LEARN TO LEAD

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MODULE ONE PERSONAL LEADERSHIP

LEARN TO **LEAD**

CIVIL AIR PATROL CADET PROGRAMS

CHARACTER
AIR FORCE TRADITIONS
LEADERSHIP THEORY
COMMUNICATIONS
CRITICAL THINKING

"Be the change that you want to see in the world."

GANDHI

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CIVIL AIR PATROL CADET PROGRAMS

CAP
CAP
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MODULE ONE PERSONAL LEADERSHIP

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CIVIL AIR PATROL CADET PROGRAMS

"Leaders aren't born, they are made. And they are made just like anything else, through hard work."

VINCE LOMBARDI

"I am not interested in power for power's sake, but I'm interested in power that is moral, that is right, and that is good."

MARTIN LUTHER KING JR.

"Each person must live their life as a model for others."

ROSA PARKS

"There is no limit to what a man can do or where he can go, if he doesn't mind who gets the credit."

RONALD REAGAN

"You got to be very careful if you don't know where you're going, because you might not get there."

YOGI BERRA

MAJOR **NICOLE MALACHOWSKI,** USAF
Former cadet & Thunderbird pilot

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CIVIL AIR PATROL CADET PROGRAMS

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CHAPTER 1

CHARACTER & THE AIR FORCE TRADITION

AMERICA NEEDS LEADERS.

To remain a strong nation, America needs leaders who stand up for what is right. We need leaders who put the team's needs ahead of their own. Our nation will always face problems, so we need leaders who think creatively. And we need leaders whose skills of persuasion motivate others to follow their lead.

Leaders propel America forward. Without leadership, even the most technologically advanced military will stumble, as will every school, business, and squadron, every church, club, and family. America's continued success depends on today's young people becoming the leaders we need them to be.

CHAPTER GOALS

1. Defend the idea that character is a pre-requisite for leadership.
2. Develop an understanding of and appreciation for Air Force leadership traditions.

OBJECTIVE:

1. Explain why America needs leadership.

WELCOME TO LEADERSHIP

What is Leadership?

How can a cadet become a leader? This textbook helps cadets answer those questions and more. It follows the tradition of the U.S. Air Force in its belief that everyone can develop their leadership potential through careful study and hands-on training.

Although everyone can develop leadership skills, leaders remain a rare breed. Having an ability to lead sets you apart. People will look to you to get things done. Your advice will be sought after from people who are faced with tough problems. Your self-confidence will not only help you succeed, it will energize the people around you. No matter what you go on to do as an adult, you will find your cadet leadership experience invaluable.

Source of Leadership
A person's leadership ability comes from two sources: their natural talent, and their leadership education, training, and experience.[1]

If anyone can be a leader, why are leaders so rare?
Maybe it's because leadership requies hard work. Or because leadership requires an uncommon willingness to put the team's needs ahead of one's own.

A Leader's First Steps

A cadet's study of leadership begins slowly at first. The first step in this journey is learning how to lead yourself. This includes learning how to contribute to a team, how to wear the uniform, how to drill, and how to follow the guidance of the leaders above you.

Therefore, this first book in the cadet leadership program is called *Personal Leadership*. As your experiences grow, you will become ready to take charge of a team, and eventually to lead multiple teams and see complex projects through to their successful completion.

Work hard. Take your leadership training seriously. Listen to your leaders and rise to the challenge represented by the Air Force uniform you wear.

CHAPTER OUTLINE
In this chapter you will learn about:

Introduction
- Why America Needs Leaders
- Welcome to Leadership

Character
- The Warrior Spirt
- The Core Values
- Awareness, Discipline, & Attitude
- The Cadet Oath

Air Force Traditions
- Military Customs & Courtesies
- The Uniform
- Drill & Ceremonies
- The Chain of Command

Conclusion

LEADERSHIP BEGINS WITH CHARACTER

Any study of the art of leadership should begin with its most important element: character. A good leader leads by example. How a leader acts is infinitely more important than how he thinks or what he says. Leaders take their character seriously and are guided by what the Air Force calls "the warrior spirit."

THE WARRIOR SPIRIT

OBJECTIVES

2. Explain what a "warrior" is in the context of the "warrior spirit."
3. Describe the hallmarks of the "warrior spirit."
4. Identify three benefits of having a warrior spirit.

The warrior spirit is a condition of the heart.[2] The Air Force describes it as tough-mindedness and tireless motivation. A warrior is someone whose strong character enables them to make sacrifices for the team and achieve their long-term goals. ***Warriors defend something valuable – their personal honor.*** Having a warrior spirit means that you make a promise to yourself that you will not lie, cheat, or steal, even if everyone else commits those wrongs.

The Strength of One
"How much easier it is to conquer a whole people than to conquer a single individual."
— SENECA (4 BCE - 65 CE)

Why does the warrior spirit matter? Like a muscle, the warrior spirit grows stronger as you exercise it. By overcoming small challenges in your daily life, you strengthen your character so that when something unnerving happens to you one day, you'll be ready for it emotionally and spiritually. Some of the benefits of striving for a warrior spirit include:[3]

Clear Conscience. Break promises and soon you'll see yourself as being a liar. Guilt will weigh you down. Having a warrior spirit means your conscience is clear. You'll enjoy freedom from shame and embarrassment and you'll take pride in your actions.

Good Reputation. People who display a warrior spirit build good reputations. They earn trust and respect by doing the right thing, and their leaders take note. A good reputation opens doors that are closed to people whose sense of honor is questionable.

Environment of Trust and Respect. If you and the people around you display the warrior spirit, you will be creating an environment of trust and respect. This translates into a life that is less stressful and more rewarding. Friendships will be stronger. You and the people in your circle will be more successful because the warrior spirit is motivating everyone to do their best.

Trust & Respect
Cadets rely upon one another. By striving to exude a warrior spirit, they create an environment of trust and respect.

THE CORE VALUES

OBJECTIVES:

5. Describe what "core values" are.
6. Identify and describe each of CAP's four Core Values.
7. Defend the idea that a cadet's character ought to be held to a high standard.

The warrior spirit comes down to doing the right thing. But what is that thing? Which values should we give priority to so that our lives are honorable? Borrowing from the Air Force, Civil Air Patrol has identified four Core Values to guide every cadet and officer.

"The Core Values are the price of admission to CAP."

What are "Core Values"?[4] ***The Core Values are the four basic qualities CAP expects all members to display at all times: Integrity, Volunteer Service, Excellence, and Respect.*** They are to guide how we live and perform CAP missions. Our success in everything we do hinges on how well we embrace the Core Values. Simply put, the Core Values are the price of admission to CAP.

The Core Values & Religion
The Core Values are independent of, but compatible with, the world's great religious traditions. All men and women of good will should be able to agree that Integrity, Volunteer Service, Excellence, and Respect are important moral guideposts, regardless of their personal religious beliefs.

List every great quality you want to see in a cadet or in a leader. Put the list aside, and when you come back to it you will think of even more great qualities to add. It would be impossible for even one hundred Core Values to describe the rich traditions of cadet life. Our four values represent the basics and are easy to remember. They are like road signs giving us basic directions on our journey.

To truly embrace the Core Values, we need to consider what each one means:

CORE VALUES EXPLAINED

Integrity First. ***Integrity is the willingness to do what is right, even when no one is looking.***[5] Think of it is a moral compass or inner voice guiding your every decision. A person of integrity is honest and morally courageous. They can be counted on to fulfill their responsibilities, even in difficult circumstances. They don't blame others for their mistakes, and they don't take credit for someone else's work. Integrity is the cornerstone of military service.

Volunteer Service. This Core Value teaches us that the needs of the team and of the people we help take priority over our individual wants and desires. To put it even more simply, ***Volunteer Service is about "selflessness." It's the difference between "giving" and "taking."***[6] This Core Value is especially important because CAP is entrusted with performing life-saving missions. Volunteer Service is also evident when experienced cadets mentor and train new cadets.

INTEGRITY FIRST
JAMES BOND STOCKDALE

For over seven years during the Vietnam War, Vice Admiral James Bond Stockdale, USN, was held as a prisoner of war in the infamous "Hanoi Hilton."

The North Vietnamese wanted him to talk, reveal secrets, become a pawn in their propaganda war, and they were willing to torture Stockdale to get their way. Instead, they found the admiral's integrity stronger than his body.

Stockdale explains, "A shoulder broken, a bone in my back broken, a leg broken twice were peanuts [compared with] 'destroying the trustworthy, self-respecting, well-behaved man within me.'"[7]

For his tremendous courage, integrity, and skill in leading his fellow prisoners, Admiral Stockdale was awarded the Medal of Honor.

Excellence in All We Do. Being a cadet means you value Excellence. ***No matter what challenge is facing you, you will give it your best effort.*** If you value Excellence, you demonstrate teamwork and know that teams accomplish more than individuals do. Moreover, to display this Core Value, you must make a commitment to continuous self-improvement – you must study, train, and work to better yourself and fulfill your potential in every aspect of your life.

Respect. The Core Value of Respect challenges cadets to defend human dignity. ***Someone who is respectful treats others as they would like to be treated***. They are polite and kind. They assume their friends and even strangers act in good faith, so they give them the benefit of the doubt. Likewise, a respectful person understands that each individual is unique and accepts them for who they are, in a spirit of tolerance.

HOW TO LIVE THE CORE VALUES

OBJECTIVES:

8. Describe the concept of self-awareness.
9. Describe the concept of self-discipline and explain what you can do to develop it.
10. Describe the concept of attitude and explain why attitudes are contagious.
11. Describe what you can do to develop a positive attitude.

What do you need to do to live the Core Values? What skills do you need to develop? What concepts must you understand?

Self-Awareness. ***To know how well you are living up to the ideals of the Core Values requires self-awareness, the ability to monitor and judge your own actions.***[8] Genuine self-awareness requires incredible honesty. Everyone has strengths and weaknesses, but it is not always easy to admit our own shortcomings, not even to ourselves. A self-aware leader understands their personal strengths and weaknesses, and habitually takes stock in their actions.

Self-Awareness & Leadership Feedback
Leaders will meet with you to discuss how you are performing as a cadet. You'll be asked to describe what you are doing well and what leadership skills you're trying to improve upon. Participating in such an exercises will help you strengthen your sense of self-awareness.

Moreover, a successful leader will use their self-awareness to their advantage. For example, if you know you are weak in math, you should budget more time to spend on math homework. Likewise, if you are aware that your wilderness skills are excellent, you might consider volunteering to teach classes during a squadron bivouac.

Self Discipline
One way cadets develop self-discipline is through drill and ceremonies.

Self Discipline. The term self-discipline can be traced to the word *disciple*, which is a person who follows the instructions of their teacher. Discipline is all about following the right instructions so that you achieve the right goals.

Self-discipline can be defined as the ability to direct your thoughts, emotions, and actions toward a meaningful purpose. In short, self-discipline is willpower. It is a deep sense of commitment. If you do not control your emotions, your emotions will control you.[9]

Recognizing this, a self-disciplined leader thinks before they act. They choose to resist sudden impulses in order to fulfill their long term goals. A disciplined leader remains cool and collected, even in a heated debate.

"If you cannot lead yourself, how can you be trusted to lead others?"

How can you develop your self-discipline? Cadets learn self-discipline on the drill field and by wearing their uniform to exacting standards. Other ways to increase self-discipline include strengthening your work habits – on a regular basis, try to do something that is necessary but not "fun."[10] Search for a challenge, something you want to achieve but which might be a bit beyond your grasp, and go for it.

Through self awareness, you monitor your actions. Self-discipline takes that idea a step further by enabling you to change your behavior so that it is aligned with your long-term goals. Self-discipline is especially important for a leader because if you cannot lead yourself and control your actions, how can you be trusted to lead others?

ATTITUDE
LOU GEHRIG

They called him the "Iron Horse." His record of playing in 2,130 consecutive baseball games stood for more than 50 years.

And yet, when Lou Gehrig was just 37 years old, doctors diagnosed him with ALS, a fatal condition affecting his nervous system. Lou knew he would die soon, and his last days would be spent in agony.

What was Lou's attitude? Did he show anger toward his disease? Did he resent his lot in life? Did the Iron Horse seek pity? Did he give up?

Lou's answer demonstrated he still had the heart of a champion. "Fans," he told a sold-out Yankee Stadium, "you've been reading about the bad break I got. **YET I CONSIDER MYSELF TO BE THE LUCKIEST MAN ON THE FACE OF THE EARTH.**"

Attitude. ***The state of mind that lies behind your every action is called attitude.***[11] Your attitude affects how you see the world.

To the person who has a negative attitude, the world is full of problems and nothing ever goes right. Every day begins with dread. Likewise, no problem is insurmountable to the person who maintains a positive attitude. They control their thoughts and feelings rather than allow negativity to imprison them.

Although attitude is something that exists in your mind, it is visible to the people around you. Facial expressions, gestures, posture, and tone of voice reveal your attitude. The care you put into preparing your uniform displays your attitude as well, as do your test scores, class participation, and the overall quality of your work.

It is especially important for leaders to maintain a positive attitude because ***all attitudes, good and bad, are contagious***. In sports, the concept of the "home field advantage" illustrates this point. As fans cheer, their enthusiasm inspires their team, whose performance increases as a result.

Attitude
All attitudes, good and bad, are contagious. Your attitude affects your team's attitude.

Young leaders, like CAP cadets, often find that a positive attitude opens doors. If your attitude is positive, people know they can work with you. Disputes may arise, but you will not become surly. For this reason, a person whose attitude is positive will frequently be selected for prestigious jobs and other opportunities over brighter, more experienced candidates whose attitudes are poor.

How can you develop a positive attitude? ***A positive attitude begins in the realization that attitude is a choice – you can choose to be positive, or you can choose to be negative.***[12] Second, good attitudes arise from understanding.[13] If you understand the reason for drill or wearing a uniform or any other aspect of cadet life, CAP's rules and standards will be more meaningful to you. With understanding comes appreciation, and with appreciation comes a positive attitude.

Choose to be positive. Look for the good in every situation. A positive attitude will carry you through life's challenges.

"No one is expected to perfectly embody the Core Values, but there are consequences for those who ignore them."

LEADERS ARE ACCOUNTABLE

Everyone must answer for their actions, regardless of their rank. Even the president is accountable to the American people. CAP's Core Values are moral signposts guiding you on your journey. Because each of us is human, no one is expected to perfectly embody the Core Values. Still, there are consequences for those who ignore them. Cadets who are dishonest, uncooperative, sloppy, and disrespectful have no place in CAP. Leaders who abuse their authority and the special trust placed in them will be held accountable.

THE CADET OATH

OBJECTIVES

12. Explain what an oath is.
13. Recite the Cadet Oath from memory.
14. Describe what the Cadet Oath means, in your own words.

WHAT IS AN OATH?

An oath is a solemn promise. Oaths are usually made in public and involve promises that serve a public good. When you swear an oath, you put your personal honor and reputation on the line.

> **"When you swear an oath, you put your personal honor and reputation on the line."**

When someone has a serious responsibility to fulfill, we need to hear them acknowledge the importance of their duties. When you testify in court, you swear to tell the truth. When the president assumes office, he or she swears an oath. Members of the military swear an oath when they enlist or are commissioned. Likewise, CAP cadets have an oath of their own.

AN OATH OF HIGH IDEALS

The Cadet Oath symbolizes how serious cadets are about becoming leaders. Cadets are expected to be able to recite the Cadet Oath from memory. More importantly, you will need strength of character to live up to its noble tenets.

A Source of Pride
Reciting the Cadet Oath is one way for even the youngest cadets to show their enthusiasm for being part of something larger than themselves.

The Cadet Oath

I pledge to serve faithfully
in the Civil Air Patrol Cadet Program,
and to 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.

THE CADET OATH IN CONTEXT

A close reading of the cadet oath, line by line

"I pledge to serve faithfully in the Civil Air Patrol Cadet Program ..."

Being faithful means being true and doing what you say you will do. In this first line of the oath, you are saying that you understand what you are getting yourself into by joining CAP, and that you are freely choosing to become a cadet.

"... and that I will attend meetings regularly, ..."

While you may need to miss a few meetings once in a while due to other commitments, you pledge to attend squadron meetings on a regular basis.

"... participate actively in unit activities, ..."

You promise to be enthusiastic about what cadets do. You're joining CAP because you are looking forward to great activities, and naturally you intend to take part in them.

"... obey my officers, ..."

Here you acknowledge you don't have all the answers. You realize there are people who have more experience than you, and you'll follow their guidance. You promise to listen to your leaders. But if an officer were to tell you to do something morally wrong, you would not have to obey them.

"... wear my uniform properly ..."

There is a right way and a wrong way to wear the uniform. Recognizing this, you promise to represent CAP and the US Air Force well by always looking sharp in uniform. Because the cadet uniform is similar to the Air Force uniform, you know you have a special obligation to live up to the ideals it represents.

"... and advance my education and training rapidly ..."

The word "cadet" can be defined as "a young person in training to become a leader." Therefore, a cadet's primary job is to learn how to lead. In the Cadet Oath you promise to take that duty seriously and not to come to CAP activities simply to goof off.

"... to be of service to my community, state, and nation."

CAP is a volunteer organization whose main purpose is community service. Everything we do is altruistic, meaning that it is for the benefit of others, not ourselves personally. By participating in cadet activities, you gain from those experiences, but the overall goal is to build yourself into a responsible citizen, so America benefits too. America needs leaders who look out for the needs of the community, not their own selfish desires.

A Promise to Defend Ideals

In the middle ages, soldiers pledged allegience to their duke, not to their country. In America, our oaths are made in support of noble principles and democratic ideals. For example, military officers pledge to defend the Constitution. They do not swear allegience to the personal goals of Abe Lincoln or George Bush.

THE AIR FORCE TRADITION

Cadets follow Air Force traditions as part of their leadership training. This includes rendering military customs and courtesies, wearing the uniform, and participating in drill and ceremonies. Air Force traditions inspire cadets to take their leadership training seriously.

MILITARY CUSTOMS & COURTESIES

OBJECTIVES:

15. Identify what is the root of all military customs and courtesies.
16. Explain why rendering customs and courtesies is not a mark of inferiority.
17. Describe how customs and courtesies affect team spirit.
18. Describe the origins of the salute.
19. Outline basic rules for rendering common military customs and courtesies.

The salute. Addressing adults as "Mr." or "Mrs." Coming to attention when an officer enters the room. Shaking hands when meeting someone. These are all examples of customs and courtesies. ***They are small, but important expressions of politeness and mutual respect.*** Customs and courtesies are found in society at large, but are especially important in the Air Force and CAP traditions because they re-enforce the Core Values.

The Salute
The salute is a sign of mutual respect. It is never a mark of inferiority or humiliation.

THE FOUNDATION OF MILITARY COURTESY

Rooted in Politeness. ***All military customs and courtesies are rooted in basic politeness and respect.*** When a cadet salutes an officer, the cadet is showing that they respect the officer's position and authority. Likewise, when an officer returns a salute, they show they respect the cadet as a valuable member of the team.

Never a Mark of Humiliation. ***Military customs and courtesies are never a mark of inferiority or servility.*** They do not say that one person is "better" than the other. Saluting or coming to attention for an officer is not a form of humiliation, but of pride. Imagine how much kinder American society would be if everyone displayed the sense of respect toward one another that is symbolized by the military salute.

"Customs and courtesies illustrate in a positive way how cadets differ from ordinary youth."

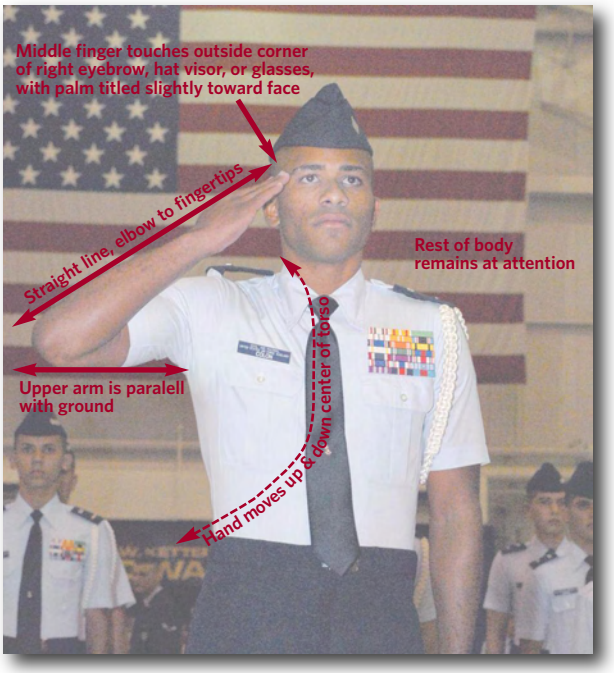
Teaching Tools. In the cadet tradition, military customs and courtesies are valued teaching tools. ***Cadets strengthen their self-discipline and maintain a positive attitude by habitually and cheerfully rendering customs and courtesies.*** Moreover, they illustrate in a positive way how cadets differ from ordinary youth. Customs and courtesies build team spirit.

History. Military customs and courtesies have developed over centuries. Theirs is a fascinating history. The salute, for example, has its origin in another time, when kings ruled, knights wore armor, and courtly manners flourished. It was the age of chivalry.

The etiquette of the day dictated that should two friendly knights meet, each would raise the visor of his helmet, show his face, and pay proper respect to the other. Since both knights were completely clad in steel, they could recognize each other as friend or foe by the distinctive emblems and devices on their armor - another custom that still lives. Etiquette also decreed that the knights salute with their right hands. The right hand was the sword hand; raising it was a sign of trust. Even after modern firearms had made steel armor a thing of the past, the knightly gesture of raising the right hand continued to be recognized as the proper greeting between soldiers. The salute is the simplest form of military courtesy. Centuries after its creation, it remains a sign of friendship and mutual respect.[14]

The Simplest Courtesy
Some military traditions are elaborate. The salute remains a powerful symbol because it is a simple, yet personal expression of respect.

BASIC RULES FOR RENDERING MILITARY CUSTOMS & COURTESIES



Make a Good Impresson
What does your salute say about you? That you are proud, or careless? That you are sharp, or lazy?

THE SALUTE

- When in uniform, cadets salute military officers, CAP senior members, and cadet officers higher in rank than themselves.
- Salutes are normally exchanged only outdoors. Indoors, salute officers only when formally reporting.
- The junior person initiates the salute a fair distance from the senior person such that the senior has time to return the salute.
- Offer a greeting such as, "Good morning, ma'am," when exchanging salutes.
- When in formation, do not salute; the commander salutes for you.
- When in doubt, salute. Anyone may render a salute at any time if they believe one is warranted.

COMING TO ATTENTION

- It is customary for cadets to come to the position of attention when being addressed by an officer.
- If an officer who is higher ranking than anyone present enters a room, the first person to notice commands, "Room, ATTENTION."
- In a classroom or work environment, these customs are usually relaxed.

POSITION OF HONOR

- The right is the position of honor. This stems from antiquity when warriors carried swords, usually on their right side.
- When walking with another cadet or an officer, it is customary for the junior person to walk on the left.

MANNERS OF ADDRESS

IF SPEAKING WITH A ...	*ADDRESS THEM IN ONE OF THE FOLLOWING WAYS:*		
CADET AIRMAN	"Airman Jones"	"Airman"	
CADET NCO	"Sergeant Jones"	"Sergeant"	
CADET CHIEF	"Chief Jones"	"Chief"	
CADET OFFICER	"Major Jones"	"Major"	"Sir" or "Ma'am"
SENIOR MEMBER	"Major Jones"	"Major"	"Sir" or "Ma'am"

REPORTING TO AN OFFICER

When directed to report to an officer indoors, follow these steps:

- First, check your uniform. Look sharp when reporting.
- Approach the officer's door, knock twice, and wait for permission to enter.
- Proceed toward the officer and halt 2 paces from them or their desk.
- Salute and say, "Sir, Cadet (Last Name) reporting as ordered."
- Wait for the officer to return your salute.
- Remain at attention, unless instructed otherwise, as you conduct your business with the officer.
- When the meeting is over, the officer will say, "Dismissed."
- Come to attention (if not already), and take one step backward.
- Salute and wait for the officer to return the salute.
- Perform an about face, and exit the area.

To report to an officer outdoors, follow the steps above, except:

- You will normally be wearing your cover (hat).
- There will be no door for you to knock on; simply proceed toward the officer, halt 2 paces in front of them, salute, and report as explained above.

INTRODUCING PEOPLE

- It is customary to introduce people when you believe they are meeting one another for the first time.
- When making an introduction, the junior person is introduced to the senior. For example, "Captain Jones, this is Airman Smith. Airman Smith, meet Captain Jones."
- The people being introduced to one another might not have military grade. As a rule of thumb, younger people are introduced to older people. For example, "Mom, this is my friend Sara. Sara this is my mom, Mrs. Jones."
- Likewise, people who lack a formal title or position of responsibility are introduced to those who do. For example, "Mayor Smith, may I introduce Emily Jones. Emily, meet Mayor Smith."
- Of course, it is polite to offer a firm handshake when making someone's acquaintance.

Exchanging Salutes

1. The junior person initiates the salute. "Good morning, sir."

2. The officer returns the salute, "Good morning, cadet."

3. The junior person holds their salute until the officer returns it.

THE UNIFORM

OBJECTIVES:

20. Describe what usefulness the uniform has as a leadership training tool.
21. Explain why the concept of image is important when wearing the uniform.
22. Defend the idea that wearing the uniform is a privilege.
23. Identify cadet grade insignia.

Cadets, police officers, and McDonald's employees wear them. So do military officers, nurses, and baseball players. Uniforms build team spirit. They are a visual representation of a person's commitment to the team. They remind people of their duty and inspire them to live up to the highest standards of personal conduct. Because uniforms are unique – only CAP cadets wear the CAP cadet uniform – they are a source of pride. The uniform is the Core Values in cloth form.

A TRAINING TOOL

Cadets wear uniforms as part of their leadership training. ***The uniform is a vehicle for learning self-discipline, personal responsibility, and self-respect.*** Also, to wear the uniform properly, you must pay attention to detail. Are your chevrons placed correctly? Is your back pocket buttoned? Is your nameplate on straight? Taken individually, these concerns may seem petty and nitpicky. But by paying attention to detail, you learn to value accuracy and precision. Cadets learn more than they may realize by wearing a uniform.

THE HIGH PRIVILEGE OF WEARING THE UNIFORM

How many ways are there to wear the uniform? One – the right way. Wearing the uniform is a privilege, not a right. Because CAP is the U.S. Air Force Auxiliary and cadets wear an Air Force-style uniform, there is a special obligation to wear it properly and with pride.

TEN TIPS FOR LOOKING SHARP IN UNIFORM

1. Keep track of your insignia. Store it in a special place at home.
2. Prepare your uniform the night before you wear it.
3. Trim loose strings from buttonholes, pockets, and belt loops.
4. Use spray starch when ironing (check the manufacturer's tag first).
5. Obtain "enforcers" or place cardboard behind your ribbons.
6. Look at yourself in a full-length mirror to check your appearance.
7. Keep a small handkerchief with you for dusting your shoes and brass.
8. Check your gig-line whenever you exit a car or visit the rest room.
9. Avoid leaning against anything while in uniform.
10. Ask your buddy to tell you if they notice anything incorrect about your uniform.

IMAGE

For good or bad, ***one person's conduct reflects on everyone else in the group***. Whenever you wear the uniform, you represent not just yourself but all of CAP and the Air Force. If you look sharp and take pride in your appearance, you will create a positive impression. People will believe CAP is a quality organization and will regard CAP cadets as being America's finest youth. Likewise, if you look sloppy and do not put much effort into your appearance, people will believe such carelessness is the norm. They may even resent you for not living up to the ideals they expect cadets to display.

Uniform Wear

For detailed guidance on how to wear the uniform properly, see CAPM 39-1, *CAP Uniform Manual*.

Appearance for Civilians

Personal appearance is important in civilian life, too. When presenting yourself for a job interview, for example, it is important to appear neat, well-groomed, and dressed appropriately.

CADET GRADE INSIGNIA

Cadet Airman | Cadet Airman First Class | Cadet Senior Airman

Cadet Airmen

Cadet Staff Sergeant | Cadet Technical Sergeant | Cadet Master Sergeant | Cadet Senior Master Sergeant | Cadet Chief Master Sergeant

Cadet Non-Commisioned Officers (NCOs)

Cadet Second Lieutenant | Cadet First Lieutenant | Cadet Captain

Cadet Company Grade Officers

Cadet Major | Cadet Lieutenant Colonel | Cadet Colonel

Cadet Field Grade Officers

DRILL & CEREMONIES

OBJECTIVES:

24. Explain why drill and ceremonies helps cadets develop leadership skills.
25. Demonstrate how to perform basic in-place drill commands.

Through drill and ceremonies, cadets develop teamwork. ***A unit's performance on the drill field is a measure of the cadets' sense of self-discipline.*** And because drill requires attention to detail, the cadets' commitment to the Core Value of Excellence is also on display. For these reasons, drill and ceremonies have been part of the cadet and Air Force traditions for generations. You can tell a lot about a cadet unit's attitude and state of training simply by watching them drill.

What is the best way to learn drill? One step at a time. New cadets begin their training with in-place movements. Mastering the position of attention is an important first step. Gradually, more complicated movements are introduced. Eventually, cadets learn how to lead the flight in drill, and command squadron formations. Training in color guard procedures and the manual of arms is also available. Eventually, as a cadet officer, you will learn how to command full-scale parades that include elaborate rituals and honors.

Drill Team
On the drill field, you are not just an individual, but part of a unit. Drill teaches cadets to value teamwork and precision.

TRAINING REQUIREMENTS

As part of your study of this chapter, you will be tested on your ability to perform the following drill and ceremonies commands. Experienced cadets will train you. For details on these commands, see the *Air Force Drill & Ceremonies Manual* at cap.gov/drill.

From the *Air Force Drill & Ceremonies Manual*, Chapter 3

1. Flight, ATTENTION
2. Parade, REST; AT EASE & REST
3. Left (Right), FACE
4. About, FACE
5. Hand, SALUTE
6. Present, ARMS & Order, ARMS
7. Eyes, RIGHT & Ready, FRONT (at the halt)

"Drill requires attention to detail and measures a cadet's sense of self-discipline."

From the *Air Force Drill & Ceremonies Manual*, Chapter 4

8. FALL IN
9. FALL OUT
10. Dress Right, DRESS & Ready, FRONT

AMBASSADORS IN BLUE
THE U.S. AIR FORCE HONOR GUARD

Watch the Air Force Honor Guard Drill Team perform and you will be inspired.

The Drill Team uses complex drill routines to showcase the professionalism that all airmen possess. Drill Team members personify the Core Values.

A standard 16-person performance features a choreographed sequence of show-stopping weapon maneuvers, precise tosses, complex weapon exchanges, and a walk through a gauntlet of spinning weapons.

The Drill Team also executes an incredible 4-person performance centered on a stationary drill commander, flanked by team members who simultaneously hurl their 11-pound weapons over and around the commander - performing a sequence of events unmatched by any other professional military drill team.

Drill Team members know they represent the entire Air Force. They are "Ambassadors in Blue," and their standard is perfection.[15]

CHAIN OF COMMAND

OBJECTIVES:

26. Explain what a chain of command is.
27. Describe ways in which a chain of command promotes teamwork.
28. Describe what "jumping the chain" means and why it is to be avoided.
29. Identify the main elements of the CAP chain of command and place them in the proper sequence.

TEAMWORK IN ACTION

No matter how talented the national commander is, a single individual cannot lead the Civil Air Patrol on their own. CAP is too big. Assistants, in the form of region commanders, wing commanders, and squadron commanders aid the national commander by taking responsibility for their corner of CAP.

This system in which leaders are ranked one above the other according to their status is known as the chain of command. More simply, ***the chain of command is the order of authority***. It links the most junior cadet with every leader in CAP, all the way up to the national commander.

> **"Authority and responsibility are always linked. If you get one, you get the other."**

One Person is Responsible. While teamwork is important, the chain of command is based on the belief that ***final responsibility for getting a job done ought to be vested in a single individual.***[16] The opposite of the chain of command is sometimes called "leadership by committee," and has a negative connotation. If everyone on the committee is in charge, no one is in charge; if everyone shares responsibility for a project, no one is responsible.

Benefits of Having a Chain of Command. The chain of command is useful in many ways. It makes clear who is in charge. New people know they can go to their immediate superior if they have a question or an idea. Likewise, you can expect directions to come mainly from your immediate superior, versus several different leaders. The leaders in the chain of command have authority over the people in their unit, but with that authority comes responsibility. ***Therefore,***

another benefit of having a chain of command is that it re-enforces the idea that everyone is accountable to another leader. When the chain is functioning properly, authority and responsibility will always be linked; if you get one, you get the other.

The Chain in Civilian Society. Although the term chain of command has a military connotation, ***most organizations use some type of leadership hierarchy.*** Teachers work for the school principal, who in turn works for the school superintendent. A grocery store manager works for a district manager and ultimately for the company president. Businesses, governments, schools, clubs, and even families follow some sort of chain of command.

THE CHAIN IN PRACTICE

The chain functions best when people resolve issues at the lowest possible level.[17] This ensures local leaders make the decisions affecting local issues. It also frees high-level leaders to focus on more important matters.

Likewise, ***"jumping the chain" is to be avoided.*** This occurs when an individual takes an issue to a high-level leader, without consulting their immediate superiors. The principle goes both ways. High-level commanders generally do not give directions to low-level cadets. Instead, they pass their instructions down the chain.

The Ladder

Think of the chain of command as a ladder. The wise person climbs and descends one step at a time. Each step represents a commander in the chain of command. Sure, in theory, you can skip a step and race up and down the ladder, but you're apt to hurt yourself in the process.

GEN. DWIGHT D. EISENHOWER
THE CHAIN OF COMMAND IN ACTION

June 6, 1944: D-Day. It was the decisive battle in Europe during World War II, grimly but honestly depicted in the movie *Saving Private Ryan*.

Gen Eisenhower had spent three years planning the invasion. Now, his job was to sit and wait.

Ike began D-Day with light reading. Maybe a book would calm his mind. After breakast, Ike met with Field Marshall Montgomery. Monty had no news. After all, the fighting was miles away.

It was lunchtime when Ike met with the press, but he had little news to share. Ike wanted information about the brave men storming Normandy's beaches as much as the reporters did.

Ike spent the afternoon pacing. He was anxious for news to make its way up the chain to him.

Eventually it was dinnertime, and shortly after that, bedtime.

The Supreme Commander did not issue a single command on D-Day.[18]

SENIOR MEMBER POSITIONS *in the* CHAIN OF COMMAND

CHAIN OF COMMAND Simplified Diagram

These simplified diagrams show the main positions comprising the chain of command.

They include the grades people typically hold while serving in the various positions.

The diagrams also outline some of the major duties of each position.

It is not necessary to fill every cadet position. Your squadron's chain of command may vary slightly, depending on your unit's size and the ranks of its cadets.

The People Rule
America is built on democratic principles. All public institutions, including CAP, are ultimately accountable to the American people.

Know Your Chain
You are *not* expected to memorize all the information on this chart, but you should know where each position fits in the chain.

THE AMERICAN PEOPLE

CAP BOARD OF GOVERNORS

Created by the U.S. Congress, the BoG is a committee of Air Force, CAP, and community leaders who oversee and govern CAP.

NATIONAL COMMANDER
Maj Gen

The national commander leads all CAP units.

REGION COMMANDER
Col

The region commander leads a handful of wings within a geographic area.

WING COMMANDER
Col

The wing commander leads all the groups and squadrons in a state.

GROUP COMMANDER
Maj - Lt Col

Groups are *optional* units, usually found in large states. The group commander leads a handful of squadrons.

SQUADRON COMMANDER
1st Lt - Lt Col

Sqadron commanders lead CAP's "hometown" organization. Squadrons are regarded as the most important units in CAP.

CADET STRUCTURE *See next page*

CADET POSITIONS *in the* CHAIN OF COMMAND

SENIOR MEMBER STRUCTURE *See previous page*

CADET COMMANDER
C/Maj - C/Col

Motivate cadets; supervise the flight commanders and first sergeant and develop their leadership skills; set long term goals for the squadron; instruct cadets; ensure the unit achieves its goals

CADET DEPUTY COMMANDER
C/Maj - C/Lt Col

Supervise and mentor the flight commanders; assist the commander in leading the squadron; take charge of the squadron in the commander's absence

CADET EXECUTIVE OFFICER
C/Maj - C/Lt Col

Supervise the cadet support staff; manage the cadet corps' administrative programs

CADET FLIGHT COMMANDERS
C/2nd Lt - C/Capt

Motivate cadets; supervise the flight sergeant and element leaders and develop their leadership skills; instruct cadets; set goals and create plans for the flight

CADET FIRST SERGEANT
C/MSgt - C/CMSgt

Motivate cadets; supervise the flight sergeants and all junior cadets in the squadron; assist the commander with inspections; lead drill and ceremonies; assist the commander with morale and discipline

CADET FLIGHT SERGEANTS
C/SSgt - C/CMSgt

Motivate cadets; lead cadets in drill; instruct cadets in basic subjects; help the flight commander lead the flight

CADET ELEMENT LEADERS
C/A1c - C/TSgt

Motivate cadets; serve as a coach; help cadets prepare for inspection; help teach drill

CADET ELEMENT MEMBERS
C/AB - C/TSgt

Follow directions; display personal leadership

Not in the Chain
Notice that the Cadet First Sergeant, Executive Officer, and Deputy Commander are *not* in the basic cadet's direct chain of command.

The Chain Made Visible. During cadet formations, like this one at the U.S. Air Force Academy, leaders pass information up and down the chain of command.

CONCLUSION

Character. It is a pre-requisite for leadership. How can a dishonest person be trusted to lead? Leaders must lead by example. We expect them to live the Core Values. This requires self-awareness, self-discipline, and a positive attitude.

One's character is reflected by their actions. Therefore, CAP leaders must respect Air Force leadership traditions. Put simply, a leader wears the uniform with pride. They follow the chain of command. They are proficient in drill. And they habitually and cheerfully render military customs and courtesies.

Any cadet who works hard to live the Core Values and respects Air Force traditions has the potential to become a good leader.

STUDY TIPS

Use this review quiz to help you study.

Also ***pay special attention to the objectives listed throughout the chapter.*** They identify what we want you to learn.

If you're comfortable responding to the objectives, you should earn a high score on the chapter test.

REVIEW QUIZ

1. What is a "warrior"? What do they defend? *p. 5*
2. Name the four CAP Core Values. *p. 6*
3. Which Core Value can be described as doing what is right, even when no one is looking? *p. 7*
4. Which leadership term is defined as "the ability to direct your thoughts, emotions, and actions toward a meaningful purpose"? *p. 8*
5. Attitudes are said to be "contagious." Why is this so? *p. 10*
6. Why does society use oaths? What does it mean to swear to an oath? *p. 11*
7. What is the root of all military customs and courtesies? *p. 13*
8. Are military customs and courtesies supposed to make new cadets feel inferior? Why? *p. 14*
9. Is a cadet's appearance important? What, if any, effect does how you wear the uniform have on CAP? *p. 18*
10. What does it mean to "jump the chain of command"? Should jumping the chain be encouraged or avoided? *p. 22*

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2

CHAPTER 2

CADETS: LEADERS IN TRAINING

CHAPTER GOALS

1. Describe self management skills that are essential to leaders.
2. Develop an understanding of how to listen actively and read critically.
3. Defend the idea that individuals can accomplish more as a team than they can on their own.

CADETS ARE LEADERS IN TRAINING. Their history dates back to the 15th century, originating in the courts of French kings.[1] In Renaissance France, distinguished families would send their young sons to the palace where they would learn how to conduct themselves as gentlemen, leaders, and patriots. After gaining some maturity and experience, they won commissions as military officers.

America rejects the rule of kings and queens, but has kept faith in cadets. Eager to cast-off the ways of the Old World, George Washington refused to allow people to address him as, "Your Majesty." How many other traditions of the European court would die? Not the noble rank of "Cadet."

When it came time to establish the first American military academies, the old title "cadet" had retained its special dignity. In 1802, the first students at West Point proclaimed themselves "Cadets." Americans have always recognized something special in cadets and are proud to support young people who take seriously their duty to themselves, their nation, and their futures.

How should a cadet pursue their goal of becoming a leader? Some of the first steps seem to be to take responsibility for one's self, to invest fully in the ethic of teamwork, and to learn how to communicate with other leaders. Those are the themes of this chapter.

CHAPTER OUTLINE
In this chapter you will learn about:

Introduction
- History of the Cadet

Self Management
- Personal Goal Setting
- Ethical Decision Making
- Efficient Time Management
- Healthy Stress Management

Teamwork
- Characteristics of Teams
- Qualities of Good Team Players
- Your Mentor & You

Communications
- Active Listening
- Questions & The Value of Feedback
- Reading Critically

Drill & Ceremonies

Conclusion

SELF MANAGEMENT

OBJECTIVES:

1. Define the term self-management.
2. Defend the idea that good leaders need to develop self management skills.

If you aspire to become a respected leader, you must take responsibility for your actions. Leaders will help you develop your potential, but there is no escaping the fact that you are in charge of you.

"Leaders take responsibility for their actions."

Therefore, to become a successful leader, you will need to practice ***self-management, the process of directing and controlling your actions so that you can achieve your goals in life.*** If you have good self management skills, you take ownership of the goals you set for yourself, the decisions you make, how you use your time, and how you control stress in your life.

PERSONAL GOAL SETTING

OBJECTIVES:

3. Describe the concept of a "future picture."
4. Outline the steps used in the goal setting process.
5. Describe benefits of setting personal goals.

What Alice Learned About Goals

Alice: Which way should I go?

Cat: That depends on where you are going.

Alice: I don't know where I am going.

Cat: Then it doesn't matter which way you go.

from ALICE IN WONDERLAND

A goal is simply a dream with a deadline. Goals describe what you want to achieve in your life. They are the destinations you hope to reach at the end of your journeys. Goals describe *where* you are going, they do not try to explain the less important details of *how* you will get there. Good leaders will set short, medium, and long range goals for themselves, and use those goals as beacons to guide their every action.

Future Picture. One way to set goals for yourself is by imagining a ***"future picture," a clear and compelling description of what you want your life to look like at some point in the future.***[2] Your task as a leader is not only to describe that future picture, but to make sure all of your actions bring you a step closer to it.

A GOAL SETTING PROCESS

The best way to set goals is to work back from the future, not forward from the present.[3] Here are six steps to help you set goals:[4]

A Dream Achieved
This 4th Class cadet (left) is being formally accepted into the Cadet Wing at the U.S. Air Force Academy. No doubt, it took several years of hard work to achieve this dream.

1. Dream big.

What do you want to do with your life? Go for it! Dreams are fuel for your goals.

2. Identify a specific goal and write it down.

Dreams can be vague, but goals need to be specific. By expressing your goals in writing, you force yourself to state precisely what you want to achieve.

3. List the steps needed to reach the goal.

What's the best way to eat an elephant? One bite at a time. Identifying the steps needed to reach your goal will make a seemingly huge project easier to achieve.

4. Get help and support from others.

Tell your friends and family about your goals. They might be able to offer advice or open doors for you. Plus, you're more apt to succeed if people you care about are encouraging you.

5. Work toward your goal, one step at a time.

Take stock in how you're doing. Are you on schedule? How many

PERSONAL GOAL SETTING: AN EXAMPLE

Do you dream of becoming an Air Force pilot? That would be an excellent ***long-range*** goal.

Working backwards from this goal, you learn you must become an Air Force officer and graduate from college. How do you do that? Still working backwards, you see the importance of earning good grades in school, so you set a ***medium-range*** goal of earning B's or better this semester. How do you do that? You set ***short-term*** goals calling on you to keep up with your schoolwork daily.

Working "back from the future," you've identified how to achieve your long-range goal.

Goal setting is an easy concept to grasp. The challenge is ordering your life so that everything you do brings you one step closer to your dreams.

tasks have you completed? What remains? Are you experiencing any difficulties? Can anyone help you overcome them?

6. Reward yourself along the way and when you complete your goal. The bigger the goal, the farther away it always seems. By rewarding yourself as you make progress toward your goal, you give yourself incentives to keep going and not give up.

BENEFITS OF GOAL SETTING

By now it should be clear that ***goals give you a sense of mission, a rudder, a meaningful purpose.*** Without goals, you are simply adrift with no direction and no destination in mind. Therefore, having goals will help you focus your time, energy, and talents on activities that propel you forward.[5]

> "Goals help you focus your time, energy, and talents."

ETHICAL DECISION MAKING

OBJECTIVES:

6. Defend the idea that leaders should follow a process as they make decisions.
7. Identify and describe the 7 steps used in the ethical decision making process.

How do leaders make decisions? ***Good leaders follow a decision-making process.*** If you were to bake a cake, you would follow a recipe. Forget an ingredient and your cake will come out wrong. Likewise, a decision-making process is useful because it helps ensure you won't overlook an important aspect of your problem. Outlined below is one model for making decisions.[6]

Stop and Think
How do you make decisions? Do you stop and think or are you a "knee jerk" decision maker?

1. Stop, think, and define the problem. The old adage, "think before you act" is good advice. ***Before making a decision, stop and think.*** People are apt to make foolish decisions when they are under pressure. Then, as you think about the situation, try to define the problem in precise words. At first glance, it can seem shapeless and vague. ***Define the problem and write it down.*** You can not solve a problem if you do not know exactly what it is in the first place.

LEADERSHIP CRISIS: JOHN F. KENNEDY & THE CUBAN MISSILES

October, 1962. The Soviet Union places nuclear missiles in Cuba, just 90 miles off the coast of Florida. President Kennedy instantly realizes the missiles pose a terrible threat to U.S. security.

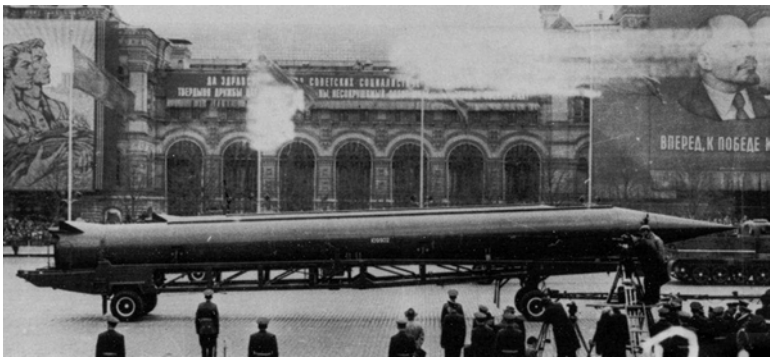
Should he invade Cuba, but risk nuclear war in the process? Should he allow the missiles to remain in Cuba, and risk the Soviets thinking they can bully America?

At first glance, these were Kennedy's only choices. It was an immensely stressful situation.

But he and his team worked through a decision-making process. They were creative. They looked at the problem from every possible angle.

As a result, they discovered a "third option" to solving their problem, a naval blockade that caused the Soviets to remove the missiles from Cuba.[7]

Good leaders know how to solve problems.



Nuke on Parade. An example of the type of missile the Soviets were placing in Cuba. If launched from Cuba, this missile could have reached a U.S. city in under 5 minutes.

2. Get the facts. Be sure you have adequate information to support an intelligent choice. You can't make good decisions if you don't know the facts. As you gather and consider the "facts," be mindful of the difference between facts, opinions, and assumptions. Two plus two equals four. That's a ***fact***. The B-2 *Spirit* is the world's greatest airplane. That's an ***opinion***. Cadets who exercise regularly will pass the fitness test. That's an ***assumption***. In the early stages of decision-making, it is easy for some information to seem factual when it isn't.

3. Brainstorm and list your options. ***Brainstorming is a method of generating a large number of creative ideas.***[8] The key is to blurt-out any idea that comes to mind, no matter how stupid it may sound. During this stage of the problem-solving process, do not judge possible solutions, just generate them. If you can not think of more than two ideas, you're probably not thinking hard enough. If possible, seek help from people you trust because brainstorming works best when more than one person is involved. The goal of this step in the process is to build a list of possible solutions.

Seek Help From Others?
Why would a leader want to involve other people in the decision making process?

4. Weigh your options. Consider the pros and cons of your possible solutions. As you look at each option, there may be no "perfect" solution – each option is apt to have advantages and disadvantages. Try to imagine the consequences of each choice, as best as you can. Consider how the decisions will affect ***stakeholders***, people who have a stake in the solution.

5. Consider your values. Good leaders make *ethical* decisions that reflect their values. What if your decision was to be reported in the news? Would you be proud, or ashamed? ***Consider how your best solution relates to the Core Values.*** This step in the process is important because leaders can become so focused on solving a problem that they forget that some solutions are morally wrong.

6. Decide and act. You now have a good amount of information to make an intelligent choice. But ***before you decide and act, pause if you can***. Must you choose right away? If not, sleep on your decision. Talk with people you respect. Finally, decide and act. Having followed a decision-making process, you will have some peace of mind in knowing you have looked at the problem from every possible angle and are making the best choice you can make.

7. Reevaluate the decision. How well is your solution working? Is it producing the results you want? Are you seeing any unintended consequences? ***Good leaders reevaluate their decisions and change course if necessary***. Reversing a bad decision is a mark of strength.

As a new leader, you should refer to this model of decision-making and follow it step-by-step. With experience, you will naturally internalize this model (or one similar to it), which will allow you to make good decisions quicker and more instinctively.

QUESTIONS LEADERS ASK

Making decisions is what leaders do. It is a challenging job because there are many sides to even seemingly "simple" problems. Some questions leaders ask include:[9]

- When do I need to decide? Can I sleep on it?
- Who should I talk to before making my decision?
- Do I have all the information I need?
- Am I being too optimistic about my options?
- How do my possible solutions stack up against my long term goals?
- How much do my possible solutions cost in time, money, and effort?
- Can I simply say "No" to this problem and walk away from it?
- What are the risks?
- What are some unintended consequences that could result from my solution?
- If I get the solution wrong, will the result be mildly annoying, inefficient, or utterly terrible?
- How sure am I about the "facts"?
- Am I the person who should make this decision?

AVOIDING THE ETHICAL TRAP

OBJECTIVES:

8. Define the term, "ethical trap" and explain why leaders need to avoid it.
9. Defend the idea that good leaders motivate followers to live the Core Values.

When making decisions, consider the Core Values. ***Leaders who make bad initial decisions often get caught in the "ethical trap."*** [10] That is, their solution to a problem turns out to be unethical, and as a result, a secondary ethical problem pops up. Now instead of having one problem, they have two.

Suppose you see a student cheat on a test, but do nothing. Another person sees this and thinks you and the cheating student are both cheaters and may be working together. By not responding to the cheating in the first place, you've created another problem for yourself as people think you're a cheater, too. This is the "ethical trap."

Studies show that when people are confronted with an ethical problem, they often do less than they believe they should do.[11] They find themselves in an ethical trap. Perhaps this happens because inspirational leaders are uncommon. If a leader models the Core Values and shows a high degree of moral courage, the team will be inspired to follow the leader's positive example.

FAILED LEADERSHIP: NIXON LEAVES WHITE HOUSE IN DISGRACE

June 17, 1972. Five men are arrested in what appears to be a "third rate burglary" of the Democratic Party headquarters at the Watergate Hotel in Washington. Two years later, President Nixon would resign as a result of the scandal.

Did Nixon particpate in the burglary? No, but the president's top aides would testify that Nixon tried to cover up the dirty politics. He even fired the prosecutor who was investigating his Administration's crimes.

In the end it was the cover up that did Nixon in. For the first time in U.S. history, a president was forced to resign from office.

Today, the word "Watergate" symbolizes corrupt leadership and abuse of power.

EFFECTIVE TIME MANAGEMENT

OBJECTIVES:

10. Define the term, "time management."
11. Explain why time management is an important skill for leaders.

Goals are the starting point of effective ***time management—the process of organizing and using your time wisely***.[12] Because time is the one resource you're always running out of – the clock ticks away seconds from your life that you'll never get back – whether you reach your goals depends on how well you manage your time. Moreover, as a young leader in training, you need to develop good time management skills for yourself now, before you take on the increased burden of managing other people's time as well.

EFFICIENCY

OBJECTIVES:

12. Describe what it means to be "efficient" in terms of managing your time.
13. Describe ways leaders can become more efficient.

Take Notes
Listening carefully, taking notes, and asking good questions are fundamental habits in working efficiently.

Efficiency is a broad term describing how well a leader is making use of their time and other resources. Have you ever felt you had so much to do, but not enough time to do it? Perhaps you were working inefficiently. The old saying, "work smarter, not harder" suggests that leaders can save time if they think critically about their jobs. Some examples of how to do this include:

Pay Attention. One way to save time is to pay attention to the instructions of teachers, parents, and other leaders. Listen carefully. Take notes. Ask questions. Have the leader clarify anything that seems unclear. Developing such a habit saves you time and shows others that you respect their time, too.

Come Prepared. It costs time to save time. Come prepared for the job at hand. This principle applies to school, CAP, and adult employment. For example, by

spending a few moments reviewing your homework before class, you are better prepared to learn. Another example would be preparing your uniform the night before a CAP event so you do not risk forgetting something that costs you more time in the long run.

Focus on Your Goals. ***Not all work is productive.*** Effective leaders are always asking themselves, Is this moving me toward my goal? Earlier, you studied the importance of creating a "future picture." As a leader, devote yourself to those things that bring you closer to your future picture. Because young people often receive numerous opportunities – join CAP, play sports, take a part-time job – it is vital for them to say "No" to opportunities that distract from their goals.

Do it Right the First Time. Haste makes waste. Working as fast as possible may seem like a time-saver, but working too fast may result in your making so many mistakes you need to start over. The carpenter's old saying, "measure twice, cut once" illustrates this principle. Put another way, it is wise to budget plenty of time to do a job right, rather than to rush.

Do it Right the First Time
When contributing to life-saving humanitarian missions, time management skills are critical.

Sequence the Work Efficiently. Stuff the envelope before you seal the flap. Shower after you exercise, not before. Common sense often tells us there is a right way for doing a job. But with complicated jobs like assembling a jumbo jet or building a skyscraper, leaders need to think critically about how they sequence their work so that they use their time as efficiently as possible.

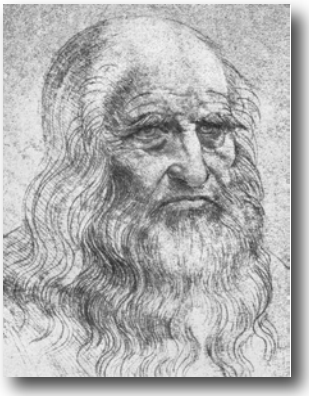
Maximize Uptime, Limit Downtime. While it is not possible or even wise to work every moment of the day, leaders want to maximize their ***uptime – the amount of time they are actually working.*** Likewise, leaders try to limit ***downtime – time spent waiting for the opportunity to work.*** Consider two ways of baking a cake. One option is to mix the ingredients, put the cake in the oven, wait for it to bake, and then clean up. The time spent waiting for the cake to bake is downtime. A second, more efficient option would be to start cleaning up while the cake is baking. Downtime can be transformed into uptime if leaders find ways to keep themselves busy.

And of course, there is no substitute for determination, hustle, and hard work.

PROCRASTINATION

OBJECTIVES:

14. Define the term, "procrastination."
15. Describe reasons why people procrastinate.
16. Describe ways to overcome procrastination.



"Tell me if anything ever was done!" His energy and talents were too often wasted on doodles and unfinished projects (submarines,parachutes, and helicopters, for example). Leonardo da Vinci was a procrastinator. He got around to finishing his famous painting, *The Last Supper*, only after his patron threatened to withhold money. It took him 20 years to finish the *Mona Lisa*. Procrastinators, you are in good company.

Perhaps the leader's biggest enemy in managing their time is ***procrastination – the practice of putting off for no good reason a task that should be done right now.***[13] There are many reasons why people procrastinate, including:

- Fear of failure
- Uncertainty about what they are supposed to do
- Not knowing where to start
- The task is unpleasant
- Desire to work tasks that are more "fun"

How can you overcome procrastination? As with any problem, the first step toward a solution involves admitting there is a problem. ***Once you know you procrastinate, try to identify why you are avoiding the task.*** If the problem is you've been assigned a huge project like writing a 40-page term paper and you simply don't know where to begin, try solving that problem first. Some ways to beat procrastination include:

Consider your peace of mind. Procrastination affects your ability to relax. Deep down you know you should be hard at work when you're not. To motivate yourself, think about how good you'll feel and the freedom you'll earn to do something more enjoyable once the unpleasant task is behind you.

"To combat prorastination, break a big job into small pieces."

Break the job into small pieces and work on one piece at a time – this is a good way to think about projects that seem enormous. As you complete the tasks on your list, cross them off to show yourself that you're making progress.

Jump right in. Instead of thinking about the ten different ways of approaching a project, just jump in and get to work. Getting started on a jigsaw puzzle, for example, is very difficult. With so many individual pieces, there's no clear place to begin, you just have to jump in and find your way as you go along.

Publicly commit to the work. Suppose you know you should talk with someone about a difficult subject. Instead of procrastinating, send the person an email saying you'd like to talk with them at a specific day and time. Scheduling an unpleasant task in a way that makes it hard to turn back is one way to force yourself to perform.

Use rewards. Make a deal with yourself. Tell yourself that when you complete the task, you'll reward yourself with something fun. Rewards can be simple. For example, when you finish your math homework, let yourself play a video game for 15 minutes. Then when you finish your English homework, give yourself another 15-minute break.

TOOLS FOR MANAGING YOUR TIME

OBJECTIVES:

17. Describe tools useful in managing your time.

You are in charge of you. If you do not get yourself organized and manage your time, no one else will. Your system for doing this can be as detailed, or as simple, as you want it to be. Described below are some recommended time management tools.

Keep a Calendar. Keep track of appointments, deadlines, events, birthdays, and the like on a calendar. Software programs can track this information and even remind you when an event is coming up. The level of detail you put into your calendar is up to you – organize your time down to the half hour, or just track the tasks you want to accomplish that day.

Wear a Watch. One of the best ways to ensure you are on time is to know what time it is.

Keep a Notepad. No one's memory is perfect. Use a notepad for recording homework assignments, outlining instructions given to you by leaders, making lists of things you want to do, and for collecting your great ideas.

THE BUSY MAN

If you want to get a favor done
by some obliging friend,
And want a promise, safe and sure,
on which you may depend,
Don't go to him who always has
much leisure time to plan,
If you want your favor done,
just ask the busy man

The man with leisure never has
a moment he can spare,
He's always "putting off" until
his friends are in despair
But he whose every waking hour
is crowded full of work
Forgets the art of wasting time,
he cannot stop to shirk

So when you want a favor done,
and want it right away,
Got to the man who constantly
works twenty hours a day
He'll find a moment somewhere,
that has no other use
And help you, while the idle man
is framing an excuse

– Author Unknown

How to Create a Prioritized "Do List" Make a list of the things you need and want to do in the near future. How important is each task?

- High: The most important things you could do today.
- Medium: Tasks that are important, but could wait until another day.
- Low: Tasks that would be nice to do, but are definitely less critical than the others.

Next, within the high, medium, and low groups, rank the tasks (1, 2, 3, etc.).

You now have a "do list" where the tasks are arranged in a way that is consistent with your goals.[15]

HIGH
1. Study for tomorrow's math test
2. Bake cake for Mom's birthday party tonight

MEDIUM
1. Run / walk for 30 minutes
2. Write first draft of term paper (due next Friday)
3. Make dentist appointment

LOW
1. Apply for summer encampment
2. Start planing next Saturday's hike up Mt Lafayette

Create "To Do" Lists. ***Efficiency experts believe that prioritized do lists are essential time management tools.***[14] Step one in the process is to list all the tasks you need to complete in the near future. Step two is to identify whether the task is urgent, routine, or low priority. The third and final step is to prioritize the tasks within each of those three categories. Such a system helps focus leaders on the tasks that are most important, while temporarily setting aside tasks that might be nice to do but are less pressing.

Make a Time Inventory. If you are having trouble managing your time, one way to take charge of the problem is to make a time inventory. To do this, keep a notepad with you at all times throughout the day. Every time you start a new activity, make a note. It is important to be as detailed and precise as possible in your notes. At the end of the day, analyze your notes to see how you are spending your time. You might be surprised by how much time you spend watching TV, surfing the web, talking with friends, etc. ***Once you know exactly how you are spending your time you can manage it better.***

Allow for Flexibility and Fun. ***People are not machines. They have a genuine need for fun, spontaneity, and relaxation.*** If these needs are not met, a person will become frustrated and unhappy. In extreme cases, their health can suffer. When managing their own time and their team's time, leaders need to allow for rest and relaxation. Moreover, not having every moment of the day planned is a responsible way to save time for unexpected tasks.

GOALS, ROCKS, & SAND

Imagine you have a jar, some big rocks, some little rocks, and some sand. What's the best way to fit the maximum amount of rocks and sand into the jar?

First, you place all the big rocks in the jar. Gradually you start adding the little rocks. Sand comes last because it is small and spills down into the little gaps between the rocks.

What does this exercise say about time management?

That no matter how full your day is, chances are there's a way to fit even more activity into it? Perhaps.

After all, if you shake your jar of rocks you can probably create space for even more sand.

More importantly, this exercise shows that ***you'll never fit the big rocks into the jar unless you place them first.*** A jar already loaded with small rocks and sand can not hold a big rock.

What are the big rocks in your life? Are you placing them first?

HEALTHY STRESS MANAGEMENT

OBJECTIVES:

18. Define the term "stress."
19. Describe how stress can be both positive and negative.
20. Explain why leaders need to be able to manage their stress.

Stress is the body's response to change.[16] The word is often used in a negative way. For instance, you might say you are stressed out because you have so much homework to do. But stress is designed to be a lifesaver. In a time of danger, stress gets your adrenaline going so you can move quickly to dodge a harmful threat. Also, having a little stress in your life can help you achieve more because it energizes and pumps you up.[17] As a leader, you need to manage and control the stress in your life. If stress is left unchecked, it becomes a destructive force that will harm your body, paralyze your efforts, and drive you toward dangerous behaviors.

"A leader manages and controls the stress in their life."

SOURCES OF STRESS

OBJECTIVES:

21. Define the term, "stressor."
22. Describe everyday occurrences that can produce stress.
23. Explain why young people are more prone to stress than adults.

Where does stress come from? ***Anything that causes stress is called a stressor.***[18] Stressors range from everyday annoyances to serious personal problems.

Allow Time for Fun
People genuinely need time to have fun. If this need is not met, a person can become unhappy. Even their health can suffer.

Stressors can include events like:

- Arguing with a friend
- Moving to a new city
- Being picked-on at school
- Breaking up with a girlfriend or boyfriend
- Being around a drug user
- Being upset with your parents
- Worrying about your personal appearance
- Getting glasses or braces
- Coping with the death of a pet, friend, or relative

Young people are more prone to stress than adults for several reasons.[19] First, just growing up and discovering who you are is stressful. Second, because young people lack the experience adults have amassed, they do not always realize that ups and downs are a normal part of life. It is common for teens to believe minor stressors are major problems. Third, a teen's social world is less stable than an adult's. Their circle of friends is more apt to be in a state of flux. These factors make the teen years among the most stressful times in a person's life.

"The teen years are among the most stressful times in a person's life."

RESILIENCE

OBJECTIVES:

24. Define the term, "resilience."

Stress will always be a part of your life. The key is knowing how to control and limit it. ***Resilience is the ability to bounce back and recover from adversity.***[20] It is the ability to return to your original form and position. Think of a rubber band. You can stretch, twist, and snap it, but it will always return to its normal state. That's resilience. How well you achieve your goals depends on whether you bounce back from adversity. Moreover, followers expect their leader to have self-control and not to let stress affect the team.

RESILIENCE: LANCE ARMSTRONG

Cancer nearly killed him. But Lance Armstrong fought for his life. He not only survived, but continued to dominate the sport of cycling.

"Pain is temporary," according to Armstrong, "It may last a minute, or an hour, or a day, or a year, but eventually it will subside and something else will take its place. If I quit, however, it lasts forever."[21]

A model of resilience, the 7-time winner of the Tour de France considers himself a cancer survivor, not a cancer victim.

COPING STYLES

OBJECTIVES:

25. Describe each of the 7 steps used in managing stress.

How do you cope with stress? Do you tackle the problem head-on? Do you do something you hope will make you feel better, like eat when you're not really hungry, or retreat to the safety of your bedroom? Do you completely ignore stressors and just hope they magically disappear? Described below are seven ways to manage stress:[22]

Try to Resolve the Problem. Ignoring a problem will not make it go away. If you are upset with someone, talk it out. If you upset someone else, apologize. Release some stress by talking with a friend about what is bothering you. ***People who try to fix their problems tend to be emotionally healthier.***

Avoid Things That Bring You Down. To manage stress, know yourself. What brings you down? What makes you tense, frustrated, or upset? Knowing what bothers you and taking steps to avoid those stressors is one way to manage stress. But, it is not a foolproof way. Sometimes you simply can not avoid stressors (you might have to sit next to a jerk in math class). And of course, you do not want to avoid all forms of challenge in your life.

Let Some Things Go. Do you have the power to fix every problem you encounter? Probably not. Certain things are beyond your control – the weather, what others think of you, how much money your parents make, etc. People who waste their energy worrying about the things they can not change do not have enough energy to fix those things they can change.

Exercise. When you are stressed, your body is saying, "RUN!," so do it. ***Exercise is the most important part of a plan to manage stress.***[23] If you are feeling angry, exercise is a great way to release those bad feelings. Do some rapid-fire push-ups. Sprint away your troubles. Plus, exercise will make you healthier overall, so you'll have more energy during the day and won't feel as crummy when stress does enter your life.

Rely on Your Wingman

Who helps you look after your physical, mental, and spiritual fitness? Your wingman.

In fighter pilot jargon, a wingman flies next to you in combat. In everyday life, a wingman is a friend who helps you make good decisions. It's the Air Force version of the buddy system.

"The wingman is absolutely indispensable," according to the legendary fighter ace, Gabby Gabreski. "I look after my wingman, he looks after me. We work together. We fight together."[24]

Pair up with another cadet. Be each other's wingman.

Exercise to Beat Stress
Sprint away your troubles. Exercise is the most important part of a plan to manage stress.

Yum!
This cadet is about to enjoy a MRE or "Meal, Ready-to-Eat." Knowing that a person's diet affects their ability to perform and manage stress, the military goes to great lengths to ensure troops receive the nutrition they need while in the field.

Relax. Scientists say that your body's nervous system can not be calm and in crisis mode at the same time. ***By practicing relaxation techniques, you can fool your body such that stress hormones stop firing and a relaxed feeling takes over.*** One way to do this is through controlled breathing. Just sit comfortably with your back straight and your feet flat on the floor. Close your eyes, and simply focus on your breathing. Perhaps outside thoughts may intrude, but just ignore them 10 times in 10 seconds if you have to.[25] The goal is to turn-off the thoughts racing through your mind so that you can slow down, give your mind a rest, and regain a measure of calmness.

Eat Well. ***Good nutrition is an important part of any healthy lifestyle.*** In contrast, junk food contains sugars and chemicals that excite and then depress the body. People who eat mostly junk food have highs and lows in their energy level, which harms their ability to manage stress.

Sleep Well. Sleep researchers believe ***teens require 9 to 10 hours of sleep per night.*** Too many teens do not sleep enough, which results in excessive daytime sleepiness. When you're tired, your health, school performance, brainpower, and mood suffers.

UNCOPING STYLES

OBJECTIVE:

26. Describe the consequences of not being able to cope with stress in a positive way.

People who lack coping skills lose their battles with stress. As a result, they are more apt to turn to drugs, believing that getting high will help them escape from stress, despite the obvious facts on how drugs ruin lives. Second, people who lack coping skills can find themselves in a pattern of failure. Stress affects their mood, which frustrates their ability to succeed in everyday life, and then those failures produce more stress. ***Third, coping skills are especially important for leaders. As a leader, your ability to exert self-control is always on display.*** If your team believes you can not manage your own stress, they will lose faith in your ability to lead.

Self-management is a pre-requisite for leadership. A leader will lack the necessary skills for leading others if he or she can not even care for themselves. Having good self-management skills means being able to control one's own goals, decisions, time, and stress.

TEAMWORK

"Together Everyone Achieves More."

Self management is important because it teaches you to lead yourself. But no man is an island. Being able to lead yourself is only a small part of leadership. As a leader, you also must learn how to work with others. Individuals form teams in the hope that **T**ogether **E**veryone **A**chieves **M**ore.

CHARACTERISTICS OF TEAMS

OBJECTIVES:

27. Define the term "team."
28. Defend the idea that diversity makes a team stronger.
29. Explain how team members look to one another for leadership.
30. Describe why team spirit affects the team's ability to perform.
31. Define the term "synergy."

A team is a collection of individuals who are committed to working together to achieve a common goal.[26] They agree on what this goal should be and share a belief in how they should pursue it. Let's take a closer look at what makes a team a team.

Team Diversity. Because a team is comprised of individuals, everyone on the team is unique and brings their own special talents and personality. ***Great teams use individuals' special skills to their advantage.*** One person's strength helps overcome another person's weakness.[27]

Team Leadership. By being so committed to working together, ***team members often look to one***

Teamwork
None of these cadets could safely move an injured person on their own, but working together they can.

GROUPS vs. TEAMS

Five people stand on a corner waiting for a bus. They share a common goal – to board the bus. But are they a team? What's missing?

Five of the greatest basketball players of all time represent the U.S. in the Olympics. Each wants to win the gold, but on the court no one passes the ball – everyone is a "one man show." Are they a team? What's missing?

another – not just to their boss – for leadership. They pass information to each other, encourage their fellow teammates, and solve problems together, rather than waiting for the leader's directions.[28]

Team Spirit. One thing that makes being on a great team special is the feeling of team spirit. Teammates feel something deep down connecting them to the team. The best teams become something like extended families. ***This sense of team spirit is important because it builds trust,*** making team members eager to cooperate and not afraid of making compromises as they work together.

Team Power. Great teams seem to defy the laws of math, making 2 + 2 = 5. They produce ***synergy, the idea that by working together they can achieve more than each individual could on their own.***[29]

QUALITIES OF GOOD TEAM PLAYERS

OBJECTIVES:

32. Identify the 4 characteristics of good team members.
33. Explain why team members must possess self discipline.
34. Defend the idea that teamwork requires sacrifice.
35. Explain why an team member's enthusiasm can affect the team.
36. Discuss what the term "loyalty" means in the context of teamwork.

Now we know what a team is. But what does it take to become part of a team? Described below are four characteristics of good team members. They are the personal traits anyone will need if they hope to be welcomed onto a team.

Self-Discipline. Team members are supposed to add value to the team, not be a drain on the team's energy. Therefore, self-discipline is important. The team relies on its team members to direct and control their own actions, to practice good self management. Put another way, ***effective team members possess a self-discipline that makes them dependable.*** They have the discipline to follow directions. They come to the team ready to make a contribution.

Selflessness. ***Teamwork always requires sacrifice.***[30] A willingness to put the team's needs ahead of your own is the price of admission onto any great team. Selflessness also requires team members to cooperate. They must be willing to help one another and the leader complete the team's work. Any time a team member hinders the leader, the team suffers and can fail to reach its goals.

Enthusiasm. If one member of the team has a positive attitude, that sunny outlook will spread to the other members of the team. ***Enthusiasm is contagious.*** Take responsibility for your own enthusiasm. Recognize that positive people are positive because they choose to be that way.

Loyalty. None of these traits matter if you give up on the team, or even worse, betray the team or its leader. ***A team member must be loyal – faithful to the people on the team, supportive of its leader, and committed to the team's mission.*** Loyalty requires a commitment strong enough to hold the person to the team in good times and bad. Winston Churchill famously barked, "Never give in. Never give in. Never, never, never, never!"

YOUR MENTOR AND YOU

OBJECTIVES:

37. Define the term "mentor."
38. Defend the idea that cadets can benefit from mentoring.
39. Identify 5 ways that mentors help cadets.

Must you learn to lead on your own? Or can you take a team approach to your development as a leader? Luke had Obi Wan. Helen Keller had Anne Sullivan. Batman mentored Robin.

A mentor is a close, trusted, experienced advisor.[31] They help you learn something that you would have learned less well, more slowly, or not at all if left alone.[32] Mentoring usually takes place in an informal, one-on-one setting. And unlike a teacher or a boss, a mentor does not formally grade you or tell you what to do, but they will offer feedback so you can improve your leadership skills.

Some examples of how mentors help junior cadets include:[33]

SELFLESS SERVICE: A1C WILLIAM PITSENBARGER

A willingness to put the team ahead of yourself is the price of admission onto any great team. But how selfless must one be?

April 11, 1966. Air Force Pararescueman William Pitsenbarger volunteers to be hoisted from a helicopter into the jungle of Vietnam, where he will treat wounded soldiers.

After Pitsenbarger rescues several men, his helicopter is hit and has to return to base. Nevertheless, he stays on the ground, continuing to provide first aid to the wounded.

Eventually, the enemy overwhelms the Americans. Pitsenbarger fights valiantly, repeatedly exposing himself to enemy fire while rushing to the aid of the wounded.

In the process, he is wounded once, twice, and a third time. Undaunted, and in total disregard for his own safety, Airman Pitsenbarger continues providing medical aid to others, not stopping until his wounds claim his life.

For his bravery and selfless service, William Pitsenbarger was posthumously awarded the Medal of Honor.[34]

Mentors Are Your Role Models. Mentors show you how to act. They model the attitudes, behaviors, and values that lead to success.

Mentors Challenge You. Mentors push you and stretch your capabilities. They motivate, prod, and encourage you to try new experiences.

Wisdom of your mentor you should respect. "If you end your training now," Yoda cautioned the young Skywalker, "if you choose the quick and easy path, as Vader did, you will become an agent of evil." Leadership takes time to cultivate.

Mentors Are Your Friends. To be a close and trusted advisor, a mentor must be something like a friend. A great mentor will show that they truly care about you and will enjoy helping you out.

Mentors Are Your Guides to CAP. Mentors show new cadets around CAP. They'll introduce you to your squadron mates, tell you about upcoming activities, and generally act as a guide to cadet life.

Mentors Are Your Tutors. Mentors teach and provide feedback. They are a great resource if you need help learning something. You can think of your mentor as your personal instructor, ready to share their expertise.

BEING MENTOR-READY

OBJECTIVE:
40. Describe what a person needs to do to become "mentor-ready."

What can you do to make the most of a mentoring relationship? What do you need to do to be "mentor-ready"?

Watch Your Mentor
"Observe carefully the actions of the wise and what they shun or seek."

– MARCUS AURELIUS
Philosopher & Emperor of Rome

First, you need to be eager to learn. A mentor's efforts to guide you around CAP, show you how to act, and tutor you in the basics of cadet life will be meaningless if you are not eager to learn.

Second, mentoring works best if you are humble – free from pride and arrogance. A humble person is willing to be taught while a cocky person thinks they know everything already.

Finally, you need to be ambitious. Mentors want to help people who are goal-orientated. Mentoring works best if you work aggressively

to make the most of your time as a cadet and try to advance rapidly in the Cadet Program.

Because a mentor's job is to help people help themselves, ***you retain responsibility for doing your own work and solving your own problems***.

"Mentors model the attitudes, behaviors, and values that lead to succes."

COMMUNICATIONS

"The single biggest problem with communication," writer George Bernard Shaw tells us, "is the illusion that it has taken place." Leaders are great communicators. They share meaning. They build bridges between minds. They clear-up misunderstandings.

What does your ability to communicate have to do with self management and teamwork, the previous two topics discussed in this chapter?

First, through self management, you learn to take charge of yourself. Likewise, in communications, you learn to take charge of how you receive, process, and transmit meaning.

Second, your skill as a communicator affects how well you interact with your team. Team members have to share information and work together. It is hard to imagine teamwork taking place without communication.

A leader is useless if he or she can not communicate well.

Teams Communicate
One of the best ways to solve problems is by communicating and taking a team approach.

ACTIVE LISTENING

OBJECTIVE

41. Define "listening."

Listening is the most neglected communication skill. If asked to name memorable speakers, many examples come to mind. Winston Churchill: "We will fight on the beaches..." Martin Luther King: "I have a dream..." Ronald Reagan: "Tear down this wall..." But who can name a great listener?

"How well you listen will have a direct effect on your success as a cadet and leader."

Listening is an important, but under-appreciated art. ***It is the process of receiving, deciphering, and responding to spoken and non-verbal messages***.[35] In short, listening means focusing intently on a speaker's message.[36]

As a new leader, someone who is just learning how to follow, you will not be called upon to speak in public or author important documents. But you will receive verbal instructions from your leaders. How well you listen will have a direct effect on your success as a cadet. Listening is a skill that deserves practice and study.

The Importance of Listening

The average student spends 12 hours a day communicating. Half of that time is devoted to listening.[38]

ACTIVITY	HOURS	PERCENT
Writing	1.82	8
Reading	1.40	6
Speaking	4.83	20
Listening*	5.80	24
Television*	2.12	9
Radio*	0.86	4
CDs, MP3s*	1.32	5
Phone*	1.87	8
Email	1.33	6
Internet	2.73	11
TOTAL TIME SPENT LISTENING	11.97	50

Activities marked with an asterisk* denote "listening" activities. Some activities run concurrently, so the total time communicating exceeds 24 hours.

LISTENING VS. HEARING

OBJECTIVE

42. Compare listening to hearing.

Is listening the same as hearing? What's the difference? ***Listeners do not merely hear sounds, they focus on meaning.***[37] While hearing is passive – you let sounds enter your ears and perhaps you can't help but pay some attention to the words that make their way to your brain – listening is active because you are hard at work carefully examining, analyzing, and evaluating a speaker's message.

REASONS WHY PEOPLE DON'T LISTEN WELL

OBJECTIVE

43. Identify reasons why people might not listen well.

It is easy to take listening skills for granted – after all, we've been hearing sounds since before birth. One researcher found that most people rate their own listening skills as excellent and rate everybody else's as poor.[38] Clearly, people have highly inflated opinions about their own listening skills. Some examples of why people do not listen as carefully as they might include:

The Entertainment Factor
Some speakers are entertaining to listen to, others less so. Regardless of the situation, good leaders use their self discipline to be attentive listeners.

Thinking about what to say next. ***Having one mouth and two ears, we should spend twice as much time listening as we do talking.***[40] But in our fast-paced society, leaders might believe they must respond rapidly to what the other person has said. Instead of listening actively, they focus their mind on what they will say next. Even worse, they interrupt the speaker. They hear, but do not listen.

Hearing what we expect to hear. So much everyday conversation is routine. Ask a question and you just know what the answer will be. But what if the response is different? Hearing what we expect to hear rather than what the other person has said can pose a big problem.[41] Try not to make assumptions about what the speaker is about to say.[42]

Not paying attention. Today's young people are growing up in a world hyper-saturated by media. Have you ever written a paper for school while chatting with a friend, surfing the web, and listening to music, all at the same time? Deep, genuine listening is impossible when the mind is focusing on something other than the speaker's message. Listening is costly: it requires you to pay attention.

Being prejudiced. Pick a subject that interests you. Chances are you hold some pretty strong views about that topic. But what if a speaker challenges those beliefs? What if their viewpoint is the opposite of yours? In such situations, your prejudice might make you want to tune-out the speaker.[43] Having your long-held beliefs challenged is uncomfortable, but that is not a reason to stop listening.

HOW TO LISTEN ACTIVELY

OBJECTIVE

44. Describe ways you can become an active listener

With leaders spending 70% of their day communicating,[44] your listening skills will have a huge impact on your success as a leader. How can you become an effective listener? Outlined below are some methods for listening well.

Huh?
"I know that you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant."[47]
— AUTHOR UNKNOWN

Prepare. Be ready to listen. Turn your attention away from what you were doing and focus on the speaker. In a classroom setting, being prepared includes having your notebook, pencil, and textbook at the ready. Sit upright – good posture helps focus the mind. ***And when the speaker's mouth opens, close yours and open your ears***.[45]

Adjust to the situation. Naturally, outside factors can affect your ability to concentrate. If you are hungry, uncomfortable, or tired, you might not listen as well as you should. If a speaker's accent is unfamiliar or if they speak too softly, listening will be more difficult. And in a classroom setting, sometimes a speaker will simply be boring. ***Be aware of factors that affect your ability to concentrate and work to overcome them.***

Pay attention to gestures. Simply by taking note of these cadets' facial expressions, gestures, and their posture, you can tell they are talking and listening to one another.

Focus on key points. Listen to the right things. A speaker may cite a bunch of statistics, tell you an amusing story, and quote famous people. ***Listen to everything the speaker says, but focus on their key points.*** As you listen, ask yourself, What is this person really saying? What is their main point?

Pay attention to verbal & non-verbal cues. How a speaker says something can be just as important as the actual words they use. ***Their facial expressions and gestures (non-verbal cues) add meaning to the words they say.***[46] To emphasize an important word or phrase, they might change the inflection of their voice. Read aloud this line from the Declaration of Independence and consider how the meaning changes depending on which word you emphasize:

All ***men*** are created equal ...
All men are ***created*** equal ...
All men are created ***equal*** ...

Think in context. How does the speaker's message relate to what you already know? In your mind, try to make connections between the speaker's main point and other lessons you have learned in your life.

Take notes. Note-taking helps you understand a speaker, follow their logic, and remember what they said. ***The purpose of note-taking is to summarize the speaker's main points, not to capture every word the speaker said.***

Confirm the message. When receiving detailed instructions, it is important to relay those back to your instructor or leader so that you both know whether you understand one another. ***Respond to the speaker in a way that reflects your best understanding of their message.***[48] Ask good questions to clear-up anything that seems confusing.

QUESTIONS & THE IMPORTANCE OF FEEDBACK

OBJECTIVES:

45. Identify the main goal of communications.
46. Describe why feedback is important in the communications process.
47. Identify and describe 3 levels of questions.

The main goal of communications is not just to receive sounds (as in hearing), or to merely see words (as in reading), but to share meaning.[49] How will you and the speaker know if the two of you truly understand one another? Some form of feedback or give-and-take is needed. ***Feedback takes place when you return to the speaker a portion of the message they sent to you.***[50]

> "The main goal of communication is to share meaning."

Perhaps the most important feedback tool is the asking of questions. They allow you to clarify a speaker's message and probe deeper into a topic. By asking questions and receiving answers from your speaker, you create a ***dialogue***, which is when two or more people reason together about a topic. Put another way, ***questions are a form of teamwork where the speaker and listener work together to share meaning.***

As a new leader, be aware of three levels of questioning. Try not to limit yourself to basic knowledge questions. Probe deeper by asking "why" and "how" questions:[51]

Knowledge questions ask "What?" They ask for basic facts and data, which are stepping-stones to higher levels of learning.

- What is the definition of "active listening"?
- What is the wingspan of the F-22 *Raptor*?
- In what year did Jefferson write the Declaration of Independence?

Understanding questions ask "Why?" Having gathered basic facts and data from knowledge-level or "what" questions, you can ask "why" questions to help you understand a subject on a deeper level.

- Why is active listening different from hearing?
- Why do fighter aircraft need to be light and compact?
- Why did Jefferson say certain rights are unalienable?

Synthesis questions ask "How?" and explore one topic's relationship with another. They are high-level questions that help you see an issue in context.

- How do a leader's communication skills affect their ability to inspire the team?
- How would the F-22 fare against China's newest jets?
- How did the Declaration of Independence influence the Gettysburg Address?

Questions
The only dumb question is the one that doesn't get asked.

Don't be afraid to ask questions. One of the brightest people in human history, Albert Einstein, wrote, "The important thing is not to stop questioning." Questions are not a sign of weakness or stupidity but rather show you have a curious mind and are working hard to share meaning with the speaker.

READING CRITICALLY

OBJECTIVES:

48. Defend the idea that leaders should be lifelong readers.
49. Define the concept, "critical reading."

A statue on the grounds of the U.S. Air Force Academy is inscribed, "Man's flight through life is sustained by the power of his knowledge." Taking inspiration from that idea, one Air Force Chief of Staff wrote, "I believe knowledge isn't a final destination – something we 'get' and hold on to forever – but is instead a never ending pursuit."[52]

"One of the best ways to become a better leader is to read widely."

One of the best ways to gain knowledge and develop leadership skill is to read widely. Just as with the distinction between hearing and listening, there is reading – the process of merely passing your eyes over words – and there is ***critical reading, the process of examining, analyzing and evaluating the writer's message***. It's the ability to "find a meaning" in a text.[53] How can you become a critical reader?

Eagle & Fledgings
This statue, on the grounds of the Air Force Academy, speaks to the Air Force's belief in knowledge being a never-ending pursuit.

READ TO UNDERSTAND

It is not how fast you read that matters, but how well you comprehend what you are reading. If you have good reading comprehension skills, you have a keen ability to understand an author's main points and have a sense of what the author is really trying to say.

HOW TO READ CRITICALLY

OBJECTIVE

50. Identify and describe the steps in the SQ3R method.

What can you do to improve your reading comprehension and read critically? One approach is called the ***SQ3R*** method: ***Survey, Question, Read, Recall, Review.***[54]

1. Survey. Before you actually read, pre-read or survey the text. Gather as much information about it as you can. Pre-reading may seem silly, but for comparison, consider what

brings you to the movies. You probably saw a trailer and said, "I can't wait to see that movie!" Maybe you watched an actor discuss the movie on a talk show. And no doubt you saw TV commercials advertising the film. Pre-reading works the same way. It tells you what to expect from a book and helps you get more out of it. Some questions to ask during the pre-reading or survey phase include:

- Who is the author? Am I familiar with this person? If so, what do they usually write about?
- What can the title tell me about the text?
- When was the text written? What was going on at that time that might be reflected in the text?
- Does the table of contents and the book's back cover give you an idea about the reading?
- If reading a textbook, are learning objectives listed?

"Before you read, pre-read or survey the text."

Group Study
The final step in the SQ3R method is the review phase. Group study is a good way to review your notes and quiz one another on the reading.

2. Question. Turn the title, chapter headings, and subheadings into questions. For example, if the chapter is "Mentoring," rephrase the title into a question: "What is mentoring?" "Who can be a mentor?" "What can mentoring do for me?" You may want to include in your notes some of the questions you invented. Look them over to decipher the author's emphasis and direction, then attempt to answer the questions on your own before actually beginning to read.

3. Read. Now you are ready to begin reading. But remember, your goal is to read critically. ***Successful readers read with a pencil in hand and annotate.*** Annotation is when you make critical or explanatory notes in the margin of the text. Create an active relationship with the text by "talking back" or annotating. Some ways to annotate include:

- Jot down a personal experience that the text brings to mind.
- Take note of the author's main ideas
- Identify the author's main points by labeling them "1, 2, 3 ..."
- Offer your personal opinions about the author's ideas.
- Write questions about the text, as you read

4. Recall. ***Once you finish reading, immediately try to recall what you have read.*** Without looking back at your notes, try to visualize and describe the author's main points. Identify and define the key vocabulary words. The recall phase helps you ensure you truly understand what you have read.

5. Review. The review phase is when you look over your questions, annotations, notes, and the text itself to keep the learning fresh in your mind. By following the SQ3R method, you have basically studied the text one piece at a time. You are more apt to retain what you have read by following this approach, versus "cramming" for a test at the last minute. The review stage can be stretched out over the few days leading up to a test.

"The man who doesn't read has no advantage over the man who can't."

Reading is an important tool in your development as a leader. Good leaders read widely and deeply. Mark Twain wrote, "The man who doesn't read good books has no advantage over the man who can't read them." The Air Force tells its officers that learning and reading are activities they need to participate in throughout their careers, and that the bulk of an officer's self-education comes from reading.[55]

DRILL & CEREMONIES TRAINING

As part of your study of this chapter, you will be tested on your ability to perform the following drill and ceremonies commands. Experienced cadets will instruct you. For details, see the *Air Force Drill & Ceremonies Manual* available at cap.gov/drill.

From the *Air Force Drill & Ceremonies Manual*, Chapter 2:

1. Count Cadence, COUNT

From the *Air Force Drill & Ceremonies Manual*, Chapter 3:

2. Mark Time, MARCH
3. Flight, HALT
4. Forward, MARCH
5. Double Time, MARCH & Quick Time, MARCH
6. Left (Right) Flank, MARCH
7. To the Rear, MARCH
8. Left (Right) Step, MARCH & Flight, HALT

From the *Air Force Drill & Ceremonies Manual*, Chapter 4:

9. Open Ranks, MARCH & Ready, FRONT
10. Close Ranks, MARCH

Drill Training
As a cadet airman, you will continue to improve your performance on the drill pad, studying a few new commands at a time.

CONCLUSION

Self management, teamwork, and communications. The common thread running through this chapter's three main topics has been the idea that leaders have to take responsibility for themselves. Once a new leader proves their abilities in those areas, they identify themselves as being ready to accept greater challenges.

REVIEW QUIZ

1. What does "self management" mean? *p. 32*
2. In goal setting, what is a "future picture"? *p. 32*
3. Why is it important to follow a process when making important decisions? *p. 34*
4. In managing your time, why is it important to keep your goals in mind? *p. 38*
5. What are some "coping skills" you can use to manage stress? What is the most important part of a plan to manage stress? *p. 45*
6. Define the term "team." How does it differ from a group? Give an example of each. *pp. 47-48*
7. Some say that teamwork always requires sacrifice. Do you agree? Why? *p. 49*
8. What is a mentor? How can a mentor help you? *pp. 49-50*
9. What's the difference between hearing and listening? Give some examples of how leaders can improve their listening skills. *pp. 52-55*
10. In communications, what does the term, "feedback" mean? *p. 55*
11. What are the steps in the SQ3R method? *pp. 57-58*

STUDY TIPS

Use this review quiz to help you study.

Also ***pay special attention to the objectives listed throughout the chapter.*** They identify what we want you to learn.

If you're comfortable responding to the objectives, you should earn a high score on the chapter test.

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3

CHAPTER 3

THE CHARACTER OF A LEADER

WHAT MAKES A LEADER?

What qualities make someone great, and who deserves to be followed? As young people begin to find their way in the world, these questions confront them. What distinguishes cadets is their willingness to answer.

If there are certain truths in life – mathematical, philosophical, poetical – there must be a truth explaining what elevates an individual and allows them to fulfill their potential.

This chapter considers what makes leaders extraordinary. They seem to display something special that sets them apart, but what? As young people who mean to lead, cadets need to figure out what gives leaders the edge, so they might know which qualities to develop in themselves.

CHAPTER GOALS

1. Form a working defintion of leadership.
2. Appreciate why leaders need to display special qualities.
3. Defend the idea that the U.S. flag is a symbol worthy of respect.

WHAT IS LEADERSHIP?

OBJECTIVES

1. State the Air Force's definition of leadership.
2. Describe what the three components of the Air Force's definition of leadership mean, in your own words.

The Air Force defines leadership as "the art and science of influencing and directing people to accomplish the assigned mission."[1] That's a dense definition, containing several important concepts. Let's examine it them piece at a time:

"THE ART AND SCIENCE..."

Leadership is an art because it requires imagination and creative skill. No two leaders approach a challenge exactly alike – there are usually several "right" answers to a leadership problem. Further, leaders bring their unique personality to their work and express themselves as individuals. Because how a leader acts is a matter of style and personal judgment, leadership is an art.

But ***leadership is also a science because it is an a cademic subject requiring careful study, observation, and experimentation.*** Much of what we know about leadership is rooted in social sciences like psychology, political science, and sociology that try to use the scientific method to study why people behave as they do.[2] Scholars look for cause and effect in leadership the same way scientists analyze chemical reactions.

As an art, leadership gives leaders freedom to express themselves. As a science, leadership demands that leaders think before they act.

CHAPTER OUTLINE
In this chapter you will learn about:

What Makes a Leader?
- The Air Force Definition
- Other Perspectives

Roles of the Leader
- Leader as Visionary
- Leader as Motivator
- Leader as Communicator
- Leader as Expert
- Leader as Teacher

Two Introductory Theories
- Great Man Theory
- Trait Theory

Symbol of America: The Flag

Drill & Ceremonies

"... OF INFLUENCING AND DIRECTING PEOPLE..."

A mechanic works with screwdrivers and wrenches. An accountant works with numbers. ***But a leader works with people.*** Leaders find a way to affect people, to get them to do something. A leader may try to shape how the team thinks so its members see the world in a new way. Or a leader may appeal to emotions in hopes that teammates change how they feel toward something. And in some cases, a leader may simply tell someone to do something, relying on their authority. But in the end, a leader cares mostly about changing behavior.[3] They try to shape someone's thoughts or feelings so that that person goes and does something.

"Accomplishing the mission is the leader's most important duty."

"...TO ACCOMPLISH THE ASSIGNED MISSION."

What is that something the leader wants their people to do? The mission. ***The mission is the reason why the team exists.***[4]

When expressed in broad strokes, a mission defines the team's long-term goal. For example, Google's mission is to "organize the world's information."[5] Apple's is to "spearhead the digital revolution."[6] Although these slogans lack detail, the mission statements explain in simple words what those companies aim to do.

Missions can be much smaller in scope, too. "Lead the cadets safely through a compass course," is a mission a cadet non-commissioned officer might be assigned one afternoon.

Among the leader's many responsibilities, accomplishing the mission is the most important.

The Mission
The mission is the task of the day. It is the reason why the team exits. This cadet's mission one night was also an honor: scrub and polish the Vietnam Veterans' Memorial.

OTHER DEFINITIONS OF LEADERS & LEADERSHIP

OBJECTIVES

3. Identify three components most definitions of leadership have in common.

This text uses the Air Force's definition to describe leadership. But because leadership is partly an art, subject to different interpretations, and because it is still a young academic subject, ***there is no universally agreed upon definition for "leadership."*** [7]

Most experts include in their definition of "leadership" three components: the leader, the follower(s), and the goal.[8] What are some other ways to define leadership or the leader? This is what some other experts say:

- "The activity of influencing people to strive willing for group objectives."[9]
- "The task of leadership is to accomplish some change in the world, in respond to human wants."[10]
- "Leadership is the accomplishment of a goal through direction of human assistants... the man who successfully marshals his human collaborators to achieve particular ends is a leader."[11]
- "One who mobilizes others toward a goal shared by leader and followers."[12]
- "A leader is someone who has followers."[13]

Culture's Influence

To boost his stature from that of a military officer to royalty, Napoleon had himself crowned Emperor of France (top).[14]

In contrast, when President Harding suddenly died, Calvin Coolidge's father swore him into office as President, in the living room of their modest Vermont farmhouse (bottom).[15]

What do the two scenes say about how culture affects our understanding of leadership?

ASSUMPTIONS ABOUT LEADERSHIP IN AMERICA

OBJECTIVES

4. Identify five assumptions about the American understanding of leadership.

Culture – the attitudes, customs, and values of a civilization – influences how we approach leadership. There's more to "leadership" than the words used to define it. Certain understandings are left unspoken.

In America, for example, our society is built on democratic values. We bring those values to the table when studying leadership. Someone from 17th century England, by comparison, living under a king who claims a divine right to rule, would approach leadership with different assumptions because of their culture. What are some assumptions about the American understanding of leadership?

YOU DON'T NEED TO BE A COMMANDER TO LEAD

"Leadership does not equal command," according to the Air Force, "but all commanders should be leaders."[16] Great men and women throughout history have influenced and directed people to accomplish something remarkable, without having formal authority over their followers. In refusing to give up her seat to a white man, Rosa Parks became a leader in the cause of civil rights. Thousands were inspired to boycott city buses in Montgomery, Alabama, despite her having no formal authority or "command" role. ***Recall the Air Force's definition of leadership: no reference is made to the leader having a certain rank or position.***

> **"Leadership does not equal command, but all commanders should be leaders."**

Who's in Charge?
Four cadets work together to conquer an obstacle. Each helps in their own way. All share in the job of leading the team, regardless of rank or position.

LEADERS ARE MADE, NOT BORN

"Leaders are not born, they are made," according to legendary football coach Vince Lombardi. "And they are made just like anything else, through hard work."[17] While some people have a natural way with words, or were "born" with a certain charm that helps them lead, ***leading is now seen as something everyone has the potential for.*** The Air Force's official view on leadership states that leadership can be built through experience, education, and training.[18]

LEADERS ARE ACCOUNTABLE

Why do kings become tyrants? The founding fathers reasoned it is because kings are accountable to no one. The Declaration of Independence reads as an indictment against King George III, whose rule was so unjust it disrespected the rule of law. ***Absolute power corrupts absolutely.***[19] Therefore, Americans have come to insist that with power comes responsibility. Even if a leader does not have a direct supervisor they must answer to, our free press can expose their misdeeds and hypocrisy, holding them accountable in the court of public opinion.

LEADERS ARE NOT BULLIES

While a leader "influences and directs" people, another assumption is that leaders should take a positive approach. ***Threats, coercision, and extortion are not tools genuine leaders use.***[20] Rather, in the words of Lincoln, leaders appeal to the "better angels of our nature."[21]

LEADERSHIP MUST BE MORAL

Can an evil person lead? One respected theorist says no. In this view, leadership is taking place only when an honorable person pursues goals that broadly serve a public good. Hitler, for example, certainly influenced and directed people to accomplish something, but the whole Nazi enterprise was evil. "We don't call for good leadership – we expect, or at least hope, that it will be good," reasons James MacGregor Burns. ***"Bad leadership implies no leadership. I contend that there is nothing neutral about leadership; it is valued as a moral necessity."***[22]

BOSS vs. LEADER

Consider the differences between a boss who acts like a bully, and a leader:

The boss says "I"
The leader says "we"

The boss inspires fear
The leader inspires enthusiasm

The boss fixes blame
The leader fixes problems

The boss says, "Go!"
The leader says, "Let's go!"

The boss drives
The leader leads

AUTHOR UNKNOWN

WHO'S THE BOSS? PRESIDENT TRUMAN VS. GENERAL MACARTHUR

A five star general. Former superintendent of West Point. Recipient of the Medal of Honor. How would you like to have someone of Gen. Douglas MacArthur's stature challenging your authority to lead?

During the Korean War, MacArthur bet he could push around his boss, President Harry Truman. It wasn't a smart bet.

Truman was determined to keep the war from growing. If the battles spread into China, World War III could ensue. Despite knowing the president's policy, MacArthur publicly advocated dropping 30 to 50 atomic bombs on the Chinese. He promised to "doom Red China."

It was, in the words of the secretary of state, "insubordination of the grossest sort." But would Truman dare fire MacArthur?

Arguably the most popular man in America, MacArthur was deeply respected in the Congress. In contrast, only 26% of Americans approved of Truman's performance as president.

But Truman felt Constitutional principles were at stake. Generals answer to the president, not the other way around.

"MacArthur's not going to be allowed to quit on me," the president wrote in his diary. "He's going to be fired!" And so Truman signed the orders relieving MacArthur of his command.

The outcry was enormous. Over 44,000 citizens sent telegrams to the White House. Only 334 expressed support for Truman. Senators talked of impeaching the president.

But Truman had no regrets. "The American people will come to understand that what I did had to be done."

Today, historians and military officers alike point to the story of Truman firing MacArthur as a courageous act and the right decision. In America, everyone is accountable. Even a god-like five star general.[23]

ROLES OF THE LEADER

OBJECTIVES

5. Explain why leaders have to fill several roles.
6. Identify several roles leaders must play.
7. Cite examples from history showing each role in action.

A New Challenge Every Moment. To appreciate how challenging a leader's work is, consider all the different roles they need to play. One moment the leader must be a visionary, the next a communicator, the next a teacher. Strong leaders are always in demand precisely because it is difficult to find people who can perform well in so many different capacities. Described below are some roles leaders are called upon to play.

"Visionary leaders paint an inspiring future picture for the whole team."

LEADER AS VISIONARY

Why do leaders need to be visionaries? ***In the everyday sense of the word, "to lead" means to bring someone to a new place.*** Visionary leaders imagine new, better, more exciting destinations for their teams. They "see" what the team can become. In chapter 2, you learned about using a "future picture" to set goals for yourself. ***Visionary leaders paint an inspiring future picture for the whole team.*** Without a visionary leader, the team is focused only on the present (or even worse, the past), not the future.[24] In fact, without visionary leaders, all human progress stops for want of leaders who see the benefit of change. Visionary leaders are creative thinkers and risk takers who point their teams toward spectacular possibilities.

Bye-Bye *Ostfriesland*
To show airpower was a fierce new weapon, Mitchell bombed the captured German battleship, sinking her.

CASE HISTORY: BRIGADIER GENERAL BILLY MITCHELL

As one of the best combat airmen of WWI, Billy Mitchell knew the airplane represented the future.[25] It was a breakthrough technology that would change the world. But Army and Navy officers were less imaginative in their thinking. They saw the young airplane serving only in supporting roles, like reconnaissance.

Mitchell had to show the establishment that his vision was right and their thinking was shortsighted. To prove his point, Mitchell

staged a demonstration. He bombed the captured German battleship *Ostfriesland*, sinking her. Still, most officers did not see the airplane as the fearsome new weapon of the future.

Billy Mitchell
His vision of an independent air force was ridiculed in the 1920s.

Mitchell continued to imagine a future where the airplane dominates the battle. ***Seventeen years before Pearl Harbor, he was warning that Japan could use carrier-based airplanes to attack Hawaii***. Few listened.

Furious at his leaders' lack of foresight, Mitchell famously charged, "The Army and Navy are guilty of incompetence, criminal negligence and an almost treasonable administration of the national defense." He said non-flying officers knew next to nothing about airpower and yet were directing its course. ***His vision called for creating an independent air force that would not be subject to the Army or Navy.***

Eventually, military leaders grew tired of Mitchell publicly accusing them of being idiots. He was court-martialed and dismissed from the Army.

But twenty years later, at the end of WWII, Billy Mitchell's vision of the airplane being the new king of battle was proven correct. Citing his "outstanding pioneer service and foresight," Congress finally acknowledged the wisdom in his vision for airpower, posthumously awarding him a Medal of Honor.

"Cadets display visionary leadership as they imagine themselves in exciting careers."

Posthumously:
Awarded after death

CADETS AS VISIONARY LEADERS

How does a leader's role in being visionary apply to cadets? On a personal level, cadets display visionary leadership as they imagine themselves in exciting careers. In the context of leading a team, cadets help the squadron decide what goals it will pursue. Should the squadron establish a drill team? Aim to get everyone qualified in emergency services? Try to double its membership? ***Cadets want to have a sense of ownership over their program. With that freedom comes the responsibility to provide visionary leadership.***

CAUTIONARY NOTE

Can this idea of being a visionary leader go too far? Visionary lead-

ers are dreamers. In the worst cases, their dreams are so grandiose, wild, and farfetched as to be ridiculous.[26] ***After all, leaders not only need to envision the future, they must live in the real world.*** And the more farsighted a leader tries to be, the more susceptible to changing circumstances their dreams become.[27] Moreover, as the story of Billy Mitchell shows, having a vision is one thing; inspiring others to follow it is something else.

"Great leaders have a knack for knowing how to motivate each individual on their team."

LEADER AS MOTIVATOR

Leaders must be motivators. Behind every successful team is a leader who knows how to motivate people.[28] ***A skillful leader understands how to issue a challenge.*** What seems impossible becomes possible when a leader knows how to motivate. Consider the "home field advantage" in sports. When the crowd cheers on their team, the team performs better.

But motivation is more than just cheering, it comes in many forms: money, praise, a prestigious position, awards, special privileges, and more.[29] There are as many forms of motivation as there are people. Great leaders understand this and have a knack for knowing how to motivate each individual on their team.[30] And because people can sometimes be blind to what is in their own best interest, leader / motivators help them focus on the right things. Motivational leaders inspire people to achieve.

President John F. Kennedy
Promising that America would not "founder in the backwash of the coming age of space," Kennedy motivated America to send a man to the moon.

CASE HISTORY: JOHN F. KENNEDY

For centuries, the idea of a man setting foot on the moon was the ultimate example of the impossible. One poet described the moon as, "unattainable, a longing past the reach of longing."[31] And yet Americans have walked upon its beaches.

How did President Kennedy motivate America to make "landing a man on the moon and returning him safely to Earth" a national goal? In a famous speech delivered at Rice University, ***he challenged America by appealing to the nation in several ways.***[32]

First, he cited the great accomplishments of earlier generations. "Those who came before us made certain that this country rode the first waves of the industrial revolutions..." The logical conclusion is that Kennedy's generation had a duty to go to the moon. "We do not mean to founder in the backwash of the coming age of space," he proclaimed. "We mean to be a part of it, we mean to lead it."

Believing that most everyone wants to live in a great nation, ***Kennedy linked his moon challenge with our stature as a world power.*** He called the moon race, "one of the greatest adventures of all time, and no nation which expects to be a leader of other nations can expect to stay behind in the race for space."

"Competition is a motivator. People want to win."

Competition is another motivator. People want to win. And in the space race, the stakes were high. Kennedy argued that if the Soviet Union landed on the moon first, space would be "governed by a flag of conquest, not a banner of freedom and peace." The prospect of a "Red Moon" controlled by the communists was motivation enough for many.

Competition
"Some people don't like competition," says comedian Drew Carey, "because it makes them work harder."

Further, ***Kennedy motivated by putting his presidency on the line.*** "I regard the decision ... to shift our efforts in space from low to high gear as among the most important decisions that will be made during [my presidency]." The engineers and scientists working on the Apollo Project knew they would have the financial and other resources necessary for doing the job right. Wouldn't you feel motivated to work hard if you knew the president fully supported you?

Most of all, Kennedy motivated by setting an audacious goal. And he did not pretend it would be easy.

> "We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win."

President Kennedy was a great leader in part because he was skilled in using a variety of techniques to motivate a whole nation toward the accomplishment of an exhilarating goal.

CADETS AS MOTIVATORS

How does a leader's role in being a motivator apply to cadets? ***Cadets motivate one another all the time – during competitions, on obstacle courses, and whenever they try to build team spirit.***

> **"As wingmen, cadets motivate their friends in good times and bad."**

Because the Cadet Program is self-paced, how far a cadet advances depends largely on how motivated they are. Through the "wingman" concept discussed in chapter 2, cadets motivate and encourage their friends in good times and bad. Moreover, a disciplined cadet needs to be self-motivated, willing to sacrifice short-term wants so they can achieve long-term goals. And of course, when a cadet takes charge of a team, they know the job comes with a responsibility to be a motivational leader.

Motivated to Perform
Being part of an elite team is a motivator. Ordinary teens are not entrusted to marshall the thousands of aircraft attending AirVenture, but CAP cadets are.

CAUTIONARY NOTE

Can a leader's motivational qualities ever be too much of a good thing? Try too hard to motivate someone and you become a nag. Like a circus-trainer with whip, the motivator becomes a tyrant, not a leader. Also, some great motivators draw their strength from their compelling personality. ***Such a leader might inspire the team to follow them for the wrong reasons, or worse, motivate them to do something they know is wrong but find hard to resist.***[33] And sometimes a motivational leader leaves people with a feeling of euphoria; the team's spirit's are high, but are they truly motivated if those inner feelings are not transformed into measurable results?[34] Finally, what happens if the motivational leader retires or dies? If the team can not keep going on their own, were they ever truly motivated?

LEADER AS COMMUNICATOR

Why must a leader be an effective communicator? ***A leader will want to take an idea in his or her mind and deposit it in the minds of others.*** Even if a leader possesses the secret to the universe, that wisdom is useless without the ability to communicate it.

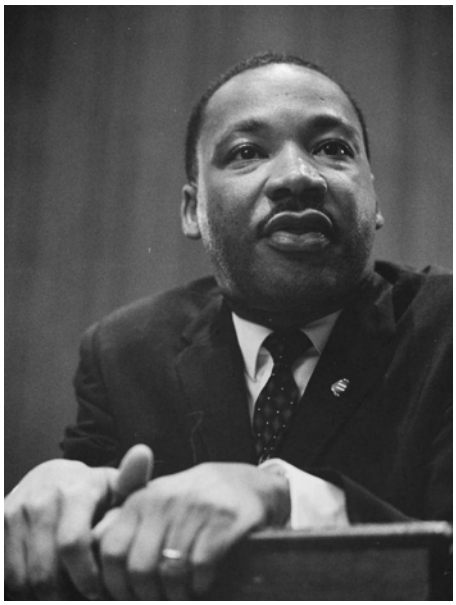
Realizing this, the best leader / communicators, as was said of Winston Churchill, "mobilise the English language and send it into battle."[35] They command the right word at the right time and con-

jure up images that appeal to peoples' emotions. ***They vary their message, doing whatever it takes to reach their audience.***[36] Even a smile or stern look sends a message.

Having an ability to communicate well pays off in other ways, too. ***Good communicators are perceived to have orderly minds, which inspires confidence.***[37] People who speak well seem to know what they are talking about. Leaders who write convincingly show that they have a plan. As leader / communicators succeed in sharing meaning, their team begins to understand them and become more comfortable working with them. In contrast, a leader who does not communicate well is a mystery to their team. Every botched attempt to communicate only spreads confusion.

CASE HISTORY: REV. DR. MARTIN LUTHER KING JR.

Martin Luther King was a leader because he knew how to communicate. ***His "I have a dream" speech is recognized as one of the greatest oratorical performances of all time.*** What makes him so great at sharing meaning?



Rev. Dr. Martin Luther King Jr.
"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character."

At the time of his speech, in 1963, America was divided along racial lines.[38] Dr. King could have delivered an angry speech that might have satisfied the passions of those who experienced injustice in the Deep South. Such an approach would likely alienate some whites, even those sharing his political goals. ***Instead, he projected optimism, confidence, a belief in America.*** He was not protesting against America, but standing up for its best ideals. Leaders who take a positive approach in tough times seem to succeed more than those whose anger overcomes them.

"Dr. King used language to bring people together.

Consider Dr. King's choice of words. He begins, "Five score years ago," recalling Lincoln's Gettysburg Address, another speech that tried to heal old wounds and bring a nation together. And in choosing the Lincoln Memorial as his backdrop, King invited the audience to see him as a modern Lincoln. A reference to "life, liberty, and the pursuit to happiness," soon follows, showing that Dr. King's goals are the same as Jefferson's. And Dr. King tells us he will not be satisfied "until justice rolls down like waters and righteous-

ness like a might stream," a Biblical reference familiar to Jews and Christians alike. ***By the time his chorus, "I have a dream today," comes around to be repeated 9 times, every one of the 200,000 people in the audience has found plenty to agree with.*** King used language to bring people together. His dream became their dream.

"As communicators, cadets learn to break-down and simplify complex ideas.

CADETS AS COMMUNICATORS

Remember when you were first learning drill, how you'd stumble through about face or to-the-rear? Now try to explain those tricky movements to a brand new cadet who seems to have two left feet. ***Making complex ideas easy to understand is the work of a communicator.*** Have you encountered people who were curious about your uniform, only to find yourself tongue-tied in trying to explain the whole of cadet life in 25 words or less? Cadets find their communication skills tested all the time. They must learn how to take complicated ideas, break them down, simplify them, and share meaning. And as discussed in the previous chapter, cadets are on the receiving end of communications, too, so they also need to listen and read well.

Cadets as Speakers
One of the most valuable life skills a cadet acquires in CAP is confidence as a public speaker. Here, a cadet introduces the U.S. Deputy Secretary of State during the Civic Leadership Academy.

NOTE OF CAUTION

Can this idea of the leader being a communicator go too far? Talk is cheap. ***People judge leaders by their conduct, not their words.*** A leader who speaks eloquently about integrity and yet is a known liar will never inspire trust. Some leaders communicate with style. They win the audience's attention. But a leader will not win lasting respect if they are all style and no substance, if their ideas sound great but fall apart under scrutiny. Leaders must also avoid over-communicating. At a certain point all the talk becomes noise, a waste of time with no one paying attention.

6 TIPS TO BECOMING A BETTER SPEAKER

1. Know your material. Pick a topic you are interested in.
2. Practice. Rehearse out loud, with your friends watching.
3. Relax. Pause, smile and count to three before saying anything.
4. Visualize Yourself. Imagine yourself speaking loudly, clearly, confidently.
5. Don't Apologize. If you goofed, don't stop, just keep going.
6. Take advantage of any chance you have to speak in public. Practice makes perfect.

LEADER AS EXPERT

Why must a leader be an expert? Great leaders often bring to the job of leading a deep, technical knowledge of their field. Being an expert in a particular subject – knowing more about it than just about anybody – can help a leader see possibilities unimagined by others. Moreover, ***possessing expert knowledge helps a leader establish their credibility and win respect.***[39] And while a leader is not necessarily a "do-er," if you are to lead a team, you'll need some technical expertise. After all, how can a leader expect to answer questions, solve problems, and inspire people if he or she knows next to nothing about what the team does?

Guts and Brains Combined
Jimmy Doolittle had the guts to lead a one-way mission to bomb Tokyo. Moreover, his immense knowledge of airplanes and engineering convinced the "Doolittle Raiders" that Jimmy's plan was sound. When the boss is a world-class expert in his field, he inspires confidence.

CASE HISTORY: JIMMY DOOLITTLE

Jimmy Doolittle was an expert in the science that makes flight possible, earning one of the first Ph.D. degrees in aeronautics.[40] He studied sophisticated navigation techniques, which lead to him making the first cross-country flight across the United States. He helped invent one of the most important aircraft instruments, the artificial horizon, which lead to him being the first to take-off and land "blind," relying on instruments alone. Working with Shell Oil, he found ways to make aircraft engines perform better, and then used that technology in setting numerous speed records.

But Doolittle's most famous accomplishment came in the early days of WWII, when ***he devised a method for launching Army Air Force bombers from a Navy aircraft carrier***. At first, many in his squadron thought the idea was too risky. But knowing their leader was an aeronautical genius must have been reassuring. Would a less knowledgeable aviator have inspired as much confidence as Jimmy Doolittle? Probably not.

Doolittle's plan resulted in a daring raid on Tokyo. He was able to strike Japan, lifting the spirits of millions of Americans still reeling from the sneak attack on Pearl Harbor. For his bravery and leadership, he was awarded the Congressional Medal of Honor. General Jimmy Doolittle is recognized as a leading aviator largely because of his immense technical expertise.

Engineering Experts
Think of all the expertise that goes into designing, machining, assembling, and tuning a race car engine. Here, E-Tech cadets see if an engine meets their specifications.

CADETS AS EXPERTS

How does a leader's role in being an expert apply to cadets? Ranking cadets are trainers. They show new cadets how to drill, how to wear the uniform properly, and how to use a compass and read a map. ***To be effective leaders, cadet officers and NCOs need to be experts in all aspects of cadet life.***

CAUTIONARY NOTE

Can this idea of the leader being a technical expert go too far? Just because someone knows a lot about a particular subject does not mean they will make a good leader. The best pilot might not have the people skills needed to lead pilots. The smartest software engineer might not aspire to the challenge of leadership. Sometimes organizations promote people to positions of leadership based on their technical expertise alone. When that happens, the ***"Peter principle"*** is at work. The principle states, ***"In a hierarchy, every employee tends to rise to his level of incompetence."***[41] According to this cynical (but often true) theory, an organization will notice someone for doing one thing well, and then promote that person to a job beyond their ability. Put another way, performing technical work requires one skill set. Leading requires yet another.

LEADER AS TEACHER

Must a leader be a teacher? Education is not the filling of a pail, according to the poet Yeats, but the lighting of a fire.[42] Good leaders know how to ignite a spark within their people, to bring out their best.

> "Leaders and teachers help people see the world in a new way."

In many ways, good leadership is good teaching. ***Leaders teach their teams how to act and what to value.*** As role models, they teach through their example. When the team needs training in how to do a job, the leader acts as teacher. In coaching people and helping them fully realize their potential, the leader teaches. Effective leaders must be good teachers because they routinely find themselves presenting ideas, arguing for a course of action, or just persuading someone to come around to their way of thinking.[43] Teachers help people see the world in a new way. So do leaders.

CASE HISTORY: ANNE SULLIVAN

Do you ever find it difficult to get others understand you? Now imagine the person you want to communicate with is an unruly 6-year-old girl who is blind and deaf. This was the task facing a 20 year old teacher, Anne Sullivan.[44]

The Miracle Worker
No one believed Helen Keller could learn. But Anne Sullivan decided to "assume that Helen has the normal child's capacity" for learning. First she taught Helen the word *doll*, then *water*, and then there was no stopping Helen.

Communication seemed impossible. No wonder that the experts of the day told the little girl's family to give up hope for their daughter, Helen Keller.

When teacher and student first met, Keller was a spoiled, out-of-control child incapable of performing everyday tasks. She would not wash her hands, button her boots, brush her hair. These routine chores had to be forced upon her. It was a physical struggle. The family was exhausted and at wit's end.

As witness to these frustrations, Sullivan discovered a very basic, but important aspect of education. ***"Obedience," she wrote, "is the gateway through which knowledge, yes, and love, too, enter the mind of a child."*** Her first task in educating Helen Keller would be simply to make her obey.

Sullivan convinced the Keller family to allow the two to live together in a nearby cottage. The change in environment would signal to Keller that new rules were taking effect. Sullivan was in command.

As Sullivan began teaching, she told herself, "I shall assume that Helen has the normal child's capacity [of learning]." From personal experience, she knew this was true. As a girl, illness left Sullivan nearly blind. Her dream was to learn how to read like other children. ***Deep down, Sullivan knew that even blind children want to learn and contribute to society as much as anybody else.*** Educating blind and deaf children became her life's mission.

ANNE SULLIVAN: HERO FOR THE HARD-CORE CADET

"Obedience is the gateway through which knowledge, yes, and love, too, enter the mind of a child."

ANNE SULLIVAN
"The Miracle Worker"

With obedience being the foundation of Sullivan's philosophy on teaching, what would she think about the CAP Cadet Program?

As soon as a young person becomes a CAP cadet, he or she is learning how to wear a uniform, how to stand at attention, and how to salute.

In short, the first task of a cadet is to acquire self-disciline, another word for obedience.

The sharp, disciplined, hard-core cadets of the Civil Air Patrol would have a friend in Anne Sullivan.

After instilling some very basic discipline, Sullivan began teaching her student that everything has a name. She would give Keller a familiar object, like a doll, and trace the letters *d-o-l-l* onto the girl's palm. The breakthrough came with the word water. Sullivan doused one of Keller's hands with water while tracing the letters *w-a-t-e-r* onto the girl's free hand. Years later, Sullivan recalled, "The word coming so close upon the sensation of cold water rushing over Helen's hand seemed to startle her. Helen stood transfixed. A new light came into her face."

"Ranking cadets are constantly teaching because their actions are always on display."

News of Sullivan's gifts as a teacher quickly spread. Author Mark Twain called her "the miracle worker."

Helen Keller grew up to become a famous humanitarian, advocate for woman's suffrage, and defender of civil liberties. ***Because of Anne Sullivan's leadership, many Americans began to see that people with disabilities can live productive, successful lives.***

Cadets Teach
One way cadets develop leadership skills is by sharing with one another what they know. In the CAP Cadet Program, cadet officers and NCOs serve as trainers to junior cadets.

CADETS AS TEACHERS

How does a leader's role in being a teacher apply to cadets? In CAP, rankings cadets are routinely called upon to train newcomers. ***With the responsibility to teach junior cadets comes the opportunity for experienced cadets to hone their leadership skills.*** In a sense, both the student and the instructor learn something. Further, as role models, ranking cadets have a duty to lead by example. Teaching is not something that happens only in a classroom. Ranking cadets are constantly teaching juniors how to act because their behavior is always on display.

A NOTE OF CAUTION

Can this idea of a leader being a teacher go too far? ***Leaders who are seen as having all the answers could inadvertently make the team dependent on them***. How much easier it is to ask a teacher for the correct answer than to think for oneself. In learning to lead, it is especially important for people to take some chances, risk making some mistakes, and then to learn from them. Personal experience is often the best teacher. Education is a lifelong process. Each individual ought to take responsibility for their own learning.

ROLES OF LEADERS SUMMARY: THE NEED FOR A WELL-ROUNDED PERSON

Based on this brief survey of the roles leader play, it is clear that if you wish to lead, you need to become a well-rounded person. ***Leaders communicate, teach, and inspire – sometimes all at once.*** A leader who is skilled in only one facet of leadership will struggle because the team needs more. Successful leaders can change roles quickly and easily without losing focus of the team's ultimate goal. We've considered only a few leadership roles. What other roles do you see leaders playing? Do you know anyone who is especially good in those roles? Why?

GREAT MAN THEORY

> *He had seen everything, had experienced all emotions,*
> *from exaltation to despair, had been granted a vision*
> *into the great mystery, the secret places,*
> *the primeval days before the Flood. He had journeyed*
> *to the edge of the world and made his way back, exhausted*
> *but whole.*
> *... Gilgamesh suffered all and accomplished all.*
>
> GILGAMESH C. 2500 BCE
> Stephen Mitchell, translator[45]

OBJECTIVES

8. State the definition of the great man theory.
9. Describe some of the assumptions the theory holds about leadership, in your own words.

"The history of the world is but the biography of great men."[46] In the ancient Babylonian epic, Gilgamesh is not only king, but the greatest representative of the human race. He is king because he is great, and great because he is king. ***The story is an example of what is perhaps the oldest leadership philosophy: great man theory.***

Great man theory professes that to study leadership, focus on the life stories of successful people.[47] There are two kinds of individuals in this theory: *eventful* and *event-making*. Only those who shape history through their actions truly deserve to be

SUPERMAN: THE GREAT MAN AT THE MOVIES

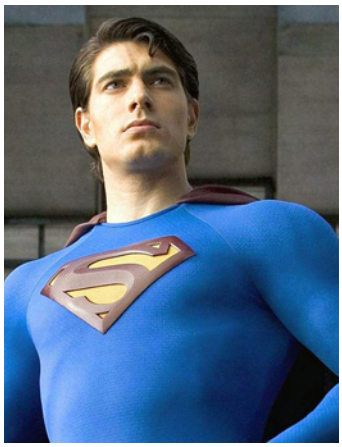
Superman comes to Earth with extraordinary powers. He moves to Metropolis and begins fighting crime. Truth, justice, and the American way prevail.

In "Superman Returns," the filmmakers ask what would happen to Metropolis were Superman to leave?[48] And would Metropolis return to greatness if Superman returns? The story is an example of the great man theory in action because:

(1) Superman is born with special qualities making him a leader.

(2) Superman shapes history, rather than being shaped by history.

(3) Superman's leadership causes Metropolis's greatness. Without Superman, the city spirals into ruin.



called leaders. Whatever skills made them specially equipped to lead were awarded at birth. To learn what leadership is, students of the great man theory study the lives of great men.

THE LAST GREAT MAN: WINSTON CHURCHILL

Winston Churchill earned widespread acclaim for leading England during World War II.[49] According to great man theory, a student of leadership should read biographies of Churchill, listen to his many famous speeches, read the books he authored, and recognize his worth as a role model. They should take it for granted that Churchill is superior to them in nearly every way: ***Their task is simply to ask why. Why was he an effective leader? Why was he great? Why did he succeed?*** Churchill's attitudes toward life might be investigated, as well as his decision-making processes, political opinions, and interactions with other great men.

The theory awards enormous clout to these great men of history. ***One would not presume to challenge or contradict the example set by the great men.*** Their lives set the standard for leadership, the theory teaches. Everyone else is a lesser actor on history's stage.

A STUDY OF THE BEST

Canon
A list of works considered to represent the very best in the world.

Great man theory teaches that there are certain individuals whose accomplishments belong to a canon of western civilization. Anyone who means to lead ought to know something about those men and women and learn from their example.

> "One would not presume to challenge the example set by the great men."

"History," the ancient Greek historian, Thucydides, instructs, "is philosophy teaching by examples."[50] Biography and history become the means to learning about leadership. Who could presume to lead if they did not know that Socrates freely drank poison, so convinced he was that nothing truly bad can ever come to a good person? The 272 words Lincoln spoke at Gettysburg? That Eisenhower had a letter ready accepting total responsibility for the terrible failure of D-Day? (A letter victory made unnecessary.) Just as a professional pilot is assumed to recognize common aircraft on sight, ***leaders are presumed to be acquainted with the biographies of the great men.***

CHURCHILL'S DESTINY TO LEAD

Are the great men of history destined for greatness? Even as a teenager, Winston Churchill was convinced he would be called upon to save England.[51]

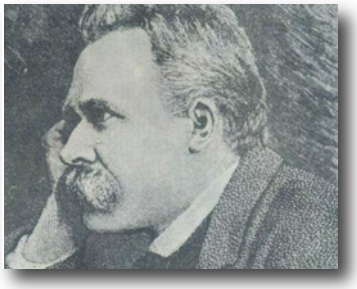
"I have a wonderful idea about where I shall be eventually," Churchill told a friend when he was sixteen. "I have dreams about it... I see further ahead... I see into the future. This country will be subjected somehow to a tremendous invasion... London will be in danger, and in the high position I shall occupy, ***it will fall to me to save the Capital, to save the Empire.***"

In other words, a 16 year old boy had daydreams about single-handedly saving England.

And that's pretty much what he did. Are great men destined to lead? Churchill's story is a perfect example of the great man theory.

LEADERS ARE BORN

"The first thing most of you people need to know about leadership," the great baseketball coach Bobby Knight once lectured, "is that most of you simply don't have it in you."[52] ***Leadership, according to the great man theory, is an almost magical quality found only in a select few.*** Education and experience did not grant the great men leadership skill, but birthright or superior genes or some other factor set at birth. According to the great man theory of leadership, if you are a genuine leader, you'll know it.



Overman:
Greatness Without Conscience

German philosopher Frederich Nietzsche (above) imagined an ideal modern man.[54]

His "overman" or "superman" would no longer be affected by "pity, suffering, tolerance of the weak, the power of the soul over the body."

It was the great man theory twisted to meet evil ends. His philosopy is cited for helping give rise to the Nazis.

In direct response to the "overman," the comic book hero Superman challenges the idea that greatness can be separated from traditional moral values.[55]

COUNTERPOINT: THE MYTH OF THE GREAT MAN

OBJECTIVES

10. Describe why the great man theory fails to explain failure.
11. Summarize the military's view about the great man theory.
12. Describe why the theory may be guilty of hero worship.

> *"Hero worship exists, has existed, and will forever exist, universally among mankind."*
>
> THOMAS CARLYLE, scottish historian[53]

The lives of successful men and women can teach us much about leadership. And certain people do seem to be blessed with natural talents. But those are generalizations. To evaluate whether the great man theory explains what leadership is and how leaders arise among us, we have to dig deeper.

A POOR THEORY

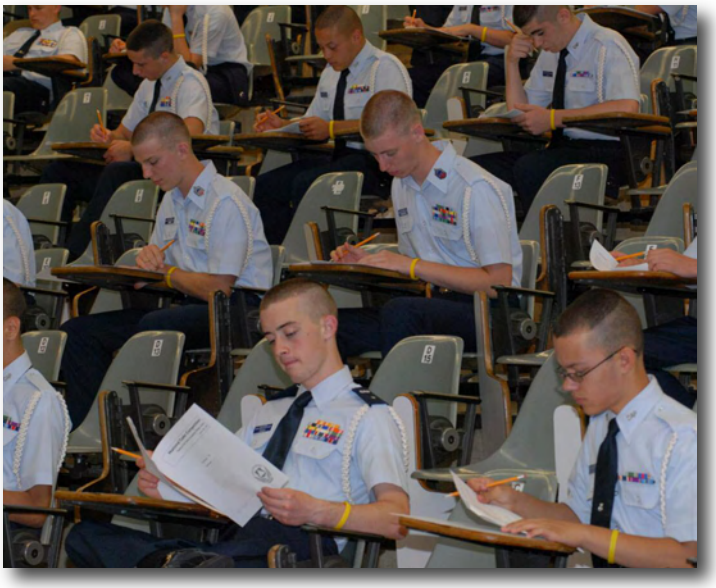
Great man theory does not explain how we determine who is a successful leader. The great men are great because of acclamation, fame, rank, or reputation. But how are the great men evaluated? Who decides who gets admitted into the club? A theory is supposed to give a framework for the generation of new tests and ideas on a topic.[56] Because great man theory offers no criteria or scorecard for greatness, it is difficult to test its claim that leaders are born.

"If leaders are born, why did Churchill fail spectacularly?

FAILS TO EXPLAIN FAILURE

Even the greatest of the supposedly great men experienced failure during their lifetimes. Who hasn't? Again, Churchill's life is instructive. He is blamed for the British failure during the Battle of Gallipoli in World War I. Between the world wars, he lost power, finding himself exiled to a political wilderness.[57] But if leaders are born, as the great man theory argues, why did Churchill fail spectacularly? What accounts for his return to leadership? Perhaps he learned from his failures and became stronger because of them. If that is the case, ***experience, education, and situation have a much greater impact on leadership than the great man theory acknowledges.***

The Cadet View
Cadets attend classes, study textbooks, and take tests to become better leaders. Even the definition of the word "cadet" - a leader in training - takes sides in the debate over whether leaders are born or made.



THE AIR FORCE VIEW

America's military has a reputation for producing world class leaders. If the great man theory is true, the military's success is due to their recruiting the right people – men and women whose inborn abilities make them destined for leadership. But the military has a different view. They invest millions yearly in leadership training – basic training, ROTC, service academies, war colleges, and countless other schools. Why? They believe that by investing in people they will poduce leaders. ***Air Force doctrine (the service's official beliefs) states that leadership is built from experience, education, and training.***[58] And as discussed in chapter 2, even the definition of the word "cadet" – a leader in training – takes sides in the debate over whether leaders are born or made.

A FAIRY TALE VIEW OF LEADERSHIP

Humankind has celebrated heroes for centuries. The most ancient text in human history, the *Epic of Gilgamesh* (quoted above), tells the story of a leader who goes on a fantastic journey to undiscovered lands, encounters monsters, and gains secret wisdom. In short, the first character ever to appear in literature is a superhero. Is it possible then that in our desire to create heroes, the "natural born leaders" of the great man theory receive more credit than they deserve? ***Might the theory be guilty of hero worship?*** Historians are discovering unsettling facts about the lives of the great men. Thomas Jefferson fathered children with his slave, Sally Hemings. Abraham Lincoln may have suffered from severe mental health problems. Both are awesome leaders, but only human after all. In the fairy tale understanding of leadership offered by the great man theory, our civilization would be great again if only a superhero appeared to guide us.[59]

TRAIT THEORY

OBJECTIVES

13. Define trait theory.
14. Identify five traits a leader should possess and defend your choices.

If you want to know what "leadership" is, look at the character traits leaders display. To become a leader, develop those traits in yourself. That's the philosophy behind trait theory. ***Trait theory explains leadership in terms of the personality and character of the leader.***[60] It is a search for the special qualities that distinguish leaders from followers. If only we knew what those traits are, leadership theorists reasoned, we could bottle them and produce outstanding leaders every time.

Trait theory began as a scientific search for the definitive traits that make leaders effective. Researchers studied the lives of the successful. They interviewed the top executives, politicians, and generals, in hopes of identifying traits common to them all. Instead of finding the essence of leadership – a holy grail – researchers found just the opposite. ***Each leader is unique in their personal qualities and in their approach to leading.***[61]

CAP TRANSFORMS CADETS INTO LEADERS

Believing that leadership comes from "experience, education, and training," CAP transforms cadets into leaders through:

Academics
Self-study and classroom exercises where cadets acquire knowledge of leadership as an academic subject

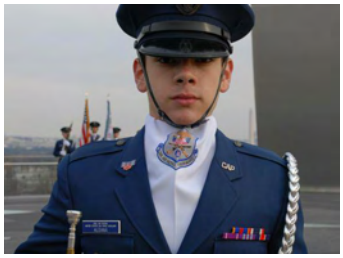
Activities
Camps and schools showing cadets how leadership principles play-out in real life

Staff Service
Where cadets learn to lead by actually leading and taking ownership over their program

Air Force Traditions
Using drill & ceremonies, the uniform, and other Air Force symbols to model positive attitudes toward leadership

BUILD YOUR PERFECT LEADER

There are dozens of worthwhile traits people hope to find in their leaders. Which matter most to you?



Honorable

Courageous

Compassionate

Supportive

HAVE IT YOUR WAY: THE MADE-TO-ORDER LEADER

Suppose you were to write a help wanted ad for your ideal family doctor. It might read: "Wanted: Doctor who is caring, intelligent, friendly, and listens well." In looking for someone to fill a position, we often look for a candidate who possesses certain traits. Anyone who has those traits would perform well, we assume. Trait theory works the same way. ***But what traits would you put in your help wanted ad as you search for a leader?***

Exercise. Take part in the classic trait theory exercise: Imagine you are building the perfect leader. What five qualities do you inject into that leader to make them effective? Why? Here are several possibilities:

Competent	Wise	Just
Humble	Compassionate	Generous
Insightful	Inspiring	Considerate
Helpful	Smart	Optimistic
Decisive	Friendly	Careful
Tactful	Courageous	Daring
Tolerant	Visionary	Ambitious
Loyal	Empowering	Welcoming
Dynamic	Driven	Cooperative
Perceptive	Cool	Persuasive
Calculating	Respectful	Forceful
Down-to-Earth	Confident	Funny
Experienced	Dependable	Unrelenting

If you can imagine other traits not included here, then you're on the right track. The possibilities seem endless.

Although trait theory is one of the oldest philosophies about leadership, coming to prominence in the late 1800s, it continues to influence us today.[62]

AN IMPERFECT SEARCH FOR THE PERFECT LEADER

OBJECTIVES

15. Explain why there is no consensus about which leadership traits are ideal.
16. Explain why no one set of traits can prepare a leader for every challenge.
17. Explain why prejudice makes trait theory a problematic frame work for discussing leadership.
18. Explain why trait theory runs contrary to the idea that leaders are made, not born.

Does trait theory succeed in painting a picture of the perfect leader? The top five leadership traits you include on your list will almost certainly differ from the traits another cadet includes on theirs. Even worse, it's easy to imagine two people desiring traits that are *total opposites* of one another. Consider this example:

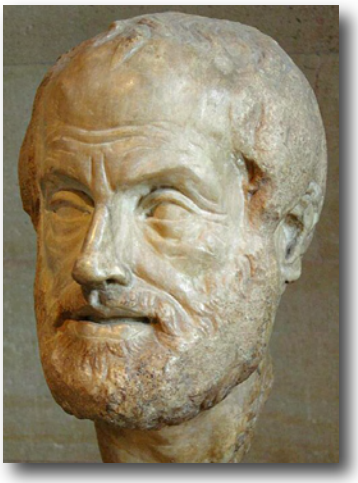
Cadet Curry: Passionate

"I watched Martin Luther King's 'I have a dream' speech. He is a passionate leader. You just know he believes what he says because he speaks so forcefully about civil rights. Those intense, strong emotions are what makes the speech memorable. No wonder the 200,000 people in the audience were willing to follow his lead. Therefore, I add 'passionate' to my list of great leadership traits."

Cadet Arnold: Dispassionate

"My soccer coach cared so much about winning, she would get carried away. If our team was behind, she would lose her temper. Sometimes, she would become so uncontrollable referees had to kick her off the field. Therefore, I think a leader needs to be calm and logical. If you get emotional, you'll say things you don't mean and disgrace yourself. Therefore, I add 'dispassionate' to my list of key leadership traits."

Each cadet offers a good explanation for their choice. But their choices are polar opposites. Who is to say which cadet is right? If you were to lead a team whose members wanted you to be both passionate and dispassionate, would you find that fair? Is it even possible? ***The major weakness in trait theory is that no one agrees which traits make a good leader.***[63]



The Golden Mean: Aristotle's Middle Ground

The philosopher Aristotle realized how it's possible to have too much of a good thing.[64]

He defined virtue — excellence of character — as the middle ground between two extremes.

How might that idea apply to trait theory? Can a leader have too much of one trait, and not enough of its mirror image?

Imagine each pair of traits below were placed on a teeter-totter. The goal would be to balance the two extremes.

Cowardly vs. Foolishly brave
Too flexible vs. Too stubborn
Overly cautious vs. Overly hasty
Uncaring vs. Hyper-sensitive
Silent vs. Too talkative

A TIME FOR EVERYTHING

Wouldn't the traits you want to find in a leader depend on the situation? There is a time and place for everything. The qualities we hope to see in a kindergarten teacher paint one image in our minds. The qualities a helicopter pilot needs in rescuing someone while under fire are something else. ***One of the major disservices of trait theory is its suggestion that a leader can command all situations with the same basic gifts.***[65]

> "Trait theory suggests leaders can command all situations with the same basic gifts."

PREJUDICE

When trait theory was taking shape in the late 1800s, society was organized differently. Women could not vote. Kids attended different schools, depending on their race. Individuals were judged based on what their dad did for a living. ***The inequalities of the day reinforced the idea that only certain people could lead.***[66] Could these prejudices have affected how people viewed leaders and judged which traits were best? Individuals who have tremendous potential are sometimes robbed of their chance to lead because their personal traits do not match someone's preconceived notions of what makes a leader.

In Praise of Different Approaches to Leadership
The trait theorists failed to find their master list of leadership traits. And because each person is an individual, perhaps the challenge for aspiring leaders is to develop their unique potential to "direct and influence people" in their own way to accomplish the mission.

BELIEVING IN PEOPLE

Trait theory centers on the individual's personality. If these so-called perfect leadership traits do not come naturally to you – if you were born with other gifts – then supposedly you can never lead. ***The conclusion is at odds with what we know about the power of determination and character.*** Because history is filled with stories of people working hard and developing their unique potential, trait theory brings aspiring leaders down the wrong path.

A FLAWED BUT USEFUL THEORY

Leaders have proven to be a bit more inspiring, more brilliant, and more persuasive than the average person. Although trait theory fails to offer ***the*** ultimate explanation of leadership, anyone who wants to lead ought to consider the qualities that make leaders extraordinary.

A PAGENT OF LEADERSHIP TRAITS

Profiled below are four people from diverse backgrounds. Each has undoubtedly "influenced or directed people" to accomplish something remarkable, which therefore qualifies them as leaders. Note the similarities and differences in their leadership traits. Harriet Tubman was no George Washington, and vice versa. Each leader here is a unique individual who developed their potential and found a way to make a difference.

Human Rights
HARRIET TUBMAN

"The Moses of Her People," Harriet Tubman was an abolitionist, humanitarian, and Union spy during the Civil War.[67]

Selfless. Had escaped slavery and yet returned and again and again to the South to rescue other slaves

Ingenious. Created a network of safe houses, "the Underground Railroad," that brought hundreds of slaves to freedom

Courageous. First woman to lead an armed expedition in the Civil War

Devout. Steadfast in her religious faith, believing God would not allow slavery to continue

The Arts
ALFRED HITCHCOCK

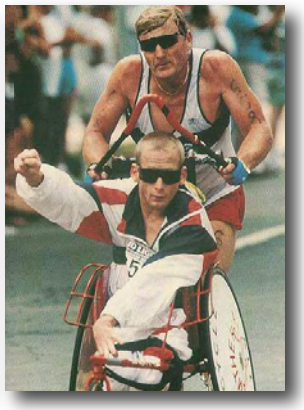
The "Master of Suspense," Alfred Hitchcock is regarded as one of the most influential filmmakers of all time.[68]

Pioneering. Among the first directors to use camera movement, editing, and special effects to tell a story in a purely visual language

Technically Expert. His knowledge of lenses and lighting was so deep, he could direct films without looking through the camera

Self-Effacing. Inserted into his films sly comments about his being a rotund, plain-looking Englishman

Funny. A great practical joker who made light of dark topics like murder and death; his humor won him many admirers



Sports
DICK & RICK HOYT

Team Hoyt is a dad (Dick) and son (Rick) who are athletes showing people what the disabled can accomplish.[69]

Inspirational. The team has competed in over 65 marathons, despite Rick being unable to walk or talk, due to being born with cerebal palsy

Optimistic. Doctors said Rick would live in a "vegetative state," but the family did not give up hope in Rick's potential

Transforming. The team is credited with helping people change their attitudes toward the physically challenged

Perseverant. The team has endured long hours of difficult training, and at first they even had to fight for a chance to compete

Politics & Military
GEORGE WASHINGTON

"The Father of Our Country," George Washington lead the Continental Army during the Revolutionary War, and later was elected the first president of the United States.[70]

Humble. Refused to be addressed as "Your Majesty," establishing the more modest, "Mr. President," as the standard

Courteous. Copied out by hand 110 rules of civility he believed should guide everyday actions

Visionary. Among the first political leaders to articulate a national vision for the whole of America

Disciplined. Resigned his commission as general, when he could have used that power to personal advantage and become a king

WHAT IS LEADERSHIP? THE SEARCH CONTINUES

"Leadership remains elusive. It is not easily explained."

What is leadership? In this chapter, we have explained how the Air Force defines leadership, but we also encountered other perspectives on it. Likewise, we found that a leader is called upon to play several roles. How challenging it would be to write a complete description for the job of "leader," the responsibilities are so varied! And through our study of the great man theory and the trait theory, more questions were raised than answered. Leadership remains elusive. It is not easily pinned-down or explained. ***But simply by discovering how mysterious leadership can be, that it requires deep study and reflection, you have taken an important step in your development as a leader.***

Responsibility
It is no small responsibility. Cadets, like the members of this color guard, are entrusted with safeguarding and honoring our most recognizable national symbol, the U.S. flag.

SYMBOL OF AMERICA: THE FLAG

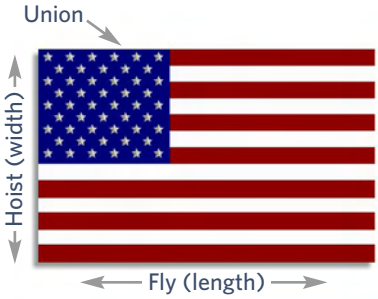
OBJECTIVES

19. Discuss the history of the flag.
20. Discuss why the flag is an important national symbol.

It is over two hundred and thirty years old. We call it "Old Glory," "The Stars and Stripes," "The Star Spangled Banner." ***The American flag is our most important and most recognizable national symbol.***

ORIGINS

To help signify that the United States was a new and independent nation, on ***June 14, 1777***, the U.S. Congress created the flag. The legislation declared, "Resolved, that the Flag of the thirteen United States shall be thirteen stripes, alternate red and white; that the Union be thirteen stars, white on a blue field, representing a new constellation."[71] ***June 14th is celebrated each year as Flag Day.***



ANATOMY OF THE U.S. FLAG

CHANGING DESIGNS

At first, a new star and a new stripe was added to the flag whenever a state joined the union. After the admission of Kentucky, the Congress voted to return to a design of thirteen stripes, adding only a new star for each new state.[72] The current flag was introduced on July 4th, 1960, shortly after Hawaii became the 50th state.[73]

INSPIRING AN ANTHEM

Seeing the flag withstand an attack on Fort McHenry in 1814, amateur poet Francis Scott Key penned "The Star Spangled Banner." ***The poem, which later would become our national anthem, changed how Americans felt about their flag.***[74] In the early 1800s, national flags were not objects ordinary people admired. Especially in Europe, people associated them with the often abusive power of the state or the military. But thanks to Key, the U.S. flag became an icon of democracy.

"The flag represents our people, our land, and our commitment to equality."

THE PEOPLE'S FLAG

As Key's poem grew in popularity, and as the new nation's democratic ideals proved their staying power, the flag became the definitive symbol of America.[75] For many, ***it represents the best things about our people, our land, and our commitment to equality.***

YOUR FLAG, YOUR FREEDOM

TEXAS VS. JOHNSON DO YOU HAVE A RIGHT TO BURN THE FLAG?

During the 1984 Republican National Convention in Dallas, Texas, Gregory Lee Johnson burned an American flag to protest the policies of the Reagan administration.[76] No one was hurt or threatened, but many bystanders were outraged. A Texas court convicted Johnson of "desecration of a venerated object." He was fined $2000 and sentenced to one year in prison. After a series of appeals, the case reached the Supreme Court.

Johnson argued that the First Amendment guarantees his right to free speech. In his view, burning the flag was a sincere form of protest. The fact that his act upset people was beside the point, according to Johnson. Indeed, the attention made his protest more effective.

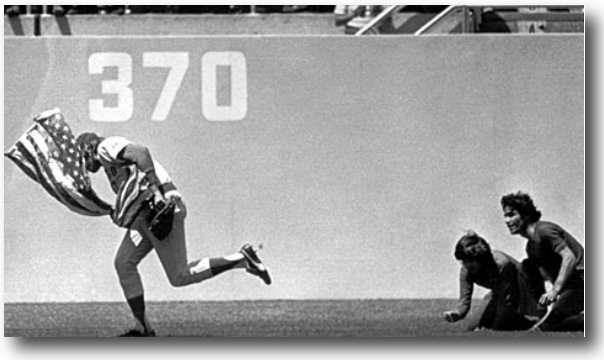
The State of Texas argued it could ban flag burning. Because the flag is an important symbol of national unity, Texas argued, it deserved special protection. Texas also cited its need to preserve order.

If you were a justice on the Supreme Court, how would you decide?

Writing for the court, Justice William Brennan said, "The government may not prohibit the verbal or nonverbal expression of an idea merely because society finds the idea offensive or disagreeable, even where our flag is involved."

If Johnson had threatened violence or "imminent lawless action," the state could have stopped his demonstration.

But because Johnson's protest was non-violent, the Court struck down the Texas law and upheld the right to burn the flag. "This Court will not create an exception to... the First Amendment for the American flag alone."[77]



THE CENTER FIELDER WHO SAVED THE FLAG

"And wait a minute, there's an animal loose," sportscaster Vince Scully announced during a baseball game between the Dodgers and Cubs in 1975. "I'm not sure what' he's doing out there, but it looks like he's going to burn a flag."[78]

At first glance, Cubs center fielder Rick Monday thought some kids had raced onto the field to perform a harmless prank. He wasn't sure what they were up to, until he got a closer look.

"That's when I saw the flag. They unfurled it as if it was a picnic blanket. They knelt beside it, not to pay homage, but to harm it." In the middle of a ballgame at Dodger Stadium, Monday watched as one of the men produced a can of lighter fluid and began to douse the flag.

What would you do? Rick Monday chose to act.

"I started to run after them. I was mad, I was angry. Then the wind blew the first match out. The second match was lit, just as I got there." Making a split-second decision, Monday decided he would tackle the men and protect the flag from harm.

"I saw them put the match to the flag. I just scooped it up. My first thought was, 'Is this on fire?' Well, fortunately, it was not. I continue to run."

Other ballplayers came to Monday's aid. His teammates brought the flag into the safety of the dugout, and police apprehended the would-be flag burners.

Before the game could resume, the crowd spontaneously began singing "God Bless America."[79]

FLAG ETIQUETTE

OBJECTIVE:

21. Identify proper and improper ways to display the flag.

Because the flag represents America, democracy, and the best in our nation, ***the Congress has asked Americans to display it with a special degree of respect.***[80] How you treat the flag can say a lot about what you think about America. Outlined below are basic rules about flag etiquette:

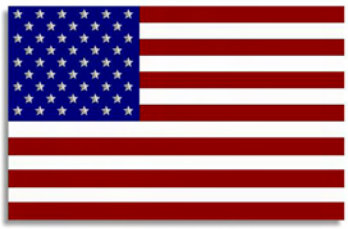
Etiquette
Good manners; the code of polite behavior

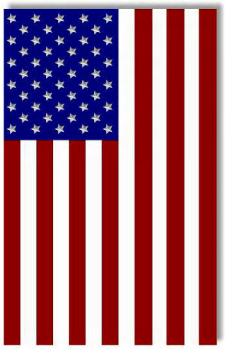
DISPLAYING THE FLAG

To display the flag properly, observe the following guidelines:[81]

- Display the flag everyday, especially national holidays.
- Public buildings, schools, and polling places are expected to display the flag.
- Fly the flag from sunrise to sunset, or through the night if illuminated.
- Do not fly the flag during bad weather.
- Briskly hoist the flag up the flag pole, and lower it ceremoniously.
- If marching in a group of flags, the U.S. flag belongs front and center of all other flags, or on the marching right.
- If displaying in a group of flags, place the U.S. flag at the center and the highest point of the formation.
- If displaying flat against a wall, the Union belongs in the uppermost corner and to the flag's own right, above and behind the speaker.
- If displaying on a speaker's platform, the flag should be placed in advance of the audience and to the speaker's right. Any other flag could be placed to the speaker's left.
- If displaying the flag at crossed staffs, the U.S. flag belongs on its own right, with its staff in front of the other.
- If hoisting a flag out a window or balcony, send the Union out first.
- If displaying the flag over the middle of a street, point the Union toward the north or east.
- If the flag is to cover a casket, the Union belongs over the deceased's left shoulder.
- If the flag is to fly at half-staff, first briskly hoist it to the peak, then lower in ceremoniously to half staff. At the end of the day, briskly return the flag to the peak, before ceremoniously lowering it for the day.

The Union belongs at the top and to *its own* right.





When displayed with another flag, the U.S. flag belongs on *its own* right.

TABOOS

To show repsect to the flag, avoid the following:[82]

- Do not allow the flag to touch the ground.
- Do not use the flag in advertising.
- Do not fly the flag upside down, except as a sign of distress.
- Do not fly another flag above the U.S. flag.
- Do not drape the flag over a parade float or a car.
- Do not wear the flag as clothing.
- Do not place words, logos, or pictures on the flag.
- Do not fly a tattered or dirty flag; destroy worn flags in a dignified manner, usually by burning.

DRILL & CEREMONIES TRAINING

As part of your study of this chapter, you will be tested on your ability to perform the following drill and ceremonies commands. Experienced cadets will instruct you. For details, see the *Air Force Drill & Ceremonies Manual* available at cap.gov/drill.

From the *Air Force Drill & Ceremonies Manual*, Chapter 3

1. Change Step, MARCH
2. Eyes, RIGHT & Ready, FRONT (on the march)
3. INCLINE TO THE LEFT (RIGHT)
4. Route Step, MARCH

From the *Air Force Drill & Ceremonies Manual*, Chapter 4

1. Column Left (Right), MARCH & Forward, MARCH
2. Column of Files
3. Column of Files, Column Right (Left)
4. Close, MARCH & Extend, MARCH (at the halt & on the march)
5. At Close Interval, Dress Right, DRESS & Ready, FRONT

REVIEW QUIZ

1. What is the Air Force's definition of "leadership" *p. 63*
2. What is "the mission"? Define the term. p. 64
3. Why does the Air Force say you need not be a commander to lead? *p. 66*
4. In America especially, why is accountablity such an important factor in leadership? *p. 66*
5. Why do leaders need to be visionaries? How was Mitchell as visionary? *pp. 68-70*
6. Why do leaders need to be motivators? How was Kennedy a motivator? *pp. 70-72*
7. Why do leaders need to be communicators? How was King a communicator? *pp. 72-73*
8. Why do leaders need to be experts? How was Doolittle an expert? *pp. 75-76*
9. Why do leaders need to be teachers? How was Sullivan a teacher? *pp. 76-78*
10. In your own words, define the Great Man Theory. *p. 79*
11. Describe at least two weaknesses in the Great Man Theory. *pp. 81-82*
12. In your own words, define Trait Theory. *p. 83*
13. List 5 traits a leader should possess. Defend your choices. *p. 84*
14. Describe at least two weaknesses in the Trait Theory. *pp. 85-86*
15. What does the flag symbolize? Why is it such an important American icon? *p. 89*
16. Recall three rules and three taboos regarding the proper display of the flag. *pp. 91-92*

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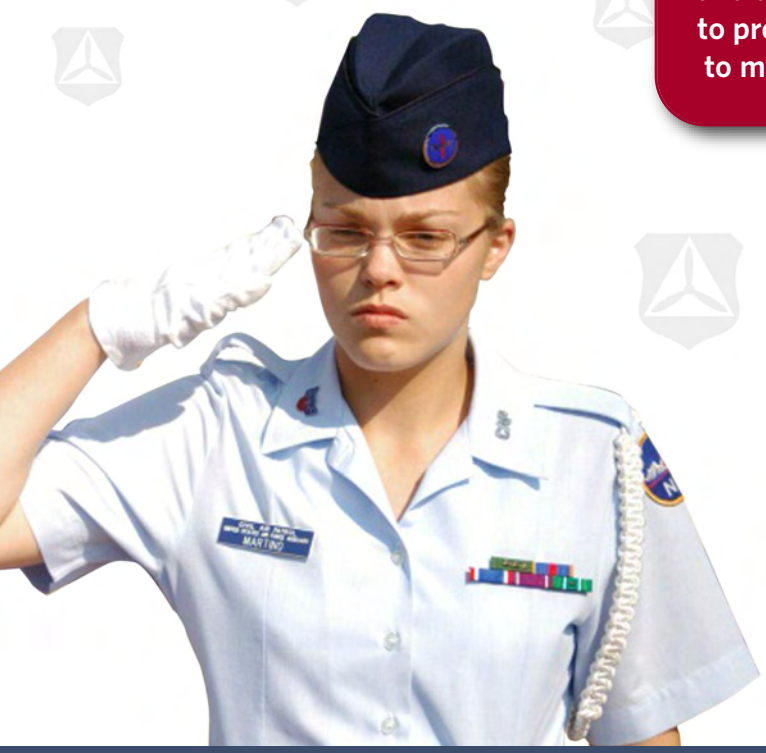
LEARN TO **LEAD**

THE CADET OATH

I pledge to 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



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Are leaders born or are they made? This text introduces cadets to the art of leadership and explains what they can do to become independent thinkers who confidently lead others in an atmosphere of teamwork and mutual respect.

LEARN TO LEAD is a four-volume textbook:

Module 1	Personal Leadership
Module 2	Team Leadership
Module 3	Indirect Leadership
Module 4	Strategic Perspectives

TODAY'S CADETS: TOMORROW'S AEROSPACE LEADERS

CIVIL AIR PATROL