NEW HAMPSHIRE WING, CAP
CADET NCO LEADERSHIP SCHOOL
2023 STUDENT GUIDE

Building The Team

Course Description
This course talks about techniques for building a strong team. Students will receive instruction on assessing and building morale and *esprit de corps*, how to motivate their people, and how to achieve discipline. Unit cohesion will be discussed, as well as the dangers of allowing cliques to form within the unit.

Learning Objectives
1. Students will recognize indicators of *esprit de corps* and morale
2. Students can apply methods to improve motivation and discipline
3. Students can explain the risk of cliques to unit cohesion
4. Students can explain techniques to build a strong team

A strong, cohesive team is important because a team is more than the sum of its parts. It is an entity that can easily tackle challenges that individuals could never face alone. A team is strengthened by its members, and the members are strengthened by being part of the team.
But what can you do as a leader to build your people into a team and to help keep that team feeling? A team member's performance is based on a sense of loyalty and duty, confidence, and comradeship. These things help people endure hardships and accomplish their missions. As a leader you must work hard to establish these feelings in your people. You must always train and lead your people as a team and work hard to gain their confidence and trust. Set a good example, apply the leadership tools and principles you learn, be knowledgeable, patient, and fair.

Make sure you watch out for cliques. Cliques (pronounced: 'cleeks' or 'clicks') are small groups that have something in common, but work to exclude others. People have an unfortunate tendency to form cliques. Cliques will damage a squadron because a squadron should be one large family and team, not a bunch of little groups. Cliques discourage understanding and cooperation among members of the larger group, and can be very damaging to the morale of those who don't belong.

Morale and *Esprit de Corps*

Morale and esprit de corps are closely linked and affect each other. Both are important, and it is part of an NCO's job to monitor and improve them. Morale is a Cadet's attitude toward everything about CAP. Feelings about each other, their superiors, the unit, and Civil Air Patrol in general. A Cadet with good morale has a good attitude and outlook. The morale of a unit is the sum of the morale of the members.

Morale is important because it affects how a Cadet works with others. Good morale gives a Cadet a desire to work harder and accomplish more. Good morale means that members will feel a sense of loyalty and will be excited when the team succeeds. High morale is essential to good teamwork, and it makes people easier to work with.

There are a few reliable indicators of unit morale to watch out for. Sometimes the morale of a unit is obvious, because units with good morale are happy places. Indicators of poor morale are things like sloppy-looking Cadets or disorderly common areas; bad behavior, such as quarreling, disrespect to superiors and poor attendance; or poor standards of military behavior, like uniform wear and customs and courtesies.

Cadets who have poor morale will show poor performance in these areas, and others. Appearance, military courtesy and motivation during training, will suffer because the Cadets just don't care. Things like quarreling and responding to orders will suffer because the Cadets are feeling stressed. Either consciously or unconsciously they're reacting badly to the situation.

The other part of this is *esprit de corps* - or unit spirit. It is the pride the members have in their team and unit. A unit with a high esprit de corps shows pride in itself, has a good reputation, has a competitive spirit, and willingly takes on challenges.

Both morale and *esprit de corps* are states of mind and both constantly change. They may be high one week and low the next. Both personal and CAP-related problems will affect the mental state of your Cadets and the squadron's performance. As an NCO, you must always be aware of that state.

Motivating Your Team

Motivation is probably the most important thing you can ever achieve or inspire in your team. This is because motivation is the drive we all have to do things that are important to us. If the success of the team or accomplishing the missions are important to your Cadets, then they will do these things because they are personally important to them.

It is important when motivating your people to give them a sense of ownership of the team goals. They must feel that when the team succeeds, they succeed and vice-versa. Your people must know that they are as important to the team as the team is to them. To create a feeling of motivation, you should try to do the following:

Make new Cadets feel welcome. This goes right to the heart of giving people the feeling that they're important to the team. If new Cadets are left out of the team or forced to 'prove themselves' in some way, they won't feel that they're part of a team and the team's goals won't be important to them.

Set high standards, and work to meet them. Develop the feeling that the unit must excel. Set high goals and standards for your team and insist they are met. The higher the standard, the better the team will feel when they meet it.

Teach a belief in the cause and mission. Be enthusiastic about what your squadron is doing and your part in it. Understand how you contribute, and make sure your people understand

they are important to the success of the squadron and the mission. Everyone likes to feel that they're needed!

Have and show confidence. Leaders should have confidence in themselves, in their teams and in what their mission. Confidence is just as catching as any other part of an attitude. If your team knows you believe in them, they will believe in themselves. Make sure your team knows that you think they're capable and worthwhile. Give them confidence in their leaders by being the best leader you can and by never disrespecting your superiors. Your superiors deserve your support as much as you deserve the support of your people.

Assign useful tasks. Before assigning a task make sure there is a reason for the task to be done. Nobody likes to waste time. Every task should be important to the goals of the team. Make sure the person or team assigned even the lowliest or dirtiest of tasks knows why that task is important to the team goals.

Provide guidance and supervision without over supervising. Over supervising is almost as bad as under supervising. While the task may get done, the person assigned the task has probably learned nothing new - other than the fact that his NCO is a nag. Steer your people in the right direction but give them some leeway; and if the job is getting done, stay out of the way.

Allow Cadets to try personal methods to accomplish a task. Part of a feeling of success for many people is the feeling that they've learned something or put themselves into the job. This is the difference between a craftsman and someone who just makes things. When your people put themselves into the task they are both learning new skills and showing initiative; something a leader should encourage and reward.

Recognize effort and express appreciation for jobs well done. While it is important that your people understand that their tasks are necessary, it is just as important that they know you appreciate their efforts. Nearly everyone wants a pat on the back and an 'attaboy' once in a while. But don't overdo it or you'll seem phony.

Refrain from personal humiliation and embarrassment. Don't reprimand a Cadet in public. Don't ever get in a Cadet's face in front of their peers. This is bad in two ways. First, it causes the Cadet to feel belittled, which will make it hard for them to work with the others on the team - and may encourage them to act out in order to regain respect. Second, it also shows the other Cadets that their personal feelings and self-respect aren't important to you and that you won't hesitate to destroy them. Behavior like this will make your Cadets resent you, not respect you.

Challenge your team according to their capabilities. Don't assign tasks that are too easy or ones that your team can't do. It is very discouraging to be given a task you simply can't accomplish. You feel like a failure and you know that you've disappointed those who were depending on you. As a leader, you should never assign your people impossible tasks. You're only setting them up to fail. This isn't saying that you can't assign them difficult tasks - the most motivating accomplishments of all are those that were difficult and rewarding. But assigning an impossible task sets the motivation level to zero to begin with and there's really no place for it to

go from there but down. At the other end of the spectrum is the easy task. Your Cadets want to be challenged and rewarded for their efforts. If there is no challenge, boredom will quickly set in and any reward will seem phony.

Achieving Discipline

People talk about discipline all the time, but what they're really talking about is self-discipline. Self-discipline is the most important kind of discipline; it is the basic building block for everything else. Nobody can make you do things; you must choose to do them. Only self-discipline will get you to do things you need to do, but don't want to do.

When you're first learning drill, the most important things you learn are self-discipline and situational awareness. When you were a new Cadet, one of your first tests of self-discipline was standing at attention without moving. Standing still not only means you did what you were supposed to do, it means you thought about your actions instead of just reaching up and scratching. You must know where you are, what you are doing, and what is going on around you; and you must pay attention. That means that you must think about something other than yourself and what you want. Self-discipline is what it takes to do what you know you need to do.

You must demonstrate self-discipline by your own conduct and example. Your Cadets learn to be Cadets by watching and imitating their leaders - especially their Cadet leaders. Your Cadets won't have self-discipline unless you have it yourself! You will hear it again and again: leaders lead by example.

Being a good example of self-discipline will inspire your team, as will building e*sprit de corps*. Discipline can be as much a source of pride for a unit as anything else that a unit does well. Discipline is part of what gives a unit its 'snap and pop'. Nothing reflects good unit discipline like a sharp drill movement or an order that is carried out after being given only once. That 'snap and pop' is yet another part of what goes into a unit's *esprit* and morale.

You can't force discipline, you must teach discipline. However, teaching discipline is more than just yelling at your people to stand still. Real discipline means your Cadets understand why it is important to have discipline. You must teach the challenge and value of self-discipline. Continually encourage self-discipline, and let your Cadets know that you trust them to do the right thing.

Enforce discipline consistently and immediately. Your people mostly want to do the right thing. If a Cadet - especially a new Cadet – has no self-discipline, it's probably because they're not used to being self-disciplined, or their attention has wandered. A quick and simple reminder of what is expected ("Cadet Jones, stand still.") should get them back on track and reinforce the correct behavior.

Don't set discipline goals your Cadets can't achieve. Don't leave your flight standing at attention for five minutes in the sun while you figure out where you should be. They're almost certain to break discipline and move around. Put them at ease! Or, if you are going inside for fifteen minutes to arrange something, put your people at rest or even have them fall out. It is

almost guaranteed that they'll talk and move, so putting them at parade rest just sets them up to fail. Be practical, be compassionate.

Building the NCO Team

One of the keys to building your unit team is to make new Cadets feel welcome. This also applies to your unit's NCO team. NCOs are a community, a corps. You and your fellow NCOs should never forget that you're all in this together. You have similar tasks, experiences, and challenges. You should have strong relationships with your fellow NCOs, and be able to rely on each other.

The corps of NCOs includes all NCOs, so as Cadet airmen are promoted into the NCO ranks, you should reach out to them and bring them into the circle of NCOs. They deserve to benefit from the collective knowledge of the NCOs in the unit, and will add some wisdom of their own over time. Be careful not to turn the NCO corps into a clique (pronounced 'cleek' or 'click'). The NCO corps should be inclusive, you should welcome all new NCOs into the group.
However, not every Cadet is an NCO. Airmen and officers shouldn't be working too closely with the NCOs because their problems and concerns are different. Airmen should be learning basic Cadet subjects, so that they gain the skills and experience they need to promote into the NCO grades. Officers should be focused on a completely different style and level of leadership from NCOs, and so won't gain from working as part of the NCO team.

Close Order Drill

Course Description
This course provides students with instruction on performing drill movements correctly, how to read, understand, and reference the drill manual, how to lead drill, and how to teach drill. Every student will have the opportunity to both lead and execute drill sessions.

Learning Objectives

1. Students can perform all drill requirements from Achievements 1-6 of the Cadet Program as described in the drill manual
2. Students will demonstrate knowledge of the drill manual by completing a written exam with a passing score
3. Students will direct a flight through a series of drill commands, correcting and instructing flight members as required
4. Students will fill the role of flight sergeant or first sergeant during squadron formation and inspection

CAPP 36-2203

CAP has issued its own drill manual, CAPP 36-2203. This manual is based on AFM 36-2203, the Air Force Drill and Ceremonies manual. The CAP manual is a supplement that clarifies and builds on the Air Force manual. New Cadets can and should read the drill manual, but it can be hard to understand unless you already have some idea how the movements should look. So the main source of drill knowledge for new Cadets is their NCOs; and you can't teach something you don't do well or understand. It is critical that you know the drill manual, and that your drill be as close to perfect as possible.

You should read carefully through CAPM 36-2203 and pay special attention to the drill terms and the individual drill movements. You also need to be very familiar with drill of the flight and formations; these are what will teach. As you review, make sure that what you read is exactly what you do when executing that movement. If there are any differences at all, *you are wrong and you should correct yourself.*

There are no authorized variations from the drill manual; "That's how my unit does it" is not an acceptable answer. Do the movements as they are described in the manual and don't ever teach a drill movement incorrectly.

Commands and the Command Voice

An NCO must be heard! On the parade field, your commands should be distinct and loud. The air should come from your gut and the words should be formed with your lips, teeth and tongue. If you use your vocal chords to shout drill commands, you will get hoarse at an activity

within hours. One way to practice not using your vocal chords and to build up a good volume is to shout ‘HUH’ while exhaling. If you can do this reliably and loudly, you are halfway to a good command voice. After mastering the ‘HUH’ shout, you are ready to practice giving drill commands and perfect your command voice.

This is best done at full volume, so you might have trouble finding a place to practice. You don’t want to do it while someone else is around. First, it would (hopefully) be too loud. Second, you might sound really dumb at first. There are two great places to practice. The first is in your car while driving. When you’re driving, the wind is blowing and everyone else has wind noise as well. It is very unlikely that anyone will hear what you’re doing. If they catch a glimpse of you with your mouth moving they’ll assume you’re singing along to the radio.

The second place is in the basement or bathroom of your home. The hard surfaces in those rooms will echo your voice back so you can get a better feel for what you sound like. Hopefully your family will put up with it and not tease you too much.

There are three very important things about drill commands.

Be clear and distinct. You want to be understood. If your people can’t understand you they can’t do it right. If your commands are distinct, but sound odd or cause confusion, tell your Cadets what they will be hearing (“I am going to give the command ‘Column Right, March’. It will sound like this…”). It may just be that they need to get used to you.

Stretch the preparatory command out an extra beat. This gives the people you are drilling a little extra time to figure out what they’re supposed to do. This is especially important for new Cadets. How does this work? Here’s an example:

	Pace 1	**Pace 2**	**Pace 3**	**Pace 4**
Normal		Column Right	(Pause)	MARCH
Better	Column	Right	(Pause)	MARCH

You don't always have time to stretch the preparatory command. From time to time you may need to get them turned quickly and you won’t have that extra beat to play with. In that case, give the shorter version of the command. Just be sure to do it distinctly so that your Cadets know what you want.

The timing of commands is so important that starting on the correct foot should be automatic. This means you should practice a lot, and practice all the dill commands. Yes, even commands you don’t use often, like ‘Pass In Review’ or ‘Eyes Right’. Someday you may use these commands, or need to help someone else who is using them.

Make sure that your command of execution is quick and sharp. It should have a distinct beat, not be stretched out. You might hear someone give a command that sounds like: “Right, FAAAACE!”, drawing out the command of execution. This is incorrect. If the command

of execution isn't given sharply, it won't give the Cadets a beat to move on. This will make it impossible for them to get it together as a unit. Always 'bark' out the command of execution.

The Unit Leader

There are things to think about when you are commanding a unit. You are out front, therefore everyone can see everything you do. You should be as close to perfect as possible. Your commands should be crisp and loud.

Maintain your bearing. Whenever you are giving a drill command you should always be at a position of attention. Don't look around or bounce or rock on your heels. Pay attention to your people and where you are going.

Get in, get out. Movements such as flanks and to-the-rear should be executed for as little time as possible. Because the unit is moving in an odd direction, they can easily lose their interval. These movements are only for slight adjustments, not for long distances. For columns and close on the march get the unit out of half steps as quickly as possible.

Call cadence! A unit can get out of step very quickly, you should call cadence often and you should always call cadence immediately before and following a change of direction, such as column or flank movements.

March toward the rear of your flight. The unit leader should position himself where he can best control his flight. Generally, this is about three-quarters of the way to the back of the unit. At this position you have a clear view of what all your people are doing. This position also allows everyone to hear your commands. When you are toward the rear of the flight the back of the flight can hear you better.

Size your flight. You should size your flight, except for hand-picked element leaders, before drilling. To size them, put them into column formation and have the taller people move forward ('If the person in front of you is shorter, take their place.'). When that is done, face them to the right (in a reversed line formation) and repeat. This will put the shorter Cadets in the front of the flight in line formation. This allows everyone to have a chance to see the unit leader and allows you to see all of them when marching.

Tips For Instructing

When giving instruction, make them comfortable. When you are going to instruct your unit or demonstrate the correct way to perform a movement, make them as comfortable as possible. Put them at ease, or let them break formation and sit under a tree. Make sure that the sun is behind them (lighting you and keeping it out of their eyes). If it is hot, make sure they carry canteens out onto the parade field and give them a drink.

Give regular breaks. At least ten minutes an hour. If it is a hot day, then more often to allow for water breaks.

Instruct everyone present. If you are correcting an individual error, make sure that you discuss his error and the correct movement loudly enough for everyone to hear and benefit. If you are instructing a junior NCO in leading drill, make sure the unit can hear. This allows everyone to learn from each other's mistakes. Someone else could be having the same trouble and you just didn't notice.

Keep them moving. When they're moving, they're concentrating on what they're doing. This will keep them from getting bored or chilled when the weather is cool.

Tips For Standard Drill

Don't allow excess movement! Movement means a lot more than adjusting position or scratching. A Cadet moving a toe half an inch after a facing movement is very clear to an observer. After the movement every Cadet should be absolutely still, even if they're not quite in the correct position.

Maintain proper cadence. Most Cadets speed up while drilling, especially when at the Half Step, or Mark Time. These should be at quicktime, like every other drill movement. To prevent this, make sure they lift their feet up four inches on each step. In-place drill movements should also be executed at quicktime. Don't let them rush!

Correct mistakes. Mistakes happen in drill. Someone turns the wrong way or doesn't hear the command, and then you have one or two Cadets that are facing the exact wrong way. They should stand still and wait for you to correct them and adjust their position. If they move without being told *they are wrong*. You should tell the Cadets their error and adjust their position using correct drill commands (i.e. Not "fix yourself").

"Cadet Smith, the command was 'Right, FACE'. Do you know what you did wrong?"

"Yes, sergeant."

"Good. Cadet Smith: About, FACE."

Point out errors. Point out drill errors immediately, before they become a habit. A Cadet idly scratching his ear may not be a big deal at the squadron, but it becomes a big deal when he does it at encampment because you let it become a habit. Also, if a Cadet keeps making the same error, call him by name. Normally, if one or more Cadets are looking around it's okay to say, "Don't look around, you're at attention" to the entire unit. But if it doesn't seem to be working say, "Cadet Jones! Stand still and stop looking around." The point is not to humiliate him, but to get him to realize what he's doing. Most Cadets won't purposefully do things they know they shouldn't; they just don't realize they're doing them. Saying their name helps.

Correct body position. Head should be up, shoulders back. The arms should swing from the shoulder, not bend at the elbow. The hips should be held fairly stiffly, preventing the head from bobbing up and down. The rule of thumb is to 'march from the waist down'. Hands should be held as if cupping a roll of nickels, not clenched. The thumb should rest on top of the second knuckle of the forefinger. The knuckles on the hand should be parallel to the leg, not turned in or

out. Watch for a lean into movements like flanks and to-the-rear. Done correctly, an upright posture is maintained throughout the turn.

Stress smoothness. Drill should look smooth, unhurried and easy. If your Cadets rush, lean into movements, spin too fast when turning, etc. it will ruin that effect. Have them slow down and concentrate on being smooth.

Jodies

NCO's have always been the primary keepers of tradition in military units. One of the firmest and most popular traditions is that of the 'Jody', or marching cadence. Every NCO should have at least one or two jodies that he knows by heart and can lead vigorously and with spirit. Jodies are one of the best tools for an NCO to exercise the clarity and volume of his command voice, since they need to be loud and distinct if people are going to follow along.

Concepts Of Leadership

Course Description This course outlines why leadership is needed, and introduces several basic definitions of leadership. There is a focus on Servant Leadership, how it aligns with the traditional 'Mission, Team, Self' leadership model, and how it answers human needs as outlined by Maslow (et al).
Learning Objectives 1. Students appreciate the need for leadership 2. Students can describe aspects of Servant Leadership 3. Students recognize the importance of providing for the needs of the team

Why Do We Need Leaders?

Because every level in Civil Air Patrol is part of a larger team, everyone in Civil Air Patrol, from the newest member to the most senior colonel, needs leadership. Flights belong to squadrons, squadrons make up groups and wings, wings are parts of regions. Civil Air Patrol itself is part of the Air Force 'Total Force' team. All these teams need leaders in order to get things done.

One huge advantage of having a team is that a team can break a large mission into smaller tasks that are spread among the members of the team. In an organization like the Civil Air Patrol, those members are often leaders with teams of their own.

Leaders direct and coordinate the people and activities of their team. They get the right people to do the right job. If a unit is called for a mission, certain tasks must be assigned and completed. The mission leader will make sure that the communications officer is assigned to the radios instead of dispatching vehicles. The mission leader will also make sure that only one person is dispatching vehicles, instead of two people doing so.

If a team is going to accomplish its goals, it must be capable of working as a team; not just a bunch of individuals. Leaders hold a team together. They coordinate their teams so that everyone's work is valuable and the team is working together, rather than heading in different directions.

Leaders must also inspire and motivate the team to work toward the common goal. People don't always need inspiration and motivation, some teams take care of that themselves. However, most teams will need the leader to occasionally remind them of their goal and why it is important. If a team loses sight of their goal and fails to achieve it, the leader has failed as much as the team.

Definitions of Leadership

There are many different ways to define ‘leadership’, and what it is, and what it does. You can easily find dozens using an internet search. But, since this is the Civil Air Patrol, we’re going to start with the current Air Force definition of leadership:

“The art and science of influencing and directing people to accomplish the assigned mission.”

The first thing you should notice is that nowhere in that definition does it mention or imply that a leader is some sort of tyrant. A leader is someone who can *influence* and *direct* his people. Influence simply means affecting their feelings and decisions. A leader wants to influence the team to have a positive attitude toward the mission. A leader directs the team by assigning them tasks, not dictating their every move.

Notice that the goal of leadership is to *accomplish the assigned mission*. Everything a leader does, even things done for the team, should put the mission first. A leader must support the team, because how else will the team’s mission get done? But, a leader’s main focus is on the mission.

An older Air Force definition of leadership had additional valuable ideas:

"Leadership is the art of influencing and directing people in a way that will win their obedience, confidence, respect, and loyal cooperation in achieving a common objective."

This charges a leader with winning (which means earning) the *obedience, confidence, respect* and *loyal cooperation* of the team. Obedience shouldn’t be forced; your team should be willing to take your directions by having confidence in your leadership. They should respect you as a person and as a leader. The ultimate aim of leadership is to inspire these feelings and be the kind of leader that people willingly follow.

The goal of leadership is *achieving a common objective.* Leadership is not about making people do things they don't want to do! Leadership is about organizing and inspiring people to work together to do something they want to do. This may not always seem to be true - for instance: who wants to clean a filthy shower area? However, the common goal is the health and well-being of the entire team. The individuals who are actually doing the cleaning should understand that their contribution to the team is to clean the shower. It is up to the leader to create that understanding.

Another definition of leadership is:

"The sum of those qualities of intellect, human understanding, and moral character that enables a person to inspire and control a team of people successfully."

This definition adds some new ideas. It points out that a leader must have *moral character* in order to lead people. This doesn't mean that only people who have no flaws can lead. But it does mean that people will not follow someone they find contemptible. In other words, if your people think you’re a horrible person, they won't respect you and won't willingly follow you. Most people are understanding of the slight flaws we all have, but 'leaders' who lie, cheat, steal, or generally can't be trusted are not going to have followers for long. People have to

be able to trust those they follow.

This definition also mentions *intellect*. Intellect is important because people want a leader who thinks and won't charge blindly without considering what could happen. Intellect is also important because leadership is something that most people have to think about. Not only do most of us have to learn leadership, we also have to think about it while we do it. But leadership is something that can be learned. Leaders can improve their leadership skills by thinking about what they're doing and why.

Human understanding means accepting that your people are people; they aren't machines that can be turned on and off, or animals to be led about by a ring through the nose. You need to understand their needs and motivations in order to lead them. Doing so shows your people that you care about them as people, not just as tools for a job.

Servant Leadership

'Servant Leadership' is an idea that the Air Force has embraced. It is the idea that a leader should first and always focus on how to help the team. The Center for Servant Leadership says, *"The servant-leader shares power, puts the needs of others first and helps people develop and perform as highly as possible."* Your leadership manual has a lot about servant leadership and how to do it, and one way to be mindful of your responsibilities as a servant leader is the classic model of 'Mission, Team, Self'.

Serve the Mission

The mission is the first priority of the leader because the mission is the entire reason that a team exists. If there were no mission, there would be no reason to even have a team. If the mission fails, then the team has failed. So, the main focus of every leader should be on the team's mission. A leader must always think about and serve the needs of the mission above his own needs, and even the needs of the team.

The mission is more important than the members of the team because members come and go; the team and its missions continue. An old saying tells us that: "No one is irreplaceable." CAP is a perfect example of this. No matter how many members CAP has or will ever have, every single one of them will someday leave. When that happens, someone else will join to take their place, or the remainder of the team will make extra effort to pick up the slack.

Serve Your Team

The second focus of a leader must be **the team**. The Servant Leader puts the needs of his team ahead of his own needs. A leader must focus effort on satisfying the team's needs, because a team that has unmet needs may not be able to perform their missions.

Maslow's theory, which is discussed in 'Learn To Lead, Vol. 2', describes a hierarchy of people's needs, with more basic needs - such as shelter - at the bottom, and more esoteric needs -

such as esteem - higher up. He described how more basic needs must be met before people can do things to meet other needs. So, people will focus on food and shelter before they put effort into building esteem.

The most basic needs are **physiological needs:** Food, water, and some physical comfort. You know how hard it is to focus when you're hungry, tired, or cold. As a leader, you must think about that when working with your team. Can they wait to set up shelter or have a meal? Or is your team too cold and hungry to tackle their mission? The mission may have to wait while you prepare your team for success.

The second most important needs are **safety needs**, which include freedom from fear, violence, and uncertainty. As a leader of Cadets, you probably won't face a life-threatening or violent situation with your team. But your teams will face *uncertainty*. Think about your first overnight activity with CAP, or your first encampment. You didn't know much about your situation: "Where will I sleep?" "When will I eat?" "Who will be on my team?", "Am I going to have fun?", etc. These things all probably turned out fine, and now seem silly to worry about. But at the time they seriously hurt your ability to focus and perform.

As a leader, one of the easiest and most impactful ways to fight uncertainty is *keep your people informed!* (You'll see that again in the Leadership Principles.) Even if you don't have much information, share what you have. Giving your team all the information you have will make them feel more secure with their situation, and reassure them that they matter to you.

Next up the ladder are **belonging needs**. People are social and need to be part of a group. As the leader of a team, it is your job to make people feel welcome, to encourage them to be part of the group, and to encourage the group to accept them. You should learn about the people joining your team so that you can introduce them to the team, and introduce the team to them. This is a first step in building a cohesive team from a group of individuals.

Esteem - the need for people to feel good about themselves - is vital. A team needs esteem even more than individual members. Teams that have high esteem thrive on challenges and survive difficult times. Many teams have succeeded through terrible trials through no more than their belief in their reputation. Building the esteem of a team also benefits each member of the team. Everyone wants to be part of a winning team with a good reputation.

You must do your best to make your team feel special and exceptional. Celebrate their successes, talk about their strengths, speak well of them to others, and let them know you're proud to lead them. Of course your team will have areas for improvement, but those can be worked on. When your team does improve, make sure you let them know!

At the top of Maslow's pyramid is **Self-Actualization**. These are a person's needs to achieve their own goals and use their own talents. As a leader, you can't make your people succeed at their dreams and goals, but you should give them the autonomy, encouragement, and help they need to get there.

Don’t Forget To Serve Yourself!

Putting the mission and the team first doesn’t mean you should neglect your own needs. It is common in the military for NCOs and officers to eat after their people have eaten and to sleep only after their people are settled, *but they do eat and they do sleep!* Leaders are expected to make sure their teams are cared for first, but they are never expected to neglect themselves.

Neglecting your own needs can eventually lead to you being unable to perform. If you end up too tired, too hungry, or too worried to think straight, you’re not going to be an effective leader, and the mission and your team can suffer. If you’re out of action, who is going to lead your mission, and make sure your people are okay? Someone else will probably step up or step in, but now you’ve now added to another person’s workload.

Don’t forget that Maslow applies to you as well! Once the mission is done and your team is good - at least as done and as good they can be at that time - then take care of yourself so that you can remain an effective leader and member of the team.

Conflict Resolution

Course Description Students are introduced to common causes of interpersonal conflict and the impact this conflict may have on team and individual performance. Instruction also addresses various methods for resolving interpersonal conflict, and students are given a conflict scenario between two other classmates and asked to role play a solution to that conflict.
Learning Objectives 1. Students can state some causes of interpersonal conflict 2. Students can identify at least three methods for resolving interpersonal conflict 3. Students will demonstrate resolution methods during role play of a scenario involving conflict between two cadets

Conflict: A serious disagreement or argument, typically, but not always, a long lasting one.
Resolution: The action of solving a problem, dispute, or contentious matter.

Conflict With Peers

Everyone has flaws, everyone makes mistakes, and everyone has questionable judgment. So, conflicts and struggles with peers will happen and can come out of nowhere. It is important to settle disagreements before they become serious problems. There are ways to come to an understanding that can resolve any grief.

Often, opening up and considering other people is all that is needed. Ask your peer what is bothering them. Or, if it's you who is bothered, talk to your peer. In any conflict, people have at least one issue and this problem is often unknown to anyone else. Asking for clarity will at least shed some light on the situation so you can deal with it.

Try to find an area of agreement. Try to establish that everyone still wants to work together happily. Everyone needs to agree to improve the relationship. Say something like, "I know we're not getting along, but I still want to make this work."

Discuss the problem in a calm way and use inclusive words, such as "we". You will get a better reaction if you say "We should work this out", instead of, "You are making me mad". Explain how everyone benefits if there is no conflict. Consider how you can help each other in the future.

Don't talk about your peers' annoying character traits. Focus on what they're saying, and how they behave toward you. People often can't help their annoying characteristics, but they do have control over their words and actions.

Try not to be stubborn about what you want to get out of the discussion. If you can compromise, you might be able to come to a better agreement. Starting with a small agreement

can get you and the person you're in conflict with started on a road toward a much better relationship. Every long journey starts with a small step.

If you just can't figure it out, you should talk to someone else. Another team member or your team leader might be able to see things about the conflict that neither of you can see. They may be able to bring in new ideas and improve your relationship.

Working With Someone You Don't Like

You can choose your friends, but you can't always choose your team. If you stay in CAP long enough and do enough things, eventually you will have to work with someone you don't really like. Remember that you are working with that person to accomplish a mission; the mission is more important than your reaction to them, or your reactions to each other. If you can't resolve your differences, you have to at least learn to get along.

Try to understand why you don't like that person. Is your reaction reasonable? Is the problem something damaging or truly offensive to you? Or is it some personal habit or mannerism that you just find annoying? Work to get to know them. We're all just people, and you may find that you have more in common than you thought, and that what bothered you about them before really isn't such a Big Deal.

Do little things to get along or improve the relationship. Even if you don't like someone, there is sure to be something about them you do like, or at least some common ground between you. Make a point of being friendly, and always being positive when you interact with them. If you do find something you have in common, work from that and try to build the relationship.

Don't take their behavior personally, because it's probably not about you. People aren't against you, they're for themselves. That means that they're not doing it on purpose. People don't generally do things to annoy or anger others. They do what they do, and they just don't know they're annoying or angering others.

Remember you can't change or control other people. It doesn't matter what the other person is doing, because you can't make them stop doing that. You can only change your behavior. If you find that your behavior toward the other person is making the relationship worse, it's up to you to stop doing it; even if it's a reaction to them.

Don't accept abusive behavior in a work relationship. You can expect to be treated reasonably, and professionally, and you should insist that happens. If something they're doing isn't appropriate, let them know, and let your team leader know if the behavior doesn't change.

Resolving Conflicts Within Your Team

When you're in charge and a conflict arises within your team, you take on the role of coach and mediator. It is important to work to resolve these conflicts, and not ignore them. Yes, your team members should try to work it out themselves; but as the leader you have the responsibility to keep the team working well so that they can accomplish their missions.

When you know that someone on your team is in a conflict, don't wait; take care of the problem quickly. Waiting can make things worse and can pull in other members of the team. Getting involved early will let your team know you are paying attention and you care about how they're doing.

When you do get involved, understand the nature of the conflict. Is it a clash of personalities? Of methods? Of an opinion or outlook? Talk to the members of the team – especially the ones involved in the conflict – to understand what's going on. This will give you an idea how to approach solving the problem.

Most of the time, you will want your team to work it out themselves. They should be capable of learning and solving conflicts themselves. You may have to give them advice and coach them through the process. but having the team members in conflict do most of the work is a valuable experience for them. It will also give them a sense of accomplishment and a shared experience that will bring them closer together as a team.

When you talk to the team members that are having the conflict, make sure you listen to both sides. Be as open-minded as you possibly can; don't let your own experiences and ideas influence what you hear. The idea is to understand what they are thinking and feeling. Let them talk freely and ask leading questions. You're not only gathering information, but you're trying to give them a sense that they're being heard.

Work to determine the real issue that's causing the conflict. Drill down through all the annoyances and problems that have cropped up since the conflict started. Make sure that everyone agrees on what that issue is.

When you figure out the problem, find a solution that ends the conflict and makes everyone happy. Or at least makes everyone equally unhappy. Your team must agree on the solution, and when and how to make it happen. Try using the same 'S.M.A.R.T.' criteria that are used to establish goals to implement the solution: Specific, Measurable, Achievable, Reasonable, and Time-Bounded.

One Way To Resolve Conflicts: CARE

Resolving personal problems comes down to talking with someone, listening to what they're saying, considering solutions, and trying one out. CARE is an easy mnemonic that outlines these steps.

Communicate. Talk to the person with whom you're having the problem. That person may not even realize they're upsetting you. It's also possible that they're reacting to something you don't know you're doing. Open communication is key in a dispute. Tell the other person how you feel about the situation, and stick to the facts. Focus on discovering the problem, not on the annoying behaviors the problem caused.

Actively Listen. Listen to the other person, try to understand their point of view, and don't interrupt. Ask open-ended questions to make sure each understands what the other person thinks and feels.

Review Options. Come up with ideas to solve your conflict. They should benefit everyone involved. You don't need to come up with a final answer immediately. But if you can't agree on a solution, have someone outside the conflict help and suggest ideas.

End with a Win-Win (Lose-Lose) Solution. The solution you agree on may not make everyone totally happy, but that's okay. Both parties should get something, and the solution should resolve the conflict. A solution forced by one party won't resolve the underlying problems that are causing the conflict.

Counseling

Course Description
This course will expose students to techniques for providing and receiving feedback. Topics include on-the-spot corrections, corrective counseling, and how to mentally and emotionally approach being counseled. The discussion will include reasons these actions are important, as well as when and how to conduct them.

Learning Objectives

1. Students can state the purpose of feedback in personal development
2. Students can describe appropriate feedback techniques for different situations
3. Students can demonstrate techniques for giving feedback
4. Students recognize what makes it difficult to receive feedback

On-The-Spot Corrections (Constructive Discipline)

An on-the-spot correction - what the leadership manual calls 'constructive discipline', and is also called a 'teachable moment' - is nothing more than pulling someone aside for a quick correction of a mistake they're making or a small problem they're having. An on-the-spot correction is brief, to the point, and should only be used to fix little things.

As an NCO, you have the most daily contact with your Cadets, and you're in charge of their training. On-the-spot corrections are one of the day-to-day jobs of an NCO. Things like errors in uniform wear, mistakes with customs and courtesies, disruptive classroom behavior, or being late, call for on-the-spot corrections. If you need to cover more ground or discuss things in more detail, or if the Cadet doesn't fix the problem, then you may have to do a formal counseling.

You should make an on-the-spot correction immediately after you notice a mistake. There's an old saying that goes, 'An unenforced standard is a new standard.' You must correct your Cadets' mistakes, before those mistakes become habits. Habits are much harder to fix!

Here are some other general guidelines for on-the-spot corrections:

Make the correction privately. The important thing to remember about on-the-spot corrections is to 'praise in public, reprimand in private'. Don't ever call out someone in front of a group. It will embarrass them in front of their peers and make you seem like a tyrant. No one wants to work for someone who will make them feel stupid in public if they make a mistake.

The correction should be immediate. An on-the-spot correction must be 'right now' to be effective. When you see a Cadet make a mistake, don't wait! Talk to the Cadet as soon as possible. Not only will the event still be fresh in the Cadet's mind, you will have a better chance to prevent the mistake from becoming a habit.

The correction should be about one thing. An on-the-spot correction should be about a single mistake, not several errors or an ongoing problem. This helps ensure the correction is short, and that the Cadet will remember what you're trying to teach. Listing a whole series of mistakes will muddy the waters, and make the Cadet feel picked-on.

Correct and train, don't punish. On-the-spot corrections are teaching opportunities, not reasons to yell. Ability differs from willingness, and most Cadets want to do the right thing. Maybe the Cadet forgot, or maybe the Cadet was never taught correctly. Try to figure out why the error happened and teach to correct that error: *"You didn't call the room to attention when the commander came in. Did you know you were supposed to do that?"*

Correct the mistake, not the person. An on-the-spot correction is about fixing a mistake, not fixing the Cadet who made it. Don't get angry or annoyed! On-the-spot corrections are just another way to train your team, which is one of an NCO's primary roles.

Once you've made the correction, it's over. An on-the-spot correction is not a counseling meeting. Explain the error, teach the correct behavior, and send the Cadet back to what they were doing. Remember that an error is a teaching opportunity, not a club to beat up your Cadets. If you don't see a repeat of the mistake, don't keep bringing it up.

On-the-spot corrections are part of the responsibilities of NCOs, and fall under 'general military authority'. This means that every NCO has the authority and responsibility to make corrections to any Cadet in the organization, not just the Cadets on their team. But when correcting Cadets that aren't yours, be even more careful about how you talk to them. Since this is not your Cadet, you don't know how they've been trained. They may have no idea they're making a mistake.

Formal Corrective Counseling

The point of corrective counseling is to convince a Cadet to change some behavior that is hurting them and the unit, to the benefit of both. Corrective counseling is about correcting behavior, not about making a Cadet feel bad or chasing them out of the unit.

A formal counseling is something that needs preparation. You need to talk to your superiors and advise them that you want to counsel one of your Cadets. They're going to want to know the problem, what you've already done, what corrective actions you're planning, and what the consequences will be if the Cadet doesn't correct the problem. Have all of this prepared *before* you advise your superiors.

Once you have the approval of your superiors, let the Cadet know that you need to have a meeting to talk about the problem, and how you're going to work together to get them back on track. Set a date and location for your meeting, and make sure it is a private setting.

You will want to have another leader with you for the counseling meeting. Having someone else there may prevent problems with people remembering things differently. Let the Cadet know that there will be another leader there, and ask whom they prefer. Explain to the Cadet that the third person is there simply to listen, and make sure the observer knows this, too!

A counseling meeting shouldn't be about ganging up on the Cadet.

You want to use a form to help you organize your thoughts, hit all the steps, and ensure common understanding. Consider using Air Force Initial Military Training Form 174 (AF IMT 174) "RECORD OF INDIVIDUAL COUNSELING" or a local equivalent. This form was designed for similar situations, and has blocks for the required information and tips for successful counseling. But most people find official forms scary, so explain to the Cadet why the form benefits you both.

Conducting the Counseling Meeting

Describe the problem. Be very specific when you sit down to talk with someone. Don't say "I've heard you've been a troublemaker." Say, "Last Tuesday you were insubordinate to C/1Lt Smith. You missed the PFT and you were late for the meeting three weeks in a row." You have to be specific; people may not understand or remember these incidents, or they might try to deny anything happened. Written notes are your best solution.

Explain why this is a problem. The person being counseled may honestly not understand what you are so upset about. It is up to you to explain your point of view on why the behavior is a problem. Explain why it's bad for the individual, and the unit.

Allow them to talk. Tell them that what they say is completely confidential and won't get them in any more trouble and ask them if they have anything to say. Listen politely and discuss his viewpoints. The reasons for the behavior may influence the corrective action, but remember your goal is to get the Cadet to *correct a specific behavior*, regardless of the reasons for that behavior.

Discuss corrective actions. You need to very clearly describe the minimum acceptable behavior and when they are expected to meet that goal. Tell them that they are to pass a test within a month, or not argue with the flight sergeant, or to attend three meetings a month. There can't be any gray areas. Goals need to be specific, measurable, attainable, realistic, and time-bounded. (i.e.: S.M.A.R.T. See the Cadet Staff Handbook, section 2.3 for more on S.M.A.R.T. goals.)

Outline consequences. Tell the Cadet what will happen if they fail to correct the behavior and meet the goals. Be very specific, and make sure you're understood.

Review the entire conversation, complete any paperwork. Briefly restate the entire conversation. Review any notes you made, and if you're using a counseling form, have the Cadet review and sign it. Make sure that the Cadet understands what they did wrong, why it was wrong, what goals they need to accomplish, and what will happen if they don't.

End on a positive note. The idea is for the Cadet to want to do better, not to be threatened into it. Make sure you work hard to motivate them before you leave. Tell the Cadet why you would rather have them improve than fail. Remind them that counseling isn't any fun for you either. Review the Cadet's strengths and past accomplishments. Tell them what you'd like them to do in the future and why you want them as a member of the team. Ask them about

personal goals for the next year. Talking positively about their future will lighten the ‘impending doom’ of the counseling.

It is critical to monitor the Cadet’s progress on the corrective goals. Follow up with the Cadet regularly to ask if they need assistance, to check on their progress, or to advise them of how they’re doing. If the Cadet has been less disruptive in the classroom for several weeks, let them know that you noticed.

When the time for the corrective goal has passed, have a follow-up meeting. At this point you will either congratulate the Cadet on his success, reassess the goals, or impose the consequences.

A formal counseling is not meant to be the end of the world for the Cadet. The goal is not to kick the Cadet out of CAP, the goal is for the Cadet to correct a specific behavior to become a better member of the team.

Being Counseled

Counseling, feedback, constructive criticism, chewing out… Whatever you call it, it's going to happen. No one is perfect! When it does happen, try to make it a positive experience. Positive? Absolutely! If you handle the situation correctly, you may actually come out smiling.

Nobody enjoys counseling others. People in charge mainly just want everyone to be happy, to get along with each other, and to get the job done. If something interferes with these goals, someone is getting talked to.

The biggest hurdle in counseling is your ego. No one likes to be told they were wrong. It's embarrassing and diminishes your self-worth. However, the person who is counseling you *is not thinking about that!* They don't want to make you feel bad; they just saw something wrong that they want you to fix. Feeling bad is your perception of the situation, not theirs.

There are things to do and things not to do when you are being counseled. These hints can mean the difference between coming away feeling abused and unappreciated, or energized and redirected. If you are called in for a little chat, take a minute or two to review and apply these hints.

Listen. Far too often we close our ears and minds when we are being counseled. Instead of trying to understand, we're mentally arguing. Listen or you can't understand the problem and fix it.

Don't be defensive. If you are being counseled you probably did something wrong. If you're defensive you're trying to find ways to protect yourself instead of trying to find ways to improve.

Accept responsibility. Don't weasel or make excuses! Listen to what is being said. If you have made a mistake, admit it. Even if the mistake wasn't yours, accept responsibility for the solution.

Don't try to control the situation. If you argue, it will only get worse. You can't really win. All you can do is give the person counseling the impression that you're uncooperative and

not willing to improve.

Don't play the victim. You're not being counseled because nobody likes you or the staff has it in for you. You got yourself in trouble. You're being counseled because you made a mistake and someone thinks you're worth saving.

Be willing to learn and grow. A counseling meeting should be a learning experience. You probably thought what you were doing was the right thing to do. Or you thought it was no big deal. Obviously you were wrong. Your job now is to learn - mainly about yourself. Try to understand how others perceive you and your actions.

Give proper visual cues. Body language is important. Smile, move your eyebrows, tilt your head, lean forward, relax your arms. These indicate that you are friendly, open and receptive. Don't frown, furrow your brow, lean away or cross your arms. These indicate that you disagree or aren't listening.

Give proper verbal cues. Certain phrases you use can help or hurt. Say: "I'm not sure I understand what you mean. Could you give me an example?". Don't say: "You're wrong. I never do that!" The idea may be the same, but how you say it is important.

Ask the right questions. There are questions you always want to ask. These give you an idea how things are in general. It also tells the person counseling that you care and want his advice. Ask things like: "What parts of my work am I doing well? Where could I improve?", "What would be the best way to solve this?".

As a final thought, what about when you are *doing* the counseling? What are your goals? What do you want to hear? How should the other person act? Behave as you would like people to behave when you are counseling them.

Remember that counseling is not about diminishing you or making you feel bad. Counseling is about correcting behaviors to make you more of an asset and more successful. If you fight the process, the only one who gets hurt is you.

Decision Making

Course Description
This course is about decisions: When to make them, how to make them, and how to get better at them. It talks about the importance of decision making in leaders, how to understand what decisions you can make, and when someone who isn't in a leadership position should make decisions. A decision making method is introduced and techniques for improving decisions and making them faster are described.

Learning Objectives
1. Students will learn techniques for quick and effective decision-making.
2. Students will know when it's appropriate to make decisions.
3. Students will understand the types of decisions they can make as a junior NCO without a staff position.

Making decisions is one of the basic tasks of a leader. As a leader in charge of a team of people, you'll constantly make decisions that affect your team. These might be decisions like where you should hold a formation, if your team should bring rain gear, or if there's time for one of your Cadets to go to the restroom before the van arrives.

As you gain experience and responsibility, your decisions will reach further. What time should your unit break for lunch? What classes will be taught during the next two meetings? Who should be the next element leader? Eventually you will make decisions that have long-term effects on a large number of people. Cadet officers decide things like: Should the squadron focus on AE or ES next year?

For now, we'll focus on the small day-to-day decisions that NCOs make, and how to get good at making decisions. Like nearly everything else, decision making is a skill that can be learned, practiced, and improved. Some people are naturally good at making decisions - and at making good decisions, but anyone can learn and get better.

How do I know when I can make a decision?

First, you have to know the responsibilities and authority that comes with your position. For example, the Cadet Staff Guide says that one of the key duties of a Flight Sergeant is to 'Instruct Cadets in Basic Subjects'. This tells you that you should teach your Cadets things like uniform wear, drill and ceremonies, and customs and courtesies. So you don't need to ask if you can give a class on those subjects, but instead ask when you can give that class.

Assigned tasks also come with responsibilities and authority. If you're given the job of cleaning a common area and a team of Cadets to help, then you have the authority to find cleaning materials and to give those Cadets tasks. You don't have to ask for permission to use the

mops and brooms, and you don't have to check with the flight sergeant before you send those Cadets off to get a bucket of water.

The other way to discover your responsibilities and authority is to ask. Your leaders - especially when you first take a position - is a good way to discover and negotiate those duties. You have your ideas, your leaders have their own; you can figure it out together.

If you don't have a position you still have general authority and responsibility because you're an NCO. All leaders in CAP have a general responsibility to serve the mission and to take care of people. If you see that a decision needs to be made, do so. For instance, if a flight sergeant is running an errand and has left the flight in formation as it starts to rain, then you might decide to take charge and move them inside. But try to make sure your decisions don't compromise the mission or undermine those with leadership positions.

If you don't have the power to make a decision, go to your leader with an idea, not a problem. Say, "I think we should do this', rather than "What should we do?" Most Leaders appreciate a team member who presents options. Even if your idea isn't picked, understanding why it wasn't picked can give you insight into how leaders think and insight into how your leader thinks.

The Cadet Program is designed to give you chances to make decisions; even to force you to do so. Your leaders - especially the Seniors - want you to take initiative and make decisions. That should be your default behavior.

A 6 Step Decision-Making Model

There are a lot of different models or methods for making decisions. If you look at them, most decision making models break down into the same basic steps: Learn about the problem, gather information, consider options, compare options, make a choice, and implement the decision. You may decide to try a different model, but this course is going to use this six step model:

1. Identify the decision
2. Gather relevant information
3. Visualize the alternatives
4. Weigh the pros and cons
5. Make a decision
6. Evaluate the results

Identify the decision.

The first and obvious step is to decide what to decide. This isn't always easy. There can be so many decisions in front of you that you can get bogged down or lose sight of what you

need to do. Thinking about options that are unimportant or that can wait is a waste of time. Filter your decisions by asking yourself questions like:

1. What is my mission or goal?
2. What affects me right now?
3. Is this decision part of the path?
4. Do I have to decide this right now, or can it wait?
5. Do I have to decide this at all?
6. How much time do I have to think about this?

As you get better at filtering and decision making, you can start thinking about things that aren't immediate, but can set you up for success. Is there some small choice you can make now that will help with something big you're working toward in the future?

Gather relevant information

You can't make good decisions without good information. With a quick decision the amount of information you need is relatively low. But you still need some input. It might be the weather for the next 12 hours. Or it might be what type of PT you're planning. Or maybe what class your team needs first.

Get pertinent information as quickly as you can. You don't need to know the average rainfall for your training site over the last 20 years; you just need to know the chance of rain in the next 24 hours. And you need this information as soon as possible so that you can make and implement your decision.

If you don't get all the information you want, you may have to guess. But that's okay. As we'll talk about, making decisions isn't an exact science; it's an approximation that will get you close enough to get the job done.

Visualize the alternatives

When you have your information, make a quick assessment of the situation and your options. Don't spend time considering things that aren't likely; focus on just a few things that are most likely. Consider good, neutral, and bad outcomes, and the steps to get to those outcomes.

Weigh the pros and cons

Consider how easy or hard it will be to make each option happen. Think about things like the time you have, the materials you can get, if you and your team can get the job done, and how it will leave your team when the task is complete.

Make a decision

Sometimes this is the hardest part! It can be tough to quit deliberating and choose. You will probably have limited information and limited time, so you will never be 100% sure that

you're making the right decision. But that's okay! It is far worse to put off a decision than it is to make an imperfect decision! You're not going for perfection. Leadership and decision-making is almost always a 'best guess', not a sure thing. Do your best with the situation, resources, and information you have at the time the decision is needed.

Evaluate the results

When everything is done ask yourself: Did my plan work? If it didn't, why not? Was the problem with the information you used? Did you decide an unimportant thing? Or did you just make the wrong choice? Ask your leaders and maybe your team how the decision went. You can adjust your decision making process and your priorities based on their input - especially the input of your leaders.

Also consider your decision making style. Maybe you tend to decide on something because others do the same, or you always stay with what makes you comfortable, instead of trying new ideas. Identifying these tendencies is crucial to improving. Ask your leaders, fellow NCOs, and others around you for feedback on what they think of your decision-making style and ability.

Improving Your Decision Making

Like anything else, decision-making is a skill that you can improve over time and with practice. Here are some ideas for ways to improve your decision-making.

Make important decisions first

Some days everything seems like a crisis and every problem seems huge. Other days, everything is easy; the path is obvious and going is smooth and flat. When things are hectic and problems are coming at you thick and fast, prioritize what needs your attention. If you have a big decision, break it down into smaller decisions. If a decision can be put off because it's in the future or just isn't important at the moment, then put it aside and focus on the things that are important right now.

Practice small decisions

Practice making small decisions quickly; things like what to eat or where to sit. Set a time limit on yourself and make quick decisions to get used to how it feels. Early impulses are often our best ones, and we know what we want to do quickly. Don't overthink! Overthinking stalls decision-making. If you are presented with many options, work to narrow them down. You'll waste time if you don't eliminate unrealistic or unachievable options.

If a decision wasn't the best, don't focus on that! Be satisfied that you made a decision quickly and try to make a better decision next time. We don't always make the best decisions. Making wrong decisions is going to happen; nobody is right every time. So don't let the fear of

being wrong paralyze you. Mistakes are excellent teachers. If you make the wrong decision, that mistake is a chance to learn and make better decisions in the future. When you make a poor decision, what matters is trying again. That's why it's good to practice with small things: You'll get many chances to try again!

Don't chase perfection

There's an expression that goes "perfect is the enemy of done." Don't worry about being perfect. Sometimes 'good enough' is better than perfect. Or as George Patton put it, "A good plan violently executed now is better than a perfect plan executed next week." Trying to make a perfect decision is just another way to avoid making any decision. Take time when you have time, but don't let "analysis paralysis" prevent decision making!

Instead of focusing on making a perfect decision, consider a choice that will be 'good enough' and think about next steps after that 'good enough' decision is made. If you can see past your decision and think about what comes next, you can think of each decision as a stepping stone and a learning experience. The urge to make every decision perfect will fade.

Be comfortable with uncertainty

Being decisive doesn't mean you are never uncertain or nervous; it means making decisions. No one is completely certain of everything all the time.

Whenever you make a decision, trust that you made the best choice based on the information you had at the time. It's normal to wonder if you made the right choice. Even after you have decided, doubt will linger. The more important a decision is, the more natural it will be for you to question yourself afterward. It's important to accept uncertainty as a part of being a leader. After making a decision, don't let yourself become stressed or anxious about possibly making the wrong call.

Even if the decision turns out to be wrong, that's okay. A poor decision leads to a better one down the road; but not making a decision leads to stagnation. Nothing is going to get better. It may not get worse, but you won't improve things by doing nothing. Over time, failing to make a choice becomes a choice in itself.

Be confident (act confident)

If you're wondering how to become more decisive, you're probably held back by fear. Any decision, no matter how small, means a change of some sort. Fear of change can consume you and be destructive, paralyzing you right when you need to be most decisive. How can you break this negative pattern? Be open to change instead of fearful of it. Understand that things change, and by making a decision you are taking control of that change.

Commit to your decision confidently. Even if you don't feel fully confident, you should act fully confident. The only thing worse than a leader who won't make decisions is a leader who

has no confidence in their decisions. Not being confident will destroy your team's morale and faith in you.

Make and implement your decisions with confidence, but ask for feedback and honestly assess your results. It's one thing to confidently make a poor decision, but it's very different to keep making that decision after you know it was poor.

Developing Juniors & Coaching

Course Description
This course talks about the importance of establishing the right environment for junior leaders to learn and grow. It discusses the conditions of that environment, and how those conditions encourage junior leaders. The course also talks about coaching as a peer-to-peer activity, rather than mentoring, which is based on a senior to junior.

Learning Objectives

1. Students will understand the importance of the environment in developing junior leaders.
2. Students will know some of the conditions needed for leadership development.
3. Students can describe a coaching relationship and give examples.

Developing Junior Leaders

Even though you are still learning to be a leader, it is never too soon to start teaching those who will someday take your place. 'Developing' isn't the same as mentoring; mentoring is a one-to-one teaching relationship between an experienced person and an inexperienced person. Developing has more to do with creating an environment in which junior leaders have a chance to learn and grow.

People learn best when they're given some instruction, and then allowed to practice and try different things until they get it right. People need help to keep from crashing while they first start out, like the training wheels on a bike. The Cadet Program is designed the same way. When you are first learning to lead, you don't have much responsibility or authority, so you can't crash too badly. But as you learn, the training wheels come off.

Leading is about having authority, responsibility, and autonomy. As people learn to lead, all of these need to be given in the correct amounts. At first the amounts are small, which is good. But, as you learn you will need more authority, more responsibility, and more autonomy to become a good leader. Training wheels keep you from falling over, but they also keep you from riding fast and turning hard. When you're ready, training wheels hurt, they don't help.

When you are working with your junior leaders, give them the authority they need to do the tasks they're given. An element leader should have the autonomy to make decisions about the members of the element, and the authority to implement those decisions. If they don't, then there is no chance the element leader will develop a sense of responsibility. If none of their decisions matter, or they don't have enough authority to make those decisions happen, why should they feel responsible?

Be patient with developing leaders. They will make mistakes! You must hold junior leaders accountable. Don't let mistakes go by without correcting them, but make the correction appropriate. Don't 'over punish'; honest mistakes are a chance to learn valuable lessons.

Give junior leaders clear instructions, especially your intentions and expectations, but leave room for their decisions. Answer any questions they have. Don't over supervise, and don't do their job for them. Give them room to operate and let them know you have trust and confidence in their leadership.

Try not to split a junior leader's team when assigning tasks. Let them work with their people. Encourage teamwork and treat success as a team accomplishment. Make sure you recognize and reward success!

These guidelines also apply to you as a leadership student. You need to have enough authority, responsibility, and autonomy to grow and reach your goals as a leader. If you don't, talk to your leadership and try to find a solution.

Coaching

Coaching is different from mentoring. Mentoring tends to be about developing a person into a role, but coaching is used to teach skills or specific tasks. Coaches generally have advanced knowledge about the subject or skill, but it isn't necessary. A coach can also be a peer. It doesn't take a World Series champion to tell someone learning to bat that they're swinging too soon or under the ball, it only takes another set of eyes with a different perspective.

Coaching does not have to be a long-term or one-to-one relationship. Any time you take a moment to give someone advice or to point out a way they can improve a skill, you're coaching them. Being a coach is about an attitude of sharing your knowledge and improving the entire team.

For more formal coaching to build a skill, you will choose short and long term goals. A coach considers the strengths and weaknesses of the student, and together they make a plan to build on the strengths and develop the weak areas. A coach gives an honest assessment of the current level of performance, and encouragement to improve. A coach can offer a different perspective and ideas on how to improve a skill.

Coaching needs a 'development' environment. You have to let the student try out the task they're improving. Don't do it for them, and don't stand over their shoulder. Be persistent and consistent! Coaching is about small steps, repetition, and building on success. You need to give them room to practice, honest feedback, and appropriate encouragement. Tell them how they're doing, and let them know when they make even a small improvement.

For formal coaching, you will want to create a 'development plan' to help the student reach their goals. It starts with an assessment of their current ability, and then outlines a series of steps or small goals. These are skills or tasks to be mastered as part of the greater goal. If you're coaching someone to have a perfect uniform for inspections, then some of the intermediary skills are: choosing a uniform that fits, washing and ironing, constructing a ribbon rack, aligning

uniform attachments, sewing on patches, etc. You start with an assessment of where the student is now. If their ribbon rack is perfect, then tell them so and move on to helping them fix their crooked patches.

Coaching is a skill that you must have as an NCO. It should be as natural to you as breathing, and part of how you work with your Cadets every day. It is a key to building the basic skills your Cadets need to start their long-term success in CAP.

Emotional Intelligence

Course Description
This course talks about the importance of understanding emotions: Yours and those of your team. It emphasizes the importance of understanding and working with the team's emotions, rather than ignoring them. The course also discusses using emotional intelligence to get the most out of your relationships with others.

Learning Objectives
1. Students will understand the importance of emotional intelligence.
2. Students can apply methods to improve emotional intelligence.
3. Students can explain the advantages of emotionally intelligent leadership.

What are some of the traits you associate with a good leader? Never losing their cool? Easy to talk to? Listening to the team and understanding their needs? Open and approachable? These are all traits of people who have high emotional intelligence.

Emotional intelligence is most often defined as the ability to perceive, use, understand, manage, and handle emotions. People with emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people. They understand and manage their emotions and the emotions of their teams. They use emotional information to guide their thinking and behavior, recognize different feelings and label them correctly, and adjust emotions to fit the situation.

There are different models or methods to think about Emotional Intelligence. We're going to focus on Daniel Goleman's 'Mixed Model', which has five parts:

1. **Self-awareness**
2. **Self-regulation**
3. **Social skill**
4. **Empathy**
5. **Motivation**

Self-Awareness is knowing your emotions, strengths, weaknesses, drives, values, and goals, and their impact on others. You've heard someone described as a 'bull in a china shop'? That person most likely had low self-awareness and didn't understand how their actions were affecting those around them. Self-awareness is the start of any ability in emotional intelligence. By understanding yourself, you should have a better idea of how others think and feel.

One way to improve your self-awareness is through deliberate reflection, and you may want to keep a journal to help you track your thoughts. Think about your feelings – what caused them, how you experienced them, and what you did as a result. Consider your behaviors and reactions: What 'pushed your buttons', why you did what you did, and how it affected others.

Self-regulation is about staying in control. Controlling or redirecting your disruptive emotions and impulses, and adapting to the situation. Those with poor self-regulation react poorly, place blame, yell at others, let emotions cloud their judgment, and rush their decisions.

You can improve your self-regulation by simply slowing down! Practice being calm and patient instead of reacting instantly. Take the time to consider how the situation is affecting you and how you should react. Use your self-awareness to decide what reactions are acceptable to your values and emotions.

Social skill means managing relationships and getting along with others. Leaders with good social skills are great communicators; they know how to talk to people. This means not only one-on-one, but to groups as well. A leader with good social skills talks *with* the team, not just *to* it. They're good at smoothing rough spots, and generating enthusiasm about missions.

You can improve your social skills by learning techniques of conflict resolution. Conflict resolution not only gives tools to resolve conflict between others, it also shows you how to avoid or resolve conflicts yourself. You should also improve your communications skills. Talk to people! Learn to appreciate them as individuals, and learn how to open yourself up to groups.

A very important social skill for leaders is praising others. You should always let your people know that you appreciate their efforts and results. Make sure you praise appropriately. Don't overdo or underdo it! If the team put in a good day's effort, then tell them that; don't congratulate them as if they'd completed a lunar landing.

Motivation is understanding what drives you and what is important to you. Knowing what is important to you will help you to stay centered and focused on the job at hand. When you're motivated, you're usually optimistic. You can see past setbacks and problems and work through them because you can keep the end in mind. This is even true for failures! Remembering where you're going means learning from failures as much as from successes.

You can improve your motivation by taking stock of what is important to you and where you're going. You might try writing your goals down as statements. Then determine where you are toward your goals and break them down into shorter-term goals (you could even use S.M.A.R.T. criteria). Focusing on your goals and what is important to you should help you stay motivated toward reaching them.

Empathy is understanding and considering the feelings of others. This is one of the most important parts of emotional intelligence: Recognizing the feelings of others are as important to them as yours are to you. It is critical to leading a team because it lets you put yourself in someone else's situation. Then you are better able to motivate them, help them through troubles, give effective feedback, and listen when they need it.

You can improve your empathy by trying to look at things from others' points of view and thinking about how that affects them and how it might affect you. Try to actively listen to people; pay attention to their body language and tone, and make sure they're your body language *shows* that you're listening. Don't just respond to people's situations, respond to their feelings. People want to know their leaders understand and care about what they're going through.

Teams are made up of people, and people are emotional creatures. They work with and through their feelings as much as they do their thoughts and actions. To be a good leader, you must understand, acknowledge, and work with the feelings of your team and with your own.

Ethical Decision Making

Course Description This course discusses what are and are not ‘ethical dilemmas’ and the concept of ‘moral courage’. It introduces the military ethical decision making model, and discusses when and how to use it to help clarify thinking when faced with ethical dilemmas.
Learning Objectives 1. Students can identify the characteristics of an ethical dilemma 2. Students can use of the military ethical decision process 3. Students will understand the importance of ethical standards

Ethical Leadership

One of the hardest types of decisions that leaders face are decisions about ethics. Ethics are rules used to make moral decisions. These rules (the 'ethics') are based on our personal virtues and values or are associated with a certain group or profession. Ethical behavior is doing the right thing within that ethical code. Ethical leadership is doing the right thing when you are in charge, and teaching your people to do the right thing. Ethical leadership is critical.

Always do the right thing, even when it is hard or costly. There is no excuse for compromising your ethics. It is even more important for a leader to behave ethically. When you don’t behave ethically while leading your team, you lose their respect or create an environment where bad behavior is okay.

Make decisions and train your team to develop good ethics. Whenever there is a decision involving ethics, discuss your decision with your team. Make an extra effort to discuss things when the ethically wrong choice was attractive. Your Cadets need to know why you made the decision you made, even if you only tell them, "It was the right thing to do."

Don't violate ethics when you issue an order or give advice. If a piece of equipment comes up missing, don't tell your Cadets, "Replace it, I don't care how." If they can’t find an honest way of replacing it, they will have to resort to dishonesty. You’ve now forced them to violate the Core Values, which are the basis for CAP’s ethics.

Three Types of Ethics

Ethics are rules used to make moral decisions. Systems of ethics come in three basic types, depending on what they value as moral.

Principles-based Ethics – This type of ethics says that a person should act according to a set of ethical rules regardless of the consequences. Philosopher Immanuel Kant was the leading voice for this school of thought. Here, morality is sticking with a set of rules, no matter what.

The key questions from this school of thought are “What rules exist?” and “What are my moral obligations?”

Consequence-based Ethics – This type of ethics is concerned with making decisions that will do the most good. John Stuart Mill was the philosopher most closely identified with this school of thought. Consequence-based ethics says that morality is benefiting humanity as a whole. The key questions here are “Who wins, who loses?” and “What choice does the most good for the most people?”

Virtue-based Ethics – This ethical school considers what type of person you want to be. It is associated with the Greek philosophers Plato and Aristotle. Morality, here, is described as making decisions based on what you have learned from virtuous people and how you want to appear in their eyes. The key question is “What would Jesus (or Lincoln, or Gandhi, etc.) do?”

Ethical Dilemmas

Ethical dilemmas are problems where all the choices somehow conflict with your ethics. An ethical dilemma is *not* a problem with a clear right choice that takes moral courage to make. A choice between a clear right and a clear wrong is not an ethical dilemma, no matter what the consequences of the choice. If your friends engage in an immoral act, the choice not to join them in that act is not an ethical dilemma, no matter how hard it is to tell them that choice.

Ethical decisions are needed where ethical rules are in conflict. We all make decisions involving ethics every day. Most of them are made without conscious thought, like the decision not to cheat on a test or not to steal a candy bar. Usually there is no conflict in these decisions and you don't even think about the ethics involved; you take the test honestly and you pay for the candy bar because those are the morally correct things to do.

An ethical dilemma is a choice between two rights or between two wrongs. For instance, in the above example about cheating on a test when it will benefit a struggling family, the dilemma is between the 'right choice' of taking the test honestly and the 'right choice' of helping someone in need.

An example of two wrong choices is a military commander faced with deciding if he should use banned interrogation techniques on an insurgent to stop an attack on his Soldiers. It is wrong to violate orders and use the techniques, but it is also wrong to needlessly endanger his Soldiers' lives.

But sometimes ethical decisions aren't so easy. What if cheating on a test will earn a scholarship that will save a struggling family an enormous amount of college tuition? What if the candy bar is stolen to help someone having a diabetic episode? In these examples, there are conflicts between different things that are 'right'. How should you resolve these ethical decisions?

The Army uses the Ethical Decision Making Model in these situations. It isn't a way to answer questions about ethics, it's a way to *think about* questions about ethics. It is a tool to help organize your thoughts. In the end, it is up to you to make your own decision.

The Ethical Decision Making Process

- Define the problem (ethical dilemma) in terms of right vs. right.
- Consider your courses of action.
- Test the courses of action against the three types of ethics.
- Consider other courses of action or inaction.
- Choose the course of action that best represents your values.
- Implement the course of action.

Let's work through the first example of cheating on a test in order to win a scholarship.

Define the problem (ethical dilemma) in terms of right vs. right. Obviously, taking a test honestly is the right thing to do. But, benefiting people in need is also a right thing to do.

Consider your courses of action. The obvious courses of action here are to cheat on the test or to not cheat on the test.

Test the courses of action against the three types of ethics. The first type is Principles-based, which says rules are most important. The questions to ask ourselves are "What are the rules" and "What are my moral obligations". The rule is simple in this case: cheating is wrong. There is no rule that says you have to go to college.

In the second type of ethical thought, Consequence-based ethics, we ask "Who wins, who loses" and "What choice does the most good for the most people?". If we choose to cheat and we fail anyway, then we have lost our integrity and gained nothing. If we cheat and pass, then the scholarship is ours and our entire family benefits. Of course, some other family loses; and that must also be considered.

The third type of ethics is Virtue-based, where we consider what our role models would do and what sort of person we want to be. What would our commander think of our choice? How about our parents? How about Chuck Norris? Do we want to be known as someone who cheats to get ahead? Is it worse to be known as someone who let their family down?

Consider other courses of action or inaction. Try to think about other ways to accomplish the goal that are clearly moral. Do you have to cheat to pass the test, or is there another option? Are there any other ways to get that scholarship? Is there another scholarship? Don't lock yourself into a single course of action if you don't have to.

Implement the course of action. Once you have decided what is the most moral thing for you to do, then do it. There is no point in making such a decision if you're going to let the decision point pass.

The point of this is not to teach you to think about every ethical decision you make. Most ethical decisions don't end up in an ethical dilemma, and most ethical dilemmas probably won't be so hard to resolve.

What you should learn from this is that ethics is something that leaders need to prepare to think about and act upon, and that there is a tool to help you come to a decision. It is up to you to determine what is ethical (moral) and unethical (immoral), based on things like your values, the values of your organization (they should be the same!), the rules as you understand them, the

good you want to do, and the kind of person you want to be. And once you have determined the best or most correct course of action, it is up to you to act on it.

Hip Pocket Training & Teachable Moments

Course Description
This course discusses Hip Pocket Training, and describes when it is used and how to do it. The concept that this type of training is very much the role of an NCO is introduced. Students are shown how to construct a hip pocket class outline. The idea of 'teachables moments' is also introduced.

Learning Objectives
1. Students know appropriate situations for Hip Pocket Training
2. Students can create a Hip Pocket Training outline
3. Students will recognize opportunities for Teachable Moments

Hip Pocket Training

Hip pocket training describes two very different types of training: training meant to take a short period of time and training period meant to quickly correct a problem. It is short, single-subject training that can be conducted anywhere and any time with minimal - if any - training aids. Hip pocket training is a specialty of junior NCOs and is perfect for encampments.

For instance: your Cadets are waiting for their turn to step into a simulator or are ahead of schedule for their next class. These are perfect chances to turn slack time into training time. A well-prepared NCO can pull out a set of hip pocket classes and quickly teach his Cadets something new or refresh their memories on something they should already know.

One important note: if you are teaching from memory - and it is very likely that you are when giving hip pocket training - be prepared to double check what you're saying unless you're very certain you're correct. And even then, be prepared to look up answers to questions your people might ask. Also: be clear that you're teaching from memory and that you might be incorrect; your team will respect your honesty.

The Training Outline

While hip pocket training is often done straight from memory because a 'teachable moment' has happened, you should also prepare some training when you know you're going to be with your unit. A well-prepared, conscientious, mission-driven NCO will look at his unit's training focus or think about areas where he has noticed his people could use some refresher training and prepare a few classes to give that training.

In short, an NCO should always be prepared for hip pocket training!

When preparing a hip pocket training outline, the outline should be neat and have only a simple 'Learning Objective' and the main points you need to cover.

The **Learning Objective** is what your students should be able to do after you teach them. It should be a simple 'verb object' phrase, such as 'Salute superiors how and when appropriate' or 'Name the different types of flags and their uses'. Hip pocket training should be focused and brief, so the simpler your learning objective, the better.

Only **include the main points** or paragraph headings in your outline. These points are just single sentences designed to remind you of what you want to talk about. There shouldn't be any paragraphs with the headings. The trick is to think about what you want to say and how you want to teach the class before you teach it. This will also keep you from 'reading from the manual', which everyone hates.

Example Hip Pocket Training Outline

Map Coordinate System

1. Learning Objective: Identify an object located at a six digit coordinate on a military map.
2. Main Points:
   a. Locate the grid square
      i. Use the first, second, fourth and fifth digits of the coordinate.
      ii. Read right, then up.
   b. Locate the object within the grid square.
      i. Use the third and sixth digits of the coordinate.
      ii. Use the correct scale on the protractor
      iii. Read right, then up.
   c. Identify the object using the index in the margin of the map.

Teachable Moments

Finally, hip pocket training can also be what the Marine Corps calls a 'teachable moment' and the Army calls ‘opportunity training’. This is a chance to educate someone using a recent event or to fix a problem. These classes are normally given immediately after the event or as soon as you notice the problem. If you see that your Cadets are not saluting properly or when they should, you might gather them around and give them a short class on the subject. In this case, you probably don't even have a syllabus to teach from; you'll be going entirely by memory.

For instance, if one of your Cadets asks about the difference between Marine Corps private first class and an Army private first class, you could simply tell him that in the Army a PFC is an E-3 and in the Marine Corps a PFC is an E-2 and send him on his way. Or, you could gather everyone and give a quick run down of the entire Marine Corps and Army enlisted grade structure. While some of your Cadets may already know this, it won't hurt them to hear it again; and you never know who doesn't know something, so you might as well teach everyone.

How To Instruct

Course Description
This course describes how to instruct. It talks about preparation, delivery techniques, and the basic layout of the period of instruction.
Learning Objectives 1. Students know the steps of preparing to instruct. 2. Students can demonstrate proper instruction techniques. 3. Students understand the importance of delivering good instruction.

One of the basic jobs of all leaders is teaching. A good leader is a good instructor. Training is a big topic, but there are a few ground rules for effective teaching:

1. People must be motivated to learn.
2. You have to communicate with people to teach them.
3. We learn mainly through sight (75%) and hearing (14%).
4. People learn best by doing.

This creates the classic teaching method of "tell, show, do". In this method, students are told what to do, shown how to do it, and then participate in doing it.

Preparation

If you don't prepare to teach, you're nearly guaranteed to fail. When you are teaching, make sure you take the following steps:

1. Know what you're teaching and why.
2. Determine when and where you're teaching, how long you have, who you're teaching, what equipment the students have and what equipment is available to you.
3. Prepare or get a lesson plan.
4. Check that the scheduling is right, that the class area is cleaned and ready and anything you need is available right before the class.

Lesson Plans

A lesson plan is an outline of what you're teaching, how and in what order. It can be as simple or as detailed as you need. Even if you're teaching something that's very familiar, you should at least have a checklist of items you want to cover to glance at as you teach.

Teaching Aids

Teaching aids are anything that will help you get your point across or help your students learn. They should not be overdone or distracting and they should have direct bearing on the teaching. Teaching aids should be clearly visible, but covered before and after use. Don't stand behind the teaching aid or directly in front of it. Use a pointer and talk to your students, explaining the teaching aid and what they should learn from it.

Talking To Your Class

Things To Do:

1. Say only what you need to say. Nobody wants to sit and listen to an instructor go on forever about things that don't matter. Stick to your subject and be sure that everything you say helps teach.
2. Understand what you're teaching. There is nothing more embarrassing than being asked a question by your class and having no idea what they're talking about. You have to know what you're teaching!
3. Be enthusiastic about teaching. If you have fun teaching there's a much better chance that your class will have fun learning. Enthusiasm is like any other attitude - it's catching.
4. Act confident, relax. Assuming you've followed the advice about understanding what you're teaching, you have no reason to be nervous.
5. Be dynamic with your voice and body. Let "Ferris Beuller" be a lesson to you - if you're interesting to watch and listen to, you class will watch and listen to you. If not…
6. Make sure everyone can see and hear you! There's nothing more frustrating for a student than to not be able to hear the instructor or to be able to see the teaching aides. Ask your class if they can hear you and, if they can't, speak up or rearrange them if possible. Remember if you're in an outdoor setting that your voice won't carry as well.

Things to avoid:

1. Stupid jokes and bad language. Don't clown around and don't swear!
2. Big words. Even intelligent people find small words easier to swallow.
3. **Don't memorize or read from a script.**
4. Don't bore your class with your exploits. Unless they apply.

The Period Of Instruction

The basic concept of instruction is this: Tell what you’re going to teach them, teach them, and then tell them what you taught them.

Introduce yourself and your topic. "Good morning. I am Capt Stanford, the Deputy Commander for Cadets. Today's period of instruction will cover Effective Counseling Techniques."

Tell them what they are expected to learn. "Today you will learn the basics of effective counseling. When to counsel, how to prepare for counseling, what to say while counseling, how to close out a counseling session, the steps of a counseling session, pointers and things to avoid. When this period of instruction is complete you will be expected to have a basic understanding of the counseling process and be able to perform this process with little or no supervision."

Teach them. Use the techniques discussed here and teach them to the best of your ability. Keep the goals of the instruction in mind.

Tell them what they learned. "Today you learned the basics of effective counseling. We discussed when to counsel, how to prepare for counseling, what to say while counseling, how to close out a counseling session, the steps of a counseling session, pointers and things to avoid." You don't have to repeat your introduction, say anything you need to say in order to remind them what they learned.

Thank them for their time. "I thank you for your time and participation, and I'm looking forward to my next opportunity to instruct you."

Inspections

Course Description
This course will cover the importance of thorough and regular inspections, and how to conduct them. Students will conduct in-ranks inspections on a daily basis. Leadership will conduct daily walk-through inspections of living areas, with at least one 'stand by' inspection during the school.

Learning Objectives
1. Students will understand the place of inspections in evaluating training, health, and morale
2. Students will demonstrate techniques for inspecting personnel and quarters

Why Leaders Inspect

Inspections are a fact of life in CAP, just as in the armed services. They are generally considered disruptive and annoying, and they certainly can be! Inspecting your people is a basic part of being a leader. The military uses Pre-Combat Inspections (PCIs) so that leaders can be sure their team is ready for the mission. Aircraft chiefs and crews do the same before a flight. Every department in CAP - personnel, supply, admin, testing, and so on - is inspected. Inspections give superiors a way to see the status and progress of their team, to know of equipment shortfalls and status, and for the team to know the standards and if they are meeting those standards.

In a training environment like the Cadet Program, inspections are a way for a leader to know the status of his team's training and well-being. Personnel and barracks inspections will let you know who is doing well, but also who doesn't know enough about regulations and needs more training. Inspections can also reveal those who don't care about regulations, and maybe need counseling. At activities, inspections can let you know if someone is ill, tired, or unclean. Finally, inspections are a good way for a leader to get some face-to-face time with the team.

Being Inspected

If you are getting ready to be inspected, think about what you would look for if you were inspecting. Let's imagine a room inspection at an encampment. You know that the squadron commander and first sergeant are going to be inspecting each room. Review the standards for cleanliness and arrangement, then inspect your room as if you were the inspector. This should give you some idea of what to look for as you help your team prepare.

Involve your subordinate leaders. If you're the flight sergeant you have element leaders who work for you. Get together with them and explain what the inspection is going to be, what the inspectors will be looking for, and why it is important to do well. Then send them on their way to work with their teams.

During the preparation, be visible and active. Check around and offer advice and help. Be there for your Cadets. It will let them know that you care about their success. It will also give you a chance to look for things that need fixed.

If you have the time, hold a practice inspection. This will give you a chance to see if your team is ready, and a chance for your team to go through the process.

When the inspector arrives, you should report that you are ready for inspection and follow during the inspection. Take notes! You want to have as much information as possible. Ask for the inspector to explain anything you don't understand.

Don't embarrass your Cadets during the inspection. Don't berate them in front of the inspecting officer, don't point out problems the inspectors missed. You job is to build your people up, not to make them feel stupid.

Inspect everyone. If someone is ready for an inspection, make sure that they get inspected. Nothing is more frustrating than wasting time. Also, make sure that people who are normally overlooked are prepared, such as people on work details.

After the inspection is finished, meet with your subordinate leaders and turn your notes and the inspector’s comments into actions. You may want to have a meeting with all your people, especially if the inspection went particularly well or poorly. Have these meetings and fix things quickly, while the inspection is still fresh in everyone's mind. Remember, if the problem areas are not corrected, you have failed in your job as a leader.

You should set the example for your unit. Your uniform should be the sharpest, your room the cleanest. NCOs lead by example, be a good one.

How To Inspect Personnel

Formal in-ranks inspections are generally an officer’s job. But, as an NCO you will probably take on the duty of performing an in-ranks inspection. Even if you don’t inspect your people in an official way, you will want to inspect your people from time-to-time as if you were an inspecting officer. This gives everyone a chance to practice inspecting or being inspected.

When inspecting, your eyes should take the same path on every Cadet. For instance, start at the emblem on the flight cap, check the fit and wear of the cap, check the hair, Check for proper shave, cosmetics, and ear jewelry. Check the shirt starting at the cutouts, then the sleeve patches, and the press on the sleeves, the placement of the name tapes or name plate and ribbons. Then the gig line, the belt and belt buckle. Check the fit of the trousers or skirt at the waist, check the press of the trousers or skirt, finally the length. Check the shoes and hose or socks. Each Cadet should be inspected the same way, so you fall into a rhythm.

As you finish with an element and pass to the next, be sure to inspect the backs of the Cadets in the element you just inspected. Look for a proper haircut, uniform press, fit, and trouser or skirt length.

You will probably have someone taking notes for you as you inspect. If you see a problem, make a note or tell your note-taker. Regardless of who is taking notes, be sure that the Cadet hears the results. Don't keep it a secret. If you are going to give a Cadet an outstanding or unsatisfactory rating on an item, be sure to briefly explain why. You can ask the Cadet about problems you see, but be prepared to ignore the answer. The main reason you want to ask is to let the Cadet know that there's a problem, and that you know there's a problem.

As you inspect, ask the Cadet questions. They can be knowledge questions, but if you're inspecting a unit at an activity like encampment, consider asking each Cadet about their welfare, how they're feeling, and if they have any problems. "How are you sleeping?", "Are you getting enough to eat?", "How are you holding up in the heat?", etc. Give the Cadet your attention while they answer. If the Cadet has a problem, the note-taker should write it down. If the problem is something that can't be easily solved, or that the Cadet can't talk about at that point, you may want to talk to them at another time.

Create a grading sheet, but keep it simple. A Cadet's appearance is either outstanding, average or unsatisfactory. If the uniform is wrinkled, that's an unsatisfactory press. If it looks like it was ironed, but that he's been wearing it, that's average. If it looks like the Cadet and the uniform just stepped out of the laundry, that's outstanding. Your grading sheet should be based on that.

When you have completed your inspection be sure you give the unit leader an overall opinion on how the Cadets looked. If he has followed you through the inspection, he already knows what you think, but it never hurts to make sure.

Suggested Personnel Inspection Items

- ID Card - Has it or doesn't.
- Uniform completeness – Are all required uniform parts present?
- Uniform fit – Is it too snug, too loose, too long, too short?
- Uniform preparation – Look for cleanliness, threads, press.
- Attachments to uniform – Complete, serviceable, worn properly.
- Hygiene – Body odor, bad breath, clean hair, fingernails, ears.
- Haircut/hairstyle - In regulation, not too much in it.
- Shave/cosmetics - Fresh shave, correct cosmetics.
- Jewelry - Appropriate and regulation.
- Gig line - Also known as "military alignment".
- Shoes or boots - Shined, serviceable.
- Knowledge - Cadet Oath, chain of command, etc.

Leadership Presence

Course Description This course discusses how elements in a leader's behavior, attitude, and actions establish credibility. The concept of 'prestige' as an important factor in leadership is introduced, with an emphasis on setting the example and tips for professional behavior.
Learning Objectives 1. Students will believe in the power of a positive example 2. Students can explain the importance of a good reputation and the concept of prestige 3. Students can demonstrate professionalism through behavior

The Two Kinds of 'Presence'

There are several definitions for 'presence', but these two are critical for leaders.

1: the fact or condition of being present
...
5a: the bearing, carriage, or air of a person
5b: a noteworthy quality of poise and effectiveness

The first is easy: It is simply *being there*. Being there with your team. Being there for your own leaders. Being there to perform your duties and accomplish your missions. To be a success in anything, but especially in being a leader, you need to be there!

The second is a little harder to define, but just as important. In this case, *presence* is that 'something' that competent and confident people have. You're aware of them, they fill space in a room. They seem polished and capable, and you feel that you can trust them to get things done, and done well.

Let's talk about both types of presence.

Presence: Being There

Presence means 'being there'. It seems like a simple thing, and it really is. But being there - being where you're needed when you're needed - is one of the most important things you can do as a leader. It is vital for both your team and your own leadership. Your leaders need to know they can find you, and your team needs to know that you're there to take care of their needs and concerns

One of the key benefits of being present is that you will get to know your team; their strengths and weaknesses, their goals and desires, what they have and what they need. By

spending time with your team you'll get to know them as people, and they will learn to see you as a person, and not just a set of stripes. This improves morale and team spirit. You can't be a good team leader if you don't know your team!

Being with your team when they need you doesn't mean you should handhold or babysit them. You are a part of the team, but you should also give your team some space. They need opportunities to perform without you so they can improve their own competence and confidence. They also might need time to unwind away from their leadership. Being there enough, but not too much, is a fine line!

Presence: A Competent and Professional Image

You're probably had the experience of being in the room with someone who has 'presence'. You knew they were there without having to look; you just felt them. You were constantly aware of their presence, even when they were standing behind you. Being around them made you want to stand a little taller, march a little better, and make sure your uniform was straight.

A lot of what we call 'presence' can be just personality. Some people just have very strong personalities, and they seem to fill the room they're in. But not everyone has 'excess personality'. How can other people learn to have presence?

For NCOs, and other professionals, a lot of what we call presence is professional behavior; looking and acting correctly for what you are. If you're an NCO, you should work to project competence and confidence. How do you get there? By knowing your stuff, and learning to share your knowledge in a helpful and supportive way.

You should always be the person you are. Being a 'quiet professional' is great, if your personality is quiet. If you're quiet, then be quiet; that's great because it's you. But if you're outgoing and loud, be outgoing and loud; just do it in a professional way and know your stuff (be competent).

Prestige and Reputation

Part of what gives an NCO the ability to lead is prestige; an aura of competence and ability in people's minds. The definition of 'prestige' is "*respect and admiration felt for someone or something on the basis of a perception of their achievements or quality.*"

Don't let the big sentence throw you: you know what this is. It's the way that others assume that every NCO has skills and abilities, and rates respect, because they're NCOs. You, your fellow NCOs, and the NCOs that have come before you have built that reputation and earned that respect, and all NCOs benefit from it. You certainly have skills and knowledge, or you wouldn't be an NCO. But the *prestige* earned by all NCOs means you don't have to always prove your skills and knowledge; people will assume you have them.

Cadets tend to respect their NCOs because NCOs are generally good at being leaders and Cadets. But the respect earned by other NCOs will carry you so far. Over time your personal leadership qualities will show through, and your team will give you the respect you earn.

But what you do affects how people think about all NCOs. Your personal leadership qualities - good or bad - will set you apart from other NCOs and other NCOs will be affected by how well you lead. Just as each CAP Cadet represents all CAP Cadets, each NCO represents all NCOs. If one NCO fails to set a good example, the reputation - the *prestige* - of every NCO suffers. If you are a poor NCO, it will change how your team and your leaders think about all NCOs.

Pointers for Professionals

Being a good NCO is more than just knowledge of regulations and a perfect uniform. Part of being a good NCO is knowing and doing the behaviors and habits that set an NCO apart from airmen, and even from officers. What follows are some ideas and guidelines for how to present the image of a polished and professional NCO.

Project confidence, but don't be cocky. A little swagger and straight back are the marks of a good NCO, but don't overdo it.

Execute customs and courtesies with enthusiasm and precision. Military courtesy is not a sign of inferiority, it's a mark of professionalism, and of being part of the club.

Make every order your own. Don't say, "Captain Smith wants us to unload this van." Go to your people and say, "Let's get this van unloaded."

Be alert. Almost as important, always try to look alert.

If you are asked a question and don't know the answer, don't bluff or reply, "I don't know." The right response is: "I'll find out."

Be attentive to duty and don't be afraid to work. Make sure you know what your duties are and do them! Being a leader is work, but as an NCO you may find yourself working alongside your Cadets, not just leading them.

Do everything thoroughly and enthusiastically. Bring all of your skills and energy to bear on every task and problem presented to you. Apply your imagination to every job. Don't confine yourself to doing just exactly what you are instructed to do; try to do a little more. And go out of your way to do it right.

Don't procrastinate. Do your duties and tasks immediately and get them out of the way, then seek out more assignments. Your superiors will know that you can be counted on to get things done and they will entrust you with more responsibility.

Be friendly with everyone. Stay out of cliques, don't take sides, and don't gossip. As an NCO you should have a good working relationship with everyone around you. This includes superiors, subordinates and your peers. All of the best NCOs like to have a little fun. If you walk around barking at people and being unpleasant, superiors won't want to work with you and subordinates won't want to work for you.

Use your stripes to solve problems and get results, not to ensure your own comfort. You were given those stripes because you earned them and because your team needs you. Do your best to measure up to what is expected and the standards that have been established by those who held your grade before you.

Don't make excuses. If there is a problem caused by a mistake or oversight on your part, admit it. Your superiors will have far more respect for you if you are honest and admit mistakes and ignorance. Rather than punish you for failing, they are far more likely to try to educate you and give you another chance. Your superiors want you to succeed!

Keep your superiors informed. No one likes unpleasant surprises. Your superiors are far more likely to take bad news in stride if they are aware ahead of time that things are not going according to plan. Also, if you do run into a snag or an issue comes up, your superior may have a solution that will get you back on track.

Learn to control and hide your feelings. Don't complain or criticize, be optimistic in front of your superiors and your team. No one likes someone who does nothing but complain. An NCO who complains will actually damage the morale and *esprit* of the team. On the other hand, a leader who is upbeat and optimistic will help the team keep going through difficult tasks.

Be easy to find, especially when you're expected to be on duty. One of the most frustrating things for anyone is to have to hunt high and low for someone. This is especially true when time is important.

Think and prepare ahead of time. Try to know what you're likely to need for a given activity or situation. This includes not only equipment, but also training and knowledge. If you know you're going on a winter bivouac, try to learn about living in cold-weather before going.

Look professional. Stand up straight, don't lean, and see that the Cadets around you do the same. Never pass an opportunity to keep your Cadets shaped up. Keep an eye out for details such as haircuts, bearing, problems with uniforms, customs and courtesies, etc. These may be little things, but dealing with these little things is exactly the duty of an NCO.

Don't criticize the organization or your unit in front of others. Everyone complains from time-to-time, but keep it in the family. Don't "tear down" senior NCOs or any of your officers or Seniors. One of your most important jobs is to support your superiors, not to disrespect them.

Don't hesitate to make suggestions. No one knows all the answers or always knows the best way to do things. However, if your suggestion is rejected, don't be upset or discouraged. Simply do the job the way you were told and don't hesitate to continue making suggestions in the future.

Know where to find information. Take the time to read through every manual related to the Cadet Program. Don't try to memorize the information, just try to get a feel for what's there and where to find it. Then you'll have a handle on turning up pieces of information that others will tell you isn't even in the books.

Leadership Styles

Course Description This course introduces three basic leadership styles (Directive, Participative, Delegative), their advantages and disadvantages, and when to use each.
Learning Objectives 1. Students can describe the leadership styles presented 2. Students can apply each style appropriately to a given situation, mission, and team

The Three Leadership Styles

There are many different ways to look at leadership and how to make it happen. One of the easiest are the three basic styles of leadership: Authoritarian, Participative, and Delegative. Each of them is useful and you will use all of them at one time or another. It is important that you understand why and when to use each.

One thing to remember is that no matter which style of leadership you use, you are responsible for the mission. If the mission isn't done, you've failed. Even if you hand the whole thing off to your team, you're the leader and you're the one who has to answer for the failure.

Directive

This is the style in which the leader tells the team what to do and how to do it. The leader takes no advice from the team. You might use this style of leadership when only you have all the information to complete the mission, when your team is new or inexperienced, or when you are short on time. This style works best when your team is motivated and trusts your judgment.

The directive style shouldn't be used all the time. If you have the time to develop your team, you should use the Participative style. Some think this style is an excuse for yelling, hazing, threatening, or abusing the team. That's not the 'Directive' style, that's just being a tyrant. Don't do it.

Participative

In this style of leadership, the team helps the leader decide what to do and how to do it, to accomplish the mission. However, the leader always makes the final decision. You will use this style of leadership if you don't have all the answers to a particular problem, then this style of leadership lets you draw on the skills of your team. This style of leadership is one of the best ways to build your team through shared effort and by giving them a chance to try creating plans and making decisions. Using this style is not a sign of weakness or indecision, rather it is a sign

of respect for your team and helps them learn and grow.

Delegative

In this style, the leader tells the team the purpose, the main tasks, and what the end result should be (‘Commander’s Intent), and allows the team to handle the rest as they see fit. The team decides what needs to be done and how to do it.

The delegative style is used when your team is very capable and experienced, or when you have enough time to allow them to experiment. One of the big advantages to this style of leadership is that it frees you to handle other tasks while the team handles this. It also gives the members of the team a chance to use their initiative, and practice leadership themselves. You shouldn’t be afraid to give your team control when you can, just be sure the time is right.

This is the style of leadership that is used when the team is a higher echelon, and the members of the team have teams of their own. An example is a squadron commander, whose team is the flight commanders. The squadron commander will hand off tasks to the flight commanders, and the flight commanders will lead their teams as they see fit. The squadron commander has to trust the flight commanders to lead their flights well and accomplish their assigned tasks, which will accomplish the squadron’s mission.

When To Use Each Style

The style of leadership you choose should change based on the situation. Some examples include:

Using an **authoritarian style** with a new Cadet who is just joining the team. The leader is competent and a good coach, and the Cadet is motivated to learn. The situation is a new environment for the Cadet.

Using a **participative style** with a team who know their job. The leader knows the problem, but does not have all the knowledge or skills needed. The team knows their jobs and how to work together.

Using a **delegative style** with a Cadet or team that knows more about the job than you. You cannot know everything! Or the situation might call for you to be at other places, doing other things. The team needs to take ownership of the job.

Using all three: Telling your Cadets that their method to complete a task is not working well and they need to try something different (authoritarian). Asking for their ideas and input on creating a new method (participative). Assigning large tasks in order to implement the new method and complete the mission (delegative).

When you're deciding what style of leadership to use, consider:

1. How much time is available?
2. Who has the knowledge: You, your team, or both?
3. How well your team is trained and how well you know the task.
4. How stressed your team is.

5. The type of task. Is it structured or unstructured, complicated or simple?

Most leaders do not use one style all the time, but shift from style to style as things change. You should know the mission and your team well enough to choose the style that best reflects the needs of both at that moment.

The most important thing is to avoid falling into using the authoritarian style as you're learning to lead. It is attractive because it is easy and it gives a sense of power and accomplishment. But in the long run, it is bad for your team, because you never give them an opportunity to grow as planners and leaders themselves.

Leadership Traits & Principles

Course Description
The classic 'Leadership Traits and Principles' will be discussed in detail. The course emphasizes how each is important to a leader, and how they provide guidelines for behavior and action, and goalposts against which leaders can measure their performance.

Learning Objectives
1. Students will recognize the value of the Leadership Traits and Principles.
2. Students can discuss how each is important to a leader.
3. Students can measure their individual performance as leaders using the 'Leadership Traits and Principles'

The Leadership Traits

Leadership traits are individual characteristics. The purpose of the fourteen leadership traits is to help you set guidelines for yourself. By testing yourself against the leadership traits, you can find your personal leadership strengths and weaknesses, and exploit your strong traits and develop your weaker traits. Using the leadership traits will help you to gain the respect, confidence, willing obedience, and cooperation of your Cadets.

1. **Bearing**. Bearing is your general appearance, carriage, deportment, and conduct.
2. **Courage**. Courage, the physical and mental control of fear, is a quality that recognizes fear, yet enables you to meet danger, adversity, or difficulties with calmness and firmness.
3. **Decisiveness**. Decisiveness is the ability to weigh all the facts in a situation; analyze the facts and then arrive at a sound and timely decision.
4. **Dependability**. A dependable leader is one who can be relied upon to carry out any mission to the best of their personal ability.
5. **Endurance**. Endurance has two distinct parts. Physical endurance means not giving in to pain and being able to function when tired or in pain. Mental endurance is the ability to think straight when fatigued, distressed or in pain.
6. **Enthusiasm**. Enthusiasm is showing sincere interest and zeal in the performance of duties.
7. **Initiative**. The trait of initiative is simply seeing what has to be done and doing it without having to be told to do it.
8. **Integrity**. Integrity is the quality of absolute honesty, trustfulness, and uprightness of character and moral principles.
9. **Judgment**. Judgment is the ability to logically weigh facts and possible solutions on which to base sound decisions.
10. **Justice**. Justice is fairness, it must be impartial.
11. **Knowledge**. Nothing will gain the confidence and respect of your superiors, subordinates,

and peers more quickly than demonstrated knowledge.

12. **Loyalty**. Loyalty is the quality of faithfulness to your country, the Civil Air Patrol, your superiors and your subordinates.
13. **Tact**. Tact is the ability to deal with people without causing friction or giving offense.
14. **Unselfishness**. Unselfishness means not taking advantage of a situation for personal gain at the expense of others.

The Leadership Principles

The eleven leadership principles are general rules that have proven to be valuable over many, many years. The purpose of the leadership principles is the same as for the traits: to give you a set of guidelines to follow while developing your personal leadership abilities.

6. **Be technically and tactically proficient.** Technical proficiency is knowledge of skills. Tactical proficiency is knowledge of what makes a good NCO.
7. **Know yourself and seek self-improvement.** Evaluate yourself using the leadership traits and determine your strengths and weaknesses.
8. **Know your people and look out for their welfare.** Knowledge of your Cadets' personalities will enable you, as an NCO, to decide how best to handle each Cadet.
9. **Keep your people informed.** To promote efficiency and morale you should keep your Cadets up to speed on what is happening, and why.
10. **Be the example.** As an NCO, your duty is to set an example for your Cadets. Your appearance, attitude, physical fitness, and personal example are watched by all your Cadets.
11. **Ensure the task is understood, supervised, and accomplished.** Speak clearly, give the correct amount of supervision and, above all, accomplish the mission.
12. **Train your people as a team.** Teamwork is essential from the smallest unit up to the entire Civil Air Patrol. Insist on teamwork; train, play, and operate as a team.
    - **Make sound and timely decisions.** You must be able to rapidly estimate a situation and make a sound decision based on that estimation.
    - **Develop a sense of responsibility among your subordinates.** One of the best ways to show interest in your subordinates is to give them an opportunity to develop by assigning tasks and delegating authority.
    - **Employ your team in accordance with its capabilities.** Biting off a bigger task than you can chew will only lead to discontent and resentment in your unit.
    - **Seek responsibility and take responsibility for your actions.** To continue to develop, you must actively seek out challenging assignments. You must also take full responsibility for your actions and the actions of your subordinates.

NCO Leadership

Course Description
This course introduces some of the essential elements of leadership, with a focus on NCO-level leadership. Students will learn the importance of NCO leadership, and the role, purpose, and responsibilities of NCOs. The classic 'Leadership Traits and Principles' will be discussed in detail.

Learning Objectives
1. Students recognize NCO-level leadership, and the place of NCOs in the leadership spectrum
2. Students accept the obligations and responsibilities of NCO-level leadership
3. Students can measure their individual performance as leaders using the 'Leadership Traits and Principles'

The Role of the NCO

NCOs are many things to their superiors, their subordinates and their organization. They are helpful assistants, wise advisors, knowledgeable mentors, compassionate elders, stern taskmasters and sharp-eyed inspectors. They are both advocates for their teams and representatives of their officers.

NCOs should be eager to learn and work hard, and cheerful and willing to take on any assigned task - regardless of how little they actually want that task! Your leaders should know that a task assigned is a task accomplished. You shouldn't hesitate to suggest different or better ways of accomplishing tasks; part of your job is to advise your superiors. Your leaders should be confident you will exhaust all options before returning to ask for advice or to report failure.

The NCO should make sure their teams are trained. One of the main duties of any leader is to train, because a well-trained team is confident and effective. So, you must have a good understanding of all Cadet subjects. Make sure training considers the mission and your team's skills. An NCO will normally have more experience than the team, and should share tips and tricks learned along the way.

Part of an NCO's job is to take care of the team; to make sure they are well cared for and have the training and equipment they need to accomplish their missions. You should be the first to notice that your team needs a break, or that they're running late for chow. Check on them every chance you get, to make sure that they have the things they need, and do all this before you take care of yourself.

An NCO should be compassionate and care for the welfare of the team, but shouldn't hesitate to be stern and demanding when needed. Your role as an NCO is to be the on-the-spot inspector, and immediately point out problems with uniforms or customs and courtesies. If an inspecting officer finds a problem with one of your people during an inspection or doesn't

receive a salute when he should, it is as much your fault as it is your Cadet's.

NCOs are the hands-on supervisor for their people. You should be the one making sure the job gets done. As an NCO, you must be able to demand and supervise a full day's effort from your team, and to pitch in and provide that same effort. Don't hesitate to demand that your people work as hard as they can, but you should be in there with them, putting in just as much effort as them! To do otherwise would present the worst possible example.

Another important role of the NCO is the one assumed when training brand new members. An NCO will be their first example of Civil Air Patrol, and the professionalism and *esprit de corps* of the Cadets. Your appearance, bearing, knowledge, and enthusiasm should be an example for new Cadets - and for your team and your leaders.

The Purpose of the NCO

The Civil Air Patrol's corps of Cadet noncommissioned officers exists for four main purposes:

To decentralize command authority in an orderly structure down to the smallest element in the organization.

Those are big words with a very simple idea: no one can be everywhere at once. Someone is needed to make sure that tasks get from the people who decide what needs to get done, to the people who actually do the job. This is one of the purposes of the NCO corps: performing the hands-on leadership needed to turn a plan into a completed task.

Notice that the word 'orderly' is included. This means that the NCO must support the good order in the organization. That is: the command structure, or: the chain of command.

To train their people to be able to perform assigned tasks.

It doesn't matter how willing a team is, if they don't have the skills they need, they will fail. New Cadets need training in everything, so training them is time-consuming and exacting. For instance, to teach drill can take many hours of very complex instruction. Officers should be planning and coordinating resources, so they should not have time to do such detailed training. This is the job of the NCO. The NCO must be able to demonstrate, teach, and inspire Cadets to want to learn the skills they need to succeed.

A well-trained team benefits the NCO! Untrained people require more supervision, coaching, and assistance. Think how much easier it is to have a team of people to whom you can assign a task and know it will get done while you take care of other tasks.

To ensure close supervision and personal guidance of juniors.

No one can be everywhere at once, but people sometimes need close supervision. Officers may have dozens of people under them. Without an NCO to supervise, many tasks

would not be finished properly, if at all. That is why officers will sometimes have several NCOs working for them. NCOs give junior Cadets someone else to turn to for help with problems or for answers to questions.

It is better for NCOs to provide close supervision than officers. Part of being an officer (as you will someday learn) is that you spend more time planning tasks and less time doing them. There should also be a separation between officers and airmen, to prevent familiarity. So, NCOs are the logical choice to perform close supervision. They have the authority to give orders but are close enough in grade that daily contact isn't a problem.

To provide gradual advancement in the Cadet Program.

In the military, officers are given months or even years of training to teach them their roles in the service. The Cadet Program has no "officer candidate school", but uses the achievements up to the Mitchell award to prepare Cadets for advanced leadership.

There are many lessons to be learned within the Cadet Program. A Cadet should have a firm grasp on working with people, and executing and supervising tasks before earning the Mitchell. Once a Cadet becomes an officer, it is time to work on plans and programs. So it is important for a Cadet to spend time as an NCO so that those skills are second nature.

The General Responsibilities Of The NCO

Your responsibilities to the Civil Air Patrol

Your responsibilities to the organization are many. Without CAP you wouldn’t be an NCO or have Cadets to lead; you owe it to CAP to be the absolute best NCO you can in every way. Anything less is cheating. As an NCO you should make sure that your Cadets follow all CAP regulations at all times. For an NCO this is most often things like uniform regulations and customs and courtesies. Since you have been promoted by the authority of the Civil Air Patrol, you should be an NCO at all times and to all Cadets. Don’t let your responsibilities slide merely because you aren’t at your home squadron. Any time you are participating in a CAP activity, you should act as an NCO.

Your responsibilities to your squadron

Part of your oath as a Cadet is to participate actively in unit activities. This is only part of your responsibilities to your squadron. You should make sure you know squadron regulations and enforce them as you do CAP regulations. Since you spend most of your time at your squadron, you should try to be as useful there as you can. Keep improving yourself so you can accomplish your unit's missions and always be a positive example to your Cadets.

Your responsibilities to your subordinates

As an NCO your subordinates will normally be Cadets who aren’t NCOs. They won’t

have a lot of experience with CAP or the Cadet Program. They will rely on you to take care of them when they don't know how to take care of themselves. You have to make sure they have what they need. This includes everything from meals to equipment, and uniforms to training. As an NCO, you've been where they are; you know what they're going to be facing as they progress and do their daily tasks. Make sure you think about their needs and see that they're met.

Make sure they're trained correctly. You know that basic training of new Cadets is the job of the NCO. You should always be teaching, and reinforcing that teaching. An important part of this task is immediate correction of the little mistakes that Cadets make, such as saluting improperly.

Be an advocate for your Cadets; take their side. As an NCO, you serve not only as a supervisor for junior Cadets, but as an advisor to senior Cadets. Don't hesitate to point out when your Cadets are being overworked or interrupted, or when they need something for their success, health, or morale.

Your responsibilities to your superiors

As an NCO you are the 'middle man'. The bridge between the Cadet officers and the Cadet airmen. You should be as dedicated to your superiors as you are to your subordinates. Without that dedication neither the officers nor the airmen can function effectively. Your superiors should have your full support and loyalty. They have a right to expect nothing less, as you should expect nothing less from your Cadets. Now, this does not mean that you always have to agree with them, or even like them. However, it does mean that you have to honor their decisions as if they were your own. Do everything in your power to give them your best effort and the best effort of your team.

No one has all the answers. So you should help your superiors by giving them the benefit of your experience. That experience is the reason you're an NCO. You may have a better way of accomplishing a task or a better idea on how to approach a problem. Be sure that when you do make a suggestion that you do it in a respectful way. Nothing will close someone's mind faster than a know-it-all.

Leading Without A Position

Sometimes you may be in a situation where you don't feel like a leader. Maybe you just finished an activity such as an encampment, where you had a staff position. You were responsible for twelve or more Cadets, twenty-four hours a day for a week or more. You took pride in your position, your behavior and your appearance. You left the encampment with a feeling of energy and purpose.

But, back at your unit you're an element leader, or even an in-ranks Cadet. You don't have duties in the chain of command or the NCO support channel. Are you still a leader? How can you show your abilities and professionalism without 'stepping on' the NCO's who hold positions in the squadron?

This situation is common in the military. The military is very technical, and people are promoted based on technical experience, not to fill a leadership position. An experienced technician might be an E-5 or E-6 and won't be in charge of anyone. In a combat unit, this is a squad leader or platoon sergeant.

The Cadet Program has a similar problem. Your progress through the Program is rewarded with grade and responsibility. However, these are 'general' responsibilities. You won't always have a leadership position at your unit.

Yes, you're still a leader. But you have to demonstrate a different kind of leadership. One of the most important parts of leadership is setting a good example and inspiring the Cadets around you to follow your example. You must set a good example in the wearing of the uniform, you must set a good example in customs and courtesies, and you must set a good example by being respectful of the NCOs who hold leadership positions.

Be aware of the junior Cadets in the unit. Take care of the 'little things' that are what NCOs are all about. Don't let a Cadet skip a salute or a trip to the barber. Just because you're not the flight sergeant doesn't mean that you shouldn't keep the Cadets sharp.

Acting like an NCO and a leader when you don't hold a leadership position will help your unit leaders. It will be noticed and it will be remembered when the time comes to pick a new flight sergeant or first sergeant.

NCO Staff Duties

Course Description
This course is an introduction and discussion of the duties of a Flight Sergeant and First Sergeant, as outlined in CAP regulations. There will also be discussions of the relationship between the First Sergeant and the NCOs in the unit, and of the general role and responsibilities of the position of Command Chief.

Learning Objectives

1. Students can describe the duties of the Flight Sergeant and First Sergeant
2. Students can describe the relationship between the First Sergeant and the NCOs in the unit
3. Students recognize the role of the Senior Enlisted Leader

Cadet Element Leader

An element leader is often a senior airman, and not an NCO. But depending on the situation, it might be a good fit. If a unit has a large NCO corps, large elements, or the situation requires a more experienced leader, element leader is a great role for a junior NCO. The element leader is the first leader that new Cadets experience, and they have a lot of responsibility to the Cadets in their element and to the flight sergeant.

There is a leadership concept called *span of control* that says that a person can't effectively oversee more than a few other people. A flight sergeant can't oversee 12 or 15 Cadets, so a flight breaks down into elements of 5 or 6 Cadets, each with an element leader. The flight sergeant works with 3 or 4 element leaders, and the element leaders work with 4 or 5 Cadets.

Element leaders might not seem important, but they are! The flight sergeant is usually considered to be the 'front-line' leader, who has the most one-to-one contact with the Cadets in the flight. But that's not the case; that is the role of the element leader. The flight sergeant is the first leader who is *removed* from one-to-one contact with the Cadets. The element leaders work with the Cadets in their elements, the flight sergeant works with the element leaders.

The duties of the element leader are listed in CAPP 60-31 the *'Cadet Staff Handbook'*.

Cadet Flight Sergeant

Flight sergeant is the first 'visible' leadership position. The flight sergeant leads from outside the flight, and has an active role in drill and formations. The flight sergeant is always visible to the team, and must be a good example of uniform wear, military bearing, and competence in drill.

While the flight sergeant has a lot of general responsibilities that overlap with the element leader (training Cadets in uniforms and drill, inspections, etc.), the flight sergeant has a very important additional duty: replacing the flight commander if needed. That is a big leap in responsibility, and here's why: NCOs *order*, officers *command.*

NCOs occupy 'positions of authority'. They have the authority of their grade and position, and can give *orders*, but they don't *command*. Only officer positions have *command authority*. This is a bigger distinction in the military than it is in the Cadet Program, but it still matters here. Officers make plans and give guidance to NCOs; NCOs execute those plans using that guidance by instructing and supervising their teams.

When the flight commander is away and the flight sergeant takes the role of 'acting' flight commander, the flight sergeant is taking on a command role; an officer's role. This is why a flight sergeant is a more demanding position that needs an accomplished and mature NCO.

The duties of the flight sergeant are listed in CAPP 60-31 the *'Cadet Staff Handbook'*.

Cadet First Sergeant

As the senior NCO in the unit, the First Sergeant is in charge of all the NCOs. The NCOs are the First Sergeant's team the same way other NCOs have teams of Airmen, and the First Sergeant is responsible to the NCOs the same way. The First Sergeant should look after and train the NCOs, make sure they have what they need, and are doing what they need to do. As the senior NCO in the unit, and the First Sergeant should be able to help settle any differences you might have with another NCO. If you are having problems with an officer or with one of your Cadets, talk to the First Sergeant. They probably had a similar problem in the past and can offer suggestions. Plus, the First Sergeant should know what is going on with the NCOs.

One of the main jobs of the First Sergeant is to help the Cadets of the unit understand the Cadet commander's policies and goals. The First Sergeant 'sets tone' for the squadron by being the embodiment of those policies and goals, in both appearance and conduct. The First Sergeant also represents the Airmen and NCOs of the squadron to the Cadet commander to make sure their needs and thoughts are considered.

Your goal as an NCO should be to someday be the First Sergeant. But even if you never are a First Sergeant, a good NCO should be ready to pin on the diamond at any time. So learn the First Sergeant's duties and pay attention to how the First Sergeant does them. The First Sergeant should be a good role model for all senior Cadet NCOs.

Cadet Senior Enlisted Leader (Cadet Command Chief Master Sergeant)

While the senior Cadet enlisted position is the First Sergeant, the Air Force and CAP's Senior Member grades have a higher level of NCO position called the 'Senior Enlisted Leader'. At certain command echelons, the Senior Enlisted Leader is a chief master sergeant, and is called

the ‘command chief master sergeant’. At other echelons, the Senior Enlisted Leader might be a senior master sergeant, or even a master sergeant.

Unlike the First Sergeant, who has roles in unit formations and has administrative duties in the unit, a Senior Enlisted Leader does not. The job of the Senior Enlisted Leader is to work as a liaison between the commanding officer and the enlisted ranks, and to advise the commander on issues of quality of life, discipline, training, and morale.

The Cadet Program doesn’t have positions at echelons above the squadron, so there’s normally no need for a Cadet Senior Enlisted Leader. But at some Wing, Region, or National activities, there is an opportunity for one to be appointed. If this position is filled, the only possible duties for a Cadet Senior Enlisted Leader would be to monitor quality of life for the Cadets, to represent the Cadet Commander to the Cadets of the unit (and vice-versa), to set tone for the commander (much as the First Sergeant does at the squadron), and to mentor the senior NCOs.

Negative Leadership

Course Description
In this course, students will discuss leadership behaviors and strategies to avoid, and why. This includes the misuse of yelling as a method of leading people, and why pushups and other forms of 'incentive physical training' are ineffective. Students will also discuss why people make mistakes, and how mistakes are often the fault of leadership.

Learning Objectives
1. Students will accept and conform with CAP's guidance regarding incentive physical training
2. Students will identify appropriate situations and uses for yelling
3. Students can identify the causes of mistakes among their team

There are different ways to motivate your Cadets: both mental and physical, positively and negatively. Each uses different methods and each has different problems and advantages. Some must be avoided because they violate the Cadet Protection Program. We will briefly discuss each method of motivation.

Positive motivation is the best. Positive motivation lets Cadets satisfy their needs and creates initiative and a desire to succeed. You can motivate people by letting them know that you appreciate their efforts, and rewarding outstanding performance. You must be careful to not praise efforts that barely get the job done. But not praising at all makes Cadets feel that leaders don't appreciate their efforts. Give special rewards for superior achievement but not just for accomplishing the mission.

The negative method of motivation is threatening a Cadet with punishment for failure to perform as expected or directed. This method may achieve immediate results for a while, but in the long run it will hurt the Cadet and the team. Threatened punishment can take both physical and mental forms. Physical punishment can be in the form of a threat of extra duty unless a job is properly finished. Mental punishment is a Cadet knowing they'll lose the respect of peers, miss a promotion, or be unable to attend an activity.

Negative motivation can create problems in several ways. First, it may kill the initiative of a Cadet. Second, it may instill fear in the Cadet. Poor performance may not be a result of poor motivation but may be because the Cadet can't perform the task. If a Cadet will be punished for not completing a task they can't do, the Cadet won't want to try because punishment is the only possible outcome.

Yelling Is Not Leading

Never mind what you learned watching "Full Metal Jacket", leadership is not about yelling at people. Yelling at your people doesn't accomplish anything useful and usually does more harm than good.

Inexperienced or unskilled leaders will yell at their people when their people make mistakes. They yell because they're trying to impress upon their people that a mistake was made and that the leader would prefer they not make that mistake again. But keep in mind that when your people make mistakes, it's probably because they don't know better or they don't care.

If your people don't know better - that is, if they don't know how to do something right or don't realize how important it is to do something right - yelling at them isn't helping because they already feel badly about being wrong. Your people don't want to make mistakes, but mistakes sometimes happen to the best of us. In this case, the solution is not to yell, but to remind them what needs to be done, how and why.

Most of the time, people just need a reminder of what is expected and then a chance to try it again. If you yell at them for making an honest mistake, you'll only make them feel stupid and useless. This will make them resent and dislike you; after all, who enjoys being around or working for someone who makes them feel stupid and useless?

Sometimes people's mistakes will be your fault, not theirs. If you don't train them properly or don't give them complete information on what is expected of them, how can you yell at them for failing? The fault is yours - and your people will know that as well.

Finally, what good does it do to yell at someone who doesn't care to do the right thing? If they don’t care enough about what they’re supposed to do in the first place, then they sure don't care about you yelling. In fact, you taking the time to yell may be part of the fun. You're certainly giving them a lot of attention, aren't you?

There are times when yelling is appropriate, but mostly those times are when you want to get someone's attention when their mind is wandering; for instance, if Cadet Jones is staring at the birds during drill. But this is merely to get Jones’ attention so that you can explain any mistakes in a normal tone and get on with the job at hand.

Yelling at people for their mistakes is for bullies, not for leaders.

Pushups As A Discipline Tool

You may be a member of a unit or know of a unit that uses pushups or some other exercise as a discipline or leadership tool. There have been debates for years about the value of this leadership tool in the Cadet Program. In late 1998, the National Cadet Programs office stated simply that pushups and other types of exercise were not available as leadership tools for Cadets. This should have ended the debate, but hasn't.

As easy as they are, there are problems with pushups as a leadership tool. First, they make leaders lazy. It is far easier for an NCO to order a Cadet to: "Drop and give me twenty"

than it is to try to understand what the trouble is and to help fix it. This also leads to a false sense of accomplishment: the leader is not actually getting anything done. He's stopping everything to make sure a Cadet is doing the pushups he was assigned.

If a Cadet learns that the punishment for almost anything is a set of pushups, the Cadet will learn contempt for his leaders and their leadership tools. A healthy Cadet has no fear of a few pushups! The pushups are actually hurting the prestige of the leader, because the pushups are not effective, and neither is the leader..

If a Cadet who is punished with pushups just can't do them, the other members of the team may learn contempt for that Cadet because of their physical abilities - in spite of what other abilities they may have. Cadets will also learn that their leaders don't care about their self-respect and will embarrass them in front of their peers. In either case, the leader has lost prestige and the respect of the team.

An NCO who learns to depend on pushups as a leadership tool isn't really solving the team's problems. Pushups give a false sense of actually solving leadership problems; they don't.

Finally, the value of pushups as a discipline tool has not only been disallowed by Civil Air Patrol, the Army doesn't even use pushups this way in boot camp. According to TRADOC Reg 350-6, which deals with treatment of recruits: "*The use of physical exercises in this manner is an attention getting device*...". The intent of pushups is to get the Recruit to pay attention, not to inspire obedience or to punish them

To close this section, and hopefully close the debate, please read and take to heart a letter from someone who probably knows a thing or two about leadership.

NCO Leadership
The Marine Corps Gazette
December 1998

Enough on the incentive physical training (IPT) debate. Let me offer that I speak with some authority on the subject of IPT. You see, I've been a follower (one who receives IPT) and/or a leader (one who administers IPT) for over 30 years. Except for the time I spent in boot camp, I can never recall being the recipient of IPT. As well, except for the time I spent as a drill instructor (DI), I can't recall administering IPT. In fact, had I used IPT during my years as an NCO or my early years as a Staff NCO, I would have gotten little else done and to be perfectly frank, those I led back then would not have responded to IPT if they would have performed it at all.

There's a belief that IPT has long been an authorized tool for NCOs and Staff NCOs to administer as they see fit. Nothing could be further from the truth. With the exception of the IPT specifically authorized for DIs, it's never been an authorized tool.

Commanding officers are authorized within our system to mete out punishment to correct infractions. Call it semantics, or whatever, IPT is nothing more than a form of punishment when administered for wrongdoing. I further believe that any leader who advocates delegating a COs punishment authority to subordinates needs to have his/her head examined.

SgtMaj L.G. Lee
Sergeant Major of the Marine Corps

Operational Planning And Execution

Course Description
This course focuses on short and medium range planning, with an emphasis on developing and executing operational plans. Students will be instructed in the development of the Five Paragraph Order (OPORD), and executing those orders using the Troop Leading Procedures.

Learning Objectives
1. Students will know the parts of the Five Paragraph Order
2. Students can develop a simple Five Paragraph Order
3. Students will know the steps of the Troop Leading Procedures
4. Students can execute a mission or task using the Troop Leading Procedures

Introduction to OPORDs

What is an OPORD? An OPORD is an OPerations ORDer; a description of the who, what, when, where, why and how for a mission. A proper OPORD is passed from higher echelons to lower, and it is critical for keeping everyone moving toward the same objective. All military orders are in the same format. This common format means that no matter who is giving the order, you know what information you should get. This common format – known as the Five Paragraph Order – is used to develop and deliver orders for missions of any size. From an entire division down to the smallest squad in that division. And each OPORD is used by the subordinate units to develop their own OPORDs to pass to their subordinate units.
So, a division will issue an OPORD to its brigades, who will create OPORDs for their battalions, who will create OPORDs for their companies and so on.
One important thing to remember about OPORDs: they tell you what to do, but they don't tell you *how* to do it. Subordinate leaders are expected to use their initiative and every asset at their disposal to accomplish the mission and fulfill the commander's intent, while considering the needs and welfare of their men.

SMEAC or SMESC

There are two acronyms for the Five Paragraph OPORD: SMESC and SMEAC. Each letter in the acronym stands for the content of that paragraph. The old acronym for the paragraphs is SMEAC: Situation, Mission, Execution, Administration & Logistics, and Command & Signal. This format is still used by the Marine Corps, but the Army has been teaching SMESC for several years.
SMESC has the same paragraphs, but instead of 'Administration & Logistics' it uses 'Service Support'.

The Five Paragraphs

1. Situation
2. Mission
3. Execution
4. Administration and Logistics (or Service Support)
5. Command and Signal

Situation

Situation is a brief description of the status of the unit right now; things like where you are, who is with you, any considerations that might affect what you have to do.

> *"Okay, we're at the barracks and we're short a man because Jones is at Sick Call for his foot. Plus, we're tasked with lugging the first aid ruck around."*

Situation will also include the status of any nearby enemy and friendly forces. You're not likely to have enemy forces, but terrain and weather are part of the enemy forces section, so this will take its place. You also might be told about friendly forces.

> "*The temperature is up in the eighties now, but it's supposed to cool off to the low seventies later. Most of the headquarters staff is at the pool, and the other flight is pouring concrete for the colonel's new patio."*

Mission

Mission is what needs to be accomplished. It should list the mission for the unit as well as a statement of 'commander's intent'. Commander's intent has three parts: Purpose, Key Tasks, and End State. The commander uses it to describe why the mission is important, the tasks that must get done for the mission to succeed, and what the world will look like when the mission is successful.

Commander's intent is a critical part of the mission statement, since it gives everyone an idea of the big picture and how their piece of the operation fits into that big picture. Commander's intent also provides general guidance for mission goals in case things change drastically. If you know your commander's intent, you can still drive toward accomplishing the missing when things don't go according to plan.

> *"Our mission is to move to the colonel's quarters and clean them prior to 1800. The commander's intent is that his quarters be presentable for a party attended by high-ranking officers and their wives at that time."*

The mission statement should give basic specific information. Someone reading it should be able to answer who, what, when, where and why.

Execution

Execution is the nuts and bolts of how the unit is going to accomplish the mission. It

includes information on how you're getting there, what you'll do when you get there, any subtasks that will need to be given out, etc. It will also tell you how to work with the other units you need to get with.

> *"We'll jump onto the base bus when it comes by at 1400. That should put us at the colonel's house by 1430. When we arrive, Smith, you take your team and start in the kitchen; Wilson, you've got the living room and Jenkins, you guys are in the hall and bathroom. Smith, you'll have caterers in your area, so make sure you find out what they need."*

Administration & Logistics

Administration and Logistics (or Service Support, in the Army version) deals with the support needed to accomplish the mission. Things like: food, transportation, equipment and so on.

> *"The colonel's wife will give us the cleaning supplies we need. The caterers will serve us after we're done and they're set up. There's water in the kitchen. After we're done eating, the colonel's assistant will give us a ride back to the barracks in a van."*

Command and Signal

Command and Signal covers how you're going to communicate and what to do if there's a break in the chain of command.

> *"You team leaders each have a radio. Set them to channel 3. Call signs will be Tango 1, 2 and 3. My call sign is Charlie. If you can't get me, Smith is my second in command, then Wilson, then Jenkins."*

Receiving the OPORD

If the operation is big enough or complex enough, you may receive a written OPORD. This will make things easier, since you will have a piece of paper to reference. If not, you'll be writing as the OPORD is issued. The key to receiving an OPORD is to know the parts of an OPORD. That way you'll know what to expect and where to pay close attention while you write your notes. Focus on the details that apply to you. You should be aware of what the other units are doing, but don't worry too much about their specifics.

Remember that 'Receive the Order' is part of the Troop Leading Procedures. After you receive an OPORD, you'll then move into the rest of the Troop Leading Steps and, eventually, you'll issue your own OPORD to your unit in the same Five Paragraph format.

Troop Leading Procedures

The Troop Leading Procedures (TLPs) are a basic format for planning a mission. In the military, battalion-sized and smaller units use TLPs to plan missions. Brigade and larger units, which have full staffs, use the Military Decision Process (MDMP). Any mission, from a combat operation to a trip to the grocery store, can be planned using the Troop Leading Procedures.

1. Receive the mission
2. Issue a Warning Order
3. Make a tentative plan
4. Start necessary movement
5. Reconnoiter
6. Complete the plan
7. Issue the complete order
8. Supervise

The Troop Leading Steps

The Marine Corps uses a slightly different format called “Troop Leading Steps”. The only difference is the Army has added 'Start necessary movement' as Step 4 in the Troop Leading Procedures. We're going to use the Troop Leading Procedures, but to be complete, here are the seven Troop Leading Steps:

1. Receive the mission
2. Issue a warning order
3. Make a tentative plan
4. Conduct a recon
5. Refine the plan
6. Issue the order
7. Supervise

Receive the Mission

This may be in the form of a verbal or written order. If the order is verbal, make sure you take notes if it is anything more complex than, "Get your people back, get them water and have them ready to go in ten minutes."

One of the most important things you're going to have to do before moving to the next step – where you give your people a heads-up that something is coming – is to find out how much time you have available and to start 'backwards planning'.

In scheduling preparation activities, the leader should work backwards from the LD or defend time. This is reverse or backwards planning. He must allow enough time for the completion of each task.

Issue A Warning Order

The leader provides initial instruction in a Warning Order (WARNORD) as soon as possible with whatever information is on hand. The warning order contains enough information to begin preparation. At a minimum it should contain an updated situation, a current Mission Statement, time and place of the OPORD, the earliest time of move, and a time hack. The

warning order should also be in the Five Paragraph format.

1. Situation – A brief description of the unit's situation.
2. Mission –A concise statement of the task and purpose.
3. Execution – A brief statement of the operation's concept; time schedule; earliest time of move; inspection times; time and place you will issue the full OPORD; and tasks to key subordinates.
4. Administration & Logistics (Service Support) – Any support tasks that are different from standard operating procedures.
5. Command and Signal – Where you'll be, who is in charge while you're gone and how to get in touch with you.

The leader issues the warning order with all the information he has available at the time. The leader never waits for information to fill out a warning order. He provides updates as often as necessary.

The following information should always be in the Warning Order:

- The mission.
- The participants.
- The time this is going to happen.
- The time and place the full order will be given.

Make A Tentative Plan

Gather and consider important information to use in making a tentative plan. Add information as often as you get it and refine the plan as you go. Use this plan to start coordinating and making arrangements for the mission.

Start Necessary Movement

Get your people moving to where they need to be as soon as possible. This step can happen at any point in the Troop Leading Process. This might include moving to positions nearer to where your mission occurs, or it might not include movement at all. 'Movement' can also mean gathering equipment, performing initial inspections, and rehearsals.

Reconnoiter

If you have the time, make a personal trip to where you'll be going to get a feel for the area, to confirm your routes and make sure the arrangements you have made are complete. But, a recon is not always going out to a site or driving a route. Sometimes, you can't get there because it's too far away or held by the enemy. A 'recon' can be looking at maps or researching on the internet. This is called a 'map recon'.

Complete the Plan

Bring your plan up to date based on what you found in your recon. Make sure your plan meets the commander's intent and fulfills the requirements of the mission. Format your plan in standard Five Paragraph OPORD format.

Issue the Complete Order

Get your people together and give them the complete plan from start to finish. Give them as much detail as you can. Make sure that you include a discussion of commander's intent and why the mission is important.

When you've finished issuing your order, you'll begin back briefs, which is where your subordinates will explain to you what you just told them. Back briefs identify problems and misunderstandings.

The leader should conduct at least two back briefs with subordinates. The first back brief is done immediately after the operations order has been issued. This is to make sure subordinates understand the mission. The second back brief happens after subordinates have come up with their plans, but before they have issued their operation order. This back brief confirms that their plans agree with yours.

Supervise

This is the most important of the steps. You should continuously supervise your team to ensure that your order is carried out as intended. A good plan that is properly supervised is always far better than an excellent plan that is poorly supervised. As you get to know your people, you will get to know how much you should supervise them.

Conduct rehearsals and an inspection before the operation. A rehearsal can be as involved as simulating the entire mission using vehicles, full equipment and a mock neighborhood. However, it's more likely that you'll conduct a verbal rehearsal, where each member of the team will talk through their parts in turn. Rehearsals build confidence and improve ability, and inspecting your unit is the last thing you should do before the actual conduct of the operation.

Backward Planning

Backward Planning is a critical skill. Successful backward planning is the key to ensuring that your mission tasks are accomplished and that your subordinates have time for their own tasks and planning.

Basically, backward planning is doing simple math with time estimates to make sure that your mission begins – or ends – on schedule.

Here's an example: Your team is to depart from a nearby field on a Blackhawk. The flight leaves at 1400 and you know the field is a mile away. You know you have to allow fifteen minutes for a flight safety brief and loading, and you estimate thirty minutes for the movement to

the field. Simple math tells you that you'll need to leave your location no later than forty-five minutes prior to the flight, or 1315.

That is simple enough. It can get difficult when you have to provide time for coordination with other units, or for your people to make needed preparations, like gathering equipment or drawing rations.

The One-Third, Two-Thirds Rule

One critical rule is called the 'one third, two thirds' rule. This rule states that the leader should use no more than one third of the available time for his own planning and for issuing his operation order. The remaining two thirds is for subordinates to plan and prepare for the operation.

An important skill for time planning is 'backward planning'. See that section for more information.

The Troop-Leading Steps in the Real World

These steps aren't really new to you. You've seen them applied before, probably many times. This is a natural and effective way to get things done when you're leading people.

Example: *A husband comes home one day and says to his wife: "Let's go on vacation. I think we should go to the Grand Canyon." The wife agrees and that night at dinner they tell the kids that they'll be going to the Grand Canyon on vacation. The family talks about where else they'd like to go while they're in the area, how they're going to get there, how they'll get around, how long they'll stay and, by the time the meal is over, they have a rough idea of what they'd like to do. Over the next few days, the husband and wife start looking at maps and brochures, and check on the internet to see what there is to do. They also check on plane tickets and train tickets. While they're doing that, the kids start pulling out the camping equipment, suitcases and bathing suits. A couple weeks later, they've made firm plans, bought plane tickets, found a rental car, arranged hotels, and decided what attractions they're going to visit. The family sits down and the parents go over the schedule in detail. When it's time to go a couple weeks later, the parents have double-checked the luggage and they're all packed and ready, and a fun time is had on their vacation.*

So, is that an example of using the Troop Leading Procedures? Sure! Let's break it down step-by-step:

Receive the order: *A husband comes home one day and says to his wife: "Let's go on vacation. I think we should go to the Grand Canyon."*

Issue a warning order: *The wife agrees and that night at dinner they tell the kids that they'll be going to the Grand Canyon on vacation.*

Make a tentative plan: *The family talks about where else they'd like to go while they're in the area, how they're going to get there, how they'll get around, how long they'll stay and, by the time the meal is over, they have a rough idea of what they'd like to do.*

Start necessary movement: *The kids start pulling out the camping equipment, suitcases and bathing suits.*

Conduct a recon: *Over the next few days, the husband and wife start looking at maps and brochures, and check on the internet to see what there is to do. They also check on plane tickets and train tickets.*

Refine the plan: *A couple weeks later, they've made firm plans, bought plane tickets, found a rental car, arranged hotels, and decided what attractions they're going to visit.*

Issue the order: *The family sits down and the parents go over the schedule in detail.*

Supervise: *When it's time to go a couple weeks later, the parents have double-checked the luggage and they're all packed and ready, and a fun time is had on their vacation.*

Safety and Operational Risk Management

Course Description
This course discusses 'Safety' and how that idea applies to CAP. The course also talks about the importance of grasping the concepts of risk management, and how to perform a hasty risk assessment according to standard ORM principles.

Learning Objectives

1. Students will have a basic understanding of the ORM process.
2. Students understand that risk management applies to individuals as well as organizations.
3. Students will appreciate that ORM is about risk awareness and mitigation, not aversion
4. Students will recognize what 'safety' means in CAP, and why it is pervasive.

Why Is 'Safety' Such A Big Deal?

When CAP uses the term 'safety', they're not just talking about making things safe. 'Safety' isn't just about preventing mishaps. 'Safety' is everything that we can do to preserve the force, and to maintain our mission readiness and operational reach. Safety is planning and operating in such a way to make sure we have the healthy people and working equipment we need to perform our missions. Safety is preparing for and performing those missions so they get done completely, effectively, and with the force ready for follow-on missions.

To help assess risk and determine what to do about those risks, CAP uses a tool called 'Operational Risk Management'. This tool is in common use in industries around the world, and by the U.S. military. It is a 5-step process, and it happens constantly and 'cyclically'. That means that once you are done with Step 5, you go straight back to Step 1 and start again. Risk is constant, our awareness and evaluation of it should be as well.

Why Learn Risk Assessment?

Risk assessment is a way to evaluate and address potential hazards in our activities. People make decisions all day, every day based on their perception of risk. Unfortunately, people are generally very bad at accurately assessing risk. By understanding risk assessment, individuals gain the ability to make informed decisions, anticipate and prevent potential risks, and protect themselves and others from harm.

Civil Air Patrol has decided that Cadets should understand Risk Management to improve their ability to understand the day-to-day risks they face. People are generally very bad at

assessing risk, and young people are very, *very* bad at assessing risk. The goal is to give you a better chance of correctly assessing risks and making risk-related decisions.

Risk assessment and management are critical skills for leaders. Leaders are expected to know when they're putting their people into danger. A grasp of risk assessment encourages thinking ahead, promotes responsible decision-making, and helps leaders make a safer environment for their teams and themselves. One of the basic principles of Risk Management is to integrate it at all levels; which includes you.

'Risk aware' does not mean 'risk averse'. Every action or activity has risk. CAP's operations involve a lot of flying, and flying is risky. But those missions happen. Safety and Risk Management are not barriers to operations and activities, they are points for planning. The goal is to make those things better by ensuring that they are completed successfully, and that every person attending and all the equipment used is fully functional and comes home safely. Leaders must be able to assess risks, look for mitigation methods, and then balance any remaining risk against the needs of the mission.

Hasty Risk Assessment

CAP uses a form (CAPF-160) to perform a deliberate risk assessment while planning activities or operations. But risks should be considered and assessed at all times. Leaders who are planning minor activities, or encounter unexpected risks during an activity or operation should perform a 'hasty risk assessment'. A hasty risk assessment uses the same steps, but is performed quickly and 'on the fly'.

1. Identify hazards/risks
2. Assess the hazard/risk
3. Develop controls and make decisions
4. Implement controls

5. Supervise and evaluate

Identify Hazards. Consider the activity and the hazards. What events that can happen to injure people, damage equipment, or jeopardize the mission. Focus on hazards caused by things that are unusual or different from day-to-day events, or things that are inherently risky. For instance, you won't encounter a lot of hazards sitting in a classroom, or practicing drill in the same parking lot every week. But if you're doing a STEM activity that involves heat, sharp objects, or electricity, or if you're going to a different site to practice drill, then you need to think about hazards.

Make sure you consider 'recurring hazards'. These are things that experience has shown are very common causes of injury or damage. That is why we're reminded of heat and cold injuries so often: They're so common that talking about them is standard procedure.

Assess Risks. Once you have thought of the hazards associated with an activity, consider how severe the injury or damage will be if they happen. The injury from a fall while walking on snow is 'moderate', but a fall from a rappel tower is 'catastrophic'. Then consider how likely the hazard is to occur. Exposure to heat or cold while working outside is 'Frequent'; being subject to a thunderstorm in the summer is 'Occasional', in the winter it's 'Unlikely'. Don't even consider stupid hazards, such as being hit by space junk, or being attacked by a bear in the classroom.

Once you have determined the severity and probability of the hazard, cross reference it on the Risk Assessment Matrix to determine the actual risk.

CAPF 160S - REAL TIME RISK ASSESSMENT WORKSHEET

Risk Assessment Matrix		**Likelihood** *(expected frequency)*				
		Frequent: Continuous, regular, or inevitable occurrences	**Likely:** Several or numerous occurrences	**Occasional:** Sporadic or intermittent occurrences	**Seldom:** Infrequent occurrences	**Unlikely:** Possible occurrences but improbable
Severity *(expected consequence)*		**A**	**B**	**C**	**D**	**E**
Catastrophic: *Death, unacceptable loss or damage, mission failure, or unit readiness eliminated*	**I**	**EH**	**EH**	**H**	**H**	**M**
Critical: *Severe injury, illness, loss, or damage; significantly degraded unit readiness or mission capability*	**II**	**EH**	**H**	**H**	**M**	**L**
Moderate: *Minor injury, illness, loss, or damage; somewhat degraded unit readiness or mission capability*	**III**	**H**	**M**	**M**	**L**	**L**
Negligible: *Minimal injury, loss, or damage; little or no impact to unit readiness or mission capability*	**IV**	**M**	**L**	**L**	**L**	**L**

Legend: **EH** – extremely high risk **H** – high risk **M** – medium risk **L** – low risk

Develop controls and make decisions. Consider what you can do to prevent or reduce a hazard by thinking about both the likelihood and the severity. Safety rails and helmets mitigate falls. But the railing prevents the fall, and the helmet lowers the severity of the injury. This is 'controlling' the risk. After developing your controls, re-evaluate the risk matrix with the new severity and likelihood. You must get the risk to 'Low', off the chart is better. Once you choose controls, decide which are practical and effective to implement.

Implement controls. Implementing your controls means making sure that everyone knows about them and how and when they work.

Supervise and evaluate. The final and most important step. Is your team performing the controls correctly? Do the controls mitigate and reduce the likelihood or severity of the hazard, and therefore lower the risk? If not, make adjustments until you get there.

Peer Relations

Course Description
This course discusses how NCOs should relate and interact with each other in order to help each other and benefit the NCO corps as a whole. The concept of the 'NCO Support Channel' will be introduced.

Learning Objectives
1. Students can describe the advantages of building peer relationships among their fellow NCOs
2. Students recognize the importance of dealing with Cadet issues among NCOs if possible
3. Students support their fellow NCOs through sharing their knowledge and effort

The NCO Mafia

NCOs are a community, a corps. You and your fellow NCOs should never forget that you're all in this together. As NCOs you have similar tasks, experiences, and challenges. The corps of NCOs includes all NCOs, so don't worry about a couple of stripes more-or-less. You should have strong relationships with your fellow NCOs, and be able to rely on each other.

NCOs should spend time with other NCOs. Part of this is having NCO-specific training apart from the airmen. This will help you learn to work together and remove the pressure of having your Cadets around. At activities away from your squadron, get to know the NCOs from other units, rather than just spending time with people from your unit. Make connections, and maybe even pick up or share some tips and tricks.

Always try to be on good terms with your fellow NCOs, even if you're not best friends. If you are not on good terms, at least treat other NCOs with respect. It can not be overstated how important professionalism and mutual respect are within the NCO corps. If you have a professional relationship with your fellow NCOs, then they should support you, and you should do the same for them. Even if you don't particularly respect another NCO, your professionalism should help you to act properly in front of your Cadets, and theirs. How you treat each other publicly affects how your Cadets and your superiors see and treat all NCOs.

Even though all NCOs are your peers, you will have different experience and rank. Don't hesitate to ask more experienced NCOs for help or advice; freely asking for and sharing advice is part of being a group of peers. Of course, if you are one of the senior NCOs, you should be mentoring the junior NCOs.

One of the most important things about a peer group is that it grows. When a Cadet is promoted and becomes an NCO, you must be welcoming and helpful. Make them part of the corps of NCOs, include them in what you do. Teach them what you know, show them the ropes, and give insights into what helped you the most.

Professional Behavior Among NCOs

There are times when one NCO is in charge, and the other NCOs are under them. Depending on the situation, it may even be a junior NCO who is in charge! When this happens, it can be hard to put away the peer relationship and behave correctly. But in this situation you are junior to that NCO; you must step back and let that NCO be in charge. Be respectful and obedient, follow their orders and instructions as you would expect juniors to follow yours. If you are in charge or the senior Cadet present, you are the leader. If you aren't in charge or the senior Cadet present, you are a follower. This is the correct professional relationship among the NCO corps.

What will happen if you don't behave professionally? If you are disrespectful, insubordinate, or rude? When the NCOs work against each other, it can break even the best units. Even worse is to do this in front of the Cadets. If the Cadets see the NCOs being disrespectful to each other, they will feel they can do the same. It also destroys the prestige of the NCOs. The Cadets will see that NCOs are just Cadets with extra stripes, instead of motivated, accomplished professionals who are trusted with responsibility and deserve respect.

It will also affect how your superiors treat you. If the NCOs are behaving poorly, or no longer have the respect and obedience of the Cadets, they're going to stop assigning the NCOs their proper duties. How can the Cadet commander trust the NCOs when they can't drill for five minutes without arguing and correcting each other? How can the Deputy Commander for Cadets allow the NCOs to run the training schedule when they're disrespecting each other in front of the Cadets?

As an NCO, especially if you are the First Sergeant or a senior NCO, you must behave properly toward other NCOs, and encourage them to do the same. When you're in charge, be the best leader you can; when you're not in charge, be the best team member you can.

The NCO Support Channel

There is only one 'chain of command', which is the line of commanders from the National Commander down to the flight commander. These positions are generally filled by officers. Alongside the chain of command is the 'NCO support channel'. These are the NCO positions that align with each commander. In the Air Force, these are the command chief master sergeants, first sergeants, flight sergeants, and element leaders. They are not in the chain of command, but they are important positions.

Where one of the roles of NCOs is to take care of their teams, the role of the NCO support channel is to take care of NCOs. Since NCOs at higher command levels will generally have more experience, it gives junior NCOs someone they can go to with questions or problems. The NCO support channel is also a way for a commander or command NCO to learn about problems or situations without doing so officially. The NCOs can reach down and get information quickly and informally.

For Cadets, a member of the NCO support channel who is often overlooked is the Leadership Officer. The Leadership Officer is in the position to the Deputy Commander for Cadets that a command chief would have to a squadron commander in the Air Force. The Leadership Officer is in charge of your training in military and leadership skills. The Leadership Officer should be able to help solve a problem or answer a question that you can't solve at your level, and without getting the Deputy Commander involved.

Public Speaking

Course Description Students will come to NCOLS prepared with background material from which to provide a 15-20 minute brief. Students will prepare a brief and break out into small groups to present. The briefs will be evaluated by their peers. Each day the day's Class Leader will present a short Commander's Update Brief to the encampment staff.
Learning Objectives 1. Students can gather material for a class or an informative briefing 2. Students can create a training class or informational brief 3. Students can present training or a brief to a group

For many people, speaking in front of groups is one of the most terrifying things imaginable. But, speaking in front of groups is part of training people, and training people is one of the basic skills of an NCO. Later, when you are an officer, you may end up giving briefings, which are different from teaching in several ways.

This course of instruction isn't meant to help overcome fear of public speaking. This course will describe some of the types of presentations you'll give, and some of the basic techniques you need to master. There are also instructions on how to create and deliver a training class. Knowing how to create and present information to groups, and practicing these things, will make you comfortable, give you confidence, and help you do well.

Instructing

One of the basic jobs of all leaders is teaching. A good leader is a good instructor. This is a big topic, and there's no single 'right way', but there are a few ground rules for effective teaching.

In order to get started planning and developing your class, consider the 'Five Ws' (Who, What, When, Where, Why). You must know **who** you're teaching, **what** you're teaching, and **why** it is important to them. Your class should meet their training needs and interests and not be too basic or too advanced. Then determine **where** you're teaching, and what equipment is available. This will influence your training, since teaching in a classroom with a projector is different from teaching hands-on in the field. Finally, know **when** you're teaching and how long you have, which will determine how much information you can share.

You'll need to find or create a **lesson plan**. A lesson plan is an outline of what you're teaching, and how you're going to teach it. It can be as simple as some notes on a piece of paper, or something very detailed, with suggested phrases, class exercises, and multi-slide presentations. Do what works best for you and your class based on the 'Five Ws'. Even if you're

teaching something that's very familiar, you should at least have a checklist of the things you want to cover.

Consider **teaching aids** you might use. The most common teaching aid is a projected slide show, but they can be anything that will help you get your point across and help your students learn. They should not be distracting, and they should have direct bearing on the class. Make sure everyone can see them or use them, and don't stand behind or directly in front of them.

The Period Of Instruction

The basic concept of instruction is simple: Tell what you're going to teach them, teach them, and then tell them what you taught them.

Introduce yourself and your topic. "Good morning. I am Cadet Master Sergeant Jones, from Townsville Composite Squadron. Today's period of instruction will cover Effective Counseling Techniques."

Tell them what they are expected to learn, or what they will be able to do after this class. "Today you will learn the basics of effective counseling. When to counsel, how to prepare for counseling, what to say while counseling, how to close out a counseling session, the steps of a counseling session, pointers and things to avoid. When this period of instruction is complete you will have a basic understanding of the counseling process and be able to do it with little or no supervision."

Teach them. Use the techniques discussed here and teach them to the best of your ability. Keep the goals of the instruction in mind.

Tell them what they learned. "Today you learned the basics of effective counseling. We discussed when to counsel, how to prepare for counseling, what to say while counseling, how to close out a counseling session, the steps of a counseling session, pointers and things to avoid." You don't have to repeat your introduction, say anything you need to say in order to remind them what they learned.

Thank them for their time. "I thank you for your time and participation, and I'm looking forward to my next opportunity to instruct you."

Briefings

There are four basic types of briefings, each with a different purpose.

The **Information Briefing** provides information to the audience that they can understand and use. Training is a kind of information briefing. Information briefings do not have conclusions or recommendations, or ask for decisions. The basic format for an information brief is to tell the audience what you're going to tell them, tell them, then tell them what you told them.

A **Decision Brief** asks for a decision. The decision brief describes a problem, and then a potential solution or solutions, along with the benefits and difficulties of the solutions. At the end of the brief, the audience (normally the commander) is asked for a decision. A decision brief will have enough information for the audience to understand the options. If the audience knows the subject, it can be a very short brief. For an unfamiliar subject, the audience will need more information.

A **Mission Briefing** is a briefing meant to gain a shared understanding about a mission, and to get everyone coordinated and unified toward accomplishing that mission. Mission briefs often have an exchange of ideas, rather than just delivering information. The commander may give direction or guidance, or announce decisions. Mission briefs normally lead to staff planning processes, such as the military decision making process (MDMP).

The **Staff Briefing** is to inform the commander about the current situation, and coordinate the efforts of the staff. This briefing combines elements of the other three types of briefings. Each staff member presents information from their areas to the commander. This generally leads to a discussion amongst the staff, and the commander will often give guidance and directives. In the end, the briefing may lead to further staff processes.

A Few Basic Rules

One of the most important presentations you'll give is to the commander, where your goal is to give them information to make decisions. There are a few basic rules of any briefing or presentation, but these are even more critical when briefing the boss.

Keep your message simple. Ask yourself one question: What's the 'so what'? If you were the audience, would you care about what you're saying? It's tempting to explain every part of your job, but you have to present just the information that matters to the audience. The commander doesn't care about what you went through to get the color guard to the hockey game, the commander just wants to know that they will be there on time. If they can't be there on time, the commander needs to know how to help.

But be careful not to give too little information; remember that you're trying to explain the 'so what'. So don't just announce that there is a training event scheduled, let the audience know why that training is important to them.

Be open. Be honest. Your audience needs the information you're giving them to do their jobs; especially the commander, who needs to make decisions. If you don't know something, say so. If you're giving an assessment or a guess instead of a known fact, say that too. Even though you don't want to overload the boss, be ready to talk in more detail, in case you are asked.

Don't say what you think your commander wants to hear. Tell the commander the honest truth. If you have bad news, it's better the commander hears it from you, than hearing it about you later. Don't be afraid to offer your opinion, even if you know the commander doesn't agree. The commander needs information and advice from the staff in order to make decisions, and you

shouldn’t fear your commander will be unhappy that you think differently, as long as the commander knows you will put aside your objections and execute whatever mission you’re assigned.

Delivering Your Message

There are just a few simple rules for delivering your brief (or class, etc.). Remember there is no one right way to speak to an audience. Some people prefer to stand still, some move around. Some speak quickly, some slower and more deliberately. Do what works best for your personality and style, within limits.

Be enthusiastic about teaching or briefing! If you have fun teaching there's a much better chance that your class will have fun learning. Enthusiasm is like any other attitude: it's catching. Act confident, relax. Assuming you've followed the advice about understanding what you're teaching, you have no reason to be nervous.

Make sure everyone can see and hear you! There's nothing more frustrating for a student than to be unable to hear the instructor or see the teaching aides. Ask your class if they can hear you and, if they can't, speak up or rearrange them if possible. Remember if you're outdoors your voice won't carry as well.

Posture is important. If you stand up straight, you seem confident, and you can better project your voice. Maintain eye contact with the audience, don’t look over their heads or at the presentation screen. If you are briefing, spend most of your time addressing the senior leaders in the room; they are the main audience.

Know what you’re going to say, but don't memorize or read from a script. Be dynamic with your voice and body. Let "Ferris Bueller" be a lesson to you; be interesting if you want your class to watch and listen to you. Say only what you need to say and stick to the subject. Nobody wants to sit and listen while you talk about things that don't matter. Don’t bore your audience with your exploits, unless they directly apply to the subject.

During a briefing, you should stand in one place, generally facing the senior leaders in the room. Don’t bounce or shift. Control your gestures. Your voice should be modulated, and you should try to sound business-like. You should still vary your pitch and tone, so that you don’t sound flat, or bored. The goal of a briefing is to make the information the center of attention.

If you are teaching, you have a lot more freedom to move around the classroom. Your gestures can be broader, and you can vary your voice more. The goal when teaching is to excite your class, to gain their interest and to keep their attention.

Superior/Subordinate Relations

Course Description This course focuses on how an NCO should interact and relate with superiors and juniors. The idea of indirect leadership for NCOs without staff positions will be discussed, as well as the damage caused by fraternization and favoritism..
Learning Objectives 1. Students can apply techniques for indirect leadership 2. Students can discuss the boundaries of proper relationships between superiors and subordinates 3. Students will know the key elements of career coaching

Your Relationship With Your Officers

Your approach to officers must be professional. As an NCO you should always be friendly with officers, but not too friendly. If you are friendly and cooperative, officers will trust you and you can work together easily. Another part of working with superiors is to learn how they do things, then adjust yourself to them.

If you are corrected, remember that officers are there to guide you. The reprimand is not because of the officer's personal feelings, but is meant to help you improve. Nothing insulting is intended. Learn from the incident and continue to greet your officers with a cheerful greeting and a sharp salute.

In the military, NCOs and officers have different career paths. NCOs often have more experience than junior officers. It takes years to become a sergeant; it only takes months to become a second lieutenant. But they are taught a proper relationship: *NCOs are subordinate to officers and must show appropriate respect and deference, but should not be trifled with or ignored because of their tremendous knowledge and experience.*

Maybe you have seen a C/MSgt with more time in CAP than a C/2Lt who completed each achievement quickly. When this happens it is up to the NCO to be respectful, obedient and helpful; all without making the officer look bad. This is the mark of a good NCO!

Your Relationship With Your Cadets

The relationship you have with your Cadets is one of the most important things about being an NCO. If your Cadets like working under you and with each other, accomplishing your tasks will be much easier. As an NCO you are responsible to make sure the day-to-day tasks of the unit are accomplished. To do this, NCOs provide the close supervision needed by junior Cadets.

You hold your grade not only to be in charge of juniors, but to help them. You must be

sure your Cadets have what they need and that they are taken care of. If you are given the task of cleaning an area, don't just pass on the order. Make sure your team has any required equipment. If they don't, use your grade and experience to get it for them.

Don't use your grade to keep your Cadets away from you. While your grade is important and should be respected, it should never be used to keep your people from talking with you when they need something. Grade has privileges, but it also has responsibilities. One of the biggest is to be there for your Cadets.

Time & Information Management

Course Description This course discusses the importance of time and information management, and provides instruction on one method of personal planning. Students will be required to maintain a personal schedule during NCOLS using a blank book.
Learning Objectives 1. Students will maintain a personal schedule and make all required 'hard times' 2. Students will track the details and status of all assigned tasks 3. Students will record, maintain, and retrieve all important information

In his book "Winning Under Fire", Dale Collie wrote that when he was first assigned to the staff of Major General George S. Patton, the son of the famous general, he was told to always carry a notebook and to use it. Why? "Things get very busy around here," the general told him. "You'll have good intentions of remembering my instructions, but when you go out that door, you'll be distracted by dozens of things. I don't want my instructions pushed aside by ringing phones, complaints, visitors or anything else. ... Failing to do something you should have done will get you fired. You got that?"

"Yes, sir!" Collie replied, and he wrote down: 'Don't forget nothing!'.

There are many demands on your time. School, sports, jobs, friends, and as well as CAP. This is especially true if you are in a leadership or staff position. Because of these demands, it is very important for you to learn how to manage your time and the things you need to do and remember.

There are three basic pieces to time management. Schedule management, Task management, and Information management.

- **Schedule management** is where, when, why, and who.
- **Task management** is keeping track of what you have to do; your tasks. How important are they? How far along are you? When are they due? Will they be done on time?
- **Information management** is stuff that you need to know, like a phone and address list, or a fact that you need to remember.

The basic tool you will need is a blank book. This book should be kept with you as much as possible so that you can use it properly. Obviously, you can't take it with you in the shower. However, you should have it with you whenever it is reasonable. This includes at school, at work, or in your car. The book isn't large, so it shouldn't be a big deal to carry.

It is also a good idea to have a calendar clipped to the inside cover of your book. These are useful for tracking dates, and to note things happening in the next months.

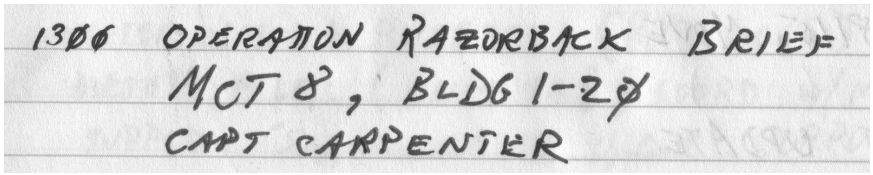
Daily Planning

In order to get the most out of planning, you need to do it every day. Take a few minutes in the morning when you won't be interrupted or distracted.

6. Write the date at the top of the page.

7. Write your schedule and appointments and anything you need to know for them below the date. Things like time, who you're meeting, where, what you might need to bring or wear. Check with your monthly calendar to see if there is anything that needs to be put in today's appointments.

   In this example, the appointment is for a mission brief at 1300 about OPERATION RAZORBACK. The briefing is with MCT 8 in building 1-20 and CPT Carpenter is the point of contact.



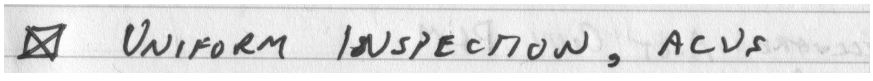
8. Write down any tasks that you have. These may be things you'll get done today, but they may be things you'll only *work on* today; things that won't get done for days or weeks. Also, tasks may be picked up during the day, and any unfinished tasks will be carried forward. So check the previous day for any unfinished tasks that need to be added. Draw a box next to each task so that you can pick them out easily.

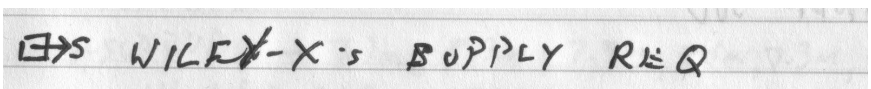
This is all you have to do to prepare for your day. As you go through your day, you will use your book to check your schedule, to remind yourself of the things you have to do, and to look up information you may have written down.

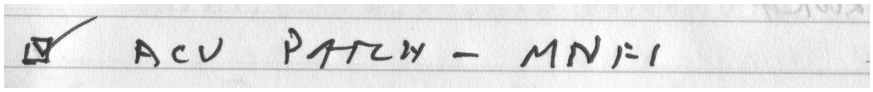
Working With Tasks

There are three things you can do with a task. You can make it complete with a 'check', you can mark it as cancelled with an 'X' or you can mark it as passed to someone else with an arrow and the initials of who got that task. If the task went to Joe Smith, write 'JS'.

Here are examples:







Working With Information

You will also be writing down bits of information during the day. When you add information, put a star (‘*’) on the line so that it looks different from a task or schedule item. Then, write what you need to remember.

Phone numbers are a special case, since they work best if they're grouped together. Write phone numbers at the back of your book, working toward the front. Your phone numbers will be grouped chronologically, instead of alphabetically, but they will still be easier than if you had to flip through every page in your book.

As you fill a page and move on to the next, be sure to write the date in the upper, outside corner. This will help keep everything a little more organized by keeping the top line of each page free from clutter. Everything after that top line is fair game: write notes, write tasks, write appointments; scribble them out, mark them complete, draw diagrams. It's your book, use it how it best suits you.

There isn’t anything magical about this method; it’s based on ‘Franklin Covey’ and similar to ‘Bullet Journalling’. There is no one right way to do this. Just make sure that whatever you do use works.

Just don't forget nothing!

01 JUN 07

0815 STATUS MTG
1100 RTBIH / MRC FILE REFRESH
1510 STATUS MTG

☑ CW DMM JOB
☑ CHECK IVR (STATUS CHECK JOB)
☑ CHECK RATING DPEND FOR DROP IN X's AFTER VMOBA REFRESH (RPT VC8**)
☑ DVSUPP FILES (VN → VA), COORD W/ MARGE SUPPCD "Supplemental Call Upload" SUPPUD
- CR56760

- ASUPPCPD - ROLLUP
  ASUPPUD - 7.1m, 8.2m, 7.5m, 8.0m, 7.3m, 62m
  VN.A**.D.S01.VH3620.DVSUPP.G**

☑ GENEVA PENDING
  DOES IT LOOK LIKE REGULAR W/O H&T
  VH3275
- VN.A436.D.S01.VH3080.DMM00042
  - VH3100
  - A436MOCU
☑ CREATE ALL VH3700

-	~~4/30~~ 5/2	4/02	5/01	5/02	6/01
	~~5/2~~ 5/1	3/02	4/01	4/02	5/01
	~~5/2~~ 4/30	3/02	4/01	4/02	5/01

Written Communications

Course Description This course introduces how to write simply and clearly, and the 'bottom line up front' approach. It will also focus on writing CAP-style resumes in order to prepare students to apply for staff positions. Students will produce a CAP resume.
Learning Objectives 1. Students can explain the basic rules of the military writing style 2. Students will develop a CAP resume suited to applying for activity staff positions

General Rules From T&Q

The Civil Air Patrol, like any large organization, generates a lot of written material. National Headquarters, the Regions, the Wings, and other units produce regulations, manuals, pamphlets, supplements, orders, memorandums, SOPs, training materials, and thousands of pieces of general correspondence. These forms of written communications have different formats, requirements, and occasions for use.

The goal of communication is to share ideas to help people make decisions and to share instructions so that people know what to do. Written communications need to be clear, concise, and specific. The reader must be able to understand the ideas in a single reading, and the writing must be free of grammar errors.

The 'Tongue and Quill', AFH 33-337, is the Air Force guide to writing and speaking, and it is a long document. It references DOD Instruction 5025.13, the DOD Plain Language Program, and it has some excellent guidelines for how to be clear, concise, and specific.

Be Clear	● Use plain language whenever possible; avoid jargon ● Avoid overuse of acronyms (if used, make certain they are established upon first use) ● Use the active voice ● Organize and filter information with readers' needs in mind ● Format the document so that it's easy to read and understand ● Use tables or figures if that's the best way to show information
Be Concise	● Remove unnecessary words ● Write sentences with 20 words or fewer and that contain a single thought, action, etc. ● Use seven sentences or fewer per paragraph
Be Specific	● Include only information that the reader must know ● Use words with precise meaning

	• Include details that are directly relevant to the main point

The keys to writing in 'plain language', from AFH 33-337.

The Army Writing Style

Unfortunately, the Tongue and Quill doesn't tell you how to do one of the most critical things it suggests: Use the active voice. For that, we're going to refer to the AR 25-50, "Preparing and Managing Correspondence". Section IV has the information we need, and more:

Section IV
Effective Writing and Correspondence: The Army Writing Style

1–38. Standards for Army writing

a. Effective Army writing is understood by the reader in a single rapid reading and is clear, concise, and well-organized in accordance with PL 111–274.

b. Two essential requirements include putting the main point at the beginning of the correspondence (bottom line up front) and using the active voice (for example, "The time you spent in training last year entitles you to jump pay.").

c. Active voice writing—

(1) Emphasizes the actor of the sentence.

(2) Shows who or what does the action in the sentence and puts the actor before the verb.

(3) Creates shorter sentences. By eliminating passive voice, you reduce the number of words in a sentence.

(a) Passive voice: The test was passed by SGT Jones (seven words).

(b) Active voice: SGT Jones passed the test (five words).

d. Passive voice is easy to recognize. A passive construction occurs when the object of an action becomes the subject of the sentence. A verb in the passive voice uses any form of the verb "to be" (for example, am, is, are, was, were, be, being, and been), plus a past participle of the verb, which usually ends in "en" or "ed" (for example, were completed, as requested). Additionally, in passive voice the subject receives the action instead of taking the action.

1–39. Constructing military correspondence

a. General techniques. Focus on the main point when constructing basic military correspondence. Use of active voice is the basic style of Army writing.

b. Specific techniques. Incorporate these plain language techniques to improve effectiveness:

(1) Use short words.

(2) Keep sentences short. The average length of a sentence should be about 15 words.

(3) Write paragraphs that, with few exceptions, are no more than 10 lines.

(4) Avoid jargon.

(5) Use correct spelling, grammar, and punctuation.

(6) Use “I,” “you,” and “we” as subjects of sentences instead of this office, this headquarters, this command, all individuals, and so forth.

(7) Write one-page letters and memorandums for most correspondence. Use enclosures for additional information.

(8) Avoid sentences that begin with “It is,” “There is,” or “There are.”

(9) Place one space between the punctuation and the text that immediately follows it for colons and periods. For commas and semicolons, place one space between the punctuation and the text that immediately follows it.

(10) Space ¼” to the right of the parenthesis when numbering subparagraphs.

Section IV of AR 25-50, “Preparing and Managing Correspondence”

There are two things that AR 25-50 gives us that AFH 33-337 does not: An explanation of how to write in ‘active voice’, and the concept of ‘bottom line up front’ (BLUF).

Bottom Line Up Front (BLUF)

Let’s start with BLUF. BLUF means stating the point of the message - the recommendation, conclusion, or reason for writing (the "bottom line") - at the beginning. This gives the reader the most important information first. Supporting information or discussion goes after the main point. With BLUF the reader immediately knows the main idea and is thinking about the subject while they’re reading. They can consider the ideas in the proper context.

BLUF also saves time. A reader can know immediately if the message applies to them. For example, if a memorandum starts with the main idea of *“All Members must immediately complete a basic radio operator’s course”*, then a reader who already has that certification can stop reading. But if the message starts with an explanation of the importance of communications and the history of radio, the reader has to wade through the message to figure that out.

If the reader is interrupted, BLUF ensures that the reader has the point of the message. With this information, the reader is more likely to understand the required task, even if they don’t get all the details and supporting information.

Using the Active Voice

The ‘Active Voice’ is meant to improve writing by making it clearer, shorter, and more direct. It makes your meaning clear, and keeps the sentences from becoming too long and complex. Active voice uses fewer words, making writing concise and efficient; it makes writing easier and reading more interesting; it makes shorter, cleaner sentences; and helps prevent grammar errors.

Active voice is assertive and directive, so it projects confidence and certainty. Active voice works in the first person, using “I”, “you”, and “we”; not “this office”, “this headquarters”, or “all individuals”. Active voice doesn’t say “It must be done”, but says “You must do it”.

Active voice can be hard to use when you are taking credit, or blame. It can be very hard to say, “I broke the thing” instead of “The thing was broken”.

The easiest way to understand Passive versus Active voice is to look at examples:

Passive Voice	Active Voice
At dinner, six shrimp were eaten by Harry.	Harry ate six shrimp at dinner.
The savannah is roamed by beautiful giraffes.	Beautiful giraffes roam the savannah.
The flat tire was changed by Sue.	Sue changed the flat tire.
A movie is going to be watched by us tonight.	We are going to watch a movie tonight.
The obstacle course was run by me in record time.	I ran the obstacle course in record time.
The entire stretch of highway was paved by the crew.	The crew paved the entire stretch of highway.
The staff are required by the organization to watch a safety video every year.	The organization requires staff to watch a safety video every year.
The whole suburb was destroyed by a forest fire.	A forest fire destroyed the whole suburb.
The treaty is being signed by the two kings.	The two kings are signing the treaty.
Every night, the office is vacuumed and dusted by the cleaning crew.	The cleaning crew vacuums and dusts the office every night.
Money was generously donated to the homeless shelter by Larry.	Larry generously donated money to the homeless shelter.
All the reservations are being made by the wedding planner.	The wedding planner is making all the reservations.
Two dozen cookies will be baked by Susan for the bake sale.	Susan will bake two dozen cupcakes for the bake sale.
The comet was viewed by the science class.	The science class viewed the comet.

Instructions will be given to you by the director.	The director will give you instructions.

Using Plain Language

Simple language can convey complex ideas!

People best absorb what they're reading when it is written at the 7th grade level. But writers often use a formal tone when writing, and that can lead to long, tortured sentences and paragraphs. Sentences should be no more than 15 words long, and paragraphs no more than 10 sentences. If your readers are wading through long sentences of big words, they're not going to get your message as easily. Small words, short sentences, short paragraphs.

It isn't just big words that make writing difficult to read. Jargon - words that are used by a particular profession or group - is also a culprit. Jargon is useful because it makes it easy for those who understand it to express ideas faster or with precision. But that is exactly why it can make understanding difficult to those who don't know the jargon. Avoid using jargon for any writing that isn't technical. If you do use it, explain it to the reader the first time they see it.

The Soldiers were using humvees. (The High Mobility Multipurpose Wheeled Vehicle or HMMWV, pronounced 'humvee', is a family of light, four-wheel drive, military trucks and utility vehicles.) Many of their humvees were armored, but others were not. Most of the Soldiers carried M-4 carbines, but one Soldier on each humvee was armed with a Squad Automatic Weapon (SAW). The SAWs used the same ammunition as the M-4s, but the ammunition fed from plastic drums containing belts with dozens of rounds.

The Resume

A resume is a list of the things you have done that matter to the audience and have bearing on the position. There is no single 'best' format for a resume. If the group you're applying to doesn't provide you with a format, choose one that works for you.

As with any other writing, your resume should be clear, concise, and to the point. Sketch out your accomplishments in a few declarative sentences. *"I was Wing Cadet of the Year in 2020", "I am a member of the squadron Color Guard", "I have a Ground Team rating".*

Look at the position description to understand what skills matter, and make sure what you put in your resume fits. If you are applying for a leadership role, being part of the debate team and captain of the hockey team carry more weight than being part of a church youth group, or volunteering at the animal shelter. Those other things have value, but they're not relevant. Use your space to share experiences and accomplishments that can be applied to the job.