
LEADERSHIP: 2000 AND BEYOND

Second Edition | Volume II

OFFICERSHIP ♦ MANAGEMENT ♦ COMMUNICATIONS ♦
CONFLICT MANAGEMENT ♦ PROBLEM SOLVING ♦ COUNSELING



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.

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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Chapter 8

INTRODUCTION

In this chapter, you will learn the duties and responsibilities of the flight commander. You also will learn what management generally is, with specific attention to planning and organizing. As you progress through this and following chapters, you will start learning the fundamentals of officership and will cross the threshold from technician (doer) to supervisor to manager. You will learn how to plan meetings, drill larger units, and what some of the details are of specific unit positions.

THE CADET OFFICER

When you read Chapter 3, you became aware of how an officer's role is different from a NCO's. Now, instead of dealing directly with new cadets, you should be dealing primarily with the cadet noncommissioned officers. In most cases they should be giving orders directly to the lower ranking cadets.

Assuming an Assignment

In assuming a new assignment, first read the position description. Consult CAPR 20-1, *Organization of Civil Air Patrol*, as well as CAPP 52-14, *Cadet Staff Duty Analysis*.

Then, get more details; talk to the cadet officer directly responsible for you. If you are assisting the cadet aerospace education officer, for example, talk to the cadet aerospace officer. If you are not an assistant, talk to the cadet commander about what is expected from you.. Also talk to the cadet who held the position before you.

Because you are a member of a team, you will need to be familiar with (but not know in as much detail as your own job) the duties and responsibilities of other cadets. This way, when you function, you will not be doing their jobs, you will get your job done without disrupting theirs, and you will have a better idea of how you can help each other.

Occasionally, you may be working directly with your senior member counterparts as well. If so, they will tell you how they do their jobs, but you are responsible to apply and adapt their ways to what will best work for you and your cadet commander. Senior members guide you with their technical assistance, not give you orders (except if you are a cadet commander, when someone designated by the senior member unit commander will have this authority). You will be working under the direction of the cadet commander.

Occasionally, a unit will have its own standard operating procedures manual to help you know what particular staff procedures work best with what the cadet unit commander wants. In such cases, obtain a copy of your unit manuals and study them carefully.

IDENTIFY THE BASIC CONCEPTS AND STEPS INVOLVED IN ASSUMING AN ASSIGNMENT.

Obviously, you give direct orders to your unit en masse and should follow up with some direct contact with each of your cadets occasionally.

Set limits on the latitude of your cadet officer assistants to (1) assure safety, (2) produce positive results, and (3) produce the results on time.

Assuming a Command Assignment

If you are functioning only as a flight commander, and not as a cadet unit commander, you command only your flight. Whenever the cadet unit commander is absent from command for any reason, the next cadet present in the unit's chain of command automatically assumes command until relieved by higher authority. In this case, and when temporarily put in command (and expecting the cadet commander to return shortly), strictly stick to the cadet commander's policies. In such a situation, you shoulder all the responsibility and the authority previously held by the cadet unit commander. Act slowly and cautiously; sometimes officers assuming command are too quick to change standing operating procedures, policies and generally create confusion. Study the organization, its members overseeing the cadet program. Look at the staff duty analyses in this chapter and in Chapter 15, as you need them.

Supporting existing unit commander's policies is an example of loyalty and of earning loyalty in the future. This is a part of earned authority, the best form of authority.

Assuming a Staff Assignment

Normally, you will not be expected to give orders, except when asked to command the flight or squadron. Otherwise, you, as a staff officer will give orders only to those cadets who are assisting you in performing those staff duties assigned to you.

Here, again, you exercise loyalty to your commander and earn loyalty when you become a commander in the future. Through your actions you foster a sense of responsibility in your cadets even as a staff officer.

You certainly should not bother your cadet commander with details. Rather, you should deal with details on your own initiative in support of your commander's views. If you do not yet know your commander's views, ask! Until you and your cadet commander get used to working with each other, communicate at least weekly on all unit matters. As you gain experience, you will be able to tell what is routine and what is not. Identify what these routine matters are and tell your commander you would like to handle these and report about them at the staff meeting. In matters that are unusual, difficult, or unfamiliar, think about what to do, suggest it to the cadet commander, then ask for the cadet commander's advice before acting. As you learn more about your staff assignment, more will seem "routine." Still, you both must agree upon what requires commander approval and what you do strictly on your own. Act within the commander's authority and policies, and as if you yourself bore the sole responsibility for your actions. Would you be willing to undertake the execution of the decision you recommend if you were a subordinate element commander receiving orders of this staff?

Developing a Sense of Responsibility in Your Cadets

Learn the duties and responsibilities of your superiors to prepare to accept their duties. Do not wait for them to ask you, ask them first. By seeking responsibility, you develop professionally and increase your leadership abilities. Develop responsibility in your NCO's by giving them enough authority to get the job done. This develops mutual confidence and respect between you and your NCO's. It also encourages them to exercise initiative and to give you their whole-hearted cooperation.

Make a list of the different tasks in your flight. How many have you assigned to NCO's and others in the flight? Could you delegate more? What can you say about the types of jobs you have delegated? What kind of things are you still doing?

By showing faith in them, you will increase their desire to accept greater responsibilities. Here are some guidelines for delegating authority and assigning responsibility:

- ▶ After they are trained, tell your NCO's what to do, not how to do it, and hold them responsible for results. Delegate and monitor, but do not intervene and supervise, unless necessary.
- ▶ Give them frequent chances to do duties at the next higher level of responsibility.
- ▶ Give advice and assistance freely when they ask for it.
- ▶ Correct errors in their judgment and initiative in a way that encourages them. Correct in private, praise in public.
- ▶ Be prompt and fair in backing your NCO's. Until convinced otherwise, have faith in each of them.

DECISION-MAKING

Decision-making is important whether you work alone or in conferences, advisory councils, and seminars. In either case, this helps you when regulations and procedures do not answer all your questions. You need to quickly and to accurately evaluate a situation and make a sound decision. Constant study, training, and proper planning will lay the groundwork for professional competency. Problem-solving, discussed in the next chapter, expands on decision-making. For now, here are some things you can do to help yourself.

Develop a logical and orderly thought process. Each day constantly update your objective estimate of the situation.

Try to plan for serious thing that can go wrong.

- ▶ Consider the advice and suggestions of your NCO's before making your final decision.
- ▶ Analyze past decisions to see why they were good or bad.
- ▶ Announce decisions early enough to let NCO's and staff make necessary plans to support you.
- ▶ Encourage input from inside your flight or unit.

IDENTIFY WAYS YOU CAN PREPARE YOURSELF TO MAKE SOUND DECISIONS.

MANAGEMENT: AN OVERVIEW

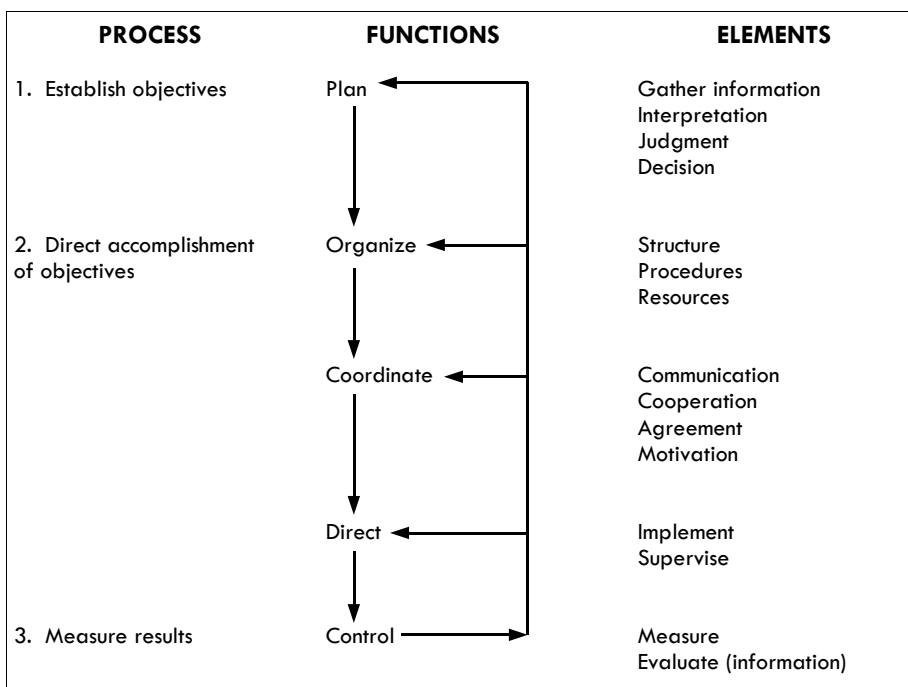
The Air Force defines management as “the process of organizing and using resources to accomplish predetermined objectives.” When you manage, you try to get results effectively and efficiently through the efforts of other people. Management is different from technical proficiency. You must understand the nature of the work, but not do the actual (technical) job yourself. Instead, you deal with the meaning, purpose, and results of the work. Set goals and create the conditions for reaching them. The resources you use in managing are people, money, material, and time. Managers provide leadership, guidance, policies, and decisions so that the efforts of all are brought together toward achieving their goals.

DEFINE MANAGEMENT, THE DIFFERENT MANAGEMENT SCHOOLS OF THOUGHT, AND STATE THE FUNCTIONS OF MANAGEMENT.

The Air Force uses management ideas from four schools of thought. From the *traditional* school, comes the idea of the straight-line chain of command that places the responsibility on one person with authority to give orders to subordinates. The *behavioral* school emphasizes people are its most valuable resource, and that individual efforts must be recognized and rewarded. The *mathematical* school requires that decisions be based on precise analytical data. The *systems* school emphasizes flow charts and flow diagrams to plot and analyze internal and external factors and how they effect mission achievement. The Air Force management philosophy is summed up in seven statements:

- ▶ Management is an inherent responsibility of command.
- ▶ Management policy must assure progressively achieving general goals.
- ▶ Achieve the greatest effectiveness possible with available resources.
- ▶ Local control of operations is essential to their best use.
- ▶ Central control of resources is essential to their best use.
- ▶ Maximum effectiveness can be achieved only if people are recognized and respected as individuals.
- ▶ Confidence in the organization is maintained by demonstrated managerial ability and individual integrity.

The management process has three basic steps: establish objectives, accomplish objectives, and measure results. To do these steps you must do five things: plan, organize, coordinate, direct, and control. These functions are further subdivided into elements. The figure below shows the way these steps, functions, and elements relate to each other. You will further explore planning in Chapter 9, Organizing in Chapter 10, Coordinating in Chapter 11, Directing in Chapter 12, and Controlling in Chapter 13.



THE MANGEMENT PROCESS

TYPES OF COMMUNICATION

Verbal. One way to be sure your orders are understood is to politely ask them to repeat the orders if they are complex or extremely important. This lets you know how completely and accurately they heard you. It also emphasizes two-way communication. Discussing the directives not only helps ensure followers understand your desires, but it also helps them understand each other.

There are four types of verbal direction: demand, request, suggestion, and volunteer. The *demand* type of direction is most effective when you require immediate action and strict control, such as in drill, or in an emergency. If you use it unnecessarily or too often, however, it causes resentment. The *request* is mostly used in day-to-day directing. It is just as binding as the demand type of direction, but it is more respectful and polite. When you deal with willing and cooperative workers, this type of direction gets the best results. The *suggestion* is mostly effective with fully competent individuals who readily accept responsibility. This type of direction stimulates their initiative more than the other types of direction since it allows them to decide what specifically to do. The *volunteer* method of direction is rarely used, except for tasks that are beyond the call of duty and in situations involving danger or abnormal conditions. It implies a choice; the other types of direction do not.

Written. Use written communications for precise or complicated instructions. Use it when people are to be held accountable, directions must be followed exactly, permanent record of the procedure is necessary, or people have trouble following oral instructions.

Remember, when writing directives, write so everyone involved can discuss them. If time permits, give directives a “trial run” by letting some individuals read them to see if your meaning is clear.

Verbal directions are used to give routine minor details, to clarify a written order, to help in emergencies, and to give your people a chance to ask questions. Use oral instructions most of the time to stimulate initiative and promote favorable attitudes. However, too many of both written and oral orders weaken authority and cause confusion. The fewer orders the better. In addition, there should be a clearly defined chain of command where each person receives orders from one source only.

STAFF MEETINGS

As you gain rank and hold command and staff positions, you will be called on to set up, be a part of, or conduct, a staff meeting. You may have to plan training with your flight sergeant and element leaders as co-instructors for a weekend activity like first-aid training, communications training, or safety.

Staff meetings can be held anytime depending on the local need and the situation. These meetings should be businesslike and brief. Be well prepared with a pre-determined agenda and a specified time to conclude the meeting. Types of agenda items include “standing” and “special.” A standing agenda item recurs at every staff meeting, such as cadet progress and cadet orientation flights flown. A special agenda item has temporary interest or action attached to it. Examples of this would be encampments, unit activities, and recruiting drives. Good staff

NAME AND DESCRIBE THE DIFFERENT TYPES OF COMMUNICATION.

As your people grow in experience and competence, your leadership style will change. As you and they grow more confident in one another, your style will be less autocratic and will become more democratic.

Policies are often standard operating procedures (SOP's) which are written orders.

IDENTIFY THE PURPOSE OF STAFF MEETINGS. EXPLAIN THE TYPES OF AGENDA ITEMS, AND STATE THE REASONS FOR FEEDBACK.

Be sure you see the staff meeting agenda at your unit. Have a staff member review the “standing” and “special” items with you.

meetings provide information, give a chance to seek advice and feedback, to plan, and to solve problems. For cadet staff meetings, a senior member should attend to observe, advise, and to serve as a link to the senior staff about cadet affairs.

In going through agenda items, go into enough detail to accomplish your purpose. Inform about upcoming events and ensure tasks are assigned, understood and followed up. Communication between staff members ensures tasks are successfully done and that the channels for feedback are open.

Getting staff feedback is very important to the commander. An uninformed commander will make poor decisions or act with incomplete information. Every member attending is obligated to provide the “bad” news and the “good” news. Feedback may identify the need for problem solving.

A staff meeting is a chance for you to delegate needed tasks. The commander may find a small group of four to five can work as a committee to help run the unit. Avoid cliques making up a whole committee because they lose sight of the need for involvement outside the committee. Keep in mind that many units fail because too few members have too many jobs. A task force is a temporary committee working on special agenda items. Committees gather information that may not be readily available and bring a recommendation to the staff.

Cadets and seniors should each have their own staff meetings, but occasional joint meetings are needed; cadets and seniors must communicate because their missions are all related. Conduct occasional social affairs, such as picnics, dances, and sports with both cadets and seniors participating. Recreation is as vital to mission accomplishment as conducting the mission, when kept in proper balance.

Appoint a recorder to keep accurate minutes. This will save time at following meetings due to backtracking and forgetting assignments. Accurately recording the minutes will also create a written calendar of events, assignments suspense dates and priorities.

Examples of coordination include having a senior member participate at a cadet meeting or having a cadet participate at a senior staff meeting.

Make sure you have a copy of the last staff meeting minutes to distribute and discuss. It could be posted for everyone to see.

Handouts are particularly useful when reporting on something complex or providing numerous details which other staff members will need for future reference.

DRILL AND CEREMONIES

In AFMAN 36-2203, study squadron-level drill, to include the following movements:

- Close on Leading Flight
- Right (Left) Turn
- Squadron Mass Left
- Extended Mass Formation
- Stand Fast
- Column of Flights
- Continue the March

REVIEW QUESTIONS

1. Describe what steps you would take if asked to assume a new staff assignment or command assignment.
2. Describe how a cadet officer can develop a sense of responsibility in cadet NCOs and airmen.
3. Explain the principle, “correct in private, praise in public.” Why is it not the other way around?
4. Describe some principles that can guide you in making sound decisions.
5. Identify and describe the four management ideas or schools of thought described in this text.
6. Explain the function of management. Does it differ from leadership? How?
7. Identify the three basic steps in the management process.
8. Identify the two basic types of communication. Describe the circumstances when each will be most effective.
9. Explain the purpose of the staff meeting.
10. Discuss the importance of feedback, minutes, and coordination during staff meetings.

SPECIAL READINGS

OATH OF OFFICE

I, [state your name], having been appointed a second lieutenant, United States Air Force do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter, so help me God.

GENERAL ARNOLD'S LETTER TO LT. COL. STEFEN

In 1947, Lt. Col. LeRoy L. Stefen wrote to General of the Army H.H. Arnold and asked the question: "What qualities help an officer to get ahead in the service?" Gen. Arnold's response was as follows:

Dear Colonel Stefen:

Your recent question has so many ramifications, I can suggest but a few of what appear to me to be the most generally important requisites for a successful military career. Here they are:

1. **Basic knowledge.** Exact, clear knowledge: not a hazy smattering. This kind of knowledge of the basics of your profession; of every assignment you are given—this is your "technique," this constitutes your "tools."

2. **Hard Work.** Unrelenting hard work. Some persons have a natural capacity for it; others have to develop it. No outstanding success is ever achieved without it.

3. **Vision.** The degree of vision depends, naturally, upon the quality of an individual's imagination; yet, one can train himself to look beyond his immediate assignment, to its relation to the next higher echelon of command, and the next, and the next, and, so on, to the highest level or overall sphere of activity of which he can envision its being a part. He can also—if he has the capacity—envision possibilities yet underdeveloped: new horizons of activity. This is the kind of vision that begets enthusiasm; and enthusiasm is the eager, driving force that converts dreams into realities.

4. **Judgment.** Not only the judgment that makes quick, correct decisions, but the ability to judge human nature, as well. Putting the right men in the right places—this is an essential in building a strong, successful organization.

5. **Articulateness.** A comparatively overlooked factor, but, nevertheless, a most important one. Many an excellent idea is "stillborn" because its originator did not have the ability "to put it across." Public speaking courses are excellent aids to acquiring this faculty.

6. **Properly adjusted human relationships.** Naturally, this is largely a matter of personality: some persons just naturally get along with people; others, just as naturally, do not. But in the military sphere, if one is going "to get to first base," he

must be able to handle men successfully, The study of psychology is undoubtedly a great practical help to those who find the matter of human relationships somewhat difficult; but I have also observed these things help: firmness, plus tolerance; sympathetic understanding of the little man's position and problems, as well as understanding of one's relation to the man at the top. Best of all, of course, is the practical application of the Golden Rule—the simplest and the best code of ethics as yet devised.

7. **Personal integrity.** This covers a very wide field, To touch upon one or two—it means, for example, maintaining the courage of one's convictions. By no means should this be confused with stubborn thinking. Stubborn thinking is as outmoded as the ox cart. Its exact opposite, resilient thinking, is Today's Must: a man must be able to accommodate his thinking quickly and accurately to his rapidly changing world; nevertheless, it must be his thinking—not someone's else. integrity also means moral integrity. Regardless of what appear to be some superficial ideas of present-day conduct, fundamentally—today as always—the man who is genuinely respected is the man who keeps his moral integrity sound: who is trustworthy in every respect. To be successful, a man must trust others: and a man cannot trust others, who does not trust himself.

These are but a few thoughts. When it comes right down to “brass tacks,” however, in the military field, as in all other fields, it would seem to be a man's native ability that spells the difference between failure and mediocrity; between mediocrity and success. Two men may work equally hard toward a common goal; one will have just that “something” the other lacks, that puts him at the top. This is the intangible—the spirit of a man.

With very best wishes for your success,
H. H. ARNOLD,
General of the Army