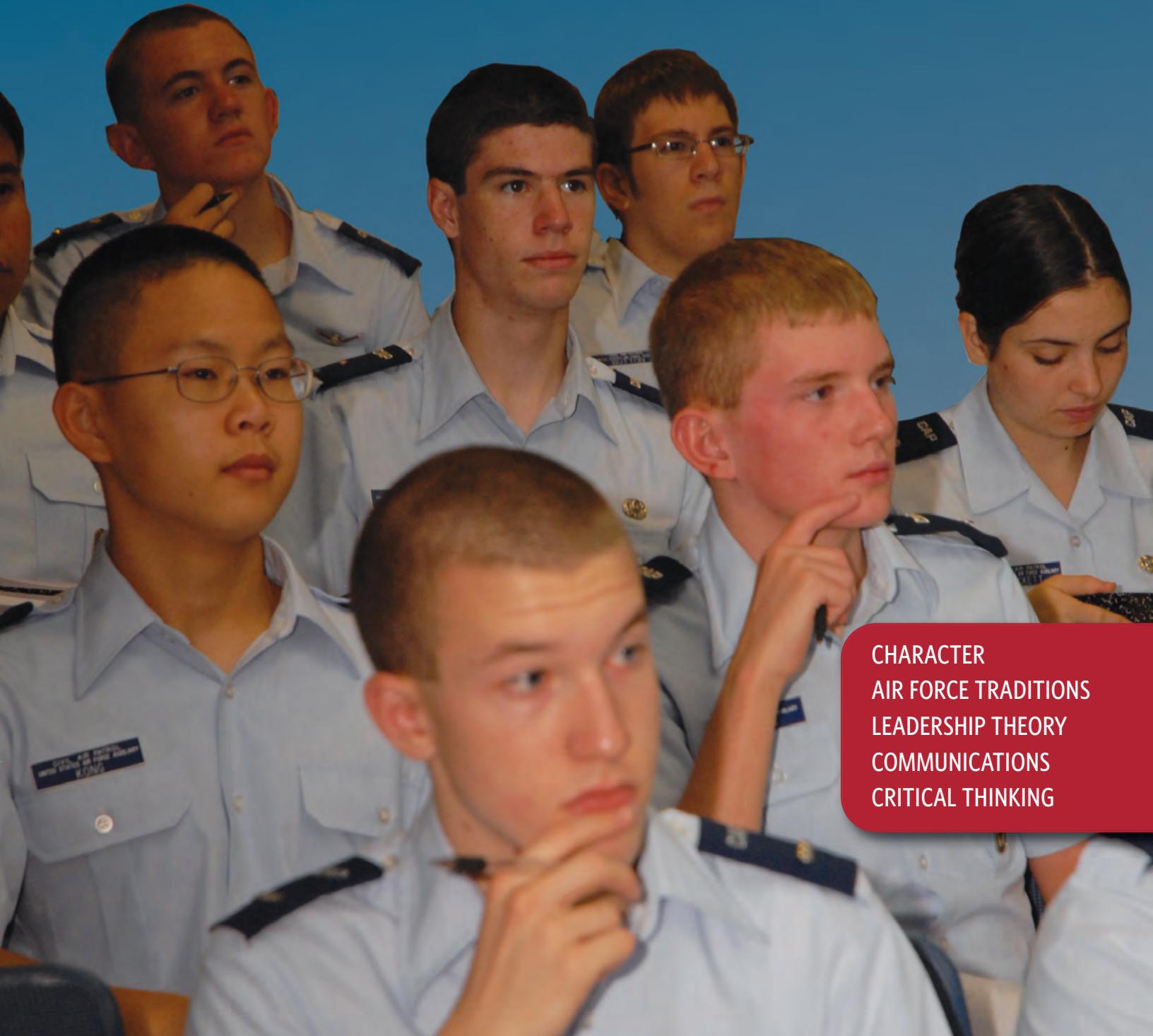


LEARN TO LEAD

CIVIL AIR PATROL CADET PROGRAMS



CHARACTER
AIR FORCE TRADITIONS
LEADERSHIP THEORY
COMMUNICATIONS
CRITICAL THINKING



LEARN TO LEAD

CIVIL AIR PATROL CADET PROGRAMS

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CONTENTS

Program Goals for Cadet Leadership Education	1
Air Force Doctrine in Learn to Lead	2
Anatomy of the Cadet Leadership Curriculum	3
Implementation Guidance	4
Educational Resources	5
Learn to Lead Content Outline	6
Learn to Lead on the Art & Science of Leadership	10
Drill & Ceremonies Training Sequence	12
McREL Standards	14

PROGRAM GOALS for CADET LEADERSHIP EDUCATION

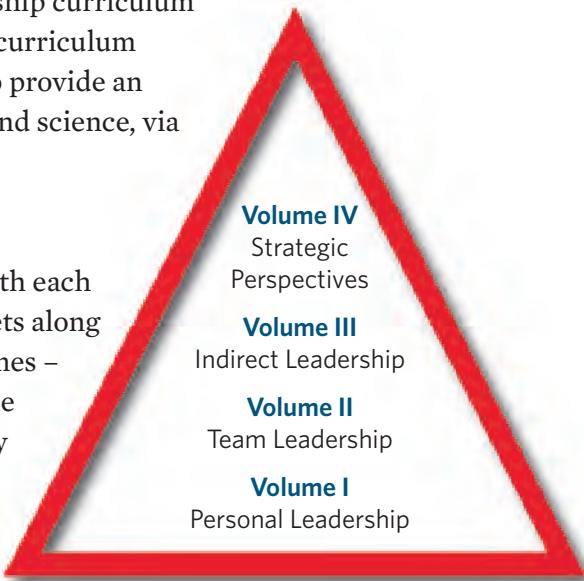
According to the cadet regulation, *the purpose of leadership education in the Cadet Program is to develop in cadets the ability to think independently and lead others in an atmosphere of teamwork and mutual respect.* This overarching goal informs every aspect of cadet leadership education.

GOAL OF THE TEXTBOOK

To achieve that overall goal, CAP offers an integrated leadership curriculum consisting of four parts (see page 3). The centerpiece of this curriculum is the *Learn to Lead* textbook series. *Learn to Lead*'s goal is to provide an academic foundation for the cadets' study of leadership art and science, via an age-appropriate, reader-friendly, standards-based text.

PROGRAM DESIGN

Because the Cadet Program is organized into four phases, with each phase having a set of leadership expectations that guide cadets along their leadership journey, *Learn to Lead* consists of four volumes – one per phase. Cadets work through each in sequence and the subject matter gradually advances; what cadets study in early chapters prepares them for advanced concepts in later chapters.



BENCHMARKS for LEARN TO LEAD

Before designing *Learn to Lead*, several leadership development programs were studied as potential standards, including:

Air Force

- USAF Academy - Center for Character & Leadership Development
- USAF Airman Leadership School
- USAF Force Development / Universal Aerospace Leader Competencies
- AF Doctrine Document 1-1, *Leadership & Force Development*

Youth

- AFJROTC's 4-volume *Leadership Education* text
- Boy Scouts of America - Patrol Leader materials & National Youth Leadership Training program
- CAPR 52-16, Cadet Program Management, stated goals of the cadet leadership education program
- CAP's *Leadership for the 21st Century / "L: 2000"*
- CAP's *Leadership Laboratory Manuals* (1981)
- U.S. Navy Sea Cadets - general syllabi

During the curriculum's analysis phase, those programs served as benchmarks to help CAP gauge the best practices currently in use. During the design phase, Air University experts vetted *Learn to Lead*'s overall program goals and subject matter outline. Once the text reached the development phase, Cadet Programs experts from around the nation offered feedback to the white papers, detailed outlines, and chapter drafts posted online. In short, current Air Force doctrine, best practices in use by other respected youth programs, and the practical judgment of CAP officers in the field inform the *Learn to Lead* text.

AIR FORCE DOCTRINE *in LEARN TO LEAD*

Learn to Lead reflects current Air Force doctrine – that is, the Air Force’s officially sanctioned beliefs about leadership. Key doctrines relevant to *Learn to Lead* include:

- ★ Leadership is the art and science of influencing and directing people to accomplish the assigned mission.
- ★ Leadership does not equal command, but all commanders should be leaders.
- ★ The abilities of a leader, which are derived from innate capabilities and built from experience, education, and training, can be improved upon through deliberate development.
- ★ The core values are a statement of those institutional values and principles of conduct that provide the moral framework

within which military [and CAP] activities take place.

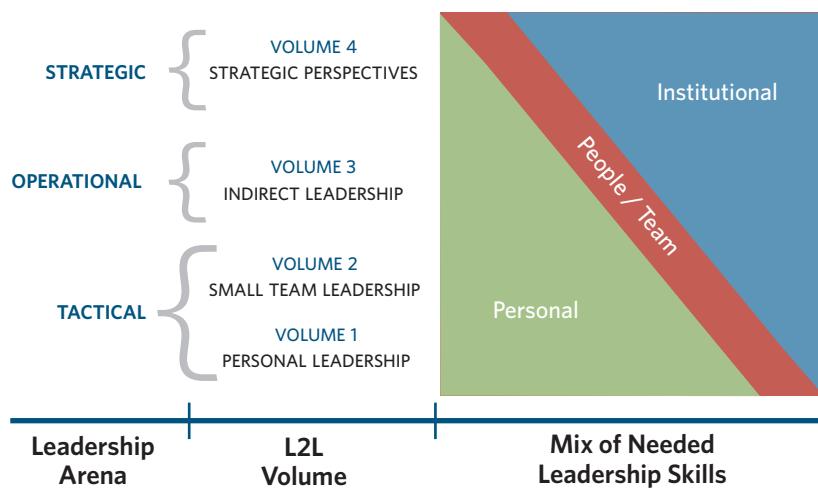
- ★ CAP’s professional ethic is modeled on the Air Force’s Core Values, which are fundamental and enduring.
- ★ As leaders move into more complex and higher levels of responsibility, the ability to conceptualize and synthesize becomes increasingly important.
- ★ Leadership skills needed at successively higher echelons in CAP build on those learned at previous levels.

Slightly modified from AFDD 1-1 for the CAP audience.

THE CADET LEADERSHIP MATRIX

The skills a leader needs depends on the level he or she is leading at. For example, a sergeant who often works one-on-one with airmen needs outstanding people skills. A general who leads a massive organization still needs people skills, but sophisticated planning and organizational skills are even more important. The Air Force uses a matrix to illustrate that as the level of leadership changes, so do the skills required. *Learn to Lead* recognizes the principles at work in this matrix. The text consists of four volumes that cover progressively more complex leadership principles, starting new cadets off with a foundation in the tactical arena, and introducing the most mature and experienced cadets to the strategic arena.

Diagram is based on the matrix found in AFDD 1-1, but is slightly modified here for CAP.



ANATOMY of the CADET LEADERSHIP CURRICULUM

There is more to the cadet leadership curriculum than the *Learn to Lead* textbook. CAP transforms cadets into leaders using an integrated approach involving academic study, activities, Air Force traditions, and staff service. These four educational arenas work together as a single system to develop cadets into well-rounded leaders. Therefore, local leaders should strive to offer the full breadth of the curriculum and not over-emphasize one arena at the expense of the others.

ACADEMICS

One assumption that the Cadet Program borrows from the Air Force is that leadership should be approached as an academic subject. Cadets pursue a self-paced academic study of leadership that centers on the *Learn to Lead* textbook. They read their text, participate in classroom discussions and hands-on leadership games, and demonstrate their understanding of leadership concepts through written tests.



ACADEMICS

ACTIVITIES

Cadet activities are opportunities for in-depth study and application of leadership principles. Most activities take place outside the hometown squadron and include learning opportunities that are beyond what a typical squadron can provide during their weekly meetings. The system of leadership activities follows a building block approach, beginning with Cadet Great Start and progressing through encampments and leadership academies, to the curriculum's crown jewel, Cadet Officer School.



ACTIVITIES

AIR FORCE TRADITIONS

Although there are many ways to develop leadership skills, due to CAP's long affiliation with the Air Force the Cadet Program uses military traditions as vehicles for teaching leadership. Among these Air Force traditions are drill and ceremonies, customs and courtesies, wear of the uniform, the chain of command, and similar traditions that motivate cadets to excel and create the military look-and-feel of cadet life.



AF TRADITIONS

STAFF SERVICE

By accepting a position within the cadet corps and the responsibilities that accompany that role, cadets apply knowledge of leadership principles to the real-world challenges of operating a cadet unit. Through staff service, cadets set goals, exercise authority, and mentor and direct junior cadets in an environment that allows cadets to make mistakes and learn as they go. Staff service is a laboratory for leadership education.



STAFF SERVICE

IMPLEMENTATION GUIDANCE

The most important thing to remember when implementing the *Learn to Lead* curriculum is that **leadership education should include plenty of hands-on, challenging, fun activities.** Survey data indicate that more than 70% of cadets come to CAP motivated to develop leadership skills. Offer an exciting program and the cadets will rise to the occasion. In contrast, a program built around dull lectures and endless hours of marching in the parking lot is bound to fail.

LEARNING GOALS & OBJECTIVES

Each chapter begins with goals that describe the overall thrust of that chapter. Learning objectives specify what a cadet should understand, believe, or be able to do upon completing chapter subsections. Test and exam questions are based on the objectives. Instructors can assist cadets whose study skills are weak by calling attention to the objectives and helping the cadets realize that they are study aids.

THE SELF-PACED, SELF-STUDY ENVIRONMENT

The Cadet Program is self-paced and self-study. There's no escaping the fact that each cadet must put forth some effort by carefully reading the chapter corresponding to their achievement. Although their achievement tests are open-book, cadets who do not study their chapter before attempting a test are apt to fail. Leadership officers should emphasize this point to their cadets.

LEARN TO LEAD ACTIVITY GUIDE

Use the *Learn to Lead Activity Guide*'s hands-on team leadership problems, games, and movie case studies. Ranking cadets can lead most of these activities, under senior member supervision. Units are welcome to use other teambuilding activity books beyond what CAP has published.

DIVERSE AGE RANGE

In CAP, 12- and 20-year-old cadets, though eons apart developmentally, use the same textbooks. Therefore, one challenge with *Learn to Lead* is that younger cadets might struggle with the reading. To counter that potential problem, lesson plans are available for each major section in a chapter. Squadrons should offer classroom instruction, using the lesson plans (most of which are for guided discussions / informal lectures), to help the cadets understand the text's toughest sections.

FAMILIARITY WITH THE CONTENT

With the leadership curriculum consisting of four distinct educational arenas – academics, activities, Air Force traditions, and staff service (see page 3) – there is unlimited potential for making the subject matter come alive. Seniors should become familiar with *Learn to Lead*'s content so that they can watch for “teachable moments” – opportunities to show how the text's concepts play-out in the real world.

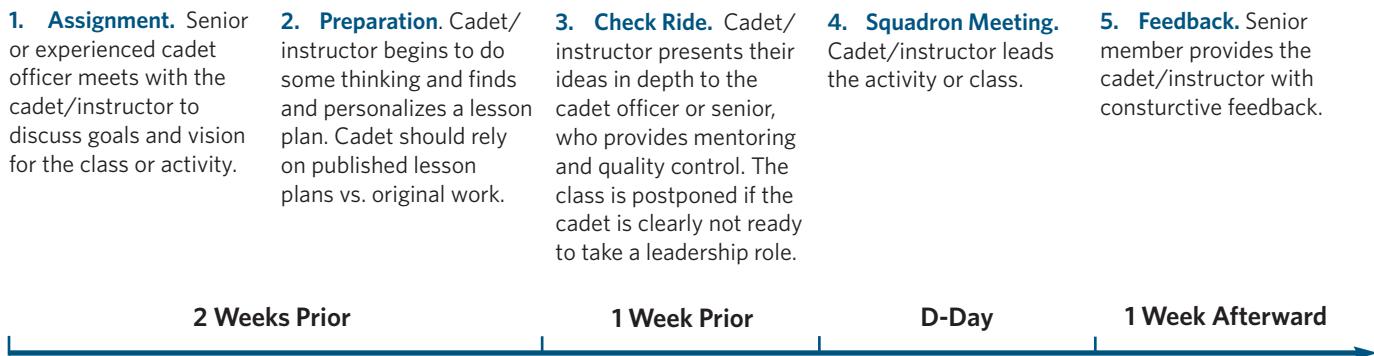
RECIPE for SUCCESS

Suggested Teaching Model

1. Cadets read the chapter on their own.
2. Squadron offers leadership games using the *Learn to Lead Activity Guide*.
3. Squadron offers classroom instruction on the text's most challenging sections, using the *Learn to Lead Lesson Plans*.
4. Cadets practice drill and ceremonies regularly, in well-planned 10-15 minute sessions.
5. Senior staff watches for teachable moments – opportunities to point out how the text's abstract concepts are playing-out in the real world.

CADETS AS INSTRUCTORS

As part of their leadership development, cadet officers and NCOs should serve as instructors to the maximum extent possible. At the same time, the senior staff has a duty to ensure that all classes and activities are of high quality. Therefore, the key in using cadets as instructors is proper supervision and mentoring by senior members. Toward that end, the following “check ride” system is recommended:



EDUCATIONAL RESOURCES

CAP offers local leaders a full range of resources to support cadet leadership education, including:

ACADEMICS	ACTIVITIES	AF TRADITIONS	STAFF SERVICE
Learn to Lead Volume 1: Personal Leadership	Cadet Great Start	AF Drill & Ceremonies Manual	Cadet Advisory Council Guide
Learn to Lead Volume 2: Team Leadership	Cadet NCO Academy*	AF Drill & Ceremonies Videos	Cadet Protection Program Implementation Guide
Learn to Lead Volume 3: Indirect Leadership	Encampment <i>Cadet Encampment Guide</i>	AF JROTC Drill Instruction Guide	Cadet Staff Handbook
Learn to Lead Volume 4: Strategic Perspectives	<i>Encampment Cadet Handbook</i>	AF JROTC Drill Workbook	Leadership in Committee (Special reading for CACs)
Learn to Lead Activity Guide	Region Cadet Leadership School	CAP Uniform Manual	Leadership Feedback (CAPF 50-series)
Learn to Lead Lesson Plans	Cadet Officer School	Cadet Uniform Mini-Posters	Staff Duty Analysis Guide
Achievement Tests & Milestone Award Exams		Respect on Display	
		Unit Honor Guard Program	

For an explanation of what these resources have to offer and for information on how to obtain them, see the *Cadet Program Resource Guide* at capmembers.com/library. Units are welcome to create their own and/or borrow additional resources to support cadet leadership education. See CAPP 52-15, *Cadet Staff Handbook*, for tips on how to develop training materials from scratch.

* Denotes resource that is currently in development

LEARN TO LEAD CONTENT OUTLINE

Five major themes dominate the curriculum:

CHARACTER
AIR FORCE TRADITIONS
LEADERSHIP THEORY
COMMUNICATIONS
CRITICAL THINKING

VOLUME 1 Personal Leadership

CHAPTER 1 CHARACTER & THE AIR FORCE TRADITION

Synopsis: This chapter introduces newcomers to those aspects of cadet life that distinguish cadets from ordinary youth. The emphasis is on developing an understanding of why character is a pre-requisite for leadership and why Air Force traditions like the salute, the uniform, and the chain of command are staples of cadet life.

1. Welcome to Leadership
2. Leadership Begins With Character
 - a. The Warrior Spirit
 - b. The Core Values
 - c. The Cadet Oath
3. The Air Force Tradition
 - a. Foundations for Military Customs & Courtesies
 - b. Basic Rules for Rendering Customs & Courtesies
 - c. The Uniform's Role in the Cadet Program
 - d. Drill & Ceremonies as a Leadership Development Tool
 - e. Concept & Use of the Chain of Command
4. Drill & Ceremonies Training
 - a. Basic In-Place Movements

CHAPTER 2 THE CADET & THE TEAM

Synopsis: Only by taking responsibility for one's self can cadets fulfill their mission, which is to develop their leadership potential. This chapter focuses on followership, or personal leadership – the idea that CAP expects each cadet to be a leader who directs his or her own actions toward a goal.

1. History of the Cadet
2. Self Management for Success
 - a. Personal Goal-Setting
 - b. Ethical Decision-Making
 - c. Effective Time Management
 - d. Healthy Stress Management
3. Teamwork
 - a. Characteristics of Teams
 - b. Qualities of Team Players
 - c. Mentoring & Teams
4. Communications
 - a. Active Listening
 - b. Questions & The Importance of Feedback
 - c. Reading Critically
5. Drill & Ceremonies Training
 - a. Assembling in Formation
 - b. Facings, Forward & Flanks
 - c. Opening & Closing Ranks

CHAPTER 3 THE ART & SCIENCE

Synopsis: Here, cadets start to see leadership as an academic subject. They begin by trying to define the term, then consider two introductory leadership theories, exploring the pros and cons of each. Although the chapter raises as many questions as it answers, cadets will have made important first steps simply by seeing that leadership is complex.

1. What is Leadership?
 - a. Air Force Definition
 - b. Comparative Definitions
 - c. Leadership in America
2. Roles of the Leader
 - a. Visionary (Mitchell)
 - b. Motivator (Kennedy)
 - c. Communicator (King)
 - d. Expert (Doolittle)
 - e. Teacher (Sullivan)
3. Two Introductory Theories
 - a. Great Man Theory
 - b. Trait Theory
4. Symbol of America: The Flag
 - a. History of the U.S. Flag
 - b. Flag Etiquette
5. Drill & Ceremonies Training
 - a. Column Movements
 - b. Column of Files

VOLUME 2 Small Team Leadership

CHAPTER 4 THE NCO & THE TEAM

Synopsis: This chapter marks the point where cadets transition from one who is cared for to one who cares for others, from one who is learning to contribute to the team to one who is capable of leading the team.

1. Introduction
 - a. Professionalism
 - b. Standards
2. The Non-Commissioned Officer
 - a. Responsibilities of the NCO
 - b. NCO Readiness
3. The NCO's Leadership Toolkit
 - a. Servant Leadership
 - b. Coaching & Mentoring
 - c. Supervision & Discipline
 - d. Motivation
 - e. NCO / Officer Relationship
4. Team Dynamics
 - a. The Team Environment
 - b. The Team's Life Cycle
 - c. The L.E.A.D. Model
5. Drill & Ceremonies
 - a. Commands & The Command Voice
 - b. Leading the Element in Drill
 - c. Manual of the Guidon

CHAPTER 5 BRAINPOWER FOR LEADERSHIP

Synopsis: Leadership is an intellectual activity. Therefore, a leader's ability to think critically and creatively and to learn and teach will impact his or her effectiveness. This chapter looks at how brainpower affects leadership.

1. Introduction
2. Critical Thinking
 - a. Principles of Critical Thinking
 - b. Modes of Thinking
 - c. Logical Fallacies
3. Creative Thinking
 - a. Unappreciated Geniuses
 - b. Monuments to the Status Quo
 - c. Victories Through Creativity
 - d. Tools for Creative Thinking
4. Teaching & Training People
 - a. Learning Objectives
 - b. Learning Styles
 - c. Teaching & Training Methods
 - d. Evaluating Learning
5. Drill & Ceremonies
 - a. Leading the Flight in Drill

CHAPTER 6 THE HUMAN ELEMENT

Synopsis: How can we understand leadership when we can hardly understand people? This chapter examines how personality, motivation, conflict, and diversity affect the job of leading.

1. Personality
 - a. Nature vs. Nurture
 - b. Birth Order Theory
 - c. Charisma
 - d. Johari Window
 - e. Myers-Briggs Type Indicator
2. Motivation & Behavior
 - a. Maslow's Hierarchy of Needs
 - b. Hawthorne Studies
 - c. Classical Conditioning
 - d. Milgram Experiment
3. Conflict
 - a. Defense Mechanisms
 - b. The Inevitability of Conflict
 - c. Managing Conflict
4. Leading in a Diverse Society
 - a. Diversity in the Military & CAP
 - b. America's Increasing Diversity
 - c. Prejudice & Hatred
 - d. Five Ways to Fight Hate
5. Drill & Ceremonies
 - a. Squadron Formations

CHAPTER 7 LEADERSHIP SCHOOLS OF THOUGHT

Synopsis: This chapter looks at several different leadership models or ways to think about leadership. Cadets will consider a handful of different models that emphasize the importance of recognizing each team's unique skills and opportunities.

1. Emotional Intelligence
 - a. Self-Awareness
 - b. Managing Emotions
 - c. Motivating Yourself
 - d. Helping Others
 - e. Interpersonal Skills
2. Transformational & Transactional Leadership
 - a. Idealized Influence
 - b. Inspirational Motivation
 - c. Intellectual Stimulation
 - d. Individualized Consideration
 - e. Contingent Reward
 - f. Management by Exception
 - g. Laissez-Faire
3. Power
 - a. Definitions of Power
 - b. Power Within Organizations
4. Building a Learning Organization
 - a. Systems Thinking
 - b. Personal Mastery

- c. Shared Vision
- d. Team Learning
- e. Mental Models
5. Leadership Styles
 - a. Situational Leadership Theory
 - b. Path-Goal Model
 - c. The Leadership Grid
6. Drill & Ceremonies
 - a. Assembling the Group
 - b. Raising & Lowering the Flag
 - c. Change of Command

CHAPTER 8 EFFECTIVE COMMUNICATION

Synopsis: This chapter helps cadets better understand how to deliver a speech and write an essay, but it also emphasizes that strong communication skills will help cadets throughout their entire lives.

1. Communication Fundamentals
 - a. Know Your Purpose
 - b. Know Your Audience
 - c. Organize Your Ideas
 - d. Follow Basic Communication Principles
2. Writing Excellent Essays
 - a. The Goal of Writing
 - b. Brainstorming

- c. Making an Argument
- d. Topic Sentences
- e. The Opening Paragraph
- f. Transitions in Body Paragraphs
- g. Anticipating & Refuting Objections
- h. The Conclusion
3. Writing to Recommend Change
 - a. The Staff Study
 - b. Email & Professionalism
4. Public Speaking
 - a. Common Speaking Methods
 - b. Outlining a Speech
 - c. Signposts
 - d. The Conclusion
5. Communication for Your Career & Life
 - a. The Resume
 - b. Job Interviews
 - c. Social Media
6. Drill & Ceremonies
 - a. Wing Formation & Review

VOLUME 3 Indirect Leadership

CHAPTER 9 THE CADET OFFICER

Synopsis: During this chapter, new cadet officers consider what it means to be an officer. The question is one of ethics, not only leadership. As such, one of the cadets' first challenges is to build upon their ethical foundations by studying general principles of moral reasoning and practical skills for resolving conflict.

1. Officership
 - a. History of the Officer Corps
 - b. Indirect Leadership
 - c. Public Trust
 - d. Respectful Dissent
2. Moral Reasoning
 - a. The Leader as Philosopher
 - b. Moral Relativism
 - c. Moral Objectivism
 - d. Virtue Ethics
 - e. Utilitarianism
3. Character Formation
 - a. Character Ed. Through Behaviorism
 - b. The Developmental Perspective
4. Conflict Resolution
 - a. Five Types of Conflict
 - b. A Model of Interpersonal Conflict
 - c. Cooperative Negotiation
 - d. Speak Up! Against Everyday Bigotry

CHAPTER 10 THE STAFF OFFICER

Synopsis: This chapter consider the work of staff officers. Cadets explore the special challenges involved when leading in a committee setting, where so much staff work is located. They study the functions of management and the practical aspects of running a project. Finally, they consider the types of technical / professional communications that staff officers produce.

1. Organizations & The Staff Officer
 - a. The Organization as a Formal Team
 - b. Hierarchy or Chaos?
2. Leadership in Committee
 - a. Committees as Vehicles for Leadership
 - b. Opportunities for Committee Leadership
 - c. Committee Meetings
 - d. Leadership for Committee Chairs
 - e. Parliamentary Procedure
3. Management
 - a. Management & The Staff Officer
 - b. Management's Ethical Dimension
 - c. Functions of Management
 - d. Project Management
 - e. The Project Lifecycle
4. Staff Communications
 - a. Writing for the Boss
 - b. Writing for the Web
 - c. The Briefing
 - d. Visual Aids & Information Displays
 - e. Public Speaking Delivery Skills

CHAPTER 11 THE LEADER AS COMMANDER

Synopsis: The toughest challenge a leader can face is command. In this chapter, cadets take an in-depth look at the unique responsibilities of command and add new leadership theories to their toolkit. The chapter also considers two special topics germane to command: leading the organizational culture and measuring success of individual people and the overall team.

1. Command Responsibility
 - a. Priorities & Guidelines
 - b. Personal Challenges for New Commanders
 - c. Leading Through a Command Intent
 - d. The Commander & Human Capital
2. Leadership Tools for the Commander
 - a. Full Range Leadership
 - b. Delegation Skills for a Hectic World
3. Organizational Culture & Change
 - a. Organizational Culture
 - b. Changing Organizational Culture
 - c. Leadership for Safety
4. Measuring for Success
 - a. Measuring Individual Performance
 - b. Measuring Organizational Performance

VOLUME 4 Strategic Perspectives

CHAPTER 12 INTRODUCTION TO STRATEGIC LEADERSHIP

Synopsis: This chapter is an introduction to the strategic arena and what distinguishes it from mere tactical and operational concerns. Cadets consider strategic matters in both military and corporate settings. The systems perspective is also emphasized. Finally, the chapter concludes with a look at the potentialities of anarchy on the Web, where crowds freely contribute to solutions.

- 12.1 Strategic Leadership: Defining the Challenge
Col W Michael Guillot USAF
- 12.2 National Security Strategy
Administration of President Barack Obama
- 12.3 Leadership and Systems Thinking
COL George E. Reed USA
- 12.4 Strategic Thinking:
Key to Corporate Survival
Benjamin B. Tregoe & John W. Zimmerman
- 12.5 Crowdsourcing Systems on the Web
Anhai Doan, Raghu Ramakrishnan, & Alon Y. Halevy

CHAPTER 13 LEADING PUBLIC & VOLUNTEER ORGANIZATIONS

Synopsis: Readings in this chapter assert that a special brand of leadership is required when leading public (government) and volunteer organizations. Those environments are distinct from traditional profit-based or military/legal settings, and therefore neuter so many tools leaders come to rely upon. The chapter has obvious applicability cadets' status as leaders in CAP.

- 13.1 Leadership for Volunteers:
The Way It Is & The Way It Could Be
Richard Cummins
- 13.2 Take Root:
Volunteer Management Guidebook
Corporation for National & Community Service
- 13.3 The Hierarchy of Ethical Values in Nonprofit Organizations
Ruth Ann Strickland & Shannon K. Vaughn
- 13.4 The New Look of Transparency
Kristin Clarke
- 13.5 Public & Private Management:
Are They Alike in All Unimportant Respects?
Graham T. Allison Jr.

CHAPTER 14 AIRPOWER AS STRATEGIC LABORATORY

Synopsis: At first glance, a discussion of airpower has nothing to do with leadership. Yet the great airmen have long claimed that their unique perspective bears upon the strategic arena. Airpower alone, contrary to surface forces, can quickly achieve strategic objectives and is inherently offensive in nature. Therefore, strategic leadership lessons can be extracted from airpower principles.

- 14.1 Strategic Airpower:
Fulfillment of a Concept
Gen Carl A. Spaatz USAF
- 14.2 Warden &
The Air Corps Tactical School:
What Goes Around Comes Around
Maj Howard Belote USAF
- 14.3 Cyberspace: The New Air & Space?
Lt Col David A. Umphress USAF
- 14.4 Air Force Basic Doctrine
U.S. Air Force
- 14.5 Should the U.S. Maintain the Nuclear Triad?
Dr. Adam B. Lowther

CHAPTER 15 ORGANIZATIONAL CULTURE, CHANGE, & INNOVATION

Synopsis: This chapter considers strategic leaders' attempts to affect wholistic, enterprise-wide change. Special attention is paid to organizational culture, the intangible qualities that exert an invisible hand upon the individual members of the organization and the team collectively.

- 15.1 Organizational Culture
Dorian LaGuardia
- 15.2 Managing Change -
Not the Chaos Caused by Change
Beverly Goldberg
- 15.3 Keeping Change on Track
Richard Bevan
- 15.4 Developing an Innovative Culture
Erika Agin & Tracy Gibson
- 15.5 The Twenty-First Century Leader
Fahri Karakas

CHAPTER 16 STRATEGIC COMMUNICATIONS & NEGOTIATION

Synopsis: *Learn to Lead's* final chapter discusses theoretical and practical approaches in organization-to-organization communications, and the peaceful resolution of differences between groups of people. Strategic communications and negotiations represents some of the most daunting challenges in the entire realm of leadership.

- 16.1 Principles of Strategic Communication
Department of Defense
- 16.2 The Art of Negotiation
Brenda Goodman
- 16.3 Negotiating Effectively Across Cultures
John W. Miller
- 16.4 Preventive Diplomacy
Carl Hobert
- 16.5 The Not-So-Black Art of Public Diplomacy
Humphrey Taylor

NOTE TO CADETS

Volume 4 is a collection of readings. Unlike the other three volumes of *Learn to Lead*, it is not a textbook that defines key terms, nor does it explain how its teachings are relevant to you in the real world.

Many of the articles here are classics. Their main ideas stand the test of time, though some secondary details might appear a bit dated.

You'll find this volume more challenging than the others. Read each article carefully and apply your own brainpower to identify the author's main ideas, and discern how those principles might be relevant to you in your development as a leader.

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LEARN TO LEAD on the ART & SCIENCE OF LEADERSHIP

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 them one 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 academic 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.

“... 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.

“...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 “spear-

head 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.**

EXCERPT

from Chapter 1
Character & The Air Force Tradition

How Learn to Lead defines leadership is excerpted here as background information for instructors.

OTHER DEFINITIONS OF LEADERS & LEADERSHIP

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 willingly for group objectives.”⁹
- “The task of leadership is to accomplish some change in the world, in response 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

ASSUMPTIONS ABOUT LEADERSHIP IN AMERICA

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.*

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, coercion, 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.”*

CHAPTER EXCERPT NOTES

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22. MacGregor Burns, 2.

DRILL & CEREMONIES TRAINING SEQUENCE

As part of their leadership education, cadets are expected to become proficient in drill and ceremonies. After passing the written test for a given chapter in *Learn to Lead*, they complete a performance test on the maneuvers for their respective *Learn to Lead* chapter, as shown below. Leadership officers and cadet staff will want to become familiar with this sequence so they can ensure cadets receive the drill training they need before they are tested on that set of maneuvers. For drill and ceremonies training guidance, see AFMAN 36-2203, *Drill and Ceremonies*, and the other materials available at capmembers.com/drill.

CHAPTER 1

see Drill & Ceremonies, chapter 3

Flight, ATTENTION
Parade REST; AT EASE & REST
Left (Right), FACE
About, FACE
Hand, SALUTE
Present, ARMS & Order, ARMS
Eyes, RIGHT & Ready, FRONT (at the halt)

see Drill & Ceremonies, chapter 4

FALL IN
FALL OUT
Dress Right, DRESS & Ready, FRONT

CHAPTER 3

see Drill & Ceremonies, chapter 3

Change Step, MARCH
Eyes, RIGHT & Ready, FRONT (on the march)
INCLINE TO THE LEFT (RIGHT)
Route Step, MARCH

see Drill & Ceremonies, chapter 4

Column Left (Right), MARCH & Forward, MARCH
Column of Files
Column of Files, Column Right (Left)
Close, MARCH & Extend, MARCH (at the halt and
on the march)
At Close Interval, Dress Right, DRESS & Ready,
FRONT

CHAPTER 2

see Drill & Ceremonies, chapter 2

Count Cadence, COUNT

see Drill & Ceremonies, chapter 3

Mark Time, MARCH
Flight, HALT
Forward, MARCH
Double Time, MARCH & Quick Time, MARCH
Left (Right) Flank, MARCH
To the Rear, MARCH
Left (Right) Step, MARCH & Flight, HALT

see Drill & Ceremonies, chapter 4

Open Ranks, MARCH & Ready, FRONT
Close Ranks, MARCH

CHAPTER 4

see Drill & Ceremonies, chapter 2

The two main types of commands: the preparatory command and the command of execution
Characteristics of an effective command voice

see Drill & Ceremonies, chapter 3

Command the element to fall in
Command the element to dress right and check
its alignment
Command the element to perform facing
movements
Command the element to perform flanks and
march to the rear

CHAPTER 5

see *Drill & Ceremonies, chapter 4*
Command the flight to fall in
Command the flight to dress right and check its alignment
Command the flight to open and close ranks and check its alignment
Command the flight to perform facings and other in-place movements
Command the flight to perform flanks, columns, and march to the rear
Command the flight to perform right (left) steps
Command the flight to perform close and extend, at the halt and on the march
Command the flight to change step and count cadence
Command the flight to form a single file or multiple files

CHAPTER 6

see *Drill & Ceremonies, chapter 5*
Form the squadron in line
Align the squadron
Inspect the squadron
Dismiss the squadron

CHAPTER 7

see *Drill & Ceremonies, chapter 6b*
Forming the group
Dismissing the group

see *Drill & Ceremonies, chapter 7c*
Raising & lowering the flag
Reveille and retreat ceremonies

see *CAPP 3, CAP Guide to Protocol, Atch 4*
CAP change of command ceremony

CHAPTER 8

see *Drill & Ceremonies, chapter 6c*
Wing formation and review

DRILL TRAINING SEQUENCE *at a GLANCE*



1
In-Place Movements



2
Forward & Flanks



3
Columns & Column of Files



Wright Bros
Cumulative Review



4
Drill of the Element



5
Drill of the Flight



6
Squadron Formations



7
Group Formations



8
Wing Formations

McREL EDUCATIONAL STANDARDS

Mid-continent Research for Education and Learning

The *Learn to Lead* curriculum is correlated to McREL standards for life skills, behavioral studies, career education, language arts, and civics. McREL, or Mid-continent Research for Education and Learning, maintains standards documents from professional subject area organizations and selected state governments. In short, by referencing the McREL standards, *Learn to Lead* demonstrates that its content is relevant in the eyes of independent subject matter experts.

A simple list of applicable McREL standards is shown below. To see how *Learn to Lead*'s content correlates with those standards, see capmembers.com/learntolead.

LIFE SKILLS

Self Regulation

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Demonstrates perseverance
- Maintains a healthy self-concept
- Restraints impulsivity

Thinking & Reasoning

- Understands and applies the basic principles of presenting an argument
- Understands and applies basic principles of logic and reasoning
- Effectively uses mental processes that are based on identifying similarities and differences
- Understands and applies basic principles of hypothesis testing and scientific inquiry
- Applies basic trouble-shooting and problem-solving techniques

Working With Others

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Works well with diverse individuals and in diverse situations

Displays effective interpersonal communication skills

Demonstrates leadership skills

Life Work

Displays reliability and a basic work ethic
Operates effectively within organizations

BEHAVIORAL STUDIES

- Understands that group cultural influences contribute to human development, identity, and behavior
- Understands various meanings of social groups, general implications of group membership, and different ways that groups function
- Understands that interactions among learning, inheritance, and physical development affect human behavior
- Understands conflict, cooperation, and interdependence among individuals, groups, and institutions

CAREER EDUCATION

Arts and Communication

Uses critical and creative thinking in various arts and communications settings

Business Education

Legal and Ethical Responsibilities

Understands the role of ethics in the business world

Understands ethical concepts, including integrity and confidentiality, as related to the business environment

Management

Understands the role of quality and continuous improvement in business organizations

Understands a variety of strategies used to make long-term and short-term management decisions

Understands various organizational structures and the advantages and disadvantages of each

Understands general managerial skills and strategies

Understands human resource management issues and how they affect the success of the organization

Understands operations management principles and procedures

LANGUAGE ARTS

Uses the general skills and strategies of the writing process

Uses the stylistic and rhetorical aspects of writing

Uses grammatical and mechanical conventions in written compositions

Uses the general skills and strategies of the reading process

Uses reading skills and strategies to understand and interpret a variety of informational texts

Uses listening and speaking strategies for different purposes

CIVICS

Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society

Understands ideas about civic life, politics, and government

Understands how certain character traits enhance citizens' ability to fulfill personal and civic responsibilities

Understands the importance of political leadership, public service, and a knowledgeable citizenry in American constitutional democracy

Understands the roles of voluntarism and organized groups in American social and political life

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ADVANCE PRAISE for *LEARN TO LEAD*

"These new leadership materials are just a breath of fresh air compared to what I got when I joined CAP. I love that Chapter 1 dissects the Core Values and the Cadet Oath. The text is easier to read [and] covers a lot of important concepts without bogging the reader down in too much theory... Bravo, NHQ Cadet Team."

Maj DAN BRODSKY, New York

"The new text is absolutely wonderful... I feel like the leadership manual has finally caught up to the cadet program. The notion of service leadership and leading by example are the guiding principles that we try to teach our cadets, but the current text does not readily support."

Capt TIM WALKER, Florida

"I just took a look at the leadership modules and, boy, what a nice change! I can't wait to have these modules up and running for my cadets." Maj BJ CARLSON, Wyoming

"I was expecting an even more watered-down program than what we have now. What I saw was a program that will be more challenging to the cadets... I applaud the concept and cannot wait for implementation."

Maj JOHN R. O'NEIL, Missouri

"This new Learn to Lead Textbook is TERRIFIC!!!! I am so pleased and am eager to use it.....very cadet friendly!"

Capt PAT LAMMERSFELD, Florida