
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.



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

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INTRODUCTION

In this chapter, you will broaden your study of leadership styles, principles, and personality traits essential to effective leadership. Your study of management will continue, this time focusing the function called “controlling.” Finally, you will learn how placement interviews will help you as a leader build a good team.

PHILOSOPHY OF LEADERSHIP

Your leadership abilities are influenced by your willingness to study, practice, and apply sound leadership techniques. The Air Force defines leadership as the “art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective.”

Achieving a common objective identifies the goal of leadership: achievement. If you do not need to achieve anything, you do not require leadership. *Common objective* implies not only that you must be mission-minded but also that you must inspire your cadets with the same mission-mindedness. Communication skills are important. Leadership is effective when the mission, as interpreted by the leaders, is known, understood, and appreciated by everyone. Then the goal is not the goal of one person, but the goal of many people working together.

Leadership should operate *in a way that will win their obedience, confidence, respect and loyal cooperation*. The key to effective leadership and mission accomplishment lies primarily in your understanding of people and your ability to apply it in any situation. It also lies in your cadets’ recognition of the desirable qualities and abilities of their leader. They measure this by how you compare to the image of leadership presented in this manual.

The definition further states that leadership is the *art of influencing and directing*. It is your responsibility to direct as well as influence people. Positive direction in the form of sound plans, clear-cut orders and organization, and confidently expressed goals add to your influence over your cadets.

Because an officer performs both technical and managerial activities, it is difficult to describe and analyze leadership. Operating a Type B encampment is a management activity. Technical activities are those specialized duties unique to your duty. Operating a radio, for example, is a technical activity.

The CAP performs unit missions. Sometimes these are determined by higher headquarters and sometimes determined by the CAP unit commander. Getting the job done comes first, before personal wants. This not because CAP feels personal wants are not important, but because they are often best satisfied when several people work on them together at the same time. This does not mean that every time a unit mission is accomplished, all of the personal goals of the team members are satisfied. In normal cases, the most desirable solution to a leadership problem is one that best satisfies both personal goals and the organizational mission.

STATE THE USAF’s DEFINITION OF LEADERSHIP.

DEFINE LEADERSHIP IN YOUR OWN WORDS.

Leadership Roles

The commander, the manager, and the leader are the three roles of a CAP officer.

The Commander has legal authority to direct unit or individual activities toward accomplishing a mission. This is inherent in the definition of the word *commander*. You can be a commander without being a leader, or you can be an effective leader without being a commander. You must, however, be a good leader to be an efficient commander. The good commander gets cooperation from the unit in their mutual understanding of the mission, rather than by demanding their obedience in an unknown undertaking. In short, the poor commander drives and the good commander leads.

The Manager manages the resources of personnel, money, material, time, and facilities used to accomplish the unit's mission. The functions of the manager are planning, organizing, directing, coordinating, and controlling. In a sense, all people who have some responsibility for human, material, and financial resources are managers and have some legal authority.

The Leader influences and directs people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective. Effective leadership is vital for command and management to reach their full potential. Properly applying leadership principles and techniques to command and management provides the necessary force and influence for the unit to strive whole-heartedly toward its common goal. The leader uses earned authority

IDENTIFY AND DISCUSS THE THREE LEADERSHIP ROLES OF A CAP OFFICER.

Managers and commanders have legal authority. The leader has what type of authority?

Leadership Styles

In Chapter 5 we introduced you to leadership styles. Remember these things about the styles:

Autocratic (authoritarian) leadership is a leadership style that demands leader-follower roles, in which the follower is expected to conform to the overt power of the leader.

Participative (democratic) leadership requires unit members to participate in making the decisions. Most experts think this type of leadership has done more to satisfy each member's needs (particularly the higher needs) than authoritarian leadership.

Laissez-faire leadership or "free-rein climate," lets authority rest with each individual singularly, not as a unit of individuals. Terms "hands-off" and "permitting to do" often describe laissez-faire leadership behavior. Those who adopt this style need sound judgment and extensive training of their people to be successful.

The variable leadership style. All CAP leaders hope to do a good job—but some do and some do not. How can you decide which style is the best? Many leaders have a primary style and a series of secondary styles. Their primary style may be autocratic, participative, or some style between. For example, you may use participative leadership as your primary style. However, under certain situations, you may find another leadership style more appropriate to the situation. So, you may use a secondary style.

IDENTIFY AND DISCUSS LEADERSHIP STYLES.

Eight Common Leadership Personality Traits

You do not need to have a certain type of personality to be a leader. However, there are certain fundamental attitudes and traits you must have to be a good leader. You, as a leader, bring your basic personal qualities to bear on the group. If you have a negative personality, your other contributions do not get across to members of the group. When you have outstanding personal qualities and use them well, your qualities help create a high state of morale, discipline, and esprit de corps—the indexes to effective leadership!

In a purely mechanically run unit there is no genuine satisfaction or security for your cadets, no desire to rise above their own limitations and no understanding how important the mission is. No robot can provide leadership. The basic attributes found in successful leaders include characteristics that help unit members develop their own qualities. Here are the most common personality traits in successful leaders:

Integrity of Character. This is summed up in one word—*honor*. Integrity of character makes you do the right thing, even if it is the far more difficult thing to do. It leads you to be *selfless* instead of *selfish*. The key to integrity of character is to *be honest with yourself*. This is tougher than it seems because it is natural to rationalize. To indulge in wishful thinking, to escape from facing the issue at hand, or to fail considering all facts regardless of whether they support your personal convictions—all these things weaken integrity. Remember, however, that this failing is natural and cannot be fixed merely by resolving to be unbiased and unprejudiced in the future. For every decision you make, try to place yourself in the shoes of a person outside the problem, objectively looking at the situation from a distance. Only then will your thinking become logical, supported by facts.

Sense of Responsibility. This is the driving or motivating force within you that causes you to recognize and do what must be done. It enables you to complete a task. It impels you to accept all assignments, pleasant or unpleasant. It gives you the courage to make decisions that may be unpopular, and to take the blame when all goes wrong. A sense of responsibility also will cause you to recognize your responsibility to your cadets as well as to superiors.

Professional Competence. You must know your job! Although your cadets usually show patience with new cadet officers, they lose faith when you do not understand the job after a reasonable time. Make every effort to keep your knowledge current. Although practical experience in the job is not absolutely necessary, it is especially valuable for directing others and making decisions. Do not limit your learning to practical experience without studying and talking to others whose opinion you respect.

To know your job thoroughly, have a broad general knowledge of your specific staff or command position, a thorough knowledge of your unit's mission and how that mission contributes to CAP's total mission. You also must have competency in the technical and administrative aspects of your duties. Plans, people, and material are the elements of the leader's profession. You must competently deal with them all, one at a time and all at once.

Enthusiasm. This is vital and contagious! It is a form of salesmanship that causes others to become interested in and willing to help you get the job done. No great leader is lazy or dull. To be energetic, you must have faith in yourself and in your objectives. A leader must have enough faith to take a chance.

IDENTIFY PERSONALITY TRAITS THAT CONTRIBUTE TO GOOD LEADERSHIP.

“Whatever you do, do it with enthusiasm and you are certain to succeed. Without enthusiasm you will surely fail.” Henry Ford

Emotional Stability. If you do not know your emotional self at all times, you can make faulty decisions, treat your cadets improperly, and lose your leaders. If you get angry facing minor difficulties, how can you be calm and objective facing major crises? Become familiar with the empathy and tact characteristics of emotional stability to improve yourself and detect stability in others.

Empathy. Identify with others. Be aware of the individual needs for recognition, affection, adventure, and so forth. Also, you should earn their recognition as someone who is actively trying to meet their needs. Keep a balance between humaneness and getting the job done.

Tact. This is the ability to say and do the right thing at the right time with consideration for the feelings of others. Criticism must be clear, yet constructive. It should not cause discouragement or detract from the drive and energy of your cadets.

Self-Confidence gives you the inner strength to overcome many obstacles. The secret of successful leaders is not great size or strength, but a rather strong determination and an absolute belief in themselves.

Leadership Principles

Principles are rules telling you how to act. Leadership principles are guidelines. Leadership qualities, discussed earlier in Chapter 5 are developed by learning and applying these principles; they are not inborn. These principles have stood the test of time and appear to have guided the conduct and action of successful leaders. Just because every leader has not always fully used each of these principles does not make them less valid. Although applying them may vary with the situation, if you disregard them you are risking failure. Knowledge, facts, techniques, and principles are of little use unless you apply them. Analyze your situation periodically to learn how well you are applying what you have learned about leadership.

Know Your People. Observe them, know them as people, and recognize what is special about each. Do this by personal contact and reviewing available records. By knowing them and helping them get what they want out of CAP, you will increase their productivity and your unit's proficiency. When they know you are concerned with their needs, and not just nosy, they will have a better attitude toward your unit and toward you as their leader.

Keep Your People Informed. You want to know what is expected of you and how well you have done. Within reasonable limits, you should keep your people informed because it encourages initiative, improves teamwork, and enhances morale. Cadets who know the situation and their mission are more effective than those who are not. Well-informed cadets have a better attitude toward their officers and NCO's and their unit as a whole. They know what is expected of them better when they know their mission and the purpose behind it. By using an effective awards program and an effective communication policy, you can favorably influence morale, esprit de corps, discipline, and proficiency. By keeping your subordinates informed, you will reduce fears and rumors. Be alert for false rumors and stop them by giving the truth to your unit.

Set the Example. Your cadets will look to you as their example to follow if you set a good example. They will use it as an excuse for poor work if you set a poor example. Set good examples in areas like personal appearance, conduct, punctuality, unselfishness, and mastering your emotions.

DESCRIBE PRINCIPLES OF EFFECTIVE LEADERSHIP.

Be Loyal to Both your Seniors and Subordinates. Support your subordinates since they do their job conscientiously.

Avoid Developing a Clique. This is particularly hard when those who you have come to know, trust, and like have already proven themselves by working beside you. Liking such people gets in the way if it keeps you from giving new people chances to prove themselves, or when you shut them out of a conversation because they have not worked with you yet. New people should always be given a fair chance at becoming hard workers, too. Otherwise, what you and your clique have created from your hard work will just die out as each of you move on.

Be Morally Courageous. If you fail to stand by your principles where the welfare of your command is concerned, or attempt to avoid the responsibility for your unit's mistakes, you will not gain or keep the respect of your associates or subordinates.

MANAGEMENT PRINCIPLES: CONTROLLING

Introduction

In Chapter 8 you studied the management process in general. In Chapters 9 and 10 you learned about the elements of planning and organizing, and Chapters 11 and 12 you examined coordinating and directing. In this chapter, you will look at controlling as part of the management process.

DESCRIBE THE MANAGERIAL FUNCTION OF CONTROLLING.

Definition of Controlling

Controlling is deciding if an action is carrying out a plan, and periodically checking to see that it does. It can be compared to taking an orientation flight to a particular place. You should periodically check to see if you are passing certain checkpoints. If you are not, what steps do you take to get back on the right path? Controlling must have a method for measuring performance, comparing actual performance with a standard of performance, and correcting the deficiency to meet that standard.

The Process of Controlling

Controlling is more than thinking about a task and judging its performance. It is intervening, when necessary, to bring the task back into line with the general plan. This action has four stages: establishing the standard, detecting deviations, measuring the deviation, and taking corrective action.

Establishing the Standard. Set standards that are to be met. Decide what the results should be or what you expect them to be. We are all familiar with dress standards. Organizations such as CAP require you to be "neatly groomed." Specific requirements about hair length, the uniform, and placement of insignia must be established as a standard to judge if you are well groomed or not.

Standards give you a yardstick to guide and evaluate your unit's production or activities. Standards also describe the desired quality of products and processes, as well as expected qualifications and appearance of your cadets. They show the expected level of performance and can be stated in terms of speed, efficiency, economy, and accuracy. Start establishing standards by looking at the purpose of your unit.

IDENTIFY THE STEPS IN THE CONTROLLING PROCESS.

EXPLAIN HOW EACH STEP CONTRIBUTES TO EFFECTIVE MANAGEMENT.

Detecting Deviations from the Standards. This is possibly the most difficult of all steps because there is no foolproof way to forecast when a deviation will occur. Theoretically, you must be there when a deviation happens to be able to measure how much of a deviation there is, and what caused it.

The next best thing is to collect data in the following order of preference: personal visits, staff meetings of personnel involved, committee meetings, briefings by experts in the field, and special reports regularly.

Next, interpret the data to see if there is any deviation between actual performance and the established standards. You can do this by trend data or status data. *Trend data* shows what changes have occurred from one point in time to another, and it will usually project whether current performance will meet standards if the trend continues. A graph of weekly attendance is an example of trend data. *Status data* shows how much of something has happened to date. This usually takes the form of a table and includes numerical data. The Cadet Monthly Membership Listing (MML) from National Headquarters, CAP, is an example of status data.

Measuring the Deviation. When you detect a deviation, find out how much of a deviation there is. Measure it *without interfering with normal operations* unless it is a matter of personal safety. Show your measurements using either the graphic presentation (trend data) or the statistical control report (status data).

Taking the Necessary Corrective Action. When you find deviations, correct them by any combination of these steps: (1) Change the work method without changing the plans, or change plans or goals without changing the work method. (2) Reassign or clarify duties, get more involvement in the analysis of *why* thing went wrong. Then go back to step one. Have your cadets help you advise what work method works best. This, coupled with rewarding your cadets for doing things right, is the primary way of exercising control. Be more careful selecting your cadets, provide better training, and transfer or replace them. (3) Explain the job more fully. (4) Be more directive in your leadership until your cadets learn the job. When you correct someone, do it in this order:

- ▶ Coordinate the deviation and the anticipated corrective action with everyone who might be concerned.
- ▶ Issue a formal directive of any major corrective action that changes an established policy; and an informal directive for minor corrective action.
- ▶ Publish corrective action in all available media and circulate among cadets and the higher echelons to show what action was taken.
- ▶ To avoid confusion, record all corrective action in written form along with a resume of any further suggestions.

Overcoming Resistance to Controls. Most of us do not like having our work checked closely, being watched on the job, or having our work habits changed. The controlling function, therefore, is often the least popular of the management functions when it is done incorrectly. It does not have to be this way if you follow certain guidelines.

- ▶ Explain controls thoroughly.
- ▶ Develop a mutual interest in achieving objectives by jointly developing controls *with the same involvement* of your cadets. (They will be tougher on themselves than you would be if you set the behavioral traps correctly.)
- ▶ Apply controls fairly and equally. Again, involve them by rewarding positive performance.
- ▶ Control by catching your people *doing things right*. Keep the proper self-perspective, occasionally “let your hair down” and admit that you have made mistakes in the past. You do not have to convince yourself that you are perfect. Nor must you pretend you are. Keep control policies constant.

PLACEMENT INTERVIEWS

To build an effective team, you have to have good team members who have the potential to improve and develop. The selection of a winning team takes a supervisor who knows how to interview. The most important thing to remember is that an interview is just two-way communication. This is true even in placement interviews. You want to find out all you can about the qualifications and aptitudes of the applicants. But it's equally important that they get enough information to decide if the job is right for them. Review the “Choosing Your Career Future” at the end of this chapter. Adapt it to the placement interview so you can find the best match between a cadet's interests and aptitudes and the needs of the job vacancy.

EXPLAIN THE PURPOSE OF A PLACEMENT INTERVIEW.

DISCUSS METHODS USED TO PREPARE FOR AND CONDUCT A PLACEMENT INTERVIEW.

Effective Preparation

You will make better decisions if you carefully prepare for any interview. You will get better results by getting ready before the interview starts. Start with these decisions:

- ▶ Decide what you are looking for. Before you can decide what sort of person and experience you are looking for, you need a job description of what you expect someone to do in this job.
- ▶ Decide where to hold the interview. The place should ensure privacy. There is enough stress on the applicant during the interview situation without adding distractions or interruptions.
- ▶ Decide when to hold the interview. While timing interviews is usually mutually convenient, have enough time for both of you to discuss thoroughly the points that need to be covered.

Remember, the purpose of an interview is to get information not given elsewhere, to observe, and to learn as much as possible in a brief time. You need to be able to decide who is the best person for the job, based on the information you gather.

Help Applicants Relax

Every applicant's willingness to respond depends on the kind of relationship that develops between you. There are three goals to strive for in establishing a cooperative atmosphere.

- ▶ Applicants should feel that you are attentive to them and are interested in them as individuals.
- ▶ They should feel that you accept them, that you will let them be themselves, and that they can express themselves without fearing criticism.
- ▶ You should prove that you are warm and friendly.

Let every applicant know immediately that he or she is welcome. Give your undivided attention without delay. Get the individual talking as quickly as possible. This is where talking about mutual experiences or interests can be useful.

Getting the Most out of an Interview

Concentrate on listening more than on talking. Your purpose is to analyze each applicant's qualifications. Let the cadet do most of the talking. Say just enough to get the person to express relevant ideas. Focus on what you hear and on how the individual answers your questions. Do not ask questions if you already know the answer. Ask more about the person's ability to do the job, rather than about their general background.

DRILL AND CEREMONIES

Until now you probably have just participated in Pass in Reviews as a flight member or perhaps a flight commander or squadron commander. Now you will learn how to organize a Pass in Review and what to do as a Commander of Troops, Adjutant, and Staff Officer. Once again, refer to AFMAN 36-2203 for the necessary information.

REVIEW QUESTIONS

1. Recognize the USAF's definition of leadership.
2. Define leadership in your own words.
3. Identify and discuss the three leadership roles of a CAP officer.
4. Identify and discuss leadership styles. Is one style better than the rest?
5. Identify personality traits that contribute to good leadership.
6. Describe principles of effective leadership. In your own experience, which principle discussed in this chapter has proven to be most important? Why?
7. Describe the managerial function of controlling. How does it contribute to the other four functions of management?
8. Identify the steps in the controlling process.
9. Explain how each step contributes to effective management.
10. Explain the purpose of a placement interview.
11. Discuss methods used to prepare for and conduct a placement interview.

SPECIAL READING

CHOOSING YOUR CAREER FUTURE

While you are completing your cadet program, you are developing yourself as a person and as a worker. To do this, you must know what work you want to do, what qualifications you meet and which ones you need to develop, and what you must do to develop them. Why do something about it now?

Being happy in your job demands you know what you want. Get training, and get experience. In today's competitive society, we cannot count on fate, or accident, to decide what we will do for a living. Too many of us have tried this only to feel trapped in that job later. In the previous chapter you learned what the Air Force (and to some extent, the other services) look for in you. Good civilian jobs are just as competitive. Even entry jobs require at least a high school diploma (many employers will not accept a G.E.D.), and expect you to get further training on the job, at a post high school (college, vocational, or technical school, depending on the job), and continuing your education in order to keep up with the latest changes with your work. For over the past 20 years more than 90 percent of Air Force Officers earned at least a four-year bachelor's degree. Now, getting a master's degree in a specialty (i.e. science, engineering, and business administration) is becoming more and more common.

Flyers need a secondary specialty. If you wish to fly, being a good pilot or air crew member is not enough. Some day you will not be able to fly. From your aerospace education classes you realize flying makes great demands on the body. An air crew member's physical condition (especially vision) must remain close to perfect, or they are removed from flying status. Normal aging, combined with physical stress from flying, forces you to realize that chances are remote of flying all your military career. Air crew members, as a group (like Olympic athletes), have short "job life spans." Pilot and navigator schools require one to two years of rigorous mentally and physically demanding training beyond college. Many of you, by that time, may be married and/or have equally demanding responsibilities. This means you must have a marketable specialty to rely on in case you cannot fly.

Have Alternate Plans Ready in Case Your Plans do not Work Out. If you are thinking of becoming an officer in any of the military services, keep from putting "all your eggs in one basket" and apply to all service academies, all their preparatory schools, and apply to each of the reserve officer training corps of each military service. It takes a lot of time and a great deal of paper work, but remember, the competition is tough and everyone has the same hopes you do that they will be selected. If you are in another branch of the service as a midshipman or cadet, you may be able to transfer in to the Air Force, depending upon the needs of the services at the time you apply (which is usually the last year before you get commissioned).

If you cannot enlist, or cannot become an officer, take some time to "retreat and regroup" your plans and strategy. This takes some hard soul searching for some of you. But, the more honest and objective you are, the more realistic and practical your new plan will be. You will have to "recycle" to make alternate plans throughout your career, even if you get what you thought you wanted. Take a good honest

look at what you can do to increase your chances, and keep trying. If you just missed getting selected, perhaps the next time you apply the competition will not be as keen, the needs of the services may have changed in your favor, you may have shown enough improvement in your weak area(s), or any combination of these. Many people have increased their chances of getting a commission by enlisting and applying through programs open only to those currently enlisted. In any case, while you are waiting to be selected, continue developing your leadership abilities and continue progressing in your chosen career. This way, you will have demonstrated how you could turn “defeat” around to work for you; you will have something new and positive to report the next time around.

If the Air Force Expects Me to Know What I Want to Do, How Do I Find Out? You should be asking, “What do I want to do for a living?” Or, if you are considering flying, “What specialty do I want to use if I cannot fly any more?” If you are looking at the Air Force, you must be aware of what specialties, they want, what things you naturally like the best and are good at, how to develop them, and how to let the Air force or other employer know you are the best qualified for the job.

Keep in touch with your recruiter, academy liaison officer(s), and ROTC public relations officer(s) to know what the needs of the service at any particular time. Your next step is to meet with your school counselor and discuss steps you should take to become more aware of your skills, aptitudes, and interests. Your counselor may also know of certain computer-generated career programs that may augment your career search.

For a civilian career, you can start by reading the *Occupational Outlook Handbook* for the current year, followed by arranging a list of questions for a 15-minute interview with a person working in the job you are considering. Be sure to be on time for the interview, be clean and well-groomed, and take **only** as much time as you requested and no more. For both military and civilian jobs, post-high school education and on-the-job experience are ways to develop those skills. What specific education or training you develop depends on “What skills do I naturally like the best and am good at?” The next sub-sections describe procedures to do this. You can do these procedures in the order presented in this manual, or you may do them in any sequence you find most helpful.

Inventory your skills. To take command of your future and your career, take stock of what your skills are. There are several ways to do this (an excellent book that comes out every March is *What Color is Your Parachute*, by Richard Nelson Bolles and is published by the Ten Speed Press). Start by looking at your Civil Air Patrol past. What interested you in CAP in the first place? What kept you interested? What activities did you like? In what way(s) did CAP change your life? To help yourself through these questions, look at old scrap books, records, and talk to cadets and senior members you worked with. Then, write down what you are learning. Extend your research to talking with teachers, counselors, past employers and co-workers, and other people you know and have worked with, even your parents!

Organize your skills. Now, start to organize your information around skills first, and interests later. There are three kinds of work skills: data, people, things. You will need to decide if you like to work mostly with data (information and ideas), people (interacting and cooperating for mutual problem solving), or things (operating tangible objects). From your research, you will find that each of these three skills has a shallow level and a deep level. They are more adequately described

in the current edition of the *Dictionary of Occupational Titles* which you can usually find in any library, usually either at the reference desk or in the Government Publications section.

Inventory your Aptitudes. Take the Armed Services Vocational Aptitude Battery (ASVAB). An aptitude is an innate ability you have to do something well. The ASVAB is a 3-hour aptitude test given by all the armed services and is used by them and high school counselors for counseling and identifying eligible high school graduates for possible recruitment. Taking the test does not obligate you to enlist; however, the test measures your abilities in these areas: verbal, math, academic, mechanical and crafts, business and clerical, electronics and electrical, and health, social, and technologies.

Examine you interests. Refer back to the chapter about the personality types. Which type are you? Of the six types, three will usually predominate. Decide what they are by going over your background, like you did for skills. Of those three that predominate, rank order them. Research by Dr. John Holland has proven all jobs families tend to be arranged according to some combination of these three personality types. If you are having trouble determining which personality type you are, Dr. Holland's paperback book, *Making Vocational Choices: A Theory of Careers* (Prentice-Hall, Inc., Englewood Cliffs, NJ) will be very helpful. In it is an exercise called *The Self-Directed Search*. Once you determine what your three-letter personality type "Holland Code" is, the paperback book *Dictionary of Holland Occupational Codes: a comprehensive cross-index of Holland's RIASEC codes with 12,000 DOT occupations*, by Consulting Press, Inc., 577 College Ave., Palo Alto, CA 94306 will be helpful. This book will translate your personality type into possible job titles.

Match your skills, aptitudes, and personality (interests) to job titles. If you are interested in the Air Force (or other military services) you should have a job title list from the RIASEC code you just made. Look over the title, know what each title means by reviewing it in the *Dictionary of Occupational Titles*, and start narrowing down the list. First, delete the job titles that are not interesting, then the ones you do not have aptitudes for, and the ones you do not have skills in. You should end up with between three and five job titles. What employer will not think twice about hiring someone who is interested in the work and has the skills to get it done? If they seem reluctant that you lack the experience, remember that you can make up for it in your proven record of success in Civil Air Patrol. Tell them about what positions you held, what activities you did (including encampment, cadet staff, advisory council, cadet conferences, National Activities), and scholarships or awards (such as the Earhart and Spaatz) you earned. Remember, no test or computer product will be as accurate as your own feeling about what you want. These things can only help narrow down the possibilities of career areas you would be good in.

These products are meant only to stimulate thinking and individual research. Deciding upon what you want to do for a career is a *gradual* process.