since the stop was properly listed, the soldiers had not violated any regulations, but they still received verbal counseling because their actions created an appearance of impropriety.

Unwelcomed Whistleblowers

A military service Captain denied reenlistment to a Staff Sergeant on the basis of a protected communication. The denial was based in part on congressional inquiries the Staff Sergeant had filed concerning actions of military officials. The denial violated 18 U.S.C. 1034, which prohibits reprisal against a military member for making a protected communication. The Captain was issued a letter of counseling.

In a similar case, a Captain issued an adverse fitness report after an Ensign had alleged that she had been sexually assaulted by another military service member.

The Ensign had her record corrected after whistleblower reprisal was found under 10 U.S.C. 1034.

Better Call U-Haul Instead

A military service officer used two government owned vehicles to move her belongings from one residence to another. The use of the vehicles, totaling over 250 miles, earned her a memorandum of reprimand from her commander for misuse of government vehicles. Another officer was issued a memorandum of counseling for improperly authorizing the use of the vehicles.

In a similar case, a military service Colonel authorized a subordinate to use a military vehicle to pick him up at his residence and take him to work. He was counseled for improperly

using Federal Government resources, including personnel and equipment, for a non-official purpose, in violation of JER 2-301, Use of Federal Government Resources. \$130 was collected from the Colonel to reimburse the government for the mileage cost incurred.

Chiefly Wasteful

A chief of maintenance and logistics at a military facility purchased, at a cost of \$30,000 each, 6 forklifts designed for inside use despite the fact that the command needed lifts for outside use, even for use in inclement weather. The forklifts rusted for 8 months in an outdoor storage area. In an even more impressive display of waste, the chief purchased a \$400,000 patrol boat with a bad generator that left the boat inoperative - and that went unrepaired.

The chief's actions violated Federal Acquisition Regulation 3.101-1, which sets forth the standard that transactions related to the expenditure of public funds require the highest degree of public trust and an impeccable standard of conduct.

The chief was removed from his position.

On-Duty Classes

Two Military Sergeants First Class were handed memorandums of admonition for lack of good judgment for improperly using Tuition Assistance. They attended school during on-duty time when they should normally have performed their military duties.

Their civilian supervisor was also given a memorandum of admonition for improperly allowing the soldiers to take such time.

Significant Penalties for Significant Wrongdoing

A former employee at the NASA Ames Research Center, Christopher Burt Wiltsee, was sentenced to five years in prison and ordered to pay a \$25,000 fine after pleading guilty to possessing child pornography on his government computer. Wiltsee admitted to possessing more than 600 images.

He is at least the third person connected with NASA Ames to be convicted of possessing child pornography. Another former NASA employee, Mark Charles Zelinsky, likewise pled guilty to possessing more than 600 images on his government computer. Zelinsky received three years in prison.

Save Your Job; Pay with (Your Own) Cash

A former manager at the U.S. Postal Service was removed from his position for, among other things, improperly using his government credit card and making false statements during the investigation regarding that use. William Hickmon was found to have made personal purchases on his Postal Service travel credit card that totaled over \$450. The charges included five gas station charges and an 11-day car rental charge. Though he eventually paid the charges, the improper use was a factor in his eventual removal.

Colonel Finds It's Too Late to Turn Back Time on Unethical Request

An Army Colonel was scheduled to go TDY and asked one of her contract employees to make a reservation for her mother on the same flight. When she was told that such action would be illegal, she responded that it was “alright” and that she had asked him as a “personal favor.” After even more people counseled her on the illegality of her actions, the Colonel attempted to stop the employee from making the flight reservation, but it was too late. She was found to have violated Paragraphs 2-301 and 3-305 of DoD 5500.07-R, Joint Ethics Regulation, which prohibit use of Federal Government resources, including personnel and equipment, for other than official purposes.

Cyber-Savvy Teacher Learns a Lesson

A civilian teacher employed with DoD in Japan was caught using his Government computer to send frequent messages on MySpace, Yahoo Chat, and MSN chat during duty hours. He also used the computer to both view and send pornographic material. Students reported that instead of teaching classes he spent most of his time chatting with his girlfriend and family in the United States. Adverse Personnel Action was taken against the teacher and he resigned.

Majorly Out To Lunch

An Army Major was scheduled to work 0730 to 1600 hours. Instead, he would show up as late as 1030 and leave as early as 1200. Somehow, during his short stay at the office he also managed to take “excessive lunch time.” He was subjected to counseling for his time and attendance violations.

Prognosis for Army Doctor Does Not Look Good

A civilian doctor working at an Army clinic was caught ordering medication and tests for herself at the clinic even though she was not entitled to medical care by the military. She had also been seen by occupational health providers at the clinic about 20 times.

The doctor was suspended for two weeks without pay for receiving unauthorized medical care – and was retrained on her eligibility to receive medical services.

At Today's Gas Prices, Better Refill the Government's Tank!

A group of interns used a Government rental vehicle to attend a 5-day Defense Acquisition University (DAU) class in Alabama. However, after the class was over they decided to drive to Nashville for a little weekend vacation, ultimately dropping the car off with an empty tank of gas. They charged the Government an extra two days for the weekend car rental and the \$5/gallon gas refill. They were also improperly paid for an extra day of per diem during their boondoggle to Music City. The original vouchers claimed days that were not part of the interns' official TDY, but were subsequently corrected. The intern group was counseled, received training on filing travel vouchers, and was made to contact DFAS regarding reimbursement to the Government for the improper expenditures.

A Swing and a Miss for Senior Officers Using Government Funds on Golf Outing

Four senior officials, including two Air Force Generals, a Marine General, and a Navy Admiral, with staff personnel extended their official TDY by an extra day in order to attend a golf outing following a formal conference in Tokyo. They utilized Government transportation and received per diem for the tournament. There were no business events that day, and the all-day golf event was attended by less than half of the conference participants. Attendance at the golf event, costing the Government approximately an additional \$3,000, could not reasonably be considered to be official Government business. Golf foursomes do not provide the opportunity to dialogue with a large or diverse group of people and thus do not greatly foster communication between conference participants. The Federal Joint Travel Regulations require that official travel only be authorized as necessary "to accomplish the mission of the Government effectively and economically." The golf did not further any legitimate Government purpose, nor was it an economical choice. The senior officials violated the Standards of Ethical Conduct for

Employees of the Executive Branch (5 C.F.R. Part 2635.704 and 2635.705) by misusing Government property and time. They were directed to reimburse the Government for both the lodging and per diem costs incurred due to the golf outing.

Not a Liar, But the Army Still Can't Train Your Fiancée's Son to Fight Fire

The Fire Chief at an army installation did not have enough students to fill a pre-paid, DoD-funded Airfield Rescue Fire Fighter Class so he sent his fiancée's son to the training to fill one of the unused seats. Although he was not a DoD employee and did not possess any previous firefighter training or experience, he was issued Depot firefighting equipment and sent to the training. This action posed a considerable safety risk to all involved and violated the class's safety requirements. The Fire Chief was not suspected of fraud, only poor judgment. Even though sending the boy did not involve the expenditure of additional funds, he still violated Paragraph 2-301 of DoD 5500.07-R, the Joint Ethics Regulation, paragraph 2-301, in his misuse of Government resources by issuing the boy the Government equipment. The Fire Chief was issued a written reprimand to be made a matter of record in his official personnel folder for a period not to exceed two years from the date of receipt.

Staff Sergeant Tricks Out His Ride on the Government's Dime

An Army E-6 assigned to a National Guard maintenance shop improperly worked on civilian vehicles at the shop and removed car parts for his personal use. He installed truck tires, two solargizers and other accessories on his personal vehicle and used his Government credit card to buy a diamond plate fuel tank and install it in his own truck while putting a regular white fuel tank in the military truck he was working on. The Staff Sergeant not only took a Government vehicle for his personal use, but he even took a shed from the shop and moved it to his home. He was also suspected of using his Government credit card to pay for gas for his personal vehicles. The Staff Sergeant was charged with larceny and wrongful appropriation under the Code of Military Justice and the Government was able to recover \$8,800 in property.

Misuse of Position

A Major General and commander in a military service abused his authority by arranging to have an enlisted member serve as his unauthorized enlisted aide. Years earlier, a review of enlisted aide positions eliminated the billet at his center. Despite this, the Major General desired

the services of an enlisted aide to assist in official entertaining and improperly assigned enlisted aide duties to a non-commissioned officer. The Major General was issued a letter of counseling.

Law Enforcement Official Fired for Landing Government Helicopter at His Daughter's School

A Department of Homeland Security border officer was fired for misuse of government property after he flew a multi-million dollar DHS helicopter to his daughter's elementary school and landed it on school property. The incident provoked complaints from parents and attracted media attention. Although the employee's immediate supervisor told him he could use the helicopter, the employee's actions were not excused because employees are expected to use their own judgment and should not rely solely on the judgment of their superiors when it comes to ethical conduct.

29-Year Veteran of the VA Loses Job Over Dirty Emails

A Department of Veterans Affairs budget analyst (GS-11) was terminated for the inappropriate use of a government computer system. The employee sent and received at least 119 e-mail messages containing sexually explicit material. The employee had been instructed in the proper use of government computers and signed a statement that he was aware of the agency's policies, which were clearly violated by the contents of his e-mail messages. The employee's claims that someone else got onto his computer and sent and received the e-mails were unavailing.

Don't Lose Your Day Job

A Treasury Department computer specialist used government Internet and telephone service to operate a private business during work hours for several years. The agency estimated that he stole over \$63,000 in salary by running his private business on government time. After he was issued a cease and desist order, he discontinued most of his private business activity, but he admitted to continuing to use his work computer to transfer files relating to his private business. He argued that this was allowed by the Department because employees are permitted de minimis (very limited) personal use of government property. The Department disagreed. Although Department employees may use government property for personal purposes at a de minimis level, they may not use government property at all to pursue private commercial

business activities or profit-making ventures. This employee had been warned once and continued to use the government's office equipment for his private business. Thus, this employee was left with only his night job (which he could now legitimately do during the day).

HUD Employee Discloses Non-Public Information to Lover for Personal Financial Gain

A HUD employee gave her spouse-like partner information about the minimum acceptable bid required to purchase a HUD-owned property. This information was non-public and gave the employee's partner a significant advantage over other bidders in getting the winning bid. After the her partner won the bid and purchased the property, the property was transferred to the employee for \$1—an obvious straw-man transaction used to get around a HUD regulation prohibiting HUD employees from bidding on HUD-owned properties. Federal regulations prohibit employees from using non-public information for furthering their own private financial interests, or the private financial interests of others. The HUD employee was fired.

Block Party for New Staff Members Not a “Hail and Farewell”

A Colonel in Wurzburg, Germany drew the attention of investigators after they discovered that he had used Government resources to host an unofficial barbeque at his quarters. The Colonel had planned a block party to welcome new staff members to his division, and accepted an offer by a superior officer to use Government property and soldiers for the party. He subsequently tasked soldiers from his command during duty hours to purchase food and beverages (with his own private funds) as well as transport and set up a Government tent and Government-purchased tables and benches at his quarters. The soldiers used Government vehicles to transport the party supplies, and returned to break down the tent and tables at the close of the party. While the Colonel protested that the event was a Hail and Farewell, the event was advertised to the community as a Block Party, attendance was voluntary, and the event was not considered a place of duty. Thus, investigators determined that the event was unofficial, and resulted in the misuse of government resources.

Personal Use of Government Property Earns Reprimand

The Assistant Fire Chief at a military installation in California received a letter of reprimand after investigators discovered that he had improperly authorized a firefighter to take home a rarely-used fire station pool table for personal use. The Assistant Chief had been instructed to determine whether the pool table was actually Government property before gifting it to the firefighter, but had neglected to do so. Taking a “cue” from the Chief’s admission to investigators, the firefighter returned the pool table to the station and received counseling.

Admiral Under Investigation for Use of Staff to Support Personal Travel

An Admiral’s case was referred to the Chief of Naval Operations after investigators learned that he had used his personal staff to book family travel and give him rides home from work. Investigators discovered that the Admiral’s Executive Assistant, Aide, and Flag Writer had on multiple occasions acceded to the Admiral’s requests to help plan and book family vacations. The Admiral’s staff had also booked personal travel for the Admiral’s family members to join him on official business. Investigators further found that the Admiral had improperly driven home his Government vehicle on several occasions, and that the staff had developed a custom that the last person to leave the office on a day on which the Admiral lacked transportation was virtually obligated to give the Admiral a ride home in their personal vehicle.

The Admiral’s case was referred to the Chief of Naval Operations for misuse of personnel, misuse of Government property, and receipt of gifts from subordinates.

Stopping at the Base Eatery Not an “Official Visit”

A Non-Appropriated Fund Activity (NAFI) employee was reprimanded after it was discovered that he drove his official Government vehicle every morning to a NAFI eatery for coffee and breakfast. The employee readily admitted his actions, but indicated that he believed them to be proper because they were “official visits” to an activity under his command. He noted that he had formerly used his personal vehicle for all such visits, but with rising gas prices, that practice had become too expensive. He further hypothesized that the person who had tipped off investigators was simply jealous as they probably did not have a Government vehicle and were forced to drive their personal vehicle to get food.

The employee received a written reprimand for using a Government vehicle for non-authorized purposes.

Misuse of Culinary Specialists Results in Attention of Chief of Naval Operation

An Admiral and Captain at a Naval Facility in Japan came under investigation when it was discovered that they were using Culinary Specialists (CSs) to operate an unauthorized Flag Mess. The two officers ordered the establishment of an on-shore Flag Mess to serve them without following the proper procedures to receive approval. While they provided the funds for the CSs to purchase the food for the mess, they required that the CSs prepare meals and serve them in their respective offices. The CSs were also directed to prepare food for an unofficial social event given by the Admiral in his quarters. As a result of their misuse of personnel, the officers' cases were forwarded to the Chief of Naval Operations.

Failure to Choose Cost-Efficient Flights Results in Investigation

An Army National Guard Colonel found himself under investigation after the revelation that he had committed waste and abuse in official travel. Investigators discovered that over a three-year span of time, the Colonel had traveled on twelve flights in business class, adding approximately \$6,800 to the flight cost; had taken nineteen trips with non-contract carriers; had on six occasions flown routes terminating in destinations not in his orders, such as San Francisco; and had requested that his staff book him on a certain chain of carriers whenever possible in order to earn frequent flyer miles. Investigators determined that the failure of the Colonel and his staff to follow the proper procedures concerning travel cost comparisons cost nearly \$5,000 in 2005 alone.

Trashing Unused Parts Garners Employee Counseling

A Sergeant in the Air Refueling Wing of the Arizona National Guard had the responsibility of properly cataloging excess aircraft parts. This process involved filling out the requisite paperwork and boxing loose items. The Sergeant swiftly became frustrated with the process, and decided to simply throw the items away.

The Sergeant's shortcut earned him counseling and a division-wide review of proper maintenance procedures.

Email Encouraging Attendance at Military Association Meeting Earns Counseling

Two senior officials of the Louisiana National Guard were counseled after sending an email to a large number of sergeant majors in the command asking them to “focus on” the upcoming convention of the Louisiana Army National Guard Enlisted Association, noting that they “expect[ed]” attendance at certain sessions, and expressing their desire for “a good turnout.” The email was in violation of DoD Directive 5500.7R, which prohibits official endorsement of non-Federal organizations. The two officers were counseled for their violations.

Don’t Let Internet Surfing Carry You Away!

The Facts: The Internal Revenue Service (IRS) issued a policy that allowed the use of the Internet by employees for personal reasons so long as that use did not distract employees from their duties. It also provided a list of Internet sites that were off-limits. Six months later, the Treasury Inspector General (IG) for Tax Administration found widespread abuse of Internet privileges. Abuses included viewing pornographic sites, downloading music and games, and “chatting” online with friends. The IG recommended that the IRS require employees to sign a document declaring that they understood IRS Internet policy and, as GovExec.com put it, “humiliate Internet abusers by publishing their names.” The IRS has determined that it will take stronger measures. *(Source: GovExec.com, June 23, 2003)*

The Law: Different agencies may have different policies as to what use employees can make of the Internet while at work. As an employee, you must follow the policies of your employer or face disciplinary action. Moral: Check the tide in your office before you surf.

Using Government Vehicle to “Chill” Earns Down Time By Suspension

The Facts: A resident of California was puzzled to find a Dodge Ram truck owned by a branch of the United States military often turning up in a residential neighborhood during business hours. Concerned at this use of a Government-owned vehicle (GOV), the citizen decided to give a Defense Department Hotline a call. An investigation ensued, which involved surveillance of the neighborhood in question, review of timekeeping records, and interviews. Ultimately, the driver of the vehicle — a mechanic at a military facility — admitted to having problems with substance abuse and depression and to using the truck at times to return home allegedly to retrieve tools (which could have been obtained by other means) and to “chill out,”

sometimes for two hours. He admitted that he knew that what he was doing with the GOV was wrong, but he asked for a second chance since he had never been in trouble before. The mechanic was given the mandatory minimum penalty: a 30-day suspension.

The Law: 31 U.S.C. § 1349(b) requires that an officer or employee who “willfully” uses a vehicle owned or leased by the United States Government for other than official purposes be suspended for at least one month or, “when circumstances warrant, for a longer period or summarily removed from office.” In this case, the misuse of the vehicle was deemed to be willful, since the Federal employee knew that his personal use of the GOV was wrong.

Holiday Greetings! Military Officer Sent Best Wishes on the Cheap — You Paid!

The Facts: According to sworn testimony and documents uncovered by a military service Inspector General inquiry, a senior military officer and his wife had a subordinate service member print out on a Government office computer official cards containing their holiday greetings, which they then signed, enclosed in official envelopes with printed labels, and sent to about 100 addresses. Some of their greetings were sent overseas to foreign officials using Government postage and marked “Official Business.” This conduct occurred as one of a series of alleged offenses that resulted in the officer being relieved of command, issued a punitive letter of reprimand, and ordered to forfeit \$1,000.

The Law: 5 C.F.R. § 2635.101 (2003), which lays out basic obligations for and restrictions upon public service, forbids the use of Federal property “for other than authorized activities” (§ 2635.101(b)(9)). It thus barred the use of all of the Federal property employed to produce and to send the greeting cards. Moreover, 18 U.S.C. § 1719 (2003) mandates fines for anyone using an official envelope or label to avoid having to pay their own postage for private mail. In this case, the official envelopes addressed to individuals overseas were improperly used to gain Government postage. Admittedly, section C1.4.9 of the Department of Defense (DoD) Official Mail Manual (DoD 4525.8-M, Dec. 26, 2001) authorizes the use of “appropriated fund postage” by DoD “activities . . . when international diplomacy dictates.” In this case, however, the officer’s greetings were not required for international diplomacy and were not sent on behalf of an “activity” but were from two individuals — the officer and his wife. They thus did not fall within the DoD exception.

"What do you mean, I can't sell real estate at work?!"

A Federal employee, who had a second career as a realtor, printed her Federal Agency phone number on her realtor business card. When she answered her phone at her Government workplace, she announced her office as "J&B Real Estate." When advised that she could not use her Government office for her commercial business, she left Federal service. The record is silent regarding how much of her duty day was actually spent on Government work.

Sections 5 C.F.R. 2635.704 and 705 of the Standards of Ethical Conduct for Employees of the Executive Branch bar the use of Government property and resources, as well as official time, for unauthorized activities (such as conducting a private business venture).

"What do you mean, this isn't my property?!"

One entrepreneurial Federal employee backed his panel van up to the office door one night and stole all the computer equipment. He wasn't too hard to catch: he tried to sell everything at a yard sale the next day — with barcodes and "Property of US Government" stickers still prominently displayed.

Misuse of Government Resources

Allegations were made that the principal of a Department of Defense school was using the school to hold personal, for-profit craft parties after hours. After an investigation, it was determined that the principal did improperly use Government property. It was discovered that the parties' original location, which had been on private property, was no longer available, so the principal moved the parties to the school.

Section 2635.704 of the Standards of Ethical Conduct for Employees of the Executive Branch restricts the use of Government property, including DoD school buildings, for authorized purposes only.

Improper Use of Government Resources

Allegations were raised that a Navy civilian official was using his Navy office as a headquarters for his private company. It was alleged that he used and published his Navy office phone number as the business's number and used Navy employees to answer the phone and take messages regarding the business for him. It was also alleged that he used Government copiers,

fax machines, and other equipment for the business. After an investigation, all of the allegations were substantiated. The official was reduced in grade and removed from his supervisory post.

Section 2635.704 of the Standards of Ethical Conduct for Employees of the Executive Branch restricts the use of Government property, including office equipment and supplies, for authorized purposes only.

Misuse of Email

A Department of Defense (DoD) employee inadvertently received an email message from another employee, whom she didn't know. The message went into great detail regarding a private business venture that the employee was conducting with a third employee. The recipient promptly forwarded the email to Inspector General, who investigated and determined that the writer of the message was using the Government email system for his own private business use. The employee was warned, but continued his activities even after counseling, and was subsequently removed from his position.

Paragraph 2-301a of DoD 5500.07-R, Joint Ethics Regulation, restricts use of Department of Defense communications systems to official and authorized purposes only. Supervisors may allow limited personal use of DoD email systems under certain circumstances and when such use does not overburden the communications system, create significant additional costs, and is of reasonable duration and frequency.

Misuse of Government Telephone

A Department of Defense civilian employee earned the ire of her co-workers by using her office telephone for personal calls. An investigation determined that the employee had indeed been abusing her telephone privileges — for nearly 90 hours in one calendar year alone. She was ordered to pay for the improper calls but was not prosecuted for the over two workweeks worth of time she spent on the phone during work hours. She was issued a letter of caution by her supervisor.

"And they even pay me for doing this."

The Merit Systems Protection Board affirmed the decision by the Drug Enforcement Agency (DEA) to remove a criminal investigator for willful misuse of a Government vehicle. The former official was engaged in a social and sexual relationship with a confidential source of

information, who was also the wife of a convicted drug trafficker. The former official received daily gifts from the confidential source. He used his official Government vehicle to travel to the residence of the confidential source, and to transport her from her residence to the Miami airport and to the Café Iguana for purely social reasons. He even gave her some DEA-owned ammunition for use in her own gun.

"Sorry, Skipper, but those really aren't perks."

Immediately upon arriving at his new duty station in Italy, the new commanding officer of the Navy facility, in an effort to save money, used an official vehicle rather than obtaining a rental car, which he was authorized to do while awaiting delivery of his personal vehicle. His use of the official vehicle was discovered when the car was stolen when he was at a restaurant. The subsequent investigation also revealed that he had used an official boat (called a barge) to ferry himself and his social group to the island of Ischia for a social evening (a commercial ferry would have cost the total party less than \$20). The investigation also revealed that he had tried to persuade the commanding officer of a subordinate organization to create a GS-14 position for his spouse. The officer was relieved of his command and returned stateside.

Improper Phone Calls and Attempted Cover-up

A General Services Administration (GSA) employee was removed from his position for making 153 non-business calls on a Government telephone to the Texas Lottery Commission. The calls cost the GSA \$800. The employee also asked the recipient of the calls to provide false information about the calls by stating that they concerned official Government business. The employee was removed from Federal Service.

Misuse of Government Vehicle

A Department of Transportation canine enforcement team leader was removed from his position for misuse of a Government vehicle as well as for a serious lack of judgment regarding the safeguarding of over \$2 million worth of cocaine. The cocaine was used in training sessions for canine enforcement teams. The former employee improperly took his Government vehicle to lunch and left the cocaine unattended – all in a border town where narcotics trafficking was a problem. The charges and the removal decision were all appealed to the Merit Systems Protection Board. The removal was upheld.

How *NOT* to Get Rich Stealing Office Supplies

A Department of Veterans Affairs (VA) review found that a VA employee was unlawfully removing Government office supplies and equipment from the VA warehouse and providing them to his brother-in-law, who worked for a local retail establishment. Management took administrative action against the employee.

Misuse of Government Letterhead and Postage-Paid Envelope

The Department of Veterans Affairs (VA) determined that a VA medical center employee used official VA letterhead as well as a postage-paid envelope to send personal correspondence to a county judge requesting issuance of a protective order against a then-fellow VA employee. The employee was issued a written letter of counseling and advised that future incidents may result in disciplinary action.

Don't Misuse Government Vehicles — Even to Help Your Family!

The Facts: The son and nephew of a high-level Federal employee were having car problems and needed lunch. With what may have been good intentions, this high-level employee decided to use a Government vehicle to help. He damaged the vehicle, and his act was discovered. His reward for helping his family with a Government vehicle: suspension without pay for 45 days and reassignment to a new position.

(Source: Donald Bucknor v. U.S. Postal Service, NY-0752-01-0027-I-2, Jan. 24, 2003)

The Law: 31 U.S.C. § 1349 (2003) requires that any Federal officer or employee who “willfully uses or authorizes the use of a passenger motor vehicle or aircraft owned or leased by the United States Government,” except for official purposes, be suspended without pay for a *minimum* of one month and, “when circumstances warrant, for a longer period” or be “summarily removed from office.” Moreover, in *Brown v. United States Postal Service*, 64 M.S.P.R. 425, 433 (1994), the Merit Systems Protection Board affirmed that supervisors could be held to higher standards of conduct than non-supervisors, because supervisors occupy positions of greater trust and responsibility.

Misuse of Property Causes Admiral to Lose Promotion

A links-loving Vice Admiral let his love of the game go too far. According to the Inspector General, the Vice Admiral misused Government property, subordinates, and official

time to sponsor a private golf tournament—a golf tournament that he advertised as an official event. Tournament participants were rewarded with gifts improperly solicited and accepted by the Vice Admiral from contractors. This led the Secretary of the Navy to withdraw the Vice Admiral’s nomination for a fourth star and issue him a letter of instruction and caution.

The Standards of Ethical Conduct for Employees of the Executive Branch limit the use of Government property to authorized purposes only, and official time is limited to the performance of official duties. These regulations also prohibit the solicitation or acceptance of gifts from prohibited sources. The lesson: don’t let your activities as a “fore” star keep you from becoming a four-star.

Misuse of Official Mail Leads to Removal

A GS-11 Administrative Services Specialist was removed for falsifying documents and misusing Government property and official mail. The specialist’s supervisor had prepared a letter in his personal capacity expressing his disagreement with judicial actions to free the individual charged with shooting and killing his son; this letter was mailed to individuals in the law enforcement community in nongovernment envelopes with privately-paid postage. The specialist took the letter prepared by her supervisor, placed it on Department of Justice stationery, copied the supervisor’s signature onto the letter, and sent it out in franked agency envelopes directed to members of the judicial community, the Federal Public Defender’s Office, and a law school dean, all without the supervisor’s knowledge or consent. The removed employee initially denied having taken such actions under oath, but later admitted that the allegations were true.

As a consequence of the specialist’s falsification of documents, misuse of Government property, and abuse of official mail, she was removed from her position and recommended for possible criminal charges.

Use of Government Property for Private Business Leads to Removal

After repeated warnings, a Department of the Treasury computer specialist was removed from his position for unauthorized use of Government property in support of his private business. The employee had used his Government computer to copy his commercial business computer files from one floppy disk to another floppy disk, and computer records showed extensive activity related to the employee’s comic book business. A subsequent investigation showed that

the employee had falsified his timesheet so that it did not reflect time he had spent running his private business during work hours, leading to an extra \$63,000 in payment for work the employee did not actually perform.

Many agencies allow limited personal use of Government property when the use involves minimal additional expense to the Government and does not overburden any of the agency's information resources. Nevertheless, employees are specifically prohibited from the pursuit of private commercial business activities or profit-making ventures using the Government's office equipment.

Misuse of Government Property Results in Removal

A GS-5 employee of the Department of the Interior was removed for misuse of Government property, failure to follow a supervisor's instructions, and misrepresentation of facts on official documents. Investigations revealed that the employee made 1,609 unofficial calls on his Government-issued cell phone at a cost of \$752.08, and used his assigned laptop computer to access unauthorized sites. The employee further failed to follow a supervisor's instructions when he charged meals on his Government credit card and used a Government vehicle after receiving instruction to the contrary. Lastly, the employee misrepresented facts on official documents when he submitted a travel document requesting reimbursement for a day when he had not actually been on official travel, and falsely claiming to have held the designation of Agency Representative on three occasions.

The Administrative Judge concluded that the employee's conduct was intentional and that he showed minimal, if any, potential for rehabilitation. Consequently, the employee was removed and banned from seeking Federal employment in the future.

Misuse of Official Vehicle Earns Employee 30-Day Suspension

A U.S. Postal Service employee who used a Government-owned law enforcement vehicle to shop for a personal computer found himself defending his actions before an appellate court judge. The employee argued that the use was "official use" because he sometimes used his personal computer for business purposes; however, the employee admitted to owning a backup computer in addition to the broken one he was shopping to replace, and failed to explain why he could not shop for a computer while off-duty.

The judge was likewise unconvinced by the employee's claim that the use was "official" because he could respond to emergencies while shopping. The judge affirmed the Postal Service's suspension of the employee for thirty days without pay.

Misuse of Official Vehicle, Again

A High Voltage Electrician at the Naval Base in Point Magu was penalized for willful misuse of a government vehicle when he reported to work, checked out a vehicle, and drove to the galley for breakfast. The employee argued that he had never received notification of the restriction against driving government vehicles to meals, a claim somewhat undercut by the fact that he had signed a document the previous month indicating his receipt of the rules regarding misuse of government vehicles. The employee also argued that he was on call for emergencies while eating breakfast, and thus his use was "official." An appellate court judge rejected this claim, finding no evidence that his position as a High Voltage Electrician required him to be "on call constantly" as described.

The judge affirmed the electrician's thirty-day suspension without pay.

Misuse of a Government Vehicle and Weapon Leads to Removal

A series of egregious judgment calls by a criminal investigator for the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF) made for eight hours that ended his federal career. The investigator's bad day began when he decided to leave while on duty in order to show a rental house he owned to a prospective tenant, a bad idea made even worse by his decision to drive his official vehicle. Upon arriving at the house, the investigator found an intruder, at which point he decided to draw his service weapon and chase the intruder out, firing a shot in the process. The investigator called the police to report the break-in, and upon searching the premises, the police turned up a second intruder hiding in a closet (presumably petrified in terror). However, somehow absent in the investigator's recitation of the original incident was the shot fired at the fleeing intruder, and the police quickly departed to take the second intruder to jail. Apparently nonplussed at the afternoon's events, the investigator next decided to drive across town (still in his official vehicle) to meet yet another prospective tenant. At this point the police officers learned about the gunshot from the second intruder, and requested the investigator's presence at the police station.

The investigator was charged with (1) mishandling of a service weapon, (2) failure to report discharge of a service weapon, (3) misuse of a government vehicle, and (4) lack of candor. Needless to say, that fateful day was the investigators last in federal service.

Misuse of Government Credentials Results in Demotion

A Supervisory Special Agent, GS-14, found herself demoted to Special Agent, GS-13, after misusing her government credentials in a traffic stop. The agent was riding as a passenger with a friend when the car was pulled over by the police. Although the police officer did not request that the agent identify herself, she immediately displayed her federal credentials when the officer approached. Although the agent never requested special treatment from the officer, the Administrative Judge noted that “mere self-identification by a law officer can result in favorable treatment by another law enforcement officer,” and for this reason agents are trained to be careful not to use their credentials for personal gain. The agent was also separately cited for improperly securing her government-issued weapon, which she stored at home “behind the coffee mugs on the refrigerator” because she had “forgot[ten] the combination” to her gun safe.

In addition to her demotion, the agent was also suspended for 14 days.

(Source: 2005 MSPB LEXIS 1812)

Employee Removed for Misuse of Government Computer

The Installation Strategic Planning Officer at Fort Steward was relieved of his duties after it was discovered that he had been using his government laptop to both view sexually-explicit materials and type up notes for his church. The officer will have plenty of time to ponder his actions, as the Merit Systems Protection Board affirmed his removal from federal service.

Lavish Agency Party Earns Federal Probe

On the eve of its two-year anniversary, the Transportation Security Administration (TSA) spent nearly a half-million dollars on an awards ceremony at a luxurious Washington, D.C. hotel. The lavish celebration had over a thousand attendees and was held at the Grand Hyatt, which bills itself as “one of the most magnificent” hotels in Washington, D.C. The ceremony included finger food averaging \$33 per person, seven cakes totaling \$1,850, and three cheese displays worth \$1,500. TSA planners paid an event planning company \$81,767 for plaques, which they

presented to 543 employees and 30 organizations. Planners also spent \$1,486 on three balloon arches, \$1,509 for signs, and \$5,196 for official photographs.

In honor of this over-the-top celebration, TSA was awarded an investigation by the Homeland Security Department's Inspector General.

(Source: Associated Press, 10/14/2004)

Certifying Officer Personally Liable for Unauthorized Staff "Sunset Cruise"

When reviewing the expense report for a week-long staff retreat, the Veterans Administration (VA) Inspector General noted an interesting charge. Included in the \$21,000 bill for the 20-person Florida retreat was an \$823 charge for a "sunset dinner cruise." Determining that this item was an "entertainment expense," and noting that the VA's appropriation does not authorize funds for entertainment expenses, the Inspector General recommended that the office director be held personally liable for the improper payment. Upon review, the Government Accountability Office (GAO) found that the "certifying officer" is indeed personally financially liable for improperly certified payments; however, the GAO ruled that the office director was merely an approving official. The GAO ruled that the funds should be collected either from the payee, if possible, or from the certifying officer who actually certified the payment.

Agency Director Suspended for Personal Use of Government Property

A Director of a Defense agency knew of a spare room in an agency warehouse and thought it would be the perfect place to install a bowling lane for a little recreation. However, the employee he recruited to install the bowling alley declined, since he was aware that employees are prohibited from using Government property for unofficial purposes. (5 C.F.R. 2635.704). Undeterred, the Director went to the employee's supervisor and instructed him to issue the order. Reluctantly, the employee obeyed his supervisor and constructed the bowling lane during his official work hours. Perhaps encouraged by his success, the Director secretly constructed another lane.

The Director violated 5 C.F.R. 2635.705(b) by appropriating Government property and space for his own personal use, as well as wrongfully depriving the Government of resources during the time the employee built and removed the lane. This regulation prohibits personnel from "encouraging, directing, coercing, or requesting a subordinate to use official time to

perform activities other than those required in the performance of official duties or authorized in accordance with law or regulation.” For this violation, the Director received a suspension.

On a side note, the employee’s supervisor as well as the Deputy Director/Accounting Director both received letters of admonishment for failing to report fraud, despite the fact that each had warned the Director and even attempted to stop him. As such, it is important to remember that personnel are accountable not just for the actions they take, but also for those actions they fail to take. *(Source: Department of Defense, Inspector General, 2007)*

Senior Officer Misused Staff “for the Government’s Benefit”

The Department of Defense Inspector General found that a former high ranking military officer had exhibited a “disregard for the proper use of his staff and for conserving Government resources” when he had his subordinates perform personal services for him during official work hours on many occasions. Violating 5 C.F.R. 2635.702 and 2635.705(b), these offenses include having his subordinates tow his personal boat after business hours and deliver individual family members’ income tax returns to a tax assistance office. The officer asked his secretary to research nursing homes for his mother-in-law, arrange personal travel for his wife, and coordinate his weekend golf outings.

The officer also often requested members of his staff handle other various tasks, such as picking up medical prescriptions, laundry, and his lunch. Further, he traveled to a conference a day early in order to play golf with other conference participants as part of his official duties. Section 2635.705 states, “An employee shall use official time in an honest effort to perform official duties.”

When asked to explain his actions, the officer declared “unequivocally that at no time did I knowingly violate” any of the standards of conduct. The officer argued that dispensing with these tasks freed him to devote more time to his official duties, and therefore, “the true beneficiary was the U.S. Government.” However, the officer’s superior disagreed that the golf outing was official duty and ordered the officer to undergo counseling. The officer also had to reimburse the agency for the lodging and per diem costs incurred for the golf outing.

(Source: Department of Defense, Inspector General, 2007)

Morale, Welfare, and Recreation (MWR) Issues

Men Seeking Fines, Extra Duty, and Loss of Rank

Military investigators discovered ads seeking sex that were posted by seventeen military and civilian personnel while deployed to Afghanistan. Among the perpetrators were enlisted, officers, and a non-American. The ads included men seeking women and men seeking men. The ads, determined to be prejudicial to good order and discipline, warranted fines, extra duty, restriction of privileges, and possible loss of rank. The non-American was ordered to leave the country.

The Ultimate Deceit

A military officer was reprimanded for faking his own death to end an affair. Worthy of a plot in a daytime soap-opera, a Navy Commander began seeing a woman that he had met on a dating website. The Commander neglected to tell the woman that he was married with kids. After six months, the Commander grew tired of the relationship and attempted to end it by sending a fictitious e-mail to his lover – informing her that he had been killed. The Commander then relocated to Connecticut to start a new assignment. Upon receipt of the letter, his mistress showed up at the Commander's house to pay her respects, only to be informed, by the new owners, of the Commander's reassignment and new location. The Commander received a punitive letter of reprimand, and lost his submarine command.

Misuse of Government Personnel

Pentagon investigators found that the three-star Army general in charge of the U.S. Military Academy at West Point misused his office by having subordinates perform personal tasks. The General made staffers work at private dinners and charity events, provide free driving lessons, and feed a friend's cat. The General gave each of the staffers \$30 and \$40 Starbucks gifts cards in exchange for 18 hours of work. In response to the findings, the General paid his staffers \$1,815 because the work performed was not for an "official function." In addition to paying the staffers, the General received a written memorandum of concern.

Serving at Volleyball Tournament Was Not Permitted

A Marine Corps Commanding Officer directed, or requested, that his subordinates use their official duty time to perform manual labor and other activities in support of a private organization – in an attempt to fundraise for the upcoming Marine Corps Ball. They worked in exchange for money and command endorsement from the organization. They ultimately received \$48,600 in compensation from the outside organization for performance of their official duties, in violation of 18 U.S.C. §209 and Paragraph 3-205 of DoD 5500.07-R, the Joint Ethics Regulation, which prohibits employees from receiving supplemental salary from a non-Federal source for the performance of DoD duties. The Commanding Officer was disciplined and directed to transfer all the money to the U.S. Treasury.

Re-sale of MWR Products

Allegations were brought against a Naval base Morale, Welfare, and Recreation (MWR) Department regarding the printing and selling of T-shirts. The MWR printed T-shirts and then sold them to military members – who then resold them at public events off-base. A civilian businessman who owned a T-shirt business nearby complained that MWR should not be making and selling the T-shirts that were going to be re-sold off-base. After an investigation, it was determined that MWR was not informing the military members about the prohibition regarding the re-sale of MWR goods and was also not informing the military members that they could not re-sell the T-shirts, both parts of MWR written policy. MWR began enforcing the policies and conducted training for all of their staff.

Political Activity Violations

“I’m Uncle Sam, and I Approved this Message”

An O-5 reservist running for state office decided that the usual suit, tie, and American flag pin didn’t cut it. He took a number of photos of himself in his uniform, including his unit designators, which he then uploaded to his campaign Web site. He also prominently displayed his rank, position, and pictures of himself on a tour of duty in Afghanistan. While he placed a disclaimer on his Web site stating that the DoD did not endorse his candidacy, the disclaimer

was not easily visible and was in a very small font. He received a letter of reprimand after being forced to remove the photos.

Coming to a Mailbox Near You — A Hatch Act Violation!

An O-5 running for state office issued campaign mailers of herself in full dress uniform, and listed her rank in the mailers. She also used her military title in campaign e-mails. In none of these circumstances did she list a disclaimer. When the command caught on, she admitted to the uniform violation and received a written reprimand.

Politics – at Work: More than Just an Impolite Dinner Topic

Two junior Service officers stationed at an overseas base violated the Hatch Act and UCMJ articles when they sent out unsolicited political emails from their government email accounts. The emails supported the President and lambasted other Congressmen whose politics they didn't agree with. The emails caught the attention of a retired military officer, who received the messages stateside. When the retiree complained about the officers using government email accounts for political purposes, the two officers engaged in a scathing email back-and-forth, telling the retiree at one point, "The sooner you and people like you die off, the better." The officers received corrective action within the Service including verbal counseling.

The Military Says Vote for Me!

A Service reserve officer was counseled for using pictures of himself in full uniform on campaign posters, while running for a congressional seat in Virginia. The officer was educated on the impropriety of using his military service affiliation to imply endorsement by a branch of the service. The posters were removed.

More than Politically Incorrect

A civilian employee in a military service sent a mass email to fellow service employees during the presidential election promoting the candidacy of John McCain and opposing the candidacy of Barack Obama. The email summarized a story Senator McCain told about the importance of the Pledge of Allegiance to himself and fellow POWs during his captivity and went on to refer to Obama as a "clown, who refuses to place his hand on his heart and say the pledge." Included in the email was a picture of Senator Obama with other politicians in

which only Obama did not have his hand on his heart. The email concluded by saying, “Let’s all remember this picture on election day.”

Apparently concerned not to leave anybody out, the employee compiled a “to line” of addressees totaling 19 pages. The employee’s actions violated 5 U.S.C. 7324, which prohibits political activity while an employee is on duty. For his actions, the employee received a letter of reprimand.

Sexually Explicit Emails Are Not the Only Emails That Can Get You Fired!

Two federal employees, one at the Environmental Protection Agency, the other at the Social Security Administration, were disciplined for violations of the Hatch Act. Although federal employees are entitled to support the political candidates of their choice, the Hatch Act prohibits federal employees from engaging in political activity while on duty. During the 2004 Presidential Election, the EPA employee favored John Kerry, and while on duty, sent 31 of his co-workers an email urging them to support Mr. Kerry’s campaign. On the other hand, the SSA employee favored George W. Bush, and while on duty, sent a similar email to 27 of his co-workers and other individuals. It was irrelevant which candidate each employee supported, both were found to have violated the Hatch Act because sending emails in support of any candidate while on duty constitutes prohibited political activity. Disciplinary actions for violations of the Hatch Act range from a 30-day suspension without pay to termination from federal employment.

Passing Out Campaign Stickers at a VA Clinic Ends Federal Career

In his fervor to help elect a candidate for President, a Veterans Affairs employee ignored federal laws prohibiting federal employees from engaging in political activity on federal property — in this case, a VA clinic in Ohio. There the employee passed out campaign stickers promoting his candidate. The employee later acknowledged that this seemingly innocuous act was in fact a violation of federal law (the Hatch Act). As a result, the employee has agreed to retire from the VA. The penalty could have been termination.

Warning: Federal Employees and Some Non-Federal Employees May Not Engage in Politics at Work

The Executive Director of Delaware’s New Castle County Head Start Program received a 30-day suspension without pay for promoting a candidate for the U.S. House of Representatives

in his official capacity. Violations of the Hatch Act don't get much more blatant than this. The Director invited a candidate to speak to his captive subordinate audience at a mandatory office meeting. The Hatch Act prohibits federal executive branch employees from engaging in political activity while on duty and from using their official positions, authority, or influence to interfere with the results of an election. During the meeting, the Director introduced the candidate, passed out campaign materials, and offered employees the opportunity to register to vote. He later admitted that he had violated the Hatch Act. But why is the Director of the New Castle County Head Start program covered by the Hatch Act? The answer is this: the Hatch Act also covers state, county, or municipal executive agency employees whose duties are connected with programs financed in whole or in part by federal loans or grants. Head Start is one such program.

Agriculture Department Manager Suspended for Hatch Act Violation

A Department of Agriculture manager received a four-month suspension after soliciting political contributions from subordinates. The Hatch Act prohibits Federal employees from certain activities in partisan political campaigns. The employee asked subordinates at work to contribute to the 1992 Democratic presidential campaign. Although the Hatch Act was amended in 1994 to allow Federal employees to participate more in partisan political activities, it still prohibits employees from engaging in political activities while on duty or in any Government office.

Government Employees Sentenced for Political Fundraising in a USDA Building

Four employees of the Department of Agriculture (USDA) were convicted for political fundraising on Federal property. The USDA employees organized a Political Action Committee to raise money for the 1992 campaign. They collected a total of \$3,250 in checks from various individuals in a USDA building. To encourage donations, the four employees suggested that contributions to the fund might result in special consideration from the USDA officials affiliated with the Administration. Following the election, the four created a list of USDA employees who should not, in their opinion, receive special consideration from the Administration. The four defendants each received four years probation. Two of the defendants were fined \$1,000 and

ordered to perform community service. The other two defendants were fined \$2,500 and ordered to serve 30 days detention in a halfway house.

Political Activities/Misuse of Government Email System

Allegations were made against a Department of Defense civilian employee regarding the distribution of political material over the Government email system. The allegation was made after the employee sent a political attack message regarding a certain presidential candidate to everyone in the unit—including the commanding officer, who promptly notified the Inspector General.

An investigation determined that the material was inappropriate for distribution through the Government email system. A written memo of counseling was placed in the employee's personnel file. Although the Hatch Act was amended in 1994 to allow Federal employees to participate more in partisan political activities, it still prohibits employees from engaging in political activities while on duty or in any Government office.

Political Activities: Two Humorous – But True – Stories

An election was coming up and one enterprising young Federal employee called his ethics officer to inquire whether it was permitted, under the Hatch Act Amendments, to stuff ballot boxes!

The employee, when told not to wear a Bush campaign button, responded, “But I’m not. This is a button from his dad’s campaign!”

Postal Employee Hatch Act Violation

The U.S. Office of Special Counsel (OSC) announced that the Merit Systems Protection Board (MSPB) had concurred with OSC’s petition that a mail processor for the U.S. Postal Service’s (USPS) Mid-Missouri Processing and Distribution Facility violated the Hatch Act’s prohibition on being a candidate for elective office in a partisan election.

OSC’s petition charged the postal employee with willfully violating the Hatch Act. The employee did not respond to OSC’s petition and instead resigned from the Postal Service on March 5, 2001. The MSPB decision stated that “[name withheld’s] resignation does not moot the Special Counsel’s complaint. Rather, his total failure to answer the complaint warrants the

[his] removal from USPS.” In view of the postal employee’s resignation, MSPB required the Postal Service to place a copy of its decision in the employee’s official personnel file.

When the postal employee began his job as a mail processor in Columbia, Missouri in 1997, he was given training material that explained that Postal Service employees were covered by the Hatch Act and could not be candidates in partisan elections. The Hatch Act prohibits most Federal and postal employees from running for partisan office. Hatch Act penalties for Federal and postal employees range from a minimum of a 30-day suspension without pay to removal.

Federal Employee Removed from Position for Hatch Act Violation

The U.S. Office of Special Counsel (OSC) announced that the Merit Systems Protection Board (MSPB) had granted its petitions to remove two U.S. Postal Service employees from their positions as Letter Carriers: the first in Jeff Davis County, Georgia, and the second in Nevada County, Arkansas. OSC’s petitions, filed with the MSPB in October 2000, charged both men with violating the Hatch Act’s prohibition on being a candidate for elective office in a partisan election. Both men had filed papers to run as independent candidates in partisan local sheriff races. Both were warned by the OSC and by their Postal Service supervisors that their candidacies violated the Hatch Act. Nevertheless, when OSC filed its petitions in October, both men remained active candidates and both continued their candidacies until the November 7th general election. Both were eventually removed from their positions in the Postal Service.

The Hatch Act strictly prohibits most Federal and Postal Service employees from running for partisan elective office. It also strictly prohibits state and local employees who have job duties in connection with federally funded programs from running for partisan office.

EPA Official Disciplined for Hatch Act Violation

A Regional Administrator at the Environmental Protection Agency (EPA) in Denver, Colorado, agreed to a 100-day suspension to settle a petition by the U.S. Office of Special Counsel (OSC) alleging that he had violated the Hatch Act. The administrator resigned from EPA in order to run for a Montana Congressional seat, but lost his bid for election. He was accordingly appointed back to his former position as Regional Administrator. OSC’s petition for disciplinary action alleged that the administrator subsequently met with one of the remaining Congressional candidates as well as several of the candidate’s campaign officials. During that

meeting, the participants discussed the administrator's endorsement of the candidate and the solicitation of campaign contributions. Shortly after the meeting, an endorsement/fundraising letter was drafted for the administrator's review and approval. Among other things, the letter stated: "Contributing now to [the remaining candidate's] campaign is absolutely critical." It urged recipients to ". . . make a contribution today."

OSC's petition alleged that the administrator reviewed the draft letter and authorized the candidate's campaign staff to sign his name to it, in violation of the Hatch Act. That Act prohibits Federal employees from soliciting political contributions. Subsequently, the candidate's campaign distributed the signed letter to numerous potential supporters.

The Special Counsel also emphasized that while OSC stands ready to prosecute violations of the Hatch Act, it prefers to help Federal employees avoid such violations. "When in doubt about what is permissible or impermissible under Hatch Act," the Special Counsel advised, "I would encourage employees to consult our office. There's a wealth of information at our website, www.osc.gov, and employees can actually e-mail questions to us."

Five Hatch Act Violations Made by Agriculture Employee

The U.S. Office of Special Counsel (OSC) announced a consent judgment had been entered in its Petition for Disciplinary Action filed against an attorney for the National Labor Relations Board (NLRB) in NLRB's Little Rock, Arkansas office. OSC's petition, filed with the Merit Systems Protection Board (MSPB), had charged the attorney with five Hatch Act violations: (1) participating in partisan political activity while on duty; (2) participating in political activity or in Federal office space; (3) using his official authority for the purpose of interfering with the result of an election; (4) knowingly soliciting the political participation of individuals with business interests pending before the NLRB; and (5) knowingly soliciting, accepting, or receiving political contributions.

Pursuant to a stipulation, the attorney admitted that he had violated the Hatch Act and agreed to be removed from Federal employment. The Hatch Act prohibits most Federal employees from engaging in partisan political activities in Federal office space or while on duty. The Hatch Act also prohibits Federal employees from using their official authority for the purpose of affecting the results of an election; this would include using an official Government title and soliciting "volunteer" services from a subordinate employee. Furthermore, the Hatch

Act prohibits knowingly soliciting the political participation of certain individuals, including those with business pending before an employee's Federal Agency.

Employee's Mayoral Run Violates Hatch Act

When a Federal Aviation Administration employee decided to run for mayor of Albuquerque, he wisely consulted his Ethics Counselor. He was advised that the Hatch Act did not prohibit him from entering the mayoral race. A problem soon emerged, however, when advertisements, press releases, and newspaper editorials started to identify the employee as a Republican, and the employee began to accept financial assistance from the Republican Party. The employee was swiftly contacted by the Office of Special Counsel, which advised him that he was in violation of the Hatch Act and needed to quit his campaign or leave his federal position. The employee, however, took the position that he was not in fact in violation of any laws, and continued his campaign.

Unhappily for the employee, the voters did not afford him much interest, and his campaign never truly got off the ground. He did manage, however, to catch the attention of the Merit Systems Protection Board. The employee's violation of the Hatch Act earned him a 120-day suspension.

(Source: www.fedsmith.com, April 18, 2005)

DC Mayor's Chief of Staff Removed for Hatch Act Violations

The former Chief of Staff to the Mayor of the District of Columbia was forced to voluntarily resign after the U.S. Office of Special Counsel (OSC) charged him with two instances of violations of the Hatch Act. Specifically, the OSC charged that the Chief of Staff — a D.C. employee — improperly asked other D.C. employees to volunteer to work on the Mayor's reelection campaign; the Chief of Staff was also charged with soliciting employees to purchase tickets to a Democratic fundraiser. In return for the Chief of Staff's voluntary resignation and his agreement not to seek or accept employment with the District of Columbia for a period of two years, the OSC agreed to drop its charges.

The Hatch Act prohibits most District of Columbia and federal employees from seeking nomination or election to a partisan political office; soliciting, accepting or receiving political contributions; and engaging in political activity while on duty, among other things.

(Source: OSC, 3/21/05)

Co-Hosting a Political Fundraiser Earns Suspension

An attorney in the Civil Division of the Department of Justice experienced the other side of the judicial process after being charged by the U.S. Office of Special Counsel (OSC) with a violation of the Hatch Act. The attorney had self-reported that he had co-hosted a political fundraiser for seven invitees, presumably unaware that this was a violation of the Hatch Act. The attorney reached a voluntary settlement with the OSC in which he served a 30-day suspension.

The attorney violated 5 U.S.C. 7323(a)(2), which prohibits federal employees from knowingly soliciting, accepting or receiving political contributions. The Hatch Act prohibits most District of Columbia and federal employees from seeking nomination or election to a partisan political office; soliciting, accepting or receiving political contributions; using their official authority to interfere with the results of an election; and engaging in political activity while on duty, among other things.

Political Emails at Work Lead to Employee Removal

An attorney for the Small Business Administration was removed from his position after it was discovered that over a period of three years, he had received, read, drafted or sent over 100 emails from his government computer related to partisan activity. The attorney, an elected official of the California Green Party, used the computer for emails involving issues such as drafts of party platforms, the planning of party conventions, party fundraising, and party recruitment. Although the attorney had previously assured his supervisor — who was aware of his political activities—that he would not violate the Hatch Act, this assurance proved to be deceptive.

The Hatch Act prohibits most District of Columbia and federal employees from seeking nomination or election to a partisan political office, soliciting, accepting or receiving political contributions, using their official authority to interfere with the results of an election, and engaging in political activity while on duty, among other things.

(Source: OSC, 11/28/05)

Humorous Partisan Emails Found to Violate the Hatch Act

During the 2004 election, the Office of Special Counsel (OSC) filed two complaints alleging that Federal employees had violated the Hatch Act by sending politically partisan e-mail messages to coworkers. In the first complaint, the OSC alleged that an employee at the Environmental Protection Agency sent an e-mail to fifteen coworkers that contained a widely-circulated photograph and several negative statements about one candidate. In the second complaint, the OSC alleged that an Air Force civilian employee sent an e-mail while on official duty to 70 recipients that contained a mock resume of one of the candidates.

The Hatch Act prohibits Federal employees from engaging in political activity while on duty, while in any room or building occupied in the discharge of official duties by an individual employed by the Government, while wearing a uniform, or while in a Government vehicle. The Hatch Act does not prohibit “water cooler”-type discussions among co-workers about current events, and consequently does not prohibit “water cooler” discussion over e-mail. E-mail can be used as an alternative mode for casual conversation, but a line is crossed when Federal employees disseminate their message to a mass audience, enabling them to engage in an electronic form of leafleting at the worksite.

OSC has advised that in order to determine whether an e-mail violates the Hatch Act prohibition against engaging in political activity, it will consider the following: the audience that received the e-mail, the number of people to whom the e-mail was sent, the sender’s relationship to the recipient, whether the purpose of the message is to encourage the recipient to support a particular political party or candidate, whether the message was sent in a Federal building, and whether the Federal employee was on duty.

No Politics When In Uniform

A military Department chastised two political rivals when their camps ran campaign ads displaying uniformed Marines. The Democratic and Republican opponents in one Congressional District attempted to use the appearance of military support to ensure victory on Election Day, but a friendly visit from a military representative quickly forced them to pull their ads. One of the uniformed men pictured, a veteran, said he believed that because he was on inactive reserve, he could “speak his mind.” Military spokesperson pointed out, however, “It doesn’t matter if he or she is on inactive reserve,” regulations strictly prohibit service members from wearing uniforms in any circumstances that might imply military endorsement of a certain candidate.

Although in such situations the individual services could take disciplinary and/or administrative action, military investigators deemed the service members' involvement honest mistakes.

(Department of Defense, Inspector General)

Two Service Members Posed for Pictures at Political Event

Two service members made a faux pas when local political leaders invited them to attend a "Lincoln Birthday dinner." Under the guise that their invitations to the fundraiser were in honor of their service in Iraq, both service members attended the seemingly harmless event. They soon found themselves in the spotlight, however, when called on stage and presented with a U.S. flag. Although neither spoke at the function, their presence was a clever tactic for special "photo opportunities" used to show military support of the campaign. Posted on the local party's website, the presentation photos violated regulations that prohibit active duty service members from attending political events as official representatives of the Armed Forces.

Regulations stipulate that service members should avoid **any** activity that people may view as associating the Department of Defense (DoD) directly or indirectly with a partisan political event. DoD does permit unofficial attendance at such events but only so long as the attendee is a spectator, **not in uniform**.

Upon discovering the photos, one of the service members immediately took action to remove the photos and alert his chain of command. Because of these actions, and in light of the fact that the party apparently lured them to the event under false pretences, the two service members received only counseling.

(DoD Inspector General)

Post-Employment Violations (18 U.S.C. § 207-Type Violations)

Former AF ISR Chief debarred for Post-Retirement Lobbying

The former general in charge of US Air Force (USAF) Intelligence, Surveillance and Reconnaissance (ISR) – has been barred from government dealings. His debarment stems from a three-year USAF Inspector General investigation into allegations of post-retirement rule violations. The general, who aided in development of the US' air strategy during the

Afghanistan and Iraq conflicts, founded a consulting firm upon his retirement from active service and was found to have unethically lobbied on behalf of a client, MAV 6, for a program he had been an advocate of while the ISR chief. The USAF Office of General Counsel (GC), who made the decision to debar the general and his consulting group until February 2016, emphasized that the conduct at issue occurred following his retirement when he contacted several Pentagon officials despite post-employment prohibitions he had been briefed on by the USAF GC office upon his separation.

(Source: AP; published 21 Oct 1989)

Post-Employment “Lifetime Ban”

A Government employee that was involved in approving a contract for audio/visual equipment left the Government to work for that contractor. At the completion of work, the Government had paid approximately \$6 million for \$841,000 worth of equipment. Several individuals were charged with fraud, and the employee that left the Government for the outside position was charged with violating the post-employment restriction in 18 U.S.C. § 207(a)(1). He received one year probation and a \$25,000 fine.

Friends in Low Places

The former deputy associate director of Minerals Revenue Management at the Mineral Management Service of the U.S. Department of Interior (DOI) pled guilty to violating post government employment restrictions. Milton K. Dial admitted accepting a position as a subcontractor working for and representing a company in a contract with DOI approximately six months after retiring from the agency. Before his retirement from DOI, Dial created the evaluation criteria for the bids for this same contract, served on the evaluation committee that awarded the contract to the company, and served as the contracting officer’s technical representative at DOI for the company’s contract until the time of his retirement.

The company was owned by a friend of Dial’s, Jimmy W. Mayberry, who had likewise been a DOI employee. Mayberry pled guilty to a felony violation of the conflict of interest law, admitting in plea documents that he created the requirements for the same contract immediately before his retirement from DOI with the intent of bidding on the contract immediately after his retirement. When bidding took place, Mayberry, not surprisingly, was awarded the contract after

he was the only applicant to receive a grade of “excellent” on every qualification category. Mayberry was sentenced to two years of probation and a \$2,500 fine.

Dial’s sentencing is still pending, but he faces a maximum sentence of five years in prison, a fine of \$250,000, and a term of supervised release.

Power Point

A Military Service Captain had, under his official responsibility a program with a government contractor during his last year of service. The Captain prepared a Powerpoint presentation recommending the service contract with this company.

After leaving the service, the Captain went to work for the same government contractor. He was treated to an ethics counseling session after he approached the Government on behalf of his new company and delivered - as the company’s representative – the same Powerpoint presentation recommending the service contract with his company.

The Captain’s actions violated 18 U.S.C. 207, which prohibits former officers or employees of the executive branch from making (with the intent to influence) communications or appearances before a Federal Government officer or employee in connection with a particular matter in which the former officer or employee participated personally and substantially while an officer or employee.

Federal Employee’s Post-Employment Violations Cost Boeing \$615 Million, Federal Employee Ends Behind Bars

The former chief procurement officer for the Air Force, who was responsible for awarding billions of dollars in contracts, requested Boeing executives to give her daughter and son-in-law jobs at Boeing. They did, and after the chief procurement officer retired from the Air Force, they gave her a job, too. After a criminal investigation, Boeing admitted to corruption charges involving conflicts of interest and other unrelated violations. Boeing settled with the Justice Department for \$615 million. The former Air Force chief procurement officer met with Boeing’s Chief Financial Officer and discussed a potential job with Boeing while Boeing was seeking a \$20 billion contract to lease tanker aircraft to the Air Force. Federal ethics rules require federal employees to disqualify themselves from participating in matters regarding companies with which they are seeking employment, and federal law imposes criminal liability when federal employees participate in matters in which they have a personal financial interest.

The procurement officer did not disqualify herself from participating in matters involving Boeing as she should have. Rather, she used her position to get her daughter, son-in-law, and herself jobs. She ended up serving a prison sentence for conflicts of interest violations. Boeing's Chief Financial Officer was also charged in the investigation and pled guilty to aiding and abetting acts affecting a personal financial interest. He was sentenced to four months in prison, a \$250,000 fine, and 200 hours of community service. In addition to settling with the government for \$615 million, Boeing's \$20 billion tanker lease contract was canceled.

Conflict of Interest Earns Official One Year Probation

The Chief of the Headquarters Support Branch found herself "fired" after a conflict of interest regarding handgun procurement. The official began employment talks with a company that ran a "reverse auctioning service" for Federal agencies; through this service, the company facilitated online auctions for Federal contracts in exchange for a commission from successful recipients. The official wisely consulted her ethics counselor regarding her job hunt, and assured the counselor that she would disqualify herself from involvement with any contracts involving the company. Unfortunately, the official subsequently participated personally and substantially in a handgun procurement in which she knew that the company had a financial interest.

In addition to attending meetings and making phone calls related to the procurement, the official directed her subordinate to require all prospective bidders to register with and utilize the company's services.

The official pled guilty to a violation of 18 U.S.C. 208 for participating personally and substantially in a particular matter in which an organization with whom she was negotiating for employment had a financial interest. She was sentenced to one year of probation, 40 hours of community service, and a \$1,000 fine.

Watch Representing a Business to the Agency Where Employed the Previous Year!

The Facts: A Senior Executive Service (SES) employee of the State Department, who had been tasked with assisting the Bosnian Government in purchasing military equipment and training, retired and within several days took employment with a private contractor of military hardware. Six months later, he recommended to the United States Embassy in Sarajevo that it support his bid for a contract between his new employer and the Bosnian Government. His bid

for the contract was successful, but he also succeeded in securing legal action from the United States Government. The employee agreed to a \$10,000 settlement in exchange for being released from legal proceedings. (*Source: Office of Government Ethics memorandum, October 2002*)

The Law: 18 U.S.C. § 207(c) (2003) bars every SES employee for one year after ending employment with the United States from knowingly communicating with the Federal agency or office with which he or she has worked, with the intent of influencing that agency or office on behalf of anyone (other than the Government) who seeks an official action.

DoD Official Pays \$12,000 to Department of Justice to Settle Ethics Complaint

A former DoD Deputy Inspector General (IG) paid \$12,000 to the Government to settle allegations that he violated 18 U.S.C. 207(a)(2) – a criminal statute that prohibits former Government employees from representing others to the Government on matters that were under the former employee's official responsibility during his last year in office. The prohibition lasts for two years after the former employee leaves office. In this case, during the former Deputy IG's last year in office, his audit staff commenced an audit of a particular DoD program. The audit report, which was not released until after the Deputy IG had left the Government, recommended eliminating part of the program that was operated by a private contractor. The same contractor hired the former Deputy IG, who had by then been gone over one year, as an independent auditor to review the audit report. On several occasions, while acting on behalf of the contractor, and within two years after leaving DoD, the former Deputy IG contacted DoD employees and criticized the report with the intent to influence the judgment of the DoD employees.

18 U.S.C. 207(a)(2) prohibits such representations. This statute is often overlooked by Government employees. It includes all particular matters involving specific parties in which the United States is a party or has a direct and substantial interest that were actually pending under the former employee's official responsibility during his or her last year of employment. This includes matters that the former employee may not have known about, or matters in which the employee may not have played in role in determining, but, because of the employee's position, were pending under his or her official responsibility. As noted above, the statute prohibits the former employee from representing anyone to the Government regarding such matters for a period of two years after the employee leaves Government service.

SEC Attorney Sentenced for Switching Sides After Leaving Government

A former attorney with the Denver regional office of the Securities and Exchange Commission (SEC) was convicted for violating 18 U.S.C. 207(a), which prohibits former Government employees from communicating with the Government with regard to matters they worked on as Government employees. The SEC attorney was responsible for investigating certain stock promoters regarding their promotion of stock in a certain company that the promoters owned. Upon departure from the SEC, the attorney was hired by the same stock promoters to perform legal work for their subsidiary companies, including the company the attorney had been investigating while at SEC. The attorney, in his new capacity as director and counsel for the company, responded to a subpoena and communicated with SEC officials on behalf of the company in question.

The attorney was sentenced to one year of imprisonment for this violation of a criminal post-employment statute.

Deputy Assistant Attorney General Settles Post-Government Employment Violation

The Deputy Assistant Attorney General (DAAG) of the Information Resources Management (IRM) office within the Department of Justice left Government service in January 1999. In his former position, he had managed the various functions of the IRM office, which is responsible for maintaining, assessing, designing, and procuring the information systems and telecommunications for the Department of Justice. At all pertinent times, he was paid at the rate of level 5 of the Executive Service pay scale. After the former DAAG left Government service, he joined Science Applications International Corporation (SAIC). On April 7, 1999, now working for SAIC, the former DAAG telephoned the Acting DAAG of IRM. He told the Acting DAAG that he knew that the Department of Justice was considering not using SAIC on a new contract, and stated that such action might require a payment to SAIC, which could, in turn, trigger the Anti-Deficiency Act because budgeted funds would have been exceeded.

The Government maintained that the former DAAG's conduct violated 18 U.S.C. 207(c), a criminal statute that prohibits a former senior employee from communicating to or appearing before employees of his former department or Agency for one year after leaving the Government, on behalf of another, with the intent to influence official action.

Pursuant to a civil settlement agreement signed by the parties in August 2000, the former DAAG paid the Government \$30,000, and the Government released him from its claims.

Civil Complaint Filed Against FDA Chemist for Post-Employment Activities

According to the Government's civil complaint, the accused chemist was employed by the United States Food and Drug Administration (FDA) in the Office of Generic Drugs (OGD) for a period of approximately two years. In that capacity, the chemist performed reviews of Abbreviated New Drug Applications (ANDAs) submitted by pharmaceutical companies seeking to gain approval to manufacture and market generic versions of innovator drugs. Shortly before leaving employment with the FDA, the chemist completed the first-level chemistry review of a pharmaceutical company's ANDA for Miconazole Nitrate Vaginal Creme 2%, an alleged generic equivalent to the prescription drug Monistat-7. His review consisted of an extensive analysis of the chemical components, manufacturing process, testing methods, and labeling requirements of the product. Approximately two years later, the chemist commenced employment as Vice President of Regulatory Affairs and United States Agent for the same pharmaceutical company. He subsequently contacted OGD officials on numerous occasions in an effort to obtain approval of the company's ANDA, which was still pending before OGD. His contacts consisted of status calls in which he urged OGD representatives to speed up the process of approval of the application and substantive discussions concerning problems with the application.

A subsequent investigation found that throughout the chemist's contacts with OGD officials, he was aggressive in seeking the approval of the ANDA. Further, the chemist used his acquaintance with supervisory-level OGD officials from his tenure as an OGD employee in an attempt to get special treatment for the ANDA. The ANDA was approved several months later.

In the complaint, the Government alleged that the former employee's actions violated 18 U.S.C. 207(a)(1), which permanently prohibits a former Government employee from communicating to or appearing before the Government, on behalf of another, in connection with a particular matter, involving specific parties, in which he participated personally and substantially as a Government employee. Pursuant to a settlement agreement, the former employee agreed to pay the Government \$15,000, and the Government released him from its claims.

Improper Post-Employment Activities by Former Contract Administrator

As contract administrator for the United States Air Force, the employee was responsible for assuring compliance with the terms of two separate construction contracts between the Government and a private contractor. After leaving the Government, the contract administrator was hired by the same contractor, and he became the company's contract administrator on the same two contracts in question. While representing the contractor, he submitted contract progress reports to the Government in order to insure that the Government would compensate the company. Eventually, the former Federal employee submitted to the Government an equitable adjustment claim for approximately \$574,613 on one of the contracts. The contract had a basic value of \$1.3 million.

The former Federal employee was convicted on two counts of violating 18 U.S.C. 207(a)(1), a post-employment restriction that prohibits former Government employees intending to influence official action from communicating to or appearing before the Government, on behalf of another, in connection with particular matters involving specific parties in which they participated personally and substantially as Government employees.

Pursuant to 18 U.S.C. 216(a)(2), he was sentenced to six months of imprisonment, six months of home confinement, a fine of \$2000, and a special assessment of \$200.

Air Force Officer Pleads Guilty to 18 U.S.C. 207 Violation

An Air Force Colonel at Eielson Air Force Base worked on the 801 Housing Project, an approximately \$70 million contract to build military family housing at the base. The housing would be owned by a civilian developer and leased to the United States. The Colonel was assigned to oversee the project and was the Wing Commander's direct representative. He was also the chairman of the "801 Housing Working Group," which met weekly to discuss any problems arising from the 801 Housing Project. Through his position as chairman of the 801 Housing Working Group, the Colonel worked with representatives of the corporation which took over as construction contractor for the project in May 1994. In October of 1995, the corporation acquired ownership of a second corporation. In January 1996, the Colonel began to express an interest in becoming an employee of the first corporation. He retired from active duty with the United States Air Force during July 1996 and began to work for the company as General Manager, Government Services Division, in August 1996. The United States continued to engage in contractual matters with the corporation with respect to the 801 Housing Project.

In September 1996, the United States and the second, acquired corporation entered into a lease wherein the United States leased from the corporation the military housing units of the 801 Housing Project. Under the lease agreement, the United States was to pay the second corporation \$8,688,150.00 on or about October 15, 1996, but did not make the payment until October 21, 1996. On or about the 17th and 18th of October 1996, the now-retired Colonel, as a representative of both corporations, contacted an employee of the Air Force to attempt to expedite the late payment on the 801 Housing Project. In addition, on or about the 19th or 20th of May 1997, the retired Colonel, again on behalf of the corporations, contacted an employee of the Air Force to express displeasure regarding the Air Force's warranty claims on the 801 Housing Project.

The United States charged the retired Colonel with violating 18 U.S.C. 207(a)(1) by contacting Air Force employees regarding the late payment and the warranty claims. 18 U.S.C. 207(a)(1) bars former Federal personnel (civilians and military) from representing another to Federal agencies with the intent to influence regarding particular matters that involve specific parties in which the former employee participated personally and substantially while in Federal employment.

The retired Colonel pleaded guilty to one misdemeanor violation of 18 U.S.C. 207(a)(1) and agreed to pay a fine of \$5,000.

Bureau of Indian Affairs (BIA) Superintendent Commits 18 U.S.C. 207 Violation

The Indian Business Development Grant (IBDG) program was created to provide Federal grant funds to eligible Indian persons and Indian tribal organizations. Funds to be released through the IBDG program must be approved by the BIA. The BIA Agency Superintendent for the Crow Reservation was found to have misapplied \$103,750 of IBDG funds and \$311,275 of Crow Tribe funds for the purchase of land by the Crow Tribe from a private party. The land purchase was never completed. The superintendent subsequently retired from the BIA in 1994 and became employed by the Crow Tribe as manager of the tribal casino. Beginning in 1996, the former superintendent represented the Crow Tribe in appearances before the BIA in connection with the reconciliation and justification for the release of the \$103,750 of IBDG funds that the superintendent had approved for the failed land purchase in 1992.

The former superintendent was charged with violating 18 U.S.C. 207, representing the Crow Tribe before the United States in connection with the reconciliation and justification for the release of IBDG funds, a matter in which he had participated personally and substantially as a superintendent of the BIA. He was also charged with violating 18 U.S.C. 371 (conspiracy to convert Federal funds), 18 U.S.C. 641 (willfully converting Federal funds), and 18 U.S.C. 1163 (misapplication of tribal monies) and found guilty on all but the 18 U.S.C. 1163 charge. He was sentenced to five years' probation, six months' detention, a \$150 Special Assessment to the Crime Victims Fund, and a \$6,000 fine.

Internal Revenue Service (IRS) Officer Pleads Guilty to 18 U.S.C. 207 Violation

While a collection officer for the IRS, the accused was assigned to the collection cases of two IRS taxpayers. After the accused left the IRS, he represented both taxpayers before the IRS in connection with the collection cases to which he had been assigned as an IRS employee.

He was charged with two violations of 18 U.S.C. 207(a)(1), making a communication to and an appearance before an officer and employee of the IRS, on behalf of the two taxpayers in connection with a matter in which the United States was a party or had an interest and in which he had participated while an IRS employee. The accused pled guilty to the charges and was sentenced to one year of probation and 100 hours of community service.

United States Army Officer and Procurement Official Fined \$50,000 for 18 U.S.C. 207 and Procurement Integrity Act Violations

The Army Officer coordinated activities for all medical facilities within his region, including Army, Navy, and Air Force facilities. In 1994, the officer retired from the Army and began employment with a defense contractor. This contractor had previously been awarded a contract to provide inpatient and outpatient psychiatric services in support of William Beaumont Army Medical Center; while the officer was employed by the Army, his official duties had included awarding and supervising this contract. The Army Audit Agency subsequently began an audit of the contractor's contract to determine whether an option to renew the contract should be exercised. The audit was completed on January 10, 1994, and forwarded to the officer. On July 12, 1995, a request for proposals was issued by the Audit Agency for a follow-on contract to provide essentially the same services that were being provided by the

contractor. On October 13, 1995, the contractor submitted a proposal, which was signed by the retired officer as the company's Senior Vice President.

The retired officer was charged with civil violations of the Procurement Integrity Act, 41 U.S.C. 423(f)(1), and of 18 U.S.C. 207(a)(2), and 207(c)(1). Pursuant to a settlement agreement dated July 23, 1998, the accused agreed to pay the United States \$50,000 in exchange for the United States' dismissal of the complaint.

**Attorney for Securities and Exchange Commission (SEC),
Division of Enforcement Violates 18 U.S.C. 207**

In 1993, the SEC attorney was assigned to investigate a group of persons for securities fraud involving the payment of bribes to manipulate the market for the shares of certain companies. These bribes consisted of kickbacks promoters were paying brokers to tout the stocks of their companies. As part of this investigation, the attorney investigated two stock promoters, who cooperated in the attorney's investigation and gave him sworn testimony in which they admitted to engaging in the payment of bribes intended to manipulate the share price of the company's stock. The attorney left the SEC on February 20, 1995 under threat of suspension for unrelated misconduct. He was immediately hired by the two stock promoters to serve as their corporation's legal counsel. In January 1996, the SEC's New York office, working in conjunction with the U.S. Attorney's office in the Eastern District of New York, began an investigation of the entire matter. In February 1996, the SEC issued a subpoena for documents from the promoters' corporation. The attorney, who was then the corporation's counsel and also on the corporation's board of directors, participated in responding to that subpoena.

Investigators charged that the attorney's participation included communications with SEC officials that violated 18 U.S.C. 207(a), which prohibits former Government employees from communicating with the Government with intent to influence in connection with particular matters involving specific parties in which they participated personally and substantially as Government employees. The attorney and five other defendants (including the two stock promoters) were indicted in October 1996 for securities fraud. After the five co-defendants pleaded guilty, the attorney was indicted on a host of new charges, including securities fraud, money laundering, and a violation of 18 U.S.C. 207(a). He pled guilty to three counts, including the 207(a) charge.

Federal Aviation Administration (FAA) Manager Resigns and Then Has Improper Contact with the Agency

While supervising the Airway Facilities Branch of the FAA, the manager had official involvement in the procurement of "Airway Facilities Training Services." This FAA contract was valued at \$43,607,755. On March 27, 1992, the manager accepted a position with a bidder for the above-described contract as "Manager, Training Services on the Federal Aviation Administration's Airway Facilities Contract." On August 10, 1992, the bidder included the former manager's name as "Program Manager" in the bid proposal. Members of the Source Evaluation Board, recognizing the name, became concerned as to the possible violations of procurement integrity laws and sought advice from FAA legal counsel. The FAA legal counsel requested an official investigation on June 8, 1993. Evidence produced during the investigation indicated that the manager in his former capacity had personally reviewed, amended, and corrected the Statement of Work for the bid, and had also been responsible for the nominations of two selection board members for the contract. After resigning, the former manager appeared before the FAA on behalf of the bidder, his then-employer, at meetings pertaining to the procurement.

The former manager pled guilty to a single count of violating 18 U.S.C. 207(a)(2), and was sentenced to one year of probation and was fined \$5000. This statute bars former Federal personnel from representing a party to Federal agencies, for a period of two years after leaving Government, regarding particular matters involving specific parties which were pending under the employee's official responsibility during the employee's last year of Federal service.

Senior Member of the Board of Governors of the Federal Reserve System Violates 18 U.S.C. 207

Following her resignation, the former Board of Governors member was elected to the boards of directors of a number of companies. One of these companies was affected by a guideline issued by the Federal Reserve called the highly leveraged transaction (HLT) guideline. The Fed requested public comment on the HLT guideline. The company in question submitted a written comment to the Fed, and company officials met with a member of the Fed's Board of Governors. The former Board of Governors member both arranged and attended the meeting. She introduced the company officials to the member of the Fed's Board of Governors, but said

nothing during the substantive part of the meeting. The company paid the former employee \$1,500 for her participation in the meeting.

The former employee agreed to pay a \$5,000 civil fine in connection with a criminal investigation into whether she violated the one-year bar of 18 U.S.C. 207(c), the post-employment activities statute. This statute prohibits former senior Government officials for one year after leaving their senior positions from representing or appearing before employees of their former agencies on behalf of another with the intent to influence them regarding official action.

Former Official at Agriculture’s Federal Crop Insurance Corporation (FCIC) Improperly Represents New Employer to Government

A major crop insurance corporation began the FCIC appeal process with respect to adverse FCIC decisions on certain claims (including the case of a certain Maine potato farmer) by sending to the official in question a notice of intent to appeal. Later that year, the official left the FCIC and joined the crop insurance corporation as a consultant. After the FCIC rejected the appeals that the company had initiated, the official repeatedly tried to persuade Agency officials to reconsider the denial of the appeal involving the Maine potato farmer.

The former official pled guilty to two counts of violating the two-year restriction on post-employment contacts codified at 18 U.S.C. 207(a)(2) and was sentenced to probation.

This statute bars former employees for a period two years from representing others to Federal agencies regarding particular matters involving specific parties which were pending under the former employee’s official responsibility during his or her last year of Federal service.

Employee Gets Two Years Probation for Improper Post-Government Representations

A contract specialist for the General Services Administration (GSA) pled guilty to violating conflict-of-interest laws after her retirement from federal service. During the specialist’s five years at the GSA, she oversaw a number of software-related contracts. She was involved personally and substantially in one large contract in particular, the negotiation of which encompassed the span of several years. Upon retirement from her position at the GSA, the contract specialist sought employment with the company that had received the large contract. Over the next several months, the specialist contacted GSA multiple times with the intent to influence GSA to extend the company’s contract as well as award the company new contracts.

The specialist pled guilty to violating 18 USC 207(a)(1), which prohibits an executive branch employee from knowingly making, with the intent to influence, any communication to any agency on behalf of any other person in connection with a particular matter in which the person participated personally and substantially as such officer or employee. She was sentenced to two years supervised probation and substance abuse treatment.

Negotiating with Employer While Engaged in Official Matters Earns \$5000 Fine

The Chief of Staff for the President’s Critical Infrastructure Protection Board (PCIPB) in the Office of Homeland Security participated in negotiations with a company for a contract to provide support functions for the Board. However, at the same time, he was speaking with the company regarding prospective employment. The Chief of Staff interviewed with the company on July 18th but didn’t submit a letter of recusal until July 24th. He received a job offer on July 23rd which he accepted on August 1st. When investigators began to look into the timeline of the employment offer, the former Chief of Staff was forced to step down from the company and pay a \$5,000 fine to settle the matter.

Former Admiral Convicted for Violating One-year Cooling-Off Period

A retired Admiral and current top official with a San Diego school district pled guilty to a misdemeanor charge of violating 18 U.S.C. 207, a conflict-of-interest law. As a result, a U.S. Magistrate sentenced him to serve one year of probation and fined him \$15,000. Despite previously holding a prestigious Government post and receiving praise from fellow colleagues, the officer’s error in judgment cost him dearly. In addition to the probation, fine, and legal fees, he has resigned from the company that hired him, and may lose his job as chief administrative officer of the city school district,

Known as the one-year “cooling off period,” 18 U.S.C. 207 forbids former senior officers of the Executive branch from representing other persons before their former agency within one year of leaving Government. In his plea, the former officer admitted to signing a major contract proposal and cover letter on behalf of the company – and sent it to his former employer, specifically with the intent to influence the decision.

On a side note, investigators detected the conflict of interest just in time for the Government to eliminate the company's bid from consideration.

(Source: The San Diego Union-Tribune, July 12, 2007)

Salary for Government Work from Non-Government Source (18 U.S.C. § 209-Type Violations)

Visa Scam Nets \$3,000 Fine

The Chief Consular Officer at a U.S. Embassy earned herself a one-way trip to Federal court after investigators discovered she had traded tourist visas for pricey jaunts to Paris and Las Vegas. Investigators learned that after becoming acquainted with a group of businesswomen, the officer accepted several all-expenses paid trips. Two of these trips were to Las Vegas, where the officer and family members stayed in expensive suites at the MGM Grand and Caesar's Palace. Airfare alone for the two trips was valued at \$5,000. The officer also accepted an all-expenses paid trip to Paris to attend a charitable event, including first-class airfare valued at \$2,400. Subsequently, two of the businesswomen submitted tourist visas to the officer on behalf of various foreign individuals. The officer approved 23 visas, all for individuals who were ineligible under standard Embassy policy.

The officer pled guilty to violating 18 U.S.C. 209(a), supplementation of salary. She was sentenced to one year of probation and a \$3,000 fine. No terrorist links were associated with the individuals who obtained tourist visas in this manner.

Charging Customers for Federally Funded Work — Criminal!

The Facts: An Acting Assistant Director for the San Francisco Immigration and Naturalization Service (INS) office charged one alien \$950 for a file review (for which the INS does not charge), asked another alien for \$300 for an unneeded INS pardon, and charged a third \$250 to get a citizen application waiver that had already been approved. The Director was sentenced to serve six months in a halfway house, to be followed by six months of home detention and four years of probation, during which time he would be prohibited from acting in any capacity on immigration matters without permission of his probation officer.

(Source: Federal Ethics Report, Feb. 2003)

The Law: 18 U.S.C. § 209 (2003) makes it criminal for an employee of the Federal executive branch or of an independent agency of the United States from receiving any compensation for official services. For violations of this law, 18 U.S.C. § 216 (2003) authorizes fines and prison terms for up to one year—unless the conduct is willful, in which case imprisonment could be for as much as 5 years.

Navy Employee Commits Section 209 Violation

A U.S. District Court recently sentenced a GS-14 Navy employee to one year of probation and fined him \$5000 for receiving an illegal contribution to his salary in violation of 18 U.S.C. 209. In addition to criminal penalties, the employee was suspended without pay for twenty days. The employee was the director of a unit that marketed contracts to other activities and then issued delivery orders to the contractors. While performing these duties, the employee asked a contractor for, and subsequently received, a Coach leather writing portfolio and briefcase and a laptop computer. The investigation started when a contractor employee, who saw the fax that the employee had sent to the contractor requesting the items, notified the Naval Criminal Investigative Service.

Employees may not solicit or accept compensation, including goods or services, from any non-Government source for performing their Government duties. Even though the goods or services may not have affected how the employees perform their work or make decisions, such as whether to award a contract, it is a violation to solicit or accept such compensation.

Senior Official Pays \$24,900 Settlement to Department of Justice

To settle charges that he violated 18 U.S.C. 209 by accepting fees for speeches made as part of his official duties, a senior official of the National Science Foundation agreed to pay \$24,900 to the Department of Justice in return for dropping criminal charges. The senior official had delivered four speeches to universities as part of his official duties, yet accepted honoraria amounting to \$5,500 for those speeches.

Since those speeches were part of the official's duties, acceptance of compensation constituted supplementation of his salary from non-Federal sources, which is prohibited by 18 U.S.C. 209. Federal employees may accept honoraria for activities conducted in their personal capacities, but not as part of their official duties.

Although honoraria are permitted when speaking in the employee's personal capacity, employees may not accept compensation for speaking, teaching, or writing on matters that are directly related to their official duties.

District of Columbia Employee Pleads Guilty to Section 209 Violation

Several inspectors employed by the District of Columbia Department of Consumer and Regulatory Affairs were accepting bribes and gratuities in exchange for the issuance of construction, plumbing, and electrical permits. In one instance, a private architect paid "tips" to one of these inspectors in exchange for speedy and favorable inspections on his renovation projects. The architect was allowed to plead guilty to a misdemeanor count of section 209, and was sentenced to one year of probation and a \$1,000 fine. The inspectors were convicted on charges of violating 18 U.S.C. 201 (Bribery).

18 U.S.C. 209 bars the unlawful supplementation of salary and applies to officers and employees of the District of Columbia and non-Government sources who compensate any such officers and employees for their Government services.

District of Columbia DMV Employee Pleads Guilty to Section 209 Charge

An employee of the District of Columbia Department of Motor Vehicles (DMV) was caught accepting bribes in exchange for altering DMV computer records in order to "clean up" the driving records of individuals who had outstanding traffic tickets or past violations that might prevent them from obtaining a driver's license. These bribe transactions were arranged through a middleman. The DMV employee and the middleman were convicted of violating 18 U.S.C. 209; the DMV employee was sentenced to two years probation and a \$200 fine, and the middleman was sentenced to one-year probation and a \$250 fine. Two citizens who paid the parties to get their records "cleaned up" were convicted of violating 18 U.S.C. 201 (bribery). 18 U.S.C. 209 bars the unlawful supplementation of salary and applies to Federal officers and employees as well as those of the District of Columbia and non-Government sources who compensate any such officers and employees for their Government services.

Private Citizen Attempts to Bribe Internal Revenue Service (IRS) Employee

The citizen tried to bribe the IRS employee by paying him \$250 for favorable treatment regarding an IRS matter. The citizen pled guilty to a misdemeanor violation of 18 U.S.C. 209, which prohibits the payment of supplementation to a Government employee's salary.

Civilian Employee at Langley Air Force Base in Virginia Violates 18 U.S.C. 209

An Air Force employee was designated by his Agency as the supervisory construction representative for the Simplified Acquisition of Base Engineering Requirements (SABER) contract. Under this contract, a private company agreed to provide base engineering and construction services at Langley Air Force Base. The prime contractor subcontracted its electrical work to another company. A supervisor with the subcontractor subsequently provided the Air Force employee with an air conditioning system, a Jet Ski and trailer, a home computer system, and a laptop computer, with a total value of approximately \$16,500.

The Air Force employee pled guilty to a misdemeanor violation of 18 U.S.C. 209, for receiving a supplementation to his salary as compensation for his services as a Government employee. He was sentenced to three years probation and a \$2500 fine.

Central Intelligence Agency (CIA) Employee Drives Overseas Auto Scheme

As a U.S. Federal employee residing in Egypt, the employee discovered that he could purchase an imported vehicle in Egypt without having to pay the normal 150% excise tax. This fact had created a black market in which Egyptian car brokers would pay U.S. employees to register luxury cars in their names in order to allow the dealers to evade import taxes. Investigators found that while in Cairo, Egypt, the employee had agreed to accept \$25,000 in exchange for changing the status of his personally-owned vehicle with the Egyptian Ministry of Foreign Affairs, which would allow him to participate in the scheme.

The CIA employee was convicted of violating 18 U.S.C. 209 and was sentenced to six months' supervised release, six months' home detention, and 200 hours of community service.

(Source: OGE 1998 Conflict of Interest Prosecution Survey)

Family Business Venture Ends in Violation of 18 U.S.C. 209

A contracting officer at the Naval Surface Warfare Center started a computer equipment business with his father-in-law to provide extra income. The duo concocted a scheme whereby the contracting officer steered Government contracts for the purchase of computer equipment to the father-in-law, who would buy the equipment from a third party vendor through a computer supply magazine. The two would then overcharge the Government and split the profit. This netted a payment of \$29,000 for \$11,000 worth of computer equipment. Both parties split the \$18,000 overcharge.

The father-in-law pled guilty to a misdemeanor violation of 18 U.S.C. 209, which prohibits the supplementation of a Government employee's salary, and the contracting officer pled guilty to wire fraud and mail fraud. In their pre-indictment plea agreements, the father-in-law agreed to pay \$18,000 restitution, and the contracting officer agreed to pay an amount of restitution to be determined at the sentencing hearing.

Cab Company Owner and District of Columbia Official Conspire to Violate 18 U.S.C. 209

Suspicious investigators discovered that for three years, a cab company owner had conspired with the Chief of the D.C. Office of Taxicabs to provide illegal taxicab driver's licenses to unqualified drivers. The drivers paid money to the company owner, who took the money and the drivers' names to the D.C. official. The official then prepared the illegal licenses. The company owner also paid the D.C. official money for other illegal favors, such as registering vehicles that should not have been registered.

The D.C. official pled guilty to violating 18 U.S.C. 209, which prohibits the supplementation of a Government employee's salary, and agreed to testify against the cab company owner. The D.C. official was also convicted of nine felony counts, including accepting bribes and gratuities in violation of 18 U.S.C. 201.

Air Force Contracting Officer Pays \$6000 for 18 U.S.C. 209 Violation

In return for favorable treatment in contracting, employees of a private company agreed to provide an Air Force contracting officer with money in the form of condominium rental payments. That money was paid through different intermediaries in order to disguise the purpose and the source of the funds. In addition, an investigation disclosed that the company

purchased certain valuable goods and items for the condominium. Finally, the investigation disclosed that the company purchased smaller value items, such as dinners and basketball tickets, for the Air Force contracting officer. Due to statute of limitations problems, the investigation focused on the payment of the smaller value items.

The contracting officer pled guilty to a single misdemeanor count of 18 U.S.C. 209, unlawfully augmenting his salary while employed by the Air Force. He was ordered to pay a fine of \$6,000, which the Court calculated to be three times the value of those accepted items.

Payoff for Special Access at Government Auction Ends in \$1000 Fine

In an attempt to gain preferential treatment at a Government auction, two brothers paid off an auction guard. Instead, they wound up purchasing misdemeanor violations of 18 U.S.C. 209 (supplementation of a Government employee's salary). Sentences of probation and a \$1,000 fine were imposed on each.

Assistant United States Attorney (AUSA) in Tucson Illegally Possesses Sheep Skull and Horns

The Assistant U.S. Attorney prosecuted an individual for illegally killing a bighorn sheep on an Indian Reservation. As a result of the prosecution, the hunter forfeited the bighorn sheep and trophy (skull and horns), valued at approximately \$5,000, to the Arizona Game and Fish Department. Pursuant to a request from the AUSA, the Arizona Game and Fish Department entered into an agreement with the AUSA allowing him to publicly display the skull and horns in his office, but requiring their return upon request. However, after leaving employment with the U.S. Attorney's office, the AUSA took the skull and horns with him and treated them as his personal property. When the former AUSA was questioned a year later about his possession of the skull and horns, he claimed that an unspecified Indian had sent the skull and horns to him in appreciation for his work on the prosecution of the hunter. Investigation showed that such a gift would have been contrary to tribal practices and no member of the tribe could be found who knew anything about the alleged gift.

The Government then regained possession of the skull and horns from the former AUSA and returned them to the tribe. The AUSA agreed to plead guilty to violating 18 U.S.C. 209 for his possession of the trophy.

Secretary at Federal Prison Pleads Guilty to 18 U.S.C. 209 Violation

Investigators discovered that the secretary at a Federal prison had accepted money from an inmate in exchange for allowing him certain privileges, including allowing him to place unauthorized calls on her office phone. The defendant pled guilty to the charge of receiving compensation from a non-Government source for doing her Government job (18 U.S.C. 209(a)) and was sentenced to two years probation.

Postal Service Employee Convicted of 18 U.S.C. 209 Violation

Investigators discovered that an assistance counselor with the Postal Service was taking kickbacks from a nearby hospital. The counselor provided assessment, referral, and follow-up counseling services to Postal Service employees and their families relating to chemical dependency or behavioral problems. While performing these duties, the counselor received cash, a telephone credit card, limousine services, food, hotel accommodations, and travel reimbursement for himself, his wife and his brother from a Topeka, Kansas hospital. These benefits had an aggregate value of in excess of \$45,000. The hospital was a psychiatric care and drug-alcohol dependency treatment facility.

The counselor was charged with fifteen counts of violating 18 U.S.C. 209, for accepting dual compensation, and pled guilty.

GSA Employee Convicted of Violating 18 U.S.C. 209

As the Comptroller of the General Services Administration (GSA), the employee in question was responsible for implementing and overseeing GSA's contract with Diners Club for Government charge cards. During the life of the contract, the employee accepted numerous expensive meals from Diners Club employees in Washington, D.C., as well as accommodations, meals, and entertainment in Las Vegas and Phoenix.

The employee pled guilty to one count of conspiracy (18 U.S.C. 371) and one count of receiving dual compensation (18 U.S.C. 209), both misdemeanors. He was sentenced to one year of supervised probation and a \$250 fine.

Citizen Pleads Guilty to Violating 18 U.S.C. 209

A private electrical contractor was charged with supplementing the salary of a Public Affairs Officer who was a representative for small and disadvantaged businesses for the Army Corps of Engineers. The contractor was involved in the payment of money to the officer in return for the officer's assistance in facilitating the sale and development of land for off-post housing around Fort Drum, New York.

The contractor pled guilty to violating 18 U.S.C. 209, supplementing the salary of a Federal employee, and was sentenced to one year of probation.

Public Works Employee "Gets the Boot" for Accepting Payments

An employee of the Vehicle Immobilization Branch at the D.C. Department of Public Works who decided to supplement his salary with private funds quickly found himself with no salary at all. The employee solicited and accepted \$400 in cash for removing a lawfully-attached boot on a D.C. vehicle. In return, the employee received three years probation, six months home detention, 100 hours community service, and \$300 in fines for his violation of 18 U.S.C. 209, illegal supplementation of salary.

Easy Come, Easy Go

Investigators discovered that an Immigration and Naturalization Service Adjudication Officer had taken bribes from an immigration consultant to facilitate the consultant's cases. The officer pled guilty to three misdemeanor counts of violating 18 U.S.C. § 209(a), receiving compensation from a private party for services rendered to the United States.

Accepting Bribes for Priority Service Earns \$10,000 Fine

A Veterans Affairs rating assistant technician responsible for prepping claims files for adjudication was found to have taken bribes from filers to green-light false and inflated disability claims for review. He pled guilty to one felony count of violating 18 U.S.C. § 209 (a), unlawfully accepting supplementation of government salary, and was slapped with four years probation, \$10,000 in fines, and 120 hours of community service.

Gifts from Vendor Result in Two Years Probation

An employee of the Department of the Interior's Office of the Geological Survey took advantage of her government charge card responsibilities and started accepting gift cards from a certain vendor in return for steering her purchases his way. Her \$500 in gift cards cost her two years of probation and 100 hours of community service when she pled guilty to one count of violating 18 U.S.C. § 209, unlawfully accepting supplementation of her government salary.

Time and Attendance Violations

Travel Fraud

A government employee temporarily promoted to fill an organization's directorship position has been fired for misconduct related to travel. As part of his assignment, the employee, who was stationed on the east coast, was authorized travel to his temporary unit located on the west coast. During his directorship tenure, the employee twice flew home on TDY orders to the east coast for the purpose of taking leave. Regulations permit personal leave to be taken in conjunction with TDY travel, but the travel must not be for the purpose of taking leave. There must be a driving mission requirement for the travel. The employee, upon being confronted about the legality of the TDY orders, stated that he had conducted official business while back on the east coast. The evidence established otherwise, and investigators substantiated the allegations of improper travel. In response to these substantiated findings, the employee's temporary assignment on the east coast was terminated and he was immediately directed to return to home station. TDY money accrued during the employee's travel was recouped and a letter of requirement was issued to him outlining his violations and directing subsequent compliance. Probably the worse outcome for the employee, however, was foreclosing the opportunity to convert this temporary promotion into a permanent promotion had it gone well. *(Source: Department of Defense, Office of the Inspector General; 2015)*

Contractor On-The-Clock Outside Employment

A government contractor has been fired for running a personal landscaping business while being paid by the government during duty hours. Co-workers heard telephone discussions pertaining to his business placed from his government telephone and he was found using government printers to print advertising materials. Upon hearing of the misconduct, the contract company took swift action in terminating the official upon the conclusion of its own investigation. The Government, however, is expected to continue pursuing all contract remedies as a result of this misconduct, including reimbursement for overpayment of time charged by the contract for work not performed.

(Source: Department of Defense, Office of the Inspector General; 2015)

Employee T-Shirt Business

According to government rules, supervisors are not permitted to solicit from subordinates. One supervisor recently found herself the scope of an agency inquiry into this provision – when subordinates inquired into her personal t-shirt and vitamin business. Despite not “directly” engaging subordinates to buy her merchandise – and only fielding unprompted inquiries from them about the prospect of purchasing her products – sales resulted and this was deemed a violation of the rules given that the sales could have easily compromised her position of authority.

5 C.F.R. § 2635.705 also regulates the use of government time. Notwithstanding being a long term employee with six years of supervisor experience, the supervisor was unaware that conducting personal business during official work hours is prohibited. While all transactions were conducted during breaks, some of them took place within the building and it was deemed to not promote the intent of the law by selling during breaks. The supervisor was found to have executed poor judgment and should have inquired as to the legality of selling merchandise and conducting business at work. Possible repercussions of her actions could have included creating conflicts of interest – negatively affecting office productivity or the tone of the workplace.

As a result of her conduct, the agency director required training be conducted on regulatory guidance regarding solicitation in the workplace.

(Source: Department of Defense, Office of the Inspector General; 2015)

College Work On-The-Clock

A supervisor and subordinate have been disciplined for college work done while on the government clock. The subordinate, going to school part-time while working as a federal employee, was allowed by his supervisor to work on homework on his government computer while on duty. In fact, binders, textbooks, and course syllabus were observed open such that witnesses testified that the subordinate was “completely engaged” during the one to eight hours a day he was working on his courses. Computer records substantiated this testimony, noting a number of unofficial, educational, or sports related websites being visited during duty hours. Additionally, the supervisor had been approached on a number of occasions about the subordinate’s use of time. He took no action, however, allowing the subordinate to continue. As a result of this conduct, both individuals were counseled on appropriate use of the subordinate’s time. Also, all personnel in that office were trained on acceptable use of government communications equipment and the supervisor was directed to more closely monitor the subordinate’s use of time and government equipment.

(Source: Department of Defense, Office of the Inspector General; 2015)

Secret Agent Man?

A former high-level official at the Environmental Protection Agency (EPA) stole nearly \$900,000 from the Government by pretending to be part of a detail to the Central Intelligence Agency (CIA) for nearly two decades. He duped a series of supervisors, including top officials, by disappearing from the office and explaining his absences by telling his bosses that he was doing top-secret work for the CIA and its “directorate of operations.” No one at EPA ever checked to see if he worked for the CIA. In all, he was paid for 2.5 years of work that he did not perform and received about \$500,000 in “retention bonuses” that he did not deserve. In addition, he lied about contracting malaria, which cost the EPA \$8,000 over three years for a parking space reserved for the disabled. He was reimbursed for \$57,000 in fraudulent travel expenses, and he continued to draw a paycheck for 19 months after his retirement.

He has repaid the nearly \$900,000 to the EPA, but still owes \$507,000 in a money judgment. He was sentenced to 32 months in prison.

A Few Unexcused Absences

An employee of a military service was not particularly careful about his time reporting. The employee arrived late, left early, and left the building for extended periods of undocumented time. Of 289 workdays reviewed during an investigation, the employee was found to have worked less than the required 8.5 hours on 135 occasions (47% of the time); all told, the employee misstated his work hours by over 100 hours.

For his unscrupulous timekeeping, the employee received a letter of reprimand and was charged leave to accurately reflect his attendance.

In a similar case, an employee of a DoD facility was issued a letter of warning and instruction after she arrived late on several days but left at the scheduled shift completion time without claiming leave or reporting her tardiness to management.

The letter instructed the employee to sign-in and sign-out. Notwithstanding the letter, it was later determined that the employee continued to fail to fulfill her time commitments, leaving over an hour early on multiple occasions.

The employee was issued a letter of reprimand for leaving the worksite without permission.

DVD Bootleggers MIA During Government Work Hours

A Federal employee used his Government computer to make illegal copies of commercial DVDs in violation of copyright laws. He and another employee also used their Government computers and duty time to watch the movies. The other employee took lunches lasting up to three hours in order to watch the DVDs and take naps. Initially the employees' supervisors signed off on this behavior, even assigning extra work to others to make up for the employees' time wasted napping and movie watching. The employee who copied the DVDs received a written reprimand. The supervisor received an oral admonishment for failing to address the misconduct, and another employee received a Letter of Counseling for knowingly accepting a pirated DVD. In a similar case, a civilian employee working for the U.S. Army in Germany was involved in selling pirated DVDs. He used the profits from his illegal operation to buy vacation homes and luxury cars and to pay for frequent European ski vacations. He devoted some of his duty time to the marketing and selling of the bootleg videos, including taking payments while on the job.

Even though the employee had left Federal service by the time the accusations against him were substantiated, administrative action was taken to bar him from US Army Europe installations.

Out-of-Office Reply: Out Sick: Can be Reached at Bowling Alley

A GS-14 Director, within an Army Command, failed to show up to work for at least three months. He complained of needing a double hip replacement but never submitted sick leave. Though he claimed to work from home, he was never approved for a work-at-home program. People reported seeing him around the community and he was spotted at the PX, the Commissary, and even the bowling alley! The man received a verbal reprimand and was counseled on appropriate leave request and approval procedures.

Falsification of Time Cards Results in Removal

An employee at the Walter Reed Army Medical Center had a habit of showing up for work only one week a month. However, her supervisor soon noticed that the employee's paycheck did not reflect this erratic schedule. Upon questioning, the employee admitted to changing the pay codes on her time card after they were signed by her supervisor.

The employee was allowed to resign, and is indebted to the Government for \$10,383.47. The money will be deducted from her retirement pay.

Pre-signing Employee's Time Card Results in Counseling

An Air Force Sergeant at the Field Maintenance center pre-signed one of her subordinate's time cards before she left for a two-week leave. Unfortunately for her, the subordinate subsequently changed several of the boxes she had originally marked as "leave" to "regular flex time," and then took leave while still drawing regular pay. When investigators discovered the discrepancy, the subordinate resigned. The trusting Sergeant earned counseling for failing to comply with DoD Financial Management Regulations, which stipulate that supervisors must correctly certify time cards at the end of the pay period in order to prevent employee fraud.

Lying About Overtime Doesn't Pay!

The Facts: A former employee of the Department of Defense entered overtime hours he hadn't worked into a computer time-keeping system. He was caught. He pleaded guilty and was ordered to pay the Government \$7,500 and was sentenced to three years probation — not the sort of overtime he was looking for. *(Source: Federal Ethics Report, Apr. 2003)*

The Law: 18 U.S.C. § 287 (2003) states that anyone presenting to any “person or officer in the civil, military, or naval service of the United States, or to any department or agency thereof” a claim for money from the Federal Government, knowing such claim to be false, shall be fined and imprisoned for no more than 5 years.

Hung By Wire Fraud

The Facts: A Defense Intelligence Agency secretary in Arlington, Virginia, improperly obtained access to her time and attendance records on 74 occasions. She used her access to credit herself with over 4,000 hours of overtime she hadn't worked. She was caught and pleaded guilty to wire fraud, for which she was sentenced to twelve months and one day in prison, to be followed by three years of probation with participation in Gamblers Anonymous. She also had to pay the Government \$91,380 in restitution. Hopefully, she learned from this bad bet.

(Source: Federal Ethics Report, Apr. 2003)

The Law: 18 U.S.C. § 1343 (2003) mandates penalties for transmitting “by means of wire, radio, or television communication in interstate or foreign commerce, any writings, signs, signals, pictures, or sounds” in order to execute a plan to defraud. The penalties: Fines, imprisonment of not more than 20 years, or both — unless the fraud affects a financial institution, in which case the fine is to be of not more than \$1 million and the imprisonment of not more than 30 years.

Falsifying Overtime Can Be a Costly Business

The Facts: A Federal employee at the Pentagon decided to participate in a scheme that involved logging false overtime hours in an electronic timekeeping system. The employee pled guilty at trial and was sentenced to three years of probation along with six months of home confinement, and ordered to pay over \$16,000 restitution.

(Source: Federal Ethics Report, March 2003)

The Law: 18 U.S.C. § 287 (2003) mandates fines and imprisonment for up to five years for anyone who presents a claim for money, which the person knows to be fraudulent, to the “civil, military, or naval service of the United States.”

Improper Time Sheets

Allegations were made that a Department of Defense (DoD) employee was not working his assigned hours and was fraudulently claiming overtime hours he did not work. After an investigation, it was determined that the employee was attending college courses at lunch for approximately two hours and worked late to make up the time. His time and attendance sheets showed him working his normal hours with no indication of the long lunch and late hours to accommodate his college courses. The sheets were submitted without showing the modified schedule because a clerk incorrectly told the employee’s supervisor that “the system wouldn’t allow variations from a normal workday.” The employee, the supervisor, and the clerk were all instructed on proper timekeeping procedures.

INS Grants Administrative Leave as Award for Contributions to CFC

Officials in an Immigration and Naturalization Service (INS) district office rewarded employees who contributed at least \$500 to the Combined Federal Campaign (CFC) with eight hours of administrative leave. After an investigation, it was found that the employees who were granted and used the leave did not have the leave properly documented on their time sheets. As the district director did not carry out the violations in a knowing and willful way and because the employees affected stated they did not feel coerced, no charges were filed. The director did receive a letter of counseling regarding her management of the CFC program, however.

VA Physician Time and Attendance Issue

An administrative investigation substantiated that a part-time Department of Veterans Affairs (VA) physician routinely worked at a non-VA clinic during his VA core hours and as a result failed to meet his VA tour of duty obligation. The investigation also revealed that the physician’s supervisor failed to check on him to ensure that he was working the hours required. In response to the investigator’s recommendation, administrative action was taken against both the physician and the supervisor. The physician was charged leave for the hours not worked and was instructed to revise his hours at the non-VA clinic.

Employees Terminated for Abusing Religious Leave

For a period of several years, two top executives at the Naval Undersea Warfare Center had an astonishing work record — they took nearly no vacation time at all. The reason, investigators soon discovered, was that the executives had been taking “religious compensatory time” instead. Curiously, the executives’ absences seldom fell on any traditionally-observed religious holidays. Instead, investigators found that the pair’s so-called religious observances took place on days when they had medical appointments, sightseeing trips, and golf tournaments. Asked whether golf tournaments could be considered religious observances, one executive replied, “They could be for some people.”

Unamused, the Inspector General found that the two had made a “premeditated, conspiratorial effort to defraud the Government,” and forced them into retirement. Religious compensatory time is available for government employees who need to observe religious requirements – but even then, it needs to be made up at a later time.

(Source: www.GovExec.com, July 1, 2004)

Use of Sick Leave for Military Tours Earns Employee Dismissal

A reservist’s use of sick leave to account for absences on active-duty military tours resulted in the end of a 20-year federal career. Over a period of several years, the reservist accounted for absences from his civilian position at CENTCOM as “sick leave,” when in fact he was on active-duty military tours. This allowed the employee to bank annual leave, as well as collect dual salaries from both the civil service and the military. Given the reservist’s two decades of federal employment, the judge found the reservist’s pleas of ignorance as to the proper leave procedures unconvincing. The judge also took into consideration the testimony of the reservist’s commanding officer at CENTCOM, who testified that his trust in the reservist had been wholly eroded.

As a consequence of the reservist’s abuse of the leave system, his career in the civil service was terminated.

(Source: 2005 MSRP LEXIS 6041)

Disciplined for Double Counting Civilian and Military Reserve Duties

A senior agency attorney did a little “double duty,” and as a “reward,” he was ordered to reimburse the agency for 500.5 hours of annual leave and 18 hours of sick leave. The agency report found the lawyer spent the equivalent of about 83 days performing his Military Reserve duties. While his dual service is admirable, by not charging military or annual leave for some absences, the officer’s civilian leave balance exceeded that to which he was entitled. Section 2635.705 of Title 5 of the Code of Federal Regulations states an employee shall use official time in an honest effort to perform official duties. While his civilian leave balance was not reduced while the attorney was performing his official military duties, he received credit as if he was performing his civilian duties at the same time. Further, the agency found the attorney had misused his subordinates’ time, using them to schedule personal activities such as haircuts, travel, and golf.

Although the final determination found no dishonesty, lack of integrity, or motive for personal gain on the attorney’s part, neither the agency nor the Military Reserve found the attorney’s actions acceptable. The attorney was admonished for failure to exercise reasonable care in monitoring his leave balances, and also counseled for misusing subordinates to perform personal tasks. In addition, the Military Reserve Branch counseled him “severely” for his negligence in monitoring his leave account and for improper staff use. Working for two military branches is legal, but it requires careful accounting for your time, including leave.

(Source: Military Service Inspector General)

Director Abused Leave and Personnel, Get’s Demoted and Loses Job

The Director of a military staff office caught the eye of the Inspector General by abusing time, attendance, and official travel regulations, and by displaying abusive personal behavior towards her staff.

The Director failed to use proper leave or to document authorized absences involving several trips. She also discouraged attempts by her subordinates to verify her whereabouts, often using profane language and threatening verbal outbursts. In addition, the Inspector General discovered the Director had covered the documents that detailed her use of leave with cross outs, changes and other ink annotations, making them virtually incomprehensible.

As a result, the service secretary took action that resulted in her being removed from the Senior Executive Services and demoted in grade to GS-15. As part of a negotiated settlement, the Director agreed to retire from Federal service as soon as she was eligible.

(Source: Military Service Inspector General)

Travel Violations

Bermuda, Jamaica, Oh I Want to Take You

A certain military general had a fancy for lavish vacations. He decided to take numerous personal trips including one to Bermuda using a military airplane. Once his vacation regimen was discovered, the general was required to reimburse the government for \$82,000. In addition, he was demoted upon retirement.

A Private Jet? Don't Mind if I Do ...

An O-9 with over 35 years of service in the U.S. military was scheduled for a command visit to a base. His original C-12 flight was delayed, so his staff spontaneously arranged a substitute flight for him: a C-5 that had been previously unscheduled to fly. Despite his many years of experience and his stated commitment to confronting travel abuse issues within his command, he and three members of his staff boarded a near-empty jet to make the command visit on time. The government incurred \$38,000 in additional costs for the special flight. The officer was counseled by his command about the violation.

Fasten Your Seatbelts. We're in for a Career-Ending Ride

A Service Colonel was found guilty of larceny and submitting false statements after he used government funds to purchase round trip airline tickets from Kuwait to the States to attend his son's graduation. The Colonel also submitted a false travel authorization listing a fictitious reason for the travel. The Colonel voluntarily repaid the funds and retired early.

False Travel Expenses

A service member filed a travel voucher, falsely claiming expenses for driving from Virginia to California to relocate for a new assignment – and she received pay for 10 days of

per diem. The inquiry found that the service member actually received a ride to Illinois from a friend – and then flew from Illinois to California. She was made to repay the difference in reimbursements and received a letter of reprimand.

German Holiday

Two employees of a DoD Agency obtained overpayment for official travel to Germany. The two employees – whom we will call by the pseudonyms John and Sarah – claimed hotel lodging reimbursement for a night in which they were on a plane flying to Germany.

In addition, the two took a “rest day” before the conference on which no mission duties were performed and no leave was taken. (They indicated that this was in order to overcome jet lag before the conference.) Their misconduct continued after the conference. The two remained in Germany for an extra day to visit various tourist sites in Germany – on the Government’s dime – traveling approximately 500 miles in a Government rental car. On their travel vouchers, they requested reimbursement for the fuel costs associated with their personal activity – as well as lodging and per diem expenses.

Sarah later outdid John by claiming hotel costs for the night after she returned to the US and during which she was in her own home.

John and Sarah had over \$650 and over \$1100 respectively withheld from their pay. The two were also required to receive refresher training on the use of the Defense Travel System. John, the approving official for the travel vouchers for Sarah’s trip, was also found to have failed to exercise due diligence as a Certifying Official.

In the background of the case was a romantic relationship between John and Sarah. Though the two denied having a romantic relationship during their trip, they admitted to beginning a relationship eight months later – and that continued. As a result of the ongoing relationship, John was required to recuse himself from all actions involving Sarah, including signing as the approving official for any actions that could be to her benefit or detriment.

Abuse of Official Travel and Leave Earns One Year Probation

The former Deputy Under-Secretary in the Department of Education wound up in Federal court after investigators uncovered discrepancies regarding his travel, leave, and financial disclosure. Investigators discovered that the official, who was also employed as a traveling judge in the State of Texas, had made at least fourteen trips on Government expense when the

purpose of his travel was at least partly to accrue time toward a Texas state pension. On several of these trips, the official had additionally requested and received Federal sick leave; further, he collected reimbursement from the Government for some of his personal expenses. Finally, the official failed to report his salary from the State of Texas on his Government financial disclosure form.

The official pled guilty to the conflict of interest statute. He was sentenced to one year of probation, 100 hours of community service, and a \$5,000 fine. He also reimbursed the Government \$8,659.85 for his fraudulent claims.

Military Officer Dances While the Public Pays

The Facts: According to a military service Inspector General inquiry, a senior military officer planned to attend two balls taking place within roughly an hour's drive of his station. For these, he obtained official orders and, according to his travel claims, received payment for hotel lodging, meals, and incidental expenses (per diem) —amounting all told to around \$500. This conduct occurred as one of a series of offenses that resulted in the officer being relieved of command, issued a punitive letter of reprimand, and ordered to forfeit \$1,000.

The Law: The Department of Defense (DoD) Travel Regulations provide various guidelines for travel of uniformed (in Volume 1) and civilian (in Volume 2) DoD employees. Applicable to this case was Volume 1: “Joint Federal Travel Regulations” (JFTR). JFTR section U2010 requires a uniformed service member to use the same care in incurring expenses when the Federal Government is to pay “as would a prudent person traveling at personal expense . . . Excess costs, circuitous routes, delays or luxury accommodations that are unnecessary or unjustified are the member’s financial responsibility.” Moreover, JFTR section U4102 forbids a uniformed service member from obtaining per diem for any temporary duty (TDY) performed within twelve hours. Since attendance at each ball along with round-trip travel could have been completed within twelve hours had the officer exercised prudence, this regulation made it even clearer that the officer should not have obtained his per diem. Since other agencies have travel regulations, all Federal employees are encouraged to verify the propriety of having the Government pay for their travel expenses.

Bumped Well

It was the young employee's first official trip to Washington, DC. It was just a one-day, round trip. Her meeting was scheduled for 1:00 PM. Anxious to make a good impression (and to look around DC), she booked an early-morning flight out of Atlanta. When she got to the airport, she discovered that the flight was overbooked, and the airline was offering free, round-trip tickets to anyone who would volunteer to take the next flight. That flight was to arrive in DC at 12:20 PM, and she figured that she would still have time to make her meeting. As her plane reached Richmond, the pilot announced that would be a slight delay while Air Force One took off. Her plane circled and circled. The delay lasted for over an hour, and by the time the plane finally landed, she had missed the meeting.

FBI Undercover Parties

According to an FBI report, upon the retirement of a senior FBI official, FBI personnel from around the country journeyed to Washington to attend the official's retirement party. Many out-of-town G-men traveled on official orders and public expense. According to their travel orders, the purpose of the trip was to attend an ethics conference! According to the news report, only five people actually attended the ethics forum.

FBI False Travel Claim

A former supervisory special agent of the FBI was sentenced in U.S. District Court for falsely claiming travel expenses to which he was not entitled. The former agent pled guilty to one count of theft of Government property. The former agent had ended a period of travel five days earlier than his schedule (and later travel claim) stated. He was ordered to pay \$1,887 in restitution.

Official Travel to Conference Turns into Florida Vacation

A Department of Defense (DoD) official was to travel to and attend a conference in Florida while on DoD travel orders. His wife accompanied him. It was alleged that after checking in at the hotel where the conference was to be held and then renting a convertible, the official promptly left for a short vacation with his wife for all three days of the conference. After an investigation it was determined that the official did not attend the conference, told a subordinate to "cover for him," and filed a fraudulent travel claim with DoD for the three days

of the conference he did not attend. A proposal was made to have the official separated from Federal service.

False Travel Claim Filed I

Allegations were made against a Navy enlisted man for filing a false travel claim. After an investigation, it was determined the individual had claimed that his two children accompanied him during his PCS move across the country. In fact, the children were in the custody of his ex-wife. He was reduced in rank one grade and ordered to forfeit \$2140 in pay.

False Travel Claim Filed II

It was determined after an investigation that a Department of Defense (DoD) official filed a false claim for travel expenses. The official claimed he was staying at a hotel, and as a result, was paid the appropriate per diem rate by the Navy. It was determined during the course of the investigation that the official had actually been on board a Navy ship (a situation where a much reduced per diem is paid) during the time he claimed he was staying at the hotel. The official reimbursed the Navy, was issued a letter of caution, and was counseled by his supervisor.

False Travel Claim Filed III

A former Department of Defense (DoD) employee was sentenced in U.S. District Court for making false relocation claims to the Government. The former employee made over \$15,000 in false relocation claims in connection with a permanent change of station (PCS) move. The judge sentenced the former employee to two years probation and ordered her to pay more than \$15,000 in restitution.

False Travel Claim Filed IV

An Army employee was sentenced in U.S. District Court for falsifying lodging expenses. She pled guilty to one count of theft of Government property. The employee had traveled to a nearby facility and incurred no lodging expenses. However, she had filed a claim for \$105 when she returned back to her duty station. The employee was sentenced to one year of probation and was ordered to pay a \$3,000 fine. Ironically, the employee was the director of the Honesty, Ethics, Accountability, Respect, Trust, and Support (HEARTS) Program for her duty station at the time she committed the violation.

Senior Officer, Who Abused Travel and Misused Staff, Disciplined

A senior military officer and his wife accrued improper airfare expenses by flying in premium class on official business trips. On one trip, for example, the officer justified business-class seats by indicating he was required to perform official business immediately after his arrival at his travel destination, when in fact he spent almost his first full day attending a VIP welcome, making U.S. embassy calls, enjoying lunch and dinner, and touring a local vineyard. The officer explained that he chose to fly business-class on another trip because flying coach would have looked “strange” to his hosts. On other trips, the officer made unofficial, unscheduled stops for family reasons, such as attending his children’s sporting events, without taking leave.

Federal travel regulations limit official travel to coach-class unless special circumstances, such as special security requirements, medical requirements, or unavailability of coach-class seats, exist. The rank of the traveler does not justify premium class travel.

The officer also violated 5 C.F.R. 2635.705(b), which mandates a Government employee “shall not encourage, direct, coerce, or request a subordinate to use official time to perform activities other than those required in the performance of official duties or authorized in accordance with law or regulation.” Although never issuing any direct orders, the officer requested his subordinates to perform many personal services such as caring for his dog, shopping for athletic gear, and repairing his bicycle. Subordinates reported they had given tours around the local area to the officer’s friends and relatives and rescued the officer’s wife on the roadside one Sunday. The officer’s other violations included asking his subordinates to make thousands of dollars in payments out of their personal funds for various purchases for him. Even though he reimbursed them later, it is improper to solicit loans from subordinates.

The officer received a Punitive Letter of Reprimand at non-judicial punishment proceedings. He voluntarily reimbursed the Government \$14,461.03 for travel benefits he and his wife received and charged 15 days to leave to account for days of TAD travel that were for personal business. Further audit of his travel claims resulted in collecting another \$1,317. In addition, he was reduced in grade upon retirement from active duty.

(Source: Military Service Inspector General)

False Travel Claim Filed V

A former Department of Defense employee was sentenced in U.S. District Court for submitting false travel claims in relation to a permanent change of station (PCS) move. The former employee was charged with claiming over \$22,000 in false travel expenses. She was also charged with altering documents to substantiate the expenses. The judge sentenced her to five years probation and ordered her to pay \$10,456 in restitution.

Government Employee Liable for Accident Incurred on Personal Business

A NASA employee on official business arranged to have his return date extended so that he could remain in the area for personal reasons. During his extended stay, he retained his Government-leased rental vehicle. While on his way to the airport to return home, the employee was involved in a car accident when an elk ran into his vehicle. The employee reimbursed the rental car company for more than \$2500 in repair costs, and then submitted a reimbursement request to NASA. NASA refused payment as the employee was not on official business at the time of the accident.

The Federal Travel Regulation mandates that an agency may pay only those expenses essential to the transaction of official business. Specifically, employees may be reimbursed for deductibles paid to rental car companies only if the damage occurs while the employee is performing official business. After the NASA employee's temporary duty ended, the rental car became both his expense and his responsibility.



FLIGHT TIME: Values for Living

Character Development for CAP Cadets

FLIGHT TIME: Values for Living

Character Development for CAP Cadets

PREFACE

“Young people in their teens are faced with certain basic tasks in their growth as persons. They must find out who they are, what they believe in, and what kind of people they want to be. They must decide what kind of world they want to live in and how they are to be part of that world. Toward these ends, it is desirable that they consciously choose a set of values, interiorize them, and through choices and repeated acts strive to live in a manner consistent with those values.” –James J. DiGiacome, S.J.

This pamphlet is a non-sectarian curriculum used in the CAP Cadet Program to help cadets grasp the relevance of morals and ethics in all aspects of their public and private life. It seeks to develop the skill of examining their present values and decision making processes. Values addressed in the curriculum are based upon the historic, universal values commonly recognized by ethical philosophers, and religious traditions throughout the centuries.¹ This pamphlet provides a foundation plan for the course, lesson plans, and student handouts for use with the character development element of the CAP Cadet Program, which is defined in CAPR 52-16, *Cadet Program Management*. This edition includes:

- Discussion questions designed specifically for younger, middle, and older teens that achieve an appropriate level of learning for each age group.
- Fictional but realistic case studies that help dramatize and focus ethical concepts and dilemmas.
- Lesson plans that are more structured and comprehensive.
- An annotated lesson plan that illustrates “how-to” conduct the lessons.
- A formative lesson to introduce new cadets to the CAP Core Values and the character development program in general.
- An attractive, easy to follow layout that separates the instructor’s lesson plans from the students’ handouts.
- A revised Ground School section and index to lay the foundation for the rest of the course.

NOTE TO PARENTS: Civil Air Patrol Cadet Programs recognizes the rights and responsibilities of parents in regard to the instruction of their children and young adults. If parents find any of the case studies objectionable, it is recommended the parent or guardian acknowledge their concern to the squadron commander or chaplain so that appropriate accommodation can be made for the cadet. The instructor may merely skip that particular case study or the cadet may be excused for that particular lesson. Cadet participation in the Values for Living program is mandatory for promotion consideration and it is recommended that other lessons be substituted for any material deemed to be in conflict with any parents’ particular values or that alternative views or solutions be considered in that light.

Note New Terminology: Facts, Assumptions, Challenges and Solutions (FACS) reflected throughout this revision.

¹ Universal values include ideas like: honesty, integrity, protection of innocents, love of neighbor, familial care, respect of persons and property, justice in relationships, and understanding human conflicts between good and evil.

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PART 1 - Flight Instructor Guide

Instructions for Chaplains & Character Development Instructors

INTRODUCTION

WELCOME TO *FLIGHT TIME*, the new “Values for Living” materials designed to engage your cadets in a meaningful learning experience through the use of case studies. Character Development is designed to allow cadets to examine their own moral standards and values in the framework of a guided discussion. The cadets are encouraged to relate these standards and values to all phases of their Civil Air Patrol experience, especially when performing tasks that involve the use of authority over other cadets.

Flight Time’s approach is meant to create enthusiasm for Character Development among the cadets by using flight imagery to describe the elements of the program. Such imagery captures the sense of freedom and discovery that is inherent in the examination of one’s own values and principles. You will notice the use of aviation terminology to describe the different aspects of the Character Development session as well as the various levels of depth found in the questions.

Your commitment to provide an environment for personal reflection and the investment of yourself in the lives of your cadets is honorable and admirable. Hopefully, *Flight Time* will equip you with the tools you need to have a lifelong impact on the values of young people and their families. CAP appreciates you for your willingness to serve cadets.

EDUCATIONAL AIMS

In keeping with Civil Air Patrol’s overall program of Character Development, *Flight Time* incorporates the following educational aims:

1. Using universal truths as a starting point, cadets will develop skills in examining their present values and amending them as they choose.
2. Cadets will learn to analyze the ethical components of situations and problems.
3. Cadets will develop their ability to differentiate between facts and assumptions and to identify the core issues affecting a complex situation.
4. Cadets will increase their personal expression and group interaction skills.
5. Cadets will see the relevance of morals and ethics in all aspects of their public and private life.
6. Cadets will have a mechanism and a process that will enable them to see the changes in their values and perspectives resulting from maturity and experience.
7. Cadets will accept their responsibility to make moral and ethical choices.

Why Case Studies?

According to CAPR 52-16, *Cadet Program Management*, Character Development is to be taught in the framework of a guided discussion. According to *The Guidebook for Air Force Instructors*, a “guided discussion is an instructor-controlled group process in which students share information and

experiences to achieve a learning objective. In a guided discussion, the instructor carefully plans the lesson to reach desired learning outcomes. The group interacts in response to questions, and the instructor refrains from entering the discussion as an active participant” (AFMAN 36-2236).

The fuel for this guided discussion is the case study. Case studies are brief, real-life simulations, designed to challenge the cadets 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 cadets 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 cadets from different age and educational levels to work together analyzing the stories and offering solutions to the problems. The cadets in a particular squadron are not usually the same age, grade, or gender. Case studies allow all cadets to contribute as they are able and as they desire.

Third, the use of case studies is compatible with the use of a guided discussion. Cases 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 is shifted to the students. Chaplains and Character Development Instructors facilitate the exploration of the ethical issues of each case, but the cadets 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 cadets. 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).

Overall, the role of the Chaplain or Character Development Instructor is to guide the cadets in the discussion and solution of the case. Within this responsibility, the leader may serve as scribe, questioner, and clarifier. As the scribe, the instructor can provide direction by writing the cadet’s responses, suggestions, and insights on a blackboard or a whiteboard. Cadet statements can then augment the learning of the group and affirm each person’s contribution. As the questioner, the instructor helps the cadets reach the desired learning objective in an efficient and timely way. Questions bring specificity to the discussion and precision to the conclusions. As the clarifier, the instructor bridges the discussion between issues and points by restating and summarizing the thought flow of the group. This also helps connect the discussion with the desired insights of the lesson.

How to lead a case study

Some suggested guidelines for conducting a case study include:

1. Prepare yourself to lead the session by completing a “FACS” analysis

(facts, assumptions, challenges, solutions) and answering the discussion questions in advance (the FACS is discussed in Figure 1).

2. Refrain from lecturing – take a student-centered approach.
3. Provide a copy of the case study for everyone, or have it displayed where all can easily see – the students will need to refer to the story often.
4. Have a cadet read aloud the case study (or act it out) – the reading skills of the cadets may vary.
5. Encourage participation by all.
6. Moderate the FACS process, using open-ended questions to refocus the group if it becomes stalled. Cadet discussion leaders and recorders should not lead the FACS process, but may lead small groups of cadets in answering the solo pilot and pilot questions.

For more guidance on case studies, lesson plans, and the FACS analysis, see the annotated lesson plan (Figure 1, located on the next page).

Time Management

Forums can be completed in about one hour. Generally, that hour is managed best by dividing it as suggested in Table 1:

Suggested Agenda for Character Development Forums	
10 min	INTRODUCTION: objective, attention, motivation, overview, and the reading of the case study
30 min	FACS ANALYSIS
15 min	DISCUSSION QUESTIONS: oral replies to the solo pilot and pilot questions; written replies to the test pilot question
5 min	CONCLUSION: summary, remotivation, and closing
60 min	TOTAL

Table 1

Cadet Records

After concluding a forum, provide the unit personnel officer with a list of the cadet participants. The personnel officer uses that list to update the cadets' master records so the cadets receive credit for participating.

Annotated Lesson Plan



What Happened to Good Manners?

Respect for Others

[Left Column **The Actual Lesson Plan**]

Objective: The objective of this lesson is for cadets to discuss how the core value of Respect can be demonstrated by common courtesies in public.

Attention Step: Ask the cadets to define courtesy. Webster’s definition of courtesy is “respect for, and consideration of, others: observing gentler or polished forms of social conduct, often with inner sincerity.” How is courteous behavior related to safety and a good quality of life?

Motivation Step: People are not born polite; they learn courtesy. Who in your life displays courteous behavior? Has courtesy on your part ever resulted in courtesy from someone else? Would you agree that courtesy is contagious?

Overview: During this character development session, we will:

- Read a case study about manners
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned in your Flight Log

Body: The case study, “What Happened to Good Manners?” is located on the reverse of this page. See Part 1 for instructions on how to lead a case study.

Summary: We’ve looked at some examples in this case study of bad manners. Etiquette (good manners) is based on respect for other people. If you show respect through courteous behaviors, others will respond with courtesy. Our lives are improved when we are courteous. Courtesy while driving is essential for safety.

Remotivation: Real manners are instinctive. They stem from your character and your heart because you care about the dignity, welfare, and feelings of others. Manners change. In order to conduct our lives with confidence and grace, we must be aware of the changes that have taken place, and know how to handle them today.

Closing: Treating others with good manners is a way to demonstrate CAP’s core value of respect. This week, try to add three new courteous customs to your behavior.

“Rudeness is a weak imitation of strength.” –Eric Hoffer

[Right Column **Some Explanatory Comments**]

The **objective** gives focus to the discussion in the sense of where the discussion should end. Continually connecting with this idea throughout the discussion will help focus the final conclusion. There may be many issues raised by the case study, but this is the main reason for the lesson.

The **attention step** is an activity or question that ignites the process and wins the attention of the group. You can create your own attention-getter if you like.

The **motivation step** encourages students to participate actively by demonstrating why the lesson is relevant to the students’ needs.

The **overview** provides the students with an outline of what they will be doing and learning during the session. Researchers have found that students understand more and retain that learning when they know what to expect.

The **body** is the meat of the lesson. It includes reading the case study, completing a FACS analysis and answering discussion questions (all of which are described below). This pamphlet has been formatted such that the instructors’ material is kept separate from what the students need to complete the lesson. In practice, after completing the overview, the instructor might refer to the student handout to lead cadets through the body (the case study, the FACS, and the discussion questions), before returning to the lesson plan for the summary, remotivation, and closing.

The **summary** is a restatement of the discussion’s high points. It shows how those points fulfilled the objective.

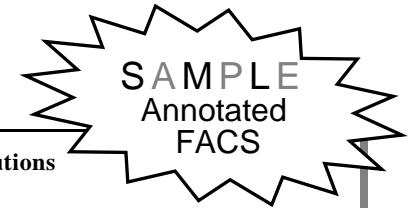
The **remotivation** is when the instructor encourages the cadets to retain and use what they have learned.

The **closing** is a parting statement that dismisses the group with a memorable thought relating to the learning objective. Closings should be very brief; otherwise they diminish the worth of the summary and remotivation.

Figure 1. Annotated Lesson Plan

<p>Case Study: Lin was convinced that courtesy was dead. When she went to her favorite pizza restaurant for lunch, young teenagers in athletic uniforms swarmed the buffet table and took all the breadsticks before any other customers could take any. When the sports team left their tables after a noisy, boisterous meal, there were piles of uneaten breadsticks on their plates. Other customers in the restaurant talked loudly on cell phones, ignoring the people they were eating lunch with. Many customers wore baseball caps and cowboy hats while eating in the restaurant.</p> <p>As Lin left the restaurant, she waited at a red light for traffic to clear so she could make a right turn. The driver behind her honked repeatedly, gestured wildly, and raced his engine to try to make her go faster. As they made the turn, he raced by her on the left, scraping his car against her side view mirror. The other driver sped away, yakking on his cell phone while oblivious to the damage on Lin's car.</p> <p>Lin was so upset when she got home, that she left her car in the middle of the driveway. She yelled at her little brother to turn down the TV volume, ate a snack in the kitchen, and ignored the list of chores her mother had left for her to do that day. When the phone rang, a telemarketer asked if Lin had time to complete a brief survey. Lin just hung up the phone, stomped to her room, and slammed the door. The neighbor's dog was out in the yard again, barking constantly. Lin buried her head under a pillow, cranked up her iPod, and drifted off to sleep.</p> <p>Solo Pilot</p> <ol style="list-style-type: none"> 1. What are some examples of disrespectful behavior in this case study? 2. Can you name other examples of discourteous behavior you've seen in public? 3. How can you show respect for other people while driving? While eating in restaurants? While talking on a cell phone? <p>Pilot</p> <ol style="list-style-type: none"> 1. Do you think Lin's actions at home were affected by her experiences at the restaurant? 2. What is the purpose of good manners? Why is it important to display them all the time? <p>Test Pilot</p> <ol style="list-style-type: none"> 1. Do you display different manners when you're wearing your CAP uniform? Should you? 	<p>The case study is the focus of the learning experience and provides a realistic scenario or accessible framework the students will use in examining the topic.</p> <p>First, the case should be read aloud or acted out.</p> <p>Student handouts are printed on the page opposite the corresponding lesson plan. If possible, provide copies to the cadets so they can follow along.</p> <p>After the case is read, the instructor guides the cadets through a FACS analysis. FACS stands for Facts, Assumptions, Challenges and Solutions. Devoting one column to each letter in FACS, the instructor asks the cadets to name all the "facts" of the case, all the "assumptions" and so forth, recording those responses on the board. The FACS analysis will help the cadets recognize and resolve moral problems.</p> <p>Moreover, the FACS analysis will provide the cadets with a foundation for answering the discussion questions, which relate to the case's overall problem. (See page 9 for a sample FACS analysis.)</p> <p>All discussion questions are designed to help cadets relate the case study's moral teachings to their own lives. At this point, the group can be divided into smaller groups if necessary. Discussion leaders may also be selected.</p> <p>The solo pilot questions are designed to be the easiest to answer and are suitable for cadets of all age and experience levels. These should be answered first. These knowledge-level questions will help the cadets identify the problem and make a connection between the questions and their own experiences.</p> <p>The pilot questions are for older cadets and are more complex in their scope and answer. They will normally require multiple responses to fully answer the question. These questions will challenge the cadets to begin to interpret the ramifications of the story. Younger cadets should listen to the older cadets' responses, and/or try to answer them as well.</p> <p>The cadets are then given a few minutes to individually answer the test pilot question(s) in writing. This question challenges each cadet to apply the information gained during the session to the case study and provide an answer based on personal moral choices. Cadets should record their answers in their Flight Log. The Chaplain or Character Development Instructor should review cadets' entries during the remainder of the meeting or before the next meeting, looking to see if the cadet's entry is connected to the learning objective, and may discuss the entry with the cadet. The cadets' entries may be used to evaluate the effectiveness of the character development forum. Chaplains and MLOs should encourage cadets to review the Flight Log periodically during their CAP membership to see how their reasoning skills and moral choices have changed or solidified.</p>
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Figure 1. Annotated Lesson Plan continued



Facts	Assumptions	Challenges	Solutions
<p>1. Lin ate in a restaurant at the same time as a noisy sports team.</p> <p>2. People in the restaurant wore hats indoors and talked on their cell phones.</p> <p>3. As Lin was driving home, her car was scraped by a driver in another car.</p> <p>4. Lin yelled at her little brother.</p> <p>5. Lin hung up on a telemarketer.</p> <p>6. Lin did not do her chores.</p> <p>7. Lin turned on her MP3 player and took a nap.</p> <p><u>Commentary</u></p> <p>Just the facts. List only verifiable facts here. Peoples' impressions and assumptions may be influenced by emotion and prove false. The first step in problem solving is to identify the facts and work from there toward a solution.</p> <p>To make the FACS process easier to follow, entries on this sample annotated FACS are written in complete sentences. In practice, a simple listing of key words and concepts in telegraphic style will suffice.</p>	<p>1. The athletes were noisy and rude.</p> <p>2. The diners were rude to wear hats indoors.</p> <p>3. The cell phone conversations in the restaurant were loud.</p> <p>4. The driver hit Lin because he was talking on his cell phone.</p> <p>5. Lin was mean to the telemarketer and her little brother because she was upset about how people were treating her.</p> <p>6. The barking dog is annoying to neighbors.</p> <p><u>Commentary</u></p> <p>Challenge cadets when they assert something as a fact. It may be their own assumption, or the impression of a character in the story.</p> <p>The "assumption" step is an opportunity to read between the lines and search for factors that reveal the core problem or find tools to use in solving the problem.</p> <p>1: Is it okay at a buffet table to take what you want, even if you won't eat it?</p> <p>2, 3, & 6: These are based on personal ideas about manners. Are they true? Maybe.</p> <p>4: Maybe he's always a bad driver.</p> <p>5: Are Lin's actions definitely a result of the earlier events in her day?</p>	<p>1. People talk on the phone in public constantly – That can be rude to those they're with and others around them, and unsafe for driving.</p> <p>2. Teens did not think of others first when mobbing the buffet table.</p> <p>3. Lin is not being helpful at home with chores and not being kind to her little brother.</p> <p><u>Commentary</u></p> <p>Challenge the cadets to filter the facts and assumptions down to three challenges or fewer. It makes the discussion more manageable and focuses them on the 'big picture.' One of the educational aims of the character development program is for cadets to develop analytical skills enabling them to recognize the core issues affecting an apparently knotty scenario.</p> <p>1. This is a common practice in our culture today, but that doesn't mean it is good manners.</p> <p>2. Behavior when in a large group reflects on the group itself as well as the individuals.</p> <p>3. Regardless of how she felt about earlier events today, Lin has a responsibility to help out around the house and show kindness to the members of her family.</p>	<p>1. Individuals must choose how and where to use their cell phone – It is not safe while driving and not polite while dining with others.</p> <p>2. Even when having a good time with a group of friends, individuals must consider the impact of their actions on those around them: approach the buffet in smaller groups, and don't take more food than you can eat.</p> <p>3. Lin could apologize to her little brother, spend some time playing with him, and finish her chores before her mom gets home.</p> <p><u>Commentary</u></p> <p>Problem #1 should yield solution #1; problem #2 should yield solution #2, etc.</p> <p>Throughout the FACS, keep the lesson's objective in mind. The instructor should connect the cadets' solutions with the objective. The "summary" shown on the lesson plan can help bridge the gap between the FACS and the objective. Another way to do this is by phrasing the objective as a question: "So, what does this case and your solutions tell you about the core value of respect?" Some good replies include:</p> <p>If we say we value respect, then we need to show good manners.</p> <p>- Showing respect doesn't stop at CAP meetings; it also includes our time driving, in public, and at home with family.</p>

Figure 1. Annotated Lesson Plan continued

PART 2 - Ground School

OBJECTIVE	The objective of this lesson is for each student to comprehend how they can develop themselves as leaders through the character development forum.
ATTENTION STEP	“Intelligence plus character – that is the goal of a true education.” –The Reverend Martin Luther King Jr.
MOTIVATION STEP	To participate actively with your fellow cadets during character development forums, first you’ll need to understand what the character development program is all about and why it is important to you as a cadet. Through our discussion today, we will do just that.
OVERVIEW	Basically we have two tasks today. First we will discuss some values that the Air Force and CAP believe are long-lasting. We call these the Core Values. Second, we will look at how CAP develops cadets’ character and how the forums work.
BODY	<i>[Unlike the other lessons in this publication, this lesson is conducted as an informal lecture with discussion questions. Cadets should follow along using the worksheet located on page 13. There is no case study.]</i>
Introduction	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 character development officers typically lead the case studies. To receive character development credit for your first achievement, all you need to do is answer the five questions in this guide and share your answers with the leader.
Main Point #1 Americans Share Common Values	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. As a result, CAP has developed a set of Core Values: <ul style="list-style-type: none">● Integrity● Excellence● Volunteer Service● 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. This character education does not attempt to narrowly define words like “honesty” or “respect.” Rather, our approach is to foster guided discussions to better prepare you to make such definitions internally. We believe that this journey of discovery is life-long.
Main Point #1 Discussion Question #1	Define the following in your own words: [Sample replies are <i>italicized</i>] “Integrity” – <i>truthfulness; doing what is right when no one is looking; etc.</i> “Volunteer Service” – <i>helping the community; giving time and energy freely</i>

Main Point #2
Cadets explore
values during
“Flight Time”
forums

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

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

The CAP character development program’s case studies highlight foundational Core Values and provide you with an opportunity to explore these values in a discussion with your peers. We are calling these forums, “Flight Time.” As you progress in CAP, you must actively participate in at least half of the Flight Times offered since your last achievement. Most forums will last about one hour.

For all achievements after achievement 1, you will be required to write a paragraph or two in a character development journal, which we are calling a “Flight Log.” This journal can be written on any notebook or paper. The Flight Time leader, who is the “Flight Instructor,” will review your journal entries. The Flight Instructor will evaluate your written entries to gauge your understanding of the core values. The Flight Instructor may, at his or her option, discuss your entries with you further.

Main Point #2
Discussion
Question #1

Define the following character development program elements:

“Flight Time” – *a forum where cadets develop character through discussion and problem solving*

“Flight Log” – *a journal where cadets record reflections about flight time topics*

“Flight Instructor” – *the CAP officer who leads flight time, usually a Chaplain or Character Development Instructor*

The case study itself provides an opportunity for you and your peers to discuss the situation in an organized fashion, what we call the FACS method. FACS stands for Facts, Assumptions, Challenges and Solutions. In each case study, your Flight Instructor will guide you in determining the following:

- What are the facts in the case study?
- What are the assumptions?
- What are the challenges that you identify?
- What are some of the possible solutions?

Main Point #2
Discussion
Question #2

A fellow cadet asks for your help with what she calls an ‘integrity issue.’ She tells you a long, complicated story involving several people and a lot of accusations about lying. How can a FACS analysis help in resolving the problem? *Problems are easier to solve if you can break them into smaller parts; it will help ensure you use reason, not emotion; the process focuses you on facts not fiction; it is solution-orientated; etc.*

Understanding the situation is only a part of the character development program. Another key element is the block of questions for discussion. These questions are developmentally based, meaning that some questions will seem easy to you while others may require more thought. This is by design - we want all of our youth to participate fully in the discussions, so we ask that you demonstrate “respect” by listening to each other and valuing everyone’s comments. There are no passing or failing grades given for the discussions or journal entries. The only way to “fail” is to not participate or write.

The questions are divided into three distinct areas:

- “Solo Pilot” – These introductory questions help you focus on the situation and establish a firm foundation for other questions. Most cadets will answer these questions easily.
- “Pilot” – These questions involve some comprehension of the situation and some evaluation of the Core Values. Most cadets will answer these questions after giving them some thought.
- “Test Pilot” – These questions typically require some analysis not only of the situation, but how the individual can see the situation in a personal context. These questions are typically answered in the Flight Log. Most of our cadets could answer these questions after careful internal reflection. The Flight Instructor will help the cadets evaluate the depth of their reflections.

Main Point #2
Discussion
Question #3

What do the various *Flight Time* question blocks focus on?

“Solo Pilot” – *see above*

“Pilot” – *see above*

“Test Pilot” – *see above*

Main Point #3
Character: You get
out what you put in

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. The only measure of successfully completing this program is you - are you of good character?

Main Point #3
Discussion
Question #1

Describe how you plan to participate fully in CAP’s character development program: ***Strive to live up to the Core Values; demonstrate pride in belonging to CAP; become a better cadet, student, friend, sibling, etc.***

SUMMARY

To re-cap, next month when we have a character development forum scheduled, you will participate with the other cadets. To do that you will:

1. Look at the discussion questions and case studies through the lens of our Core Values – Integrity, Service, Excellence, and Respect.
2. Work with your fellow cadets to participate in Flight Time by using the FACS model, which means Facts, Assumptions, Challenges and Solutions.

REMOTIVATION
& CLOSING

No one but you can help you to become what you desire to be. Participate fully and enjoy the journey!

PART 2 - Ground School

“INTELLIGENCE PLUS CHARACTER – THAT IS THE GOAL OF A TRUE EDUCATION.”

–The Reverend Martin Luther King Jr.

Today’s Purpose: To participate actively with your fellow cadets during character development forums, first you’ll need to understand what the character development program is all about and why it is important to you as a cadet. Through our discussion today, we will do just that.

Cadets & Character: 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 Civil Air Patrol (CAP) Chaplains or Character Development Instructors typically lead the case studies. To receive character development credit for your first achievement, all you need to do is answer the five questions in this guide and share your answers with the leader.

1. The CAP Core Values. Define each in your own words:

“Integrity”
“Volunteer Service”
“Excellence”
“Respect”

2. Elements of the Character Development program. Define each in your own words:

“Flight Time”
“Flight Log”
“Flight Instructor”

3. FACS Analysis. A fellow cadet asks for your help with what she calls an ‘integrity issue.’ She tells you a long, complicated story involving several people and a lot of accusations about lying. How can a FACS analysis help in resolving the problem?

4. Flight Time Questions. What do the various Flight Time question blocks focus on?

“Solo Pilot”
“Pilot”
“Test Pilot”

5. Are you committed? Describe how you plan to participate fully in CAP’s Character Development program.

PART 3 - Case Studies



Am I Worth Anything?

What Makes Me Valuable?

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to analyze a case of low self-esteem and recognize the individual worth of every cadet.

ATTENTION STEP

Give each cadet a blank sheet of paper. Ask them to write their own name on top. Then pass the sheets around the group, with each cadet writing one positive comment about the cadet whose name is on top of the paper. The paper should be folded before passing to the next cadet, so the comment is not visible to the next person. When the cadet receives his own paper back, have the cadets unfold the papers to read the praise from their fellow cadets.

MOTIVATION STEP

“Thou shalt love thy neighbor as thyself.” –Leviticus 19:18, Hebrew Scriptures.

“We are never more discontented with others than when we are discontented with ourselves.” –Henri Frederic Amiel

“The vultures of self put-down lie in wait for all of us, but we can fend them off by building a strong self-image and helping others do the same.” –Sidney B. Simon

OVERVIEW

During this character development session, we will:

- Read a case study concerning self-worth
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of personal dignity
- Record what you’ve learned in your Flight Log

BODY

The case study, “Am I Worth Anything?” is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

This case study brought out some important points about the desire to fit in, and emphasized the uniqueness of each cadet. We demonstrated this in our own group tonight by writing positive comments about each other – the comments were different for each cadet, but every one of you makes a valuable contribution to the squadron. Every cadet has intrinsic value, and it is not based on your body type or the uniforms you wear.

REMOTIVATION

“Outstanding leaders go out of their way to boost the self-esteem of their personnel. If people believe in themselves, it’s amazing what they can accomplish.” –Sam Walton

CLOSING

“Become what you already are.” –St. Augustine

Am I Worth Anything?

What Makes Me Valuable?

Student Handout

CASE STUDY

Derek, a senior in high school, has struggled with his weight all his life. In junior high, he was short and chubby. In high school, he grew taller but was still overweight with bad skin. He never talks to girls, but dreams of having a girlfriend. His parents divorced a few years ago, and he hardly ever sees his dad. Derek doesn't play sports, he doesn't have many friends, and he gets average grades in school.

But he loves Civil Air Patrol. Ever since joining at age 14, Derek has loved learning about aerospace and leadership and making friends with other cadets. He struggles with the physical fitness test, but he feels like he has the respect and support of the members of his squadron. With a lot of hard work, Derek has made it the rank of cadet major. He enjoys wearing his CAP uniform; each time he puts on his service dress, he's proud of his achievements and his confidence automatically climbs.

Derek's birthday is coming up next month. Along with the additional training he will need to complete, he dreads turning 18 because he knows he is above the weight standards for Air Force-style uniforms as published in CAPM 39-1. After working so hard for 4 years, he will no longer be able to wear those diamonds on his shoulders if he has to wear the corporate blazer uniform. It reminds Derek of a female cadet in his squadron whose religion forbids her to wear pants. She wears blues with a skirt and for PT she wears an athletic skirt instead of shorts or sweats. It makes her seem different from everyone else. Derek doesn't want to be different; he wants to fit in.

It just seems so unfair to take away all that he's worked for and achieved – just one more negative thing he can blame on his weight. Derek is considering dropping out of CAP before his birthday.

SOLO PILOT

1. Are there some rules in CAP that seem harder to follow than others?
2. Should Derek continue wearing his Air Force blues after he turns 18?
3. Should cadets quit CAP if they don't like our rules or don't want to follow them?

PILOT

1. Is wearing a CAP uniform a right or a privilege?
2. Does the uniform you wear have anything to do with your value as a person?

TEST PILOT

1. What are some ways Derek can feel good about his CAP achievements without displaying his rank or ribbons on the Air Force blue uniform?

Called to Service

Volunteer Service

Lesson Plan

OBJECTIVE

The objective of this lesson is for each cadet to analyze the core value of Volunteer Service.

ATTENTION STEP

Items Needed: Two index cards, marker, and 2 plastic bags.

Directions for Activity: On each of the index cards, write the word “VOLUNTEER” in block letters. On the back of each card, trace a different puzzle pattern containing 8-10 pieces. Cut out the puzzle pieces, trade one piece from each puzzle with the other puzzle, and place each puzzle in a plastic bag. Divide cadets into two groups and give a puzzle to each group. Start them at the same time and tell them the goal is to be the first group to complete their puzzle.

Be alert to give service. What counts a great deal in life is what we do for others. –Anonymous

MOTIVATION STEP

“I looked, and there was no one to help.” –Isaiah 63, Hebrew Scriptures

To be successful, the cadets must give away a piece of their puzzle to the other group. This demonstrates the need to cooperate in order to be successful.

OVERVIEW

During this character development session, we will:

- Read a case study concerning self-worth
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of personal dignity
- Record what you’ve learned in your Flight Log

BODY

The case study, “Called to Service” is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today’s case study raised the subjects of Core Value of Volunteer Service, conflicting commitments, and priorities.

REMOTIVATION

The spirit of volunteerism is the willingness and ability to give of oneself, sometimes at personal sacrifice. But it goes beyond simply giving time. It extends to the willingness to obey the rules and regulations of CAP, to have respect for fellow members and organizations, to practice self-discipline so you may give your all, and finally to have faith. This includes faith in your ability, in the people around you, and in CAP. Rolled together, it means to treat your volunteer service in CAP with as much respect and attention as you do your professional career, schoolwork, and family obligations.

CLOSING

“I regret I have but one life to give to my country” –Patrick Henry

Called to Service

Volunteer Service

Student Handout

CASE STUDY

Every May, the Buffalo Education Foundation holds a large fundraiser in the local community. The money raised is used to support youth organizations and local schools. The Buffalo Cadet Squadron has volunteered at this event for the last seven years, and has received several thousand dollars from the Foundation each year in return for their service.

In April, the Foundation asked Buffalo Squadron to provide radio operators, establish a communications center, and control several nets simultaneously for this year's all-day event. When the activity was announced at a cadet meeting, twelve cadets volunteered to volunteer at the event. When the big day arrived, only three cadets showed up. It was nearly impossible to run the radio net with only three volunteers; the cadets had to rely on senior members to fill in key positions to meet their commitment to the Foundation.

At the next cadet meeting, the cadet commander was furious. She asked the cadets who volunteered why they didn't keep their promise to attend. A long list of excuses flowed in, including staying out too late the night before, having too much homework, forgetting to ask their parents for permission, being unable to find a ride, and having to attend a family dinner. The cadet commander berated all the cadets for their selfishness and lack of support. She reprimanded the group for not demonstrating CAP's core values of Volunteer Service, Integrity, and Respect, and told them it was their own fault if the squadron did not receive funds from the Foundation that year.

SOLO PILOT

1. What impact did the cadets' actions have on the squadron's fundraising and community service efforts?
2. If you find you cannot attend an event you have volunteered for, how should you handle the situation?
3. How could the cadets in this situation model the core values of Volunteer Service and Integrity?

PILOT

1. Would the response of this cadet commander make you more or less likely to volunteer at future events?
2. How could the cadet commander in this situation model the core value of Respect?

TEST PILOT

1. What can you do in your squadron to increase participation in community volunteer service projects?

Chatter, Chatter Everywhere

Not Now, I'm Texting Someone More Important

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to critically evaluate the use of electronic devices in today's culture and discuss guidelines for courteous use of electronic devices.

ATTENTION STEP

Items needed: two cell phones, an MP3 player, and a laptop computer.

Directions for activity: Prior to this lesson, arrange to have one cadet playing computer games on a laptop when the discussion starts. Have another cadet listening to an MP3 player with earphones. Have two cadets text each other on cell phones. Give the lesson overview and start the discussion with the cadets. After it's clear that four cadets aren't participating, ask the other cadets what their reaction is to the behavior of those four cadets.

MOTIVATION STEP

Do you ever feel left out when your friends are texting other people while you're talking? Do you enjoy overhearing people's cell phone conversations when you're eating in a restaurant or at the movie theater? Do you learn more from a lecture when you're listening to headphones, or when the classroom is free of distractions? What impression does a teacher or guest speaker get when students are typing on laptops or cell phones during class?

OVERVIEW

During this character development session, we will:

- Read a case study about the use or misuse of electronic devices
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of courtesy when using electronics
- Record what you've learned in your Flight Log

BODY

The case study, "Chatter, Chatter Everywhere" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today we've discussed some examples of how electronic devices can be used in a discourteous way. Cell phones, MP3 players, and laptop computers are very useful tools, but the way they are used can be harmful, rude, or exclusive of others.

REMOTIVATION

Setting guidelines for responsible use is the task of the individual user; your school or squadron or parents might have additional guidelines for courteous use.

CLOSING

"To be happy in this world, first you need a cell phone and then you need an airplane. Then you're truly wireless."

–Ted Turner

Chatter, Chatter Everywhere

Not Now, I'm Texting Someone More Important

Student Handout

CASE STUDY

Carlos hated his last class at school today. The three classmates who sat near him in class talked constantly during the teacher's lecture, and when they were told to be quiet they switched to texting each other on their cell phones. Carlos tried to join in his classmates' conversation, but it seemed like the joke was always on him as they just smirked at his remarks and then laughed over each other's text messages.

Tonight is a cadet meeting night, and Carlos is a flight commander in his squadron. He had a very hard time keeping his cadets' attention during opening formation – two of them were texting each other on their phones when they thought no one was watching. One cadet snuck his MP3 earphones into his ears every time Carlos turned his back, even though all the cadets knew headphones were against the uniform regulations.

The squadron had a special guest speaker that night: their Air Force reservist presented an aerospace lesson for all the cadets. The cadet staff didn't seem to notice there was a class going on. Half of the staff were grouped around a laptop computer in the back, where one cadet officer was typing rapidly and the others were reading along and whispering; the other half of the staff members kept coming in and out of the classroom, filling out forms and discussing paperwork with the squadron commander at one side of the room.

Carlos struggled to pay attention to the speaker's lecture. When it was time for questions after the lesson, no cadets raised their hands to engage in a discussion of that night's aerospace topic.

SOLO PILOT

1. In this case study, does it seem like cell phones are being used as a way to include others or a way to exclude them?
2. How could the cadets in this case study model the CAP core value of Respect?
3. Have you ever felt that the use of cell phones, MP3 players, or laptops is a problem during your squadron's cadet meetings?

PILOT

1. Is it ever appropriate to use cell phones, laptops, or MP3 players during cadet meetings? What about other unit activities?
2. What are some rules for the responsible use of electronic devices that your squadron could set for cadet meetings and activities?

TEST PILOT

1. What are some guidelines that you could set for yourself for responsible use of electronic devices outside CAP meetings?

Credit Where Credit is Due

Thanking Our Volunteers

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to comprehend the importance of giving credit for good performance and saying thank you to volunteers and leaders.

ATTENTION STEP

Ask cadets for their ideas on this question: “What are the most important words in CAP?” If they are slow in coming up with answers, throw out some ideas such as, “I order you...”, “Yes, sir”, “Safety first”, “I pledge allegiance...”, “I pledge to serve faithfully...”, “Integrity – Respect – Excellence – Volunteer Service”. The answer you are looking for is “Thank you.”

MOTIVATION STEP

Discuss how motivating those two little words – Thank You - can be for any member of a volunteer organization.

OVERVIEW

During this character development session, we will:

- Read a case study about giving credit to volunteers
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of expressing gratitude
- Record what you’ve learned in your Flight Log

BODY

The case study, “Credit Where Credit is Due” is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

In this case study we’ve discussed taking all the credit for others’ accomplishments and the importance of saying thank you to everyone who helps make the squadron a success.

REMOTIVATION

The next time you are feeling burned out with your CAP service, think of ways you can show your appreciation to others for their hard work. The recognition in a simple “thank you” can motivate your fellow volunteers, who will know their contributions are noticed and valued.

CLOSING

“God gave you a gift of 86,400 seconds today. Have you used one to say ‘thank you’?”

–William Arthur Ward

Credit Where Credit is Due

Thanking Our Volunteers

Student Handout

CASE STUDY

The cadets in Piedmont Cadet Squadron have been working very hard for two years to increase their membership. The cadet membership has more than tripled in size in just over 24 months, and the cadet officer corps has grown from 2 cadets to 15. Several cadets have recruited their parents as members to help on the senior member side. Even the parents who aren't members are often tapped as volunteers to drive and chaperone the busy unit activity schedule, with monthly activities such as model rocket launches, new cadet orientation classes, field training exercises, search and rescue exercises, special tours, and air shows.

The cadet color guard holds weekly practices outside regular meetings, and they perform an average of 3-4 ceremonies per month in the local community. This has really increased the public's awareness of CAP, and has brought in sizeable financial donations to the squadron from fraternal organizations in town. The cadets are also committed to community service projects, with a squadron goal for each cadet to earn a volunteer service ribbon. Just over 50% of the squadron's cadets have already donated the required 60 hours of service outside of CAP to earn this award. And for the past two summers in a row, the squadron's ground team has taken top honors at the wing-wide search and rescue competition.

At wing conference this spring, Piedmont Cadet Squadron received the Squadron of the Year award. The squadron commander accepted the award and made a speech at the awards ceremony. His picture and bio were published later in the wing newsletter with the award announcement, and he was interviewed on the local radio station's morning news program. The cadets in the squadron were happy about receiving the award, but the cadets and their parents were never mentioned by name or given credit for their hard work. Lately, the squadron commander has been talking at meetings about his chances of being promoted to group commander now that he has received this squadron award.

SOLO PILOT

1. If you were a cadet in Piedmont Cadet Squadron, how would you feel about this award and the squadron commander's behavior?
2. Since the award is for squadron members only, what might motivate the parents who aren't CAP members to continue volunteering with the squadron?
3. Name one person who helped you with your CAP activity or meeting today. Have you thanked that person?

PILOT

1. Does most of the credit for a successful squadron belong to the squadron commander? Why or why not?
2. What are some ways the commander could show his appreciation to all the hard-working volunteers in his squadron?

TEST PILOT

1. What are some ways the cadets in your squadron could show their appreciation for the officers and volunteers who help run the squadron? Which of these will you do this week, this month, or this quarter?

Deadly Info

Internet Safety

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to assess the dangers of posting personal information on the Internet.

ATTENTION STEP

Items needed: Printout of a Facebook profile of a regular-sounding teen; description of an online predator (can be made up) who is using the profile as a disguise; Brad Paisley's song 'Online'.

Description of activity: Have a cadet read the profile page. Ask each cadet if he/she would add this person to their Facebook friends list or chat with this person online. Then read the description of the predator that created this false profile. Ask the cadets if they would like to add this person as a Facebook friend or chat with him online.

MOTIVATION STEP

Always be aware, any person can lie on the Internet. Anyone can access the information you post about yourself, your family, and your friends on websites. Dangerous individuals might use this information to harm you.

OVERVIEW

During this character development session, we will:

- Read a case study about Internet safety
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of Internet awareness
- Record what you've learned in your Flight Log

BODY

The case study, "Deadly Info" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

The person you are chatting with on the internet may not be who you think they are: a 16-year-old girl that you discuss boyfriend problems with might actually be a 42-year-old male who asks if you want to meet. Never give out personal information about you or your friends, family, address, or school online. If you post photos of friends and family online, do not post names along with the photo. Don't agree to meet online friends alone – they may not be anything like they say they are. If you are thinking of running away, an online friend may not be the best one to discuss your plans with. People you meet online may not be the best ones to discuss personal problems with.

REMOTIVATION

Play the country song 'Online' as a light-hearted example of a person posing as someone else with a MySpace page. Reinforce that not all online disguises are fun and games.

CLOSING

Remember that while most of your Internet friends are who and what they say they are, that isn't always the case. Never give out personal information or agree to meet online friends alone.

CASE STUDY

Maria, a high school junior, came through the door after school, turned on her computer, and went online. When she wasn't busy with homework, Maria usually spent 4-5 hours a day updating her MySpace pages and chatting with online friends. She logged onto her favorite teen chat room to search for her friend, FlyGuy25, a 17-year-old swimmer. Over the course of their online friendship, Maria had told him everything from her age, hometown, family members' names and ages to her best friends' names, sports she played, and school's team name. They chatted nearly every day, and Maria considered him one of her closest online friends.

One day when Maria came home from soccer practice, she found her parents in the living room talking to a uniformed officer. He introduced himself as FlyGuy25 - instead of a teenager, Maria's online friend was actually an undercover policeman demonstrating the dangers of chat rooms. Officer Roberts explained to Maria how simple it would be for an online stalker to find her: he just had to go to her school, look for her jersey number at a soccer match, and follow her home. To emphasize how easy it is for predators to get personal information online and use it to harm young teens, Officer Roberts told Maria and her parents about several tragic cases of online stalking he had worked.

From that point on, Maria was fearful of using the Internet at all. She avoided chat rooms and deleted her MySpace profile. She was suspicious of anyone she met online, and she stopped emailing and chatting with all the friends she'd previously met online.

SOLO PILOT

1. How does the time Maria spends on the Internet compare with yours?
2. What risks did Maria take giving out so much information?
3. How was Maria fooled by the policeman?

PILOT

1. How could Maria find out the true identity of online friends?
2. Was Maria's response of cutting off all Internet time appropriate?

TEST PILOT

1. What are some things you can do to protect yourself on the Internet?

East or West

What is Easy vs. What is Right

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to explore the need to act with integrity for future gains rather than taking shortcuts for immediate benefits.

ATTENTION STEP

Items Needed: Paper, pens/pencils, and note cards.

Directions for Activity:

Write a 1- to 2-sentence quotation on two note cards. Divide the cadets into two groups. Give one cadet in each group a note card – only this cadet is allowed to see the note card. Group 1 will pass the message along orally by having each cadet whisper it one time in the ear of the next person. The last person in Group 1 will write the quote down. Group 2 will pass the message along in written form: the first cadet will copy the quote on paper and show the paper to the next cadet, who will copy it on another sheet of paper and show it to the next cadet. Compare the end product from each group. Group 1 will complete their task quickly, but the outcome may not be true to the desired goal. Group 2 will take longer to complete their task, but everyone will have seen and passed on the correct message.

MOTIVATION STEP

Ask the cadets to list CAP's core values (Integrity, Volunteer Service, Excellence, Respect). Then ask them for their definition of integrity. A definition for integrity is doing the right thing even when nobody is watching.

OVERVIEW

During this character development session, we will:

- Read a case study concerning the core value of Integrity
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of Integrity
- Record what you've learned in your Flight Log

BODY

The case study, "East or West" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today's lesson underscored the difference between earning and being given rewards. Taking shortcuts to earn achievements in CAP means you will lose out on the long-term goals of the program, which are development of leadership skills, physical fitness, and the ability to make life choices that are consistent with the core values, both inside and outside of CAP.

REMOTIVATION

Integrity is easy when the rewards are great, nobody else is getting ahead, and everybody is watching. It is harder when the rewards are small, other people are getting the rewards you want, and nobody is watching.

CLOSING

You always know the right thing to do. The hard part is doing it.

East or West

CASE STUDY

Dwayne has been in CAP for 9 months. He attended a 5-week Cadet Great Start orientation to earn his Curry achievement and is now an A1C in the West Valley Squadron. His squadron is well organized, and they offer all five aspects of the cadet program each month: a meeting for aerospace activities, a meeting for leadership lessons and character development discussion, a meeting for physical fitness and testing, and a general membership meeting that combines cadets and senior members for a squadron business meeting and emergency services classes.

This summer, Dwayne attended the wing encampment along with 11 other first-time cadets from his squadron. None of them were cadet NCOs yet, but his squadron also sent a few officers and NCOs to serve on the encampment staff.

At the encampment, Dwayne met some cadets from East Valley Squadron. While they were also attending encampment for the first time, most of them were tech sergeants and above. Dwayne noticed several problems with the East Valley cadet uniforms. Dwayne asked about new cadet orientation and character development discussions at East Valley, and was told “we don’t bother with all that.” Dwayne also thought it was strange the East Valley cadets didn’t know how to do any of the activities in the physical fitness test.

But the East Valley cadets certainly seemed successful. One of them was the wing CAC chairman, one was the encampment cadet commander, four of them had been selected for national cadet special activities later that summer, three had received flight scholarships that spring, and two had received national academic scholarships. When Dwayne asked how their officers had promoted so fast, they told him that East Valley Squadron didn’t make them wait 2 months between promotions, and they often banked tests ahead of their current achievement.

Dwayne wondered if the chance for quick success in CAP was worth the shortcuts the East Valley cadets were taking. He thought about transferring to the East Valley Squadron, since it was about the same distance from his house.

SOLO PILOT

1. How do the two squadrons in the case study stack up when considering CAP’s core value of Excellence?
2. Have you met cadets from squadrons who don’t seem to follow the rules?
3. Would you admire cadets for their achievements if they didn’t follow the rules to attain them?

PILOT

1. If you were Dwayne, would you want to transfer to East Valley Squadron? Why or why not?
2. Which of the two squadrons has a more successful cadet program?

TEST PILOT

1. What are some things you can do to help prevent your squadron from developing a culture of taking shortcuts in order to get ahead?

Fair is Fair

Dealing With Conflicting Values

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to examine the idea that individuals have conflicting values and discuss ways to reconcile those conflicts.

ATTENTION STEP

Arrange for two cadets to arrive late for this discussion, each about a minute apart. As you start your lesson the first cadet arrives. Calmly and politely ask her to join the class. A minute later the second cadet arrives. Yell at him, scolding him for being late and showing disrespect. Then ask the cadets what they thought about your response to the late cadets.

MOTIVATION STEP

Fairness, consistency, and compassion are all qualities we want our leaders to display. Yet sometimes these qualities cause conflicts between us and other volunteers in the unit. How we deal with these conflicts says a lot about us as individuals and impacts the morale of the unit.

OVERVIEW

During this character development session, we will:

- Read a case study dealing with conflicting ideas about what is fair
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of conflict and fairness
- Record what you've learned in your Flight Log

BODY

The case study, "Fair is Fair" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

There are times when CAP volunteers will have conflicting values. Resolving these conflicts is part of maturing and becoming a responsible adult. Considering the core values is essential to achieving a coherent value structure.

REMOTIVATION

The opinion others hold of your leadership depends much more on your actions than on your words. When a conflict occurs, tempers can flare and feelings can be hurt. Using the core values to resolve the conflict, and explaining the reasons for your decision, can help others to support your decision and respect your leadership style.

CLOSING

"Life often presents us with a choice of evils, rather than of goods." –C.C. Colton

"The strongest principle of growth lies in human choice." –George Elio & Daniel Deronda VI

Not every problem has a solution. "Can you by thinking about it add one cubit to your stature?"
Matthew 6:27, Christian Scriptures

CASE STUDY

Mike, a high school senior, has just been accepted to a college that has an Air Force ROTC program. The college recruiter tells him that if he earns his Spaatz Award prior to the fall, he will be advanced into the junior year ROTC classes right away. This would fast track him into a leadership role by his sophomore year. Mike believes this will advance his Air Force career and save him several hundred dollars in tuition, so he studies hard to prepare for his Spaatz exam.

Mike has been in CAP for five years. He has served in most leadership positions in his squadron, including cadet commander. This year, Mike has been working a lot of hours at his after-school job to earn money for school. His busy work schedule means he only gets to attend CAP meetings about once a month, and he hasn't been able to attend any other wing or unit activities. The squadron's promotion policy includes the requirement that cadets attend 75% of meetings and 50% of unit activities. In the past 12 months, Mike has promoted once, to cadet lieutenant colonel.

When Mike called the unit's testing officer to request a Spaatz exam date right after graduation, the testing officer brought the paperwork to the squadron commander for signature. The squadron commander, who is new to the job, isn't sure if he should approve the request. He knows that Mike is a hard-working cadet who has a long history of squadron leadership roles, but he doesn't meet the squadron requirements for promotion. The testing officer argues that other cadets haven't been held to the same standard: last year a cadet was allowed to take the Mitchell exam even though the commander didn't feel she was mature enough to be a cadet officer, because her parents insisted she be allowed to test prior to enlisting in the Air Force. And both the squadron and wing commanders had previously approved the IACE application for another cadet, who often missed meetings or was an hour late for the meetings he did attend.

SOLO PILOT

1. If you were the squadron commander, would you approve Mike's Spaatz exam request? Why or why not?
2. Should the commander's decision be based on the fact that Mike is close to the end of his cadet career?
3. If you were Mike, how would you feel if you were denied the opportunity to take the Spaatz exam?

PILOT

1. How much should past service and extracurricular activities count when making promotion decisions?
2. Should squadrons be allowed to set requirements for promotion that are stricter than those listed in CAP regulations?

TEST PILOT

1. What would the impact be on other cadets in the squadron if Mike is allowed to test? What message would it send if he is not allowed to test?

Just Following Orders

“She told me to do it” Defense

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to discuss how “just following orders” does not excuse unethical behavior.

ATTENTION STEP

Recruit two volunteers. Have the ranking cadet pretend to slap the junior cadet across the back of the head. Then yell at the aggressor. The aggressor’s response should be, “The cadet commander told me to do it.”

MOTIVATION STEP

While routinely used, “I was just following orders” has never been successful as a defense, nor does it excuse unethical behavior.

OVERVIEW

During this character development session, we will:

- Read a case study about following orders
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of responsible leadership
- Record what you’ve learned in your Flight Log

BODY

The case study, “Just Following Orders” is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today we’ve discussed a case study where a cadet’s orders were taken too far. Discussing how this situation can occur should prepare you to evaluate future orders you’re given, in order to make sure they are carried out in a safe and responsible manner.

REMOTIVATION

The choice to violate orders is risky, brave, hard to justify, and on rare occasions the right thing to do. Thinking ahead, being willing to stand up for what you believe in and willing to accept the consequences, including the positive ones, for your actions will make that difficult decision easier.

CLOSING

Hold yourself responsible for a higher standard than anybody else expects of you, never excuse yourself. –Henry Ward Beecher

He, who excuses himself, accuses himself. –Gabriel Meurier

Just Following Orders

“She told me to do it” Defense

Student Handout

CASE STUDY

Valerie, Kim, and Holly are all cadets in the same squadron. They are all assigned to Bravo Flight at the wing’s summer glider weekend, with Valerie serving as the Flight Commander. Valerie is concerned that Holly will not pass the physical fitness promotion test for her next promotion. She tells Kim, “We need to make sure Holly can pass her next PT test. Every time she makes a mistake, have her run around the field and do 20 sit ups.”

Between ground school, flight line operations, and bivouacking, Kim and Valerie took advantage of the mistakes made by Holly, who was much less experienced in CAP than the other girls. Holly did a lot of 1-mile laps and sit ups that first day.

Late in the evening, as Capt. Green landed his glider and let out his student, he noticed Holly jogging along the edge of the field in his direction. She seemed to be limping, and then she slowed and collapsed. Everyone raced for Holly, who was transported to the emergency room. Her examination revealed dehydration, exhaustion, and multiple blisters on her feet. When Capt. Green returned from the hospital, he demanded to know what happened.

Kim said, “I thought Holly was struggling, but she never complained about any of that stuff. Anyway, I was just following Valerie’s orders.” Valerie explained, “We were trying to get Holly some extra PT to help her pass her next promotion. We didn’t mean for her to get hurt. I was teaching ground school and didn’t realize she had done so many laps. I never told Kim to make her run laps until she got hurt.”

SOLO PILOT

1. Did Valerie violate her responsibilities as leader of Bravo Flight?
2. Did Kim violate her responsibilities as a fellow member of Bravo Flight?
3. How might this situation have been different if all three cadets had considered CAP’s core values?

PILOT

1. As a cadet commander, would you accept the “I was just following orders” defense from your cadets?
2. Should cadets or senior members assign physical training as a punishment for a cadet’s mistakes?

TEST PILOT

1. When should you violate an order? What should you do before you violate an order? What should you do after you have chosen to violate the order to prepare for the inevitable questions?

Leadership vs. Friendship

The Squadron Comes First

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to distinguish between what's best personally versus what's best for the entire squadron when making a difficult leadership decision.

ATTENTION STEP

"If you're really my friend, you'll count extra sit-ups for me on the physical fitness test." "His best friend is the encampment cadet commander, so of course he'll be chosen to be on the staff." "You wouldn't tell the squadron commander about this if you were really my friend." Do close friends in CAP make unreasonable requests of you? How can you display leadership and integrity when it goes against what your friends want you to do?

MOTIVATION STEP

"Leadership is unlocking people's potential to become better." –Bill Bradley

"Example is not the main thing. It's the only thing." –Albert Schweitzer

OVERVIEW

During this character development session, we will:

- Read a case study about balancing leadership with friendship
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of friendship and leadership within CAP
- Record what you've learned in your Flight Log

BODY

The case study, "Leadership vs. Friendship" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

In this case study we saw a cadet struggle with choosing the right person for the job or choosing a personal friend. In some cases, the friend might also be the right person for the job. But this opens you up to the appearance of choosing favorites. In other cases, if the friend is not the best person for the job, this can put a strain on your relationship.

REMOTIVATION

Friendships and dating relationships can confuse our choices in CAP, especially when those close friends are above or below you in the chain of command. The best choice is always the one that puts the needs of the squadron ahead of personal desires.

CLOSING

"The art of leadership is saying no, not saying yes. It is very easy to say yes."

–Tony Blair

"Most people have a desire to look at the exception instead of the desire to become exceptional."

–John Maxwell, *Developing the Leader Within You*

Leadership vs. Friendship

The Squadron Comes First

Student Handout

CASE STUDY

Jessica and Tamara have been best friends since kindergarten. They've always gone to the same schools, shared the same hobbies, and had the same likes and dislikes. When they were 12, they joined the same CAP squadron. They attended meetings and activities together. For the first few years, they even got their promotions at the same time, all the way up through their Mitchell awards.

Since then, Jessica has been very involved with honors classes at school, along with participating in sports and band. She attends roughly 1 out of every 4 CAP meetings, and hasn't been participating in unit activities. Tamara has remained very involved with the squadron, attending every week, and she's now promoted three grades ahead of Jessica. Tamara has just been appointed as cadet commander of their squadron, which means she will have the chance to select other cadet officers to join her on staff.

Tamara faces a tough choice for the #2 slot on the cadet staff, cadet deputy commander. Since they are best friends, Jessica expects Tamara to give her the position and promises to become active in the squadron again if she gets the job. Tamara knows Jessica is well-liked by the cadets and will make a fantastic cadet commander herself down the road. But there are three other cadet officers who attend every meeting, have completed achievements higher than Jessica, and would make good leaders. They could be upset if they don't receive a staff job that someone less qualified is chosen to fill. Tamara is torn between choosing a friend and choosing a leader.

SOLO PILOT

1. Is Jessica justified in expecting a position on the command staff?
2. If she's not chosen for the job of cadet deputy commander, how could Jessica show support for Tamara as the new cadet commander?
3. If Jessica is chosen as the cadet deputy commander, how might the cadet officers who were passed over for the job react?

PILOT

1. When you have a close friend who promotes faster or slower in the cadet program than you do, does it affect your friendship? How?
2. Have you ever been in a situation similar to Tamara's? How did you handle it?

TEST PILOT

1. Discuss the difference between a leader doing what's best for himself or herself personally, and doing what's best for the squadron. How would the CAP core value of Integrity affect Tamara's choice?

Pharming

Prescription Drug Abuse

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to comprehend the dangers of pharming, or taking prescription medications that have not been prescribed for you.

ATTENTION STEP

Items needed: small plastic bag filled with harmless vitamins and over the counter medications, such as decongestants, cold medicine, and headache relievers.

Directions for activity: Show the bag to cadets, tell them it's full of drugs, and ask how many would be willing to take those pills if someone dared them. Then tell the cadets they are all prescription medications, not illegal drugs, and ask how many cadets would take them on a dare. Now tell the cadets the bag contains over-the-counter cold medications, and ask how many would be willing to take them. If the response differs, ask why. Are OTC medications safer than prescriptions? Are prescription medications safer than illegal narcotics? Are they more likely to become addicted to one type of pills or another?

MOTIVATION STEP

“While youth drug use has declined overall, the abuse of prescription drugs – such as pain relievers, depressants, and stimulants – is on the rise. There are more new abusers (12 and older) of prescription drugs than there are of marijuana.” –Office of National Drug Control Policy

OVERVIEW

During this character development session, we will:

- Read a case study about the dangers of pharming
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study
- Record what you've learned in your Flight Log

BODY

The case study, “Pharming” is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

In this case study, we discussed a dangerous practice that has become common with teenagers and college students. CAP's policy against drug abuse also includes preventing abuse of over-the-counter and prescription drugs.

REMOTIVATION

“70% of persons aged 12 and older who abuse pain relievers say they get them from a friend or relative.” –Office of National Drug Control Policy

CLOSING

Steps to protect against pharming:

1. Safeguard all drugs in the home by monitoring quantities and controlling access.
2. Follow clear rules for drug use, including not sharing medications and following the correct advice and dosage.
3. Properly conceal and dispose of unused or outdated medications in the trash.
4. Ask friends and family to safeguard their prescription medications

CASE STUDY

Jonathan, a sophomore in high school, started at a new school this year. All of his close friends from middle school are in a different high school, so Jonathan is looking for a new group of friends. He sees a group of popular kids every afternoon in the cafeteria, and wishes he could somehow get to know them.

One afternoon, he feels like it must be his lucky day. Someone in the cool clique asks him to sit with them at lunch. Terry, a cute sophomore girl, asks him if it's true that his dad is a pharmacist. When he tells her it is, she smiles and invites him to a special party that Friday night. There's a cover charge, though – he needs to bring three bottles of medication from home. Other kids in the group tell him how cool it is to mix and match medications, especially with the alcohol that will be available at the party. They tell him which medications are the best ones to trade. When Jonathan asks if it's dangerous, his classmates laugh and call him a chicken. After all, they're all legal medications. A lot of them are available over the counter – there's no harm in that, right?

Jonathan has never tried drinking at a party, and taking medication that isn't prescribed for him doesn't sound like a wise idea. But this group seems so cool, and he really wants to find some new friends. He doesn't want to seem immature in front of them. Reluctantly, he smiles and agrees to come to the party.

SOLO PILOT

1. If you were Jonathan, what would you do next?
2. Should Jonathan tell his parents or a teacher about the party? Why?
3. Do you know cadets or classmates who participate in pharming?

PILOT

1. Have you ever done things you knew you shouldn't do in order to make new friends?
2. Which one of the CAP core values could Jonathan use as a guide in this situation?

TEST PILOT

1. Is taking legal medication that's been prescribed for someone else different from taking illegal drugs? Why or why not?

What Happened to Good Manners?

OBJECTIVE

The objective of this lesson is for cadets to discuss how the core value of Respect can be demonstrated by common courtesies in public.

ATTENTION STEP

Ask the cadets to define courtesy. Webster's definition of courtesy is "respect for, and consideration of, others: observing gentler or polished forms of social conduct, often with inner sincerity." How is courteous behavior related to safety and a good quality of life?

MOTIVATION STEP

"Do unto others as you would have them do unto you." –The Golden Rule, Matthew 7:12, Christian Scriptures

People are not born polite; they learn courtesy. Who in your life displays courteous behavior? Has courtesy on your part ever resulted in courtesy from someone else? Would you agree that courtesy is contagious?

OVERVIEW

During this character development session, we will:

- Read a case study about manners
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned in your Flight

BODY

The case study, "What Happened to Good Manners?" is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

We've looked at some examples in this case study of bad manners. Etiquette (good manners) is based on respect for other people. If you show respect through courteous behaviors, others will respond with courtesy. Our lives are improved when we are courteous. Courtesy while driving is essential for safety.

REMOTIVATION

Real manners are instinctive. They stem from your character and your heart because you care about the dignity, welfare, and feelings of others. Manners change. In order to conduct our lives with confidence and grace, we must be aware of the changes that have taken place, and know how to handle them today.

CLOSING

Treating others with good manners is a way to demonstrate CAP's core value of respect. This week, try to add three new courteous customs to your behavior.

"Respect yourself and others will respect you." –Confucius

"Rudeness is a weak imitation of strength." –Eric Hoffer

What Happened to Good Manners?

Respect for Others

Student Handout

CASE STUDY

Lin was convinced that courtesy was dead. When she went to her favorite pizza restaurant for lunch, young teenagers in athletic uniforms swarmed the buffet table and took all the breadsticks before any other customers could take any. When the sports team left their tables after a noisy, boisterous meal, there were piles of uneaten breadsticks on their plates. Other customers in the restaurant talked loudly on cell phones, ignoring the people they were eating lunch with. Many customers wore baseball caps and cowboy hats while eating in the restaurant.

As Lin left the restaurant, she waited at a red light for traffic to clear so she could make a right turn. The driver behind her honked repeatedly, gestured wildly, and raced his engine to try to make her go faster. As they made the turn, he raced by her on the left, scraping his car against her side view mirror. The other driver sped away, yakking on his cell phone while oblivious to the damage on Lin's car.

Lin was so upset when she got home, that she left her car in the middle of the driveway. She yelled at her little brother to turn down the TV volume, ate a snack in the kitchen, and ignored the list of chores her mother had left for her to do that day. When the phone rang, a telemarketer asked if Lin had time to complete a brief survey. Lin just hung up the phone, stomped to her room, and slammed the door. The neighbor's dog was out in the yard again, barking constantly. Lin buried her head under a pillow, cranked up her iPod, and drifted off to sleep.

SOLO PILOT

1. What are some examples of disrespectful behavior in this case study?
2. Can you name other examples of discourteous behavior you've seen in public?
3. How can you show respect for other people while driving? While eating in restaurants? While talking on a cell phone?

PILOT

1. Do you think Lin's actions at home were affected by her experiences at the restaurant?
2. What is the purpose of good manners? Why is it important to display them all the time?

TEST PILOT

1. Do you display different manners when you're wearing your CAP uniform? Should you?

Taken for a Ride

Unfair is Unfair

Lesson Plan

OBJECTIVE

The objective for this lesson is to help the cadets identify when they unfair actions.

ATTENTION STEP

Tell cadets to get a piece of paper and pencil: You have 60 seconds to write down all of the things you can think of that can be “stolen” from someone. Go! (Time them)

Find out who has the most. Have them read them out loud. Ask if anyone has anything more.

MOTIVATION STEP

Have you ever felt cheated? Have you ever taken more than your fair share? Have you ever talked or texted on the phone to a friend while the teacher was talking or when you were supposed to be working?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case.
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

There are many ways we can hurt others and our own reputations by taking advantage of time, money, honor, innocence, and other things

REMOTIVATION

If it’s not yours ask first; be thoughtful.

CLOSING

Life may not be fair, but as people of integrity, we can be as fair as possible to others.

Taken for a Ride

Unfair is Unfair

Student Handout

CASE STUDY

Cadet O'Riley was running late again. His ride, Lt. Swanson, always arrived at 1700 sharp because he hated to be late. While waiting in the O'Riley's driveway Lt. Swanson could see Cadet O'Riley hopping out of the house on one boot while trying to tie the other. It was now 1715.

Arriving 25 minutes late, Lt. Swanson joined the Senior Flight after taking a moment to apologize to the DCS for being late. Cadet O'Riley decided to stop to say hello to some friends who were visiting CAP instead of heading straight to his flight. The Flight Sergeant was not happy. He and the other 12 cadets had waited to start aerospace class because O'Riley was scheduled to teach.

At snack time Cadet O'Riley was the first one in line for the tray of salami, cheese and crackers. He figured this would make a nice meal, and there were cookies for dessert. Grabbing over a third of the salami, cheese and crackers, along with five cookies he carefully made his way to the couch, scarfing down the food as he went. This left a trail of crumbs. O'Riley knew he had made a mess, but he figured someone would eventually clean it up. Needing a drink to wash down the food, Cadet O'Riley grabbed three sodas guzzling those down in short order.

On the ride home Lt. Swanson had planned to talk to Cadet O'Riley about his behavior. Unfortunately, O'Riley was snoring in the back seat. When they arrived at the cadet's home, Cadet O'Riley, not bothering to say a word to Lt. Swanson, grabbed his binder and jumped out of the truck, slamming the door with his foot.

SOLO PILOT

1. Have you ever known someone like Cadet O'Riley? What happened?
2. What do you think of people who are always late?
3. How many things were given to O'Riley throughout the evening and how should he have responded?

PILOT

1. O'Riley acted selfishly throughout the meeting. How is that unfair?
2. Why did Lt Swanson want to talk to Cadet O'Riley about his tardiness?

TEST PILOT

1. As a member of CAP, how can you show your gratitude to the cadets and seniors for their service to you?

The Cover Up

One Thing Leads to Another

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide the cadets in understanding how wrong actions can lead to more wrong actions.

ATTENTION STEP

Start this session by showing the audience an item and stating that it belongs to another senior member. Then “accidentally” drop it, after picking it up say in a worried voice, “Oops, I think I broke it. I don’t want to get into trouble; I’ll just put it back. Don’t anybody say anything about this, OK?”

MOTIVATION STEP

Sometimes our actions can have unexpected consequences and one thing can lead to another, and in the process make things worse

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Although there is no official national CAP Cadet Honor Code some units have adopted an honor code based on the USAF Academy Honor Code which states, “We Will Not Lie, Steal Or Cheat, Nor Tolerate Among Us Anyone Who Does.”

REMOTIVATION

Good leaders build reputations for honesty in all they do, even when honesty leads to embarrassment. Truthfulness is a real test of character.

CLOSING

“If you tell the truth, you don't have to remember anything.” –Mark Twain

“Falsehood is easy, truth so difficult.” –George Eliot

“He . . . who speaks the truth from his heart and has no slander on his tongue, who does his neighbor no wrong and casts no slur on his fellowman . . . , who keeps his oath even when it hurts, . . . He who does these things will never be shaken.” Psalms 15:2-5 NIV

The Cover Up

One Thing Leads to Another

Student Handout

CASE STUDY

Cadet Senior Airman Ed Ryan decided to play a little joke on Cadet Master Sergeant Mary Bell. Cadet Ryan thought it would be funny to hide C/MSgt Bell's back pack. He looked around; when nobody was looking he grabbed it. As he tried to make his escape with the back pack, he heard something hit the floor. On the floor lay a pair of glasses. One of the lenses had popped out of the frames. Cadet Ryan put the pack back, picked up the lens and the frames. He knew his friend, C/SrA Mike Ward, had some Super Glue, so he went to him. Cadet Ryan told Cadet Ward that he had broken the glasses and asked him to glue them. Cadet Ward did so, but in the process left a very visible smudge on the lens. Cadet Ward said not to worry because he had something that could clean the smudge and make it look as good as new.

At this point Ryan confessed that the glasses belonged to Cadet Bell. Both cadets were now worried. Neither had a good explanation as to how and why the glasses had been broken. Cadet Ryan decided to put the glasses back into the back pack and pretend that nothing had happened.

Meanwhile C/MSgt Bell had finished PT, realized she needed her glasses and came into the room looking for her back pack. She quickly discovered that her glasses were broken and became very upset. The glasses would be very expensive to replace so she reported the loss to the Squadron Commander. He called the entire squadron together and began to investigate what had happened.

SOLO PILOT

1. How do you think Cadet Ryan felt when things did not go as planned?
2. Have you ever been in an embarrassing situation and how did you handle it?
3. Does your squadron have a policy or procedure to protect the private property of cadets and seniors when they are involved in activities? Why or why not.

PILOT

1. What is fun about a practical joke and how is a joke disrespectful of a person?
2. How does showing respect for people's possessions showing respect for people?

TEST PILOT

1. How would you respond to Cadets Ryan and Ward once you learned the truth about their behavior?

The New Guy

Helping Others Fit In

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the challenges of fitting in to a new group

ATTENTION STEP

Start this session by talking about your experiences at being new to a job or moving to a new town and how it felt to not know the people or what was expected.

MOTIVATION STEP

Everyone undergoes new experiences at some time in their lives. We all want to fit in and feel like we are a part of something. This is one of the reasons young people join groups of all kinds, good and bad. Civil Air Patrol can be a good group to join.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review events in Cadet Lopez's life and how they helped or hindered his participation in CAP.

REMOTIVATION

Everybody is going to be the new guy at some time in their lives. A good leader knows this and will help the new person find his or her place in the organization as quickly as possible. Doing so helps build unity and teamwork.

CLOSING

"The worst loneliness is not to be comfortable with yourself."

- Mark Twain

"Loneliness and the feeling of being unwanted is the most terrible poverty."

- Mother Teresa

Matt 25:35 "I was a stranger and you invited me in, . . ."

The New Guy

Helping Others Fit In

Student Handout

CASE STUDY

Cadet Airman Julio Lopez is twelve years old and is in the sixth grade. Last year, after the death of his parents, he moved from southern Florida to live with his grandmother in Montana. He is very intelligent, but is also shy, awkward, and does not have many social skills. He joined Civil Air Patrol because he is very interested in flying. He has flown only one time and that was in a commercial jet.

The rest of the cadets in the squadron are fifteen years old or older. Most of the cadets go to the same high school and have known each other for years. During the summer many of the cadets spent time together camping, swimming and fishing. Cadet Lopez was not invited to go along on any of these outings. The squadron is very active in providing training for ground teams and usually participates in Search and Rescue Exercise once a month. One night at a squadron meeting the unit had a class on outdoor living skills and the instructor brought a lot of field equipment, which included large military style back packs. When the instructor asked for a volunteer to show how to adjust and wear the back pack one of the other cadets pushed Lopez forward and suggested him as the example. Cadet Lopez was interested in the subject and agreed to give it a try. However when he tried on the heavy pack he almost fell over backwards and the other cadets laughed at him. Since that time he has become increasingly withdrawn and is reluctant to participate in squadron activities.

SOLO PILOT

1. Have you ever been the new person in the group? How did you feel?
2. Do you think Cadet Lopez is fitting in? Why?
3. What kind of difficulties does Cadet Lopez have and do you think being a CAP cadet will help him?

PILOT

1. What does “fitting in” look like and feel like?
2. What does CAP provide to help cadets “fit in”?

TEST PILOT

1. If you were Cadet Lopez’s leader, how would you help him to integrate into the squadron?

The Drop Outs

Finding Them and Keeping Them

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to consider the impact of leadership on the recruiting and retention of CAP members.

ATTENTION STEP

Do you know how many cadets there are in the Civil Air Patrol? According to the 2009 Cadet Programs Year in Review there were 23,800 cadets in 1,017 units. This was an increase of over 7 % from the previous year.

MOTIVATION STEP

While 23,800 cadets may seem like a lot it is still a small number when you consider that the 2008 census figures show that the United States has over 21,469,780 teenagers ages 15-19. (Google: Number of Teenagers in America) If CAP could get just 1 percent of these teenagers, that would be over 200,000 cadets.

http://www.capmembers.com/file.cfm/media/blogs/documents/Year_End_Report_09_Reduced_B2C3A112BB668.pdf

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Recruiting is not CAP's biggest membership problem, retention is. Since 1990, the retention rate for first year cadets has been between 30 to 40 %.

REMOTIVATION

The problem is with the weekly meetings. As Lt Col Ned Lee, says, "We can have a great IACE, thrilling Blue Beret, and fabulous civic academy, but if Tuesday night is boring, we'll lose."

CLOSING

"Recruiting is the lifeblood of any program, so you can't put anything above that, ... But it wouldn't matter who you had here if you didn't have the right mental attitude and work ethic."

–Pete Carroll

Matthew 22:14 "For many are called, but few are chosen." KJV

The Drop Outs

Finding Them and Keeping Them

Student Handout

CASE STUDY

With summer closing and students returning to school the Spitfire Composite Squadron thought it was time to start a recruiting campaign. The cadets obtained permission to put up posters and give out recruiting brochures in the schools. Posters were placed at the mall and several other places. The following month the squadron held an open house meeting for prospective members and parents. It was a great success, several prospective cadets and a few adults took membership applications home with them.

Next week, the first meeting for the new people; eight prospective cadets and two adults showed up with their applications. The meeting consisted mostly of drill and ceremonies. The following week was more of the same. Only six of the new cadets showed up that night. One of the new adults came but again no one took the time to talk with or help her so she left after half an hour and came back at the end of the meeting to pick up her daughter, one of the new cadets.

Five of the new cadets showed up for the third meeting. None of the new adults showed up or were heard from again. For the fourth meeting it was more drill. The fifth meeting was used as "Game Night". Instead of wearing uniforms the cadets would wear street clothes and play team games. This time the game was basketball and the cadets broke into teams. Of the new cadets only two came.

The following week none of the new cadets showed up. A year after the start of this recruiting campaign not one of the new cadets remained and five other cadets had dropped out as well.

SOLO PILOT

1. How did you become a member of CAP?
2. How long have you been a member and what motivates you to remain a member?
3. Have you ever recruited someone to join CAP? How did you do that?

PILOT

1. Why did the cadets stop attending?
2. How do you think a CAP unit can make its meetings more interesting to the youth of today?

TEST PILOT

1. What are things you can do to encourage people to join CAP and remain a member for a number of years?

What's It To You

Fraternization

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to discuss the hazards of fraternization.

ATTENTION STEP

Ask the students, "What does fraternization mean?"

MOTIVATION STEP

Our military forces have had problems with inappropriate social relationships, in particular fraternization. In a five year period the Air Force had 244 cases of fraternization, 27 of which resulted in the court-martials of the offenders.

The Air Force is not the only service having this problem; the Navy recently had nine cases of fraternization aboard the destroyer, USS James E. Williams. The Army and the Marines have also had similar problems. The case study for today centers on fraternization within CAP.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the high points brought up in this case study. Read the following excerpt from CAPR 52-16, Para 2-3.a and b. Feb 2011.

- a. Decorum.
- b. Fraternization.

REMOTIVATION

While Civil Air Patrol does not want to invade the private lives of its members, there are some relationships that must be prohibited or discouraged for reasons of safety, decorum and unit efficiency.

CLOSING

Familiarity breeds contempt Aesop

Proverbs 14:35 "The king's favor is toward a wise servant: but his wrath is against him that causes shame." KJV

What's It To You

Fraternization

Student Handout

CASE STUDY

During the Character Development class, Cadet Shirley Goode noticed two cadets from her flight having a whispered discussion. She went over to tell them to pay attention to the class. Whispering C/2nd Lt Goode asked, "What is so important that you two can't wait until the break to talk about it?"

Cadet Goode learned that C/1st LT Bertha Hardison (17 y/o) was making out with C/SrA Derrick Falco (14 y/o) in backseat of Hardison's car after the meeting last week.

When Cadet Goode spoke with Cadet Hardison about this, her response was, "What's it to you? What I do after meetings is none of your business."

Cadet Goode is still troubled by the knowledge of this situation and she is unsure why it bothers her.

SOLO PILOT

1. Have you ever seen other cadets show affection for one another while in uniform? What happened?
2. Did you know about the rules regarding fraternization and what they mean?
3. How did this situation disrupt the meeting?

PILOT

1. Why do you think Cadet Goode is troubled by the apparent relationship between Hardison and Falco?
2. Since this incident happened after the meeting does that change anything? Explain your answer.

TEST PILOT

1. If you were the Cadet Commander and C/2nd Lt Goode brought this situation to your attention what would you do and why?

She's Mine

Abusive Relationships

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to explore the destructiveness of abusive relationships.

ATTENTION STEP

Healthy relationships involve respect, trust, and consideration for the other person. Sadly, some relationships can turn bad. In fact, 1 in 11 high school students report being physically hurt by a date.

MOTIVATION STEP

What Is Abuse?

Abuse can be physical, emotional, or sexual. Physical abuse means any form of violence such as hitting, punching, pulling hair, and kicking. Emotional abuse (teasing, bullying, and humiliation) can be difficult to recognize because it doesn't leave any visible scars. Threats, intimidation, putdowns, and betrayal are all harmful forms of emotional abuse that can really hurt. Sexual abuse can happen to anyone, guy or girl. It involves any type of sexual experience that a person does not want.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the high points of the discussion of this case study.

REMOTIVATION

Discuss the signs of an abusive relationship, what can be done about it and where to get help. The first step in getting out of an abusive relationship is to realize that you have the right to be treated with respect and not be harmed by another person.

http://kidshealth.org/teen/your_mind/relationships/abuse.html#.

CLOSING

“Don't settle for a relationship that won't let you be yourself.” - Oprah Winfrey

“The quality of your life is the quality of your relationships.” –Anthony Robbins

Prov 22:24-25 “Do not make friends with a hot-tempered man, do not associate with one easily angered, or you may learn his ways and get yourself ensnared NIV

She's Mine

Abusive Relationships

Student Handout

CASE STUDY

C/1st Sgt Steve Moore was busy updating the attendance rooster when he was interrupted by Cadet Mary Orwell, "Sergeant, you need to come to the drill hall quick, Megan's ex-boyfriend just showed up and is trying to take her away with him."

When they both arrive at the drill hall, they found a man probably 19 or maybe 20 years old, tall and burly. He was holding C/SSgt Megan Myers (age 15) by the arm and was making threatening gestures toward the other cadets.

Cadet Moore, in a firm authoritative voice he said, "Let go of her and get out of here."

The man answered, "Look soldier boy, this is none of your business. She's mine and I'm taking her with me, so don't try to stop me."

Cadet Myers, struggling to get free, shouted, "Bruno, I broke up with you, I'm no longer your girlfriend. You're hurting me. Let me go."

The first sergeant thought this situation might explain the bruises on Myers face and arms in the past. At that moment, three of the senior members hurried into the room. Bruno let go of Cadet Myers and backed out of the room.

SOLO PILOT

1. Have you ever known someone who has been in an abusive relationship? What happened?
2. What are some possible responses if Bruno persists in taking Cadet Myers with him?
3. What signs indicate that Cadet Myers might be in an abusive relationship?

PILOT

1. Why do you think people abuse one another?
2. How can CAP help young people who are in abusive relationships?

TEST PILOT

1. If you knew of a cadet that was involved in an abusive relationship, what would you do and recommend being done?

Who Did It?

Doing The Right Thing

Lesson Plan

OBJECTIVE

The objective of this lesson is for the cadets to explore the value of honesty in difficult situations.

ATTENTION STEP

Have you ever been in a situation where you knew something but were not sure whether to tell what you knew or to keep the information to yourself for fear of that you might get someone else into trouble that might not deserve it?

MOTIVATION STEP

Do we have a responsibility report wrong doing? What if we are not sure if we really know something or not? For example: if you were walking across a parking lot and heard a car alarm go off, you look over to where the sound is coming from and you see two teenage boys near the car nearby. Do you call 911 and report what you heard and saw? Or do you do what most people do and keep walking and do nothing? What if you report the incident and the boys are taken into custody by the police for interrogation and it turns out they had nothing to do with it. Were you right or wrong for reporting what you heard and saw?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the high points of the discussion of this case study.

REMOTIVATION

Why do people fail to report what they see or hear when they think something is wrong? Sometimes it is because they do not want to be involved or they are unsure of what they should do and look to others to take action. A famous case for this was the 1964 New York murder of Kitty Genovese, several people saw or heard her being attacked but did nothing. A good web site for the Bystander Effect is:

http://en.wikipedia.org/wiki/Bystander_effect

CLOSING

If we don't bear witness as citizens, as people, as individuals, the right that we have had to life is sacrificed. There is a silence, instead of a speaking presence.

- Jane Rule

Exodus 20:16 "Thou shalt not bear false witness against thy neighbor."

Who Did It?

Doing The Right Thing

Student Handout

CASE STUDY

Cadet Joey Slade, Cadet Betty Scott and Cadet Cathy Teller are members of the Mitchell Composite Squadron. They are also classmates at the local high school and occasionally hang out together

The squadron meets at the National Guard Armory and once a month cadet volunteers help clean the armory for credit toward the Community Service Ribbon. Two weeks ago cadets Slade and Scott were part of the volunteer cleanup team. While cleaning the commander's office Cadet Slade noticed a model of a Blackhawk helicopter on the commander's desk and found that if the button on the base was pushed the rotor would turn. Slade thought this was really fascinating, so when he saw Cadet Scott alone in the adjoining office, picked up the helicopter, took it out of the office and showed it to her. He then replaced it on the desk in the commander's office. The next day at school Cadet Scott told Cadet Teller about the "really cool" helicopter that was in the commander's office, she did not mention that it was Cadet Slade who showed it to her.

At opening formation of this week's squadron meeting, the Squadron Commander announced that the National Guard commander was upset because his very expensive model of a Blackhawk helicopter had been broken. He wanted to know if anyone in the squadron had any knowledge of it. Cadet Teller did not say anything at the formation, but afterward started a rumor among the other cadets of the squadron that she thought Cadet Scott was the guilty party.

SOLO PILOT

1. Have you ever been falsely accused of doing something you didn't do? How did you feel?
2. Have you ever broken something that belonged to someone else? How did they react?
3. What do you think happened to the model?

PILOT

1. How can you tell if someone is telling you the truth?
2. What should Cadet Teller have done?

TEST PILOT

1. What are some things you can do as a CAP cadet to be honest in all that you say and do?

Not Enough to Go Around

How Do We Decide What Is Fair?

Lesson Plan

OBJECTIVE

The objective of this case study is to enable the cadets to understand the concepts of fairness and distributive justice.

ATTENTION STEP

As we go through life, we always face a conflict between unlimited wants, and limited resources.

MOTIVATION STEP

This challenge is one that CAP leaders face every year: how to give out slots for heavily requested NCSAs, like the International Air Cadet Exchange. In delivering the slots, CAP leaders have to figure out what is the fairest assignment for all.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Choosing between unlimited wants, and limited needs, means that we will always struggle to understand what is fair. And while today we only talked about what was fair for these four cadets, the same questions apply when we try and answer whether or not certain groups being sicker than others is fair, or whether we need to do something about it, for instance.

REMOTIVATION

Life isn't always fair - I think we can all agree about that. But it's important to understand why it's not fair - and what we should do about it.

CLOSING

“Life is never fair...and perhaps it is a good thing for most of us that it is not.”

- Oscar Wilde

Not Enough to Go Around

How Do We Decide What Is Fair?

Student Handout

CASE STUDY

You are the chair of a Wing-level review board that is evaluating four cadets who have applied for the International Air Cadet Exchange. Your Wing has only two slots this year - one for Canada, and one for Hong Kong. Each of the four cadets is a Cadet Major.

C/Maj Andrew is 19 years old and a college freshman at a state university. He has been in CAP for 3 years. He is a solo glider pilot and the Cadet Executive Officer of his unit. C/Maj Andrew has very little money, so he relies heavily on scholarships to attend CAP and his university. He is majoring in Art History.

C/Maj Bethany is 20 years old. She is a paramedic working for a local fire department, and has been in CAP for 7 years. She is a qualified Ground Team Leader, but doesn't hold any staff position in her unit. She and C/Maj Deshaun are from the same unit, and used to date.

C/Maj Takeshi is 17 years old. He is a high school junior who is trying to earn an ROTC scholarship to a local state college. He has been in CAP for 4 years and is a qualified Ground Team Member and private pilot. He is currently the Cadet Commander of his squadron, and will be serving as the Cadet Commander of the Wing's Encampment this year.

C/Maj Deshaun is 17 years old. He is a high school senior who will be enlisting in the Marine Corps upon graduation. He's been in CAP for 5 years. He is currently the Cadet Deputy Commander of his squadron, and will be a Squadron Commander at this year's Encampment. C/Maj Deshaun is originally from a large city.

SOLO PILOT

1. Have you ever applied for a Cadet Special Activity? What happened?
2. What is meant by the word "fair"?
3. Who would you send on exchange this year, and to where?

PILOT

1. What do you think the most important things are for a cadet going on the IACE?
2. Who would you send or not send on the Exchange and why?

TEST PILOT

1. What are some ways you can make the CAP Cadet program fair; and what will you do to make it so?

Remember Me

Memorial Day

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to discuss the meaning and impact of Memorial Day. Note: This Case Study is best used in May.

ATTENTION STEP

Show the cadets a small American flag on a stick. Ask them if they had ever seen flags like this at a cemetery and on what occasions. If no cadet brings up Memorial Day inform them that in many communities' veterans groups; such as the American Legion, VFW and others, place flags like this by the headstones of veterans.

MOTIVATION STEP

Inform the cadets about the history of Memorial Day and why our country observes it. The following websites can provide useful information.

<http://www.usmemorialday.org>

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the high points of the discussion of this case study.

REMOTIVATION

Remember the sacrifices made by the men and women of our Armed Forces particularly those who gave their lives in the service of our country. Do them honor by keeping their memory alive. Encourage visitation to veterans' cemeteries as a part of the observance of the holiday.

CLOSING

Joshua 4:6b-7 "... In the future, when your children ask you, 'What do these stones mean?'

tell them that the flow of the Jordan was cut off before the ark of the covenant of the LORD. When it crossed the Jordan, the waters of the Jordan were cut off. These stones are to be a memorial to the people of Israel forever."

- NIV

Remember Me

Memorial Day

Student Handout

CASE STUDY

One night, Mr. Joe Timmons, a member of the local American Legion came to the regular meeting of the Gulf Shores Composite Squadron. After receiving permission from the Squadron Commander, Mr. Timmons addressed the cadets at the opening formation. He said that every year the American Legion goes to the veterans section of the local cemetery and places a small American Flag beside each of the grave stones. This year the American Legion Post needed some assistance in doing this. He was asking for volunteers to help out this coming Sunday, the day before Memorial Day.

At the appointed time on Sunday seven of the cadets and a senior member arrived at the cemetery. Mr. Timmons was there to greet them and provide the flags. He said, "The ground is hard and the sticks are fragile, so be careful when pushing them in or they will break. We have just enough to put one flag at each of the grave markers in this section of the cemetery."

As senior cadet present C/2nd Lt Brad Hunter took charge and assigned the cadets to the rows of headstones. The cadets got to work and started placing the flags as instructed.

When twelve year old C/AB Timmy Smyth finished his first row he looked back to see how well he was doing and saw with pride that all of his flags were nicely aligned, but one of the headstones near the beginning of the row did not have a flag. He was sure that he had put one there.

He looked around and saw an elderly woman place a flag by a civilian headstone just outside of the veterans section of the cemetery. She struggled to her feet, patted the top of the headstone and slowly limped away. When she was out of sight C/AB Smyth walked over to where she had been. As he stood there he read the inscription on the headstone: Alvin B. Murphy – Beloved Husband and Father – May 27, 1920 – June 6, 1944 – died in the service of his country. Also were some initials: 82nd Abn Div SS BS PH

SOLO PILOT

1. Have you ever seen American flags on gravestones? How did you feel?
2. What is the story behind Alvin Murphy?
3. Why do the cadets put American flags on the headstone?

PILOT

1. What is Memorial Day all about?
2. Why do think it is important to remember those who have died in service to their country?

TEST PILOT

1. How do you and your family observe Memorial Day?

Rising Tide

Making a Difficult Choice

Lesson Plan

OBJECTIVE

The objective of this lesson is to explore the challenge of decision making that causes destruction

ATTENTION STEP

Show pictures of massive flooding. Make reference to actual media coverage of this situation.

MOTIVATION STEP

Imagine that you or close relatives live in the city of Cairo. How would you feel about this issue? What if you lived in the farmlands?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

This scenario is based upon a real-world incident that occurred in April 2011. In this case, the levees were destroyed, saving the town of Cairo, and inundating the Missouri farmland with water. The decision was made by the Army Corps of Engineers based upon an agreement put in place when the levees were constructed, and was upheld by the US Supreme Court after a legal challenge from the State of Missouri.

REMOTIVATION

What makes some decisions harder than others are the ways that people are hurt or damage is done? Being able to understand and care about other people can help make decisions better, not easier.

CLOSING

Sometimes we are subject to forces beyond our control. We can only do our best under these circumstances.

Rising Tide

Making a Difficult Choice

Student Handout

CASE STUDY

Historic severe flooding is threatening two populations. One is Cairo, Illinois, population 3000. The other is Missouri farmlands, which are not heavily populated, but an important source of income for the county. The Army Corps of Engineers wants to destroy one of the levees to let the river drain into the farmlands.

There are two options.

- 1) Leaving the levees intact will likely cause the river to flood into Cairo. The water is predicted to be nearly twenty feet high, leaving most buildings completely submerged. With a population of 3000, many people will be affected, and likely lose most of their property to the flood damage. Much of the city of Cairo is also part of the National Historic Registry.
- 2) Destroying the levees will likely save Cairo, but doom the farmlands. While there are fewer people living in the farmlands, the state depends on the crops as an important source of income. A flood would destroy the crops, leaving the people who depend on them for food and money with nothing, destroy their homes and property, and may damage the land for multiple generations. The farmland encompasses approximately 200 square miles (130,000 acres).

SOLO PILOT

1. Have you ever had to choose between two things that were both valuable?
2. How often do you hear about flooding somewhere in America in the news?
3. Have you or your family ever experienced flooding? What happened?

PILOT

1. Which is more valuable, the town or the farmlands? Why?
2. Who is the appropriate person to make this decision? Why?

TEST PILOT

1. If the decision were yours to make, would you destroy the levees or leave them intact?

What Price Honor

Does Everything Have a Price?

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand the importance of integrity as it applies to the awarding of ribbons and other recognitions.

ATTENTION STEP

Have you ever heard the saying, Everybody has their price? What do you think is meant by that saying?

MOTIVATION STEP

Many athletes are always on the lookout for a competitive edge. One such edge that has been popular with professional athletes is performance enhancing drugs and steroids. These are considered illegal in most sports. What would you do to win?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the case study using FACS. The questions are: did Cadet Rich pay the membership fees to help his friends or to obtain a ribbon and does it matter?

Discuss the intention of the CAP awards program in CAPR 39-3

1. Why Awards Are Made. CAP awards are designed to recognize heroism, service, and program achievements. Prompt recognition through presentation of awards earned will promote esprit de corps.

REMOTIVATION

Just because something is not covered by regulation or law does not mean that it is ethical. The motivations behind our actions are also important in determining right from wrong. If one ribbon can be "bought", can all ribbons be "bought"? Recognition for effort is tainted by replacing effort with money.

CLOSING

"The right to do something does not mean that doing it is right."

- William Safire

"Don't worry when you are not recognized, but strive to be worthy of recognition."

- Abraham Lincoln

What Price Honor

Does Everything Have a Price?

Student Handout

CASE STUDY

At the closing formation of the weekly meeting of the Iroquois Composite Squadron, Cadet Pyle was presented with the Civil Air Patrol Cadet Recruiting Ribbon. At the end of the meeting several of the cadets congratulated Cadet Pyle for earning the ribbon.

Cadet Rich asked, “What did you have to do to get that?” and pointed to the light blue ribbon with the wide red strip in the center.

Cadet Pyle replied, “All you have to do is recruit two cadets or senior members. Once their applications have been approved at headquarters and when their names appear on the squadron roster you have the Squadron Administrative Officer fill out a CAPF 2a. When the Squadron Commander signs it you get the ribbon.”

Cadet Rich thought it would be nice to have another ribbon to go with the one ribbon that he had for completing the Curry Achievement. At the next meeting he brought two of his friends, Bruce and Steve. Both cadets were shown around and Steven asked several questions about CAP. Before the evening was over both asked for a membership application. The next week Steve came back with his application and Cadet Rich brought in Bruce’s application. Both applications were turned in to the Squadron Administrative Officer.

The forms had been properly filled out. It was then noticed that both checks to cover the membership fees were not made out by the parents of the prospective cadets as is usually the case. The checks were made out by Cadet Rich on his bank account. She gave the applications to the Squadron Commander for his signature.

Later, Cadet Black overheard Cadet Pyle bragging about how he had “bought” the recruiter ribbon. Cadet Black told other cadets about what he heard and he commented, “The Recruiter Ribbon sure is expensive, I wish I could afford to buy one.”

SOLO PILOT

1. What is the purpose of awarding ribbons and medals?
2. Which CAP Core Value(s) might apply in this case?
3. What do you think motivated Cadet Black to pay the membership fees?

PILOT

1. If the commander decided to do nothing about this situation, how would you feel?
2. What do you think Cadet Black meant about the ribbon being “expensive”?

TEST PILOT

1. Is it possible for something to be legal and yet still be unethical? As a cadet, what would you do in this situation?

A Day at The Races

Too Risky

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to consider the ethics of high risk spectator events, whether or not to make the personal choice to attend such events, and whether these events should be held (on an ethical level).

ATTENTION STEP

Possibly show publically released video from the Reno Air Show Crash (caution, the video of this event is graphic, consider the audience first, and possibly invite people to step out if they don't want to see it) Reference actual media coverage of this situation.

MOTIVATION STEP

Consider the situation, if you had been in the audience at this air race.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

This scenario is based upon a real-world incident that occurred in September 16, 2011. During an Air Race, one of the airplanes crashed into the crowd, killing 11 and injuring 70. The story dominated the national news for several days, and sparked open public debate regarding the safety and feasibility of attending high risk spectator events.

REMOTIVATION

Someday you may be making these kinds of decisions that affect the lives and futures of people. Seeking to balance your insights, values and character will help you make the best decisions.

CLOSING

In Civil Air Patrol, we make these decisions everyday with Risk Management (RM). We seek to balance the risk with the importance of the mission.

A Day At The Races

Too Risky

Student Handout

CASE STUDY

The grandstands at the Reno Air Races were packed full of spectators, gathered to watch professional stunt pilots test their skill and endurance, racing airplanes around a track in the sky. Ambulances were on site, as usual, in-case of a problem. The Federal Aviation Administration had staff on the ground, watching for problems, and the National Transportation Safety Board had pre-staged investigators just in-case of a crash. The air race followed all of the usual regulations about air races and air shows, with a buffer zone between the aircraft operations and the crowd.

On September 16th 2011, something went terribly wrong. One of the planes, a P-51 Mustang, departed the race pattern, and crashed into the ground in the spectator's area of the tarmac in front of the grand stand. Some people reported seeing pieces of the airplane fall off in-flight, and that the airplane was at full throttle when it hit the ground.

The pilot, along with 10 others on the ground, were killed in the crash, and 70 other spectators were injured, some critically. In over 40 years of races at Reno, 19 other pilots have died in crashes, though this is the first time spectators have been killed.

The Reno Air Races are a very popular event, drawing attendance of 7500 spectators. This carries an important economic impact to the communities where the races are held. Estimates from the Reno Air Race organizers indicate an annual impact of \$80 million dollars.

SOLO PILOT

1. Have you ever attended a high risk event as a spectator? What events?
2. What is the CAP approach to risk management called and what program relates to risk management?
3. Is there a difference between air races and car races in terms of risk?

PILOT

1. How would you feel if you had known someone who had been injured or killed at this event?
2. Should the Federal Aviation Administration allow Air Races to continue?

TEST PILOT

1. How would you decide when the risk is too high for an event or activity to continue?

Hanging Out

Bad Influence

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand how friends can affect your character and integrity.

ATTENTION STEP

Have you ever heard the phrase, “guilt by association?” What do you think it means?

MOTIVATION STEP

Ask the cadets if they know of any trouble makers or gangs in their schools or community and what they think of these groups? Ask if they think there is any risk in hanging out with these groups and what those risks might be?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the case study using FACS. Focus on the need to be wise in our choice of companions and how peer pressure can influence poor choices.

Review CAPR 35-3 dealing with termination of cadet membership with particular attention to paragraph 3.d.

REMOTIVATION

Even if our conduct is spotless our character may be judged by the company we keep.

CLOSING

“You are known by the company you keep.”

- from Aesop Fables

“Tell me what company you keep and I'll tell you what you are.”

- Unknown

Hanging Out

Bad Influence

Student Handout

CASE STUDY

When Cadet Marwell arrived at the weekly meeting of the Stonewall Composite Squadron she saw several of the cadets clustered together in excited conversation. As she approached she asked, “What’s up?”

Cadet Teller was the first to speak, “Have you heard what has happened to Megan?” Megan is Cadet Megan Myers, a squad leader in Alpha Flight.

Cadet Pyke did not wait for the sergeant to answer but chimed in, “She is in trouble, big time. She has been arrested and has to go to court.”

Cadet Marwell was surprised because Myers had never been in any trouble and was one of the more promising cadets. She asked, “What’s Megan done?”

Cadet Wilcox answered, “She has been hanging out with a group of guys that tend to get in trouble. They got drunk, stole a car and crashed it. Megan has been dating one of those boys and that she was there, but she was not drinking and she didn’t know the car was stolen. She did get her arm broken.”

Cadet Marwell interjected, “I am sorry to hear that Megan was hurt. Now I wish I had advised her that she was at danger by getting mixed up with them.”

SOLO PILOT

1. How have you found the friends you have now?
2. What do you look for in a friend?
3. Have you ever gotten in trouble because of your friends?

PILOT

1. Why should be careful of those we chose to be friends?
2. If Cadet Sweet’s report of Cadet Myers participation in the events above is correct, why do you think the police arrested Cadet Wilcox?

TEST PILOT

1. The squadron commander is troubled by Cadet Meyers arrest and is considering terminating her membership using CAPF 2b. Since you are the Cadet Commander he has asked for input, what is your recommendation?

Choices and Decision

Making Decisions

Lesson Plan

OBJECTIVE

The objective of this lesson is help the cadets understand the consequences of decision making.

ATTENTION STEP

Use this quote:

“Almost everyone knows the difference between right and wrong, but some just hate to make decisions.”

Mark Twain

MOTIVATION STEP

Life is shaped by minor decisions. We lose our friends, our usefulness and our religion-not by great decisions, but by small neglects. –Unknown

Think about the choices you are making and have been making. How are they working out for you?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Carefully thought-out decisions have at least four qualities:

- they are made on the basis of the best and most complete information available
- the likely consequences of the decision have been carefully considered
- it must be workable; intelligent decisions are realistic ones that have a chance of success
- consideration of other persons

REMOTIVATION

"Peer pressure often creates conflicting values for young people, complicating the decision-making process. They may find themselves in trouble with peers if they adopt adult standards and in trouble with adults if they don't."
- Living the Word

CLOSING

Have the courage to make your own decisions. Be willing to stand alone, if necessary, making decisions in your own best interests or for good causes rather than conforming to every whim and notion of the crowd.

Choices and Decision

CASE STUDY

It was an exciting time for Craig. He was in college 100 miles away from home, on his own for the first time. One of his teammates invited him to a Saturday night party for new students. Coming from a non-drinking family, he asked about alcohol. He was assured that there would be none. He decided to go, and his teammate arranged a blind date for him.

He rode to the party with his friend, far out into the desert. To his disappointment, he found that drinking alcohol was the principal activity at the party. This really bothered him, as most of the people there were three years below the state age for consuming alcohol. When he expressed his disappointment, the people he was with told him to “grow up and live a little.”

To make matters worse, the party was busted up by a local law enforcement agency. Though Craig wasn't arrested or cited, others were for underage drinking. He was released and drove his teammate's car back to town.

SOLO PILOT

1. Have you ever made a decision that caused bad things to happen? What happened?
2. What are some of the freedoms and restrictions that young people have?
3. When you need help in making some important decisions, who could you turn to?

PILOT

1. Why don't we just decide everything completely on the basis of what we like or dislike?
2. Would it be good for you to have complete freedom? Why? Why not?

TEST PILOT

1. What are some things you can do or think about that will help you make decisions that do not have negative consequences for you and the people you care about?

Unwanted Company

Being Cautious of Stalkers

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand the need to be aware of their surroundings at all times and keep safe.

ATTENTION STEP

Ask the cadets, Have you ever seen a scary movie where an unseen villain is following someone? Pretty frightening isn't it? Unfortunately, things like this happen in real life, which is why we must learn to be cautious and aware.

MOTIVATION STEP

Have you ever felt like someone was watching you, perhaps even following you?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Focus on the need to be aware of our surroundings and if something is amiss to be ready to take action to ensure our safety.

<http://www.stalkingbehavior.com/>

REMOTIVATION

"Stalking" is defined as repeated and persistent unwanted communications and/or approaches that produce fear in the victim. The stalker may use such means as social media, telephone calls, letters, e-mail, graffiti and placing notices in the media. A stalker may approach or follow the victim, or keep their residence under surveillance.

- From article: Stalkers and Their Victims, Paul E. Mullen and Michele Pathy, Psychiatric Times, 1 April 2001

CLOSING

Eph 5:15-16 "Be very careful, then, how you live — not as unwise but as wise, making the most of every opportunity, because the days are evil." - NIV

Unwanted Company

Being Cautious of Stalkers

Student Handout

CASE STUDY

Cadet Sally Chase drove to the weekly meeting of the Cherokee Squadron. When she arrived she seemed shaken and worried. As she approached the members of her flight, her squad leader, C/SSgt Fay Hogan asked what the trouble was.

Cadet Chase replied, "I think I'm being followed. For the past few weeks I keep seeing a black van everywhere I go; at school, the library, and even the mall. In fact, at the mall I saw this strange man behind me and when I stopped and turned around he suddenly ducked into a store. It was a maternity shop. And tonight the black van was behind me again. When I pulled into the parking lot it continued down the street about a block and then parked. It's there now. I'm really getting spooked."

Cadet Joe Parsons suggested, "I'll sneak up behind that van and slash the tires."

"Sally, if you want I'll drive you home in my car," offered Cadet Jack Truman.

Cadet John Wade said, "Maybe I can get close enough to take pictures of that van and its license plate with my cell phone camera. Then we could call the police."

Cadet Lucy Means added, "I think we should just stay out of this, the guy might be dangerous. After all, this isn't our problem."

SOLO PILOT

1. Have you ever experienced a frightening experience like this? What happened?
2. What could be some reasons that a person would be following Cadet Chase?
3. Besides other cadets, who could Cadet Chase talk to about this situation?

PILOT

1. Which of above suggestions from the cadets do you like best and why?
2. What are some of the risks involved with the actions suggested in this case study?

TEST PILOT

1. What actions can you take to help you be as safe as you can be at home, at CAP meetings and traveling in between?

The Power of the Tongue

Abusive Language is Hazing

Lesson Plan

OBJECTIVE

The object of the lesson is for each cadet to explore the impact of our language on ourselves and others.

ATTENTION STEP

How do people communicate? (the words they used, the tone of voice, body posture, eye movement)

Items needed: Dictionary, Thesaurus:

Give the cadets 10 minutes to look up to the following words and prepare to share with the group: demeaning, oppressive, perpetrator cruel, humiliating, abusive, and culpable

MOTIVATION STEP

Part of the Cadet Protection Policy in the CAP Regulations 52-10 defines “hazing” as any conduct whereby someone causes another to suffer or to be exposed to any activity that is cruel, abusive, humiliating, oppressive, demeaning, or harmful. . . .”

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Proverbs 18:21 “The tongue has the power of life and death . . .” In this scenario the Commander and the Flight Sergeant were participating in hazing and have violated the Cadet Protection Policy

REMOTIVATION

CAPR 52-10 page 1 item 1. Reporting Requirements. “Senior members, cadets, and parents/guardians should immediately report incidents of observed or suspected abuse to the unit commander or commander at the next higher level of command. Whenever a commander has received a report of abuse, suspects that abuse has occurred or may occur, or believes there is an appearance of impropriety in the nature of cadet abuse by a member of CAP, the commander will immediately suspend the member from CAP activities. . . .”

CLOSING

Proverbs 21:23 “He who guard his mouth and his tongue keeps himself from calamity.”

The Power of the Tongue

Abusive Language is Hazing

Student Handout

CASE STUDY

The meeting started out smoothly like most nights but something didn't seem right with the commander. He seemed irritated somehow. We fell into formation as usual.

After the Cadet Flight Sergeant reported in and the Deputy Commander of Seniors reported in, the tension in the air seemed to grow worse, like a growing storm.

I had an idea what this could be all about but I couldn't be sure. Last week, several of us had to leave early before the squadron building was cleaned up because we had finals the next day. We all knew the commander wouldn't be happy, but since the meeting normally went long, our parents made it clear that due to finals, we needed to leave on time. Evidently, that was a mistake.

You could see it in his face – he was about to explode. With a loud voice he said “You bunch of ungrateful, no good loser cadets! “ - followed by several swear words to punctuate his mood. Then he went on and on. We all wished were anywhere else but here. All we could do was stare straight ahead. He was the commander. Even the senior members were visibly uncomfortable but no one said a word.

After the commander dismissed the flights, we heard from the Flight Sergeant. She decided to start in where the commander left off. She got right into my face cussing at me calling me the instigator of the mutiny last week. I didn't know what to do. I guess she was right. I couldn't wait to go home and never come back.

SOLO PILOT

1. Has someone ever yelled at you with abusive language? How did you feel?
2. Could this have been prevented by the cadets? How?
3. Did the Flight Sergeant demonstrate good leadership?

PILOT

1. What were the results of the Commander's and Flight Sergeant's words on this cadet?
2. If you saw this happen how would you encourage the cadet who got cursed at?

TEST PILOT

1. If you were a commander, how would you motivate cadets to serve with excellence?

The Transfer

Rank Order

Lesson Plan

OBJECTIVE

The objective of this lesson help cadets understand the importance of personal goals in CAP.

ATTENTION STEP

Start this session by asking the question: Have you ever sat at a doctor's office or dentist office waiting your turn to be seen and have someone else come in after you and be seen first? Would it make a difference if they were in greater need to be seen?

MOTIVATION STEP

Sometimes it does not seem fair when you want something and someone else gets it. Like knowing that there is a slice of your favorite piece of pie in the refrigerator and finding out someone else beat you to it. Then again sometimes it is you who gets the pie and someone else misses out.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review situation as it applies to both Sergeants Wade and Orr. One or both can become disappointed.

REMOTIVATION

Leadership also involves an element of followership. There will be times in life when it seems like someone has cut in line before us. We need to be prepared for setbacks in our lives. We can allow ourselves to be embittered by disappointment or we can choose to learn how to make the most out of what life sends our way.

CLOSING

"Disappointment to a noble soul is what cold water is to burning metal; it strengthens, tempers, intensifies, but never destroys it."

- Eliza Tabor

"We must accept finite disappointment, but never lose infinite hope."

- Martin Luther King, Jr.

The Transfer

Rank Order

Student Handout

CASE STUDY

Cadet Senior Master Sergeant Jane Wade's father has moved his family from another state to your town in order to get a better paying job. She is 16 years old and was an honor student in her old high school. Cadet Wade wants to go to the Air Force Academy and she believes being a CAP cadet would help her chances. Her old squadron had over seventy active cadets and she was the first sergeant. She received a Commanders Commendation Medal because of the great job she did as a first sergeant. She also received a second Commendation Medal for the job she did as the flight sergeant of the honor flight at last year's wing encampment. This past summer, Sergeant Wade attended the CAP National Flight Academy and earned her solo wings. Her transfer to the Alton Cadet Squadron has been initiated.

The Alton Cadet Squadron has fifteen cadets enrolled but only about a dozen of them regularly attend meetings. Cadet Captain Jack Martin is the Cadet Commander and the only cadet officer in the squadron. He plans to join the military when he graduates from High School. Fred Orr is the next ranking cadet. He has been a cadet Technical Sergeant for over a year and he is currently the training NCO. His athletic commitments cause him to miss meetings and not be able to attend encampments. Lately, he has been bragging about how he expects to be the next Cadet Commander. Major John Franks, the Alton Cadet Squadron Commander, now must decide where Cadet Wade will fit in the rank structure of the squadron.

SOLO PILOT

1. Describe your progress in the CAP Cadet program?
2. A year from now do you expect to have a job in your squadron? If so which one and how will you prepare for it?
3. If someone of higher rank came into your squadron should they expect to be appointed over you? Why or why not?

PILOT

1. How can CAP help cadets with their educational and career plans?
2. How should a cadet's goals impact the access to leadership positions in squadron?

TEST PILOT

1. What are your goals in CAP and how are you going to accomplish them?

Nails in the Fence

Think Before You Act and Speak

Lesson Plan

OBJECTIVE

The objective of this lesson is for the cadets to learn the importance of self-control.

ATTENTION STEP

Have each student choose a piece of wood and 4 nails. Have them mark their names on the wood. Once that is completed, tell them to exchange pieces of wood with each other. Have them hammer the 4 nails, in succession, any way they want, into the other person's wood. Then, have them pull the nails back out again and give the wood back to its owner.

MOTIVATION STEP

If you think before you speak or act, the world will be a better place.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

A verbal wound is just as bad as a physical one. Wounds can be all sorts of things: gossip, lies, cheating, stealing, losing your temper, or even just inconsiderate actions.

REMOTIVATION

You should value the people around you who share your everyday life. They make you smile, encourage you to succeed, lend an ear, share words of praise, comfort and hold you up just when you need it most and they are by your side at your best or at your worst.

CLOSING

So remember, if you think BEFORE you speak or act, the world will be a better place.
DON'T BE A NAIL IN A FENCE.

Nails in the Fence

Think Before You Act and Speak

Student Handout

CASE STUDY

Eli had a very bad temper. His Father gave him a bag of nails and said that every time he lost his temper, he must hammer a nail into the back of the fence.

The first day the boy drove 37 nails into the fence. Over the next few weeks, he learned to control his anger. The nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally, the day came when Eli didn't lose his temper at all. He told his father and the father said he should now pull out one nail for each day that he held his temper.

The days passed and Eli finally told his father that all the nails were gone.

The father took his son by the hand and led him to the fence. He said, 'You have done well, Eli, but look at the holes in the fence!

The fence will never be the same. When you say or do things in anger, they leave scars just like these.

SOLO PILOT

1. Have you ever had a problem with losing your temper, or know someone who does?
2. What are some ways you have tried to control your temper?
3. Have you ever had one of your leaders lose their temper? How did you feel?

PILOT

1. Why did driving nails into a fence help Eli to control himself?
2. What do the holes in the fence mean to you?

TEST PILOT

1. Is there a situation you can think of where your own lack of self-control resulted in hurting someone? Do you regret it? What would you do differently now?

I Double Dare You

Thinking Before Acting

Lesson Plan

OBJECTIVE

The objective of this lesson is for the cadets to explore the consequences of accepting a dare, which involves taking a foolish risk.

ATTENTION STEP

Have you ever been dared to something foolish or risky?

MOTIVATION STEP

Many of you have played the party game Truth or Dare; where a player must answer a question, usually embarrassing or take a dare which is usually also embarrassing. Well, tonight our case study explores taking on a dare which has considerably more risk than embarrassment.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the high points of the discussion of this case study.

REMOTIVATION

So, why do people accept dares? The following website provides insight into the answer.
<http://changingminds.org/principles/daring.htm>

This case study is based on an actual event which occurred in the early 1960's. The names and location have been changed to protect the foolish.

CLOSING

“It is a wise man who knows where courage ends and stupidity begins.”

“Look before you leap for as you sow, ye are like to reap.”

- Samuel Butler

Proverbs 21:5 “The plans of the diligent certainly lead to profit, but anyone who is reckless certainly becomes poor.”

- HCSB

I Double Dare You

Thinking Before Acting

Student Handout

CASE STUDY

The cadets of the Cannady Composite Squadron have gone on a field training exercise at the Table Rock State Park. After a day of map reading, ground to air communications and survival training they set up camp near the rock formation from which the park got its name.

After the evening meal, six of the cadets decide to wander off and do some sightseeing. They hike up to an overlook to get a closer look at the Table Rock. The large flat table stone is about twelve feet in diameter, is balanced over hundred feet in the air on a stone pedestal and just a little under seven feet from the edge of the overlook. The overlook has no guardrail

For a while the cadets enjoy looking around at the sights from this lofty perch but a few of the cadets get bored just looking around and start kidding each other and horsing around. Cadet Derrick Small challenges C/AB Timmy Smyth to throw a heavy rock out onto the Table Rock. It takes him several attempts to finally get a rock to land on the Table Rock and stay. Two of the other cadets take up the challenge until this is no longer entertaining. Then Cadet Joe Slyke gets the idea to dare Cadet Sam Davis to jump out onto the Table Rock. Cadet Davis responds by saying, "Slyke, I dare you to go first." Cadet Slyke comes back, "What's a matter, Davis, you ain't man enough to give it a go? I double dare you."

There has always been competition between the two cadets, with Slyke usually staying just one-step ahead of Davis. Davis glares at Slyke, accepts the dare, takes a running leap, and makes it the Table Rock, almost going off the far side. Now he finds he cannot jump back because he does not have enough running room. He also feels the table stone shifting under his feet.

SOLO PILOT

1. Have you ever accepted a dare? If you have, why?
2. Why do you think people dare each other to do dumb things?
3. Is competition between cadets good or bad? Why or why not?

PILOT

1. Is there any fault in this case? If so, who and for what?
2. How do you get the cadet off of the rock?

TEST PILOT

1. How can you prepare yourself to recognize and avoid foolish decisions for yourself and others?

Missing in Action

Doing Your Duty

Lesson Plan

OBJECTIVE

The objective of this lesson is to help cadets understand the responsibilities of duty and dependability.

ATTENTION STEP

Start this session by appearing nervous and uncertain about what to do. You can drop your note cards and pick them up in the wrong order or shuffle through a stack of paper as if looking for your notes while apologizing to the class for your lack of preparation.

MOTIVATION STEP

Sometimes when placed in a situation for which we are not prepared, we can be tempted to run away from it rather than ask for help or admit that we do not know what to do.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

It takes courage to admit that you do not have all of the answers or the skills to do everything. However, we must realize that running away from a situation not only deprives us of an opportunity to learn and develop our skills but also can adversely affect others. In fact, it is a leader's duty to seek guidance or clarification of orders when in doubt, even when we may be embarrassed when we do so.

REMOTIVATION

One of the hallmarks of a good leader is the ability to admit that he or she does not have all the answers. Once acknowledged, the next step is to seek guidance and learn the missing skills or knowledge. The great leader not only recognizes his or her weaknesses but those of subordinates and helps them overcome those weaknesses.

CLOSING

“Self-development is a higher duty than self-sacrifice.”

- Elizabeth Cady Stanton

“The reward of one duty is the power to fulfill another.”

- George Eliot

Missing in Action

Doing Your Duty

Student Handout

CASE STUDY

Recently promoted to C/TSgt, Fred Johnson has been in CAP for just over two years. He has been active in squadron activities, but has never held a leadership position. The Cadet Commander thought it was time for Johnson to "earn his stripes" and made him the Cadet Training NCO. Cadet Johnson was told he would be instructing new cadets in basic drill. Cadet Johnson acknowledged the order but felt uneasy. He was very good at drill and was on the squadron drill team, but he had never taught anyone else how to perform drill maneuvers. In fact, he had never been an instructor for any subject before.

The following week Cadet Johnson did not show up for the meeting and did not call to let anyone know he was not going to be at the meeting. As a result, C/SSgt Nicole Hand had to instruct the class. Since she had only a few minutes to prepare for the class, it was not a constructive session.

As a result, the new cadets did not get the quality of instruction they needed. In addition, C/SSgt Hand felt badly about it and felt discouraged about ever teaching again.

SOLO PILOT

1. Have you ever been asked to instruct a class in CAP or in another setting? What was that like?
2. Have you ever attended a class where the instructor was not fully prepared? What did you think of it?
3. Does being good at something mean that a person will be a good instructor? Why or why not?

PILOT

1. Why do you think C/TSgt Johnson did not show up?
2. Should Cadet Hand have refused to teach the class? Explain your answer.

TEST PILOT

1. How will you set an example for other cadets as a person who is committed to doing your duty and fulfilling all of your responsibilities as a CAP Cadet?

It Pays to Advertise, But What Are You Advertising?

Creating an Impression

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand how one dresses can make an impression.

ATTENTION STEP

Have you ever heard the saying, Pays to Advertise? What do you think is meant by this saying?

MOTIVATION STEP

You are all familiar with advertising. You have seen it on television, on bill-boards, in newspapers, in magazines and even seen advertisements painted on the sides of buses. Many companies give out tee shirts with their company slogans and logos on them. Even CAP has tee shirts.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

“Advertise” is defined as; –verb (used with object)

1. to announce or praise (a product, service, etc.) in some public medium of communication in order to induce people to buy or use it: to advertise a new brand of toothpaste.
2. to give information to the public; announce publicly in a newspaper, on radio or television, etc.: to advertise a reward.
3. to call attention to, in a boastful or ostentatious manner: Stop advertising yourself!

REMOTIVATION

If you decide to wear a tee shirt, a jacket or other article of clothing with something written on it ask yourself, “What am I advertising and do I really want to be associated with the message?”

CLOSING

“What kills a skunk is the publicity it gives itself.”

- Abraham Lincoln

“You can tell the ideals of a nation by its advertisements.”

- Norman Douglas

It Pays to Advertise, But What Are You Advertising?

Creating an Impression

Student Handout

CASE STUDY

Summer was coming to an end and the cadets of the Mustang Composite Squadron wanted to hold an outdoor party before school started. The cadets selected Waterfront Park for the location. The cadet staff made the plans for the party and invited the senior members to join them. The staff wanted to play volley ball and frisbie golf so they decided on casual dress. The plan was finalized and the Cadet Commander presented the plan to the Squadron Commander. He approved it and committed the senior members to providing the hot dogs and hamburgers.

On the appointed day the plan came together. Everything was set up just as planned and all was going well until Cadet Tom Edison showed up with his girlfriend, Cadet Lindsey Hilton. Cadet Hilton was wearing denim shorts with a number of tattered holes. She also wore a tee shirt with, "I may not be perfect but parts of me are pretty awesome," written on it. A couple of male cadets were standing together when Edison and Hilton walked by, and they started talking among themselves and laughing. Cadet Edison could not make out all that was said but he did hear one of them say something about Hilton advertising her "awesome parts." Hilton giggled at the comment but Edison got angry and went over to the two cadets. Angry words were exchanged and a fight started. A crowd gathered around the fighters, but senior members arrived quickly and broke up the fight.

This incident put a damper on the mood of the get-together and what had been a happy gathering broke up on a sour note.

SOLO PILOT

1. Do messages on tee shirts and jackets effect way we judge the wearer and why? (Consider the rights of freedom of speech.)
2. Why do you think Cadet Hilton dressed the way she did?
3. What was your impression of her?

PILOT

1. Could this situation have been avoided and if so how?
2. Who do you think was most at fault for this situation and why?

TEST PILOT

1. If you were the Cadet Commander or the Squadron Commander, how would you advise other cadets about what they wear in public?

Drop and Give Me Twenty

Motivation

Lesson Plan

OBJECTIVE

The objective of this lesson is to explore a motivational technique that is inconsistent with core values.

ATTENTION STEP

Open this session by showing a video of a Civil Air Patrol National Drill Competition. (There are several examples on YouTube)

MOTIVATION STEP

Motivation is a powerful tool for a leader when properly applied but if the wrong methods are used it can lead to opposite results.

It takes a lot of practice, teamwork and discipline put together a top ranking drill team. Both the team members and the team leaders must work hard.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the situation and the actions taken by the cadets in this case study. Also review the CAP Cadet Protection Policy, CAPR 52-10.

REMOTIVATION

Sometimes the zeal to achieve may tempt a person to use a wrong motivational technique that is inappropriate, as leaders we need to guard against such potential abuse.

CLOSING

“It is absurd that a man should rule others, who cannot rule himself.”

- Latin Proverb

“A ruler should be slow to punish and swift to reward.”

- Ovid

Drop and Give Me Twenty

Motivation

Student Handout

CASE STUDY

The Wright Composite Squadron has a long history of fielding an award winning drill team. Last year's team won the Regional Competition and placed second at the National Competition. Six members of last year's team are graduating from High School and will be going off to college or joining the military. Twelve cadets responded to the call for volunteers to join the team.

Cadet Sullivan is the Team Commander and she is being assisted by Cadet Monroe. Since there was not enough time for drill practice at the regular meetings, Cadet Sullivan decided to hold extra drill practice on Saturday afternoons. By the third drill practice some of the cadets had dropped out and only nine new cadets remained. The new drill team members were slowly improving, but Cadets Sullivan and Monroe were not satisfied. They thought that one cadet in particular was fouling up the rest and just did not fit in.

At the fourth drill practice things were worst yet. The team members lacked enthusiasm and seemed to be only going through the motions. After calling the team to attention Cadet Sullivan yelled out. "It looks like we need some motivation, so everybody drop and give me twenty!" After struggling to do the ordered pushups, the team became worse for the rest of the practice.

SOLO PILOT

1. Have you ever been on a Drill Team or Honor Guard? What was it like?
2. How does it make you feel when you are doing the best you know how and you are told that it isn't good enough?
3. Why do you think one cadet was having such a hard time and what could be done about it?

PILOT

1. What do you think of Cadet Sullivan's method of motivating the drill team and where do you think he learned it?
2. How do you think the Drill Team can be motivated to be excellent as a team?

TEST PILOT

1. If you were the team commander, how can you be excellent as a motivator and leader of cadets?

Open to All

Protecting the Dignity of Others

Lesson Plan

OBJECTIVE

The objective of this lesson is to challenge cadets to guard the dignity of people rather than to demean and devalue them.

ATTENTION STEP

Ask the cadets the name of the people in their school that are made fun of and why people ridicule them.

MOTIVATION STEP

Ask the cadets the name of the people in their school that are made fun of and why people ridicule them.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Personal dignity is an understanding of the importance and value of all people. Most people view themselves based on the words and actions of others. In CAP, respect for all people is one of the core values that guide our behavior.

REMOTIVATION

Remember to treat other people and think of other people as you would like to be thought of and treated.

CLOSING

“There is no such thing as an insignificant human being. To treat people that way is a kind of sin and there's no reason for it – None.”

- Quotes for the Journey – Wisdom for the Way

“In compassion lies the world's true strength.”

- Buddha

“Kindness is a language which the deaf can hear and the blind can read”

- Mark Twain

Open To All

CASE STUDY

Cadet Thomason had been a member of the Spence Composite Squadron for only a few months. He had been an enthusiastic addition to the meetings, getting involved in the training and learning exercises. Almost immediately after Cadet Thomason joined, two of the older cadets began to make fun of him. They made sneering comments about him and laughed openly when he would struggle with a task or a question. They were careful to keep quiet when an officer was around, but as soon as they were free from oversight, they would renew their ridicule of Cadet Thomason. After one meeting, Captain Morris found Cadet Thomason huddled in the corner of the storage room crying. His shoestrings had been tied together and his uniform belt had been cinched tight and twisted behind his back. He had been unable to fix his belt or his shoes and felt humiliated and needed to hide.

What most of the other cadets did not know, but the commander did, was that Cadet Thomason suffered from a mild form of epilepsy. Though his condition was controlled by medication, in certain situations, motor skills would be impeded and speech could be slurred. These episodes had given the two older cadets the opportunities they needed to demean the new cadet. The commander knew who was to blame and as he quietly helped the cadet free himself, he had a decision to make.

SOLO PILOT

1. What are some of the insulting names that you have heard people called and what do they mean?
2. At what rank in CAP do officers and cadets have the right to demean cadets of lower rank?
3. What does personal dignity mean to you?

PILOT

1. What should the commander do about Cadet Thomason's situation?
2. Do people deserve less or more respect if they have weaknesses that others can see?

TEST PILOT

1. What is the role of a CAP cadet leader in protecting the dignity of all cadets in the squadron?

Small War

A Time To Kill?

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to interact on traditional “just war” theory in light of the new war on terrorism and other “dirty-little wars.” For the sake of this study traditional “just war” theory is summarized as:

- Just Cause – only defensive war is legitimate
- Just Intent – to secure peace
- Last Resort – all other means have failed
- Formal Declaration – state of war declared by highest authority
- Limited Objections – total destruction of nations are unwarranted
- Proportionate means – total or unlimited war is unjustified
- Noncombatant immunity-civilians and POW’s are not targeted.

ATTENTION STEP

Find an article in a current newspaper that details an incident of a suicide-bomber, tribal warfare or some guerrilla action against an existing government. Ask the group whether violent action is justifiable in response.

MOTIVATION STEP

We want to discuss today whether some wars are just and right, and if so, what is it about them that make them right. In other words is there a justified “time to kill”?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

What we have looked at today is, even though the kind of conflicts our armed forces face today are not as clear morally as we might like, still the idea of a just war theory needs to be applied in order to insure that war is no more terrible than necessary.

REMOTIVATION

War is about the loss of human of life. Periodically, tyrants who have no respect for life challenge civilized societies that value human life. War is sometimes one of many options in trying to preserve human life.

CLOSING

“Men who take up arms against one another in public war do not cease on this account to be moral beings, responsible to one another and to God.”

- General Orders No. 100 (The Lieber Code) 24 April 1863

“Only the dead have seen the end of war.” - Plato

Small War

A Time To Kill?

Student Handout

CASE STUDY

Jason is a fifteen-year-old CAP cadet with an older brother who serves in the Army. Currently in Baghdad, Jason's brother, Rob sends Jason an email describing the uncertain situation in Baghdad. He writes, "You never know who your friends are here... some Iraqis are friendly to us, but then every day some of my buddies get shot at or killed by Iraqis. When we first arrived I thought we were doing the right thing by being here, but now, I'm not so sure. If so many people don't want us here maybe we should pull out."

At the next squadron meeting, Jason asks the chaplain if they could talk afterwards. Jason asks the Chaplain what he thinks about the Iraqi war and is it right for Americans to be risking their lives for such a conflict. Father Brown, the unit chaplain and former military chaplain answers with: "Jason, that's a difficult question, let's talk about it."

SOLO PILOT

1. Do you know someone who has experienced combat? What do you think of them?
2. When the US attacked Panama to oust General Noriega in 1989, the attack was called "Operation Just Cause". When should a conflict be considered a just cause?
3. What should be the aim or goal for a country to go to war?

PILOT

1. Do you feel there is a "reasonable hope of success" in the current war against terrorism? What would "success" look like?
2. If Rob no longer believes this war is just, should he try to get out of the Army or continue to do his job?

TEST PILOT

1. As a CAP cadet, why should you or CAP contribute to our nation's "War on Terrorism"? Why not?

Lonely At the Top

Authority in CAP

Lesson Plan

OBJECTIVE

The objective of this lesson is to encourage cadets to see the value in following CAP rules and regulations and developing a commitment to do the right thing in any circumstance.

ATTENTION STEP

Rank the following from least to most as to their authority over you: CAP Squadron Commander, parent, President of the United States, teacher at school, CAP Wing Commander, older brother or sister, clergy.

MOTIVATION STEP

CAP is not exempt from the abuse of power. You cannot be good leaders without the ability to work within the limits of power. Good followers become good leaders when they are following good things.

OVERVIEW

During this character development session, we will:

- Read the case study.
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- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

The rules and regulations of CAP give commanders much authority in their units. They also are given many responsibilities to go with that authority. They are accountable to other leaders and to those that follow. CAP strives to provide a balance between authority and responsibility for every leader in every position.

REMOTIVATION

When you joined CAP, you committed your energies to certain actions and ideals. These commitments can be expressed in loyalties to friends and to leaders. As you develop as a leader in CAP, you may encounter other leaders who violate the rules of the organization. We each must prepare ourselves to respond constructively to these situations.

CLOSING

We are responsible only for what we can influence.

“Lord, grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.”

- Saint Francis of Assisi

Lonely At the Top

CASE STUDY

Capt. Scott Johnson had been the commander of Andover Composite Squadron for over ten years. The squadron had never had more than twenty-five members at one time. Usually, there were five officers and six cadets at any given meeting. Because the squadron was located in an isolated portion of the state, the wing had decided to base an airplane at the Andover Airport.

Scott had taken advantage of his squadron's freedom from oversight by the wing to do things as he saw fit. He allowed the officers to berate the cadets and the cadets to abuse one another. The airplane was flown regularly by officers who were not qualified and for their personal use. He liked the idea of CAP as a para-military youth group. He had said many times that his squadron functioned better than any ROTC program and that the toughness of the program made the cadets better Americans. Anyone who disagreed or complained was removed from the program, whether they were cadets or officers.

No one had ever been hurt. At least there was never a report of cadet injuries. The wing had never questioned or disciplined Capt. Johnson for any reason. The parents of the active cadets seemed content to let Scott lead the squadron as he wanted.

Cadet Captain Cynthia Anderson transferred to the squadron when her family moved to Andover. After three years as a cadet in another squadron in the same wing, Cynthia was looking forward to a career in the Air Force and a possible appointment to the Academy. The Andover Composite Squadron did not function like the CAP that she had come to know and appreciate.

SOLO PILOT

1. What do you think Cadet Anderson should do?
2. What do you think Cadet Anderson could do?
3. How does an officer become the commander of a Civil Air Patrol Squadron? How did your commander become the commander?

PILOT

1. What is the ultimate authority in Civil Air Patrol?
2. What is the purpose of Civil Air Patrol Cadet Program?

TEST PILOT

1. How does the Cadet Oath guide you in responding to a neglect or rejection of CAP rules and regulations?

Mind Reading

Suicide Thoughts

Lesson Plan

OBJECTIVE

The objective of this lesson is to help cadets confront how common thoughts of suicide are, and to affirm that every human life is important.

ATTENTION STEP

Ask the students if they would like the ability to read (or hear) other people's thoughts. Would it be a gift or a curse? How would it be a gift or a curse?

MOTIVATION STEP

Tonight we will try to read other people's minds. We will explore how many of us think about our own lives and the times we think of ending our life.

OVERVIEW

During this character development session, we will:

- Read the case study.
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- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Thinking of suicide is common to most people. The danger increases when the person has a history of suicide in their family, they have developed a plan for their suicide, and they are feeling extreme pressure or disappointment.

REMOTIVATION

From the television series, Joan of Arcadia, "much of the destruction we do is because of a failure of imagination."

CLOSING

"Live all you can. It is a mistake not to."

- Henry James

"He that thinks amiss concludes worse."

- Herbert

"Help your brother's boat across, and your own will reach the shore."

- Hindu Proverb

Mind Reading

Suicide Thoughts

Student Handout

CASE STUDY

Ted had thought about it before and was thinking about it again. There was just too much. There was too much to do, too much to remember, too much to finish and too much expected. There would be no more pressures, no more deadlines, no more practices, and no more expectations. It would be so easy. Dad's gun, a short drive to the baseball park on a Friday evening and everything would be over. It was how Mom had done it. Not with a gun, but with pills. And now that Stephanie was gone, no one would care, no one would even notice. Yea, maybe they would be sorry that he was gone. That would show them. It would be so easy.

SOLO PILOT

1. What are the most difficult challenges in your life as a teenager?
2. What skills do you need to survive as a teenager?
3. What do you think that Ted was trying to "show" them?

PILOT

1. Have your friends ever told you that they were feeling so pressured that they would like to end their life? How did you respond?
2. A person is in great danger for suicide when they have a plan. Is suicide easy?

TEST PILOT

1. What are other ways you can escape the difficulties of your life without suicide?

If I Want It, I Need It

CAP – “Come And Provide”

Lesson Plan

OBJECTIVE

The objective of this lesson is to help cadets develop a personal set of priorities regarding the differences between needs and wants.

ATTENTION STEP

Bring several pictures to the meeting. The pictures listed first represent needs and those on the right represent wants, i.e.

1. Kia Rio and BMW
2. Truck 150/1500 and fully-loaded king cab
3. Blue jeans and tuxedo
4. Mickey D's hamburger & fries and Large T-bone & baked potato
5. Small house and large mansion

Use as many pictures as you want. Use pictures with humor if possible and add your own comments. The idea is to exaggerate the difference between needs and wants.

MOTIVATION STEP

It has been said, “Just because you want it, it doesn't mean that you need it.” There is truth in the statement, but what if your major wants are the same as your needs. Better yet, what if your wants are to meet the needs of others?

OVERVIEW

During this character development session, we will:

- Read the case study.
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- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Everyone has needs and wants. Today, we discussed these and discussed ways to prioritize our needs and wants.

REMOTIVATION

The subtitle for this lesson is CAP – Come And Provide. In the CAP, we do what we do because we WANT to, and what we do is provide for the NEEDS of others. It is one thing to think about us and the things we personally need or want, but it is a grand thing to put aside our own needs and wants and help others.

CLOSING

“If by leaving a small pleasure one sees a great pleasure, let a wise man leave the small pleasure and look to the great.”

- The Teaching of the Compassionate Buddha, Chapter XXI

Exodus 20:17 “You shall not covet your neighbor's house...or anything that belongs to your neighbor”

- Hebrew Scriptures

If I Want It, I Need It

CAP – “Come And Provide”

Student Handout

CASE STUDY

The Burtow Composite Squadron’s meeting began with a Pledge to the Flag and a prayer. Then the Commander announced that he felt the squadron needed a new trailer to replace the second-hand one they had been meeting in for the last ten years. Everyone thought it was a good idea until he announced that the senior staff met and decided the funding should be taken from the various budgets allotted to current programs.

They wanted to take 50% of the projected budget for the next two years. This included the cadets budget, which meant several of their programs and trips would have to be cancelled for the next two years. A lively discussion developed because several members did not think the squadron really needed a new meeting place.

SOLO PILOT

1. Do you think obtaining a new trailer is a want or a need?
2. If you believe it is a want, give some reasons why you might think so.
3. If you believe it is a need, give some reasons why you might think so.

PILOT

1. Should the cadets have a say in the decision to buy the trailer?
2. Do you think it is ever all right to buy something just because you want to?

TEST PILOT

1. List several projects your squadron is involved in and discuss why you think it is a need or a want.

Seeking the Truth

Jumping to Conclusions

Lesson Plan

OBJECTIVE

The objective of this lesson is to help the cadets exercise discipline before jumping to conclusions about people or situations.

ATTENTION STEP

Ask the cadets if they have ever been falsely accused? How did they handle it? What did they say? How did they feel? Did the truth ever come out? We will explore the great care that leaders must take in making decisions concerning people.

MOTIVATION STEP

Throughout your CAP career, you will have to make decisions about situations and the people involved in them. The quality of your leadership will be determined by these decisions. Developing great care in these sensitive and delicate circumstances will mold you into a great leader.

OVERVIEW

During this character development session, we will:

- Read the case study.
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- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

People can be hurt and friends can be lost if we make a decision to do so or say something before we know all the facts. None of us need to be naïve about others, but we can make every effort to base our choices on facts, not assumptions.

REMOTIVATION

Being misunderstood can be a painful and lonely experience. As CAP leaders, we commit ourselves to understanding people and situations as they truly are.

CLOSING

“I pray that I will seek to understand rather than be understood.”

- St. Francis of Assisi

Ephesians 4:26, “Be angry but sin not.”

- Apostle Paul, Christian Scriptures

Exodus 23:1 “You shall not carry a false rumor.”

- Hebrew Scriptures

Seeking the Truth

CASE STUDY

Gregg was a football player and worked out in the weight room three times a week. After a recent loss, Gregg began punching his locker. When his friends tried to calm him, he took a swing at them. Now, his friends try to stay away from him when he is angry. Gregg and Vicki had been dating for almost a year.

They got along well and Vicki never complained about Gregg's anger. She never reported Gregg hitting her. Some of the girls in Vicki's Phys Ed class noticed bruises on Vicki's back and upper arms. When they asked her about the bruises, Vicki said she fell in Phys Ed. When her mother noticed the bruises she questioned Vicki, but she insisted she fell in Phys Ed Class. She assured her mother that Gregg had never hit her.

Mrs. Anderson, Vicki's mother, went to school and asked the teacher if she had seen Vicki fall in class. The teacher reported that she did not see her fall but would ask some of the other girls if they saw Vicki fall. The next day the teacher reported to Mrs. Anderson that no one saw Vicki fall. Mr. & Mrs. Anderson wanted to believe Vicki but they also did not want her to be subjected to physical abuse.

SOLO PILOT

1. Do you believe Vicki fell in Phys Ed class?
2. What would you do if someone was hitting you and leaving bruise marks?
3. How do you control your anger?

PILOT

1. If someone were hitting you and leaving bruises, would you continue your friendship with them?
2. Is it ever right to take your anger out on someone else? What are the results of taking your anger out on someone who is innocent?

TEST PILOT

1. What could be some of the consequences if you as a CAP leader jumped to the wrong conclusion about a person or a situation?

Teenage Drinking

Dealing With the Problem?

Lesson Plan

OBJECTIVE

Note to leader:

This case study is based on a true story appearing in the national media. It is not intended nor should be interpreted as endorsement or encouragement of teenage drinking under any circumstance.

The objective of this lesson is to highlight the dangers of teenage drinking, to explore effective ways of dealing with it and affirm the value of a drug-free life.

ATTENTION STEP

Find and share three news articles concerning the effects of drinking. These should be as recent as possible and concern teenagers if available.

MOTIVATION STEP

We all have to deal with it. If you drink you have to deal with it. If your parents drink, you have to deal with it. If your friends drink, you have to deal with it. Someday, maybe today, you will need answers to the questions concerning alcohol. We will look at how one family chose to answer the questions. Then we will let you decide how well they did.

OVERVIEW

During this character development session, we will:

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BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Drinking is a problem for adults and teenagers. Every year thousands of people are hurt, abused and killed because of drinking. Parents are searching for ways to protect their children from these experiences. Not just any solution will do in these circumstances.

REMOTIVATION

Drinking can lead to decisions and experiences that are irreversible. Not only can you be hurt, but also you could hurt someone you care about.

CLOSING

“A mind is a terrible thing to waste.”

“I have other obligations now – the show, my family, my life...though I know that without my sobriety I wouldn't have any of those things.”

- Rob Lowe, Hollywood actor

Teenage Drinking

Dealing With the Problem?

Student Handout

CASE STUDY

Brad was looking forward to the prom. Everything was working out well. His girlfriend and his friends had made their plans to eat, go to the prom and then to a party afterward. Brad's parents had expressed concern over Brad's plans for the evening, especially the party. When they asked Brad if he planned to drink at the party, he told them he and his friends would find a way to drink following the prom.

Brad's parents decided that the best way to deal with Brad was to have the after prom party at their home. They could monitor the drinking of all the teenagers at the party and prevent anyone from driving home drunk. They could make sure that no one was abused, injured or had sex. The kids could drink as much as they wanted. All they had to do was stay at the party once they arrived and not leave until the next morning. Kids would also be responsible for bringing their own alcohol.

Brad agreed to this and so did many of his friends. There were over forty teenagers at the party and they were drinking. There were no reports of trouble except for complaints in the neighborhood of the noise from the party. The next morning as the teenagers were making their way home, the police arrived and arrested Brad's parents for contributing to the delinquency of a minor.

SOLO PILOT

1. What effect does drinking have on a teenage party?
2. What are some of the things that can go wrong when there is drinking at a party?
3. What position does CAP take on drinking at CAP functions?

PILOT

1. What suggestions would you make to Brad's parents concerning the after prom party?
2. Are there actions that can be wrong or hurtful even though they are "safe"?

TEST PILOT

1. As a CAP leader, how can you help other cadets, and maybe yourself, avoid the troubles of drinking?

99 +1 = 100%

OBJECTIVE

The objective of this lesson is for each student to perceive the role of a leader in retaining all members of the unit.

ATTENTION STEP

The CAP is a non-discriminatory organization. Any eligible youth can become a cadet. We know that CAP membership is not based on conditions such as size, color of skin, religion, etc. But what about talents or personality? If a person joins the unit but is not wanted, that person would essentially be lost to the unit. Have you ever been in a situation where you felt you weren't wanted?

MOTIVATION STEP

Every one of us want our unit to be the best it can be. Today we will discuss ways we can make that happen without leaving anyone out. We will search for ways to help each member of the unit find and use his or her special talents.

OVERVIEW

During this character development session, we will:

- Read the case study.
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BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today we looked at a situation that is common in all CAP units. People, young and old, join CAP and then for one reason or another, drop out. Leaders can strengthen the unit and enable the unit to better fulfill its mission by reaching out to those who leave.

REMOTIVATION

Ask the cadets to think of someone who is not present tonight and commit to contacting those absent over the next few days. Let these missing cadets know that they are missed and invite them to the next meeting.

CLOSING

What do you think?

Matthew 18:12 "If a man has 100 sheep, and one of them goes astray, won't he leave the 99 on the hillside and go and search for the stray?"

- Christian Scriptures

"Sometimes our light goes out but is blown into a flame by another human being. Each of us owes deepest thanks to those who have rekindled this light."

- Albert Schweitzer

99 + 1 = 100%

CASE STUDY

Jared had been newly selected as the Cadet Commander. He had worked hard to get in that position. He had the respect of both his peers and the officers of the Composite Squadron.

The demands on Jared's time became intense over the next months, however. He was meeting continually with the officer and cadet leadership to plan the training and activity schedules for the cadets. He was so busy that he did not notice that Penny had missed a few meetings.

Penny was his neighbor and childhood playmate. She was nice but really shy. She had been brought into CAP by Jared and had seemed to enjoy the meetings. She studied and progressed at an average rate. She did participate in most of the squadron's activities until recently.

For the next two weeks, Penny did not show up for squadron meeting or orientation flights. Jared asked a couple of the squadron members, but they did not know anything. Just as he was thinking about Penny, the squadron commander called him to a discussion he was having with the squadron AEO.

SOLO PILOT

1. Who influenced you the most to join CAP?
2. Have you known anyone who has been active in CAP but stopped participating? Do you know why they stopped?
3. What are some of the reasons that a person would stop coming to CAP?

PILOT

1. What can the squadron do to keep people from quitting CAP?
2. What can the squadron do to encourage people to become active in CAP again?

TEST PILOT

1. As a CAP leader, what suggestions would you make to your commander to help the squadron retain all the members of the squadron over the next year?

The Suspicious Baseball

Justice without Punishment

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring a situation where no one can be found to take responsibility for an accident while affirming the human desire for justice.

ATTENTION STEP

Place a small bowl with \$2.00 in dimes in a conspicuous area of the meeting room. As you begin the session ask one of the cadets to count the dimes and tell you how many dimes are there. Insist that you put \$3.00 in dimes in the bowl and now there are only \$2.00 worth of dimes. Ask how this dilemma could be resolved.

MOTIVATION STEP

Life is often different from television and the movies. In the entertainment industry, bad situations are continually resolved with the good being rewarded and the bad being punished. Real life does not always provide such easy answers. We need to be able to offer creative and constructive leadership in the face of these difficulties. We will challenge you to give this leadership.

OVERVIEW

During this character development session, we will:

- Read the case study.
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- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Sometimes we face problems that do not have solutions or clear answers. We can all strive to find justice for every wrong, but many situations involve people who are not honest enough to admit their wrong or they involve answers that are not obvious.

REMOTIVATION

As leaders, we must help others face these ambiguities and offer direction to prevent them in the future. Training, reflection, and peer support can prepare you to offer insights and guidance in the midst of conflict or uncertainty.

CLOSING

“The quality of mercy is not strained.”

- William Shakespeare

“Let mercy be your mosque, faith your prayer mat and honest living your Koran.”

- Sri Guru Granth Sahib

The Suspicious Baseball

Justice without Punishment

Student Handout

CASE STUDY

Jim and several of his friends were playing baseball in his backyard. Richard hit the ball into the yard next door. Paul retrieved the ball and they continued to play ball. The next day a den window in the neighbor's house was broken. Some of the neighbors told Mr. Collins about the teens playing baseball the day before.

The neighbor knew Richard, Jim and Paul, and shared this information with Mr. Collins. He then went to talk with Richard about the incident and his broken window. Richard then agreed to call Jim and Paul and let them tell what happened. Paul said he did go into their yard to get the ball but it was at least 20 feet from the house and he saw no broken window. The police were called and they investigated the incident.

They could not find anyone who actually saw the ball break the window. Mr. Collins still believes these boys were responsible for his broken window and asked them to pay for the repair.

SOLO PILOT

1. What could you do to convince Mr. Collins that you did not break the window?
2. What are some explanations for the window being broken?
3. How important is Mr. Collin's belief that the boys are responsible?

PILOT

1. What emotions do you feel when you are falsely accused and have no way of proving you are innocent?
2. What emotions can you feel when something bad has happened and there is no one to blame?

TEST PILOT

1. As a leader, what kind of recommendations could you make when there is no one to punish for a mishap?

When the Finish Line Is In Sight

Leaders Increase Options

Lesson Plan

OBJECTIVE

The objective of this lesson is to challenge cadets to think of ways of helping people achieve, even in the face of difficulty.

ATTENTION STEP

Ask the cadets, “What is the difference between the finish line in a race and the goal line in a football game?” The answer is the defense. The defense can prevent a score and often does. Almost all runners finish a race because there is no one preventing them from finishing.

MOTIVATION STEP

CAP is designed to create leaders. These leaders are meant to demonstrate a character that not only seeks to enable achievement for themselves, but achievement in others. This kind of leader is formed only from effort and training, like the training you receive in CAP.

OVERVIEW

During this character development session, we will:

- Read the case study.
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- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

In almost every worthy mission, difficulties and problems will arise. During these challenges, hard choices must be made. Leaders can provide help for people in these times by giving encouragement, but valuable help can also be given by sharing options and ideas for dealing with these circumstances. An important characteristic of leaders is creativity.

REMOTIVATION

Just like fighter pilots need G-suits to resist the G-forces of flight, leaders help people deal with the pressures of living and achieving. Leaders help widen the vision of people under stress.

CLOSING

“Let us be servants in order to be leaders.”

- Feodor Dostoevsky

Matthew 23:11 “But the greatest among you, shall be your servant.”

- Jesus Christ, Christian Scriptures

“Do not meet troubles half-way.”

- Jewish Proverb

When the Finish Line Is In Sight

Leaders Increase Options

Student Handout

CASE STUDY

Mike, a senior in High School, needs a biology course to graduate this spring. He made a passing grade the first semester. Mike lost his textbook and does not have the money to pay for the lost book. The school cannot issue him another book until he pays for the lost book.

Susan loans Mike her book during the school day and Mike reads the material and tries to do the homework during his lunch hour. He returns the book to Susan at the end of the day. Occasionally the teacher loaned Mike her book overnight.

Mike is struggling and is afraid that he will not pass biology and will not be allowed to graduate. Karen, a classmate, lost her book and reported it to the teacher. Two days later Mike showed up at school with a textbook with his homework completed. Mike would not tell where the textbook came from.

SOLO PILOT

1. Where do you think Mike got the new textbook?
2. What are Mike's options? He must pass Biology to graduate.
3. Is there any way you could help Mike with his dilemma?

PILOT

1. Who is responsible for Mike's problem?
2. What would you do if this situation happened to you?

TEST PILOT

1. As a CAP leader, how can you understand your responsibility to help cadets continue to progress in their CAP experience?

Out of the Loop

OBJECTIVE

The objective of this lesson is to help cadets explore how they feel about suicide and affirm the supreme value of human life.

ATTENTION STEP

Ask the cadets if they have known of anyone who has committed suicide.

MOTIVATION STEP

Suicide is a frightening subject to discuss and an experience that most will have to face in their lifetime. Civil Air Patrol has not been exempt from suicide and may not be in the future. This discussion will help clarify thoughts that the cadets have concerning this act.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
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- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Hearing of a suicide creates many different feelings in us. These feelings can lead to confusion as to what to say and what to do. Sometimes these feelings can be frightening.

REMOTIVATION

Never underestimate the amount of pain that a person can be feeling. People that you see, work with and go to school with every day can be struggling with their lives.

CLOSING

“God gives burdens, also shoulders”

- Jewish Proverb

Psalms 139:14 “For I am fearfully and wonderfully made.”

- Hebrew Scriptures

“Whoever rescues a single life earns as much merit as though he had rescued the entire world.”

- The Talmud, Mishna Sanhedrin

Note to leader:

Warning Signs of Suicide:

- | | |
|---|--------------------------------------|
| 1. Suicide threats | 8. Giving away prized possessions |
| 2. Previous suicide attempts | 9. Stockpiling pills |
| 3. Alcohol and drug abuse | |
| 4. Statements revealing a desire to die | Recommended Response: QPR |
| 5. Sudden changes in behavior | 1. Question the person about suicide |
| 6. Prolonged depression | 2. Persuade the person to get help |
| 7. Making final arrangements | 3. Refer for help |

Out of the Loop

CASE STUDY

Marcus pulled into his normal parking place at school. The place next to him was empty. Marcus found this odd. Peter's Mustang was always in its place when Marcus arrived. Peter was just that type of a person. He was smart, conscientious, athletic, and popular.

Peter's father owned the local textile factory, and Peter was expected to follow in his father's footsteps. Marcus gathered his books and headed for homeroom. Along the way he saw groups of people whispering to each other and acting unusually sad. Stephanie met him in the hall. She was crying quietly and had difficulty talking. "I can't believe he's gone," was all she could say.

Steve was already in homeroom when Marcus arrived. "Who died?" asked Marcus trying to sound more cool than nervous. Steve just looked at him and said nothing. Marcus looked around the room. Was he the only one who did not know what was going on? "I don't get it," Latarsha said. "He had everything. Why kill yourself now? He was about to graduate, go to college and have a great life. What could have been so bad?" Marcus wondered the same thing.

SOLO PILOT

1. What are some of the ways you hear about bad things happening to young people?
2. What could have been so bad for Peter?
3. What are feelings that you believe could lead to a young person committing suicide?

PILOT

1. What can you say to someone whose friend has committed suicide?
2. What can you say to someone whose family member had committed suicide?

TEST PILOT

1. How do you feel when you hear a young person has committed suicide?

My Word, My Bond

OBJECTIVE

The objective of this lesson is for each student to comprehend how our promises affect our character.

ATTENTION STEP

Suppose I could offer you a chance to meet Brig. Gen Chuck Yeager at a CAP aerospace conference. General Yeager has promised to pose for pictures with CAP cadets, sign autographs, and offer special words of encouragement at a CAP-cadets only reception. Would you be interested? You bet! Now what if I tell you that this once in a lifetime opportunity will only occur when you have two important exams scheduled at your school?

MOTIVATION STEP

Suppose I could offer you a chance to meet Brig. Gen Chuck Yeager at a CAP aerospace conference. General Yeager has promised to pose for pictures with CAP cadets, sign autographs, and offer special words of encouragement at a CAP-cadets only reception. Would you be interested? You bet! Now what if I tell you that this once in a lifetime opportunity will only occur when you have two important exams scheduled at your school?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today's case study brought forth some good discussion about the choices we have to make when goals and commitments conflict. We recognized that sometimes honoring a promise means making a sacrifice.

REMOTIVATION

Next time you are asked to make a promise, think it through. Make sure you can honor your promise before committing. If you're unsure about fulfilling the promise, just be honest and explain why.

CLOSING

The great poet Robert Frost once wrote about the difficulty of desiring to do one thing, but being bound to do something else because of a promise: "The woods are lovely, dark and deep, but I have promises to keep, and miles to go before I sleep."

My Word, My Bond

CASE STUDY

Ever since Devon was little, he knew he wanted to become a pilot. This summer, he wants to attend a CAP Flight Academy, which costs \$850. To earn the money himself, he is working part-time bagging groceries.

It takes more than money to attend a Flight Academy; first Devon must compete for a slot. To become more competitive, he wants to add more accomplishments to his CAP resume. Therefore, Devon has signed-up to attend a wing cadet leadership school being held next Saturday. For the first time he won't be just a student, he will actually lead one of the school's activities. People are counting on him to attend, and he is excited about going – it will be his first big leadership opportunity, and should increase his chances of being selected to attend a Flight Academy.

But when Devon checked his work schedule, he discovered that his boss was not able to approve his request to have next Saturday off from work. He's scheduled to work all day long.

Devon knows that if he does not go to work, he could get fired. How will he pay for his Flight Academy without a job? Because the \$850 is due soon, he doubts that he would be able to find another job in time to raise the money needed for the Flight Academy. But, if he goes to work, he will be unable to participate at the leadership school as he promised.

SOLO PILOT

1. Have you ever had a goal you were striving? What did you do?
2. Like Devon, have you ever had a “dilemma” – a time when you had two commitments that conflicted with one another?
3. Have you ever had to break a promise? What happened?

PILOT

1. Have you ever known someone who made a sacrifice in order to accomplish a goal? What did they sacrifice?
2. What kinds of things might happen to prevent you from keeping a promise?

TEST PILOT

1. As a leader in CAP, how can you avoid making promises that you may not be able to keep?

Do Not Disturb

OBJECTIVE

The objective of this lesson is for each student to comprehend the principle that our private actions can lead to a public impact.

ATTENTION STEP

Do you have a computer password, or an ATM password? What does it protect you from?

MOTIVATION STEP

This case study will explore the conflict between personal privacy and parental love. If you value your privacy, but also are expected to follow certain rules in your home and at school, this case will be important to you. Exploring this topic will help clarify your thinking on issues of personal privacy and will broaden your understanding of what motivates parents and schools to “invade” your privacy.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

State something along these lines, “I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen that privacy is very important to all of us, but that privacy is not to protect people from hurting themselves or harassing others.”

REMOTIVATION

Ask the students to think again about their personal passwords. Ask them if the information they are protecting with their passwords is meant to harm or abuse anyone.

CLOSING

As Jesus said in Luke 12:3 “Whatsoever is spoken in darkness shall be heard in the light; that which ye have spoken in ear and in closets, shall be proclaimed upon the housetops.”

Do Not Disturb

CASE STUDY

While at school on Thursday, Scott's school had a "lock-down". A lock-down is a regular, but unannounced inspection of all students, their lockers, their book sacks and their possessions by police, school officials, and drug enforcement officers with dogs. Students must remain in their classrooms until the search is completed. Drug-sniffing dogs enter the classrooms and search each person and all of their belongings. If authorities find any indication of drugs, they conduct a more detailed search and even make arrests. Two of Scott's new friends were found to have drugs and were arrested at the school.

When Scott arrived home that afternoon, he found that his room was not as he had left it that morning. He observed small signs suggesting that someone had searched his room. Angry, Scott asked his mother if she had searched his room and if she had what she was looking for. Scott's mother said that she had heard about the lock-down and that two of Scott's friends had been arrested. She worried that Scott might be using drugs, so she searched his room for evidence of drug use. The reason that she gave was her love for Scott and the fear that drugs could ruin his life.

SOLO PILOT

1. Is it right or wrong for the school to have lock-downs? Why?
2. How would you feel to have a dog sniff you and your possessions?
3. How would you feel if your parent(s) searched your room or personal space?

PILOT

1. Why do you think schools see the need to have lock-downs or similar actions?
2. Why do you think parents would see the need to search their children's rooms?
3. Was it right or wrong for Scott's mom to search his room? Why?

TEST PILOT

1. Where should society and parents draw the line between privacy and safety?

Inventing Success

Failure as an Opportunity for Success

Lesson Plan

OBJECTIVE

Comprehend the principle that an apparent failure can be turned into an opportunity for success.

ATTENTION STEP

Ask the students, “What do Thomas Edison and Albert Einstein have in common?” Allow some time for student responses. Then draw the students into this lesson by stating, “One of the things that these two men had in common is that they were both great failures (Thomas Edison made over 10,000 attempts at the light bulb before succeeding; Albert Einstein failed a year of school.) But the story doesn’t end there, as we all know. Today we will discuss how failure can be an opportunity for success.”

MOTIVATION STEP

Each one of you has fallen short in some goal in your life, I am sure. Yet does that mean you give up your goal? Today’s discussion will be important to you because we all have strengths and weaknesses, failures and successes.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today you have looked at an everyday occurrence – a story about cadets working toward promotions at their own pace. We’ve discussed how shortcomings, like the situation depicted in the case study, do not have to be seen as failures. As you pointed out, an apparent failure can be an opportunity for success.

REMOTIVATION

Therefore, next time you think you are falling short of a goal or about to fail, I challenge you to turn that thinking around and find something positive. That’s what leaders do; they see opportunities where others see only failure.

CLOSING

“One of the most important lessons that I have learned in life is to know that I do not have to be great to be good”
- Bill Barnes

Inventing Success

CASE STUDY

Andi, Luis, and Chris joined the local squadron together three years ago. Andi is earning five promotions per year and is now the cadet commander. Chris felt too much pressure to keep up with Andi and quit about a year into the program. Luis also feels some pressure about not promoting as fast as Andi and is feeling discouraged.

The deputy commander for cadets told the cadets that they should train well enough to promote as fast as Andi. Andi is not sure about what to do regarding this statement. She knows that most of the cadets are passing the squadron's promotion review boards.

SOLO PILOT

1. Have you ever felt pressure to promote in CAP?
2. Have you wanted to quit CAP because your friends seem to be moving ahead of you?
3. How would you help Luis not feel discouraged?

PILOT

1. How does friendship impact leadership?
2. Describe ways that you have turned failures into opportunities to succeed.
3. How would you counsel Andi in responding to the deputy commander?

TEST PILOT

1. As a leader, what would you do to enable cadets in your squadron to demonstrate individual success? How would you measure their success?

A Right to Remain Silent

When Should a Friend Speak Up?

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to comprehend the principle that protecting a friend's safety is more important than keeping a secret.

ATTENTION STEP

Place a kitchen knife and prescription drugs into a backpack or purse. While taking out other personal effects have the knife and drugs fall out onto the floor. Then ask the group to describe their reactions and what their responsibility might be when something like this happens.

MOTIVATION STEP

How do we decide between honoring a promise to keep a secret or notifying someone when a friend may be in trouble?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Our discussion topic today was a serious one. We discussed when it is okay to be silent to protect a friend, and when it might be necessary to break that silence in order to get proper help for someone.

REMOTIVATION

When we see something that might be suspicious or potentially harmful in a friend's life, we do have an obligation to "own" knowledge, and if necessary do something with it.

CLOSING

"Sometimes a whisper is the loudest cry for help."

- Chaplain (Col) James Hughes, CAP

A Right to Remain Silent

When Should a Friend Speak Up?

Student Handout

CASE STUDY

Todd, a good-looking athletically-built sophomore, was very popular in middle school. Everyone was surprised when he did not try out for sports when he hit high school. Instead of sports, he became the class clown, learned to play the drums and started a band. Though not having any one particular close friend, he was well liked by almost everyone. His good-natured personality and sense of humor could win over even teachers who weren't impressed by his academic performance. Over time, those closest to him began to see a change in Todd. His once good-humored smile turned to a darker, depressive smirk. Some suggested he was becoming a "pot-head."

At a Friday night football game Todd jumped into the middle of a verbal fight going on between two high school students and he took a swing at one of the guys. Immediately he was taken down to the ground by a local police officer standing nearby and escorted to the gate to remove him from the game. Along with his friend, Calvin, who had come to the game with him, Todd sped out of the parking lot into the street burning rubber as they left. Minutes later Todd was pulled over by a patrolman and issued a reckless driving citation. After the policeman left, Todd leaned over and pulled down the glove compartment in which to place the ticket. As the compartment was opened, several prescription drug bottles fell out onto the feet of his friend. Todd quickly replied, "Oh, they're my folks'." Picking them up and putting them back into the compartment, Todd looks at his friend and says, "Hey, if I wanted to do something I'd use my dad's gun...it's a lot quicker and more efficient!"

SOLO PILOT

1. Have you known people who have made big changes in their behavior? What was that like?
2. Have you ever wanted to stop a fight? Why did you choose as you did?
3. What parts of Todd's behavior could be connected to drug use?

PILOT

1. Where do you think Todd will be in five years if no one gets involved?
2. Would it be a violation of Todd's privacy to tell anyone else without his approval?

TEST PILOT

1. If you were Todd's parents, what would you do if Calvin told you about the drugs in Todd's car?

Small Things Don't Matter?

Cutting Corners and Taking the Easy Way Out

Lesson Plan

OBJECTIVE

The objective of this lesson is to comprehend the idea that little things do matter.

ATTENTION STEP

Bring to the session a completed plastic model airplane and ask, "Is this a big thing?" It's not big in size, but it is big in what it represents - a marvel of engineering, technology, physics and aerodynamics! Then open a box of unassembled model airplane parts. Ask, "Are these little things?"

MOTIVATION STEP

Attention to detail. Maybe you have heard your cadet staff emphasize that. Do small things matter? Today you'll decide if they do.

OVERVIEW

During this character development session, we will:

- Read the case study.
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- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

What we have looked at today is that little things (like the routine of daily assignments) do have a long-term important effect. In other words, little things over time are big important things. This makes little things, big things.

REMOTIVATION

All of life is made up of little things that are very important. Whether looking at the universe, a beautiful flower or the human body, the picture we see is made up of thousands of very small elements. Take one of these elements away and the beauty of the whole is changed.

CLOSING

A Parable of the Vineyard. "I passed by the field of the sluggard and by the vineyard of a person lacking sense; and behold, it was completely overgrown with thistles and thorns. Its surface was covered with weeds and brush and its stone wall was broken down. When I saw this, I reflected upon it; I looked at it again and received valuable instruction. "A little sleep, A little slumber, A little folding of the hands to rest," I concluded to myself. Then it dawned on me, "as a thief in the middle of the night, so can poverty come to me, all my precious possessions can be taken from me as completely as an armed robber taking everything at gunpoint."

Small Things Don't Matter?

CASE STUDY

Mrs. Gilbert was a notorious tenth grade English teacher. She personally felt it was her responsibility to help prepare her students the best she could to take the ACTs the next year. To do this she instituted the “word of the day” program in order to help build the students’ vocabulary. She said that the scores of her students have increased since she started using this program. Every year she would give a final vocabulary exam based upon all the daily words.

Susie, a CAP cadet and tenth grader, commented to Mindy, her cadet officer, “This assignment is ridiculous! It’s unreasonable!”

The cadet officer said, “Hey, what is important is that you pass the final exam. I know she gives the same test on the same words every year. I’m sure some senior has the test if you just ask around for it.”

Susie went home that night, pondering what to do.

SOLO PILOT

1. What small things can you do that can help you be a better student? Be healthy? Be a better friend?
2. Have you ever been told to do something that seemed unreasonable, but turned out to be helpful? What happened?
3. Have you ever been disappointed in a leader’s advice or recommendation? What did you do?

PILOT

1. Is one word a day a difficult task? If it is, what makes it difficult?
2. Since Mindy is a member and an officer in CAP, does that change the way you think about her recommendation to cheat? How?

TEST PILOT

1. What could leaders do to help people see the value of the “little things”?

We Are Who We Are With

Friends, Values, and Choices

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to acknowledge the impact friends have on their values and choices.

ATTENTION STEP

Captain Kirk and Spock. Sherlock Holmes and Dr. Watson. Maverick and Goose. What do those pairs have in common? They are friends who strengthen one another's leadership.

MOTIVATION STEP

This case study will explore the need that we all have to be a part of a group as a way of building our identity. As a part of this CAP squadron, you have begun to see yourself in a particular way.

OVERVIEW

During this character development session, we will:

- Read the case study.
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- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

State something along these lines, "I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen that our choice to join a group will influence our values and character. Also, we need to remember our own potential to influence others."

REMOTIVATION

You wear a uniform and try to live according to the CAP core values. As we saw in the context of the case study, friends have an impact on what you value. That is why your CAP experience is so important. – let the CAP and Air Force values develop your full potential.

CLOSING

If you want to develop good character, first pick good friends.

We Are Who We Are With

CASE STUDY

Jack's family had moved to their new home just three weeks before school started. On his first day, Jack moved from class to class without knowing anyone. Lunch seemed to last forever. Nobody seemed to want to talk to Jack on his first day. When he got home that afternoon, Jack was feeling lonely and discouraged.

Jack's dad suggested that he find a group to join, a club maybe. Jack said he would think about it.

The next day Jack was determined to find some people to connect with, but he didn't know where to start. In his old school he had friends and he knew where he could find a group, but here, he didn't know what other kids thought about him or where he could fit in.

SOLO PILOT

1. Have you ever felt lonely at school? What was that like?
2. What groups at school and at other places are you a part of?
3. Why did you join the groups you have joined?
4. What does your CAP membership say about you?

PILOT

1. Besides your friends, who else in your life contributes to who you are?
2. Who or what influences you the most in your choices of what you wear, what music you listen to, what you think is funny and what you think is "cool"?

TEST PILOT

1. If the people in your life influence the kind of person that you are, then what kind of influence can you be on others?

When Good Is Not Good Enough

OBJECTIVE

The objective of this lesson is for each student to comprehend the difference between their evaluation of their own performance and other people's expectations of them.

ATTENTION STEP

"Pass your math test, or don't come home tonight." "If you don't cut a full minute off your mile run time, you're fired from cadet staff." Are those reasonable expectations? No, of course not. But other people do set expectations for you.

MOTIVATION STEP

This lesson will explore the difficult feelings that people have when their performance does not match the expectations of others. Why is that important to you? Because everyday people – parents, teachers, friends, CAP leaders - expect you to live up to their own expectations of you. How should you react to those expectations?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

State something along these lines, "I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen the importance of knowing the difference between what is good performance and the expectations of others. Also, you have begun to build your own approach to living that will result in self-respect."

REMOTIVATION

People will always have expectations of you, and that can be a good thing because they show their concern for you living up to your potential. But in the final analysis, none of that matters. It is up to you to prepare and perform to meet your goals.

CLOSING

"You are in charge of you."

- Vice Admiral James Stockdale, USN, Medal of Honor recipient

When Good Is Not Good Enough

The Definition of Victory

Student Handout

CASE STUDY

Falcon 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.

SOLO PILOT

1. Do you think that the drill team had done a good job? Why?
2. Have you thought that you have done something well but someone else thought was not good? How did you feel when that happened?
3. How do the expectations of parents, teachers, and commanders affect you?

PILOT

1. Can a person, a group or a team win without coming in first? Why or how?
2. How can you respond when people in authority over you are disappointed in your performance?

TEST PILOT

1. What are ways that you can prepare and perform so that you can mentally prepare for a "loss" and continue to demonstrate good sportsmanship?

What Is Your Bent?

OBJECTIVE

The objective of this lesson is for each student to comprehend the principle that our actions are reflections of what we value.

ATTENTION STEP

Items needed: A paper clip for each student. Begin the lesson by asking the students to bend the paperclip into any symbol that they want. Allow the students to share what they made and why.

MOTIVATION STEP

Share with the students, “Just like the paperclip became what you made it, our actions are shaped by what we value. Today we are going to discuss the concept that our actions are reflections of what we value.”

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

State something along these lines, “I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you are able comprehend that your actions are a reflection of what you do.”

REMOTIVATION

Ask the students to take another look at what they created when they bent their paper clips. Share with the students that they probably gave little thought to the paperclip’s design. Our actions reflect what we value.

CLOSING

As Shakespeare’s Polonius advised Hamlet: “This above all, to thine own self be true.” Your actions will show your values!

What Is Your Bent?

Actions Reflect What We Value

Student Handout

CASE STUDY

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.

SOLO PILOT

1. Have you ever attended a meeting like this one? If so, how did you feel? If not, how do you think you might feel in that situation?
2. How important are first impressions to you?
3. What is something that is important to you and how do you show it?

PILOT

1. How do our actions reflect what we value?
2. How can we help our squadron to present a good first impression?

TEST PILOT

1. Explain how your actions are reflections of what you value.

Can, Should We?

OBJECTIVE

The objective of this lesson is for each student to comprehend that technology does not remove the responsibility to make moral choices.

ATTENTION STEP

Ask the students if they have seen any of the “Jurassic Park” movies and if they remember the questions concerning whether the dinosaurs should have been created. This is the question we will explore today.

MOTIVATION STEP

You probably will not find a way to bring dinosaur fossils back to life, so why does today’s discussion matter? Every day, whether you realize it or not, you make the same choices faced in Jurassic Park. Just because you can do XYZ, should you?”

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

State something along these lines, “I think that you all did great in identifying some of the real issues and possible solutions for this case study. I also believe that you have seen that being able to do something doesn’t give us the right to do it or that technology isn’t always the measure of our values.”

REMOTIVATION

Ask the students to think again about the “Jurassic Park” movies. Do they remember the costs in people hurt and killed?

CLOSING

The measure of a person is not found in what they can’t do, but in what they can do and choose not to.

Can, Should We?

CASE STUDY

While at lunch at school, Jenny's friend Clare was showing everyone the "A" she got on her research paper. "I did this in about twenty minutes. I downloaded it right off the internet. That was a lot easier than having to read a bunch of books," said Clare.

"Where did you get that paper?" asked Jenny, "that looks great."

"There are a couple of really good websites." Clare replied, "All I had to do was cut and paste."

That afternoon, Jenny went home and signed on to the internet and called up the website that Clare had found. She also had a research paper that was due in a couple of days. She figured that to write a five page paper would take her around three hours of research and writing. There were other things to do as well, like basketball practice and Lisa's party on Thursday. After a few minutes, Jenny found all the information she needed in one article. With a few key strokes it would all be over.

As Jenny was about to make her decision, her mom said there was a news story on television that some people had been kicked out of the state university for plagiarism.

SOLO PILOT

1. Is plagiarism stealing? If so, from whom?
2. Can friends share possessions with other friends without that being "stealing"?
3. What are things that people, businesses and governments can do that they should not?

PILOT

1. Is stealing okay as long as you steal from rich people (Robin Hood)?
2. If there is no danger of being caught downloading, is it the right thing to do?

TEST PILOT

1. What responsibilities do you have in choosing how you use the technology that is made available to you?

What Matters Most

Actions Speak Loudest

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to comprehend the principle that actions speak louder than appearances.

ATTENTION STEP

Items needed: Glass or clear plastic container, medium sized rocks (1-2 inches), pebbles, sand and water. Explain to the group that you need to fill the container. Show them the medium sized rocks and place them in the container. Ask them if the container is full. Drop in the pebbles and ask, “Is the container is full. Drop in the sand and again ask, “Now, is the container full?” Finally, pour in the water and state, “We’ve just seen how something that appeared to be full could contain more.”

MOTIVATION STEP

The students will discuss how their actions say something important about what they value. Share with the students, “Most of us thought that the container was full and were surprised that other things can be added to our full container. Sometimes what we do may contribute like the medium pebbles. Others may contribute like the water. The container of humanity is not full until you place something into it. Today, we are going to discuss what matters most to us in order to understand that we are valued.”

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Today we discussed first impressions and the principle that actions speak louder than appearances. Just because Greg wears a CAP uniform, does not mean that he will be of good character. As many of you pointed out, the test of his character came with how he responded to a dishonest culture at school and how much he valued Julie as a classmate and prospective cadet.

REMOTIVATION

When people see you in uniform, you represent CAP. Some may chuckle at the uniform, but most people will applaud your service and character. Therefore, you have a duty to live up to the best traditions your uniform represents by letting your actions speak louder than your appearance, your uniform.

CLOSING

“Words seem empty and only actions seem great.”

- Woodrow Wilson

What Matters Most

CASE STUDY

Greg recently moved to a new school. At this school he meets students who openly admit to doing drugs, cheating on homework assignments or drinking alcohol. Julie is concerned about the apparent character lapse at this new school and turns to Greg because she remembered seeing him wear a CAP uniform to school one day.

Greg and Julie talk for a while. Julie becomes interested in Civil Air Patrol. Greg hesitates to invite her to the next CAP meeting because the commander is typically late and unorganized. He doesn't want Julie to have a bad first impression.

SOLO PILOT

1. Why do you think Julie assumed Greg was someone of good character?
2. Have you ever heard of students doing anything like what was described in the case study?
3. Is it right or wrong for students to do drugs, cheat on school assignments or drink alcohol?
4. How important are first impressions to you?
5. What value does the squadron commander place upon the members of John's squadron, based upon the commander's actions?

PILOT

1. Describe some of the things that Greg and Julie might agree to do to help address the school's problems?
2. Think about how the squadron commander in the case study behaves. Is there a connection between our actions and what we value?
3. How do you help your squadron present a good first impression?

TEST PILOT

1. Explain how you demonstrate value to others through your actions.

When Truth Is Not Truth

OBJECTIVE

The objective of this lesson is for each student to understand that it is virtually impossible to live without the concept of truth and truthfulness.

ATTENTION STEP

Obtain a copy of USA Today or your local newspaper and show the letter to the editor's page or the editorial page. USA Today always takes a current issue and has two differing responses to it. Ask the cadets what the underlying premise is for this approach – to be “fair and balanced” by showing two opinions or does it underscore that for every issue there is no right or wrong position?

MOTIVATION STEP

Each of you is concerned about right and wrong, otherwise you wouldn't be CAP cadets. And, each of you has opinions about what is right and wrong. What's the difference? Is there one? Today we'll investigate that important issue.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

What we have looked at today is the popular assumption that there really is no truth. This is illustrated when we use statements like, “That's just your opinion,” even when discussing subjects that most moral philosophers and theologians think is clearly wrong. When someone argues, “That's just your opinion,” every concern about right and wrong is no longer valid... the whole of ethics is reduced to individual opinion.

REMOTIVATION

Without a concept of right and wrong, one cannot live a civilized, moral life. There would be no faithfulness, truthfulness, integrity, honesty or commitment. In its place, lying, cheating, immorality, betrayal, and criminal acts become the norm. If there is no truth, then a lawless society is the result.

CLOSING

Luke 6:31 “Just as you want men to treat you, treat them in the same way,”

- Jesus

Romans 13:4 “Do you want to have no fear of authority? Do what is good.”

- Apostle Paul

When Truth Is Not Truth

CASE STUDY

In a high school civics class, Heather heard her teacher, Ms. Wilson, make a comment about what President George Bush said about Islam after 9/11. Quoting the President, the teacher said, “Our fight is not against Islam but against terrorism.” Then the teacher added, “But of course, one person’s terrorist is another person’s freedom fighter or martyr.”

Heather asked the teacher to explain. Ms. Wilson answered, “Well, you know the Palestinians are fighting to regain the land they lost to Israel, so the violence they do is justified and those who die in the cause are heroes. But to Israel, it is considered terrorism. Likewise, when Israel blows up a Palestinian police station or headquarters, it is viewed by Palestinians as terrorism.”

Heather, a CAP cadet officer questioned, “Then what you are saying is that there is no right or wrong on either side?”

SOLO PILOT

1. How would you answer Heather’s question? Is there no right or wrong on either side, only differing viewpoints of the same action?
2. If there is no right or wrong in this situation, how does one determine what is right or wrong in any situation?
3. From where does any society gain an understanding of what is right and wrong?

PILOT

1. What would life be like if we could never find out the truth about anything? How would one understand history or what others are telling me is the truth?
2. If there is no truth, right or wrong, then how can we have a justice system and courts of law that are supposed to determine wrong and innocence?

TEST PILOT

1. What are five or more sources that you use to determine what is right and wrong in your life and in the lives of others?

How to Say “No”

Staying Active, Just Not Too Active

Lesson Plan

OBJECTIVE

The objective of this lesson is for each student to comprehend the importance of making commitments wisely.

ATTENTION STEP

Can you count to 86,400? How long would it take you? That is the number of seconds in one day. How many do you think you can fill with worthwhile activities? Is there a certain number of seconds you should try to fill?

MOTIVATION STEP

Whether you recognize it or not, each one of you is a high-achiever by virtue of your volunteer service in CAP. As high-achievers, you’ll find today’s case study and discussion important because it’s the story of a girl who is trying to use all 86,400 seconds in the day in her quest to get into a top college.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

We’ve had some good discussion on time management, especially how high achievers like you strive to get the most out of every day. As some of you said, that is a noble goal, but not necessarily a responsible or mature goal. You can still be a high achiever by admitting you are only human and have limits.

REMOTIVATION

Even an F-22 cannot fly on afterburners forever. Everyone is vulnerable to burn out. Next time you become so overwhelmed you are about to run out of gas, remember that it was the slow and steady tortoise who beat the sprinting hare.

CLOSING

Ecclesiastes 9:11 “The race is not to the swift, nor the battle to the strong ... but time and chance happens to them all.”

How To Say “No”

Staying Active, Just Not Too Active

Student Handout

CASE STUDY

Becky is a popular, 14-year old high school freshman. She wants to attend a top Ivy League school and eventually become a physician. Knowing that the best colleges are the most competitive ones, she busies herself with a full-load of rigorous courses at school.

Even her extra-curricular schedule is designed to develop her into a well-rounded person, just what colleges want. Her activities include: student council, Civil Air Patrol, soccer, field hockey, a youth group at her church, and a part time job as a receptionist at her dad’s business.

Her mother is determined to help Becky get into an Ivy League school. She is trying to convince Becky to broaden her experiences even more through piano lessons, in addition to her other activities.

As her friend, you have recently become disappointed that she’s never able to go to the movies with you, or do other fun things – since starting high school, she’s always too busy. Usually you two eat lunch together at school, but for the past week she hasn’t shown up for lunch. Becky later tells you that she’s giving up eating lunch at school and finds an empty classroom and takes a nap instead.

SOLO PILOT

1. Do you see any evidence suggesting that Becky is overwhelmed?
2. Have you ever been overwhelmed by your commitments? How did you feel?
3. What kind of goals do you have in school? In CAP? In life?

PILOT

1. What could Becky do to make her schedule easier, allowing her to eat lunch and get enough sleep?
2. If you were Becky, how would you decide which activities to keep and which to say “no” to?

TEST PILOT

1. As Becky’s friend, what advice and encouragement would you give her?

Cadet Boone Comes Home

Rendering Honor and Dealing With Grief

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring a situation where a member of the squadron has died in service to the nation.

ATTENTION STEP

Start this session by showing the class a picture of the Tomb of the Unknown Soldier and asking them if they know about the tomb and about the soldiers who guard it.

(http://en.wikipedia.org/wiki/Tomb_of_the_Unknowns)

MOTIVATION STEP

With the nation at war it is possible that members and former members of the Civil Air Patrol may give their lives, we need to be prepared to honor them.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the actions and motivations of each individual in this case study. Point out that it is possible for cadets to be members of the National Guard or the Reserve not on extended active duty. (CAPR 35-3, Para 3.a. (3))

Point out that CAP Chaplains are the only members who have privileged confidentiality. (CAPR 265-1, Para 17.c)

REMOTIVATION

Death is a natural part of living and at some point in our lives we will have to deal with the death of someone we care about. Grieving is a normal reaction to having lost someone who is important to us and when we are grieving it is a good idea to seek the help of others to help deal with the emotional stress.

CLOSING

The day which we fear as our last is but the birthday of eternity.

- Seneca

John 15:13: Greater love has no one than this, that he lay down his life for his friends.

- NIV

Cadet Boone Comes Home

Rendering Honor and Dealing With Grief

Student Handout

CASE STUDY

Major Tom Dow was solemn faced at the opening formation when he announced that Cadet David Boone was coming home. Cadet Chief Master Sergeant Boone was also a Private First Class in the 132nd Military Police Company of the Army National Guard and his guard unit had been sent to Afghanistan four months ago. While on convoy duty Boone was killed by a road side bomb planted by the Taliban.

Boone's parents asked Major Dow if the squadron could provide a cadet color guard to be at the arrival of Cadet Boone's casket and to be at the funeral. Major Dow asked for volunteers for the color guard.

Suddenly from the rear of the formation came a commotion. Cadet First Sergeant Jane Goode had collapsed and was wailing uncontrollably. Her best friend Cadet Second Lieutenant Christy Reed broke ranks and moved to comfort Goode. It was later revealed that Cadet Goode was to have married Cadet Boone when he returned from his tour of duty.

Fortunately, Chaplain Mark Gottmann was present at the meeting; he took Cadet Goode to a private office to counsel with her. At the closing formation Chaplain Gottmann was asked to pray. The prayer centered on asking for Divine comfort for the grieving and for the strength to love our enemies. After the meeting Major Dow asked the chaplain about the counseling with Cadet Goode. The chaplain's answer seemed to suggest that he had learned something but could not divulge what it was.

SOLO PILOT

1. Have any of you had a close friend die? If yes, how did you feel?
2. Would you be willing to volunteer to be part of a color guard for a funeral for someone that you might not know?
3. What do you think of C/1st Lt Reed breaking ranks?

PILOT

1. Why do you think young men and women risk their lives by serving in the military?
2. What role do you think Chaplains play in the military and the Civil Air Patrol?

TEST PILOT

1. As a Civil Air Patrol cadet, how can you help people who have lost a loved one in military service?

How Did You Get Here

Unauthorized Entry?

Lesson Plan

OBJECTIVE

The objective of this lesson is for each cadet to consider how to respond to suspicious behavior.

ATTENTION STEP

Show a clip from an exciting or important MLB baseball game. Focus as much as possible on the enthusiastic fan reaction to the play on the field.

MOTIVATION STEP

As a cadet in CAP, you should have a good idea of what is right and wrong in most situations. Some behavior is clearly wrong. How do you respond if you see behavior that is not wrong, but suspicious?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Some people have figured out how to get around the rules to get what they want. Sometimes the breaking of a rule is not clear to see and you have a feeling or thought that something is just not right.

REMOTIVATION

Each of us must decide how to handle suspicious behavior. In CAP, suspicious behavior needs to be cleared up quickly. This protects the integrity of the people involved and the organization as a whole.

CLOSING

"When I see a bird that walks like a duck and swims like a duck and quacks like a duck, I call that bird a duck."
- James Whitcomb Riley

How Did You Get Here

Unauthorized Entry?

Student Handout

CASE STUDY

Darin, Shawn, and Mike were great friends. They did everything together, including their membership as cadets in the same CAP Squadron.

A few weeks ago, at the squadron meeting, the cadets had planned a tour of a restricted portion of the local airport. After taking accountability before the start of the tour, the commander noted that several cadets including Mike were not present. The commander stressed that cadets must be on their best behavior to avoid breaking laws, or damaging the squadron's reputation with the facility manager. The group then entered the restricted area to take the tour. During the middle of the tour, in the top of the air traffic control tower, Darin and Shawn realized that Mike not was there, as part of the group.

After the tour, the squadron commander mentioned that the facility manager was concerned because a motion sensor had been tripped during the tour. However, security never found the cause.

The other day, Darin Shawn and Mike were planning to go to a professional baseball game. Tickets were expensive, and hard to find, but Darin and Shawn were able to get tickets through the ticket office. Mike couldn't get a ticket though, and it was well known that neither he nor his family had the kind of money to buy a ticket. Mike hung out all day that day with Darin and Shawn, and went with them to the park. When they got to the gate, Mike said "See ya later".

Darin and Shawn went in to the park to watch the game. In the middle of the fourth inning, Mike joined Darin and Shawn in the stadium, exclaiming "What a Game!" When asked how he got in, Mike replied "Don't worry about it" and went on cheering for his favorite team.

SOLO PILOT

1. Have you ever been on a CAP field trip and been allowed into a restricted area? What happened?
2. What was suspicious about Mike's behavior at the airport and the baseball game?
3. How do you think Mike got in to the restricted area at the airport? At the ball park?

PILOT

1. Did Darin and Shawn have any "hard evidence" that Mike had done something wrong at either the airport or the ballgame? If so, what was it?
2. The tickets to the baseball game were expensive. Would that justify Mike if he had found a way to sneak into the game without paying?

TEST PILOT

1. If you were a cadet leader in your squadron, would you report Mike's actions? What would you say and to whom?

Trauma

Encounter with PTSD

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the ramifications of Post-Traumatic Stress.

ATTENTION STEP

Start this session by listing the kinds of experiences that can cause post-traumatic stress.

MOTIVATION STEP

Relate these facts from: http://ncptsd.va.gov/ncmain/ncdocs/fact_shts/fs_children.html
http://www.aacap.org/cs/root/facts_for_families/posttraumatic_stress_disorder_ptsd

Results from studies indicate that 15 to 43% of girls and 14 to 43% of boys have experienced at least one traumatic event in their lifetime. Of those children and adolescents who have experienced a trauma, 3 to 15% of girls and 1 to 6% of boys could be diagnosed with PTSD

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Everybody eventually will experience bad things and stress in their lives and each individual handles these situations differently. The thing to remember is that sometimes we may need help in dealing with these situations. That help may be just talking it out with a friend or someone you trust, or you might need to see a professional. Whatever the case there is no shame receiving help.

REMOTIVATION

Point out that CAP has a Critical Incident Stress Management (CISM) program. You may want to review CAPR 60-5, *Critical Incident Stress Management*.

CLOSING

“PTSD is a normal reaction to abnormal circumstances.”

- Unknown

James 1:12 “Blessed is the man who perseveres under trial, because when he has stood the test, he will receive the crown of life that God has promised to those who love him.”

- NIV

CASE STUDY

Sixteen year old Cadet Airman First Class Betty Scott missed several meetings when she was injured in a very bad car accident. She spent three weeks in the hospital and for two months she wore a cast on her right leg. Now she has a slight limp and a noticeable scar on her right cheek that she tries to keep covered.

Except for running she can do the physical fitness tests. Cadet Scott seemed to be acting normally during the first few meetings after she returned, but as time passed there were noticeable changes in her attitude. Her outgoing and attentive personality had been replaced with reclusive and distracted behavior. She passed up two opportunities to test for promotion. It was also noticed that Scott has lost a lot of weight and that her uniform just hangs on her now.

When this was pointed out she became very defensive and ran off to the ladies locker room. Cadet Scott's squad leader and friend Cadet Staff Sergeant Fay Hogan went after her and found her sitting on a bench crying.

Cadet Hogan learned that Cadet Scott felt responsible for the car crash and keeps having nightmares about it. She was not the driver of the car, but she was the only survivor. Her boyfriend and two other friends had not survived.

Later that evening Cadet Hogan discussed Cadet Scott's situation with the squadron commander.

SOLO PILOT

1. What are some ways that you have seen people deal with traumatic events in their lives?
2. What aspects of Cadet Scott's experience would be painfully traumatic for her?
3. What are some activities in CAP that could expose its members to PTSD?

PILOT

1. What CAP programs help counter Post Traumatic Stress?
2. What responsibilities do people have to have others during their traumatic moments?

TEST PILOT

1. If you were the squadron commander, what are some options that you would have or implement to help members of the squadron deal with trauma issues?

Direct Action

IS THERE A LINE BETWEEN WAR AND ASSASSINATION?

Lesson Plan

OBJECTIVE

The objective of this case study is for cadets to discuss the moral distinctions between assassination and general warfare.

ATTENTION STEP

When we target the leaders of a nation for killing, important questions need to be asked. This is doubly true when the people we target are part of a nation that isn't actually at war with us. While we might find ourselves needing to kill our enemies, certain questions do arise.

“Murder by legal sentence is immeasurably more terrible than murder by brigands.” - Fyodor Dostoevsky

MOTIVATION STEP

In war, we target key parts of enemy infrastructure, like oil pipelines and communication. We also target the enemy leaders. But that raises an important question: what distinguishes assassination from simple military action?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

War in the 21st century is complex. As we fight enemies who fight for ideals rather than specific states, we come across challenging questions. How do we determine if a killing is justified? Is there a line between murder, assassination, and “targeted killing”?

REMOTIVATION

We are keepers of our republic. We must therefore be mindful of how its power is exercised. This is the noble duty of the citizen.

CLOSING

“The balance of power is the scale of peace. The same balance would be preserved were all the world destitute of arms, for all would be alike; but since some will not, others dare not lay them aside. And while a single nation refuses to lay them down, it is proper that all should keep them up.”

- Thomas Paine

Direct Action

CASE STUDY

Osama bin Laden. Perhaps the most hated terrorist in human history, responsible for the deaths of thousands of Americans. After a lengthy ten-year manhunt following the terrorist attacks of 9/11/2001, bin Laden was found in Pakistan and killed by a U.S. special operations team.

Questions have come up regarding the death of bin Laden. Some have suggested that the operators involved in the attack on his compound were told to kill him, regardless of whether or not he tried to surrender. Others have suggested that he was treated in accordance with standard laws of war, and was shot during a lawful military operation.

At the same time, American drones have killed hundreds of terrorist operators throughout the Middle East. All in all, our actions have decimated al-Qaeda, which has hopefully saved American lives.

SOLO PILOT

1. What is the difference between assassination and regular military killing?
2. Why would the U.S. want to kill individual people through targeted killing and assassination?
3. Who should decide whether a person is a target of assassination, military officers, such as generals, or politicians, such as the President of the United States?

PILOT

1. Is killing the leader of a nation a legitimate military act?
2. Is it ethical for our nation to kill citizens of another nation if we are not at war with that nation?

TEST PILOT

1. If you had to make a decision on how to deal with a threat to American citizens, how would you prioritize your responses among the following: negotiation, sanctions, assassination, kidnapping, military intervention, drone attack, bombing.

Good Enough for Government Work

Doing Your Best

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand the importance of excellence in all we do.

ATTENTION STEP

Have you ever heard the phrase, “Good Enough for Government Work?” What do you think it means?

MOTIVATION STEP

On May 25, 1979, American Airlines Flight 191, a McDonnell Douglas DC-10-10, lost control and crashed near O'Hare International Airport in Des Plaines, Illinois. The cause for the crash was found to be improper maintenance which led to the loss of an engine. The crash killed all 271 passengers and crew on board, as well as two people on the ground. It remains the deadliest single-aircraft accident in United States history, and was also the deadliest aviation disaster until the September 11 attacks in 2001. Many people died because someone did not do their job well.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the case study using FACS. Pointing out that the things we do in CAP are important and we cannot afford to take short cuts and risk safety.

REMOTIVATION

Close by saying that CAP expects its members to live up to the core values. Peter Drucker, the famous author of many books on leadership and management puts it this way, “Management is doing things right, leadership is doing the right things.

CLOSING

By the work one knows the workmen.

- Jean De La Fontaine (1621 - 1695)

2 Timothy 2:15 “Do your best to present yourself to God as one approved, a workman who does not need to be ashamed and who correctly handles the word of truth.”

- NIV

Good Enough for Government Work

Doing Your Best

Student Handout

CASE STUDY

Cadet Airman Steve Parr (age 13) from the Wilbanks Composite Squadron was participating in a SAREX held by his wing. He had been assigned to the aircraft parking area and had been carefully instructed in his flight line duties. Capt. George Patterson, the Flight Line Supervisor for this SAREX, had periodically checked on work that Cadet Parr was performing and was quite impressed with the job he was doing. He saw that Parr took his work seriously and did everything vigilantly, just as he had been taught. When it came time to stop for the day Capt. Patterson instructed Cadet Parr to check the aircraft to make sure the chocks were in place and that all six of the aircraft were tied down properly.

Cadet Parr was half way through checking the tie downs when Cadet Technical Sergeant Jose Melendez (Age 15) came up to him and told him that the bus was loaded and ready to take everyone to supper and that Parr was holding everyone up. Cadet Parr explained that he had not finished checking the tie downs. Cadet Melendez took a couple of steps back, looked down the flight line and said he could see that every aircraft had a tie down and that the job Parr had done was “Good enough for Government Work” and to get on the bus. As they were leaving, Capt. Patterson called out asking if all of the aircraft were secure. Cadet Melendez yelled back to the senior member that Cadet Parr had checked all of the aircraft and that everything was “OK”.

After supper, Cadet Parr saw low dark clouds in the sky and that the wind was gusty and blowing much harder than earlier. He wondered if he should do or say anything about the aircraft on the flight line.

SOLO PILOT

1. Have you ever received conflicting orders from different leaders?
2. What bad things could happen in this situation?
3. Have you ever participated in a SAREX and what happened?

PILOT

1. Was Cadet Parr disobeying Capt Patterson’s orders when he got on the bus? Why or why not?
2. What does “good enough” mean?

TEST PILOT

1. If Cadet Parr came to you after supper with his concerns how would you advise him?

No Joking Matter

Cyber bullying

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in examining the use of CAP core values during the use of the internet.

ATTENTION STEP

Start this session by asking if anyone has seen the TV commercials by the Ad Council on Cyber bullying and how they felt about them.

MOTIVATION STEP

Relate these facts from <http://stopbullyingnow.hrsa.gov/adults/cyber-bullying.aspx> see also <http://www.ncpc.org/cyberbullying>

- 18% of students in grades 6-8 said they had been cyber bullied at least once in the last couple of months; and 6% said it had happened to them 2 or more times (Kowalski et al., 2005).
- 19% of regular Internet users between the ages of 10 and 17 reported being involved in online aggression; 15% had been aggressors, and 7% had been targets (3% were both aggressors and targets) (Ybarra & Mitchell, 2004).

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Cyber bullying has increased in recent years. In nationally representative surveys of 10-17 year-olds, twice as many children and youth indicated that they had been victims and perpetrators of online harassment in 2005 compared with 1999/2000 (Wolak, Mitchell, & Finkelhor, 2006).

REMOTIVATION

Courage is fire, and bullying is smoke. - Benjamin Disraeli

CLOSING

Exodus 23:2: "Do not follow the crowd in doing wrong. When you give testimony in a lawsuit, do not pervert justice by siding with the crowd." - NIV

No Joking Matter

Cyber bullying

Student Handout

CASE STUDY

During an inspection formation, a fight broke out between Cadet Staff Sergeant Megan Myers and Cadet Airman Basic Sarah Wilcox. After being separated, they were sent to different rooms. The Cadet Commander and the Squadron Commander began by questioning Cadet Wilcox. C/AB Wilcox said that C/SSgt Myers attacked her and that she was only defending herself. She further stated that she had only been joking and had not expected to be attacked.

C/Capt Anders then went into the next room to question C/SSgt Myers. Before the commander could ask the first question Myers broke out in tears and cried. Between sobs, she said that a picture of a cow with her face had been posted on a popular internet website and underneath the picture was her name. She also had received several emails calling her a cow and other nasty names.

She said that a couple of meetings ago she was checking the cadets in her squad just prior to being inspected. She found several problems with C/AB Wilcox's uniform and had pointed them out to her. She continued down the line of cadets when she heard someone call out "MOO" and she was sure that it was Cadet Wilcox. When she confronted Wilcox about it, Wilcox smiled and said, "Got Milk."

SOLO PILOT

1. Have you ever been bullied or seen someone else bullied in school? How do you feel about this type of activity?
2. How do you define "Cyberbullying" and do you think this applies to this situation?
3. Does being a higher rank prevent a person from being bullied?

PILOT

1. How are ways that people bully one another?
2. Why do people use the internet to bully?

TEST PILOT

1. How can you who respect for others in CAP and how would you encourage others to be respectful?

Payback

To Prank Or Not To Prank

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the impact of playing a prank on someone.

ATTENTION STEP

Start this session by making it appear that someone has played a prank on you. Possibly opening a can with a spring loaded snake in it or sitting on a "whoopie cushion".

MOTIVATION STEP

We have all met people who have treated us badly or made life difficult for us and we have thought how nice it would be to extract revenge. However we should ask ourselves if revenge is the right answer.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Sometimes we can be tempted to extract "payback" for perceived wrongs, but in doing so we show ourselves to be no better than the person who wronged us.

REMOTIVATION

One of the hallmarks of a good leader is the ability to overlook the transgression of others and offer forgiveness. In doing so, not only have we avoided making a bad situation worse but increased the possibility of turning a bad relationship into a good one.

CLOSING

"In taking revenge, a man is but even with his enemy: but in passing it over, he is superior."

- Sir Francis Bacon

Romans 12:17: "Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everybody."

- NIV

Payback

CASE STUDY

Last year Cadet Staff Sergeant Mary Trice from Twin Hills Cadet Squadron attended her first encampment. She was assigned as a squad leader in Alpha Flight. The Alpha Flight Leader was Cadet First Lieutenant Stacy Rodman from the Big Thunder Composite Squadron. There was a long-standing rivalry between the members of both of these squadrons.

From the very first day there were problems between these two cadets. Cadet Lt Rodman was very critical over every-thing that Cadet Trice did or didn't do. It seemed that there were two standards within the flight; a very rigid standard for Trice and her squad, and a more lax standard for the rest of the flight. Other cadets were also complaining that Cadet Rodman was unfair and callous.

C/MSgt Fred Brown approached C/SSgt Trice and suggested they play a prank on C/1st Lt Rodman. He suggested that Trice steal one of Rodman's undergarments and run them up the headquarters flagpole. While Trice did not like Rodman, she hesitated. Cadet Brown then reminded her of the unfair treatment she and her flight had received. He encouraged her to put Cadet Rodman in her place for the sake of herself and her flight. She said she would think about it.

SOLO PILOT

1. Has anyone ever played a prank on you? How did it make you feel?
2. Why do you think people play pranks on each other?
3. Have you ever been treated unfairly? If so explain?

PILOT

1. Besides a prank, what are other options that Cadet Trice has in dealing with the perceived unfair treatment?
2. What can a leader do to prevent this kind of situation?

TEST PILOT

1. As a leader at the encampment, how would you respond if Cadet Trice had decided to play the prank on Cadet Rodman?

The Initiation

Hazing?

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the destructiveness of hazing.

ATTENTION STEP

The Marine Corps has a slogan: The Few, The Proud, The Marines. What do you think that implies?

MOTIVATION STEP

Elite military units such as Air Force Para Rescue, Army Special Forces, Marine Recon and Navy Seals and these units have high Esprit De Corp and tough training. Some of the training is designed to be an initiation into the organization. If possible, show a short video or a movie clip showing a drill sergeant yelling at the troops.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the CAP Cadet Protection Policy, CAPR 52-10 with an emphasis on proper conduct regarding hazing.

REMOTIVATION

Being proud to be a member of unit is encouraged, but hazing robs the unit of that pride.

CLOSING

Hazing is an extraordinary activity that, when it occurs often enough, becomes perversely ordinary as those who engage in it grow desensitized to its inhumanity.

- Hank Nuwer

1 Peter 2:17: "Show proper respect to everyone: Love the brotherhood of believers, fear God, honor the king."

- NIV

The Initiation

Hazing?

Student Handout

CASE STUDY

The Soaring Eagle Composite Squadron has a long history of accomplishment. It has been awarded several Unit Citations and Certificates of Merit. The unofficial squadron motto is, "Failure is Not an Option." They field three well respected Search and Rescue Ground Teams. Each team is led by one or two senior members who are experienced and qualified as a Ground Team Leaders (GTL).

For the past three months, Senior Flight Officer (SFO) Bernard Sharpe has led one of the teams. He was a cadet for four years; earned the Eaker Award and two years ago he became a senior member. He has been ground team qualified for four years and wears the Senior Ground Team Badge. There are seven cadets on the team, six of which have been with the team for over two years; all wear the Basic Ground Team Badge. The newest member, C/SrA Jack Spencer joined the team two months ago.

The team was taking part in a statewide SAREX, being held in a heavily forested mountain area. Because of its overall experience level and the physical fitness of its members, they were assigned to a foot search of the most difficult terrain. Six hours into the search the team finds itself in a deep canyon and out of radio contact. SFO Sharpe tells the team to eat lunch while he goes to higher ground to make radio contact. He leaves the Cadet First Sergeant in charge. Each cadet had received Meals Ready to Eat (MRE) for lunch. The accessory packs contain a small bottle of Tabasco Sauce. After they finish their MREs there are five bottles of Tabasco left. Cadet Spencer is told that if he wants to be a real member of the team he has to pass an initiation. The initiation is to drink all five bottles of Tabasco. Cadet Spencer gets through three bottles before he vomits.

SOLO PILOT

1. Have you ever been through an "initiation"? What was it like?
2. Why are you proud to be a member of your unit?
3. What does it mean to have Esprit De Corps?

PILOT

1. Do you think that the First Sergeant's method of initiation to the team would build pride in the unit?
2. Do you think this initiation could be considered hazing? Why or why not?

TEST PILOT

1. What are ways that you can create pride in your unit without embarrassing or humiliating other members of the unit?

The Tattle Tale

Doing the Right Thing?

Lesson Plan

OBJECTIVE

The objective of this lesson is to help cadets understand the importance of integrity in telling the truth.

ATTENTION STEP

Start this session by asking the students, “Do you think it is possible to do the right thing for the wrong reasons?”

Give them a few minutes to respond before going into the case study.

MOTIVATION STEP

Sometimes we need to question our motives for the actions we take and ask ourselves are we doing the right thing for the right reasons. We have to be careful to how we are telling the truth when we are telling the truth.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

In reviewing the actions and motivations of the people in this case study will show the importance of integrity in telling a story. The CAP core value of integrity provides an effective guide to the decisions that we make in all situations.

REMOTIVATION

Some decisions may be right in the sense that they are legal or covered by acceptable social standards, may actually be the wrong because of the unnecessary destruction they cause. A careful reflection on our motivations for an action is always the mark of a person of integrity and excellence.

CLOSING

Envy is the art of counting the other fellow's blessings instead of your own.

- Harold Coffin

Proverbs 14:30: “A heart at peace gives life to the body, but envy rots the bones.”

- NIV

The Tattle Tale

Doing the Right Thing?

Student Handout

CASE STUDY

Cadet Senior Airman Mike Jones and Cadet Master Sergeant Fred Long joined the squadron at the same time. By studying harder Cadet Long achieved rank faster than Cadet Jones. As the months passed, Cadet Jones became more and more resentful of Cadet Long's success.

During one meeting, Captain Alice Fay, the squadron Public Affairs Officer, took some pictures of cadet training for a news article with her 35mm camera. After taking the pictures she left the camera unattended on a desk in the classroom. C/A1C Pat Ryan saw the camera and picked it up to look at it. Cadet Long saw Ryan with the camera and recognized it as belonging to Capt Fay. Long approached Ryan and told him to put the camera back on the desk. Cadet Ryan attempted to hand the camera to Cadet Long, but he released the latch and the back of the camera popped open and exposed the film.

Cadet Long exclaimed, "Oh, great, look at what happened. Now I'll have to tell Captain Fay that her pictures are ruined." However, before he could do so he was called away to teach a class.

Cadet Jones had seen what had happened and he immediately went to find Captain Fay. He found her with the squadron commander, Major Pete Reed. He walked up to them and reported, "Captain Fay, I'm sorry to have to tell you this but I just saw Cadet Long with your camera and back of it was open. I think he may have ruined the pictures you took."

SOLO PILOT

1. What do you think motivated Cadet Jones to report to the senior members about Cadet Long?
2. Should Captain Fay have felt safe in leaving her camera unattended with cadets around? Why?
3. What do you think of C/MSgt Long's choice to teach the class instead of reporting to Capt. Fay?

PILOT

1. Who was to blame for the camera being broken and why?
Capt Fay, Cadet Ryan, Cadet Long?
2. What would you expect the commander to do with the information reported by Cadet Jones?

TEST PILOT

1. What advice and guidance would you give cadets to encourage competition without creating resentment?

Profanity

Is Profanity Wrong?

Lesson Plan

OBJECTIVE

The objective of this lesson is for cadets to understand how profanity can be disrespectful of other people. NOTE: Teaching a lesson on profanity without using actual examples can be challenging.

ATTENTION STEP

Have you ever heard the phrase, “to swear like a trooper?” What do you think it means?

MOTIVATION STEP

In 1939, the movie *Gone With the Wind* caused a public uproar because at the end of the movie the male leading character, Rhett Butler, uttered, “Frankly my dear, I don’t give a d**n. Since that time words that would have been considered offensive, vulgar or profane have become very common throughout our society, to the point some of these words show up in programs that are intended for small children.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Review the case study using FACS.

Define what it means to be profane. This on-line dictionary may be helpful.

<http://www.thefreedictionary.com/profanity>

REMOTIVATION

Close with, “Ten reasons why I swear.” Available at:

<http://www.biblebelievers.com/TenReasons1.html>

CLOSING

I wanted to cut down on the profanity, because I think I'm funnier without sayin' a lot of cuss words.

- Chris Tucker

Col 3:8: “But now you must rid yourselves of all such things as these: anger, rage, malice, slander, and filthy language from your lips.” - NIV

Profanity

Is Profanity Wrong?

Student Handout

CASE STUDY

At the weekly meeting of the Flying Tigers Composite Squadron, Chaplain Swofford heard a noise coming from the men's bathroom. When he looked in, he found Cadet Tommy Smyth sitting on the floor and crying. Smyth was young, just old enough to join as a cadet and had joined the squadron the previous month. When the chaplain asked what was wrong Cadet Smyth told him that Cadet Chief Master Sergeant Bruce Bullard had cussed him out and called him a bad name. After encouraging and reassuring Cadet Smyth, the chaplain led him back to the class for new cadets. Chaplain Swofford sought out Cadet Bullard.

The chaplain found the cadet sergeant helping inventory uniforms and asked to speak with him privately. When questioned about what had happened Cadet Bullard admitted calling Cadet Smyth some names, but said he did not use any words that he had not heard the senior members and other older cadets' use.

SOLO PILOT

1. Have you ever had someone call you bad names? If so, how did it make you feel?
2. In what situations have you heard profane language used?
3. What makes a word profane?

PILOT

1. Why do people use profane words?
2. Other than using profanity, how else might you be able to express yourself?

TEST PILOT

1. If you were the Cadet Commander and found this type of situation present in your squadron how you would go about correcting it?

Unsung Heroes

Worthy of Our Respect

Lesson Plan

OBJECTIVE

The objective of this lesson is to explore the meaning of heroism and showing respect for our heroes.

ATTENTION STEP

Start this session by asking: What does a hero look like? (Allow the cadets' time to respond.)

MOTIVATION STEP

There are heroes who have done incredible deeds, they walk among us unsung and unnoticed for their heroism. A few heroes are well known like the actor Audie Murphy; he was awarded the Medal of Honor and many other awards for valor. However did you know that James Stewart was awarded the Distinguish Flying Cross and that comedy star Charles Durning was awarded the Silver Star and a Purple Heart? Or that Eddie Albert was awarded the Bronze Star and that Lee Marvin received a Purple Heart for being wounded during the attack on Saipan?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Point out that everyone should be treated with a measure of respect, because you never can tell when you may be in the presence of an unsung hero.

REMOTIVATION

Reveal the lives of these two Medal of Honor Recipients, who became janitors at two of our service academies: Robert "Bobbie" E. Brown and William J. Crawford. Go to the following websites for information.

<http://www.arlingtoncemetery.net/bebrown.htm>

http://www.homeofheroes.com/profiles/profiles_crawford_10lessons.html

CLOSING

"Heroes are people who rise to the occasion and slip quietly away."

- Tom Brokaw

Hebrews 13:2 "Do not neglect to show hospitality to strangers, for by this some have entertained angels without knowing it."

Unsung Heroes

Worthy of Our Respect

Student Handout

CASE STUDY

The Mountain View Cadet Squadron holds its meetings at the Billy Edwards National Guard Center on Thursday evenings. Usually while they hold their meetings the civilian janitor comes in to mop, wax and buff the hallways. The janitor's name is Charles "Old Charlie" Brown; he is in his mid-60's, has thin gray hair, walks hunched over and has a pronounced limp. Most Thursday evenings the cadets and Old Charlie get along just fine, however one evening things didn't go so well. While Mr. Brown was doing his job the cadets were outside doing PT. It had rained earlier in the day and the area where the cadets were doing their exercises was muddy. When the cadets came back inside they walked with their muddy shoes over the floors that Mr. Brown had just waxed and buffed. Mr. Brown became upset and said, "Hey, you youngsters should have wiped your feet at the door. Look at this mess and I just cleaned this floor."

One of the cadets answered back, "You want some help old man, here," and he kicked over the mop bucket, spilling water all over the floor. Vader said, "Now all you have to do is mop it up," and walked off.

A few months later the squadron held an awards banquet and the Squadron Commander made the following introduction. "Ladies and Gentlemen, tonight I have the great honor to introduce to you our guest speaker. He is a humble man but also a man of great courage, a recipient of the Medal of Honor. I give you, Master Sergeant Charles Brown, U. S. Army Retired." Out limped, "Old Charlie", wearing his old Army uniform, over the left breast pocket was five rows of ribbons, in the top row were ribbons for the Silver Star and a Purple Heart with several Oak Leaf clusters. Around his neck was a pale blue ribbon which held a medal, a five pointed star.

SOLO PILOT

1. Have you ever known anyone who did a brave deed? If, yes what did they do that was considered brave?
2. Do you think that you could ever do anything brave?
3. Are heroes special people, or can just anyone be a hero if given the opportunity?

PILOT

1. What other ways can a person show heroism that does not require the risk of life or going to war?
2. How should members of Civil Air Patrol treat others?

TEST PILOT

1. As a CAP member how can you show respect for American heroes and how can you encourage others to do the same?

My Decision

Even When Nobody Will Know

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the challenge of making a decision that no one else knows the outcome.

ATTENTION STEP

Start this session by taking out some change and counting it. Then announce that you recently made a purchase but think that the sales clerk gave you the wrong change and wonder what you should do about it.

MOTIVATION STEP

Sometimes a person can be placed in a situation when the consequences are not always obvious, particularly when others might not know our decision.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

There can be times in our lives when what we do is not known by other people. The mark of true character is to do the right thing even when others will never know. When we do this we program ourselves to look for the right thing to do. Like computer programs that default to a predetermined setting, we learn to default to ethical thinking, which helps us decide a course of action when the right or wrong is not immediately obvious.

REMOTIVATION

One of the hallmarks of a good leader is build a reputation for being honest and truthful in all of our dealings. We begin by being honest and truthful in our thoughts and with ourselves. In turn this characteristic will be seen by others.

CLOSING

Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not.

- Oprah Winfrey

Proverbs 21:2-3: "All a man's ways seem right to him, but the LORD weighs the heart. To do what is right and just is more acceptable to the LORD than sacrifice."

- NIV

My Decision

Even When Nobody Will Know

Student Handout

CASE STUDY

Cadet Senior Airman Jim Melendez attended a SAREX recently. Because of his communications training he was assigned to the communications section. He spent the morning receiving and distributing messages and recording them in the communications logbook.

Just before noon it was decided to send someone to a local fast food restaurant to purchase lunch, Cadet Melendez was given the assignment. He went to all sections and took everyone's order. He was very careful in writing down how much money he had collected from each individual. When he had finished he had orders for 22 meals and had collected over \$100.00. A couple of senior members drove Cadet Melendez to the restaurant and helped him carry the food and drinks. After they returned to the mission base Melendez delivered the meals and gave everyone their change.

When he sat down to eat his lunch he checked the money that he had left in his pocket and found that he had ten dollars more than he should have. He quickly reviewed the list of money he collected and the receipt from the restaurant. He knew that he had given everyone their correct change and couldn't figure out where the extra ten dollars came from, now he was wondering what he should do. He could keep the ten dollars and nobody would know.

SOLO PILOT

1. Have you ever had a problem and didn't know what the right thing to do was? What happened?
2. Can a cadet airman be trusted with handling money? How about a cadet NCO or Officer? Should the age of the cadet be considered?
3. Would it make a difference if it were only a \$1.00 or ten cents?

PILOT

1. If Cadet Melendez does not know where the extra money came from do you think it would be alright to say nothing and keep it?
2. What if he had been short \$10 instead over?

TEST PILOT

1. How can you express your integrity in the decisions you are making that no one knows you are making?

The Pick of the Crop

Making a difficult decision

Lesson Plan

OBJECTIVE

The objective of this lesson is to guide cadets in exploring the challenges of making decisions.

ATTENTION STEP

Start this session by showing the audience two items (example, two ties) and state? "I've got to decide between these two (ties) and I'm not sure which to choose. One was given to me by my (wife, mother, et.) the other was given to me by (father, son, et.). Either one I select will make someone unhappy."

MOTIVATION STEP

Sometimes we must make decisions that will not make everyone happy.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Pointing out that everyone in the case study had their strong and weak points. To make the best choice for a new Cadet Commander required an evaluation of more than just their resumes. Likewise when we consider people to hang out with or to be our friends we need to look at the total person not just the superficial personality.

REMOTIVATION

One of the tests of true character is the ability to make the difficult decisions and to be strong enough to stand behind the decision once it has been made. Making decisions in the best interest of the whole group is the challenge of leadership even if they do not please everybody.

CLOSING

It's not hard to make decisions when you know what your values are.

- Roy Disney

Decisions become easier when your will to please God outweighs your will to please the world.

- Anso Coetzer

Proverbs 16:16: "How much better to get wisdom than gold, to choose understanding rather than silver!"

The Pick of the Crop

Making a difficult decision

Student Handout

CASE STUDY

Major Fred Bell is the commander of Falcon Cadet Squadron. He needs to appoint a new Cadet Commander because the previous commander left to attend college in a different state. He wants to make the best and most ethical choice he can. The following cadets are the best candidates and each has expressed an interest in the position.

a. His highest ranking cadet is 16 y/o C/1st Lt Jane Wyner, the current cadet administrative officer. She makes excellent grades and is hard working. She is short, thin and has difficulty with the PT tests. Cadet Wyner is timid and has a high squeaky voice making her difficult to understand. In the past she has had a hard time making decisions and taking action.

b. The second ranking cadet is 17 y/o C/2nd Lt Brad Hunter, who is Alpha Flight Leader. He is tall, good looking, and the cadets are drawn to him. Cadet Hunter is bright but doesn't like to study so he just gets by on his tests. He is a thrill seeker who takes chances and plays practical jokes on people. He does a good job if he is well supervised.

c. The third ranking cadet is 17 y/o C/2nd Lt Ira Means, who is the Leadership Officer. He is a defensive guard on his school football team and he is on the wrestling team. His size and booming voice make him an imposing figure. Cadet Means has to study very hard to make passing grades. He is a strict disciplinarian and wants to join the Marines.

d. The fourth possibility is 16 y/o C/M.Sgt. John Wade, the squadron first sergeant. He is of average height and build. Cadet Wade is a reliable worker, and is respected by both cadets and seniors. He makes good grades and will test for his Mitchell Award next month. Wade takes the initiative when the need arises. He shows mature judgment in the accomplishments of his tasks.

SOLO PILOT

1. What do you look for in a leader in CAP?
2. What factors such as rank, age, academics, appearance and such do you think should be used in making this decision?
3. How do you think the hurt feelings of the cadets who were not selected should be handled?

PILOT

1. What problems might arise if Major Bell picks one of the lower ranking candidates?
2. What is more important when making a decision; the mission or the people and why?

TEST PILOT

1. Who would you choose as the new Cadet Commander and why?

What I Do At Home...

Where Is The Line Between Cadet And Civilian?

Lesson Plan

OBJECTIVE

The objective of this case study is for cadets to explore the question of integrity as it applies to a compliance with CAP regulations both at CAP functions and when not at CAP functions.

ATTENTION STEP

“You have one identity...the days of you having a different image for your work friends or co-workers and for the other people you know are probably coming to an end pretty quickly. Having two identities for yourself is an example of a lack of integrity.”

- Facebook CEO Mark Zuckerberg

MOTIVATION STEP

When we change how we act around different people, are we changing who we are? Though we all act differently based on changing situations, we should remain consistent with our personal values, right?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

We each lead complex lives. Every day, we interact with people in a wide range of environments. And the way we act in one place might be totally inappropriate for a different place. Integrity helps us to tie everything together - to make sure that we are always acting and talking with consistency and virtue

REMOTIVATION

We need to adapt to our environment - but never compromise to it.

CLOSING

“A building has integrity just like a man. And just as seldom.”

- Ayn Rand, “The Fountainhead”

What I Do At Home...

Where Is The Line Between Cadet And Civilian?

Student Handout

CASE STUDY

C/Capt Mark Todd is the Cadet Deputy Commander of the Eagle Star Composite Squadron. He and C/Maj Betsy Williams, the Cadet Commander, have been friends for a few years. Cadet Williams's time as the Cadet Commander is almost over, so the unit has been holding reviews to select the next Cadet Commander.

Both C/Capt Todd and C/Maj Sam Smith have applied for the position.

One night after a meeting, Cadets Todd and Williams went out for a snack. While waiting for their food at a drive thru, Cadet Todd takes out a cigarette and lights it. When Cadet Williams brings it up, he points out that he is 18 now, so he is not violating any rules.

"But", says Cadet Williams, "it says in CAPR 52-16 that cadets won't use tobacco, regardless of age, while participating in a CAP activity."

Cadet Todd replies "I know, and I don't smoke while I'm at CAP, but this is different - we're not at the squadron!"

A few weeks later, Cadet Smith is appointed as the Cadet Commander.

Cadet Todd is disappointed, and confronts Cadet Williams, asking if she told the senior members he was using tobacco.

Cadet Williams said, "Yes, I did tell them. You shouldn't be the Cadet Commander if you're using tobacco. I think it's wrong."

Cadet Todd angrily tells her "I didn't do anything wrong!" and storms off.

SOLO PILOT

1. Do you know how and why your Cadet Commander was selected?
2. What are some possible reasons why Cadet Todd was not picked as Cadet Commander?
3. What are some CAP rules for Cadets that would not be necessary outside of a CAP function? (uniforms, saluting, etc.)

PILOT

1. Did Cadet Todd do anything wrong by having a cigarette?
2. Should Cadet Williams have told the senior members that Cadet Todd was smoking?

TEST PILOT

1. If you were choosing a CAP member for a leadership position in the squadron, would your knowledge that the cadet was breaking a CAP rule outside of CAP activities effect your decision? Why or why not?

Deliberate Extinction

Should We Destroy What We Can?

Lesson Plan

OBJECTIVE

The objective of this case study is each cadet to examine the moral implications the human capability to completely annihilate other forms of life. This case study is adapted from material courtesy of the Iowa State University Bioethics: www.bioethics.iastate.edu/classroom/deliberateextinction.html

ATTENTION STEP

The world is positively teeming with life, from giant whales in the ocean, giraffes in Africa to single cell organisms on the ocean floor. Whether through inaction, negligence, or outright hostility, human beings have killed off entire species of life in the past.

“Everything that is destroyed is either destroyed by itself or by something else.”- Roman philosopher Sallustius

MOTIVATION STEP

Human beings are unique among all the creatures on Earth because they possess the ability to fully and completely destroy entire species. How do we decide what to do with this power?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Humans share our Earth with a lot of other creatures. Sometimes, those creatures might be harmful to human life. Our ability to destroy whole species makes us unique, and gives us unique responsibilities. Before we intentionally destroy an entire species, we need to think about the consequences of that act.

REMOTIVATION

We have the ability to completely destroy whole forms of life. Does that always give us the right to do so?

CLOSING

“A man lusts to become a god...and there is murder.”

- David Zindell, The Broken God

Deliberate Extinction

Should We Destroy What We Can?

Student Handout

CASE STUDY

For many years, smallpox was one of the worst diseases to affect humans. It has killed more people on Earth than any other infectious disease in human history. Until the 1800s, it wiped out hundreds of thousands of people every year throughout much of Europe. In the 15th century, European travelers brought the disease with them to North America, which resulted in the decimation of some Native American populations.

In 1967, the World Health Organization began an effort to eliminate smallpox by vaccinating people. By 1979, the WHO was able to eradicate all smallpox existing in the wild, declaring victory over the disease. There remain only a few samples of smallpox virus. These are stored in two high-security laboratories to be used for research. One is located in the United States and the other in Russia.

Some scientists and governments have called for these last samples to be incinerated, forever wiping away any remaining samples of smallpox.

SOLO PILOT

1. Do you know of any species of animals or plants that have been made extinct by human activity? What are they?
2. What is the difference between eliminating a virus, like smallpox, and killing off an animal, like whales?
3. What are ways that humans can decimate animal populations?

PILOT

1. What are the risks & benefits of destroying the last remaining colonies of smallpox?
2. Is killing off an entire species, even if it is a disease, “self-defense”? Why, or why not?

TEST PILOT

1. Do you think that all species have a right to exist and should be protected by people?

Clearing the Record

Responding to Hurt

Lesson Plan

OBJECTIVE

The Objective of this lesson is to help the cadets learn how to respond appropriately to those who have hurt them.

ATTENTION STEP

Ask each participant to write down the name of someone who has hurt him or her and what he or she did to hurt you. Have them hold on to this until the end of the lesson.

MOTIVATION STEP

Wouldn't you want to be able to release the grip of past hurtful events, clear the record and not hold a grudge?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Being hurt by another person, whether intentionally or not, is a common experience for all people. How we respond to the hurt can enable a relationship to continue or cause it to end. A conscious decision to repair a relationship is a noble choice.

REMOTIVATION

Forgiveness is removing the hurt and keeping the person.

“The only way to destroy my enemy is to make him my friend.”

- Booker T. Washington

CLOSING

“If your enemy is hungry, feed him; if he is thirsty, give him something to drink...”

- Jesus Christ, Christian Scriptures

“Forget injuries, never forget kindness.”

- Confucius

Clearing the Record

Responding to Hurt

Student Handout

CASE STUDY

Mike and Jennifer have often joked of their friendly rivalry in achieving their next rank. They have been cadets in CAP since 2012. Jennifer had quickly achieved her Mitchell Award. Keeping up with her, Mike had become Cadet of the Year in 2013. With the New Year beginning, Mike was appointed Cadet Commander.

By the spring banquet Mike recognized that Jennifer was noticeably distant. It had become apparent to him that Jennifer's enthusiasm for participation in CAP activities had waned. She had not been seeking promotions or attending activities on a regular basis.

During break at the next Leadership Meeting, Jennifer observed Mike taking money from the snack till and mistakenly believed he was stealing money. He was actually just making change. This observation furthers her resentment toward Mike and his leadership role. Jennifer does not like how her friendship with Mike has grown cold.

SOLO PILOT

1. Have you ever had your feelings hurt?
2. Have you ever been jealous over a friend's achievement?
3. Do you think Jennifer has a real or imaginary reason for being angry with Mike?

PILOT

1. Why should Jennifer take the first step toward restoration of their friendship?
2. Why should Mike take the first step toward restoration of their friendship?

TEST PILOT

1. As a leader in CAP, what steps can you take to restore relationships and help the functioning of the unit?

Credit Where Credit is Due

Sometimes it is Not Easy to Be Fair

Lesson Plan

OBJECTIVE

The objective of this lesson is for the cadets to understand the importance of integrity and service in making fair choices.

ATTENTION STEP

Have two cadets do something, such as move a table or some other task. Then in front of the class tell the cadets that you appreciate what they did for you and want to reward them. But you have a problem you only have one reward. (This can be something small, a piece of candy or some trinket like a key chain or pen.) Go through the motions of being unable to decide and then arbitrarily give the item to one of the cadets. Then tell the cadets that they can return to their seats.

MOTIVATION STEP

Have a small discussion of the situation above. Was it right to acknowledge the efforts of one cadet and not the other? Since you had just one reward should you have kept it for yourself and not given either cadet the reward?

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you've learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Sometimes it is not easy to be fair. For example; if you were the hiring authority for a company and there were two candidates for one position. Both candidates for the position have similar education, experience, and potential. Both have good references and past employment histories. Say one is a single working mom with one child and needs the job to keep off welfare. The other is a man that has been out of work for six months and has a wife and two kids to support. Both need the job and have the qualifications you are looking for, so how do you make the “fair” decision and do the right thing for your company?

REMOTIVATION

Working hard at being fair is important. This shows that you value the work that people do. You also show that you care about the people themselves

CLOSING

“Fairness is not an attitude. It's a professional skill that must be developed and exercised.”

- Brit Hume

Credit Where Credit is Due

Sometimes It Is Not Easy To Be Fair

Student Handout

CASE STUDY

Cadet Goldman invited a school classmate, Peter Sims to a meeting of the Ashville Composite Squadron. Later, Peter was talking with his friend, Jake Davis, and he mentioned that he was going to a CAP meeting. Jake thought about it a moment and asked if he could come too. Peter said sure.

At the meeting the Cadet Recruiting NCO, Sergeant Wilson took charge of the visitors. The Sergeant showed Peter and Jake around and introduced them to the Cadet Commander and other key members of the unit. Afterward Cadet Wilson took Peter and Jake to the break room for refreshments. There Sergeant Wilson explained the CAP Cadet Program to Peter and Jake. He told them about the training, the orientation rides, summer encampments, and the special activities. They both expressed an interest in CAP and each received an application form and an information handout.

A few weeks later Jake decided to join but Peter decided that CAP was not for him. Cadet Wilson was very pleased because he felt that he had recruited Jake and was now qualified for the Cadet Recruiter Ribbon. When Cadet Goldman heard about this, he became angry because he thought he should get the credit for recruiting Jake even though Peter was the one who brought Jake to the meeting.

SOLO PILOT

1. Have you ever done something for which you did not get credit? If so how did you feel about that?
2. Have you ever seen anyone receive credit for something they did not do? What happened?
3. Are there other ways to receive credit in CAP than ribbons? What are they?

PILOT

1. How could the confusion of who gets credit for recruiting new members be avoided?
2. How does your squadron determine who gets credit for new recruits?

TEST PILOT

1. What are you going to do in your CAP career to do your best to ensure that people get the credit they deserve?

Surprised By Extra Funds

Integrity In Everything

Lesson Plan

OBJECTIVE

The objective is to help cadets realize the importance of being honest in all situations.

ATTENTION STEP

Ask the cadets to give definitions of the word “steal”. List the ways something can be stolen.

MOTIVATION STEP

Stealing hurts the thief more than the one who experiences the loss because the thief gains no sense of accomplishment.

OVERVIEW

During this character development session, we will:

- Read the case study.
- Discuss the facts, assumptions, challenges and solutions (FACS) of the case
- Answer and discuss your responses to questions that relate to the case study, or the larger issues of the core values.
- Record what you’ve learned.

BODY

The case study is located on the next page. See Part 1 for instructions on how to lead a case study.

SUMMARY

Stealing may come in many different forms. When we are committed to being honest, it will be easier to avoid being a thief.

REMOTIVATION

Your decision to be a person of honesty will enable you to become a trusted leader. Your integrity will allow others to believe in you.

CLOSING

Honesty is a personal decision. Integrity allows us to live with one another.

Surprised By Extra Funds

CASE STUDY

Every week 1st Lt. Jones goes to her local bank to deposit her paycheck. Her routine procedure is to withdraw \$120.00 cash for purchasing groceries and other needs of the week. Jones usually would inside to make the deposit. On this occasion she was running late and chose to use the drive through window. After completing the transaction, she drove to the grocery store.

Jones completed her shopping and went to the check out. The total for her groceries was \$84.79, which she paid in cash. When she opened her wallet to pay for the groceries, she noticed the amount of cash appeared to be greater than \$120.00. She paid for the groceries and proceeded home. After putting her groceries away she sat at the table to check the money in her wallet. She discovered that she still had \$55.21 remaining.

1st Lt. Jones sat at the table thinking about her situation. She had more money than she should. She assumed that it came from the bank.

SOLO PILOT

1. Did the extra funds belong to 1st Lt. Jones?
2. Would the bank know who had the extra money?
3. Is honesty harder when it is inconvenient to be honest?

PILOT

1. If Cadet Jones keeps the money, how will that decision affect her?
2. Which costs more, being honest or being dishonest?

TEST PILOT

1. List three different ways that you can be tempted to steal and how can you resist them?

PART 4 - Lesson Plan Worksheet

Worksheet

You can help us by creating new case studies and lesson plans. Use this worksheet as your guide and send your work to the address on this worksheet.

Title:	
Subtitle:	
OBJECTIVE. The objective of this lesson is:	
<i>The objective gives focus to the discussion in the sense of where the discussion should end. Continually connecting with this idea throughout the discussion will help focus the final conclusion. There may be many issues raised by the case study, but this is the main reason for the lesson.</i>	
ATTENTION STEP. Items needed:	
Description of activity:	
<i>The attention step is an activity or question that ignites the process and wins the attention of the group. You can create your own attention-getter if you like.</i>	
MOTIVATION STEP. Write a statement that expresses why cadets and/or officers should want to pay attention to the lesson.	
<i>The motivation step encourages students to participate actively by demonstrating why the lesson is relevant to the students' needs.</i>	
BODY. Write a story that has recognizable characters and situations along with a moral dilemma. The case study should be between 100 and 150 words. <i>The body is the meat of the lesson. It includes reading the case study, completing a FACS analysis and answering discussion questions (all of which are described below).</i>	
Discussion Questions. All discussion questions are designed to help cadets relate the case study's moral teachings to their own lives.	
SOLO PILOT. Write three solo pilot questions. <i>The solo pilot questions are designed to be the easiest to answer and are suitable for cadets of all age and experience levels. These should be answered first. These knowledge-level questions will help the cadets identify the problem and make a connection between the questions and their own experiences.</i>	
1.	
2.	

3.	
<p>PILOT. Write two pilot questions. <i>The pilot questions are for older cadets and are more complex in their scope and answer. They will normally require multiple responses to fully answer the question. These questions will challenge the cadets to begin to interpret the ramifications of the story. Younger cadets should listen to the older cadets' responses, and/or try to answer them as well.</i></p> <p>1.</p> <p>2.</p>	
<p>TEST PILOT. Write one test pilot question. <i>The cadets are then given a few minutes to individually answer the test pilot question(s) in writing. This question challenges each cadet to apply the information gained during the session to the case study and provide an answer based on personal moral choices.</i></p> <p>1.</p>	
<p>SUMMARY. Write a brief statement that summarizes the point of the lesson that is connected with your objective.</p> <p><i>The summary is a restatement of the discussion's high points. It shows how those points fulfilled the objective.</i></p>	
<p>REMOTIVATION. Write a statement that challenges the cadets to follow through on their moral choice(s).</p> <p><i>The remotivation is when the instructor encourages the cadets to retain and use what they have learned.</i></p>	
<p>CLOSING. Write a closing statement that is memorable.</p> <p><i>The closing is a parting statement that dismisses the group with a memorable thought relating to the learning objective. Closings should be very brief, otherwise they diminish the worth of the summary and remotivation.</i></p>	
YOUR INFORMATION	
Name:	
Grade:	Unit & Wing:
Address:	
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Acknowledgements

Sincere Thanks

Contributing authors and writing committee members for this edition of Flight Time:

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Capt Nathan Scalia	

Special thanks to:

The Cadets of Gwinnett County Composite Squadron, Georgia Wing
The Cadet Programs Team at National Headquarters
Rita LaBarre, Chaplain Program Administrator at National Headquarters

Edited and compiled by:

Ch (Col) James Hughes, CAP, CAP Chaplain Service Publications