

---

# 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

---

### 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.



### Headquarters Civil Air Patrol

United States Air Force Auxiliary  
105 S Hansell St Maxwell AFB AL 36112

Published by the *LEAD Team*  
Leadership, Education, and Development

## 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 3

---

## INTRODUCTION

Congratulations! Your hard work and study are showing results! In the last chapter you learned the basics of customs and courtesies, flags, CAP uniforms, communications and followership. This chapter takes you from followership to leadership. You will learn the role of an NCO and how to act as a cadet supervisor. You will study the basics of standards and communication. You will keep studying drill and ceremonies and learn the ideas behind the demonstration performance method of teaching drill.

## DUTIES & RESPONSIBILITIES

At this point in the cadet program, you may be appointed as an element leader. As such, your duties and responsibilities are to teach your element basic drill movements, relay information to them, and position them within the flight. As an element leader you have an increased scope of supervisory responsibility. You are responsible *for* the members of your element and also to work *with* and *through* your assistants. You will ensure your cadets are scheduled for their achievement and physical fitness tests and do their moral leadership requirements on time. Let your assistant element leader help you with some of these duties. You must use discretion, though, because your assistant may be new in the position.

**DESCRIBE THE DUTIES AND RESPONSIBILITIES OF THE ELEMENT LEADER.**

## MORE ABOUT FOLLOWERSHIP

As a follower, you have learned you have certain responsibilities. You have responsibilities to the unit, other cadets, yourself and your cadet supervisor. If you can objectively look at the skills you need to do your job, you can see what you are good at and what you need to improve. Training and development will sharpen the skills you need.

The leadership traits of loyalty, integrity and self-discipline that are essential to followership will be the basis for your growth into leadership. There is no substitute for loyalty. You must be loyal to the betterment of your unit. It means putting your unit ahead of your own needs, and the needs of others equal to your own. Loyalty goes hand in hand with integrity. So, integrity is more than honesty and is required of anyone who wears a uniform representing our country.

Self-discipline makes all the others work together. Self-disciplined individuals follow rules, standards, and regulations and place the good of the unit above themselves. They support the leader even if they disagree. Good followers are dynamic and take some risks when they do their work. So understand what the job requires and what your leader expects before you take action.

**IDENTIFY THREE TRAITS ESSENTIAL TO FOLLOWERSHIP.**

Name several people you follow. List reasons why you follow them. How are the lists similar? How are they different?

Try to develop in yourself those leadership traits that you desire in others.

There are three overlapping parts to followership: the job, the leader-follower relationship and your responsibility to yourself.

## The Job

**Know what the job is.** Know exactly what your leader expects. Seek out your leader and start discussing what is needed and what you can do to meet those needs. It is one of the first and most important responsibilities (and opportunities) of followers.

**Know how to do the job.** Your value as a unit member depends on whether you know how to do your assigned tasks. It is up to you to make sure you have the knowledge to do the job correctly. If you do not, you will waste your time and the unit's resources.

**Do the job.** The results your leader expects from your cadets is a job well done. You will succeed, earn rewards, get praise, and be promoted based primarily on how well you do your immediate duties.

## Leader-Follower Relationship

One critical factor for success in any job is how well you get along with your leader. Since this is so important for the future growth and success, go to extra lengths to make the relationship good. Here are things you can do:

**Question.** Follow your orders, but do not be afraid to question them when you think they might change the outcome your leader expected. When you do this, you can become a trusted advisor to your leader. People at all levels will make mistakes occasionally. You should be alert to ways they can rescue your leader from mistakes of "commission and omission." Good leaders do not like subservience and do not trust "yes" people. The role of *loyal opposition* or *devil's advocate* can be helpful, but use it *after* you and your cadet supervisor trust each other.

**Inform.** Everyone has some level of accountability. You report to your leader because your leader has to report to his or her leader. Both need your information to complete the task and your leader can account for your actions. Through delegation, leaders give followers jobs. Thus followers are accountable to their leaders. It is your duty to give, and your leader's right to request an accounting. Leaders must be informed because they are also followers, and their leaders also need to know what is going on. By being accurate and reliable, you earn trust.

## Responsibility

**Dynamic followers do not wait.** Take responsibility for your own professional growth. The one thing you gave that no one can take away is your expertise, your professionalism. Do not wait for someone to give you direction; you may be overlooked. Boldly, but politely, ask for it!

**Wise followers learn.** Grow, look for chances to become independent as a professional. Do not say, "That isn't my job." Take every chance to experience something new and learn from it.

**Be Responsible for Yourself.** Perhaps your greatest challenge is managing yourself to be productive in your job and with people. Self management means controlling both your emotions and your behavior so you are not reacting to every little thing around you.

Communications is the key to learning the job. Are there checklists for the job? Are there historical files you can follow?

Do not forget to document your successes and failures for your successors. This should also contain a critique of the job so you can learn from the job.

Be tactful! The way you phrase your questions and the body language you use should not interfere with the reason for your question.

Information should go up and down the chain of command. The cadet commander still needs some level of detail on individual actions.

Showing you can do a job is more effective than saying you can.

Volunteer---but remember your limits and experience level. Ask for increasingly more difficult tasks, but explain that you may need some help or guidance along the way.

Be aware of how you act and what feelings you trigger in others. Do you make others angry, hateful, frustrated, afraid, insecure, or distrustful? Become aware of the impact of your own behavior. Do not act in ways that set in motion destructive and inappropriate behavior in others.

When learning to be a leader, you will come across many leadership courses like this one. They emphasize specific characteristics, traits, and qualities associated with effective followers. This is because effective leaders remember when they were followers. More importantly, they understand that being elevated to leadership positions does not relieve anyone of their followership role.

## THE ROLE OF THE NCO

The role of the noncommissioned officer is to make the chain of command work. As you recall, the *chain of command* is the succession of commanding officers through which command is exercised.

### NCO Support Channel

There is only one chain of command in CAP, but it is paralleled and reinforced by the *NCO support channel*. Both are channels of communication used to transmit information. Neither is a one way street; nor are the two entirely separate. For the chain of command to work, the NCO support channel must also work.

The support channel consists of the cadet first sergeant, cadet flight sergeants and each element leader. They pass information among themselves and propose solutions for routine, but important, actions. This leaves the cadet commander free to plan, make decisions, and program future training and operations. Although the first sergeant is not in the chain of command, this person should know what orders are being issued through it. Knowing what the commander wants allows the first sergeant to anticipate minor problems and solve them. The opposite is also true; the cadet commander will discover the impact of the orders and change them based on what the first sergeant learns by dealing with the details of each order.

An important aspect of the support channel is the “staff meeting” (see Chapter 7) of all cadet flight sergeants and element leaders. This is a way of keeping the support channel informed about what the first sergeant learns from the cadet commander. The support channel is a formal, directive-based channel. Its directives are made by the first sergeant based on input from the flight sergeants and element leaders. However, the directives must be coordinated with the appropriate cadet officer to prevent duplication or contradiction.

### First Sergeant

The first sergeant is the most reliable position with the highest leadership qualities of any NCO in the cadet structure. The first sergeant oversees routine activities such as inspections, training, attendance, and cadet progress. The first sergeant also counsels and guides on typical questions about the CAP cadet program and unit procedures.

#### DEFINE THE “NCO SUPPORT CHANNEL.”

#### EXPLAIN HOW IT RELATES TO THE CHAIN OF COMMAND.

Remember how critiquing your plans was important to planning the next activity? Since officers are responsible for the big picture, information from the “line managers” or supervisors (NCOs) is needed on how the activity actually worked.

Discuss how the support channel compares with the chain of command. How are they alike? How are they different?

Discuss the purpose of the staff meeting. Do you think theirs are useful? How would you like to change them?

## Flight Sergeant

The flight sergeant is a key person in the unit. It is normal for a flight sergeant to act as flight commander when the flight commander is absent. When the flight commander is present, the flight sergeant acts as the key assistant and advisor to the flight commander. Tasks include conducting inspections, teaching how to wear the uniform, customs and courtesies, discipline, drill and gathering information from the element leaders.

## Element Leader

The element leaders are responsible for knowing where the members of their elements are both when present or absent from unit activities. They also get information on their people's needs and correct them on personal appearance. NCO's must learn about the needs of their people. In CAP terms, the questions they ask are these:

- ▶ What can each cadet do?
- ▶ What parts of the next achievement have each cadet completed?
- ▶ Do cadets need tutoring?
- ▶ Have they done their mile run?
- ▶ Do they have a ride to the next activity/meeting?

## Challenges for Cadet NCOs

An NCO is specifically interested in the cadets' progress toward their next achievement and finding out if they have problems. You need to develop a method of planning activities that will help cadets progress.

Your challenge as an NCO is to get and interpret the information. As you review the information, you may realize that a cadet has not taken an achievement test in more than two months. Perhaps another cadet cannot complete the mile run. You need to gather specific information from your cadets before deciding what to do. It may include tutoring, scheduling more training, one on one drill work, etc. Discuss special circumstances or conditions and what you are doing about it with your cadet supervisor.

Good follow-through is important in planning and leadership. It shows your genuine concern toward your people. As a leader, you are in a position to make an impact on the lives of every person under your command. Therefore, recognize what motivates them and what affects their day-to-day actions. If you show genuine sensitivity to their point of view, you will get their best effort. Be accessible so your cadets can get clear information and solve hard problems. Provide an avenue for them to communicate, such as through open door policies or trusted individuals serving as spokespersons. Once that channel is open, then listening becomes the key element to communication. The leader and follower listen to each other and adjust behavior or reinforce action as necessary.

Besides the open door policy, chain of command and support channel, most units also have *staff channels*. Essentially, the staff (covered in more detail in Chapter 8) provides the commander with the information needed to carry out decisions. The staff exercises no command over subordinate units.

Remember, you personally do not have to know the answers, but you must know where to find them—whether from a person or a file. You are responsible for obtaining the answers and passing them along. the answers.

## STANDARDS

A standard is a measure of what a thing should be, a benchmark, a yardstick. It is a rule or principle used in judgment. CAP requires disciplined, dedicated, and educated people who live and work by the highest personal and professional standards. The purpose of these standards is to provide specific guidance on conduct, performance, and discipline. These high standards are required from all members of CAP. You made a personal commitment to discipline when you joined CAP. This commitment is to live by CAP standards and to help other cadets do the same. This is an inherent responsibility of an NCO that cannot be delegated. NCOs are the people in the forefront; they enforce the rules and regulations; they get the job done. They also ensure that the mainstream of the enlisted force is functioning in a direction that leads to the successful accomplishment of the mission. As an NCO, your job is to set the example and live by the standards established by CAP. You are also charged to motivate people so that they willingly place their personal goals after the needs of CAP. In Chapter 6 we will briefly discuss standards of conduct and discipline as intangible elements that should and must exist within each of us as members of CAP.

You have already read about how and when to wear the uniform (and when not to) in Chapter 1. These are example of standards. Each unit establishes additional standards, for example: attendance, participation in its own activities, and goals to be met. It is often up to the NCO to enforce these standards through the proper use of discipline and corrective actions.

## COMMUNICATION

In Chapter 2, you were introduced to the basics of communication. Now, you will learn about barriers to communication and how to improve communication.

### Barriers to Communication

Communicating and the nature of language often lead to misunderstanding. These stem from a lack of a common core of experience, confusion between the symbol and the thing it represents, and misuse of abstractions.

**No common core of experience.** This is the greatest barrier because most people assume words transport meanings from speaker to listener like a truck transports goods from place to place. Words really do not act this way. The speaker and listener both need to have the same experiences before the words they use are understood by each other.

**Confusion between the symbol and the thing being symbolized.** Words do not transfer meanings at all, they are only symbols. It is how you interpret the word that gives it meaning. Your interpretation of the word is based on your experience. The meaning of the word is in our minds rather than in the word itself.

Like an inaccurate map, an inaccurate statement shows a relationship that does not exist. Just as a useful map accurately represents the territory with paper, useful language accurately represents the objects of ideas with words. Although it is obvious words and reality can be different, people sometimes forget this. Because of this, you must carefully distinguish between words and the objects or ideas they represent.

### **DEFINE A STANDARD AND EXPLAIN ITS USEFULNESS.**

Examples of standards include the Presidents' Challenge physical fitness tests and the grooming standards required to wear the uniform. As an NCO you must know CAP standards and uphold them.

What is a standard? How does it come into being? How and why does it change? Why do we need standards? How and why are they enforced?

### **DEFINE THE BARRIERS TO COMMUNICATION.**

### **DISCUSS WAYS TO OVERCOME THEM.**

**Misuse of abstraction.** Abstract words are necessary because they sum up vast areas of experience. However, they sometimes inaccurately describe the specific experiences you intended. When you use abstract words, use examples and illustrations to show the specific experience you meant. Use as concrete and as specific words as possible. This will give you better control of what your audience pictures. For example, “CAP squadron” is abstract because two people, each from a different squadron, see different things. One squadron may have 15 seniors and meet on an Air Force base. Another may have five cadets and meet in a high school. The two squadrons are different although they are called a “CAP squadron.”

## How to Improve Communication

Use words your audience and you experienced together, use concrete words, use words in their usual sense and define any words that may be misunderstood. As a reader or listener, you must analyze words in the context of the words surrounding it. As a listener, you also can ask questions on the spot.

**Fact-Word Relationship.** In social living we often use words that do not fit the facts. Words are simply forms of representation. They are intended to represent or correspond to anything that may exist, may be experienced, or be talked about. To be useful, our words must accurately represent the events you mean them to represent. There are three facts about the words that influence our language usage. They are: complexity, change, and differences.

**Facts of Complexity.** Is there anything you know everything about? Your nervous system can never get all the details of anything, even something as simple as a lead pencil. The words in our language, “lead pencil” make you think you know all about pencils. But the words do not describe the details. What is there about the leads that give them different degrees of hardness (i.e., No. 2, No.4, etc.)? What about the wood? The structure of the English language implies a finality that does not exist. What can we do to improve this basic language structure? To improve this basic structure, we must be conscious of the device “etc.” (et cetera).

By using “etc.,” either silently or orally, you sharpen your awareness that more could be said. If you are more conscious of abstracting and the use of the “etc.,” your verbal maps will better represent the complexity of facts.

**Fact of change.** Since you live in a changing world, keep checking your vocabulary to keep your verbal maps accurate. Our language is filled with words that suggest permanency. Consider the word “desk.” Does it remind you of something that is changing or something that is static? Changes in the real world may make your vocabulary obsolete tomorrow. By dating your statements, you can help keep outdated knowledge from blocking new learning. Dates show change more clearly than language does. They constantly remind you no two times are identical. Not only are no two times alike, no two things are alike, either.

**Fact of Differences.** Language overuses similarities. Similarities are good; if all you saw were differences, each thing would be entirely different—entirely new. You could not tell how one thing is similar to another. Our language implies similarity, just as it implies permanency. For example, people speak of Air Force officers, airmen, politicians, college professors, labor leaders, races, and communists in a way that implies all members of each group are similar. If you need to, tell others how each is both similar and different. Using a mental numbered index

List some words which have different meanings. Do any have opposite meanings? List some common phrases which might have different meanings to different age groups or different parts of the country. Sometimes meanings change over time. “Colonel” originally meant the leader of a “column” of troops, for example. Several “companies” led by “the head person” called a “captain,” marched in a column in order to travel on roads to get to the battle field.

Remember to be brief and to the point. Simply put, state it simply.

Remember, we learned in Chapter 2 to know your audience. Would you present the same topic, such as recruiting or Civil Air Patrol, to two different types of groups, such as parents or classmates?

Keep your words simple.

Too many irrelevant details can detract from your main point.

Words have changed meaning over the years. Make sure you understand the current meaning. This is especially true with slang words.

Discuss the number of facts needed to describe a situation. Can you have too many facts? Maybe we should discuss relevant facts!

(for example, 1, 2, etc.) could help. For example, by using Air Force officer #1, Air Force officer #2, Air Force officer #3, etc., you know each is different from any other Air Force officer. Speaking or thinking in terms of a numbered index gives an immediate sense of the facts—that the people of any group are similar *and* different from each other.

**Two Valued Terms.** You often hear terms that imply only two values, such as what is not good must be bad, or what is not bad must be good. You have been taught it is “only fair” to consider both sides of every question, but does every situation have only two opposite sides? Does every question have only one right answer, or more than one? You live in a complicated world that requires careful mapping.

Although two valued terms are useful, they over simplify and hide the possibility of alternatives. When you call someone “wrong,” for example, you forget you are imposing your own personal standards as well as your own personal opinion of the other person. Remember what you express can be an inference rather than a description, or personal judgment rather than a fact. Be aware that most things come in shades of gray rather than black and white. There may be several right answers to a problem, some answers more desirable than others, rather than one being right and the others wrong.

## THE DEMONSTRATION - PERFORMANCE TEACHING TECHNIQUE

As an NCO, you will teach drill often. The demonstration performance technique uses a sequence of steps to show a procedure, technique, or operation. Although it is not the only way to teach drill, with this method you will get fast feedback to see if your cadets understand your words and demonstration. This is the step by step procedure as applied to drill:

- ▶ State the name of the movement to be executed and explain its purpose.
- ▶ Give the command to be used and identify its parts, the preparatory command and the command of execution.
- ▶ Show the movement to the formation using the proper cadence and commands. Also show procedures for each unit if such procedures vary.
- ▶ State what drill position you must be in before starting the movement. For example the requirement for Forward, MARCH is to be at attention. You cannot march forward *directly* from the position of Parade REST.
- ▶ Explain and show the movement slowly in detail.
- ▶ Ask questions on the movement, then show it again as in the third step above.
- ▶ Instruct the formation on how they will do the movement (as an individual, flight, element, by the numbers, etc.) Have the formation perform; make-on-the-spot corrections.
- ▶ Critique the performance of the movement and review important areas before going to the next movement.

Determine how many similar points make two items alike:

CADET 1	CADET 2
brown hair	blonde hair
blue eyes	blue eyes
5 ft. 6 in. tall	5 ft. 6 in. tall
weighs 125 lbs	weighs 125 lbs
15 years old	15 years old
cadet staff sgt.	Cadet staff sgt.
in 10 <sup>th</sup> grade	in 10 <sup>th</sup> grade
male	female

When could these two cadets be grouped and referred to as similar? Under what circumstances would you have to differentiate?

### EXPLAIN THE STEPS USED IN THE DEMONSTRATION—PERFORMANCE METHOD.

Explain a drill movement that is unfamiliar to a cadet, then ask that cadet to demonstrate it. How did the cadet do? Next demonstrate another drill movement that is also unfamiliar to the cadet, then ask the cadet to execute this movement. How did the cadet do? Now, explain and demonstrate a third drill movement that is also unfamiliar to the cadet, then ask the cadet to execute this movement. How did the cadet do? Which of the three methods did the cadet find easiest to use in learning the new drill movements? Why?

Remember, words can be abstract. Demonstrations cut through the word-meaning barrier. Why does this happen? When we use as many of our five senses as possible we learn faster and better.

## DRILL AND CEREMONIES

This section is a continuation of the flight drill you learned while studying Chapter 2. The Cadet Drill and Ceremonies manual (AFMAN 36-2203) explains these commands and how they are executed.

Front and Center  
Return to Ranks  
Stand Fast  
Column of Files

## STUDY AIDS

1. Describe the basic duties of cadet NCOs.
2. Identify the three over-lapping traits of followership and explain each.
3. Explain how questioning orders can help you become a better leader.
4. Define the term “delegation.”
5. Describe why leaders need to control both their emotions and their behavior.
6. Define the “NCO support channel.” How does it support the squadron?
7. List the members of the NCO support channel and briefly describe the responsibilities associated with each position.
8. Identify what a “standard” is. Give an example of a standard and explain why that standard is useful.
9. Identify the greatest barrier to communication.
10. Describe three ways to reduce barriers to communication.
11. Give an example illustrating the “fact / word relationship.”
12. Explain what is meant by a “two-valued term.” Give an example of one.
13. Identify the basic steps used in the demonstration / performance teaching technique.
14. Explain why the demonstration / performance teaching technique can be successful in training new cadets.

# SPECIAL READINGS

## ARE YOU A BOSS OR A LEADER?

*Command Review*, Vol. 1, No. 3

A boss creates fear.

A leader creates confidence.

Bossism breeds resentment.

Leadership breeds enthusiasm

A boss says “I.”

A leader says “WE.”

A boss fixes blame.

A leader fixes mistakes.

A boss knows how.

A leader shows how.

Bossism makes work drudgery.

Leadership makes work interesting.

A boss relies on authority.

A leader relies on cooperation.

A boss drives.

A leader leads.

## CREED OF THE NON-COMMISSIONED OFFICER

No one is more professional than I. I am a noncommissioned officer, a leader of people. I am proud of the noncommissioned officer corps and will at all times conduct myself so as to bring credit upon it. I will always be aware of my role as a noncommissioned officer; I will fulfill my responsibilities and display professionalism at all times. I will strive to know my subordinates and use their skills to the maximum degree possible. I will always place their needs above my own and will communicate with my superiors and my people and never leave them uninformed.

I will exert every effort and risk any ridicule to successfully accomplish my assigned duties. I will not look at a person and see any race, color, religion, sex, age, or national origin, for I will see only the person; nor will I ever show prejudice or bias. I will lead by example and will resort to disciplinary action only when necessary. I will carry out orders to the best of my ability and will always obey the decisions of my superiors.

I will give all officers my maximum support to ensure mission accomplishment. I will earn their respect, obey their orders, and establish a high degree of integrity with them. I will exercise initiative in the absence of orders and will make decisive and accurate decisions. I will not compromise my integrity nor my moral courage. I will not forget that I am a professional. I am a leader—I am a noncommissioned officer.

## TENETS OF LEADERSHIP by Gen Robert D. Russ

From Air War College, Resident and Associate Studies

We spend a lot of time and effort in the Air Force to ensure we pick the right people for leadership positions. We treat them special—and we should—and we try to give them the tools to do a good job. But inherent in any successful leader are the “must haves” of *Integrity, Discipline, dedication, and Sensitivity*.

*Integrity* is a must! It's the most important quality a leader can have. Simply stated, integrity is being honest—honest with your people, your superiors, and yourself. There is a very predictable phenomenon that occurs without honesty—that is, dishonesty breeds dishonesty. Good leaders nurture the climate that fosters integrity at all levels. They don't “shoot the messenger” when presented with bad news. They accept bad news gracefully. No one likes bad news, but those in charge cannot expect their people to bring the kinds of news needed to solve problems if they don't control their emotions and provide the proper environment to rationally resolve the crisis. Likewise, good leaders do not cover up the small things to their boss. If they do, their people will see it and accept it as the way of doing business. Remember, the boss needs a great deal of information, so give it to him—honestly. It's equally important to be honest with yourself and do what you think is right. No one is expected to be perfect, but good leaders recognize their mistakes and earnestly try to correct them. If they don't they are sending the wrong signal.

The second tenet is *discipline*—personal and unit discipline. People look to their leaders to set high standards in public and private. Moderation and self-control are keys to personal discipline—strive for a proper balance. Units must have high standards as well, but they have to be realistic, attainable, and sustainable. *When the standards have been defined, they must be met by everyone, including the leader.* Any individual who chooses to test the system by pressing the limits must be corrected. Believe it or not, they expect it—and so do their contemporaries, who are assessing the leader's every action.

The third tenet is *dedication*. Being a leader at any level is a great responsibility and a calling. It's useful to remember worthwhile things come from hard work and careful planning. The great leaders always work toward the organization's shared goals rather than simply for promotion or self-glory. An important part of dedication is loyalty. *A successful system runs on loyalty, both up and down the organization.* Being loyal to the boss doesn't mean blindly accepting everything he or she says—good leaders expect you to question ideas you don't agree with. They also expect you to support decisions after all the inputs have been weighed. Being loyal down the organization doesn't mean blind loyalty to people who will be, or are, detrimental to the organization. If 95 percent of the people do the right thing and 5 percent don't, you don't have to be loyal to those 5 percent. They're not the ones who deserve your loyalty. The 95 percent deserve your loyalty. Be aware of over-protecting people—when they're right, support them all the way. But when they're clearly wrong, it serves no purpose to “fall on your sword” under the pretext of loyalty.

Finally, good leaders are *sensitive* and sincerely care about their people. It has been said that “no man stands so straight as when he stoops to help someone.” Leaders are in a position to impact the lives of every man and woman under their

command and, therefore, must recognize what motivates people. *Quality treatment begets quality performance.* Being sensitive also means being approachable by providing a clear channel to get the straight word. Whether it's a recognized and used "open door" policy or trusted individuals who act as spokespersons, people must have an avenue to provide the information a leader needs to make the organization a success. Once a successful channel has been opened, a good leader *listens!*

These four tenets—*integrity, discipline, dedication, and sensitivity* form the foundation for a good leader. From these the leader instills pride in the organization, and with them the system will perpetuate itself with a genuine eagerness to work for the benefit of all.

## MARY FEIK

From Feik family sources and *Maryland Aloft: A Celebration of Aviators, Airfields, and Airspace* by Edmund Preston, Barry A. Lanman and John R. Breihan.

After overhauling her first automobile engine when she was 13, Mary Feik turned to aircraft engines and military aircraft at the age of 18, eventually teaching aircraft maintenance to crew chiefs and mechanics for the U.S. Army Air Force in 1942.

During WWII, Feik became an expert on many military aircraft and is credited with becoming the first woman engineer in research and development in the Air Technical Service Command's Engineering Division at Wright Field, Ohio.

At a time when men dominated the cockpits of military aircraft, Mary Feik logged more than 5,000 hours as a B-29 flight engineer, engineering observer, and pilot in fighter, attack, bomber, cargo, and training aircraft.

When the Lockheed P-80 entered service, she was issued a brand-new model nicknamed "Mary's Little Lamb" in her honor.

While flying a P-59 jet fighter during gunnery training, she witnessed tracer rounds coming within feet of the airplane's nose. "I was the only person to fly open cockpit in a jet airplane... the airflow over this little windscreen was so great that I think I was off the seat no matter how tightly I was strapped down," she explains. The job of a test engineer was a dangerous one.

She also used her expertise to design high-performance and jet fighter pilot transition trainers and aircraft maintenance trainers. The pilot training manuals and technical engineering reports she authored were distributed throughout the armed forces.

Mary Feik retired from the National Air and Space Museum's (NASM) Paul E. Garber Restoration Facility as a Restoration Specialist. She restores antique and classic aircraft and has participated in the construction of reproduction WWI aircraft, helping restore NASM's 1910 Wiseman-Cook aircraft, a WWI Spad XIII fighter, and a 1930 Northrop "Alpha" mail plane.

A recipient of many aerospace honors, in 1994 Feik was inducted into the Women in Aviation Pioneer Hall of Fame. Additionally, she earned the FAA's Charles Taylor Master Mechanic Award in recognition of her many outstanding contributions to aviation safety. Feik was the first woman to ever receive the award, named for the Wright brothers' mechanic and engineer.

Mary Feik's proudest professional honor was bestowed in 2003. "My ultimate honor [is] the Civil Air Patrol cadet achievement created in my name."



**MARY FEIK**, pioneer aviation engineer, mechanic, and pilot.

## WILBUR & ORVILLE WRIGHT by Isaac Asimov

From *Asimov's Biographical Encyclopedia of Science and Technology*

Born in 1871 Orville and his older brother, Wilbur (born In 1867) were sons of a minister and lived the most proper lives imaginable. They neither smoked, drank, nor married and always wore conventional business suits even when tinkering in a machine shop. Neither had more than part of a high school education, so they were quite in the tradition of the American inventive tinkerers who used instinct, intuition, and endless intelligent effort to make new theory—after the fashion of the greatest non-college educated intuitive genius of them all, Edison.

Orville Wright was a champion bicyclist and so the brothers went into the bicycle repair business, which gave full vent to their mechanical aptitude. Another hobby was gliding, which, in the last decade of the nineteenth century, had become a most daring, yet practical sport thanks to Lilienthal. The Wright brothers followed Lilienthal's career, read his publications and those of Langley and felt the stirring hope of manned flight grow. It was Lilienthal's death in 1869 that inspired them to begin their own experimentation, for they thought they could correct the errors that had led the German to his end.

The Wright brothers combined their two hobbies by making every effort to equip a bicycle with wings and place an internal-combustion engine aboard to turn a propeller. They made shrewd corrections in design and invented ailerons, the movable wing tips that enable a pilot to control his plane. That served as their original patent. In addition, they built a crude wind tunnel to test their models; they designed new engines of unprecedented lightness for the power they could deliver; they produced engines, in fact, that weighed only seven pounds per horsepower delivered. The Wrights' feat in achieving this was an important step in making powered air-flight possible. Their entire eight-year program of research cost them about \$1,000.

On December 17, 1903, at Kitty Hawk, North Carolina, Orville made the first airplane flight in history, a powered flight as opposed to mere gliding. He remained in the air for almost a minute and covered 850 feet. There were only five witnesses and this first flight was met with absolute lack of interest on the part of the newspapers. In fact, as late as 1905, the *Scientific American* magazine mentioned the flight only to suggest it was a hoax. In that same year, however, the Wrights made a half hour, 24-mile flight.

Orville lived to see airplanes drop atomic bombs on Hiroshima and Nagasaki. His brother, Wilbur, died of typhoid fever in 1912. Orville died in 1948 and was elected to the Hall of Fame for Great Americans in 1965. Wilbur had been elected to the Hall of Fame for Great Americans in 1955.



THE WRIGHT BROTHERS. Wilbur (left) and Orville (right) Wright.