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# LEADERSHIP: 2000 AND BEYOND

*Second Edition | Volume II*

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



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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in Volume I.

# Chapter 12

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## INTRODUCTION

When you first joined, you assumed the responsibility of becoming a good leader. To be a good leader, you first studied what leadership is, types of leadership, personality characteristics of leaders, and so on. You developed those characteristics in yourself. You are also beginning to understand what roles others play in a unit in order to lead and work with them. This chapter helps you do this by focusing on leadership situations, directing, and communicating. After you read more about these things, you will apply them and refine them for the rest of your leadership life.

Leadership is difficult to pin down because it depends on a combination of changing circumstances and changing personalities. Because of this, no fixed rules can be set down about leadership. Learning about leadership, then, must focus on broad principles and very general theories.

## PROBLEM SOLVING & LEADERSHIP SITUATIONS

### Leadership Case Study One

The following leadership situation is for you to decide what is best or workable. This example, as with all situations, has no “school solution.”

Cadet Sharp is the cadet flight sergeant of a sizeable CAP composite squadron in Alexander City. At the weekly meeting of the cadets, Tommy, who walks with a slight limp, says privately, “I’d like to talk to you about something, but I cannot talk to you here.” Cadet Sharp arranges for Tommy to bike over the Sharp house the next evening. Sitting on the back porch, 13 year old Tommy begins his story. Tommy’s limp is caused by a birth defect that left one leg shorter than the other. He can run and ride a bicycle, but he finds it very difficult to participate in squadron and flight drill. He tries, and feels that he can march pretty well, but some members of the squadron, led by a certain cadet sergeant, have gone to the deputy commander for cadets and complained about Tommy. They do not want him marching with the squadron because his marching detracts from the military bearing of the rest of the unit. Anyway, this is the story Tommy heard from one of his buddies in the squadron. No one has said anything to Cadet Sharp about this.

**Discussion.** If you were Cadet Sharp how are you going to solve this problem? Look back at Chapter 9 and review the problem-solving steps. You have to identify the problem. Is your problem Tommy’s limp, or the cadets’ reaction to it? Next, you have to gather all the information you can about the problem. This means listening attentively to both sides of the controversy. (Taking notes during, or as soon as possible after listening helps greatly.) Once you have your information, evaluate it. Separate facts from opinions and assumptions. Facts are truths, they actually exist. Opinions may or may not be based on facts. Assumptions are presumptions you must make to solve the problem. Then, list all possible solutions to the problem. Now, test them, using the least disruptive possible solution first.

### **APPLY PROBLEM-SOLVING TO SITUATIONS TYPICAL OF CAP UNITS.**

Is the root of the problem real or imaginary? Is appearance the basis? Were the cadets who complained manipulated by one or two cadets? What about the point of view of a unit united in support of unit development and personal development? How about a special drill team? What effect would that have? What were the ground rules when Tommy joined?

In the case you just looked at, you must include Tommy as a *full* member of the unit. The complaining cadets must see that they are better for his inclusion.

Now, look at another leadership situation and see how well you can use the problem solving method.

## Leadership Case Study Two

Cadet Sharp is serving as a cadet staff officer at a Type A encampment. In your wing, many cadet participants in wing activities are selected from application forms because personal interviews are not possible. Cadets apply for encampment staff positions on a special form and are selected by the wing director of cadet programs. Cadet Sharp is assigned to monitor a cadet flight at the encampment. After two days of observation, it becomes that one flight has a flight sergeant who is more capable than the higher ranking cadet flight commander. He can drill and move the flight better and has more ability in leadership and human relations. The flight commander knows enough to get by, and he tries, but he looks ineffectual compared to the flight sergeant. Three of the cadets in the flight approach Cadet Sharp after supper to say this situation is causing confusion, even dissension within the flight. They want the marginal flight commander removed, and the lower-ranking flight sergeant installed as the new flight commander. One of the three cadets—the biggest—implies that it will not be long before everyone in the flight will not follow the flight commander. It is not the type of problem Cadet Sharp wants to take to the encampment commandant of cadets, but it could get serious enough to get to her.

**Discussion.** Is Cadet Sharp going to be bullied by the “biggest” cadet? Use the problem solving method. What did you find out? Do several items fit? While finding a solution consider: Do you, as a cadet staff officer, have the authority to replace the less able flight commander? Have you used all your leadership and communication skills to carry out the solution?

Is the present flight commander getting the job done? Is the bully actively understanding the cadet flight commander?

## COUNSELING TECHNIQUES

As a leader, you will have people ask for your advice and your help. They may have personal problems that affect their job performance, such as: family problems or anxiety over tests, school, or other matters. What can you do as a unit leader when this occurs? Start by listening. If it is a problem that you can resolve quickly, do so. If not, refer them to the proper member of the unit such as the chaplain, first sergeant, etc. Treat the person as you wish to be treated if you were the one with the problem.

**Hypothetical Situation.** CAP is supposed to develop a program for Armed Forces Day and you are in charge of the entire project. Ann (leader of the bulletin board committee) has asked you to talk with Bill, a member of her committee. Bill has griped about everything she has suggested. She has tried to reason with Bill, but he just will not listen. Ann has discussed her ideas with you, and you think they are really good. Ann hopes you might be able to get Bill to stop complaining so much. You are going to talk with Bill today. What do you do?

**DEFINE COUNSELING.**

Perhaps the hardest job you will have is to counsel people. Like almost everything else you do, counseling is communication. Effective counseling is **not** giving advice. Effective counseling is helping people understand themselves, their problems, and how to solve their problems themselves.

Do you remember the situation you read at the beginning of this section? You're going to meet with Bill and try to help him become a more productive member of your team. Before you go to that meeting, look at some things that will help you help Bill.

## Effective Counseling

An effective counselor is:

- ▶ **Interested.** To help Bill, you must be interested in Bill. Bill will; not talk with you if you appear insincere. Be sincere, honest, and sensitive.
- ▶ **Accepting.** Accept Bill as a person. You may not like Bill's behavior, but make it clear from the start that you accept him as a *person* with values, emotions, and ideas. Bill has to know this to believe that you want to help him.
- ▶ **Attentive.** Listen closely to what Bill says. Try to feel the emotions he expresses. Is he angry, hurt, proud, or afraid? If you can find out how Bill feels, you may have a clue about why he acts the way he does. Listen, do not judge, consider the whole person.
- ▶ **Confidential.** You should not tell anyone else what Bill tells you. If you tell anyone who does not *need to know* what you and Bill discuss, you're violating Bill's trust. If this happens, Bill may never trust you as a leader or counselor again.

A counselor then is someone who wants to help, cares about people, listens to discover the real problem, and can be trusted. By combining these characteristics with the right counseling approach, you can help your people. As a counselor, you can choose the directive, non-directive, or a combination of these approaches. Each is best suited to particular situations and counselors. The next sections show the techniques involved and discuss where you can best use each.

## Directive Approach

"Directive" does not mean telling the counselee what to do; it means you work directly (one-on-one) to help solve the problem. You help the cadet recognize the problem, and you suggest ways to solve the problem. Although you will actively help Bill reach a solution, remember that Bill; owns the problem and is responsible for the solution! Directive counseling.:

- ▶ Is concerned more with immediate rather than long range problems.
- ▶ Does little to make any major personality changes, but is more concerned with the immediate adjustment to frustrating situations.
- ▶ Is considered more problem-centered than person-centered and
- ▶ Concerns itself with changing specific aspects of your cadet's behavior such as social behavior, attitudes, and task behavior.

### **DESCRIBE THE CHARACTERISTICS OF AN EFFECTIVE COUNSELOR.**

Monitor counseling closely, especially where cadets are concerned. Have another adult present, preferably one of the same gender as the cadet if the cadet is of a different gender than you.

### **DESCRIBE THE DIRECTIVE APPROACH TO COUNSELING.**

Because directive counseling focuses on your ability to suggest solutions, this approach is also called counselor-centered. Do not force your solution on your cadet. What seems logical to you may not be logical for Bill. Another problem with this approach is that Bill may feel that you want only to get the bulletin board done and really do not care about his feelings. You have to work hard to help Bill see he is important to you and that you are committed to help.

### Non-Directive Approach

Non-directive, or client-centered counseling, means that you take the cadet's point of view. You put yourself in the cadet's place and understand the problem from the cadet's point of view. Your objective is to cause some change or growth in the cadet. Non-directive counseling:

**DESCRIBE THE NON-DIRECTIVE APPROACH TO COUNSELING.**

- ▶ Is concerned with long-term, lasting change or growth in the cadet.
- ▶ Assumes that only the cadet knows the problem and only the cadet can solve the problem, and
- ▶ Means you do not direct or advise the cadet.

It sounds like the job of a non-directive counselor might be easy. Actually, it is quite difficult. You must act to help the counselee clarify feelings and recognize problems without giving only advice or direction! This means that you have to act as a mirror and reflect the cadet's thoughts, emotions, and attitudes so the cadet begins to recognize the situation and problems. You can only do this if you build a trusting, confidential relationship. This relationship is not "close friends," but a helping, caring, professional relationship.

### Eclectic Approach

As you gain experience as a counselor, you probably will like some parts of each of the above approaches. This combination is called the eclectic approach. It will be different for each counselor/cadet situation. For example, you may choose to offer solutions or ideas about the problem (directive) while letting the cadet try to clarify values and emotions (non-directive). Many things affect the combination of methods you choose: the time available, your relationship with the cadet, your physical surroundings, and your own personal preference.

**DESCRIBE HOW TO CHOOSE A COUNSELING APPROACH.**

<b>GENERAL PURPOSE</b>	<b>INTENDED RESPONSE</b>
Entertain	Relax, Please
Inform	Understand
Persuade	Act, Agree

Finally, you must always consider the cadet's emotional involvement. Can the two of you discuss the problem calmly, rationally? If so, the directive approach may offer the quickest way to a solution.

On the other hand, if the cadet is very emotional about the issue, you probably will choose the non-directive approach and allow the cadet to clarify feelings and values as the counseling goes along. No matter which approach you choose, the following hints should help your sessions be more productive.

### Prepare for Your Session

- ▶ Find out about the cadet; check cadet records.
- ▶ Set up a place. Is it comfortable (try both chairs)? Is it private?
- ▶ Set up a time limit to keep things moving.
- ▶ Have a plan for the session.
- ▶ Conduct the session.
- ▶ Be pleasant and friendly.
- ▶ Let the cadet “solve” the problem.
- ▶ Do not be afraid of silence. The silence gives you both a chance to gather your thoughts.
- ▶ Let the cadet do most of the talking.
- ▶ End the session on time.
- ▶ Set up another session, if needed.

### After the Session

- ▶ Make notes of your progress.
- ▶ Follow up! Make sure the problem is solved and that you keep whatever promises you made to the counselee.

Counseling is a technique successful leaders use to help their people work more efficiently within the organization. Effective counselors may use directive, non-directive, or an eclectic approach to counseling. Good counselors recognize their limitations and approach counseling situations with sincere interest in the counselee. Through a helping, understanding, confidential approach, leaders can help their people and make the organization a more pleasant place to work.

Recognize your limitations as a counselor. Get a senior member or professional to help the cadet if you are in over your head. Now look back to Case Studies 1 and 2 in this chapter. Would you change your problem-solving approach? Why?

## MANAGEMENT PRINCIPLES: DIRECTING

Planning, organizing, and coordination are usually called the pre-executive phases of management. Directing is the fourth of the five management functions, introduced in Chapter 8. It tests the results of these “pre-executive” activities and clears the way for continuing improvements. The four essentials of directing are: focusing on the objective, stimulating cadets toward accomplishing the mission, supervising, and directing the procedure. The first three essentials are primarily concerned with directing people, and the fourth is concerned with directing the way the job is done. A mission is made up of tasks, which are, in turn, made up of procedures.

### **IDENTIFY AND DESCRIBE ASPECTS OF DIRECTING.**

Directing is putting the plan into action and using resources to get the mission done. In directing, you integrate your preparatory actions into the task and adapt them to variables and to new factors. You discard those that are no longer useful.

A well-integrated task has only procedures that are essential to getting the mission done. Each step is timed so that together they run smoothly. To be effective, integrated procedures should meet three general conditions: the assumptions must be consistent, the records usable, and the by-products practical.

The assumptions underlying one procedure must be compatible and consistent with those of others. For instance, since line responsibilities are not key in a staff job, procedures should observe the distinction between line and staff functions.

To keep procedures integrated, see that records provide usable statistical data and other practical information you can use to evaluate and control tasks.

A procedure involves several steps. Each step gets some result that is then used in the next procedure. Sometimes these procedures are useful in several different tasks. In directing, use procedures that apply to more than one task wherever possible. For example, this rule applies to such functions as record keeping; you may use statistics originally compiled from another report.

Directing is considered to have two aspects: people and procedures. You not only supervise people, but are responsible for the total operation: carrying out the work, meeting the rules, and delivering results.

In directing, your resources meet. You control the use of cadets, material, facilities, and equipment. People cannot be treated like inanimate resources, although you may speak objectively about them in planning and organizing. A detached manner is not effective in directing people.

Since all tasks are different, be flexible when directing. Consider the role your cadets play in each situation—that is the nature of the task, the cadet's abilities, and how much they contribute to mission accomplishment. Since cadets are not machines, do not treat them like robots. Human effort requires motivation and is influenced by the attitudes and attributes of both the cadet and the people in the cadet's working team.

To direct people, establish a working relationship among the cadets in the working team. CAP does not expect one individual, as a member of a working group, to carry the load of an entire complex task. It is through the working team that the directing function affects the individual.

**Essentials of directing.** The essentials of directing are: (1) let your cadets know what you want them to do, (2) establish work practices and resolve conflicts that arise, (3) make decisions and issue orders that will assure efficient use of resources and keep to procedures, and (4) implement methods to improve operations. In directing, the greatest challenge is to make the best possible use of your resources. You must tell each cadet exactly what must be done, and how and when it must be done. Make sure your cadets understand you and you understand them. Encourage each cadet to ask questions and have each tell you what he or she is doing and why. Only then can you be sure that you are really *directing*. Accurate communication is a basic requirement of good directing.

Your knowledge of each cadet's needs, personality, and attitudes will affect the way you direct them. Be sure that all directions are within the cadet's capability. Constantly changing environments and situations make it necessary for your directing to be flexible.

**Types of directions.** There are four types of directions: demand, request, suggest, and volunteer. Each type fits a certain situation. The *demand* is most effective when you must keep strict control—as in drill when immediate action is required, or in an emergency situation. Using this type of direction unnecessarily causes resentment and tense relations. The *request* is most often used in day-to-day directing. It is no less binding than a demand type order, but treats the cadet with more respect. When you are dealing with experienced cadets who have a willing and cooperative attitude, this type gets the best results. The *suggestion* is best used with fully competent workers who readily accept responsibility. This type of direction stimulates initiative more than the other types, since the cadet decides what specific action to take. *Volunteer* direction is rarely used, and only to request something you cannot order. It is used 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 directions do not.

Directions can be either in written or verbal form. The choice is largely based on the situation and the people involved. Use a written order (1) when precise or complicated instructions are concerned, (2) where the cadet is to be held accountable, (3) where directions must be followed exactly, (4) to record permanent procedures, (5) for the cadet who has trouble following oral instructions, or (6) for untrained cadets.

Verbal directions are used (1) for day-to-day minor details, (2) to clarify a written order, (3) to help in an emergency, (4) where immediate compliance is needed, and (5) to give the cadet a chance to ask questions.

## **IDENTIFY AND DESCRIBE THE FOUR TYPES OF DIRECTIONS.**

Stop and think of what must be done and who is most capable. Then meet with your team and remind them that teaching is part of their job (especially for later projects) and ask them how to accomplish the task and how they plan to teach it.

## **THE LECTURE TEACHING TECHNIQUE**

### **Characteristics of a Good Speaker**

Public speaking is more predominant than reading or writing. Eighty percent of communication is speaking. A highly competent speaker must have three fundamental qualities: integrity, knowledge, and skill.

**Integrity.** Integrity is truth, honesty. If what you talk about is unworthy, your cadets will refuse to accept it. If they feel you believe what you say, they will believe it also. If you do not build confidence, if you are arrogant, hostile or fearful, your listeners may close their minds to your worthwhile idea.

**Knowledge.** Knowledge is comprehensive and exact mastery of the subject. Knowledge of subject matter and knowledge of your cadets' behavior are two types of knowledge every competent speaker should have.

Since all your speaking is an effort to get a response from cadets, know something about their behaviors and characteristics.

**Skill.** The material must be organized for both your audience and you. Next is good delivery. It cannot substitute for good organization, but the way you project ideas should have dignity, force, and effectiveness. Another third skill is handling questions and those who ask them, especially during briefings. Anticipate questions and insert the answers into the speech or briefing. Also, prepare a reservoir of facts to use not in the presentation, but to answer a question only when asked.

## **DESCRIBE THE CHARACTERISTICS OF A GOOD SPEAKER.**

## Before Outlining Your Presentation

Before you make a tentative outline or jot down ideas, consider the subject, purpose, and situation of the speech. Actually, you must go through these steps simultaneously because both subject and purpose are influenced by your audience and the occasion.

**Subject.** If you can choose your subject, choose one that relates to your own experience, interests, or convictions—one you are eager to share with others or one you feel strongly about. Also consider the needs and interests of your cadets. It is comforting to know they have a responsibility to pay attention to your speech. Expect they will listen more attentively if your subject is interesting to them. Finally, consider the time you have for speaking. Reduce a big topic by moving from the general to a specific part of it.

Limit your subject in terms of your interests and qualifications, your listeners' needs and demands, and the time allotted for your speech. Give your listeners your best ideas. If the speech takes only a few minutes, you should not “pad” it with irrelevant material. Your most important duty is to say something worthwhile, interestingly and briefly. President Lincoln spoke less than five minutes at Gettysburg. Edward Everett, who was also on the platform, spoke more than an hour, yet most people are not aware of that.

**Purpose.** Every speech has a purpose. Besides the general purpose, you also must decide on your specific purpose. This is an exact statement of what you want your audience to understand, do, or believe. If your subject is “Participation in the CAP Program” and the general purpose is to persuade, decide how you want your listeners to participate in the program. You cannot choose materials and data intelligently until you know exactly what you want to do. Record your specific purpose or objective in one sentence and keep this written statement in front of you as a guide while you prepare your speech. Make sure every idea expressed, every item of supporting material, and every visual aid will get what you want from your audience.

**Situation.** Your analysis of the audience will decide the subject, the content, and the purpose of the speech. Know their educational age or intellectual maturity in order to help you to avoid talking over their heads or boring them with oversimplifications.

It is also helpful to know their probable attitude toward you and your specific purpose. Does the audience know you personally? Do they recognize you as an authority, or do you have to prove it? Will they be friendly, neutral, or hostile? Your choice of material and presentation method should be modified accordingly. The nature of the occasion also should affect what you say and how you say it.

## Gathering Information for the Presentation

With your purpose in mind, you can now get material on the subject. Three sources of information will be helpful: your own knowledge and experience, other's knowledge and experience, and research. First access your own knowledge and experience. Develop a checklist of areas where you need further research and study. Next, turn to those who know something about the subject. They can help you clarify your own thinking. Give you new facts, and suggest sources for further research.

### IDENTIFY AND DESCRIBE STEPS THAT HELP SPEAKERS PREPARE FOR A PRESENTATION.

Ask yourself which (if any) is most important, your: interests, qualifications, listener's needs, listener's demands. Rank-order these four. What are the cause-and-effect relationships?

You are now ready to do primary research. You know what aspects of the subject you need to study. If you have properly narrowed your subject, confine your research to that part of the subject.

As you talk, read, and observe, you are evaluating ideas. From the material you have gathered, list all ideas that might be important. You need to write only a word or two or a phrase about each idea. Now evaluate your ideas. You will discard some as irrelevant or unimportant, and you will combine other ideas. Usually, you will find that ideas fall into two or more categories. Remember you can adequately support only two or three main points in a period of about 30 minutes.

You are well along with your speech plan once you have studied the subject, gathered data, analyzed the audience and the occasion, and outlined your material. Your speech can be dull and boring unless you take the listeners from *where they are* when you start to *where you want them* when you finish. Organize your speech with their thought processes in mind.

Keep your lecture from being dry and boring. Consider “the flavor of originality.” Add your own personal touches of color, liveliness, drama, and humor. These are the things that will keep your message alive in the memory of the listener.

Keep up to date on your subject by reading newspapers and magazines regularly and clipping articles and stories that fit into your speech. Also look for dramatic or humorous stories to enliven your speech and give it the flavor or originality.

### Organizing the Speech

The three parts of the presentation are the introduction, body, and the conclusion. Each should blend so that your listeners are scarcely aware you are moving from one part to another. You should plan suitable transitions to bind all parts together—to bridge the gaps between subdivisions within the body of the speech as well as between the major divisions of the speech as a whole.

**Introduction.** Prepare the introduction of your speech last. Not until you have outlined the body of your talk—and have seen how the ideas will unfold—will you be able to plan the best way to introduce it. The introduction has two purposes: to get attention and to explain and clarify the subject. When you begin to speak to your cadets, you must immediately win their attention. The key may be what you say or how you say it using one, several, or all of the methods below.

Begin with a personal reference or greeting or with an interesting narrative or illustration. A striking incident that dramatizes the central idea of the speech is most effective. Arouse curiosity. All human beings are curious about strange opinions, ideas, and words. Begin with many questions. This method has the challenge of a “brain tester.” It stimulates listeners to answer the questions or to hear the answer. Begin with striking, dramatized facts. Begin with an amusing anecdote. This is a good method if the anecdote or joke is fresh and if it is related to the subject. Make certain that it is not at the expense of anyone!

No matter what method you use to create interest in your introduction, include sincere expressions of pleasure. An honest expression of gratitude can be a good starting point. The introduction should state the specific purpose of the speech so your cadets can tie together its parts. Moreover, partition your speech by presenting a preview of the main points. Finally, use the introduction to define unfamiliar key words and terms.

### DESCRIBE METHODS OF ORGANIZING A SPEECH.

**Body.** This is the heart of the presentation. It contains the main ideas that you wish to tell your listeners. To build the body, arrange the main points of the outline and develop each point as effectively as possible. No matter how long the speech may be, it should have no more than five main points. Normally, limit your presentations to 2 or 3 main points. If there are more than five major points, you may be trying to cover too much material in one speech.

**Conclusion.** Like the introduction, the conclusion should be as brief as possible without slighting its purpose. That purpose is to summarize your main ideas and to remind your cadets of the objectives, and a vivid illustration or narrative to dramatize your central idea.

A persuasive speech should end with an effective appeal to belief or action. Nothing weakens a speech as much as a lame conclusion. This can kill the cadets' approval of your ideas and weaken their respect for you. A conclusion should leave the audience thinking favorably about you. Close your speech forcefully, yet gracefully and lend a tone of finality to the presentation.

## Making the Presentation

It is the critical test. You feel the tension that means you are ready to meet the challenge. You check over your notes to assure yourself that you are well-prepared. The truth is that no matter how well-prepared you are, you will only be successful when you put your message across. The outcome of most speeches rests on the manner of delivery. You can improve your delivery through practice by competent criticism and guidance.

**Nervousness.** If you get nervous when you are in front of an audience, do not be discouraged. Butterflies in the stomach, a flushed face, moist hands, and shaking knees are signs that you are on your way to becoming a capable speaker. A certain amount of nervousness is good.

Consider several things when you cope with nervousness. Be enthusiastic about your subject; your enthusiasm can replace fear. The more enthusiastic you are, the more involved the audience gets with you and with your message. Most audiences are made up of friendly persons who are interested in what you are saying. Do not rush as you begin to speak. When you are ready to begin, look at various parts of the audience, take a deep breath, and begin to speak.

**Mental Attitude.** Some speakers lack poise because they are too worried about themselves. Learn to shift attention to something outside of your self. If you really want to speak and if you concentrate on your ideas, you will have no time to be afraid.

**Body Movement.** This is important to dynamic and meaningful physical behavior. It helps hold the attention needed for good communication. Movement also can punctuate and show transitions in your message. Finally, movement helps you work off excess energy that comes from nervousness.

How much movement is desirable? Movement from behind the lectern can reduce the psychological distance between you and your listeners. Usually it is more effective to carry your notes with you rather than looking down at the lectern to see them. Move with reason and purpose. Use movements to punctuate, direct attention, and aid communication.

Gestures may be used to clarify or emphasize ideas. Gestures are the purposeful use of the hands, arms, and head to reinforce what you say. Good gestures should

## DESCRIBE PUBLIC SPEAKING DELIVERY TECHNIQUES.

come exactly at the time or slightly before you make your point verbally. As with all aspects of communication, gestures must fit the situation. Effective gestures are both natural and spontaneous.

**Eye Contact.** Eye contact is important in non-verbal communication. Direct and impartial eye contact is important because it lets the listeners know you are interested in them. Effective eye contact gauge the effect of your remarks. You can detect signs of poor understanding and signs that listeners are losing interest. You can then adjust your rate of delivery or emphasis. Effective eye contact enhances your credibility. When you have greater eye contact you are judged as more competent.

**Voice.** A good voice has three important characteristics: quality, intelligibility, and variety. A voice's quality is the general impression it makes on others. Listeners can often tell from the voice that you are happy, angry, sad, fearful, confident, sincere, and enthusiastic. Listeners tire easily when you do not vary your delivery style or have a monotonous voice. Vary your voice by changing your rate, volume, pitch, force, and emphasis. The rate of speaking is the time it takes to pronounce individual words and the length of paused between words. Always be certain that the audience can hear you. Force is needed at times to emphasize and dramatize ideas. Avoid two things: overemphasis and continual emphasis. Emphasizing a point beyond its real value may cause you to lose credibility with your listeners.

**Notes.** Notes are only the "little helpers" you use to make your speech more effective. There is no serious objection to the skillful use of notes, they do have certain advantages. They ensure accuracy, jog the memory, and dispel the fear of forgetting. They keep you on track. The best way to use notes is to write or type them on small index cards that can be handled and turned over easily and quietly. You can make them shorter as you gain experience and confidence. Before long, you will be jotting down a few key words or sentences that will keep your mind on track. Use notes sparingly, but never try to hide them from the audience. To eliminate the need for embarrassing pauses, refer to them before you actually need them. Work out a system that serves you well and use it without apology.

## Four Common Public Speaking Methods

All speakers use one of four common methods of presenting a speech: reading from a manuscript, speaking from memory, speaking without specific preparation, and speaking extemporaneously with preparation.

**Reading from a manuscript.** This is the poorest method of delivering speeches. It is recommended only when the subject is so important or so complex that an incorrectly stated phrase might cause a serious misunderstanding. Under such circumstances, the advantages of saying exactly what you want outweighs the advantages of intimacy and flexibility.

**Speaking from memory.** This is helpful to people who cannot think on their feet. A memorized speech serves as a straitjacket, it cannot be adapted to the occasion or audience. Memorization destroys spontaneity and the sense of communication. It requires immense preparation and can saddle you with a sense of forgetting.

**Speaking impromptu.** Practicing this method makes you deliver a powerful speech on the spot, with less than a minute to gather thoughts. It requires you to think on your feet.

**IDENTIFY AND DESCRIBE FOUR COMMON METHODS OF MAKING A SPEECH.**

**Speaking extemporaneously.** This is the most widely used method of experienced speakers and produces the best results. The talk is *carefully planned and outlined*. It is planned by *idea* rather than word by word. This method compels you to organize ideas. It allows freedom to adapt to specific occasions and audiences. It allows you to fulfill two vital requirements of effective speaking: adequate preparation and live spontaneity.

## CONDUCTING BRIEFINGS

### How a Briefing is Different from a Speech

Ideally, briefings are simple, concise, factual presentations that have one purpose—to inform. They are given for one of three specific purposes: (1) to get the listener's understanding of your subject, (2) to enable the listener to do a specific task, and (3) to give the listener information to make decisions. A briefing saves time to get needed information. Every person concerned with a large task needs information pertinent to their part in running it. No one person can possibly read and digest all the information about the operation; it must be delegated to certain staff members who check the material, extract what is pertinent to their specialty, and present the information in an orderly and concise way.

Every good briefing has three virtues: accuracy, brevity, and clarity. These are the ABC's of a briefing. Accuracy and clarity characterize all good speaking, but brevity distinguishes the briefings from other types of informative speeches. By definition a briefing is brief. This does not mean it has a prescribed time limit. It does mean it contains no extraneous material. The listeners are to be quickly informed on a specific project or action.

In preparing to brief others, you must analyze a mass of data, choose the really significant facts and organize them carefully. Your information must be synthesized into easily understood terms. You must show the picture so vividly that none can fail to see it.

### Organization of a Briefing

**Introduction.** Since your listeners already need and want to know about your subject, there is no need for attention-getting devices. If another speaker introduces you, give only a quick over-view of the subject and proceed immediately to the body of your briefing. If you are not introduced, you extend a greeting, give your name, and state the subject of your briefing.

**Body.** Carefully consider the content and delivery of your briefing. Present facts and facts only. They should be understandable, and you should have the proof of these facts with you (but not always presented unless your listeners ask for them). Because you must be brief, omit many details. One way to avoid oversimplification is to prepare a folder of documentation for your listeners to refer to after you have spoken. Call attention to the folder in your opening remarks. Your listeners will accept the validity of your information because they know that they can check your evidence. They are also less inclined to ask questions or to interrupt. Present the facts and let your listeners draw the conclusions.

**EXPLAIN HOW A BRIEFING DIFFERS FROM A SPEECH.**

**DISCUSS HOW A BRIEFING SHOULD BE ORGANIZED.**

Emotional; appeals have no place in a briefing. Your listeners will be justified in doubting your objectivity if your presentation is charged with emotion. This does not mean that your presentation should be dry and lifeless. Because you must present pertinent information and nothing more, strive for an animated and interesting delivery.

Visual aids can help you be brief. They can help you show quickly and clearly many things that you would have trouble putting into words. In planning your visual aids, consider the following rules: (1) Be certain you actually need visual aids to clarify your information. (2) Create them to serve just one purpose—to clarify the information. (3) Make your aids large enough and place them where the audience can see them. (4) Practice the briefings with your visual aids until you can use them smoothly. They should be an integral part of your presentation.

Here are some suggestions for using visual aids: Use only relevant materials. (For example, if a CAP form is being discussed, use the actual form as a handout and display various portions on flip charts, chalkboard, or “PowerPoint” slides as they are discussed.)

- ▶ Use visual materials that are large enough for everyone to see.
- ▶ Use visual materials at the right time. When several items are included on the aid, cover items that are not being discussed.
- ▶ Keep visual materials simple. Emphasize the most important information. Omit unnecessary details. A series of simple charts is preferable to a single complicated one.
- ▶ Talk to the audience, not to the visual aid.
- ▶ Set up audio visual equipment before start time. Know how to operate this equipment (including changing bulbs, if necessary).
- ▶ Use flip charts effectively. Consider flipping from back to front. You’ll have at least three advantages. First, it is easier. Second, you can do it from the side of the charts rather than from the front (you will; not block the view of the visual aid). Third, if the paper you use for the chart is relatively thin, the back to front procedure keeps your audience from reading through the paper to a chart you have not discussed yet.
- ▶ Use the chalkboard effectively. Make wide clear lines and letters. You may want to make a hidden pencil line on the board to guide you while writing or drawing. Be sure everyone can see the material. The board should be placed to eliminate glare.
- ▶ Finally, evaluate the need for the visual aid. Ask yourself if the effort and expense required to prepare the aid is justified and will add to the talk. If not, do not use it. *Content is the star of a presentation, not the glitz of computer software.*

**Conclusion.** This part of a briefing should be short but positive. Summarize your main points if you think a quick summary is necessary. You may want to include a question and answer session as a way to clarify the subject.

Clear, logical organization of your material will help your listeners understand it. In organizing the introduction, body, and conclusion, keep the purpose of your briefing in mind. Organize your material as you would for an informative speech. To adapt the introduction, the body, and the conclusion to the briefing format, you might follow these steps:

- ▶ State the problem.
- ▶ List and discuss the factors bearing on the problem.
- ▶ Propose possible solutions.
- ▶ Discuss possible solutions.
- ▶ Suggest the best solution or combination of solutions.
- ▶ State your conclusion.
- ▶ Make a brief statement recommending the action that would put your solution into effect.

When you prepare and deliver briefings, remember that their function is to convey information more rapidly and effectively than would be possible by any other means. As a cadet officer, you need to state your ideas accurately, briefly, and clearly.

## **DRILL AND CEREMONIES**

At this stage of your CAP training you will have the opportunity to either be a reviewing officer or have to prepare your cadets for an inspection by a reviewing officer. See AFMAN 36-2203 for an explanation of how you are to perform these functions.

## REVIEW QUESTIONS

1. Describe the characteristics of an effective counselor.
2. Describe the directive approach to counseling.
3. Describe the non-directive approach to counseling.
4. Describe how to choose a counseling approach.
5. Discuss the function for directing in terms of its managerial function. How does it fit in with the five functions of management?
6. Identify the four types of directions.
7. Describe the characteristics of a good speaker.
8. Identify and describe steps that help speaker prepare for a presentation.
9. Describe methods of organizing a speech.
10. Describe public speaking delivery techniques.
11. Identify and describe four common methods of making a speech.
12. Explain how a briefing differs from a speech.
13. Discuss how a briefing should be organized.

# SPECIAL READINGS

## HONOR AND ETHICS

From *Contrails*, Vol. 33, United States Air Force Academy

The nature of the military profession demands that you have high ethical standards because, as an Air Force officer, your decisions can have a devastating impact on others' lives and property. For that reason, *integrity*, or the capacity to do what is right even when faced with negative consequences, must be the basis of an officer's ethics. Without this quality of character, a cadet cannot set the proper priorities between self-interest and his or her official responsibilities to the unit, mission, Air Force and country. The Cadet Honor Committee is the cadet organization chartered to help foster an atmosphere at USAFA in which each cadet can develop and internalize a personal sense of integrity to graduate with the character necessary for responsible officership.

The *honor code* is the facet of professional ethics most familiar to cadets. At the beginning of the fourth class year, each class takes the following oath: "We will not lie, steal, or cheat, nor tolerate among us anyone who does. Furthermore, I resolve to do my duty and live honorably, so help me God." This oath—simple and direct in its wording—is a contract with the rest of the Wing that each cadet will meet his or her public responsibilities to the Academy community by putting the Wing's interests above whatever personal advantages would accrue to him or her by lying, stealing, cheating, or tolerating. The Code represents a minimum standard of honesty each cadet is expected to surpass. Because it is based on integrity and governs all aspects of cadet life, the Honor Code is perhaps the most important and rewarding aspect of officership training at USAFA.

Let us look at each of the four tenets of the Honor Code in turn. *Lying*—a cadet's word or signature is his bond; regardless of consequences, cadets are expected to tell the truth at all times. *Stealing*—depriving another of the possession or use of his or her property shows a callous disregard for his or her rights; cadets are expected to respect these rights at all times. *Cheating*—taking unfair advantage of others is particularly tempting in a highly competitive academic environment; cadets must always ensure they are graded on their own work. *Non-toleration*—the non-toleration clause is the backbone of the Honor Code because the clause makes it clear that each cadet has a personal obligation to enforce high ethical standards in the cadet community.

The Honor Code is administered on behalf of the Cadet Wing by the cadet Honor Committee, whose members are elected from among first and second class cadets in each squadron. Suspected Honor Code violations are investigated by an investigative team consisting of a first and second class honor representative from the Cadet Group of the accused. After all evidence is compiled, the team forwards the case to an Honor Investigative Panel (HIP). After a discussion of the evidence, the HIP determines whether or not the case warrants forwarding to a Wing Honor Board.

The Wing Honor Board is convened to hear evidence and make findings on the allegation(s) presented before it. The Wing Honor Board is tasked with determining whether or not a violation of the code has been committed. Each board consists

of a Chairman, Recorder, and eight voting members. The eight voting members will vary in content dependent upon the class of the accused. Should the Wing Honor Board find a cadet has violated the code, the case will be forwarded to an Honor Sanctions Board (HSB). The HSB will assign an appropriate sanction to the cadet.

Penalties for violating the Honor Code are severe. They range from a combination of demerits, tours and restrictions, to disenrollement from the Academy. The extent to which a cadet will be punished will depend upon his or her class year and other mitigating circumstances which are relevant to the case at hand. The *Honor Code Reference Handbook* is the primary source for a more detailed treatment of the Honor Code's administration.

The purpose of the professional ethics education program is to provide cadets a firm understanding of the professional responsibilities of cadets and officers. As a result of the instruction, cadets should recognize that the Honor Code is part of a broad moral point of view based on a personal sense of integrity. Cadets should internalize this spirit of the Code as their guide for conduct, and they should avoid gaming the Honor Code or interpreting it in a legalistic manner.

A highly developed sense of honor or integrity is the basis of the officer corps' professional; ethics because of the nature of the military profession. Only officers who have these values are worthy of the trust their nation extends them to guard its security and command its forces in combat. Life under the Honor Code is realistic training to develop these qualities of character in cadets and prepare them for their trust.

## **GEN. DANIEL "CHAPPY" JAMES JR.**

From *Webster's American Military Biographies*

Born on February 11, 1920, in Pensacola, Florida, James learned to fly while attending Tuskegee Institute. After graduation in 1942 he continued in civilian flight training until receiving appointment as a cadet in the Army Air Corps in January 1943. He was commissioned in July and through the remainder of World War II trained pilots for the all-black 99<sup>th</sup> Pursuit Squadron and worked in other assignments. He was subsequently stationed in Ohio and in the Philippines. During the Korean War he flew 101 missions in fighters.

From 1953 to 1956 he commanded the 437<sup>th</sup> and then the 60<sup>th</sup> Fighter Interception Squadron at Otis Air Force Base, Massachusetts, receiving promotion to major in that period; and on graduating from the Air Command and Staff College, Maxwell Air Force Base, Alabama, in 1957, he was assigned to staff duty in Washington, DC. From 1960 to 1964 he was stationed in England, from 1964 to 1966 in Arizona, and from 1966 to 1967 in Vietnam, where he flew 78 combat missions. By then a colonel, he was vice commander of the 33<sup>rd</sup> Tactical fighter Wing, Elgin Air Force, Florida, 1967 to 1969. After this he was promoted to brigadier general and was named base commander of Wheelus Air Force Base, Libya. In March 1970 James became deputy assistant secretary of defense for public affairs, and in that post he advanced to major general. In September 1974, with the rank of lieutenant general, he became vice commander of the Military Airlift Command at Scott Air Force Base, Illinois.

In September 1975 he became the first black officer to attain four-star rank in any service. He was at that time named commander of the North American Air Defense Command (NORAD), with responsibility for all aspects of the air defense of the United States and Canada. James was also a much sought-after public speaker and devoted considerable time to addressing youth groups, particularly minority students. General James died of a heart attack shortly after retiring in 1978.



**GEN DANIEL "CHAPPY" JAMES JR**  
was the first African-American to  
achieve four-star rank in the Air Force.