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# LEADERSHIP: 2000 AND BEYOND

*Second Edition | Volume I*

FOLLOWERSHIP ♦ COMMUNICATIONS ♦ DRILL + CEREMONIES  
ROLE OF THE NON-COMMISSIONED OFFICER ♦ LEADERSHIP TRAITS



June 2004

# LEADERSHIP: 2000 AND BEYOND

## Second Edition

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### PREFACE

*Cadets may study this second edition or the original 1993 edition to complete leadership laboratory requirements.*

This two-volume text is used by CAP cadets to study the art of leadership. For details on how the leadership laboratory is implemented in the CAP Cadet Program, see CAPR 52-16, *Cadet Program Management*, available at [www.cap.gov](http://www.cap.gov).

Nearly identical to its predecessor, the second edition maintains the fundamental goals and plan of the original 1993 edition. However, the editors have slightly modified the text by:

- ▶ Clarifying the learning objectives and revising the end-of-chapter study aids;
- ▶ Simplifying the text and focusing solely on leadership content, to include removing CAP policy guidance and promotion requirements best described in other directives;
- ▶ Updating the images depicting airpower pioneers and removing art that did not advance the text's educational goals;
- ▶ Organizing the chapters into two volumes instead of three (one volume for enlisted cadets and one for cadet officers);
- ▶ Keeping the narrative intact for the sake of consistency, except for editing the grammar and style in a few instances.

Most of the edits described above were needed because the cadet grade structure, promotion requirements, and CAP policy described in the 1993 edition have evolved since its publication. By focusing solely on *leadership*, the second edition does not reiterate perishable information already explained in other CAP publications.

Therefore, with no fundamental changes to the text's content, cadets may study either the first or second edition of *Leadership: 2000 and Beyond*. Their choice will have no adverse effect on their ability to pass achievement tests and milestone exams.

*Leadership: 2000 and Beyond* contains many valuable leadership insights. However, this second edition will also be its last. The next edition of the CAP cadet leadership text will be completely redesigned through a partnership with senior CAP leaders and cadet program experts, members of the USAF Air University faculty, and HQ CAP education managers. That text will continue to introduce cadets to Air Force leadership concepts.



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## CONTENTS — Volume I

<b>CHAPTER 1</b>	5
<b>CHAPTER 2</b>	21
<b>CHAPTER 3</b>	30
<b>CHAPTER 4</b>	42
<b>CHAPTER 5</b>	53
<b>CHAPTER 6</b>	63
<b>CHAPTER 7</b>	74

Chapters 8-15 are contained  
in Volume II.

## THE CADET OATH

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

An oath is a custom, dating back to the Romans, of publicly committing yourself to do a task. It makes you and others know you are really serious about doing what the oath says you will do.

## THE CIVIL AIR PATROL MOTTO

*“Semper Vigilans”*

The CAP Motto, “Semper Vigilans - Always Vigilant” reflects the ever-ready status of Civil Air Patrol. It means every member, cadet and senior, must be prepared to respond effectively to any situation.

# Chapter 2

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## INTRODUCTION

This chapter will strengthen what you learned about drill, ceremonies, customs and courtesies in Chapter 1. Now, you will learn more about *followership*, the significance of your uniform, the Colors and flags.

## DUTIES & RESPONSIBILITIES

You are now ready to accept the responsibility of an assistant element leader, if you are assigned that position. Three to eight people make up an element. Your primary responsibility is to help the element leader, and to take charge when the element leader is absent. You also help train the element. Your element leader may ask you to check attendance, ensure element members take their tests on time, or train new cadets on drill or customs and courtesies. Remember, you are still learning, too. Don't be afraid to ask questions if you don't understand what you are told to do.

### **DESCRIBE THE DUTIES OF ASSISTANT ELEMENT LEADERS.**

## MORE PRINCIPLES OF FOLLOWERSHIP

In Chapter 1, we mentioned some things that make you a good follower, including integrity and attitude. In this chapter, we are going to look at these ideas in more detail. We also will discuss discipline, loyalty and courtesy.

### **Integrity**

The term ethics suggests a very personal, individual standard or philosophy. Your sense of right and wrong guides your integrity and conduct. It must make you act so there is no doubt that you are doing the proper thing. In Civil Air Patrol integrity is very important.

CAP could not function without integrity; we must trust each other to do our jobs. Integrity is sticking to a code of moral values. It is honesty. It is doing what is right.

Integrity is not something you learn overnight. You have already absorbed integrity into your set of values. Your parents and school teachers have been helping you understand the difference between right and wrong ever since you can remember. You must build upon this foundation and keep working on it long after you finish the cadet program. Integrity starts with you and is an important part of being a cadet, and of your entire life.

Integrity is important in CAP because everyone else is relying on you to do your part. Often the only way they know you did your job is by your word. Integrity makes your word solid. When helping in an emergency services operation, people know when you say you did your job they can bet their lives on it! CAP cannot operate without integrity; it is its cornerstone. Only you know if you are being honest. If you are not, others will find out later, but only at a cost.

### **DEFINE INTEGRITY.**

The end results do not always justify the means.

Lack of integrity will cause a loss of respect.

Responsibility rests on integrity. As your values guide your actions in strong support of others, the results will show. Then you will be given more responsibility.

## Attitude

Attitude is your state of mind that lies behind your actions. In CAP, your goal is to help others develop a positive attitude and constructive state of mind. All attitudes, good and bad, are contagious. They influence the actions of others. Your success depends on your general attitude, at home, school, or CAP.

You cannot hide your attitude. Others can tell what it is by what they see. Your looks, your facial expression, your tone of voice, your passing remarks, or your comments all reflect your attitude. In one way or another, you constantly display your attitude, often unconsciously.

The sum of each person's attitude is a measure of your unit's effectiveness. Developing positive individual attitudes makes a positive unit. Shift your thinking from, "I do it because I have to." To, "I do it because I understand it is necessary and purposeful."

You can get this kind of attitude by looking carefully at each detail by itself. Then, look at how the details relate to each other. Last, think of how each detail contributes to the larger goal, or mission.

Everyone, follower to leader, must develop a positive attitude, then spread it to others. To do this, you must understand individual attitudes and how they affect the unit. Constantly promote a healthy and constructive attitude for yourself; it will spread to those you lead!

## Discipline

Real discipline is self-discipline. It guides your daily attitude and can only come from inside yourself. You began to form your basic attitude toward life as a child at home and in school. As you learned more, you had to decide just how good or bad something had to be before you changed your attitude about it.

As a CAP cadet and a future leader, you are responsible to perfect your sense of discipline. No one else can do it for you. Others can help you, and provide you training and experiences, but you alone must decide how these experiences will affect your attitude and self-discipline.

As important as self-discipline is, it is building block to the bigger goal, called *group discipline*. Since CAP works as organized units; these units must act together as if they were a single unit. Good group discipline determines the ultimate well being of these units. This, in turn, governs the unit's effectiveness.

Drill, customs and courtesies are just some of the tools used to teach discipline. This entire manual is another tool. It provides readings and lessons that develop your understanding of discipline and attitude.

Followers expect their leaders to set high standards. Units must have standards too, but they have to be realistic, attainable, and maintainable. A standard is "how well" or "good" you think something should be to be acceptable. Everyone in the unit needs to know what "how well" means. Cadets who do not meet the standards need to be corrected. Discipline means that you know the standards, you enforce them (you expect as much from yourself as from others), and you help others learn and enforce them. Positive discipline is extremely necessary.

DEFINE ATTITUDE.

DESCRIBE WHY ATTITUDES ARE IMPORTANT TO LEADERS.

DESCRIBE WHY SELF-DISCIPLINE IS IMPORTANT TO LEADERS.

In a few years you will be an adult. You will not have someone standing over you to make certain that your actions are appropriate or predictable. Then only your self-control will permit you to function successfully on your own.

Especially during emergency services operations, actions must be predictable. Discipline helps ensure the needed, predictable actions.

## Loyalty

Loyalty is an important part of dedication. It runs up and down the unit's structure. Unquestioned loyalty to your leaders is not always good. Successful leaders expect subordinates to question things they do not agree with. It helps when your leader carefully considers your view before making a final decision. When you are not loyal to your unit, it is likely they will not be loyal to you. *Loyalty is a two way street.* You cannot command others to be loyal to you; it must be earned.

## Courtesy

Courtesy is your way of showing politeness and personal recognition to others, such as calling an officer, "Sir" or "Ma'am." It is important in CAP because you must work closely with others and because you must have their cooperation to do your job well. Courtesy, then, is vital in developing cooperation and *esprit de corps*.

Acts of courtesy do not mean you are inferior to the other person. It means you appreciate someone who is working hard to run your organization well. People of higher rank, position, or authority have an obligation to you. Courtesies are your way of saying, "Thank you." to them. When they return a courtesy, they are thanking you for the hard work you do to make the unit look great!

Courtesies have deep and wide meaning. That is why they have always marked military life and why CAP has adopted them, too. Saluting the US flag is a declaration of loyalty to the United States and to the principles of liberty and justice. When a member of the armed services "presents arms" or salutes a senior, the member is recognizing the organized authority of the nation and the armed services. When you salute a senior officer, you are continuing this tradition of military courtesy. Thus the simplest expression of military courtesy (the salute) has a much larger significance.

Military courtesies are not impersonal and mechanical. The way you perform the courtesies shows various shades of feeling: pride, confidence, self-respect or, perhaps, contempt. Rendering courtesies smartly and correctly usually shows conscious or unconscious disrespect or lack of training. The unit with high standards of courtesy and discipline displays the state of mind where efficiency flourishes.

Correcting people is just as important as teaching them to maintain military courtesy. On the spot correction is most effective, but should be done in private if possible. Your leaders are responsible for supervising and correcting you, one of their followers. When they correct you, they should explain the meaning and importance of their corrective action. Many violations of military courtesy are unintentional and result from not being taught properly. The purpose of correction is to teach, not punish.

## COMMUNICATION

Communication is the cement of society. The term *communication* includes all ways you send and receive messages. The messages could be thoughts or feelings. Actors, artists, and musicians communicate by ways ranging from words to action, from form to color.

Esprit de corps is group morale. To have esprit de corps, a unit must be different from all other units, must be effective, and must be known for something positive.

**IDENTIFY THREE WAYS THAT CUSTOMS AND COURTESIES CONTRIBUTE TO A SQUADRON.**

"Correcting" should be encouraging and positive, never demeaning or demoralizing.

**LIST AND EXPLAIN ELEMENTS OF COMMUNICATION.**

**LIST BARRIERS TO COMMUNICATION AND IDENTIFY WAYS TO OVERCOME THEM.**

The smooth flow of ideas up and down the chain of command makes your unit function. To be an effective cadet NCO, you must speak and write well. By the time you are a cadet officer, you also should be able to interview and facilitate a staff meeting.

Communicating effectively is complex, variable, and often uncertain. Because of this, you will better understand communication when you study its key elements and how they relate to each other.

This section explores some elements of communication, barriers to it, and how to improve it. There are three basic approaches to communication. First, is self action. Here, you see communication as the act of transferring thoughts or ideas into the minds of others. The trouble with this method is that what may work with one audience may not work with others.

Secondly, there is interaction. This approach recognizes the role you play in receiving communication. The sending and receiving interaction implies that one message influenced the next: you tell a joke, your audience laughs; your teacher makes a perplexing statement, you look puzzled; the communicator stimulates, the receiver responds. The receiver's response is vital in communication.

Third, there is the transaction. This approach focuses on the idea of *sharing a meaning* rather than *sending a message*. You send messages to the receiver, and the receiver sends them back to you. Feedback is not simply a one way street. Time of day, your mental readiness (and your receiver's), experience, and attitudes --- all these mix together to influence the meaning created when you talk.

Simply put, *the goal of any communication is to share meaning*. The transactional approach sees everyone as communicators, constantly transmitting, organizing, and interpreting verbal and non-verbal messages. Communication is much more than a simple process of sending and receiving messages: it becomes something you do *with* others. This person-to-person approach is usually the most satisfactory communication method.

Communication happens when you react to a stimulus. This process consists of four important and interrelated elements: the communicator-receiver, message symbol, receiver and feedback.

**Communicator-receiver.** As a communicator your effectiveness depends on two basic factors: the attitude you send and the message symbol. First, you reveal attitudes toward yourself, the subject matter and your receiver. These attitudes should be positive. Second, you make sure your message symbols are meaningful to your audience. Too often, communicators with a technical or professional background use a vocabulary meaningful only to others with a similar background. Relying on technical and professional language (such as Column, Flank, CPR) can make communication slow and less effective. So, define your terms up front to help your audience know new concepts.

**Message symbols.** You communicate through verbal and non-verbal symbols. Effective communication happens when you combine symbols in meaningful whole ideas: words, sentences, paragraphs, etc. This includes body language which mirrors your attitude. Obviously, words and actions should not contradict each other. So each part of the whole is important.

**Receiver.** Remember a basic rule of thumb: how well you communicate depends on how predictably your receiver reacts. You must consider the receiver's background, experience, and education before deciding how to phrase your message.

Communication is the transfer of an idea from a sender to a receiver through a medium.

Know your audience. Express ideas in terms they can understand.

**Feedback.** Feedback lets you know how your audience is adapting to you. A smile, a frown, a yawn, from the audience all suggest adjustments you can make to communicate better. *External* feedback operates when you are sensitive to the reactions of others. You may engage in *internal* feedback by asking yourself the question, “How well did I communicate with my audience?”

Feedback indicates whether the receiver interpreted the message the way you intended. Keep monitoring the audience and adjust your presentation to their reaction without changing what you mean.

## CAP UNIFORMS

The uniform is a symbol of dignity, pride, and honor in the military tradition. The modern uniform is a standardized, distinctive dress prescribed by a country for wear by its soldiers, sailors, and airmen. American uniforms have evolved gradually over the years. Past uniforms were more decorative than practical. Today’s practical uniform is the product of research and experience.

Today’s CAP uniform is essentially the same as that worn by the US Air Force. Only the distinctive CAP insignia distinguish you as part of the Air Force auxiliary. Yet your uniform represents a proud tradition founded upon the idea of volunteer, civilian service to the nation and community.

**IDENTIFY DIFFERENCES BETWEEN AIR FORCE AND CAP UNIFORMS.**

## COLORS AND FLAGS

### Flags in Civil Air Patrol

The flags used in Civil Air Patrol, described in detail in CAPR 900-2, include the US flag and Civil Air Patrol flags. These include the CAP national flag, the CAP region and wing flags, and the CAP group and squadron flags. The guidon is a swallow tailed flag used for small marching units. A pennant is a triangular flag used primarily for parade markers.

When in uniform and passing the US flag salute six paces before reaching the flag and hold the salute until you pass six paces beyond it.

Salute flags flown from stationary flagstaffs on military establishments at *Reveille*, *Retreat*, and on special occasions. Do not salute small flags and flags on half staffs. Do not salute cases and folded flags.

**DESCRIBE THE VARIOUS METHODS BY WHICH THE FLAG IS SHOWN RESPECT.**

### Saluting During the National Anthem or To the Colors

George Washington is credited with these words about the symbolism of the flag: “We take the stars from Heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing Liberty.” The star, an ancient symbol of India, Persia, and Egypt, symbolizes dominion and sovereignty as well as lofty aspiration. The constellation of stars (one for each state) within the blue field or union symbolizes the Constitution. The color red stands for valor, zeal, and fervency; white for hope, purity, cleanliness of life, and good conduct; and blue, the color of heaven, for loyalty, sincerity, justice, truth, and reverence to God. The flags present design, with seven red and six white stripes, and fifty stars, has existed since 1960, the date of Hawaii’s admission to the Union.

The US flag is a symbol of the United States and the principles for which it stands. The national anthem is a declaration of reverence and loyalty to the United States; like the flag, the National Anthem and *To the Colors* are symbols.

Occasionally, such as during bad weather or when a band is not present for a retreat ceremony, *To the Colors* is played instead of the national anthem. *To the Colors* is a bugle call sounded as a salute to the flag and symbolizes respect to the nation and the flag in the same way the national anthem does. The flag and the United States are thought of as the same. The following paragraphs tell you the right way to show this courtesy.

**When in uniform in formation.** The formation commander faces the unit toward the flag (when it is visible) or toward the source of the music. Then the commander commands "Present ARMS," when the national anthem or *To the Colors* is played.

**When in uniform but not in formation.** When in uniform outdoors at any ceremony where the US flag is present, come to attention, face the flag in the ceremony, and salute. If the flag is visible, face the flag and salute. If the flag is not visible, face the music and salute in its direction.

**When in uniform indoors.** When the national anthem or *To the Colors* is played at the beginning or end of a program, face the flag if it is present stand at attention. If no flag is present, take the position of attention facing the music. Do not salute unless under arms (you are under arms when you are guarding something, such as the Colors). While listening to a radio or watching a television program, no action is required.

**When in civilian or athletic clothing.** Take the same action as when in uniform except you salute differently. Men remove the headdress with the right hand and hold the headdress at the left shoulder with the right hand over the heart. Men without hats, and all men, salute by standing at attention and placing the right hand over the heart

Taking different actions when wearing the uniform instead of civilian clothes will take some conscious effort. Practicing these actions will ensure your proper response.

## DRILL AND CEREMONIES

Next to learning to drill as a single person, the most important drill activity is to drill as part of a flight. Here are the commands and movements you need to learn for this achievement. The Cadet Drill and Ceremonies Manual (AFMAN 36-2203) explains these commands and how they are executed.

Fall In	Forward March
Dress Right Dress	Column Right (Left)
At Close Interval, Dress Right Dress	Column Half Right (Left)
Dress and Cover	
Count Off	Change Interval in Column
Open Ranks	(Close and Extend March)
Close Ranks	
Dismissed	

## STUDY AIDS

1. Describe the basic duties of assistant element leaders.
2. Define integrity. Why is it important in CAP?
3. Describe why attitudes are important to leaders.
4. Describe why self-discipline is important to leaders.
5. Identify three ways that customs and courtesies contribute to a squadron.
6. List and explain the elements of communication.
7. List barriers to communication and identify ways to overcome them.
8. Identify differences between Air Force and CAP uniforms.
9. Describe the various methods by which the flag is shown respect to include:
  - a) When in uniform and in formation;
  - b) When in uniform but not in formation;
  - c) When in uniform indoors;
  - d) When in civilian or athletic attire.

# SPECIAL READINGS

## MY CREED by Dean Alfonse

From *Contrails*, Vol 33, p 198, United States Air Force Academy

I do not choose to be a common man. It is my right to be uncommon. I seek opportunity to develop whatever talents God gave me—not security. I do not wish to be a kept citizen humbled and dulled by having the state look after me. I want to take the calculated risk; to dream and to build, to fail and to succeed. I refuse to barter incentive for a dole. I prefer the challenge of life to the guaranteed existence; the thrill of fulfillment to the stale calm of utopia. I will not trade freedom for beneficence nor my dignity for a handout. I will never cower before any earthly master nor bend to any threat. It is my heritage to stand erect, proud and unafraid; to think and act myself, enjoy the benefit of my creations, and to face the world boldly and say “This, with God’s help, I have done.” All this is what it means to be an American.

## GENERAL “HAP” ARNOLD

Born on June 25, 1886, in Gladwyne, Pennsylvania, Henry “Hap” Arnold graduated from West Point in 1907 and was commissioned in the infantry. He served two years in the Philippines and two more at Governors Island, New York. In April 1911 he transferred to the aeronautical division of the Signal Corps. In June of that year he received his pilot’s certificate after taking instruction from Orville Wright in Dayton, Ohio. For nearly a year, he was an instructor at the army’s first aviation school at College Park, Maryland. In September 1911 he flew the first U.S. airmail; on June 1, 1912 he won the first Mackay Trophy for aviation. He was then attached to the aviation school at San Diego, California. In February 1917 he was ordered to the Panama Canal Zone to organize and command an air service there.

In May he was called to staff duty in Washington, DC, overseeing the army’s aviation training schools until the end of World War I. From 1919 to 1924 he served in various posts in the Pacific states. On July 6, 1924, he set a new speed record, 113 mph average, between Rockwell and San Francisco. In 1934 he won a second Mackay Trophy for his command of a flight by ten Martin B-10 bombers from Bolling Field, DC, to Fairbanks, Alaska, and back. In December 1935 he was named assistant chief of the Air Corps, and in September 1938 he became chief of the Air Corps. Long a champion of the concept of air power he had supported Col. William Mitchell’s campaigning in that cause Arnold employed considerable ingenuity in maximizing the Air Corps combat readiness on sharply limited prewar budgets. A program of sending future pilots to civilian training schools was begun. Similarly Arnold used his influence with manufacturers to urge them to begin preparing for greatly stepped-up production of the latest models.

By the time the United States entered World War II in December of 1941 the productive capacity of the aircraft industry had increased six fold from 1939 and pilot training capacity had kept pace. He was designated commanding general, AAF,

in the War Department reorganization of March 1942 that raised the air arm to coordinate status with the other two major commands, Army Ground Forces and Army Service Forces. During the war he served on the Joint Chiefs of Staff and the Allied combined chiefs, helping to plan overall strategy for the war and in particular contributing to the strategies and organization that early established Allied control of the air in all theaters. In a step that looked toward the eventual creation of an independent air force, he organized in April 1944 the Twentieth Air Force, a global strategic bombing force flying B-29's, under his direct command as agent for the Joint Chiefs (Gen. Curtis E. LeMay was field commander of the Twentieth for most of the war). In December 1944 he was one of four army leaders promoted to five-star rank of general of the army.

“Hap” Arnold turned over command of the AAF to Gen. Carl Spaatz in March 1946 and formally retired in June to a farm near Sonoma, California. In May 1949 he was named General of the Air Force, the first such commission ever made.



**GEN. HAP ARNOLD** served as commanding general of the U.S. Army Air Forces during World War II. Before Hap Arnold and airpower pioneers like him, the military had neglected the airplane's potential.