LEADERSHIP *for the* 21ST CENTURY

Volume 1

FOLLOWERSHIP ♦ COMMUNICATIONS ♦ DRILL + CEREMONIES
ROLE OF THE NON-COMMISSIONED OFFICER ♦ LEADERSHIP TRAITS

CIVIL AIR PATROL USAF Auxiliary

October 2004

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PREFACE

Cadets may study this text or "Leadership: 2000 & Beyond" to complete leadership requirements — the two texts are virtually identical.

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.

Leadership for the 21st Century is virtually identical to the text that preceded it, *Leadership: 2000 and Beyond*. 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.
- Changing the title and overall appearance to put a new face to the text, thereby making it easy for cadets and seniors to see they have the latest edition.

Most of the edits described above were needed because the cadet grade structure, promotion requirements, and CAP policy described in the 1993 edition of *Leadership: 2000 and Beyond* have evolved since its publication. By focusing solely on leadership, this text does not reiterate perishable information already explained in other CAP publications.

Therefore, with no fundamental changes to the text's content, cadets may study *Leadership for the 21st Century* or *Leadership: 2000 and Beyond*. Their choice will have no adverse effect on their ability to pass achievement tests and milestone exams.

This text contains many valuable leadership insights, however, 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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THE CADET OATH

I PLEDGE that I will serve faithfully in the Civil Air Patrol cadet program, and that I will attend meetings regularly, participate actively in unit activities, obey my officers, wear my uniform properly, and advance my education and training rapidly to prepare myself to be of service to my community, state and nation."

An oath is a custom, dating back to the Romans, of publicly committing yourself to do a task. It makes you and others know you are really serious about doing what the oath says you will do.

THE CIVIL AIR PATROL MOTTO

"Semper Vigilans"

The CAP Motto, "Semper Vigilans - Always Vigilant" reflects the ever-ready status of Civil Air Patrol. It means every member, cadet and senior, must be prepared to respond effectively to any situation.

Chapter 1

INTRODUCTION

In this chapter, you will learn about "following," which is one of the basic principles of leadership. You will learn that self-management skills, such as good study and reading habits, are very important for achieving your CAP goals. We will discuss, in more detail, the basic missions of CAP, the elements of chain of command, and introduce you to saluting and basic drill movements. We will show you how to wear the uniform properly and how to look good in it. To complete this achievement successfully, you will pass a written test and drill evaluation.

Now quickly glance through the rest of this chapter to preview what is going to be required of you over the next couple of months. Then review the program requirements on the last page of the chapter with your flight sergeant or training officer to plan out a schedule for completion. By planning ahead, you can schedule around the times you will be busy for tests at school, special events, and family plans.

The more successful students try to teach themselves, formulate questions, and ask their teachers. This text is designed to support this approach. Especially when subjects are new to you, ask the more advanced cadets for assistance to better understand and appreciate what is being taught. Please do not feel foolish because you need to ask questions. Ask away!

The difference between memorizing and understanding is revealed in your ability to apply or utilize information

DUTIES AND RESPONSIBILITIES

IDENTIFY DUTIES AND RESPONSIBILITIES OF NEW CADETS.

As a Cadet Airman Basic new to CAP, you will have a few duties and responsibilities. The few that you have will be associated with your position as an *element member*. An element is a part of a flight formation in drill and other formations. As an element member, you will be responsible for: learning basic drill movements, how to report properly and how to fall in properly to a unit formation. To become an effective member of a team you must get to know the members of your unit.

Keep alert, observe and keep an open mind for tips on how to do better; these are some of your responsibilities. As you progress to the grade of *cadet airman*, you will be expected to remain proficient in these duties and responsibilities. They are the foundations as you work toward completion of the following achievements.

SELF-PACED READING & TUTORING TECHNIQUES

You will read this leadership text at your own pace. This allows you to review areas that are interesting or hard to learn, and ask questions of an older cadet or senior member tutor. Your responsibility is to study the material, think, ask questions, listen and find ways to improve.

Your tutor is very familiar with the material you are studying. It is your responsibility to read the material and ask questions about it, not the tutor's. The tutor is to respond to your questions, not make them up. Also, the tutor must know

the material and be skilled in correcting learning difficulties—that is, to make sure that you understand the primary points we are presenting. When you get promoted to a new leadership position, you may tutor your replacement.

INTRODUCING FOLLOWERSHIP

IDENTIFY CHARACTERISTICS OF GOOD FOLLOWERSHIP.

DESCRIBE WHY CADETS FIRST NEED TO LEARN HOW TO FOLLOW.

Followership is reaching a specific goal while exercising respect for authority, a positive attitude, integrity and self-discipline. As you progress through the first 3 chapters, you will be a follower. It means you must actively look at what is going on around you, learn the reason why you are told to do certain thins, and listen well. However, as you progress through the various chapters, you will have opportunities to learn skills of leadership. Remember, all leaders are followers. Even the President of the United States has to follow the Constitution and has to answer to the people of the country and their representatives.

Respect for Authority

By signing your membership application and taking the cadet oath, you are giving your word to follow. You have to obey CAP regulations and the legitimate orders given to you by those appointed to positions of authority above you. Please realize there must be people to assure essential things are done correctly. Anyone trying to force their authority on others is abusing their authority.

People who abuse their authority may be dismissed from CAP.

Attitude

How can a cadet develop a proper attitude toward Civil Air Patrol, its requirements and procedures? We think the key to a good attitude lies in understanding. A cadet must try to understand the reason behind CAP's activities and requirements. For example, a cadet who thinks saluting, keeping a good military appearance, and drilling are harassments will have a negative attitude. A thoughtful cadet understands that these are necessary steps in military training that have been thought out and tested over many centuries. They endure because they work! If you show you are serious about having a positive attitude, you will be successful in Civil Air Patrol.

Integrity

Integrity is the strict adherence to a code of conduct. One word, "honor," helps sum up integrity of character. It is a fine sense of ethics, justice, and rightness with readiness to apply it to your own conduct first. Integrity includes trustworthiness and dependability in doing any task expected of you, no matter how trivial the task or how casually you agree to accept it. If a subordinate asks you at a social gathering to help him with a problem and you tell him that you will work on it tomorrow, it means you will do exactly that!

Integrity is critical in your relationship first with yourself, then with others. It is a must for leaders.

When you have integrity, your conscience and character insist you treat others as well as you treat yourself—with respect. This is how you gain unshakable self-respect, resolution, and both moral and physical courage. Integrity empowers you to do the right thing even though it may be very hard to do it. It also empowers you to be *selfless* instead of *selfish*.

People constantly look for leaders who have moral soundness, honor, trustworthiness, dependability, honesty, loyalty, and physical and mental courage. When you show integrity you are consistent and constant. People know what to expect from you. Honor, moral soundness, and courage allow you to uphold those principles and to do things without holding back. Honesty, trustworthiness, dependability, and loyalty are characteristics that are expected and required of leaders and followers.

Self-Discipline

Self-discipline means that you do a task because you see that it needs to be done, *not* because you are told to do it. You show self-discipline when you complete necessary tasks even when they are unpleasant. Chapter 6 discusses other types of discipline, what they are, why they are important and how they relate to leadership.

The key is that self-discipline is internally, not externally motivated

Listening

As a follower, or a leader, listening is a must. It helps you understand what others mean when they are trying to help you; this is called feedback. Because of *outside* noises, active listening is hard because of *internal* barriers: we think about the speaker instead of the message; we think we already know the solution before the speaker states it. Here are some DO's for good listening:

IDENTIFY EFFECTIVE LISTENING SKILLS.

Listening is a critical skill for everyone. Without it you can only fail. Even deaf people "listen" through *signing*.

Listening is the key to learning. Without it you must learn the hard way, alone, missing the help of knowledgeable persons. Remember, it is natural not to listen. It takes self-control to listen.

There is a difference between listening and merely hearing.

The systems approach to listening is: Input data before you edit or process it. Doing one thing well is more efficient than splitting your efforts.

- DO keep an open mind. Do not allow your personal ideas too interfere with accepting new ideas which may prove better. Tune out your own ideas. You are not open-minded to the speaker's ideas if your head is full of your own ideas. Open-mindedness requires humility, and tests how well you can listen actively.
- DO listen to understand, not to argue or challenge. If you try to argue, thinking you know everything without separately trying to understand, often you will find you never understood the idea in the first place. Argue, challenge, or doubt the material *after* you have heard the whole story.
- DO listen to *what* the speaker says not *how well* the speaker says it. Remember, the speaker may have a great idea but may not express it well. Listen for the idea—what the person is really trying to say—not just the words.
- DO take notes with care. Taking notes flatter the speaker if you take only a few good ones. But if you take too many notes, you are focusing too much on the notes and too little on listening.
- DO make and (usually) hold eye contact. Let the speaker know you care about what is being said. If the speaker prefers not to hold eye contact, act as though you're waiting patiently.
- DO keep your feelings positive. If you do not trust the speaker, your face will show it. If you control your negative feelings toward the subject (or the speaker) and strain to accept what you hear, you will have an open mind, and may actually change your mind!
- DO listen to new ideas and when you pass them on, give credit to the source. No one stands taller than those who show the good sense to recognize the value of new ideas and honestly give credit to their sources.

SELF-MANAGEMENT

Every level of command needs management. This includes your squadron commander down to you, the beginner—the follower. Your management duties are to manage yourself. Manage your resources—your time, your energy, your time with your family, adequate sleep, proper nutrition, and so on. As you progress through this program, you will learn to manage larger groups of people and activities. An example of self-management is organizing your time so you can attend your meetings. This may include "hard choices" of not participating with other groups. Self-management also means advising your supervisor ahead of time that you cannot attend a squadron function. Another example is wearing your uniform properly and meeting CAP grooming standards. This shows you know how to take care of your uniform without having to depend on someone else to constantly correct you.

DEFINE SELF-MANAGEMENT IN YOUR OWN WORDS.

Self-management is an extension of self-discipline. Self-management is plotting your course; Self-discipline is staying on it.

Study Habits

Leaders are always learning, in and out of the classroom. It may not be obvious, but good study habits affect your success with learning new things, like flying! A disciplined approach to studying means finding the right time and the right surroundings so you can learn more in a short time. Here are some guidelines that have proven successful whether preparing for an exam or learning just for fun.

LIST GOOD STUDY HABITS

Describe the three-step approach to reading.

- Decide when to study. Set aside a certain number of hours a day or a week to do it.
- Choose a quiet place so you will not be interrupted.
- Have good lighting.
- Find a comfortable, well-ventilated place to work.
- Make sure you have all the tools you need (pencil, paper, note cards, calculator) before you start.
- Give your undivided attention to the subject and shut out distractions
- Survey the material you are going to read by scanning the paragraph headings and major topics.
- To better understand the material you are about to read, ask yourself questions about it first. Answer these questions as you read.
- If you are allowed to write in your book, underline or highlight important ideas; otherwise outline the material.
- Complete all the material.
- Answer any review questions provided in the text.
- Reread to clear up any misunderstandings.
- Take a 5 minute break each hour, doing something as different from reading as you can, such as physical exercise.
- Review consistently and periodically.

Reading Skills

Comprehension is the most important thing about reading. Reading is the companion tool to listening for effective learning. Skilled readers use a three-step approach to improve their reading comprehension:

Identification. This will help you see the author's ideas and why they were organized the way they were. To do this, shorten the theme of the section into a single sentence or short paragraph. When you finish the chapter, analyze its major parts and divisions. Use the study aids and the end of each chapter to help you. Remember, with this step, ask, "What am I reading?"

Interpretation. *Think of yourself as the author.* Search for the author's meaning by recognizing the author's major ideas and supporting points. Find sentences, or key paragraphs that support the chapter's main ideas. One way to find supporting facts is to recognize that a paragraph is a cluster of sentences around a central idea. Remember, with this step, ask, "What does it mean?"

Evaluation. Decide if you understand the main points in the chapter. When you have finished these three steps, your critical reading is done! Remember, with this step, ask, "What is the importance?"

CAP MISSIONS

NAME AND DESCRIBE THE THREE MISSIONS OF CAP.

As you recall, CAP has three equally important missions: Aerospace Education, the Cadet Program, and Emergency Services.

Aerospace Education

The objective of the aerospace education mission is to promote an understanding and appreciation of the impact of aviation and aerospace in our everyday lives.

Internal Aerospace Education. Internal aerospace education programs within CAP are aerospace education programs prepared for both seniors and cadets.

External Aerospace Education. The external aerospace education program provides education for non-CAP individuals through teacher workshops, primary and high school programs, and public information. Each year CAP sponsors workshops for interested educators and teachers, providing them with basic aerospace knowledge and methods that they can apply in their own classrooms. We also have learning materials available for teachers to use.

Cadet Program

The CAP Cadet Program was derived from ground school and military drill. Since its inception on October 1, 1942, the Cadet Program has evolved, but the fundamental principles such as integrity have remained intact. Many cadets have gone on to become leaders in the Air Force, other branches of the military, and in civilian life. As you advance in grade, you will understand more clearly this important CAP mission.

Emergency Services

Our emergency services mission covers such areas as search and rescue, homeland security, disaster relief and life support activities, and emergency communications.

Search and Rescue Operations. The Air Force authorizes "search and rescue" (SAR) missions. CAP personnel actually fly 4 out of every 5 air search hours directed by the Air Force, saving this country millions of dollars annually. CAP ground search teams work with state and local officials responsible for locating missing persons and aircraft.

SAR missions use specially trained people so the mission is done quickly and successfully. Heading these missions are CAP "incident commanders" qualified in emergency services and appointed by their wing commander. There are usually several trained units in each wing on call. Qualified cadets participate in emergency services missions as radio operators, ground team members, and administrative personnel.

Homeland Security. As a humanitarian service organization, CAP assists federal, state, and local agencies in preparing for and responding to homeland security needs.

Disaster Relief. State and local emergency agencies often ask for help after natural disasters. Seniors and cadets operate communications equipment, help locate victims and clear debris. Pilots may evacuate the injured, transport medical supplies, and fly officials to and from affected areas.

CAP's Help with Other Agencies. The Red Cross, Salvation Army, and other agencies frequently ask CAP to transport medical technicians, life-saving medicines, and vital human transplant organs. They often rely on CAP to provide airlift and communications for their disaster relief operations. CAP has also helped the US Coast Guard and the Coast Guard Auxiliary by performing "sundown patrols," looking for boaters in need of assistance.

CHAIN OF COMMAND

DEFINE "CHAIN OF COMMAND."

EXPLAIN ITS USEFULNESS.

NAME THE PEOPLE IN YOUR CHAIN OF COMMAND.

In every CAP unit there is a chain of command. By definition, it is the order of authority. From the unit commander down to the individual members, it describes specific functions and levels of responsibility. As you progress in rank, you will get more responsibility and authority. On the next page is an organizational chart which shows the national level at the top. It is continued down to the squadron, the key unit within CAP, and finally to you.

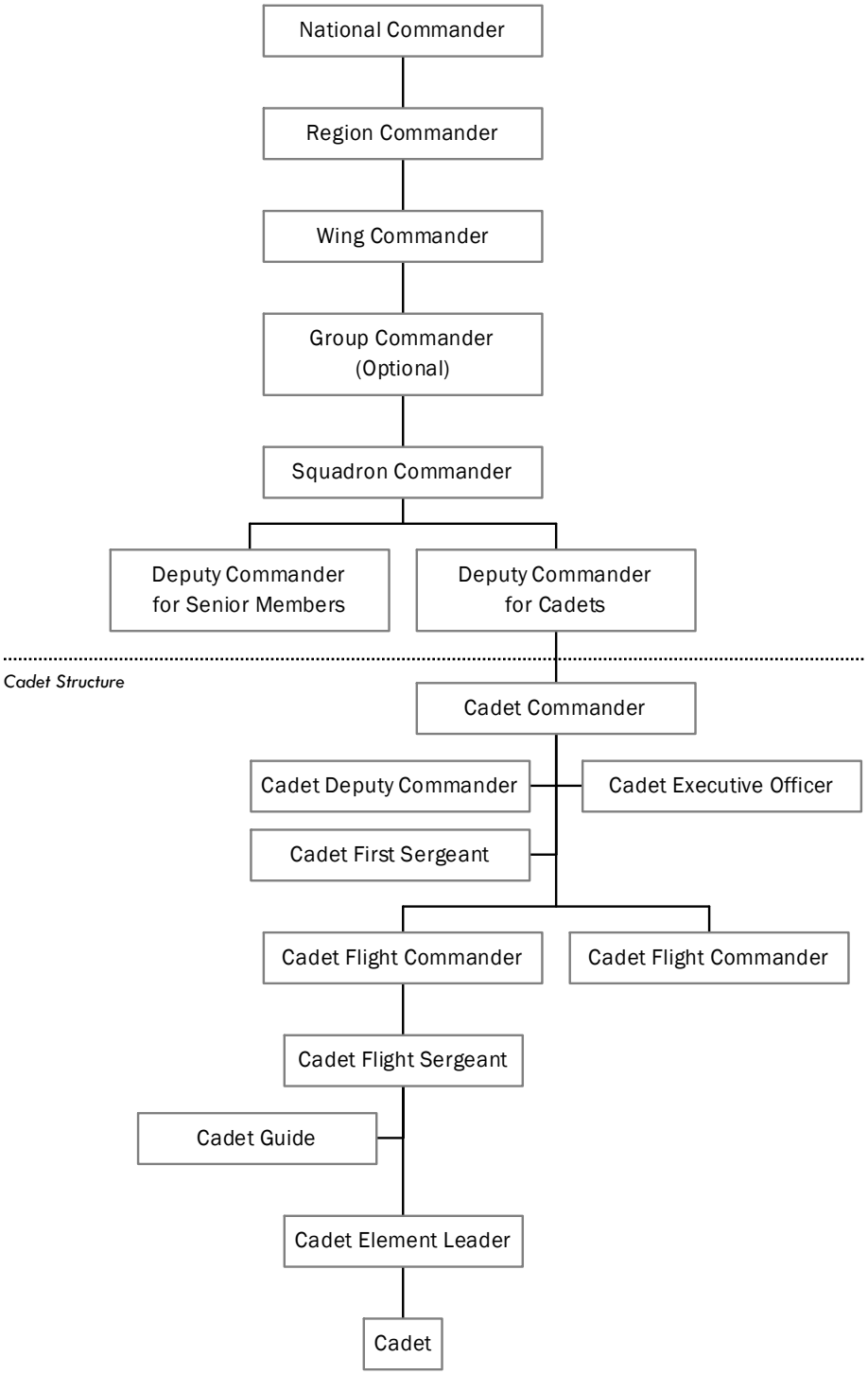
Beyond the job titles in the formal organizational boxes, commanders often assign additional duties. These may include such staff officer duties as Activities, Test Control, and Recruiting that appear in larger squadrons.

You should know the names of all the important people serving in your unit. This includes most members whose duty title is in the unit organizational chart. Also learn the names of local, wing, region and national commanders and officers who serve in special positions.

The CAP Chain of Command — Wiring Diagram

This diagram is simplified for new cadets. While CAP is governed by a Board of Governors, and other national-level boards provide leadership, you are expected to know and understand the chain of command only as it extends from you to your National Commander.

To learn more about CAP's national-level boards, the role of the CAP National Headquarters, and CAP's relationship with the Air Force, visit the "chain of command" pages in the Cadet Programs section at www.cap.gov.



All CAP commanders are unpaid volunteers serving their community.

CAP is organized into 8 geographic regions.

There are 52 wings, one for every state plus Puerto Rico and the District of Columbia.

Groups are found mostly in large or heavily-populated wings.

The squadron is the basic operational unit in CAP.

This diagram depicts a composite squadron, and therefore has two deputy commanders.

Cadets are appointed to their positions by the squadron commander.

Staff officers support commanders by providing technical expertise. Staff functions are discussed in chapter 10.

Not all squadrons have a need or ability to fill every position shown here.

The element leaders, flight sergeants, and the first sergeant work together through the "NCO support channel," which is discussed in chapter 3.

Most commanders have an "open door" policy, but it is usually best to solve problems at the lowest level possible.

If you have a question or idea, share it with your element leader.

If you have a problem you do not feel comfortable discussing with another cadet, see your deputy commander for cadets or squadron commander.

CADET GRADE INSIGNIA

CADET
AIRMAN

CADET
AIRMAN FIRST CLASS

CADET
SENIOR AIRMAN

CADET AIRMEN

CADET
STAFF SERGEANT

CADET
TECHNICAL SERGEANT

CADET NON-COMMISSIONED OFFICERS

CADET
MASTER SERGEANT

CADET SENIOR
MASTER SERGEANT

CADET CHIEF
MASTER SERGEANT

CADET SENIOR GRADE NON-COMMISSIONED OFFICERS

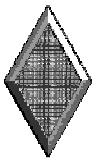
CADET
SECOND LIEUTENANT

CADET
FIRST LIEUTENANT

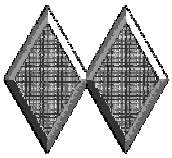
CADET
CAPTAIN

CADET COMPANY GRADE OFFICERS

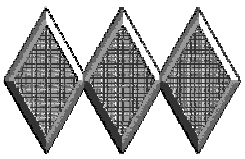
CADET
MAJOR



CADET
LIEUTENANT COLONEL



CADET
COLONEL



CADET FIELD GRADE OFFICERS

SENIOR MEMBER GRADE INSIGNIA

FLIGHT OFFICER

TECHNICAL FLIGHT OFFICER

SENIOR FLIGHT OFFICER

FLIGHT OFFICERS

SECOND LIEUTENANT (Gold)

FIRST LIEUTENANT (Silver)

CAPTAIN

COMPANY GRADE OFFICERS

MAJOR (Gold)

LIEUTENANT COLONEL (Silver)

COLONEL

FIELD GRADE OFFICERS

BRIGADIER GENERAL

MAJOR GENERAL

GENERAL OFFICERS

CUSTOMS AND COURTESIES

EXPLAIN THE DIFFERENCE BETWEEN CUSTOMS AND COURTESIES.

EXPLAIN WHY THE MILITARY AND CAP CONTINUE TO PRACTICE CUSTOMS AND COURTESIES.

Courtesy is simple politeness, civility, respect, and personal recognition of the rights of others. So if you are courteous to your friends at home and at school, it will come naturally to you in CAP. Individuals in CAP need to work together because cooperation is essential to accomplish mission objectives. Courtesy is vitally important in promoting coordination and in developing esprit de corps. Since you wear an Air Force style uniform, you are expected to learn and practice the customs and courtesies that go with it. Military courtesy is simply the extension to the military sphere of the ordinary courtesies that enrich and enhance everyday lives. Customs are those things which should be done; taboos are those things which should not be done. Customs that evolve, live and endure represent reasonable, consistent and universally accepted practices that make life more pleasant and facilitate order and excellence. Your unit commander and training officer will tell you more about saluting, use of titles, and other customs and courtesies.

Addressing someone by their correct title is a custom used in an important act of courtesy. Acts of courtesy and civility are NOT marks of inferiority or servility. Rather they are indications that an individual appreciates the position and rights of another. That is why it is important to observe these rules of courtesy whenever addressing seniors and subordinates.

The term "grade" and "rank" often are confused. Grade is a major step in the promotion structure or program while rank is grade adjusted for time. "Captain" or "major" are examples of grade; several individuals can have the same grade. Rank normally shows seniority; no two persons in a grade have the same rank – one is always senior to the other.

You may already use the terms "*sir*" or "*ma'am.*" When you speak to persons you respect. In the military services, subordinates have traditionally addressed officers as "sir" or "ma'am." As a CAP cadet, you are expected to address your cadet officers as *sir* or *ma'am, especially* at meetings and other formal military-style occasions. Always do the same to your senior officers and officers of all of the military services.

Reporting

Your future in Civil Air Patrol depends partly upon the impression you make on other people. The way you report to an officer will create an impression. When the impression is good, it will be because you reported properly and showed good military bearing. Bearing is how you move, or carry yourself. Military bearing should always be smooth, graceful and proud.

Entrance. When reporting to an officer indoors, remove your hat. If you are on guard duty, leave your hat on. Make any adjustments to your uniform you may find necessary before you enter (such as lint, gig line, shoes, necktie, ribbons and pin-on insignia). Knock on the door once firmly. Make it loud enough to be heard in an average-sized room. If there is no answer within a reasonable amount of time, knock once, again. When you are told to enter, or told to report, move as though you were marching at the position of attention. Take the most direct route to the officer. Halt two paces from the officer or from the front of the officer's desk, if the officer is behind it. Always halt so you squarely face the officer.

The Report. Report in a military manner with snap and precision, but do not exaggerate your movements. First, salute. You will begin your reporting statement at the time your hand reaches the saluting position. Report saying, "*Sir/Ma'am, (your CAP grade and last name) reporting as ordered.*" Omit "*as ordered,*" when you are reporting on your own initiative. Hold the salute until you have completed the reporting statement and the officer has returned your salute. Then stand at attention unless invited to do otherwise. Speak in a clear, concise, and conversational tone of voice. Your ability to maintain verbal and physical composure will always be noticed. Always keep your hat and materials close by or on your lap so you will not forget them and have to return later. When the conversation is finished, and you are dismissed by the officer, come to the position of attention, take one step backward, and render a hand salute. Hold the salute until the officer returns it. Then smartly drop the salute.

Practice your "report speech" until it is sharp, clear, and automatic. Try to practice standing up since posture affects tone of voice.

Departure. Immediately execute the appropriate facing movement so you can take the most direct route out of the office or to your post. March at the position of attention along your route of exit. If you are indoors, quietly close the door to the office behind you.

Image

As a member of CAP, you belong to a professional organization. As a member, you and your actions reflect upon the other members of CAP. Civil Air Patrol in no way intends to interfere with your personal life. However, when personal activities negatively affect the professional image and mission effectiveness, commanders have the authority to intervene.

Public Display of Affection. The primary reason for not displaying affection in public is that it detracts from military bearing. Hand holding, embracing, or walking arm-in-arm are inappropriate actions for members in CAP uniform. Such behavior in public takes away the professional image CAP intends to project.

GROOMING STANDARDS

Personal appearance is an important part of wearing the uniform. Without it, you will not look good in the uniform. You must meet grooming standards when wearing a military uniform and these rules are explained in CAPM 39-1, *CAP Uniform Manual.*

Female hair may include bangs if they do not extend below the eyebrows, and may be worn with the flight cap as shown in CAPM 39-1. Hair may touch the top of the collar. Females may use conservative cosmetics and conservative hair coloring which complement their skin tones.

Male hair may have a tapered appearance. It may not touch the ears or the collar. "Block" style is authorized as long as the tapered appearance is kept. Sideburns must be neatly trimmed, not flared, and end with a clean-shaven horizontal line that ends at or above the lowest part of the exterior opening of the ear. If a mustache is worn, it must be neatly trimmed and not extend below the vermilion part of the lip and not wider than the corners of the lip. Beards and goatees are forbidden for all uniformed members of CAP.

CADET UNIFORMS

Minimum Requirements

DEFINE WHEN AND HOW THE BASIC CAP CADET UNIFORM IS WORN, ACCORDING TO CAPM 39-1.

The minimum basic male cadet uniform consists of: short sleeve light blue shirt, dark blue trousers, blue belt with silver buckle, blue flight cap, low quarter plain toed black shoes without decoration, and black socks.

The minimum basic female cadet uniform consists of: light blue blouse, dark blue shirt, beret or flight cap, plain nylon hose (neutral, black, dark brown, or dark blue), plain black shoes (oxfords or plain black pumps), close toed and without decoration, and black handbag (calf-skin, kid leather or vinyl) with fold over flap and plain silver-colored clasp fastener.

Civil Air Patrol members will need special CAP insignia: CAP name plate, shoulder (wing) patch, CAP collar/lapel insignia ("CAP" cutouts), grade insignia, and headgear emblem. These insignia can be obtained from your CAP unit or from CAPMart at www.capmart.org.

Insignia, Name Tags, & Ribbons

One tradition that has become part of CAP's heritage is wearing insignia and ribbons. These can show grade, depict achievements, qualifications, or identify participation in selected activities or membership in organizations.

As seen by the uniform illustrations elsewhere in this text and in CAPM 39-1, you must place insignia and ribbons in exactly the same places all the time. This consistency is checked during uniform inspections and reflects an attention to detail that is important in any disciplined organization. The proper placement of CAP uniform insignia are shown in CAPM 39-1.

DRILL & CEREMONIES

Purpose

EXPLAIN THE PURPOSE OF DRILL.

Drill is the orderly movement of the flight from place to place or from one location to another. The primary purpose for drill in CAP is to learn teamwork. On the drill field, you learn discipline. You will learn the need to respond to authority, to follow orders promptly and precisely, and to recognize that your actions have an impact upon others, not just yourself. Group activities, such as drill, create an esprit de corps, stimulate morale and develop teamwork.

Drill also teaches poise and carriage and aids in developing coordination.

The second purpose of drill is to learn to follow. You will always be answerable to someone. Later, when you lead, you will show your followers how to follow. As you progress in grade, you will have many opportunities to develop confidence, poise, forcefulness and other characteristics that further your skills working with individuals and groups.

For the purpose of drill, CAP organizations are divided into marching units called elements, flights, squadrons, groups and wings. As the number of cadets who drill increase, the marching movements get more complex. You learn elementary movements as a single person, and then build on them to learn more complicated movements as a part of a larger unit. In time, elements join with others to form flights, and then flights join with other flights to form squadrons, and so on.

Certain basic positions and movements make up the building blocks upon which more complicated movements are based. Be completely familiar with correct execution of these basic movements and positions, since they are typically used in ceremonies such as receiving awards, promotions, and decorations. You must learn these movements before doing flight drill, since flight drill uses them.

Terms

You will need to master the following drill terms to participate successfully in drill and ceremonies. The following are some military terms you will need to know to complete this achievement.

One method of teaching drill commands is called *mass commands*. They are practice commands given at the same time by everyone in a formation in unison. You repeat the command after it is given by the instructor and then you execute it. This way you will learn by saying the command, then by doing it. This way you get the feeling of verbally giving drill commands using your own command voice. The following are the drill commands you will need to learn to complete this achievement. Explanation of these movements appear in the Cadet Drill and Ceremonies booklet, also known as AFMAN 36-2203, *Drill and Ceremonies.*

Stationary Drill Commands

Attention

Hand Salute
Present Arms
Order Arms

Parade Rest
At Ease
Rest

About Face
Right (Left) Face

Eyes Right
Ready Front

Movement Drill Commands

Forward March
Quick Time
Double Time
Mark Time
Half Step
Halt

Right (Left) Step

Change Step

To the Rear

Right (left) Flank

Route Step

STUDY AIDS

1. State the CAP motto.
2. Recite the Cadet Oath from memory.
3. Identify duties and responsibilities of new cadets.
4. Identify characteristics of good followership.
5. Describe why cadets first need to learn how to follow.
6. Identify effective listening skills.
7. Define self-management in your own words.
8. List good study habits.
9. Name and describe the three missions of CAP.
10. Define "chain of command." Explain why it is useful.
11. Name the people in your chain of command.
12. Recognize CAP grade insignia.
13. Explain the difference between customs and courtesies.
14. Explain why the military and CAP continue to practice customs and courtesies.
15. Define when an dhow the basic CAP uniform is worn, according to CAPM 39-1
16. Explain the purpose of drill.

Learning Exercises

1. As you study the Cadet Oath, ask experienced cadets to tell you what the oath means in their own words.
2. Working with an experienced cadet, test your ability to perform the basic drill movements listed in this chapter.
3. Draw a chart depicting the chain of command in your squadron, including your superiors' names and titles.
4. Demonstrate how to report to an officer.
5. Make flash cards and quiz yourself on CAP grade insignia.
6. Prepare your uniform according to CAPM 39-1. Ask an experienced cadet to check it and help ensure you are wearing it properly.

SPECIAL READINGS

OATH OF ENLISTMENT IN THE U.S. AIR FORCE

I, [state your name], do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God.

THE U.S. AIR FORCE ACADEMY CADET HONOR CODE

"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."

MAJOR GENERAL JOHN F. CURRY

In late 1941, with the disastrous air attack on Pearl Harbor, there was significant interest by civilian pilots to assist the US military. However, in Washington, DC, those in authority scoffed at the idea that a group of non-military aviators could provide any such assistance. Fortunately, sound logic prevailed and Civil Air Patrol was formed as a part of the nation's home defense needs.

Maj. Gen. John Francis Curry, an Army Air Corps officer, was selected as the first national commander. Curry learned to fly in time to accompany General "Blackjack" Pershing's expedition to Mexico. Later, he served as Chief of Staff of the Air Service of the Second Army in France. He destroyed a German observation balloon, but was shot down himself by anti-aircraft fire. He escaped capture. When selected to head CAP, he was the nation's only acting general in command of a civilian army. Serving from December 1941 to March 1942, Gen. Curry provided the vision and direction for this unique venture.

Founded as a volunteer organization, CAP conducted patrols over coastal waters in search of enemy submarines and naval activity. CAP was by no means a government-sponsored plan to provide free flight training. Each individual had to pay for their own flying time.

Part of the reason for the founding of CAP was to keep aviation from being put aside entirely during the war. As Gen. Curry stated, "Without such a plan [as CAP], there might be no private aviation for the duration of the war; with such a plan, there is a chance that private flying may continue and develop."

Under Curry's guidance, wings were formed in every state. He helped mobilize 100,000 private pilots for non-combatant service; thus freeing military pilots for wartime duty.

There was no discrimination because of one's gender. Individual ability, experience and past records were the real criteria for selection. Again, in Curry's words, "There must be no doubt in the minds of out gallant women fliers that they are needed and, in my opinion, indispensable to the full success of the CAP organization. A great part of the progress made in organizing civilian aviation under Civil Air Patrol has been due to the volunteer help given by women flyers."

Although he only served a few months as National Commander, Maj. Gen. Curry's organizational skills were influential in determining the future growth of this new resource.

Originally, CAP was given the opportunity to prove itself for a 90-day test period. However, thanks to the vision of John F. Curry, and others like him, CAP remained throughout the war as an effective demonstration of volunteer spirit.

After the end of World War II, CAP continued to serve the nation in performance of dangerous missions. The Colorado Wing Civil Air Patrol, and Colorado State Director of Aeronautics, headed now by retired Maj. Gen. John F. Curry, conducted light p lane surveys through the rugged Colorado Rockies. Where more than 50 peaks have an elevation of greater than 14,000 feet, scores of flying individuals lost their lives due to unpredictable winds. As a result of Curry's direction, maps of safe-flying routes were developed by Colorado CAP personnel.

Selected to represent the first CAP cadet achievement, Curry's name represents the conviction of a National Commander whose vision and direction embodies the spirit of flying volunteers.

MAJ GEN JOHN F. CURRY was the Army Air Corps officer who served as CAP's first National Commander.

Chapter 2

INTRODUCTION

This chapter will strengthen what you learned about drill and ceremonies and customs and courtesies in Chapter 1. Now, you will learn more about *followership*, the significance of your uniform, the Colors and flags.

DUTIES & RESPONSIBILITIES

DESCRIBE THE DUTIES OF ASSISTANT ELEMENT LEADERS.

You are now ready to accept the responsibility of an assistant element leader, if you are assigned that position. Three to eight people make up an element. Your primary responsibility is to help the element leader, and to take charge when the element leader is absent. You also help train the element. Your element leader may ask you to check attendance, ensure element members take their tests on time, or train new cadets on drill or customs and courtesies. Remember, you are still learning, too. Don't be afraid to ask questions if you don't understand what you are told to do.

MORE PRINCIPLES OF FOLLOWERSHIP

In Chapter 1, we mentioned some things that make you a good follower, including integrity and attitude. In this chapter, we are going to look at these ideas in more detail. We also will discuss discipline, loyalty and courtesy.

Integrity

DEFINE INTEGRITY.

The end results do not always justify the means.

Lack of integrity will cause a loss of respect.

Responsibility rests on integrity. As your values guide your actions in strong support of others, the results will show. Then you will be given more responsibility.

The term ethics suggests a very personal, individual standard or philosophy. Your sense of right and wrong guides your integrity and conduct. It must make you act so there is no doubt that you are doing the proper thing. In Civil Air Patrol integrity is very important.

CAP could not function without integrity; we must trust each other to do our jobs. Integrity is sticking to a code of moral values. It is honesty. It is doing what is right.

Integrity is not something you learn overnight. You have already absorbed integrity into your set of values. Your parents and school teachers have been helping you understand the difference between right and wrong ever since you can remember. You must build upon this foundation and keep working on it long after you finish the cadet program. Integrity starts with you and is an important part of being a cadet, and of your entire life.

Integrity is important in CAP because everyone else is relying on you to do your part. Often the only way they know you did your job is by your word. Integrity makes your word solid. When helping in an emergency services operation, people know when you say you did your job they can bet their lives on it! CAP cannot operate without integrity; it is its cornerstone. Only you know if you are being honest. If you are not, others will find out later, but only at a cost.

Attitude

Attitude is your state of mind that lies behind your actions. In CAP, your goal is to help others develop a positive attitude and constructive state of mind. All attitudes, good and bad, are contagious. They influence the actions of others. Your success depends on your general attitude, at home, school, or CAP.

DEFINE ATTITUDE.

DESCRIBE WHY ATTITUTDES ARE IMPORTANT TO LEADERS.

You cannot hide your attitude. Others can tell what it is by what they see. Your looks, your facial expression, your tone of voice, your passing remarks, or your comments all reflect your attitude. In one way or another, you constantly display your attitude, often unconsciously.

The sum of each person's attitude is a measure of your unit's effectiveness. Developing positive individual attitudes makes a positive unit. Shift your thinking from, "I do it because I have to." To, "I do it because I understand it is necessary and purposeful."

You can get this kind of attitude by looking carefully at each detail by itself. Then, look at how the details relate to each other. Last, think of how each detail contributes to the larger goal, or mission.

Everyone, follower to leader, must develop a positive attitude, then spread it to others. To do this, you must understand individual attitudes and how they affect the unit. Constantly promote a healthy and constructive attitude for yourself; it will spread to those you lead!

Discipline

Real discipline is self-discipline. It guides your daily attitude and can only come from inside yourself. You began to form your basic attitude toward life as a child at home and in school. As you learned more, you had to decide just how good or bad something had to be before you changed your attitude about it.

DESCRIBE WHY SELF-DISCIPLINE IS IMPORTANT TO LEADERS.

In a few years you will be an adult. You will not have someone standing over you to make certain that your actions are appropriate or predictable. Then only your self-control will permit you to function successfully on your own.

Especially during emergency services operations, actions must be predictable. Discipline helps ensure the needed, predictable actions.

As a CAP cadet and a future leader, you are responsible to perfect you sense of discipline. No one else can do it for you. Others can help you, and provide you training and experiences, but you alone must decide how these experiences will affect your attitude and self discipline.

As important as self-discipline is, it is building block to the bigger goal, called *group discipline*. Since CAP works as organized units; these units must act together as if they were a single unit. Good group discipline determines the ultimate well being of these units. This, in turn, governs the unit's effectiveness.

Drill, customs and courtesies are just some of the tools used to teach discipline. This entire manual is another tool. It provides readings and lessons that develop your understanding of discipline and attitude.

Followers expect their leaders to set high standards. Units must have standards too, but they have to have to be realistic, attainable, and maintainable. A standard is "how well" or "good" you think something should be to be acceptable. Everyone in the unit needs to know what "how well" means. Cadets who do not meet the standards need to be corrected. Discipline means that you know the standards, you enforce them (you expect as much from yourself as from others), and you help others learn and enforce them. Positive discipline is extremely necessary.

Loyalty

Loyalty is an important part of dedication. It runs up and down the unit's structure. Unquestioned loyalty to your leaders is not always good. Successful leaders expect subordinates to question things they do not agree with. It helps when your leader carefully considers your view before making a final decision. When you are not loyal to your unit, it is likely they will not be loyal to you. *Loyalty is a two way street.* You cannot command others to be loyal to you; it must be earned.

Esprit de corps is group morale. To have esprit de corps, a unit must be different from all other units, must be effective, and must be known for something positive.

Courtesy

Courtesy is your way of showing politeness and personal recognition to others, such as calling an officer, "Sir" or "Ma'am." It is important in CAP because you must work closely with others and because you must have their cooperation to do your job well. Courtesy, then, is vital in developing cooperation and *esprit de corps.*

IDENTIFY THREE WAYS THAT CUSTOMS AND COURTESIES CONTRIBUTE TO A SQUADRON.

Acts of courtesy do not mean you are inferior to the other person. It means you appreciate someone who is working hard to run your organization well. People of higher rank, position, or authority have an obligation to you. Courtesies are your way of saying, "Thank you." to them. When they return a courtesy, they are thanking you for the hard work you do to make the unit look great!

Courtesies have deep and wide meaning. That is why they have always marked military life and why CAP has adopted them, too. Saluting the US flag is a declaration of loyalty to the United States and to the principles of liberty and justice. When a member of the armed services "presents arms" or salutes a senior, the member is recognizing the organized authority of the nation and the armed services. When you salute a senior officer, you are continuing this tradition of military courtesy. Thus the simplest expression of military courtesy (the salute) has a much larger significance.

Military courtesies are not impersonal and mechanical. The way you perform the courtesies shows various shades of feeling: pride, confidence, self-respect or, perhaps, contempt. Rendering courtesies smartly and correctly usually shows conscious or unconscious disrespect or lack of training. The unit with high standards of courtesy and discipline displays the state of mind where efficiency flourishes.

Correcting people is just as important as teaching them to maintain military courtesy. On the spot correction is most effective, but should be done in private if possible. Your leaders are responsible for supervising and correcting you, one of their followers. When they correct you, they should explain the meaning and importance of their corrective action. Many violations of military courtesy are unintentional and result from not being taught properly. The purpose of correction is to teach, not punish.

"Correcting" should be encouraging and positive, never demeaning or demoralizing.

COMMUNICATION

Communication is the cement of society. The term *communication* includes all ways you send and receive messages. The messages could be thoughts or feelings. Actors, artists, and musicians communicate by ways ranging from words to action, from form to color.

LIST AND EXPLAIN ELEMENTS OF COMMUNICATION.

LIST BARRIERS TO COMMUNICATION AND IDENTIFY WAYS TO OVERCOME THEM.

The smooth flow of ideas up and down the chain of command makes your unit function. To be an effective cadet NCO, you must speak and write well. By the time you are a cadet officer, you also should be able to interview and facilitate a staff meeting.

Communication is the transfer of an idea from a sender to a receiver through a medium.

Communicating effectively is complex, variable, and often uncertain. Because of this, you will better understand communication when you study its key elements and how they relate to each other.

This section explores some elements of communication, barriers to it, and how to improve it. There are three basic approaches to communication. First, is self action. Here, you see communication as the act of transferring thoughts or ideas into the minds of others. The trouble with this method is that what may work with one audience may not work with others.

Secondly, there is interaction. This approach recognizes the role you play in receiving communication. The sending and receiving interaction implies that one message influenced the next: you tell a joke, your audience laughs; your teacher makes a perplexing statement, you look puzzled; the communicator stimulates, the receiver responds. The receiver's response is vital in communication.

Third, there is the transaction. This approach focuses on the idea of *sharing a meaning* rather than *sending a message.* You send messages to the receiver, and the receiver sends them back to you. Feedback is not simply a one way street. Time of day, your mental readiness (and your receiver's), experience, and attitudes --- all these mix together to influence the meaning created when you talk.

Simply put, *the goal of any communication is to share meaning.* The transactional approach sees everyone as communicators, constantly transmitting, organizing, and interpreting verbal and non-verbal messages. Communication is much more than a simple process of sending and receiving messages: it becomes something you do *with* others. This person-to-person approach is usually the most satisfactory communication method.

Communication happens when you react to a stimulus. This process consists of four important and interrelated elements: the communicator-receiver, message symbol, receiver and feedback.

Know your audience. Express ideas in terms they can understand.

Communicator-receiver. As a communicator your effectiveness depends on two basic factors: the attitude you send and the message symbol. First, you reveal attitudes toward yourself, the subject matter and your receiver. These attitudes should be positive. Second, you make sure your message symbols are meaningful to your audience. Too often, communicators with a technical or professional background use a vocabulary meaningful only to others with a similar background. Relying on technical and professional language (such as Column, Flank, CPR) can make communication slow and less effective. So, define your terms up front to help your audience know new concepts.

Message symbols. You communicate through verbal and non-verbal symbols. Effective communication happens when you combine symbols in meaningful whole ideas: words, sentences, paragraphs, etc. This includes body language which mirrors your attitude. Obviously, words and actions should not contradict each other. So each part of the whole is important.

Receiver. Remember a basic rule of thumb: how well you communicate depends on how predictably your receiver reacts. You must consider the receiver's background, experience, and education before deciding how to phrase your message.

Feedback. Feedback lets you know how your audience is adapting to you. A smile, a frown, a yawn, from the audience all suggest adjustments you can make to communicate better. *External* feedback operates when you are sensitive to the reactions of others. You may engage in *internal* feedback by asking yourself the question, "How well did I communicate with my audience?"

Feedback indicates whether the receiver interpreted the message the way you intended. Keep monitoring the audience and adjust your presentation to their reaction without changing what you mean.

CAP UNIFORMS

IDENTIFY DIFFERENCES BETWEEN AIR FORCE AND CAP UNIFORMS.

The uniform is a symbol of dignity, pride, and honor in the military tradition. The modern uniform is a standardized, distinctive dress prescribed by a country for wear by its soldiers, sailors, and airmen. American uniforms have evolved gradually over the years. Past uniforms were more decorative than practical. Today's practical uniform is the product of research and experience.

Today's CAP uniform is essentially the same as that worn by the US Air Force. Only the distinctive CAP insignia distinguish you as part of the Air Force auxiliary. Yet your uniform represents a proud tradition founded upon the idea of volunteer, civilian service to the nation and community.

COLORS AND FLAGS

Flags in Civil Air Patrol

DESCRIBE THE VARIOUS METHODS BY WHICH THE FLAG IS SHOWN RESPECT.

The flags used in Civil Air Patrol, described in detail in CAPR 900-2, include the US flag and Civil Air Patrol flags. These include the CAP national flag, the CAP region and wing flags, and the CAP group and squadron flags. The guidon is a swallow tailed flag used for small marching units. A pennant is a triangular flag used primarily for parade markers.

When in uniform and passing the US flag salute six paces before reaching the flag and hold the salute until you pass six paces beyond it.

Salute flags flown from stationary flagstaffs on military establishments at *Reveille*, *Retreat*, and on special occasions. Do not salute small flags and flags on half staffs. Do not salute cases and folded flags.

Saluting During the National Anthem or *To the Colors*

George Washington is credited with these words about the symbolism of the flag: "We take the stars from Heaven, the red from our mother country, separating it by white stripes, thus showing that we have separated from her, and the white stripes shall go down to posterity representing Liberty." The star, an ancient symbol of India, Persia, and Egypt, symbolizes dominion and sovereignty as well as lofty aspiration. The constellation of stars (one for each state) within the blue field or union symbolizes the Constitution. The color red stands for valor, zeal, and fervency; white for hope, purity, cleanliness of life, and good conduct; and blue, the color of heaven, for loyalty, sincerity, justice, truth, and reverence to God. The flags present design, with seven red and six white stripes, and fifty stars, has existed since 1960, the date of Hawaii's admission to the Union.

The US flag is a symbol of the United States and the principles for which it stands. The national anthem is a declaration of reverence and loyalty to the United States; like the flag, the National Anthem and *To the Colors* are symbols.

Occasionally, such as during bad weather or when a band is not present for a retreat ceremony, *To the Colors* is played instead of the national anthem. *To the Colors* is a bugle call sounded as a salute to the flag and symbolizes respect to the nation and the flag in the same way the national anthem does. The flag and the United States are thought of as the same. The following paragraphs tell you the right way to show this courtesy.

When in uniform in formation. The formation commander faces the unit toward the flag (when it is visible) or toward the source of the music. Then the commander commands "Present ARMS," when the national anthem or *To the Colors* is played.

When in uniform but not in formation. When in uniform outdoors at any ceremony where the US flag is present, come to attention, face the flag in the ceremony, and salute. If the flag is visible, face the flag and salute. If the flag is not visible, face the music and salute in its direction.

When in uniform indoors. When the national anthem or *To the Colors* is played at the beginning or end of a program, face the flag if it is present stand at attention. If no flag is present, take the position of attention facing the music. Do not salute unless under arms (you are under arms when you are guarding something, such as the Colors). While listening to a radio or watching a television program, no action is required.

Taking different actions when wearing the uniform instead of civilian clothes will take some conscious effort. Practicing these actions will ensure your proper response.

When in civilian or athletic clothing. Take the same action as when in uniform except you salute differently. Men remove the headdress with the right hand and hold the headdress at the left shoulder with the right hand over the heart. Men without hats, and all women, salute by standing at attention and placing the right hand over the heart

DRILL AND CEREMONIES

Next to learning to drill as a single person, the most important drill activity is to drill as part of a flight. Here are the commands and movements you need to learn for this achievement. The Cadet Drill and Ceremonies Manual (AFMAN 36-2203) explains these commands and how they are executed.

Fall In
Dress Right Dress
At Close Interval, Dress Right Dress
Dress and Cover
Count Off
Open Ranks
Close Ranks
Dismissed

Forward March
Column Right (Left)
Column Half Right (Left)

Change Interval in Column
(Close and Extend March)

STUDY AIDS

1. Describe the basic duties of assistant element leaders.
2. Define integrity. Why is it important in CAP?
3. Describe why attitudes are important to leaders.
4. Describe why self-discipline is important to leaders.
5. Identify three ways that customs and courtesies contribute to a squadron.
6. List and explain the elements of communication.
7. List barriers to communication and identify ways to overcome them.
8. Identify differences between Air Force and CAP uniforms.
9. Describe the various methods by which the flag is shown respect to include:
   a) When in uniform and in formation;
   b) When in uniform but not in formation;
   c) When in uniform indoors;
   d) When in civilian or athletic attire.

SPECIAL READINGS

MY CREED by Dean Alfonge

From *Contrails*, Vol 33, p 198, United States Air Force Academy

I do not choose to be a common man. It is my right to be uncommon. I seek opportunity to develop whatever talents God gave me—not security. I do not wish to be a kept citizen humbled and dulled by having the state look after me. I want to take the calculated risk; to dream and to build, to fail and to succeed. I refuse to barter incentive for a dole. I prefer the challenge of life to the guaranteed existence; the thrill of fulfillment to the stale calm of utopia. I will not trade freedom for beneficence nor my dignity for a handout. I will never cower before any earthly master nor bend to any threat. It is my heritage to stand erect, proud and unafraid; to think and act myself, enjoy the benefit of my creations, and to face the world boldly and say "This, with God's help, I have done." All this is what it means to be an American.

GENERAL "HAP" ARNOLD

Born on June 25, 1886, in Gladwyne, Pennsylvania, Henry "Hap" Arnold graduated from West Point in 1907 and was commissioned in the infantry. He served two years in the Philippines and two more at Governors Island, New York. In April 1911 he transferred to the aeronautical division of the Signal Corps. In June of that year he received his pilot's certificate after taking instruction from Orville Wright in Dayton, Ohio. For nearly a year, he was an instructor at the army's first aviation school at College Park, Maryland. In September 1911 he flew the first U.S. airmail; on June 1, 1912 he won the first Mackay Trophy for aviation. He was then attached to the aviation school at San Diego, California. In February 1917 he was ordered to the Panama Canal Zone to organize and command an air service there.

In May he was called to staff duty in Washington, DC, overseeing the army's aviation training schools until the end of World War I. From 1919 to 1924 he served in various posts in the Pacific states. On July 6, 1924, he set a new speed record, 113 mph average, between Rockwell and San Francisco. In 1934 he won a second Mackay Trophy for his command of a flight by ten Martin B-10 bombers from Bolling Field, DC, to Fairbanks, Alaska, and back. In December 1935 he was named assistant chief of the Air Corps, and in September 1938 he became chief of the Air Corps. Long a champion of the concept of air power-he had supported Col. William Mitchell's campaigning in that cause-Arnold employed considerable ingenuity in maximizing the Air Corps combat readiness on sharply limited prewar budgets. A program of sending future pilots to civilian training schools was begun. Similarly Arnold used his influence with manufacturers to urge them to begin preparing for greatly stepped-up production of the latest models.

By the time the Unites States entered World War II in December of 1941 the productive capacity of the aircraft industry had increased six fold from 1939 and pilot training capacity had kept pace. He was designated commanding general, AAF,

in the War Department reorganization of March 1942 that raised the air arm to coordinate status with the other two major commands, Army Ground Forces and Army Service Forces. During the war he served on the Joint Chiefs of Staff and the Allied combined chiefs, helping to plan overall strategy for the war and in particular contributing to the strategies and organization that early established Allied control of the air in all theaters. In a step that looked toward the eventual creation of an independent air force, he organized in April 1944 the Twentieth Air Force, a global strategic bombing force flying B-29's, under his direct command as agent for the Joint Chiefs (Gen. Curtis E. LeMay was field commander of the Twentieth for most of the war). In December 1944 he was one of four army leaders promoted to five-star rank of general of the army.

"Hap" Arnold turned over command of the AAF to Gen. Carl Spaatz in March 1946 and formally retired in June to a farm near Sonoma, California. In May 1949 he was named General of the Air Force, the first such commission ever made.

GEN. HAP ARNOLD served as commanding general of the U.S. Army Air Forces during World War II. Before Hap Arnold and airpower pioneers like him, the military had neglected the airplane's potential.

Chapter 3

INTRODUCTION

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

DUTIES & RESPONSIBILITIES

DESCRIBE THE DUTIES AND RESPONSIBILITIES OF THE ELEMENT LEADER.

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

MORE ABOUT FOLLOWERSHIP

IDENTIFY THREE TRAITIS ESSENTIAL TO FOLLOWERSHIP.

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

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

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

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

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

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

The Job

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

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

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

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

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

Leader-Follower Relationship

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

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

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

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

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

Responsibility

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

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

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

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

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

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

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

THE ROLE OF THE NCO

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

DEFINE THE "NCO SUPPORT CHANNEL."

EXPLAIN HOW IT RELATES TO THE CHAIN OF COMMAND.

NCO Support Channel

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

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

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

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

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

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

First Sergeant

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

Flight Sergeant

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

Element Leader

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

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

Challenges for Cadet NCOs

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

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

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

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

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

STANDARDS

DEFINE A STANDARD AND EXPLAIN ITS USEFULNESS.

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

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

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

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

COMMUNICATION

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

Barriers to Communication

DEFINE THE BARRIERS TO COMMUNICATION.

DISCUSS WAYS TO OVERCOME THEM.

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

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

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

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

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

How to Improve Communication

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

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

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

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

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

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

Keep your words simple.

Too many irrelevant details can detract from your main point.

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

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

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

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

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

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

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

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

Determine how many similar points make two items alike:

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

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

THE DEMONSTRATION - PERFORMANCE TEACHING TECHNIQUE

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

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

EXPLAIN THE STEPS USED IN THE DEMONSTRATION—PERFORMANCE METHOD.

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

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

DRILL AND CEREMONIES

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

Front and Center
Return to Ranks
Stand Fast
Column of Files

STUDY AIDS

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

SPECIAL READINGS

ARE YOU A BOSS OR A LEADER?

Command Review, Vol. 1, No. 3

A boss creates fear.
A leader creates confidence.

Bossism breeds resentment.
Leadership breeds enthusiasm

A boss says "I."
A leader says "WE."

A boss fixes blame.
A leader fixes mistakes.

A boss knows how.
A leader shows how.

Bossism makes work drudgery.
Leadership makes work interesting.

A boss relies on authority.
A leader relies on cooperation.

A boss drives.
A leader leads.

CREED OF THE NON-COMMISSIONED OFFICER

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

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

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

TENETS OF LEADERSHIP by Gen Robert D. Russ

From Air War College, Resident and Associate Studies

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

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

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

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

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

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

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

MARY FEIK

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

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

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

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

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

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

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

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

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

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

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

WILBUR & ORVILLE WRIGHT by Isaac Asimov

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

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

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

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

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

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

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

Chapter 4

INTRODUCTION

Up to now you have done a good job following. You are ready to learn about the ABCD's of leadership and the NCO's role as a supervisor. You will learn more about the importance of leadership and listening. Counseling and feedback basics also will be discussed.

DUTIES AND RESPONSIBILITIES

Cadet NCOs have opportunities to lead and teach. New NCOs serve as flight sergeants, while experienced NCOs serve as first sergeants, or even temporarily assume cadet officer duties.

There are many responsibilities for a cadet NCO. We will discuss these in this and the next three chapters. In drill, you may serve as a guide. The guide sets the direction and cadence of the march. The guide of the leading flight of a squadron in column sets the direction and cadence of march for the squadron. If your unit decides to authorize a flight guidon bearer, the guide doubles as the flight guidon bearer. The person chosen for this dual role needs to do the duties discussed in this section, and perform guidon drill found in the AFMAN 36-2203.

ABCD'S OF LEADERSHIP

LIST THE ABCD's OF LEADERSHIP.

EXPLAIN THE NCO's DUAL ROLE AS A FOLLOWER AND A LEADER.

The ABCD's of leadership are: abilities, behavior, characteristics, and dynamics. Perhaps some of these are inborn. Our surroundings form them unnoticed, early in life. Undeveloped, they limit your ability to better yourself. You develop them through conscious effort.

To become a leader, you must generally possess certain abilities. Some of these are: mental alertness, high level of abstract thought, supplying professional leadership knowledge on a certain subject or in a certain situation, communication to others, and the ability to work with superiors, equals, and subordinates.

Leadership is learned through study and experience And through the demonstration / performance method, the leader's actions have a ripple effect that can be seen in the followers.

As a CAP leader, show the personal characteristics of respect for authority, discipline, integrity, patriotism and loyalty.

As a dynamic leader, you must be accorded the respect and "fellowship" of the unit, otherwise you are not a leader; you would merely be an official authority figure. To earn leadership status in the eyes of your cadets requires sensitivity to the unit and the cadets in it. Be flexible; adapt to the changing climate of the unit and skillfully marshal individual efforts into a united group effort.

You can continue the alphabet with "E" and "F". Enthusiasm and Flexibility. There are many more areas of varying importance, but the ABCD's are the major points to consider.

Two factors other than the leader influence the exercise of leader-ship: the unit and the mission. The unit is a factor in leadership called "dynamics." To best exercise leadership, you will study these factors more, complementing your self-study and self-development.

ROLES OF LEADERSHIP

COMPARE AND CONTRAST THE LEADERSHIP ROLES PLAYED BY CADET NCOs AND CADET OFFICERS.

When you supervise other cadets, you have a dual role of leader and follower. Although these roles are separate and distinct, they can be, and often are, done simultaneously. The separation happens at the level where you are operating. For instance, if you are helping a subordinate cadet with a job-related problem, you are functioning as a leader. If, at the same time, you are coordinating the matter with your supervisor, you are also functioning as a follower. Your ultimate goal in either role is to get the job done. To reach this goal, you must develop and show abilities in technical skills, managerial skills, and human relation skills.

The officer and noncommissioned officer need to work together to accomplish the mission. Here is how the officer and noncommissioned officer roles relate to each other:

Cadet NCOs

- The NCO conducts the routine business within established orders, directives, and policies of CAP.
- The NCO focuses on individual training to enable the unit to get the job done.
- The NCO is primarily concerned with training individual cadets and teams.
- The NCO concentrates on developing officers and NCO's.
- The NCO gets the job done.

Cadet Officers

- The officer commands, establishes policy, programs the work of CAP.
- The officer concentrates on unit training to develop unit capacity to get the job done.
- The officer is primarily involved with operations, training and related activities.
- The officer pays particular attention to the standards of performance.
- The officer creates the conditions so that the NCO can get the job done.

THE NCO AS A SUPERVISOR

IDENTIFY THE SEVEN RESPONSIBILITIES OF A SUPERVISOR.

Supervision is directing, inspecting, and continuously evaluating first-hand the specific activities of others. The amount of supervision you do depends on several things. The most important factors are the abilities, training, and experience of both you and your people. Here are some other factors:

- Your ability to understand your duties.
- Your ability to state directives clearly and concisely.
- Your training and experience with your cadets on the job.
- Your training and experience in your assigned job or activity.
- Your cadets' discipline while on the job.
- Your knowledge of your cadets' training, experience, and dependability.

Putting the Right Person in the Right Job

Before giving a job to someone, interview candidates to find out their qualifications. Make follow up interviews after the assignment to decide how good the placement was and to correct it, if necessary. Place people so you can use as many of their abilities as possible; this is called *homogeneous assignment*. Reassign them only if necessary.

A job description is another form of checklist. The key items are:

- Interview
- Follow-up Interview
- Plan to "maximize" your people's abilities.

Stimulating the Will to Work

A person's will to work is closely related to their skill. Start them correctly. Their first impression influences their attitude toward you considerably. Greet them cordially. Show you are sincerely interested in them; make them feel they are important to the unit. Discuss what their part is in the unit, their place in the organizational chart, and their job descriptions. Introduce them to their coworkers. Select fully qualified persons to teach them their new duties. Do not forget them after the first day.

Provide a positive atmosphere and conditions. Select positive incentives on an individual basis. Know your people well enough to understand what particular incentive appeals to each. Avoid negative incentives whenever possible. Promote teamwork by identifying with your people. You need to know their joys and problems and to understand those joys and problems. Keep lines of communication open. Allow decision participation that is, ask for opinions and suggestions before making decisions or changes that will affect them.

You cannot always satisfy personal preferences. Counseling the prospective job-holders on how their job contributes to the overall mission helps set proper attitudes.

To make a positive first impression, show sincere interest by asking specific questions. Assign important tasks; expect results on time.

"Catch" them doing things correctly!

Increasing the Ability to Produce

Do this by training. It helps to increase efficiency on a present job and qualifies you for a more responsible job as you progress. Recognize training needs promptly, conduct a training program, and use the training efficiently. Helpful methods are on-the-job instructions groups, conferences, seminars, and vocational schools. Training never stops; it lets you "grow" in the job and prepare for more responsibility. Take care. Persons become frustrated and discouraged by not having the tools to do the job or by getting in over their heads. People should be challenged by gradually increasing the scope and difficulty of responsibility.

Use follow-up training to:

- Reaffirm proficiency
- Teach new skills

Increasing the Availability for Work

Develop a way to check attendance and assign someone (an element leader, for example) to find out why a person is absent. See if it relates to unit or general causes. If a cadet does not come to a meeting, someone should find out why. It may be because the cadet has no ride, has another commitment, or may be ill. On the other hand, maybe the cadet is losing interest, may not feel fairly treated, or may not have the right information about where or when the meeting was to be.

Sometimes, if the unit knew the reason for the absence it could do something about it. It could provide car pooling, plan to meet on a day other than the conflicting event, make the meetings more interesting, find out the nature of the misunderstanding, publish a newsletter, or follow up with a phone call if meeting times have been changed.

The more you know about an individual the easier it is to interact. Keeping a person available for work means the workload does not have to by shifted or redistributed.

Using Individuals Fully on Essential Tasks

The word "fully" means absolutely no slack or idle time while on the job. The word "essential" means what is necessary to the mission of the organization. Give cadets meaningful work. Individuals want to be busy and "grow" on the job. It should be a safe workload. One that is not too easy and boring, but not beyond their physical or mental limitations, whether real or imagined. Work that is too hard will make cadets too preoccupied with frustration, anxiety, and stress to be productive. This results in behavior that is disruptive to the organization.

Find examples of how knowledge can affect a relationship. Look for ways similar vocabulary, emotional appeals, non-verbal signals, etc. can contribute to mental understanding. Also, use specific follow-up questions to verify that needs are being met. Insist on progress. That is how you show you care about the person!

Scheduling Subordinate Tasks Efficiently

If subordinates wait for you to "get around" to them, your scheduling is inadequate. Schedule the task so you are there when needed, and not in the way when your cadets are doing their job effectively. *Span of control* means how many people you can effectively supervise at once. Keeping the right span of control helps you get around to all your people. *Delegation of authority* means you are holding other people accountable to see that a job is done. This also affects scheduling because when others are supervising for you, you have time to "get around" to other subordinates.

Answer these questions "Do you have a job at your unit?" "Do you feel useful?" "Is your job useful?" "Why or why not?" "Is there a way to make your job easier?" "Is there a relationship between feeling useful and job usefulness?" "Are subordinates fully used?" "How would you improve the situation?"

Reviewing the Need for Tasks

You may find there are jobs that are not essential or not worth the time and effort. You may find that there are some jobs that crowd out more important tasks. An example is the supervisor who requests reports from subordinates only to throw such reports away without using them. If a task cannot be justified, eliminate it.

LISTENING

DISCUSS THE ELEMENTS OF LISTENING

At 8:00 p.m. on 30 Oct 1938, six million people heard the following announcement on their radios: "The Columbia Broadcasting System and its affiliated stations present Orson Wells and the Mercury Theater of the Air in The War of the Worlds by HG Wells." The now famous radio play was interrupted twice by similar announcements and ended with a statement that this broadcast was fictitious. This is where at least one sixth of the listeners did not use their listening abilities to discover the truth. Only the words "invasion" and "Martians" caught their ears. As they found out, hearing is not listening. Hearing is only defined as being aware of sounds striking our eardrums. Listening is much more than that. It takes concentration and willingness to put effort into the process. It involves three basic elements: attending, comprehending, and remembering. In Chapter 1, we covered several "DO's" for good listening. Here we will look at some of these ideas in detail.

Getting Ready to Listen

Prepare yourself mentally and physically. Physically you should put away all potential distractions like an interesting picture, etc. Think about the subject and what you experienced with the subject (establish a common core of experience with the speaker).

Taking Responsibility to Comprehend

To do this, concentrate. Concentration is "Close mental application, exclusive attention." Good concentration generally leads to good memory of what you heard. When listening, think about your own experiences that illustrate the speaker's point. Mentally apply the point too your own situation. Rephrase the speaker's examples, too. This helps you understand and remember the speaker's points.

Attending

This means being mentally alert to the other person. Good attending means having no physical distractions. Let the other person know you are giving your undivided attention. This tells you are interested and you care. Good attending helps non-verbal as well as verbal communication.

Concentrate! What does attending include?

Comprehending

This means understanding what is said. There are two ways to comprehend: receptive or reflective. Receptive means you understand the literal meaning of what is said. The reflective way means you are able to catch the full meaning of what the speaker is saying. It means hearing what is said and trying to see the problem through the speaker's point of view. Reflective listening requires paraphrasing, checking perceptions, and withholding judgment.

IDENTIFY THREE STEPS THAT AID IN COMPREHENSION.

When you paraphrase a statement, you put it into your own words. This ensures that you and the other person are on the same page and you understand each other.

When you check your perceptions with "I" messages, you are really saying "I am interested in what you are saying and how you are feeling about it." To do this effectively, you can use "I" messages. "I" messages clarify ideas by telling someone what their behavior is and how it affects you. Examples of using "I" messages are: "I feel you are frustrated with the way this project turned out." "When you shouted, I felt intimidated because loud noises scare me." The use of "I" messages takes practice for you to become proficient and comfortable with them. As you progress into counseling and interviewing, you will find these messages extremely helpful.

Withholding judgment. Do not interrupt or make snap decisions based on half the information. Get all the facts about a problem before offering an opinion. In the same way, keep an open mind toward the person you are listening to. Treat your subordinates fairly and as individuals.

Listening to Understand Rather than to Argue

Analyze but do not argue with the speaker. Without trying to get the speaker's message, you cannot be informed enough to evaluate the ideas effectively. Critical listening is necessary for making informed, intelligent decisions.

Controlling Your Emotions

Keep barriers from building between yourself and the speaker. By identifying and understanding barriers, you can force yourself to react to speakers' ideas rather than just their words. You will learn more about this in later chapters.

Listening for Main Ideas

By having a mental picture of the main ideas, you can weigh how important one idea is to another. By listening intelligently, you can benefit from the research, experience, and thinking of speakers who are knowledgeable in many fields.

Being Mentally Agile

Concentrating throughout a speech is a challenge, because you are likely to think faster than the speaker can speak. This difference gives you the chance to review what was said and predict what will be said. You have time to repeat mentally, summarize and paraphrase the speaker's remarks. This increases your comprehension and memory.

Taking Notes

We often want to take notes on what we hear because we do not trust our memories. Trying too hard to take good notes, however, turns into a race between your pencil speed and the speaker's rate of speech. Make up a system to stop this. Be in place and ready before the lecture starts. Your notes should include the main idea and enough supporting ideas to make the main ideas clear. Also use abbreviations and key words rather than complete sentences. Definitions of words are all you should take down verbatim. Review and expand your notes as soon as possible after the lecture. Going over your notes will help you "relive the experience" and strengthen your memory.

Taking notes does two things: It helps you use another sense besides listening and gives you a permanent record of the information.

To take better notes, abbreviate, use phrases and use definitions.

Remembering

Remembering what you have heard is one of the most difficult tasks of listening. The key lies in how interested you are in the information. Being a mature and objective listener means you can appreciate what is said no matter how strong your interest is in the subject.

To remember better, associate ideas with pictures or tasks that you know.

Ask one cadet to read a list of items out loud. At the end of the list, ask the cadets to write all the items they remember. Discuss the results.

COUNSELING

IDENTIFY AND DESCRIBE THE THREE TYPES OF COUNSELING.

As an NCO, you must learn the basic principles of counseling to be an effective leader. For our purpose, counseling is helping people to help themselves. You will be counseling your cadets to help them develop their potential, help their decision making, resolve problems, improve their effectiveness, and improve their ability to cope. Listening is the most important thing in counseling.

One of your counseling goals is to develop your cadet's potential. Know your people, counsel them on career development, promotion progression, and motivate them to reach their potential. The NCO's role as a counselor falls into three categories:

- Performance Counseling
- Career Counseling
- Personal Counseling

Performance counseling deals with improving or maintaining performance. Career counseling deals with training, promotions, and the development of potential. Personal counseling deals with personal matters such as school conflicts

and family problems. Although you can handle many problems it is just as important you be able to recognize problems that you cannot handle yourself and refer them to a more advanced cadet or senior member.

Counseling is a way of helping your subordinates to achieve their goals. Counseling is not "chewing out" or reprimanding. You counsel to motivate and give guidance as well as to help with problems. Chapter 6 will cover other aspects of counseling.

Since your cadets' welfare is the most important thing in your counseling, develop skills and attitudes that will enable you to help them. You want your cadets to learn how to do their jobs most effectively. The previous definitions imply a behavior change and improved performance are the desired results of counseling. As a supervisor and leader, you should establish these two goals when counseling.

FEEDBACK

DESCRIBE WHAT FEEDBACK IS. WHY IS IT IMPORTANT TO LEADERS?

After listening and focusing on how your cadets can improve on the job, you need to share your ideas with them and listen to their reactions to your ideas. Speaking to them and listening to them in this way is called feedback. It is part of a two way process between you and your cadets. Keep talking openly with them to provide feedback on important information about their behavior and performance. In doing this, you can decide the cadet's success and can explain any additional performance and behaviors they must meet. They also must talk openly with you to discuss progress and problems in meeting job standards and discuss ways to change behavior for professional growth and personal improvement. Remember, feedback is not always negative. It is very important for a supervisor to praise the positive things the cadet does. It lets them know that the job they do is important and appreciated.

DRILL AND CEREMONIES

Study the manual of the guidon and the movements below, as explained in AFMAN 36-2203. Also, study the principles of the command voice and be prepared to command a flight in close order drill .

Fall In
Prepare for Inspection
Facings, flanks, and columns
Column of files

STUDY AIDS

1. Identify the ABCDs of leadership. Describe each in your own words.
2. Explain how a NCO can have a "dual role as a leader and a follower."
3. Compare and contrast the leadership roles played by cadet NCOs and cadet officers.
4. Identify the seven responsibilities of a supervisor.
5. Discuss the elements of listening.
6. Identify three steps that aid in comprehension.
7. Identify and describe the three types of counseling.
8. Describe what feedback is. Why is it important to leaders?

Learning Exercises

1. Work with an experienced cadet to develop your command voice. First, practice calling commands without actually leading cadets in drill.
2. After gaining some confidence about your command voice, lead an element in basic drill and focus on calling the commands on the correct foot.

SPECIAL READINGS

USAF ACADEMY DUTY CONCEPT by Maj Larry A. Smith

From *Contrails*, Vol. 3, United States Air Force Academy

Duty is understanding and doing what ought to be done, when it should be done, without being directly told to do so. It involves a selfless devotion to others first, whether they are members of your cadet squadron or the people of the United States who have placed their special trust in you as a military professional.

At the Academy we teach duty along with other military virtues and ideas, in military education and training programs as well as academic courses. In both arenas, military virtues are discussed under the concept of professionalism. The cornerstone of duty is the responsibility that obligates each military member to the mission above all else. This commitment to duty is at the very heart of the military profession and is the focus of your development as an Air Force cadet.

Duty is not as easy a concept to define. *The Honor Code Reference Handbook of the Air Force Wing* defines it as a system of values which sets the unit's mission and the interests of the country above personal convenience. This is not a transient commitment; it permeates every part of an officer's public and private life. General S.L.A. Marshall's description of a man with integrity clarifies this further. "A man has integrity if his interests in the good of the service is at all times greater than his personal pride, and when he holds himself to the same line of duty when unobserved as he would follow if all of his superiors were present." Marshall further states, "A man of honor holds himself to a course of conduct because of a conviction that it is in the general interest, even though he is well aware that it may lead to inconvenience, personal loss, humiliation, or grave physical risk." The essence of these statements is the sense of obligation to service above self.

A solid "duty concept" not only requires the ability to decide the right course of action but also the will to follow it. Developing the ability to decide is, in large part, an institutional responsibility fulfilled through education and training. However, creating the will to follow the proper path, although influenced by the institution and the example of those who represent it, is a personal responsibility. In short, doing your duty involves personal choices for which you'll be held accountable by your commander or your conscience—probably both.

In this context, what is the proper action, especially when there are competing demands? Do I, as a cadet, do my duty as an element leader when I also have a duty to study for a graded review?" "What duties take precedence?" "If they are all equal and I share my time among them, how much effort is enough?""

The answer is not easy. There are and always will be many demands on your time. That is the nature of modern society, especially for those who seek to preserve it in the military. In the final analysis, you must establish your own priority system within an Air Force framework. However, you should always base your priorities on a hierarchy where the good of the service comes before convenience to self. If you do, the words of the *Cadet Prayer:*" "I ask courage that I may prove faithful to duty beyond self." will have full and rewarding meaning.

EDDIE RICKENBACKER

From *Webster's American Military Biographies*

Eddie Rickenbacker was born on October 8, 1890, in Columbus, Ohio. With little formal schooling and a succession of jobs behind that, he began working for a railroad car manufacturing firm in 1905. There he developed a deep interest in internal-combustion engines and engine-powered vehicles. He began driving racing cars at sixteen (he became a regular at the Indianapolis 500 from its first year, 1911). By the time the United States entered World War I, he was internationally famous as a daredevil speed driver and held a world speed record of 134 miles per hour.

In 1917 he enlisted in the army and went to France as a member of Gen. John J. Pershing's motor car staff. With help from Col. William Mitchell, he secured a transfer to the Air Service in August,. Took pilot's training, and early in 1918, with the rank of captain, was assigned to the 94th Aero Pursuit Squadron. The 94th, which adopted the famous hat-in-the-ring insignia, was the first U.S. flying unit to participate actively at the front, fighting the "flying circus" commanded by the German ace, Baron Manfred von Richthofen. In May 1918 Rickenbacker succeeded to command the 94th in the temporary rank of major. By the end of the war the 94th had downed 69 enemy craft, of which Rickenbacker, the "ace of aces" accounted for 26 (22 airplanes, 4 observation balloons). He earned nearly every decoration possible, including the Medal of Honor, awarded in 1931 for his lone attack on seven German planes, two of which he downed, on September 25, 1918.

His *Fighting the Flying Circus* appeared in 1919. Returning to the United States a hero, he organized in Detroit the Rickenbacker Motor Company. The company was dissolved in 1926, and the next year he bought a controlling interest in the Indianapolis Speedway, which he retained until 1945. He later worked for the Cadillac division of General Motors Corporation and then was associated with a number of aircraft manufacturers and airlines. In 1935, he became general manager and vice president of Eastern Airlines. Three years later he became president and director of the line.

His experience and technical knowledge prompted his appointment as special representative of Henry L. Stimson, Secretary of War, to inspect air bases in the Pacific theater during World War II. In October 1942, on his second mission over the Pacific, his B-17, crashed some 600 miles north of Samoa, and he and seven men (one of whom died) were set adrift on rubber rafts with only fish and rain water to sustain them. After 23 days he was rescued, and after a two-week rest, he resumed his tour.

After the war he returned to Eastern Airlines, where he remained, from 1954 as chairman of the board, until his retirement in 1963. He died in Switzerland in 1973.

EDDIE RICKENBACKER was America's Ace of Aces during World War I. In later years, he served as chairman of Eastern Air Lines.

BESSIE COLEMAN

Bessie Coleman was born January 26, 1893, in Atlanta, Texas, one of 13 children. Her mother was black and her father was of American Indian and black descent. Her father left when she was seven and her mother did her best to raise the family alone. The children helped by picking cotton, and the girls, as soon as they were old enough, helped with the washing their mother took in to make ends meet.

Bessie had a drive to better herself and became an avid reader. By using the traveling library that came through two to three times a year, Bessie managed to finish high school (not a small achievement in those days). Although her mother let her keep her earnings from washing and ironing, Bessie could only afford to attend college for one semester. She was determined to get ahead, and show the way to others, handicapped by what she believed were the evils of racism, sexism, poverty, and ignorance. Shortly after World War I, she made a firm decision to learn to fly. She read everything she could on the subject. She tried applying to one flying school after another, but was quickly turned down. In those times (1919 and 1920), her race was an obvious reason and her sex was another for her being denied.

She did not stop there. With the help of an editor and publisher of the Chicago Weekly Defender, Bessie learned French and contacted an aviation school in France. There she learned about the hazards of flight and in 1921, earned her license from the Federation Aeronautique Internationale. She was the only licensed black woman pilot in the world. Bessie became one of hundreds of high-spirited stunt-flyers, They flew World War I Jennies and DeHavilands. When a female parachutist failed to show to perform a stunt, Bessie made the jump. he always did what she thought had to be done. She also dreamed of opening a flying school so she did stunt-flying and barn-storming. While on the barn-storming circuit, Bessie's plane went into a nose dive and Bessie was thrown from the plane to her death.

Shortly after her death, Bessie Coleman Aero Groups were organized by William J. Powell and on Labor Day, 1931, those flying clubs sponsored the first all-black air show in America. Bessie's dream of a school for black aviators finally became a reality in 1932.

BESSIE COLEMAN, the first black woman to earn a pilot's license.

Chapter 5

INTRODUCTION

Good! Now you know the ABCD's of leadership and the roles of the NCO as a supervisor. You have gained some listening skills that will help you when you counsel and you have learned the value of feedback. Here in Chapter 5 you will discover more reading skills and will learn more about the different styles of leadership. In this chapter you will learn more techniques about teaching and supervising. Good luck!

DUTIES AND RESPONSIBILITIES

LIST AND EXPLAIN THE DUTIES OF THE FLIGHT SERGEANT.

You will help cadet officers perform such duties as inspections and instruction on drill and courtesy. You may be in a direct leadership position (as a flight sergeant, for example) or in a staff position. You should set the example for professional behavior and keep high standards of discipline. You will find suggestions on how to perform inspections, teach drill, and keep records and reports.

As a flight sergeant or element leader, you must ensure that your cadets are meeting the cadet program requirements. Arrange for drill sessions and let your superiors know if your cadets need tutoring in their aerospace education lessons. It is up to you to help each cadet meet the moral leadership and physical fitness requirements. You do not have to personally teach these; if your unit is not providing these programs, pass the work up the chain of command so your senior members get qualified people to teach or supervise them. As a cadet NCO you may be asked to help plan interesting unit activities. If so, coordinate these plans up the chain of command and with other staff members within your unit.

STYLES OF LEADERSHIP

DEFINE LEADERSHIP.

DESCRIBE THREE STYLES OF LEADERSHIP.

In previous achievements you learned about different leadership traits and characteristics. In this chapter you will take a closer look at leadership styles. These will be mixed with leadership problems designed to give you some practical experience in leadership.

There are many definitions of leadership. One definition is: "*Leadership is the process of influencing people to achieve a common objective or goal or mission.*" Generally, you will motivate people to achieve goals common to themselves and their group. To do this, always be aware of human relations. This is difficult because you must put yourself in their roles, and understand their characteristics and viewpoints. You must get the job done, yet, meet your people's needs.

There are three styles for leading: authoritarian, democratic, and laissez-faire. We will examine each in turn.

Authoritarian

Use an **authoritarian** style when you have time limits, critical situations, or when individuals cannot respond to less direct approaches. Flight commanders engaged in combat and surgeons battling to save a life might rely on an authoritarian style. In these instances they are leading teams that they helped train to a high degree of proficiency for just such circumstances. If the authoritarian style is used excessively and exclusively, it becomes counter productive because then, it is based on fear. People cannot exercise their full potential in this type of atmosphere.

There will be some times when there is no room for individual creativity.

Those who cannot respond are those in physical shock (often found in Emergency Services situations) and those who are untrained.

Democratic

Use the **democratic** (also called "participative") style along with effective listening, rational discussion, and consideration of others. Use this method so your people take equal parts in achieving their common goal. Their responsibilities may vary but they are still an equally important part of a single directed purpose. Using this leadership style requires a lot of education and training, both at first and ongoing. It can be a part of a regular training program.

Remember that the feedback loop is an excellent way of refining a process. Democratic leadership is a feedback loop.

Laissez-Faire

The **laissez-faire** (pronounced: la-SAY fair, meaning "to permit to do") style is a "hands off approach. Use it when your cadets are doing their jobs smoothly in a well coordinated and productive way. Stay and watch your people work. Remember, this kind of leader is "permitting to do," not "leaving alone to do." If they are getting the job done, do not interfere with them, even if they are doing it differently than you would. Consequently, wise judgment is a necessity. Like the democratic leader, you want efficient results, not pre-structured methods.

If something is working well, it may be better to leave it alone rather than to improve it. Other times it is not. Rely on the experience and judgment of others and of yourself to decide which is better.

Applying Leadership Styles

Actually, all three of these styles can be used within a few minutes of each other. As your experience with these styles develops, you will learn what, where, how, why, and how much of each leadership style to use in each situation. Finally, to grow as a leader, be willing to keep at it.

Since being consistent is essential to any sound leadership style, explain actions that appear inconsistent. Explanations, training, and follow-through are always required. Watch other leaders and decide how you would deal with their situations. This builds your experience and judgment.

LEADERSHIP ATTRIBUTES

In many books about effective leadership, there are numerous attributes given. Eight of these will be important to your cadet career and are listed below. As you study them, you will see all are just good sense. See if you have these attributes.

IDENTIFY THE EIGHT ATTRIBUTES OF LEADERSHIP. EXPLAIN EACH IN YOUR OWN WORDS.

Would you add any attributes of your own to this list?

Power. This is the ability to influence events and people. Power is more than exerting your will over others. It is the ability to persuade, motivate and organize.

Prominence. This is a good reputation in the eyes of higher authority. With such a reputation, your superiors will have confidence in you and delegate more authority to you. You can build your prominence by doing the best you can with tasks assigned to you.

Respect. This is the reputation you earn by completing what you say you will.

Awareness. Know what is going on around you. Be open to what others tell you even when it is disagreeable news or tough criticism.

Direction. Know where you are going. Know exactly what you want and work out a practical action plan to keep on track.

Structure. Plans are not self executing. Structure activities, define roles, delegate responsibilities, and establish expectations.

Prepare for conflict. Do not be surprised by conflict. Short fused crises come up and must be handled. Be poised under stress while facing varied situations in the midst of organizational confusion.

A good record. Produce good results regularly and establish a good record. People like to be teamed with a winner, a doer. Personal drive and effort add to the luster of achievement.

SUPERVISORY TECHNIQUES

DESCRIBE SUPERVISORY TECHNIQUES USEFUL IN EFFECTIVE DELEGATION.

A fundamental weakness in leadership is not using your staff and subordinates. Give specific direction on what to do, not how, unless it involves safety. To help cadets develop initiative, give them freedom to develop their own ways of getting the job done. This list will help you endure a task is understood, supervised and completed.

- Be sure there is a need for an order.
- Use the established chain of command.
- Think clearly so you can issue clear, concise, and positive directions.
- Encourage cadets to ask if they do not fully understand your directions.
- Ask your cadets if they think there is something you did not make clear about the task.
- Watch them carry out your orders. Your supervision must be kind, but firm.
- Develop a trusting relationship with your cadets. Trust is a most important aspect of leadership. It allows free delegation of duties and authority and insures you will give your subordinates the space they need to do the job.
- Have a balance between over-supervision and under-supervision. Over-supervision stifles initiative and creates resentment. Under-supervision invites chaos and frustration.
- Train individuals as team members. They will act more effectively if they have team spirit. Make training meaningful. Tell everyone its purpose. Ensure everyone knows what is expected of them, their unit, and their sister units. Knowing their capabilities and limitations develops mutual trust and understanding. Explain to each person their importance to the overall effectiveness of the unit. Insist they understand the functions of their co-workers.

TEACHING TECHNIQUES: PRESENTATIONS

IDENTIFY AND DESCRIBE THE SEVEN HINTS FOR GIVING BETTER PRESENTATIONS.

Besides your duties as a leader, counselor, and supervisor, you also will have to teach and make presentations. There are several other teaching techniques we will cover in more detail later. For now, here are seven hints that will help you to get up in front of a group. You will build on these skills and techniques with practice.

Know your subject. Review or research any part of your subject you are unsure about.

Be prepared. Make sure you have the materials needed to teach. Is a chalkboard available? Is there enough chalk? Is there an overhead? Does the projector work?

Appearance. Is your uniform in proper order? Make sure your shirt is clean and you are well groomed.

Presentation. Introduce your subject. Have your outline handy and use it. Make sure to keep eye contact with your audience. Speak loudly, clearly and slowly enough to be heard and understood by everyone.

Teaching aids. Do not turn your back on your audience and talk to the chalkboard when writing. Have information ready to pass out. Have a back-up plan in case there is no chalk or no electricity.

Feedback. Ask questions or call for a discussion. Try to interact with the class. Review the subject before ending the class.

Evaluation. As a supervisor, you will need to evaluate yourself and subordinates. There are two types of evaluations: formal and informal. Formal evaluations are done for promotions, awards and recommendations. Informal evaluations happen regularly to see how your people progress. Remember, effective evaluation is *continuous*, has specific objectives and is based on all the facts. Evaluate your feedback. Did you get your point(s) across?

There are different methods to fit the audience and subject matter, ranging from one-on-one tutoring to formal classroom lecture.

Posture is also important. It can make you look crumpled.

Do not read your entire presentation. Do not distract your audience with mannerisms and the way your dress.

Note both positive and negative points for future preparations.

READING

In Chapter 1, we discussed three simple ways to improve reading skills. Here we will look at some ways to improve reading comprehension, speed, and adaptability.

Comprehension

DEFINE THE THREE WAYS TO IMPROVE READING SKILLS.

Comprehension is the most important factor in reading. It is the ability to understand what you see or hear. It is based on all of your experience and education. Comprehension is of two kinds, receptive and reflective.

Receptive comprehension of written material is the superficial, word for word understanding of the writer's meaning. You need to concentrate and have a good vocabulary to get the writer's intended meaning. The writer's words convey surface information to you.

Reflective comprehension is the ability to learn the full meaning beneath the writer's words. You must first understand the meanings of the words themselves before you can understand their deeper purpose and significance. Reflective comprehension is when you compare what you already know with the writer's statement, and then deciding which points you will accept or reject.

Speed

While speed is secondary to comprehension, it is still very impor-tant. By understanding how you read and by practicing with determination, you can increase your speed.

Increasing how many words you can recognize at a glance. Your span of recognition is how many words you can read at a single time (or fixation). If you can increase this span you will make fewer fixations per line and thus read faster. With practice, you can increase your span of recognition.

Crossword puzzles are excellent vocabulary builders.

Regression. Regression is when your eyes move back to the left and fix on a word you have already read. Regressing slows reading speed. Push yourself by concentrating so much that your mind stays on the track and you can control the regression habit.

Sub-vocalizing. Build your vocabulary so you do not have to constantly regress to guess the meanings of unfamiliar words. There are several ways to improve vocabulary. The best way is to read more. Another way is to list unfamil-iar words as you read, look them up in a dictionary, and then use them often enough to be sure of them. New words and new meanings for old words help you read steadily and swiftly only when they become an active part of your reading vocabulary.

Adaptability

Adaptability is the ability to adjust your speed to the level of your reading material. Neither speed nor comprehension should be your goal. You should gear your speed to the importance and the difficulty of the material.

Skimming is quick reading for general ideas. Not every word is read. Some may be skipped.

Adaptability and discrimination go hand in hand. Discrimination is knowing what is worth reading and how to read it for best results. Do not read fast just to get through material, and do not read so slowly that you waste valuable time. When you are studying school materials or regulations, slow down and read with critical attention to detail. When you are reading for general information and feel that you have a good control of the content as you proceed, speed up and save time.

Skim over the book to decide which reading speed to use. First, if there is a table of contents, read it. Next, thumb through the book, giving most of your attention to chapter headings and section heads. When you skim over some pages, look for topic sentences and summary sentences. Connectives such as *if, so, therefore,* and *finally* may point out these important sentences. Watch for underlined or italicized words. Pay special attention to the initial and closing paragraphs. When you feel that you have an overview of the author's main ideas and outline, ask yourself some study questions and plunge into rapid, fruitful reading.

DRILL AND CEREMONIES

Study retreat and reveille ceremonies in AFMAN 36-2203.

STUDY AIDS

1. Identify and describe the basic duties of flight sergeants.
2. Define "leadership."
3. Identify and describe the three basic styles of leadership.
4. Imagine a leadership situation you have experienced or observed. Describe the leadership style used. Was it an appropriate style for the situation? Why?
5. Name four leadership attributes. Explain why each is important to a leader.
6. Describe four supervisory techniques suitable when delegating assignments to subordinates.
7. Identify four principles to keep in mind when you are giving a presentation. For each principle, describe what would result if it were neglected or overlooked.
8. Identify and describe two basic types of reading comprehension. How does each contribute to good communication and study skills?
9. Describe techniques you can use to increase your reading speed. If you must choose between speed and comprehension, which should you regard as more important? Why?

SPECIAL READINGS

CHARLES A. LINDBERGH

Charles A. Lindbergh, the son of a Minnesota congressman, entered the University of Wisconsin in 1920. Two years later he interrupted his education as a mechanical engineer to join a flying school. He bought his own plane and became an airmail pilot in 1925. At the time, a $25,000 prize was being offered to whoever made the first non-stop flight across the Atlantic Ocean from New York to Paris. Lindbergh obtained the backing of some St. Louis businessmen, purchased a monoplane, which he named "The Spirit of St. Louis," and on May 20 – 21, 1927, accomplished the flight in thirty-three and a half hours. He became a hero of heroes at once as the United States exploded into vast demonstrations of admiration. But the flight was more than a stunt. It, and the publicity attending it, served an important purpose. In the quarter century since the Wright Brothers flew their plane, aeronautics had remained little more than a matter of stunting and thrills. There had been dogfights in World War I and some airmail service, but the general public did not take airplanes seriously as a means of transportation.

Lindbergh's flight, however, brought the airplane into public consciousness with a vengeance. The way was paved for the expansion of commercial flight. By the time another quarter century had passed, jet plane travel had arrived, the people of the world achieved a new mobility, and the railroad after a century of domination entered into decline.

Following the golden days of his solo flight, Lindbergh served science by working in designing an artificial heart. He was also in the news twice in less happy circumstances. In 1932, his first son, aged two, was kidnapped and murdered in a crime that made as great a sensation as had Lindbergh's flight five years before.

In the late 1930's he was one of the leading isolationists, fighting against participation of the United States in Europe's fight against Germany. However, when the United States actually went to war, he offered his services to the Army Air Forces. He went on several missions to the Pacific and Europe as a civilian consultant.

"THE LONE EAGLE." Charles Lindberg was the first person to fly solo across the Atlantic Ocean.

JACQUELINE COCHRAN

Born in Pensacola, Florida, Miss Cochran grew up in poverty in a foster home. At eight she went to work in a cotton mill in Georgia; she later was trained as a beautician and pursued that career in Montgomery, Alabama; Pensacola, Florida; and New York City.

She took her first flying lesson in 1932 and soon mastered the technical aspects of aviation and navigation. In 1935, Miss Cochran became the first woman to enter the Bendix Transcontinental Air Race. In 1937, she came in 3rd and in 1938, she won flying a Seversky pursuit plane.

In 1941, she piloted a bomber to England and there, as a Flight Captain in the British Air Transport Auxiliary, trained a group of women pilots for war transport service.

Upon her return to the United States, she undertook a similar program for the Army Air Forces. In July 1943, she was named director of the Women's Air Force Service Pilots – the WASPS – which supplied more than a thousand auxiliary pilots for the armed forces. At the end of the war, she served for a time as a Pacific and European correspondent for Liberty magazine.

She became the first woman civilian to be commissioned a lieutenant colonel in the Air Force Reserves.

Eager to make the transition to jet aircraft, she became the first woman to break the sound barrier, flying an F-86. In 1953, she set an altitude mark of 55,253 feet and in 1961, the standing women's world speed of 1,429 mph in an F-104G. In 1959 she became the first woman president of the Federation Aeronautique Internationale. She was also a member of many other aviation organizations.

JACQUELINE COCHRAN, director of the famed "WASPS" during World War II.

THE REASON FOR LEADERSHIP

Adapted for CAP from ECI Course 0008C, USAF Senior NCO Academy.

The mission, job accomplishment, goal achievement, reaching objectives (or whatever you call it) is the sole reason for the existence of the thing we call leadership.

You are a leader for one reason: to get the job done. If leaders want to be effective, what causes some of them to be ineffective? The only reason that applies is that their ineffectiveness is caused by their inability to do the right thing at the right time. It is difficult to deny that the best style of leadership is one that appropriately handles a situation. If you accept that statement, then the key is to find a way to interpret situations accurately and then reach within your style and apply the right action. Simple? Absolutely not, but as leaders we can all move in that direction.

Someone once said, "When you are working toward the solution of a problem, it helps if you know what the problem is." The same logic applies in leadership. Proper action is easier when you understand the situations you face. The biggest obstacles to understanding are (a) not getting the facts, (b) misinterpretation of the facts, (c) emotional and perceptual blocks, and (d) general lack of leadership training and skill. With effort on your part, you can cope with these obstacles and increase your ability to properly interpret the situations you face.

We can categorize the different styles being used by leaders based on practiced traits and characteristics. For example, you can see some leaders who are very aggressive, decisive, and eager to take charge. They are the "put your shoulder to the wheel and get the job done" type. Other leaders are very team oriented and practice participatory management; they allow their subordinates to make decisions, to get involved in the leadership functions, to feel like stockholders in the firm. Still, others are people-oriented, very friendly and supportive; they like to go our of their way to avoid offending or antagonizing their workers. Also, you can see leaders who are very systematic, non-changing, conservative, they follow the straight line type. You have no doubt worked for such leaders during your CAP career. All of these styles have strengths and positive qualities. As a matter of fact, the reason you have never met a leader who was totally ineffective is because there is not a style of leadership that is void of some favorable quality. The different styles all can be appropriate—if they properly fit the situation. Likewise they all can be inappropriate—when they do not fit in the situation.

Slowly mull over the following words and phrases: aggressive, decisive, logical, concerned for people, team-oriented, methodical, supportive, participative. Now consider these words and phrases: impulsive, too bossy, permissive, hesitant to change, indecisive, wishy-washy. Which group of words would you rather hear your workers use to describe your style of leadership? Amazingly, the negative words are from the same bag as the positive. The weaknesses are nothing more than over-extended strengths. The conclusion is that your strength is your weakness when you allow it to surface and be used in the wrong situation. If you are not careful and cognizant, the thing you are best and can very quickly over extend and detract from, rather than add to, your leader effectiveness.

To further increase your effectiveness, let other styles and personalities balance, offset, and extend yours. When General Russell E. Dougherty was Commander in Chief, Strategic Air Command, he was asked, "To what do you attribute your success as a commander? " He replied, "Fortunately, I have always been surrounded by outstanding people." All leaders are surrounded by outstanding people; the fact is that this great leader allowed his people to "do their thing" instead of suppressing their talent. This increased his effectiveness. Your people can make you look good if you'll let them – or they can use their creativity to circumvent your leadership.

To influence events and people, a leader must have power, which is a social and psychological leverage with people and institutions. The sources of power include professional and technical expertise, formal positions of authority, the legal rights of office, a knowledge of procedures, and the control of scarce resources and services. Power is also effected by interpersonal skills - the ability to persuade, motivate, and organize. Access to influential people in an organization enhances power, as does access to vital information that would be helpful in carrying out organizational goals. The capacity to dominate and intimidate others when necessary and the ability to resist domination are also important. The capacity to lead is one thing, but the courage to act decisively to make use of power is what finally counts. Power allows leaders to move the organization in a meaningful direction toward the achievement of key objectives.

Prominence brings power that is essential to being heard and getting results. Only rarely is visibility inadvisable for leaders. Several things can build a person's

prominence: status among associates, having one's name and face recognized, good standing with higher-ups, and visible expertise. Awards, honors, titles, status symbols, and formal education also build prominence. People pay attention to someone whom they know is marked for leadership, someone who is seen as a "comer," though this can produce feelings of jealousy if not properly handled. Leadership is built not only on prominence but also on respect. Gaining a favorable reputation with others gives legitimacy to a person's uses of power in leading others. Respect comes, in part, from success in past assignments, popularity, trustworthiness, ethical standards, and strong convictions. With a concern for the rights and well-being of others and a tolerance for individual differences, more respect is gained. Dependability, conscientiousness, self control, and self-confidence are other positive factors in the ability to exercise leadership.

Leaders must also be aware of what is going on around them and be receptive to feedback – even disagreeable news or tough criticism. They must be attuned to informal sources of information and opinion. If one is serious about providing leadership, it is important to be awake, alert, and ready to respond. Almost by definition, leaders have to know where they are going. Developing specific objectives, working out a practical course of action, getting things moving, and keeping matters on track all contribute to leadership ability. Persuasiveness, constructive aggression, forward thinking, and a "can do" attitude contribute too providing direction for others.

But plans are not self executing, nor does order impose itself. If left alone most things disintegrate or slide into disarray. Effective leaders structure activities. In organizing work activities, it is important to let others know what is expected of them. Through leadership, roles are defined, responsibilities are delegated, and expectations are established. Building teamwork and scheduling activities are leadership functions that also should not be neglected. Leaders should be prepared for conflict, not surprised or disheartened by it. Short-fused crises come up and must be handled. It helps for leaders to be poised under stress while facing diverse situations in the organizational ruckus.

A good record for producing results is especially important for a leader. People like to be teamed with a winner, a doer. Personal drive and effort add to the luster of achievement. So persistence and endurance count.

As can be seen from the information just presented, a leader must have several qualities to be effective. When you assume the position of a leader, your work has just begun. Also, you will have to read about leadership, talk about leadership, think about leadership, try new things, and look for ways to expand your range of effectiveness.

Chapter 6

INTRODUCTION

Up to this point, we have been focusing on cadet NCO responsibilities at the element and flight levels. Most Civil Air Patrol functions are, however, on the squadron level and now you will learn more about this level of operation.

In Chapter 5 you learned about reading improvement, styles of leadership, qualities of leaders, and supervisory and teaching techniques. In this chapter you will begin learning about human behavior and individual differences, and how they bear upon the efficiency of a unit. You will take a short look at ineffective communication to see how losing self-control affects your interaction with others. You will also learn skills of motivation and discipline.

DUTIES & RESPONSIBILITIES

Cadet Senior-Grade NCOs

DESCRIBE THE DUTIES AND RESPONSIBILITIES OF SENIOR-GRADE NCOs.

Senior-grade NCOs include master sergeants, senior master sergeants, and chief master sergeants. As a cadet senior-grade NCO you will be needed to do many things and often may take charge when a cadet officer is not present. Many cadets and senior members will consider you one of the most knowledgeable cadets in your unit. You may be asked to counsel, teach, discipline other cadets properly and effectively, or to help conduct moral leadership training. You may also perform inspections, conduct drill, instruct in military courtesy, maintain discipline and administer personnel and unit actions. Some senior-grade NCOs hold the position of squadron first sergeant.

Cadet First Sergeant

DESCRIBE THE DUTIES AND RESPONSIBILITES OF FIRST SERGEANTS.

When you hold the position of cadet first sergeant you become the cadet commander's "right hand" and are key to the success of an effective unit. This position is a vital link between the cadet unit commander and the cadet enlisted personnel. As first sergeant, you represent the interest of cadet enlisted personnel and the cadet commander. You also ensure all cadets observe command policies and the values of Civil Air Patrol. As a cadet first sergeant you will work directly with the cadet unit commander, cadet supervisors, and cadets to improve the discipline, welfare, morale, and health of all enlisted cadets. In doing these things, you ensure enlisted members are capable and productive while they accomplish the unit mission. By example, you must personally set the highest military standards of appearance, conduct, and performance.

UNDERSTANDING HUMAN BEHAVIOR

IDENTIFY AND DEFINE DEFENSE MECHANISMS AND THE HIERARCHY OF NEEDS.

Why understand the way people act? It helps prevent personality problems and it identifies symptoms of abnormal behavior. You can deal with the less serious

behaviors, but the more serious ones you should refer to more experienced people. What you have learned determines how you fulfill your needs. When you cannot satisfactorily fulfill them, you feel the stress build. The more stress you have, the less you can deal with it logically and objectively. In the place of logic and objectivity, we all react in one of four ways; defensively, neurotically, psychologically, or psychopathologically. We only will discuss defensive behavior in this section.

Defense Mechanisms

DEFINE AND GIVE EXAMPLES OF "DEFENSE MECHANISMS."

Needs fluctuate. They may not be fulfilled on a permanent basis. Changing circumstances may cause us to go back to basic needs from higher needs.

Defensive behavior. Defense mechanisms soften failures, ease guilt, preserve internal harmony, and keep us feeling worthwhile and adequate. They do this by keeping painful anxiety from becoming a conscious threat. They are normal reactions when not overly used. Types of defensive behavior include:

Rationalization. Fooling yourself through twisted logic that your behavior is rational and justifiable and, thus, acceptable. For example, a cadet who usually arrives late to meetings rationalizes that this is alright, since the cadet usually stays late.

Repression. Denying certain painful facts actually exist. An example of this could be an overweight cadet who wears a smaller uniform.

Projection. Not being aware of fulfilling your needs through other people. You may have heard of parents denying they wanted to become Air Force Academy cadets, yet wanting their CAP cadet to become one because the parents always wished they could have been one.

Displacement. Shifting emotions, attitudes, or fantasies from a person or object to another person or object that is more socially acceptable. An example could be a person who likes to street fight taking up martial arts.

Compensation. Overcoming a shortcoming by trying real hard to excel in another field. You may have seen people who were not athletic becoming the best in academics.

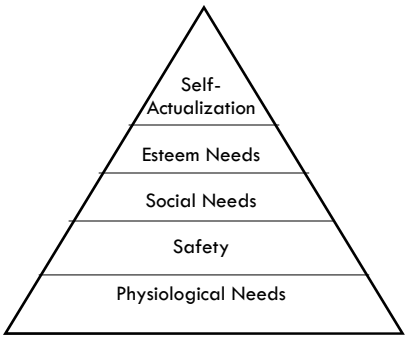
Hierarchy of Needs

IDENTIFY AND DESCRIBE THE FIVE NEEDS IN MASLOW'S HIERARCHY.

EXPLAIN HOW THE NEEDS INTER-RELATE.

In Abraham Maslow's motivation theory a person has a hierarchy of needs which is arranged like a pyramid; most are at the bottom and are most urgent. They must be satisfied before satisfying those at the next higher level. Those at the bottom of the pyramid are basic to survival, while those at the top are least essential to life and are often weak compared to the basic ones.

Physiological needs. You need food, water, rest, sleep, oxygen, muscular activity, to eliminate waste, to avoid severe pain, and to be protected from prolonged exposure to extreme temperatures. Physiological needs are often called survival or biological needs. Under these circumstances your "higher" needs for love, status, and recognition do not matter. What does matter is being able to live. Once this need is satisfied, it is no longer a motivator because it is now fulfilled. What now matters is to fulfill a need at the next higher level. Those at the bottom of the pyramid are basic to survival, while those at the top are least essential to life and are often weak compared to the basic ones.



Maslow's Hierarchy of Needs

Psychological needs. Most behavior is caused by psychological needs. Combined, these include safety needs, belonging needs, self esteem needs, and self

Safety needs. Once you know you will live, you want to feel safe from danger or pain. If you feel safe, you will usually resist any change that would jeopardize your safety. If you are worried about your safety, you will not be able to study or think clearly.

Social / Belonging needs. Humans marry, give parties, pray, and even join CAP to be with other people. There are two kinds of belonging needs. *The first* is love and affection between individuals, such as between sweethearts, married people, parents and children, and very close friends. *The second* is affiliation with other people as a practicing, functioning member of a group. You consider yourself a member of a particular group often quietly modifying your behavior to meet their standards and be accepted by them.

Is there a relationship between the hierarchy of needs and the defense mechanisms?

Self-esteem needs. You want to feel worthy and respected. This need is fulfilled when you have dignity, self-respect, honor, or self- esteem. You modify your personality to earn the esteem of others; you act more "refined" in public than at home.

Self-actualizing needs. "Self-actualizing" is your want for self- fulfillment, to fulfill a purpose in life. You do this by fully integrating you personality, which is all your talent, capacity and potential. Self- actualization is not outstanding achievement or high intelligence or great ambition. It is what you want yourself to be. This will vary from person to person. You can work on this need only when you fulfill all the other needs. Most people focus all their energies to satisfy the lower needs, thus never getting a chance to work on their self actualization needs.

Human Behavior and the Cadet NCO

An NCO should remember the following:

- Each human being has a unique personality that is the total of their motives organized into interests, attitudes, values, and ways of achieving goals.
- Although each individual is unique, all have a common core of needs for survival, security, belonging, self-esteem, and self actualization.
- When a goal promises future need satisfaction it may outweigh the counter influences of present needs. Thus most people will willingly sacrifice to achieve worthwhile goals.
- Leaders should try to approach the ideal situation in which the goal promised rewards in belonging, status, and achievement. An example of this would be earning a ground team rating.

ENCOURAGING EFFECTIVE COMMUNICATION

EXPLAIN HOW LOGIC AND EMOTION CAN AFFECT COMMUNICATION.

You have seen people who rant and rave; they lose self-control. In most cases, emotions cause irrational decisions. This does not mean it is always easy to stay calm and make rational decisions, but it does mean it is always worthwhile to try. Presenting a problem as a situation rather than as a judgment will help you communicate better. Speaking in judgment usually invites emotions and causes hard feelings. "Why didn't you finish Achievement 4 on time?" If this was asked of you, naturally you would think someone is belittling you and making you feel

defensive. But, what if you express it as a situation, asking, "Is there some reason Achievement 4 was not finished on time?" This approach addresses what you did (or did not do) and not what you are. Now, there is no reason to get defensive, so the conversation that follows will be more rational. For example, now that you do not feel judged or belittled, you may be more open to talk about personal family problems that kept you from finishing the achievement.

This has been an example of how to deal with individuals more rationally. Frustration and deadlines can cause anyone to feel anger. Remember, when you are out of control, you cannot be effective for long.

Sometimes logical thought progression triggers defense mechanisms. Logic is pure cause-effect analysis without regard to emotions. But since humans are emotional beings, logic and human nature are often at odds with each other. (Do you remember the exchanges between Mr. Spock (logic) and Dr. McCoy (emotion) in Star Trek?)

MOTIVATION SKILLS

DESCRIBE EFFECTIVE METHODS OF MOTIVATION.

It is important that you create an atmosphere where your cadets will want to achieve the objectives you set for them. To be motivated this way, they must have pride in their accomplishments, recognize opportunities for advancement, have social status, and have respect from you and their co-workers.

Techniques of Motivation

Motivating never stops. You must stimulate others whether your relations with them are formal or informal, individual or group, or on a daily or weekly basis. Some effective techniques appear below.

All actions can be motivations. But they do not necessarily move people in the direction you had intended.

Identify which of Maslow's needs each of the listed motivators address.

- Create and keep cadets feeling self-confident. Assign tasks they think they can perform, but tasks they think will be challenging as well.
- Give adequate guidance. The average person wants some orientation about the job, but resents too many explanations, orders, and instructions.
- Let them feel important. Most people need status and recognition.
- Recognize individual differences. All individuals do not have the same needs, goals, and interests.

Remember that people's hierarchy of needs change. You must recognize the changing needs of others.

- Practice participative management. Although you are not usually obligated to ask advice from your people, drawing upon their experience and advice definitely motivates them and usually results in better decisions. Use this technique carefully, however, so you will not abandon your decision making power. They should only recommend.

Participation means the chance to learn by making mistakes, too.

- Listen. You can clear up many misunderstandings and differences of opinion simply by being a good listener.
- Keep your cadets informed and take time to explain and answer questions about any situation or change that might affect them.
- Respect the deep feelings of others, rather than make fun of them.

Recognition

Why is recognition important? Why should you establish a recognition program? Even if you may not be supervising anyone now, as an NCO you will be. Therefore, ensure your people are recognized for their special accomplishments.

Always remember *people* accomplish the CAP mission and they deserve recognition for their work. Recognition says, "I know you are there and what you are doing is important to CAP and to me. Thanks for your loyalty and effort." Call it understanding, compassion empathy or another term. Recognition makes people feel good about themselves and that motivates them to do a better job. This obviously improves accomplishing the mission.

How does recognition satisfy a need in Maslow's hierarchy?

People repeat behavior that leads to rewards and avoid behavior that does not. This idea is the basis of an effective recognition program. A "pat on the back" or more formal recognition (like a certificate of appreciation) can be rewards that act as personal motivators. "You're doing a good job." tells the cadet about his or her effectiveness. Just as importantly, recognition is a way you can guide cadet behavior.

Your cadet grade insignia is a formal recognition symbol.

There are two types of recognition: formal and informal. These range from the formal award of decorations to the informal "pat on the back." Distinguishing between the two types of recognition is sometimes difficult. The two most common ways of giving informal recognition are praise in public or private, and letters of appreciation. Public praise lets other people know that you appreciate something someone has done. Depending on what that is, or who is to express the appreciation, it can be done at a unit meeting or even at a wing dining our. Praise in private can range from a simple, "thank you," to a 30 minute speech on "how great you are." The important thing to remember is that a person's efforts, achievements, and accomplishments are recognized. Also, you can present letters of appreciation publicly or privately. If you are in a position to write one, then do it! Your supervisor then decides how to present it to the person.

To be effective, consider the following points:

- Recognize the person as soon as possible and when practical after the fact. Recognition given long after the fact means less.
- Make sure the type and method of recognition is equal for everyone involved and for the achievement being recognized.
- Reward for above average performance. Rewarding average performance lessens the value of recognition and your credibility.
- The reward should be in proportion to the achievement.
- Do not substitute informal acts of recognition for the formal ones. In deciding that type of recognition to give, consider how appropriate and meaningful each will be to the recipient. You must know your people to do this.

UNIT MEETING AGENDAS

As a cadet NCO, you will help plan meetings. The specific activities for each cadet should be planned by the Flight Commander or yourself. These plans can be drawn up on a form that has each cadet's name on it. See CAPR 52-16 for suggestions on meeting agendas.

INDIVIDUAL DIFFERENCES

DEFINE THE THREE MAJOR FACTS THAT SHAPE PERSONALITY.

Which is most important? Why?

You are biologically unique; no one else is exactly like you, nor has anyone grown up in exactly the same environment, experienced the same learning, nor developed the same sense of values as you have. Since biological and environmental factors combine to make personality and behaviors; no two people will adjust and react to their world exactly the same way. Each personality is unique and is constantly changing. You are not the same person you were when you joined CAP. You change physically, mentally, and emotionally as you mature and gain more experience. Factors that tend to shape personality are your heredity, environment, and experiences.

Heredity. You inherit many characteristics from your parents. You may, for example, inherit the potential to grow to be six feet tall or the potential intelligence to become a top scientist. Whether you fulfill those inherited potentials depends on your environment and life experiences.

Environment. Environment is the world you know—your family, the schools you attend, the culture of your group. The type of food, the amount of exercise, the health conditions that are a part of your environment can either help or hinder fulfilling the limits of your physical growth. Your environment may quicken or slow down fulfilling the limits of your inherited mental capacity as well.

Experience. Identical twins may be reared in the same environment but still develop different personalities. One will have experiences different from the other. The unique experiences of each will affect them mentally and physically. In addition, these varied experiences will play a definite role in their emotional growth and in shaping their attitudes. Because of these differences in identity, environment and experiences, you must evaluate each person separately.

DISCIPLINE

DEFINE DISCIPLINE. EXPLAIN THE DIFFERENT TYPES OF DISCIPLINE.

The term "discipline" is sometimes taken to mean punishment. Be careful how you use the word in conversation to avoid inciting "defense mechanisms."

As we have seen earlier, discipline is a learned behavior. It is much more than blind obedience and punishment. Rather, it is a state of order and obedience that is a result of regulations and orders. You must be disciplined to achieve your goals. Discipline is training that develops, molds, strengthens, or perfects mental faculties and character. It involves placing group goals above your own, being willing to accept orders from higher authority, and carrying out those orders effectively. It is a state of mind, a positive attitude. It is dedication and commitment. Part of your job as an NCO is to make your cadets aware of the purpose and meaning of discipline.

Types of Discipline

Self-discipline. Self-discipline is a willing and instinctive sense of responsibility that leads you to know what needs to be done. Getting to work on time, knowing the job, setting priorities, and denying personal preferences for more important ones all measure how self- disciplined you are. This is the highest order of all disciplines because it springs from the values you use to regulate and control your actions. Task discipline results from the challenging nature of the task. Group discipline is the result of peer pressure or pressure from within the group, and this type of discipline is often the stimulus for developing task discipline. Imposed discipline is on the bottom of the hierarchy. Although imposed discipline

is necessary in some situations, use it only if the other types of discipline fail. Imposed discipline is not sufficient to meet the need to control subordinates. Neither is group pressure. Challenging tasks can be strong motivators. But, the ideal situation is to motivate cadets to willingly discipline themselves, and exercise self- control and direction to accomplish the task.

Decide whether several different tasks are examples of internal or external discipline.

Task Discipline. Task discipline is a measure of how well you meet the challenges of your job. Task discipline requires that you have a strong sense of responsibility to do your job to the best of your ability.

Group Discipline. Group discipline means teamwork. Since most jobs in CAP require that several people work effectively as a team, group discipline is very important.

Imposed Discipline. Imposed discipline is the enforced obedience to legal orders and regulations. It is absolute in emergencies when there is no time to explain or discuss an order. Much of your CAP training is to teach you to carry out orders quickly and efficiently. This type of discipline provides the structure and good order necessary throughout your unit to accomplish a task no matter the situation.

The level of imposed discipline decreases as self-discipline increases. The more you police yourself the less others do.

Give examples of ways you can get your people to discipline themselves and thereby achieve more.

Maintaining Discipline

DESCRIBE POSITIVE METHODS OF INSTILLING AND MAINTAINING DISCIPLINE.

The keys to fostering an effective and harmonious CAP team can be summed up in two words: education and training. Every NCO must appreciate the absolute necessity for self-improvement, intense practice, and positive education and training for cadets. You remember best what you repeated most. This is one *of the basic laws of learning!* Practice makes perfect, repetition strengthens corrections. As an NCO, never let yourself or your people repeat errors in training. Correct substandard behavior if you expect discipline to be maintained. The most useful tools you have for this are described below.

Setting the example. By virtue of your grade and your position you are a role model. Whether you realize it or not, others are constantly watching and imitating your behavior. Sometimes people learn to imitate less than desirable behavior. For example, if you show less than acceptable grooming standards, your cadets will eventually do the same. Because you are a role model, *consciously and continually set a positive example.*

You are always looked upon as an example. Make sure you are setting a good example.

Gaining knowledge. You must know your job, understand its importance, and realize how it contributes to the success of your unit. Know the requirements of the unit. Knowing a regulation or standard exists is not enough, understand why it exists.

Communicating. Ensure cadets understand the information given them. Ensure the two way flow of communication is actually received and understood. Communication is both verbal and non-verbal. Each needs to reinforce the other. Do not say one thing and then do something else. NCO effectiveness is measured partly by your communication skills and how well people understand you.

Enforcing standards. Consistently and continually correct anyone who is not complying with CAP policy and regulations. Treat people fairly; when two cadets make the same mistake, both must be corrected at the same time, in the same way. Inconsistency erodes cooperation you have with your cadets because they will not know what you expect. You gain commitment from cadets when they are a part of a system they believe in, feel is fair, and understand.

STUDY AIDS

1. Describe the duties of senior-grade NCOs. Why are they integral to a unit's success?
2. Describe the duties of first sergeants.
3. Explain what is meant by a "defense mechanism."
4. Identify and describe three defense mechanisms.
5. Explain why Abraham Maslow arranged his "hierarchy of needs" in the form of a pyramid. What does the shape of his model tell us about his theory?
6. Identify the five needs in Maslow's hierarchy. Give an example of each.
7. Describe how logic and emotion can affect communication.
8. Describe four techniques useful in motivating cadets. For each of technique, name the "need" the motivation appeals to in Maslow's hierarchy.
9. Explain why recognizing people's contributions is important in leadership. Is recognition particularly important in CAP? Why?
10. Identify and describe three factors that shape personality.
11. Define "discipline." Is it synonymous with "punishment"? Why?
12. Identify and describe four types of discipline. Of the four, which is most important? Why?
13. Explain how a leader's example can affect discipline in the unit.

SPECIAL READINGS

GEN. DOUGLAS MACARTHUR

From *Webster's American Military Biographies*

The son of a military officer, Douglas MacArthur was born near Little Rock, Arkansas on January 20, 1880. He graduated from the first class at West Point in 1903. As a lieutenant in the Corps of Engineers, he was sent to study and survey the Philippine Islands. After serving as an aide to President Theodore Roosevelt (1906 – 1907), he served as an instructor in various Army schools and between 1916 and 1917, was attached to the General Staff.

He took part in the occupation of Veracruz, Mexico in 1918 and helped organize the 42nd (Rainbow) Division which was one of the first American units ordered to France after the United States entered World War I in 1917. Returning to the US in 1919, MacArthur was named superintendent of West Point. Reassigned to the Philippines in 1922, he commanded the Department of the Philippines (1928 – 1930). In 1925, MacArthur sat on the court-martial trial of Col. William (Billy) Mitchell and was the only dissenting vote. From 1930 to 1935, he was the Army Chief of Staff. During his time, he directed a major reorganization of the Army.

In 1935, he was sent to organize the defense forces of the Philippines in anticipation of the islands' independence. In 1937, rather than be transferred to other duties before his task was complete, he resigned from the US Army. He was still in the islands in command of the Philippine military establishment when, in response to increasing tension in the Far East, the Philippine army was merged with the US forces still remaining there in July 1941.

MacArthur was recalled to active duty and placed in command of the combined US Army Forces in the Far East (USAFFE). On December 7, 1941 Japanese forces invaded the Philippines. Overwhelmed, MacArthur declared Manila an open city and withdrew his forces to the Bataan peninsula at the entrance to Manila Bay and finally to the fortified island of Corregidor. In February 1942, he was ordered to leave the Philippines for Australia. He was awarded the Medal of Honor and appointed supreme commander of the Allied forces in the Southwest Pacific area in April pledging, "I shall return." He began his counteroffensive in the fall of that year and oversaw the "island hopping" strategy that led the Allied forces slowly through New Guinea and the smaller islands toward Japan. In that campaign his ground forces, army and marine, were supplemented by naval and air forces. In October 1944, he fulfilled his famous promise by landing in the Philippines.

On September 2 of that year, MacArthur, as supreme commander of Allied powers, accepted the surrender of Japan aboard the battleship, *Missouri*. Appointed commander of the Allied occupation forces in Japan, he spent the next six years overseeing the reorganization of the government and the economy of the nation. In January 1947, he was named commander of the army's Far East Command. When in June 1950 North Korea launched the invasion of South Korea that began the Korean War, MacArthur was ordered to provide assistance to South Korea. Following United Nations (UN) resolutions that provided for concerted military assistance to South Korea under unified command. On July 8, he was made supreme commander of UN forces in Korea. The suddenness of the initial attack,

the weakness of the South Korean army, and delay in dispatching US forces allowed the North Koreans to overrun almost the entire peninsula and to bottle up the UN forces, in a small area around Pusan. Carrying his plan over the objections of the Joint Chiefs of Staff and others, MacArthur created the X corps under Gen. Edward M. Almond to carry out a daring amphibious counter-invasion at Inchon in September 1950.

A few days later X Corps recaptured Seoul, the South Korean capital. The forces hemmed in at Pusan broke out and swept northward. By October they had reached the 38th parallel, the border between North and South Korea. Following President Harry S. Truman's instructions, MacArthur ordered the troops to cross the demarcation line and invade the North, and by late October some units of the UN forces had reached the Yalu River, the border of the People's Republic of China. Faced with conflicting intelligence reports concerning the massing of Chinese forces just north of the Yalu and the substantial numbers of Chinese troops already in Korea, MacArthur chose to discount the likelihood of Chinese intervention and to press on to the river in force. In late November, the Chinese poured vast numbers of troops across the Yalu, driving the UN forces back south of the 38th parallel.

MacArthur, convinced that the entry of China into the fighting meant a "new war"—one that should be carried by air power directly to the new enemy, publicly disagreed with US policy on war aims. Ordered to refrain from disputation by President Truman, he persisted in calling for action against China, and on April 11, 1951, he was relieved of his command by the President. His return to the United States was that of a hero; immense crowds greeted him in city after city, and this, combined with stirring address to a joint session of Congress—an address remembered for the line, "Old soldiers never die, they just fade away."

He retired to private life retaining his five-star rank as general of the army and active status and becoming in 1959 the senior officer of the Army. He died in Washington, D.C., on April 5, 1964.

GEN. DOUGLAS MACARTHUR lead 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.

LT GEN JIMMY DOOLITTLE

Born on December 14, 1896, in Alameda California, Doolittle grew up there and in Nome, Alaska.

In October 1917, he enlisted in the army reserve. Assigned to the Signal Corps, he served as a flying instructor during World War I, was commissioned first lieutenant in the Air Service, regular army, in July 1920. He became deeply involved in the development of military aviation. On September 24,1922, he made the first transcontinental flight in under 24 hours.

He was sent by the Army to the Massachusetts Institute of Technology for advanced engineering studies. Assigned to various test-facility stations, he spent five more years in diverse phases of aviation; winning a number of trophy races, demonstrating aircraft in South America, and in September 1929 making the first successful test of a blind, instrument-controlled landing technique.

He left the Army but continued to race, winning the Harmon trophy in 1930 and the Bendix in 1931 and setting a world speed record in 1932. He served on various government and military consultative boards during this period.

Shortly before the US entry into World War II, he returned to active duty as a major with the Army Air Corps. After a tour of industrial plants then converting to war production, he joined A.A.C. headquarters for an extended period of planning, that bore spectacular results on April 18, 1942. From the deck of the carrier, *Hornet*, Doolittle, then a lieutenant colonel, led a flight of 16 B-25 bombers on a daring raid over Japan (the aircrews' best chance for survival was to ditch in the ocean or land in China; the B-25's lacked the fuel needed to return to the *Hornet)*. The "Doolittle Raiders" hit targets in Tokyo, Yokohama, and other cities, scoring a huge victory.

From January 1944 to September 1945, he directed intensive strategic bombing of Germany. In 1945, when air operations ended in the European theater, he moved with the Eighth Air Force to Okinawa in the Pacific.

In May 1946, he returned to reserve status and civilian life. He served on the National Advisory Committee for Aeronautics from 1948 to 1958, the Air Force Science Advisory Board, and the President's Science Advisory Committee. Gen. Doolittle retired from both the Air Force and civilian life in 1959, but remained active in the aerospace industry. He continued to serve on a great many advisory boards and committees on aerospace, intelligence and national security.

JIMMY DOOLITTLE's daring raid on Tokyo during the early days of World War II provided a tremendous morale boost to Americans who were still reeling from Pearl Harbor.

Chapter 7

INTRODUCTION

You are no longer a beginner in CAP. Soon you will start one of the most challenging and rewarding aspects of the Cadet Program—becoming a cadet officer. As a NCO, you have proven your knowledge and abilities as a leader as well as a follower. Now you are ready to learn more about the principles of management, including such activities as planning, organizing, coordinating, directing and controlling. In this chapter, you will learn how to deal with cadets as a cadet officer and learn about barriers to communication.

DUTIES AND RESPONSIBILITIES

DISCUSS HOW THE SCOPE OF LEADERSHIP CHANGES AS NCOs BECOME CADET OFFICERS.

As a senior-grade NCO, you have been working primarily through your flight sergeants as you carry out the orders of cadet officers. You are helping supervise, manage, and administer your unit. You are participating in inspections, ensuring follow-up corrective actions are taken, preparing duty rosters and doing other duties as assigned.

The transition from NCO to officer means expanding your scope from supervising a small group or single activity to managing many groups or activities.

But now you must expand your motivation, discipline and leadership skills. These are difficult tasks. To motivate others, you need a purpose, a plan to accomplish that purpose, and people who have the confidence to follow your lead. This will require that you have confidence in yourself, are a self-starter, and can learn to become good at judging the character of yourself and others. A difficult part of the transition is that you learn how to discipline others. This requires more self-discipline and self-control than you have ever exercised before.

As a teenager, you want to control your life, to be a responsible adult, and to do what you want. So do your parents and your CAP seniors! They also want you to succeed, taking many small steps at a time, each step being something you can handle. It does not mean taking giant leaps that constantly frustrate and discourage you with a string of failures. Remember, it will require patience, persistence, and dedication to excellence. So give yourself a break, and take your time.

WORKING WITH CADETS

The Nature of the Group

DEFINE THE NATURE OF A GROUP.

DEFINE THE SITUATIONAL APPROACH TO LEADERSHIP.

DESCRIBE THE FUNCTIONS OF LEADERSHIP.

Like individuals, groups are all different. A group is a collection of people having some common objective and purpose. It has goals that channel its behavior. In very loose and temporary groups, such as social gatherings, the goal might merely be the momentary enjoyment of an evening. A slightly more formal group, with a somewhat more definite goal, might consist of persons attending a graduation reception. Finally, a formal group such as a military or commercial organization, is highly organized and has definite goals. As a goal becomes more definite and absorbing to a group, the group becomes stronger, more dynamic, and formal.

As your group develops, its leadership advances toward a common, mutually accepted goal. At the same time, it advances your personal goals. A group accepts most readily and gives its best responses to a leader who successfully blends group and individual goals. Small groups tend to have leaders centered in the communication network. Despite organizational charts, informal communication networks often structure the unit.

The character of a group is the blend of the personalities of all its members.

If you can successfully guide and orient the group, the group itself can do much to satisfy your needs. The needs that the group can satisfy might be classified as the physiological and psychological needs. These two broad classifications include all of the needs discussed in Chapter 6.

Situational Approach to Leadership

Now, we will examine the interrelationship between the group and you. The situational approach is based on the idea that you must analyze each different situation and choose the appropriate action to accomplish the group mission. You must consider two things: Your leadership effectiveness is determined by what your followers expect. Second, if your leadership is effective you will readily gain the respect, trust, loyalty, and willing obedience of your followers. People follow leaders who act the way the followers expect a good leader to act.

Your leadership role is determined not only by the job description but by what your followers expect. Your ability to adapt, to regulate your behavior according to the demands of the situation, is essential to good leadership.

Summary on Leadership

As a leader, you must first ensure your unit accomplishes its mission, and secondly, ensure your followers fulfill their needs. There are six specific things you can do to accomplish these two general functions: Set goals and standards, provide technical competence, adopt an appropriate leadership style, keep communication channels open, motivate, and control disruptive influences.

Remember how circumstances influenced leadership styles? Common sense is also important.

Balance is important. Emphasizing any one area while neglecting others can produce confusion and undesirable emotional responses.

If you try to satisfy your safety needs above all else, you are really not the most desirable type of leader. If you are motivated by esteem needs you often make an effective leader. However, the most desirable leadership comes from stimulating followers based on their self-actualizing needs.

Because of the authority you have as a leader, you have tremendous influence on the morale, habits, actions, and attitudes of your cadets. Good or bad, you create the atmosphere. Whenever you are assigned a position of authority, cadets watch with interest to see what kind of person you are. In time, the unit will reflect, consciously and unconsciously, your attitudes and actions. If you reveal a deep concern for the cadets, noncommissioned officers and officers will, also. If you are indifferent to the civilian community, public relations will deteriorate. If you are ethically lax, you can expect a general ethical indifference within your command. If you have integrity, are as strict with yourself as you are with others, and measure yourself by the same standards you expect of your command, your sense of moral responsibility will pervade your unit.

EVALUATING A CADET

DISCUSS CRITERIA USED IN EVALUATING A CADET'S PERFORMANCE.

Why are cadets evaluated? For promotion, duty assignment, selection to a special summer activity, nomination of CAP scholarships, and to point out your strengths and areas to improve upon. Use the following criteria as a guide to evaluate cadets. Include notes of strengths, weaknesses, and how to correct deficiencies. For more on cadet evaluations, see CAPR 52-16.

Personal Appearance. Exhibits correct posture and bearing; keeps hair cut and shoes shined; is neat, clean, and well-groomed; wears uniform properly.

Courtesy. Is courteous, tactful, and considerate; executes military courtesies proudly and smartly; respects and follows CAP customs and traditions.

As your experience increases so should your proficiency.

Professional Competence. Understands leadership laboratory job, keeps knowledge current, makes efforts toward self-improvement, exercises resourcefulness and ingenuity in performing duties, and is adaptable to new situations.

Do you feel these items are too vague or too specific? What items would you add?

Attitude Toward Training. Takes duties seriously; is attentive; strives to improve; is energetic, hard working, and eagerly anticipates positions of increased responsibility. Attitude is shown by cooperation, respect for authority, obedience to orders, willingness to accept rules and regulations, pride being a CAP cadet, a desire to learn more about CAP and a desire to learn and accomplish more than the minimum requirements.

Effectiveness in Working with Others. Commands respect and cooperation of subordinates; leads instead of drives; has a sense of humor; motivates others to want to do a good job; uses common sense and solves problems justly, correctly and promptly; is equitable, impartial, and consistent in dealing with others; is looked to for advice; generates diligence, perseverance, and initiative in others; causes others to become interested in and willing to accept the task at hand; mixes well with groups; friendly.

Effectiveness in Communicating. Makes ideas clear to the listeners; presents personal viewpoints in a logical, persuasive, and composed manner.

Integrity of Character. Keeps high moral standards; is honest, trustworthy, loyal, and courageous; keeps promises; can be relied upon to do assigned duty; enforces orders both in fact and in spirit.

Sense of Responsibility. Recognizes and fulfills responsibilities to superiors and subordinates; accepts assignments willingly; recognizes and does what must be done; uses good judgment and common sense; bases decisions on all available information; is dependable, prompt, accurate, and thorough; can be counted on to do a good job; stays with a task until it is completed, with or without supervision.

Enthusiasm. Is dedicated to accomplishing the mission; has a positive zeal and intense interest in the task at hand; is sincerely interested in CAP activities; has a firm faith in the value of the CAP cause; has self-assurance and confidence in fellow workers; is cheerful, optimistic, and willing to do a job; thinks positively.

Humaneness. Understands human behavior and is considerate of others; is fair, honest, and just in dealing with others; is tactful, cheerful, and friendly; maintains the proper balance between humaneness and responsibility for accomplishing a mission.

Self-Confidence. Has self-confidence based on genuine knowledge and ability; has pride and poise, exemplified through proper appearance, dress, and deportment; has good bearing in keeping with the responsibilities of the position; makes decisions promptly and correctly.

Initiative. Exercises initiative and carries through proper and necessary thoughts or acts without supervision; does duties with little instruction; has drive ingenuity, and resourcefulness; thinks independently.

BECOMING A CADET OFFICER

Ethics and Integrity

EXPLAIN WHY INTEGRITY IS REGARDED AS THE KEYSTONE TO MILITARY SERVICE.

Professional ethics are important to each of us as individuals. Try to live by the highest ethical standards if you are to stay effective and trustworthy. In daily activities, the basic code of behavior you learned from your family, friends, and peers, helps you act ethically. Ethics are more than a rigid set of guidelines for behavior. Personal judgment is required to decide complex ethical issues.

Ethics can be a problem, and even a burden. But it is a burden of civilized humans.

Integrity is the keystone of military service. Do not compromise your integrity—your truthfulness. False reporting is a clear example of a failure of integrity. You can order integrity, but you can only achieve it by encouragement and example.

Beyond referring to rules, you can check to see if your decisions and actions are ethical by asking, "What is good?" or, "What goal should I seek?" The criteria for deciding right and wrong not only depend on historical standards but also future consequences. Your decision is good based on how well it can meet your ethical goal. Generally, this goal is "the greatest good for the greatest number."

Sometimes ethical behavior results in a hardship for someone. Cadet Sharp's roommate, Cadet Poor, has to work to pay for tuition and remains in school. He is normally an excellent student and gets good grades. On Friday he was assigned to do a paper for Monday. His work supervisor has demanded he work overtime on a project or lose his job. If he loses his job he cannot remain in school. If he does not turn in the paper, a third of his grade will be at risk. He asks for the paper that Cadet Sharp wrote for the same class in the previous term with a different instructor. What should Cadet Sharp do?

The public good and personal happiness make up goal-oriented desires. Specifically, this goal is accomplishing the mission. This may range from training cadets and maintaining communications systems to delivering personnel and supplies.

In situational ethics, you rely on the particular circumstances of a situation to provide the criteria for finding right and wrong. Here, each situation is unique, without precedent. The circumstances decide what actions you will take.

EXPLAIN WHAT IS MEANT BY "SITUATIONAL ETHICS."

Your duty is to conduct person-oriented leadership — leadership consistent with the fundamental commitments of our country. .Person-oriented leadership respects the whole person of each cadet in your command; it establishes I-You (rather than I-It) relationships. People are ends in themselves, never a means to an end. You will never go wrong by treating your cadets as people and respecting them as such.

Integrity, like person-oriented leadership, is a whole-person idea. A former chief of Air Force chaplains reminds us, "Integrity is not just truth-telling, or kindness, or justice, or reliability. Integrity is the state of my whole life, the total quality of my character, and it is witnessed by the moral soundness of my responses in every life situation."

Integrity reflects your value system.

Officership

DISCUSS THE CONCEPT OF OFFICERSHIP.

Officership cannot be defined precisely; it is not a thing or a commodity. Although in many ways it could be labeled an intangible, it is very real. It is the blood, breath, soul, and muscle of a living institution, CAP. The best way to try to analyze it would be to list some of its known qualities and discuss a few of its characteristics.

Do you feel loyalty can be ordered? Where do you think loyalty comes from?

One extremely important element of officership is loyalty, aptly described as the military touchstone. Loyalty has many faces. First, it is a "two-way-street,"

which you expect from your superiors and, in in turn, are obligated to extend to your cadets. A second, equally important face of loyalty is loyalty to yourself—to your moral, ethical, and professional ideals, infused with courage to defend a position to all proper limits.

EXPLAIN WHY LOYALTY IS A "TWO-WAY STREET."

Another definite component of officership is commitment. In CAP you have committed yourself to bettering yourself, your unit, aerospace, and to save lives, even if it means great inconvenience and sacrifice, if necessary, in the service of humanity.

There is another element integral to the leader-subordinate relationship: your sensitivity to your cadets' needs. Only by becoming knowledgeable about their problems, and about them as individuals, can you become involved sufficiently to help them. This will create a climate where loyalty and discipline can thrive. In CAP, personal involvement and understanding has become especially urgent.

True officership has many other facets, among them is the unique collective character of the officer corps, pride in service. Our task is to keep a spirit of moral integrity in America. You can lead the way. You can become the catalysts who initiate throughout society a reawakening of integrity and moral awareness. Reshaping the moral climate within the military and the nation needs only a few dedicated professionals to make a beginning. Beyond the level of individual example is unit example—a squadron, a group, or a wing. To that noble end, studies of ethics in the CAP are committed.

ADDITIONAL BARRIERS TO COMMUNICATION

DESCRIBE BARRIERS TO COMMUNICATION.

IDENTIFY AT LEAST ONE WAY TO OVERCOME EACH.

Here, you build on what you learned in Chapter 3. The first step in learning to communicate effectively is to find out what barriers stand in your way. When you can identify and understand the organizational barriers that exist in your unit you will find it easier to lower those barriers. Besides linguistic barriers, there are psychological barriers between the communicator and the receiver. These fall into four main categories: organizational, linguistic, psychological, and managerial.

Organizational Barriers

Most organizations have well-defined channels for moving messages downward in the status hierarchy. Communication between equal but separate subunits (like flights) helps integrate and coordinate work. Upward communication (from flight to squadron, for example) or "feedback" is often the only way to decide if communication was effective.

Vague responsibilities and vague lines of authority build organizational barriers. No one would want to do away with status in their unit. Status is a functional necessity in any formal organization, but overemphasis on status often blocks effective communication. The only reason for status in an organization is that it helps to get the job done. The different grades and positions in a unit should coincide with the different levels or responsibility and authority to get the job done. Everyone should understand their particular status within the unit and be able to identify themselves and their roles in getting the unit's job done. Frustrated attempts to establish individual status sometimes cause psychological barriers to effective communication.

Because communication must pass through many levels of command, the communication is delayed and often distorted. If you fail to recognize and encourage the flow of communication-upward, downward, and laterally, communication may break down.

Linguistic Barriers

Words, at best, are clumsy communication tools and using language is one of the most difficult things to do. Language problems are in both oral and written communication. Choose the right words in terms of audience experience, standard usage, and understandability. It is easy to recognize a new word and look it up, but it is more difficult to recognize different meanings of words you already know.

Be precise. Use words with the least possibility of being misunderstood.

Psychological Barriers

The most complex barriers to communication are the psychological barriers. Each person in your unit has four basic psychological needs: safety, belonging, self-esteem, and a self-actualization—a sense of doing something personally useful and important. When these needs are not satisfied in your unit, cadets try to satisfy them in some other way. This results in withholding information and forming cliques.

Why might a leader withhold information from their followers? How valid are these reasons? How would you feel about leaders withholding information from you?

Everyone withholds information. The commander, the staff, and other subordinates withhold information for different reasons. Subordinates observe their commanders and hesitate to tell them about things that are upsetting. Commanders may not spend much time in explaining things to their subordinates. By withholding information, the commander creates a vacuum. By natural gravitation, rumors, which can ruin any organization, fill the vacuum.

What is the source of rumors? *Wrong* information or *no* information. There are two communication networks in all units. First, is the formal network that follows the organizational chart. Second, there is the unofficial network—the grapevine—that springs up when there is an informational vacuum. The commander cannot destroy the grapevine. To minimize the difficulties arising from rumors, commanders should give subordinates as much information as possible. Similarly, subordinates have an obligation to provide commanders with facts they need to know.

The first piece of information is generally the part best remembered, whether it is truth or rumor. Retractions are rarely front page news.

Group interest is healthful in any unit; it is good for morale. But when the clique becomes more important than the unit's mission, the unit suffers. Cliques thrive in an information vacuum. They are made up of people having trouble identifying their status in the unit. Cliques often form in an atmosphere of isolation. Unless the unit members are constantly aware of the unit's mission, cliques will form.

Managerial Barriers

To get things done, those inside the unit are reached by being contacted directly. Those outside the unit are contacted indirectly through coordinating the contact with a go-between (liaison) between your unit and those outside it. In both cases, managerial ideas must be transmitted and accepted. This is the job of communications; it is essential because mutual understanding is essential. The way both good and bad communication is received often decides the effectiveness of teamwork. Fears, prejudices, and jealousies among individuals tend to disappear when you listen and take a progressive and understanding attitude toward all information and suggestions. If you merely criticize or discipline when things go wrong, or if you are insincere or inaccessible, fail to keep promises, or do not take appropriate actions, you build communication barriers.

Be proactive, not reactive. Prevent problems before they start.

Overcoming Barriers to Communication

Why overcome these barriers? It helps officers and NCO's get along, cadets understand senior members, and youth and parents build a better understanding of each other. A first step is developing effective communication in command. Making a formal communication policy in the unit is vital. This policy should define lines of responsibility and authority, establish communication channels, provide a climate for effective communication, and *keep everyone informed*.

List some barriers to communication you have encountered. How would you have acted to get around them? Did you feel any were unavoidable?

Another step is to increase writing and speaking skills. The basic principle in both is to develop sound ideas before trying to communicate them. Ideas for communication must help the unit efficiently accomplish its job. When you relay an idea to a cadet, it should stimulate action that will help accomplish the mission.

Communication is often a give-and-take matter; it is more than just an oral or written process. You should be as concerned with the ideas you communicate as you are with the ideas others communicate to you. The four common communicative skills are listening, reading, speaking, and writing. Unless you develop these skills, you cannot effectively communicate. Knowing the communication techniques should give you a sense of direction. It is up to you to study your own specific situation so that you can set and achieve the goal of effective communication up, down, and across the chain of command.

NON-VERBAL COMMUNICATION

DEFINE PERSONAL AND NON-PERSONAL SYMBOLS OF NON-VERBAL COMMUNICATION.

Communication through means other than words is non-verbal communication. The non-verbal communication process is so different from verbal communication in its variety, speed, and ease of reading that you are seldom aware you are seeing it happen.

Non-personal Symbols

You can intimidate someone through actions or articles. Intimidation creates psychological barriers to understanding and cooperation.

Space. This is a major barrier to good communication; this is especially true in the placement of office furniture. For example, you can create a great barrier when you ask a guest to sit in a chair at the side of your desk, then place a stacked in/out basket or potted plant between you and the chair.

Time. Technical time, measured with precise instruments, is used when time itself is important, as in sporting events or safety drills. Time is measured in labeled units (hours, days, etc.). You use *formal time* to focus attention on the topic, task, or individual and not on the time itself. You characterize *informal time* with vague references, such as "after a while" or "when you get a chance" to show that neither the time nor the content is important. When you put unreasonable limits on your appointment with someone, or keep working on another task during an interview, your message is clear—the task is more important than they are. By resorting to informal time while the other person functions on formal time, you show you do not recognize the importance of the other person's time.

Materials. You communicate by the appropriateness and neatness of your uniform and your grooming. The values you place on material things, and the care you give your possessions communicate messages to others.

Personal Symbols

Voice. Meaning can be attached to all variables of the human voice. The simple statement, "I love you" can be expressed in many ways with many meanings. Variations of voice rate, pitch, loudness, and quality cause this. Using these variables can identify fear, hesitation, confidence, and other qualities.

What is "sarcasm?" Can tone of voice change the meaning of words?

Eyes. The eyes have many expressive abilities, some which are unique. Eye contact is the momentary union of two individuals' visual zones. The degree of eye contact projects a wide array of non-verbal messages. A lack of it makes you feel isolated and invisible, while too much of it quickly makes you feel threatened or embarrassed. Eye contact is powerful; for example, how would you feel if you started to talk about something with a group of friends only to see everyone looking the other way?

Facial expressions. The human face is a made-to-order communications transmitter! Besides creating many facial expressions, you can project these expressions at any speed. They also may be either honest or false expressions.

Body language. Together with the face, the movements of the rest of the body combine to create body language. Like words in a sentence, body movements express meaning in context. However, single motions are seldom definable. For example, scratching can mean most anything; itching or nervousness. If the person is fidgeting, complains of feeling sick, and is in a cold sweat, the scratching, then, could be concluded to be nervousness. If none of these other signs are seen, and the person seems calm, the scratching could then mean itching, not nervousness. The key to assessing body language is context. Since body language is a total message, there may be a relationship between body language and verbal language.

Zones of interaction. People associate what you do with how much distance they see between you and the person you are talking to. These zones are culturally defined.

Speaking closely and directly in someone's face is particularly threatening.

The first zone in the **intimate** zone, ranging from 0 to 18 inches. This zone is for lovers, very close friends, and children. When someone enters your intimate zone without your permission, you can get nervous, uneasy, and even hostile.

The second zone is the **personal** zone, ranging from 1½ to 4 feet. This zone is for friends and companions during conversation. Like the intimate zone, this zone is also subject to hostile protection from intruders. Conversely, if you wish someone to be in your intimate zone and they move to your personal zone, you could often feel rejected.

The third, or **social**, zone ranges from 4 to 12 feet. This zone is for public interactions when you are willing to accept the existence of two-way communication. This distance includes the normal depth of your supervisor's desk, the area between neighboring work stations, and between others you are willing to talk to.

The fourth zone is the **public** zone. Ranging from 12 feet onward. This zone is for public appearances where you do not want two-way verbal interaction such as in classroom lectures, political speeches, and public appearances of heads of state.

Knowledge of non-verbal communication helps you in two ways. First, it enhances your ability to discover the meaning behind words. Second, it focuses your attention on the non-verbal as well as verbal messages you send. When your verbal meanings do not coincide with your non-verbal ones, your listeners get a mixed message. Of the two messages they get, they usually act on your non-verbal message.

STUDY AIDS

1. Discuss how the scope of leadership changes as cadet NCOs become officers.
2. Define "group" as it relates to leadership. Describe the characteristics of formal and informal groups.
3. Describe the situational approach to leadership. What is it based upon?
4. Identify five criteria used in evaluating cadets, as outlined in the text. Explain the significance of each in your own words.
5. Explain why "integrity is regarded as the keystone to military service."
6. Explain what is meant by "situational ethics." What criteria is used to make moral decisions when using situational ethics?
7. Discuss the concept of officership.
8. Explain why loyalty is a "two-way street." Can loyalty be ordered? Why?
9. Identify the four barriers to communication discussed in this chapter. Give an example of each.
10. Identify and describe at least three types of non-verbal communication. Describe how each can help or hurt the communication process.
11. Identify the four zones of interaction and describe each.

SPECIAL READINGS

SOME THOUGHTS ON LEADERSHIP by Richard Lester

Management and leadership are often considered the same activities, but the concepts differ in the sense that leaders focus on *people* and managers deal with *things*. Field Marshall Sir William Slim, a soldier's general who commanded British forces in one of the epic campaigns of World War II, recognized this distinction when he said, "...managers are necessary; leaders are essential." The distinction between leadership and management has been a recurring but muted theme among educators and practitioners for the past 25 years. During this period, professional military institutions have generally placed more emphasis on management than leadership.

A familiar sign of the times in both the military and civilian communities is the outcry for compelling and creative leadership. Some observers believe that the average American would be unable to respond if Martians landed on American shores and demanded, "Take me to your leader." People understand the management concept, but they have problems in the study of leadership because conceptually it is more difficult to comprehend. In fact, leadership in both a practical and theoretical sense is one of the most discussed and least understood subjects in our nation. Military and civilian people alike tend to view leadership in much the same perspective as their health: They understand it best when they do not have it and feel a need for it.

The military generally recognizes leadership as the art of influencing and directing people in a manner that wins their obedience, confidence, respect, and enthusiastic cooperation in achieving a common objective. Professional educators and practitioners usually define a leader as a person who applies principles and techniques that ensure motivation, discipline, productivity, esprit, and effectiveness in dealing with people, tasks, and situations in order to accomplish the mission.

People exercise leadership any time they attempt to change or modify the behavior of an individual or group of individuals. To understand the nature of leadership, one must first understand the nature of power, for leadership is a special form of power involving relationships with people. To develop these relationships, leaders must successfully fuse organizational and personal needs in a way that permits people and organizations to reach peaks of mutual achievement and satisfaction. Thus leaders get things done and make things work. Trained in this context, leaders are facilitators who help to pave the way toward the achievement of goals.

Although effective leaders are goal-oriented, they have other basic responsibilities. The key word is focus. The leader's primary task is to focus the attention of people he or she hopes to lead. This critical task in the leadership matrix requires clear understanding of the goal or mission to ensure a logical sequence of actions for getting their job done.

Some people believe that leadership can be taught, but others contend that an individual can only be taught *about* leadership. If one perceives education as a change in behavior through experience and effective leadership as a set of behaviors applicable to given situations, then leadership can indeed be taught. Despite the complexity of the leadership role, it can be learned when there is a definite willingness to expend the required time and resources. Much the same as lawyers, writers, test pilots, or engineers, leaders are made, not born. People can develop and learn leadership just as they learn any other complex skill, but the learning process requires intensive effort, study, and continuing application.

DR. ROBERT H. GODDARD

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

Robert H. Goddard, the son of a machine shop owner, was raised in Boston. His family returned to Worcester when he was sixteen and he went to the Polytechnic Institute there, graduating in 1908. He received his Ph.D. in physics at Clark University in Worcester in 1911. He taught at Princeton but returned to Clark in 1914 and remained there for nearly thirty years.

He had a mind daring enough for a science fiction writer, and he was firmly grounded in science, to boot. While still an undergraduate, he described a railway line between Boston and New York in which the trains traveled in a vacuum under the pull of an electromagnetic field and completed their trip in ten minutes.

He also grew interested in rocketry as a teenager thanks to his reading of H.G.Wells. Already in 1914 he had obtained two patents involved in rocket apparatus and by 1919 all this had ripened to the point where he published a small book entitled *A method of Reaching Extreme Altitudes.*

In 1923 Goddard tested the first of a new type of rocket engine, one using gasoline, and liquid oxygen as the motive force. This was his first revolutionary advance over previous solid-fuel rockets.

Goddard managed to get a few thousand dollars from the Smithsonian Institution, and in July 1929 sent up a larger rocket near Worcester, Massachusetts. It went faster and higher than the first. More important, it carried a barometer, a thermometer, and a small camera to photograph the proceedings. It was the first instrument-carrying rocket.

Unfortunately Goddard already had a small reputation as a crackpot and, like Langley before him, had earned an editorial in the good, gray *New York Times*, berating him for his scientific folly. The noise of his second rocket brought calls to the police. Officials ordered him to conduct no more rocket experiments in Massachusetts.

Fortunately, Lindbergh interested himself in Goddard's work. He visited Goddard and was sufficiently impressed to persuade Daniel Guggenheim, a philanthropist, to award Goddard a grant of $50,000. With this, Goddard set up an experiment station in a lonely spot near Roswell, New Mexico. Here he built larger rockets and developed many of the ideas that are now standard in rocketry. He designed combustion chambers of the appropriate shape, and burned gasoline with oxygen in such a way that the rapid combustion could be used to cool the chamber walls.

From 1930 to 1935 he launched rockets that attained speeds of up to 550 miles an hour and heights of a mile and a half. He developed systems for steering a rocket in flight by using a rudder-like device to deflect the gaseous exhaust, with gyroscopes to keep the rocket headed in the proper direction. He patented the device of a multistage rocket. He accumulated a total of 214 patents, in fact.

But the United States Government never really became interested. This lack of interest was made easier by the fact that Goddard was a rather withdrawn and suspicious person who preferred to work in isolation.

Only during World War II did the government finance him, and then only to have him design small rockets to help navy planes take off from carriers. One of Goddard's early inventions was also perfected as the World War II weapon known as the bazooka.

When German rocket experts were brought to America after the war and were questioned about rocketry, they stared in amazement and asked why American officials did not inquire of Goddard, from whom they had learned virtually all they knew.

American officials could not do so because Goddard had been neglected during his lifetime and died of throat cancer before that neglect could be made up for. He lived long enough to learn of the German rockets, and even to see one, but did not live to see the United States step into the space age. However, if the space age could be said to have been manufactured by any one man, that man was Goddard.

In 1960 the United States Government issued a grant of one million dollars for the use of his patents-half to Goddard's estate and half to the Guggenheim Foundation. The Goddard Space Center in Maryland is named in has honor.

DR. ROBERT H. GODDARD, ridiculed at first, is now known as the "Father of Modern Rocketry."

BRIG. GEN. BILLY MITCHELL

From *Webster's American Military Biographies*

Born of American parents in Nice, France, on December 28, 1879, Billy Mitchell grew up in Milwaukee. He was educated at Racine College and at Columbian University (now George Washington University in Washington, DC); he left Columbian in 1898 before graduating to enlist in the 1st Wisconsin Infantry for service in the Spanish-American War.

He served in Cuba and the Philippines, and in 1901 was attached to the Signal Corps. He served in various duties, attended the School of the Line and the Staff College, Fort Leavenworth, Kansas, in 1907-1909. After duty on the Mexican border, he was attached in 1912 to the General Staff. In 1915 he was assigned to the aviation section of the Signal Corps. He learned to fly the following year, and began his twenty-year's advocacy of the use of military air power.

He was already in Europe as an observer when the United States entered World War I, and as the war progressed, he advanced rapidly in rank and responsibility as he proved a highly effective air commander. In June 1917 he was named air officer of the American Expeditionary Forces, and air officer of I Corps, a combat post more to his liking. He was the first American airman to fly over enemy lines, and throughout the war he was regularly in the air. In September 1918 he successfully attempted a mass bombing attack with nearly 1500 planes as part of the attack on the St. Mihiel salient.

As commander of the combined air service of the army group engaged in the Meuse-Argonne offensive, he led a large bombing force in a behind-the-lines air strike. His plans for strategic bombing of the German homeland and for massive parachute invasions were cut short by the armistice, and in March 1919 he returned home to become assistant chief of the Air Service under Gen. Charles T. Menoher.

He outspokenly advocated the creation of a separate air force and continued working on improvements in aircraft and their use. He claimed that the airplane had rendered the battleship obsolete and, over the vociferous protests of the Navy Department, carried his point in 1921 and 1923 by sinking several captured and overage battleships from the air.

He was persistently critical of the low state of preparedness of the tiny Air Service and of the poor quality of its equipment. His harrying of his superiors and of upper military echelons won him only a transfer to the minor post of air officer of the VIII Corps area at San Antonio, Texas, and reversion to the rank of colonel in April 1935. He used the press to fight his case. When, in September 1925, the navy's dirigible *Shenandoah* was lost in a storm, he made a statement to the press charging "incompetence, criminal negligence, and almost treasonable administration of the national defense by the War and Navy Departments." He was, as he expected, immediately court-martialed. He made the trial a platform for his views, was convicted in December of insubordination and sentenced to five years' suspension from rank and pay. (Note: The conviction vote was not unanimous. A single dissenting vote was cast by Col. Douglas MacArthur.)

On February 1, 1926, he resigned from the army and retired to a farm near Middleburg, Virginia. He continued to promote air power and to warn against the danger of being outstripped by other nations, particularly Japan. He hypothesized a possible attack by Japanese aircraft launched from great carrier ships and directed at the Hawaiian Islands.

He died in New York City on February 19. 1936. Mitchell's plea for an independent air force was met to a degree in the creation of GHQ Air Force in March 1935. Subsequent events, including the Japanese air attack on Pearl Harbor in December 1941, proved the validity of many of his prophesies, and many of his ideas were adopted by the Army Air Forces in World War II. The utter decisiveness that he claimed for air power never materialized, however. In 1946, Congress authorized a special medal in his honor that was presented to his son two years later by Gen. Carl Spaatz, chief of staff of the newly established independent air force.

Among Mitchell's published works were *Our Air Force, the Keystone of National Defense*, 1921; *Winged Defense*, 1925; and *Skyways, a Book of Modern Aeronautics, 1930.*

BILLY MITCHELL advocated for an independent air force. Moreover, he realized that the general public must understand why aviation is important to America.