
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

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

CONTENTS — Volume II

CHAPTER 8	4
CHAPTER 9	13
CHAPTER 10	24
CHAPTER 11	41
CHAPTER 12	58
CHAPTER 13	76
CHAPTER 14	88
CHAPTER 15	97

Chapters 1-7 are contained
in Volume I.

Chapter 14

INTRODUCTION

In this chapter, you will learn about communication in command and advanced teaching methods, two leadership topics relevant to cadet officers serving in executive-level positions.

COMMUNICATION IN COMMAND

All members of your unit are responsible to keep communication channels open, to keep the atmosphere healthy for communicating, and to communicate effectively. Communication in any unit moves in many directions—down, up, side to side, from internal sources to external, and from external to internal. Establishing these channels is necessary for information to flow efficiently. They furnish the path, but they do not do the communicating.

The flow of communication down from the top levels of command has different features than the flow upward. The flow on the same level, to the public, or to staff officers is different from information flow both up and down the organization.

Communication downward. This is the exercise of authority: giving orders, establishing policies, issuing directives, praising, censuring, questioning, and informing.

Communication upward. This communication furnishes attitudes, opinions, ideas, recommendations, and reports of conditions, progress and results. Commanders must have sufficient information to make decisions. Commanders and subordinates must recognize that “feedback” is just as important as downward communication.

Communication laterally. This is less complicated by position or authority than either downward or upward. Lateral communication is the backbone of successful cooperation. Staff officers use this extensively to get information and coordinate their efforts.

The average person spends approximately 75 percent of the communicative day either speaking or listening. This one-to-one approach lets you alternatively talk and listen. Its strongest point is you can immediately know if you understand what was just said.

Not all communication flows directly from one person to another. Face-to-face communication also involves group discussions where cadets contribute fact or opinions. Organization, unit solidarity, and esprit de corps decide the way the CAP mission is done. These elements depend largely on the verbal skills of the commanders and staff officers.

At times correct face-to-face communication is neither possible nor practical; therefore, written communication is necessary. This provides a record of information, direction, and expressions of feelings to use now or later. Writing is the basic way to communicate to a larger, scattered audience.

LIST AND DEFINE THE DIFFERENT FORMS OF COMMUNICATION AS THEY PERTAIN TO COMMAND.

THE SEMINAR TEACHING TECHNIQUE

Similar to staff meetings, discussed in Chapter 8, a seminar is a meeting that is used for giving and receiving information. The success depends largely on how well you lead the discussion groups. It is important you have a working knowledge of group behavior and the techniques of discussion leadership. Be familiar with the CAP background and the current job assignment of each seminar participant. Thoroughly understand the discussion topic, including applicable officer specialties, related CAP directives, existing official policies, and sources of guidance for members. Be aware of the suggestions and special requirements for handling the discussion topic. Clearly understand how the commander and course director want you to conduct and evaluate the seminar.

Use the checklist below as a guide for conducting the seminar sessions:

- ▶ Prepare to be deeply involved handling the seminar topic and getting the participants to talk productively.
- ▶ Ensure that facilities are adequate and ready to use.
- ▶ Check you facility's setup. Arrive early!
- ▶ In advance, coordinate with key people in the group to help start on time.
- ▶ Help members get to know each other.
- ▶ Introduce the topic. State your objectives. Be factual and brief.
- ▶ Ask well-planned questions. Write them out. Rehearse!
- ▶ Be a good listener, open-minded, and objective. Avoid taking sides.
- ▶ Avoid using sarcasm, ridicule, and argument. Do not demean anyone.
- ▶ Involve all members of the group.
- ▶ Think ahead of the group and lead by asking open-ended questions.
- ▶ Encourage members to think on their own. Establish an attitude of common helpfulness.
- ▶ Be sensitive to group actions and reactions. Attempt to understand what lies behind the words of each member.
- ▶ Understand individual behavior and change the behavior so the group can achieve its purposes.
- ▶ Be honest when you do not know. Avoid quibbling, anger, and personal affront.
- ▶ Be friendly, calm, and attentive. If humor seems appropriate, be sure the story relates to the topic. It must be in good taste. Do not tell off-color jokes!
- ▶ Use words the group understands.
- ▶ Keep control of the group process. Summarize the points covered and keep the discussion directed toward seminar objectives.
- ▶ Make a final summary and relate the progress of the group to goal achievement.
- ▶ Close on time!
- ▶ Help evaluate the seminar by completing required reports, rating forms, comments, and record of student responses.

DESCRIBE THE FUNCTION AND CHARACTERISTICS OF THE SEMINAR METHOD.

DISCUSS METHODS FOR PROMOTING ACTIVE LEARNING DURING SEMINARS.

ADDITIONAL TEACHING TECHNIQUES

You have been introduced to the Demonstration-Performance technique as it applies to drill and ceremonies. You have also seen other teaching techniques. You learned about lectures and briefings and about the seminar method. We are now going to look at more learning tools you can use to enhance your teaching.

Case Studies

The case study is a learning experience where you use a real life situation to teach something. This method challenges you to get involved by applying your knowledge and experience to the case situation to learn something new. Cases may deal with only one item or skill, or they may involve many skills. It also could be a written account covering only the experience of one person about a single action. A decision to use the case method should be made after:

- ▶ Reviewing authentic cases.
- ▶ Allotting enough time to read and discuss each case.
- ▶ Eliminating extraneous facts that do not support learning objectives.
- ▶ Verifying that the case has enough information to cover what you want students to learn in the time allotted.
- ▶ Determining that the person selected to lead the case study discussion is adequately skilled in facilitating discussion groups.

Teaching Interviews and Panel Discussions

In a teaching interview, an instructor questions a visiting expert (or a senior member or another advanced cadet) and follows a highly structured plan to reach the educational objective. As the instructor, you lead the expert's presentation by your questions. The expert usually requires a little advanced preparation, responding impromptu from general experience and knowledge. If a question-and-answer period follows the interview, the audience interacts directly with the expert.

A panel discussion is either structured or unstructured and takes place between two or more experts (usually excluding the regular instructor). It is presented as constructive arguments followed by debate, response to questions from you or the audience, a pre-planned agenda, a fixed or random order of speakers, or free discussion. The discussion method is different from a seminar in that the experts present their views. In a seminar, the seminar members present their own views.

Practical Exercises

Practical exercises differ from case studies in two primary ways. First, they are usually contrived to set up a limited learning situation, although they may be written as continuing situations that bring in new requirements as events occur. Second, they usually deal with hands-on type of skills training. They involve field trips, simulations, and role playing.

DESCRIBE THE FUNCTION AND CHARACTERISTICS OF THE CASE STUDY METHOD.

DESCRIBE THE FUNCTION AND CHARACTERISTICS OF THE TEACHING INTERVIEW METHOD.

DESCRIBE THE FUNCTION AND CHARACTERISTICS OF THE PANEL DISCUSSION METHOD.

Field trips are out-of-classroom experiences where cadets interact with persons, locations, and materials or equipment to attain your instructional objective. An important aspect of the field trip is the cadet's encounter with real settings.

Simulations are low-risk, educational experiences that substitute for some real-life situation. They may involve individuals, groups, or units, and usually supplement what was already learned in the classroom. More elaborate versions of this may require special equipment, simulation areas of various sizes and types, and specially trained staff. A SAR or DR exercise, computer game, and a flight simulator are examples of simulations.

Role playing requires cadets to project themselves into a simulated interpersonal situation and play the parts of the persons and situations assigned by you. Role playing is mostly used to practice skills in counseling, interviewing, and conference leadership. Also, you, as the instructor, may point out good or bad examples by showing them through role playing.

DISCUSS THE FUNCTION AND CHARACTERISTICS OF FIELD TRIPS.

DISCUSS THE FUNCTION AND CHARACTERISTICS OF SIMULATIONS.

REVIEW QUESTIONS

1. List and define the different forms of communication as they pertain to command.
2. Describe the function and characteristics of the seminar method.
3. Discuss methods for promoting active learning during seminars.
4. Describe the function and characteristics of the case study method.
5. Describe the function and characteristics of the teaching interview.
6. Describe the function and characteristics of the panel discussion.
7. Describe the function and characteristics of the field trip.
8. Describe the function and characteristics of the simulation.
9. Discuss how a leader should determine which instructional method best fits their purpose.
10. Explain which instructional method is likely to be most effective and most favored by cadets. Why?

SPECIAL READING

DUTY, HONOR, COUNTRY by Gen. Douglas MacArthur

No human being could fail to be deeply moved by such a tribute as this [Thayer Award]. Coming from a profession I have served so long and a people I have loved so well, it fills me with an emotion I cannot express. But this award is not intended primarily to honor a personality, but to symbolize a great moral code—a code of conduct and chivalry of those who guard this beloved land of culture and ancient descent. For all hours and for all time, it is an expression of the ethics of the American soldier. That I should be integrated in this way with so noble an ideal arouses a sense of pride, and yet of humility, which will be with me always.

Duty, honor, country: Those three hallowed words reverently dictate that you ought to be, what you can be, what you will be. They are your rallying point to build courage when courage seems to fail, to regain faith when there seems to be little cause for faith, to create hope when hope becomes forlorn.

Unhappily, I possess neither that eloquence of diction, that poetry of imagination, nor that brilliance of metaphor to tell you all that they mean.

The unbelievers will say they are but words, but a slogan, but a flamboyant phrase. Every pedant, every demagogue, every cynic, every hypocrite, every troublemaker, and, I am sorry to say, some others of an entirely different character, will try to downgrade them even to the extent of mockery and ridicule.

But these are some of the things they do. They build your basic character. They mold you for your future roles as the custodians of the nation's defense. They make you strong enough to know when you are weak, and brave enough to face yourself when you are afraid.

What the Words Teach

They teach you to be proud and unbending in honest failure, but humble and gentle in success; not to substitute words for actions, not to seek the path of comfort, but to have compassion on those who fall; to master yourself before you seek to master others; to have a heart that is clean, a goal that is high; to learn to laugh, yet never forget how to weep; to reach into the future, yet never neglect the past; to be serious, yet never to take yourself too seriously; to be modest so that you will remember the simplicity of true greatness, the open mind of true wisdom, the meekness of true strength.

They, give you a temperate will, a quality of the imagination, a vigor of the emotions, a freshness of the deep springs of life, a temperamental predominance of courage over timidity, of an appetite for adventure over love of ease.

They create in your heart the sense of wonder, the unfailing hope of what next, and the joy and inspiration of life. They teach you in this way to be an officer and a gentleman.

And what sort of soldiers are those you are to lead? Are they reliable? Are they brave? Are they capable of victory?

Their story is known to all of you. It is the story of the American man-at-arms. My estimate of him was formed on the battlefield many, many years ago, and has

General of the Army Douglas MacArthur commanded American forces in three wars besides serving as Chief of Staff of the US Army from 1930-1935. A division commander in World War I, he became Commander in Chief, Southwest Pacific Area in the Second World War and later Commander in Chief, United Nations Forces in Korea. General MacArthur delivered his world famous "Duty, Honor, Country" address to cadets of the US Military Academy in May 1962.

never changed. I regarded him then, as I regard him now, as one of the world's noblest figures; not only as one of the finest military characters, but also as one of the most stainless.

His name and fame are the birthright of every American citizen. In his youth and strength, his love and loyalty, he gave all that mortality can give. He needs no eulogy from me, or from any other man. He has written his own history and written it in red on his enemy's breast.

But when I think of his patience in adversity, of his courage under fire and of his modesty in victory, I am filled with an emotion of admiration I cannot put into words. He belongs to history as furnishing one of the greatest examples of successful patriotism. He belongs to posterity as the instructor of future generations in the principles of liberty and freedom. He belongs to the present, to us, by his virtues and by his achievements.

Witness to Fortitude

In twenty campaigns, on a hundred battlefields, around a thousand campfires, I have witnessed that enduring fortitude, that patriotic self-abnegation, and that invincible determination which have carved his stature in the hearts of his people.

From one end of the world to the other, he has drained deep the chalice of courage. As I listened to those songs [of the glee club], in memory's eye I could see those staggering columns of the first World War, bending under soggy packs on many a weary march, from dripping dusk to drizzling dawn, slogging ankle deep through the mire of shell-pocked roads; to form grimly for the mud, chilled by the wind and rain, driving home to their objective, and for many, to the judgment seat of God.

I do not know the dignity of their birth, but I do know the glory of their death. They died, unquestioning, uncomplaining, with faith in their hearts, and on their lips the hope that we would go on to victory.

Always for them: Duty, honor, country. Always their blood, and sweat, and tears, as we sought the way and the light and the truth. And twenty years after, on the other side of the globe, again the filth of murky foxholes, the stench of ghostly trenches, the slime of dripping dugouts, those boiling suns of relentless heat, those torrential rains of devastating storms, the loneliness and utter desolation of jungle trails, the bitterness of long separation from those they loved and cherished, the deadly pestilence of tropical disease, and the horror of stricken areas of war.

Swift and Sure Attack

Their resolute and determined defense, their swift and sure attack, their indomitable purpose, their complete and decisive victory—always victory, always through the bloody haze of their last reverberating shot, the vision of gaunt, ghastly men, reverently following your password of duty, honor, country.

The code which those words perpetuate embraces the highest moral law and will stand the test of any ethics or philosophies ever promulgated for the uplift of mankind. Its requirements are for the things that are right and its restraints are from the things that are wrong. The soldier, above all other men, is required to practice the greatest act of religious training—sacrifice. In battle, and in the face of danger and death, he discloses those divine attributes which his Maker gave when He created man in His own image. No physical courage and no greater strength can take the place of the divine help which alone can sustain him. However hard the

incidents of war may be, the soldier who is called upon to offer and to give his life for his country is the noblest development of mankind.

You now face a new world, a world of change. The thrust into outer space of the satellite, spheres, and missiles marks a beginning of another epoch in the long story of mankind. In five or more billions of years the scientists tell us it has taken to form the earth, in the three or more billion years of development of the human race, there has never been a more abrupt or staggering evolution.

We deal now, not with things of this world alone, but with the unlimitable distances and as yet unfashioned mysteries of the universe. We are reaching out for a new and boundless frontier. We speak in strange terms of harnessing the cosmic energy, of making winds and tides work for us, of creating unheard of synthetic materials to supplement or even replace our old standard basics; to purify sea water for our drink; of mining ocean floors for new fields of wealth and food; of disease preventatives to expand life in the hundreds of years; of controlling the weather for a more equitable distribution of heat and cold, of rain and shine; of spaceships to the moon; of the primary target in war, no longer limited to the armed forces of an enemy, but instead to include his civil populations; of ultimate conflict between an united human race and the sinister forces of some other planetary galaxy; of such dreams and fantasies as to make life the most exciting of all times.

And through all this welter of change and development your mission remains fixed, determined, inviolable. It is to win our wars. Everything else in your professional; career is but corollary to this vital dedication. All other public purposes, all other public projects, all other public needs, great or small, will find others, for their accomplishment; but you are the ones who are trained to fight.

The Profession of Arms

Yours is the profession of arms, the will to win, the sure knowledge that in war there is no substitute of victory, that if you lose, the nation will be destroyed, that the very obsession of your public service must be duty, honor, country.

Others will debate the controversial issues, national and international, which divide men's minds. But serene, calm, aloof, you stand as the nation's war guardian, as its lifeguard from the raging tides of international conflict, as its gladiator in the arena of battle. For a century and a half you have defended, guarded, and protected its hollowed traditions of liberty and freedom. Of right and justice.

Let civilian voices argue the merits or demerits of our processes of government: Whether our strength is being sapped by deficit financing indulged in too long, by federal paternalism grown too mighty, by power groups grown too arrogant, by politics grown too corrupt, by crime grown too rampant, by morals grown too lax, by taxes grown too high, by extremists grown too violent; whether our personal liberties are as thorough and complete as they should be. These great national problems are not for your professional participation or military solution. Your guidepost stands out like a tenfold beacon in the night: Duty, honor, country.

You are the leaven which binds together the entire fabric of our national system of defense. From your ranks come the great captains who hold the nation's destiny in their hands the moment the war tocsin sounds.

The long, gray line has never failed us. Were you to do so, a million ghosts in olive drab, in brown khaki, in blue and gray, would rise from their white crosses, thundering those magic words: Duty honor, country.

Prays for Peace

This does not mean that you are warmongers. On the contrary, the soldier above all other people, prays for peace, for he must suffer and bear the deepest wounds and scars of war. But always in our ears ring the ominous words of Plato, that wisest of all philosophers: "Only the dead have seen the end of the war."

The shadows are lengthening for me. The twilight is here. My days of old have vanished-tone and tint. They have gone glimmering through the dreams of things that were. Their memory is one of wondrous beauty, watered by tears and coaxed and caressed by the smiles of yesterday. I listen vainly, but with thirsty ear, for the witching melody of faint bugles blowing reveille, of far drums beating the long roll.

In my dreams I hear again the crash of guns, the rattle of musketry, the strange, mournful mutter of the battlefield. But in the evening of my memory always I come back to West Point. Always there echoes and reechoes Duty, honor country.

Today marks my final roll call with you. But I want you to know that when I cross the river, my last conscious thoughts will be of the corps, and the corps, and the corps. I bid you farewell.



GEN. DOUGLAS MACARTHUR led the Allies to victory in the Pacific during World War II. He was called upon during the Korean Conflict as well, but was fired by President Truman, in part for advocating the use of nuclear weapons. (See Chapter 6 for a biographical article about Gen. MacArthur.)