

Learn to Lead Lesson Plans

By Rob Smith

Additional lessons for Module Two, Team Leadership

PREFACE

Module One, Personal Leadership

Learn to Lead, Module One, focuses on personal leadership. Geared to cadets in Phase I of the Cadet Program, the first module introduces leadership concepts like character, teamwork and self-management.

Module Two, Team Leadership

Learn to Lead, Module Two, focuses on leading small teams. Geared to cadets in Phase II of the Cadet Program, the first module expands the lessons from the first module and introduces leadership concepts like professionalism, teaching and effective communication.

LESSON PLANS

Civil Air Patrol deserves curriculum resources that cadets need and a standardized structure for leaders to readily use. For this reason, these lesson plans were developed. Each lesson is designed to help the leader to lead an informal guided discussion of a main principle from the *Learn to Lead* textbook. Leaders can be senior ranking cadets or adult members.

Lessons should be taught during the leadership blocks of instruction (see CAPR 52-16 for a suggested quarterly training format). Each leadership lesson has two parts: an informal guided discussion that should last about 25-30 minutes, followed by one or more experiential, hands-on, activities that typically lasts a total of about 25-30 minutes.

Why are there no answers to the questions asked in the lessons? CAP is employing an open concept for the informal discussions. Since there are no right or wrong answer to the questions, the anticipated responses will vary greatly. Listing just some of the anticipated responses may lead some to conclude that those responses listed are the preferred answers. As the instructor, you should use the questions as beginning points for the informal guided discussion and take brief notes of the cadets' answers. After all, your instructing role is also a leadership learning experience.

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1 – THE NON-COMMISSIONED OFFICER (CHAPTER 4)

Overview Statement: Professionalism is not the job you do, but how you do it. When the United States Air Force needs to train new recruits, they turn to the non-commissioned officer (NCO) corps. The Air Force’s NCOs are experts at professionalism, a trait that CAP models in its cadet corps.

Connection to the Curriculum: Ties in with a central theme of chapter four in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Professionalism – “The skill, competence, or character expected of a member of a highly trained profession.” Encarta Dictionary

Non-Commissioned Officer – “Leadership by example.” *Learn to Lead*, Module Two

INTRODUCTION

Attention: How would you define, “professionalism?”

Motivation: In the United States Air Force, the non-commissioned officers, or NCOs, have a responsibility in caring for more than self. A new cadet NCO needs to learn how to transition from being cared for to one who cares for others.

Overview: In this lesson we will learn about the role of the non-commissioned officer and describe how professionalism is important in leading others.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: IMPORTANCE OF PROFESSIONALISM

A leader is a professional. A leader strives to conduct him/herself with a special quality called professionalism. A professional is someone who has special skills. Professionals have a habit of putting the community's interests above their own. Professionals hold themselves and their peers to an ethical code.

Question: Why is putting others' interests first important?

Question: How do CAP's Core Values relate to professionalism? Give some examples.

Question: Why is the leader's example the most important standard of all?

MAIN POINT 2: THE ROLE OF THE NCO

{Write on the board CAP's Core Values: Integrity, Volunteer Service, Excellence and Respect.}

The cadet NCO epitomizes CAP's Core Values. They guide, instruct and mentor other cadets. They support the leader and reward their followers. They counsel others even as they continue to learn themselves. The NCOs are the first-line supervisors charged with demonstrating superb military bearing. The NCOs are technically, physically and mentally ready to accomplish the mission.

Question: How can a cadet NCO demonstrate support for his or her leader?

Question: Why is physical readiness important for an NCO?

Question: How would you define military bearing?

CONCLUSION

Summary: Because a leader's first duty is to accomplish the mission, the NCO steps in and corrects cadets in a helpful way. Not only do leaders keep their people safe, they make sure everyone in the team watches out for safety, too. "Always Vigilant" is CAP's motto for a reason.

Remotivation: Cadet NCOs are the backbone of CAP's national training program. Now that you are a cadet non-commissioned officer, you stand as a professional example, both personally and while leading others.

Closure: Lead by example!

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, **“How does this activity tie in with our discussion?”**

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Professionalism; taking care of others.**

2 – SERVANT LEADERSHIP (CHAPTER 4)

Overview Statement: Leadership is not about controlling people, but serving them. A servant chooses to help people and is giving. Leaders choose to serve because they realize there's nothing demeaning about being a servant.

Connection to the Curriculum: Ties in with a central theme of chapter four in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Term:

Servant – “Somebody who serves another.” Encarta Dictionary

INTRODUCTION

Attention: Does a leader control or serve a team?

Motivation: I think that most of us agree that leadership produces results. However, a good leader does not always bring about good results, nor are all bad consequences the result of bad leadership (*The Halo Effect ...and the Eight Other Business Delusions that Deceive Managers*, by Phil Rosenzweig, 2007, Free Press).

Overview: In this lesson we will learn that the sum of leadership is not in the results but in the service of others. We will look at examples of servant leadership and how to apply these examples as cadet NCOs.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: THE SERVANT-LEADER IS SERVANT FIRST

A servant-leader sees him/herself primarily as a servant of the team. A servant-leader chooses to help others more than to help themselves. It is easy for new leaders to become arrogant and delight in bossing people around. So much of what we think about leadership is based upon the old notion of power, not on the leader's potential to help individuals on the team succeed. Servant-leadership places the focus of leadership back on the needs of the team.

Question: Why should leaders be servants first and leaders second?

Question: Think of a leader who used their rank as a position of power. Describe how servant-leadership is different.

Question: Which is more important: The mission or the team? Respectfully defend your answer.

MAIN POINT 2: EXAMPLES OF SERVANT LEADERSHIP

Some of the best examples of discipline are found at encampments; discipline in its truest form where the cadet NCO is helping other cadets learn how to excel. For example, a cadet NCO does not use his/her rank to cut in front of the line because the team eats first. Or when the NCO inspects the team and helps them to be successful instead of berating them or playing "gotcha."

In the military, with its top-down hierarchy, it is possible to emphasize positions of power too much. However, many senior leaders will admit that they *never* had to resort to uttering the phrase, "That's an order." Such leaders have recognized that pulling rank seems to be a lazy, immature and counterproductive way to lead.

Question: How does "pulling rank" reflect more on the leader than on the situation?

Question: Defend the idea that servant-leadership is consistent with Air Force values.

Question: Give examples of servant-leadership in action.

CONCLUSION

Summary: The difference between a leader and a servant-leader is found in how they serve others. The cadets in your charge are looking to you for leadership.

Remotivation: You have to decide what type of leader you become.

Closure: “Everybody can be great because everybody can serve.” Dr. Martin Luther King, Jr.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Caring for others; helping others to succeed.**

3 – COACHING & MENTORING (CHAPTER 4)

Overview Statement: Coaching is the process through which leaders try to solve performance problems and develop their people. Coaching requires a bond of trust. If it's not positive and helpful, it's not coaching.

Connection to the Curriculum: Ties in with a central theme of chapter four in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Inexperience – “Lack of the experience that would lead to an increase in knowledge or skill.”
Encarta Dictionary

Coaching – “The process through which leaders try to solve performance problems and develop their people.” *Learn to Lead*, Module Two

INTRODUCTION

Attention: Everyone take off a shoe. Now pick a partner and one of you teach the other how you tie your shoes. Put your shoe back on. {Allow no more than three minutes for this exercise.}

Motivation: Notice that in this exercise you did not order anyone to do anything, nor did you talk about how to tie a tie. You were focused on coaching another on how you tie your shoes. You demonstrated coaching without much effort!

Overview: In this lesson, we will prepare you to become a better mentor by discussing elements of successful coaching.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: THE NEED FOR COACHING

Anytime a leader identifies a need to help someone reach a higher level of effectiveness, the need for coaching arises. Perhaps a cadet is having problems shining his/her shoes, or another NCO is seen as being too bossy. When someone struggles to reach a new level of excellence, it's time for coaching.

Question: How would you define coaching? {Write answers on the board.}

Question: Why is coaching always a one-to-one relationship?

Question: Give some examples of effective coaching.

MAIN POINT 2: ELEMENTS OF SUCCESSFUL COACHING

Coaching is marked by dialog, a two-way conversation between the coach and the coached. Coaches resist the urge to jump in and fix someone's problem, even if they know the answer. Instead, coaches guide others to discover the solution on their own – thereby empowering others. The coach's goal is to get the other person to act. Coaching is successful if there is some sign of improvement or progress.

Coaching requires creative thinking and begins with observation. Coaches develop a specific plan of action even before dialoging with others. Coaches ask themselves, "Which issues are the most important?" For example, when helping a cadet with poorly shined shoes, the coach identifies that the most important issue is that the cadet is not maintaining his/her normally high standard.

Once a coach identifies the important issues, he/she is free to discuss why the cadet's normally high standards have not been met. The insight will help the coach to better guide the cadet. Finally, the coach is responsible for providing direct feedback and to follow-up on how well the one who is coached is doing.

Question: Why is it important to first identify the most important issues before coaching another?

Question: How does creative thinking help a coach?

Question: Describe why following-up is a critical step in coaching.

CONCLUSION

Summary: Coaching is a person-to-person experience, a relationship between an experienced person and an inexperienced person. Coaches solve problems and develop their people.

Remotivation: You will become a better mentor of others when you master the skill of coaching.

Closure: If it's not positive and helpful, it's not coaching.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, **“How does this activity tie in with our discussion?”**

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Main concepts for this lesson: **Coaching; mentoring; helping others; two-way communications.**

4 – SUPERVISION & DISCIPLINE (CHAPTER 4)

Overview Statement: One duty of a leader is to supervise the team, to ensure that its members meet the standards. Leaders know that supervising others requires a disciplined approach.

Connection to the Curriculum: Ties in with a central theme of chapter four in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Discipline – “Training to ensure proper behavior.” Encarta Dictionary

Supervise – “To observe and direct people in fulfillment of the mission.” *Learn to Lead*, Module Two

INTRODUCTION

Attention: Raise your hands if you ever heard the expression, “Who said life is fair?”

Motivation: It appears that many of you are familiar with the phrase. Fortunately, the reality is that you can choose to be fair when supervising and disciplining others.

Overview: Leading small teams is a big responsibility. The leader is the person most responsible for the team’s success or failure. Supervising others requires a disciplined approach. Today’s lesson will discuss how to be a disciplined leader that others will want to follow.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: PEOPLE WANT TO FOLLOW LEADERS WHO ARE FAIR

Trust is the cornerstone of supervision. Leaders trust that their followers do not need to be watched constantly. Followers trust that their leader is confident in their abilities. To help establish trust, the leader needs to be fair. Fairness means following an impartial set of rules and applying them equally to everyone. When team members believe that they are being treated unfairly, they will be less willing to cooperate with their leaders. Distinguishing between fair and unfair requires wisdom.

Question: Why is it important for leaders to avoid playing favorites?

Question: Think of a situation where someone was treated unfairly. Give examples on how you would have treated the situation more fairly.

Question: Is treating everyone alike the same as being fair? Defend your answer.

MAIN POINT 2: PEOPLE WANT TO FOLLOW LEADERS WHO CONSTRUCTIVELY DISCIPLINE

Punishment is not discipline. Punishment teaches someone only what behaviors to avoid. Discipline, when given constructively, is a learning process providing an opportunity for positive growth. There are many reasons why someone might fall short of the standard. Good leaders spend the time to find out the root causes, including a critical self-review, in case the fault lies with the leader.

The fundamental law of leadership is to praise in public and correct in private. A public rebuke is more apt to breed resentment than improvement. Constructive discipline must take place when the problem behavior is still fresh in the follower's mind. A leader never loses control and remains calm when disciplining a subordinate. Leaders focus on the behavior that needs to be corrected, not on the individual.

Question: Let's suppose that Cadet Smith forgot his hat when the cadets went outside for drill. His cadet NCO finds Cadet Smith's hat at his desk and brings it out to give to Cadet Smith, but only after Cadet Smith sings out loud the song, "I'm a little tea-pot." Is this an example or non-example of the fundamental law of leadership? Politely defend your answer.

Question: Why must a leader first perform a critical self-review before providing constructive discipline of others?

Question: Think of a leader who frightened, intimidated or humiliated someone. Why does this method ultimately fail the leader?

Question: How would you discipline your best friend who is underperforming?

CONCLUSION

Summary: Supervision and discipline are two key tools that every leader should use. Be honest and fair. Provide constructive rebuke, if necessary. Always focus on helping the individual to be better than before.

Remotivation: Be the leader that gives the team the credit if successful, but takes personal ownership if the team fails.

Closure: Strive to be a disciplined leader.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

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Main concepts for this lesson: **Supervision; fairness; guiding others.**

5 – THE TEAM’S LIFE CYCLE (CHAPTER 4)

Overview Statement: Teams are made from a group of individuals banding together for a common purpose. How a team forms determines, in large measure, how the team performs.

Connection to the Curriculum: Ties in with a central theme of chapter four in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Cohesive – “Unified; working together as a united whole.” Encarta Dictionary

Team – “A number of people organized to function cooperatively as a group.” Encarta Dictionary

INTRODUCTION

Attention: Quickly name some things that all teams need. {Write answers on the board.}

Motivation: You’re correct: All teams need people, a leader, common goals, open communication, good morale, everyone’s involvement, mutual respect, and a fair way to resolve conflicts.

Overview: Today’s lesson will take a step back from what teams are to discuss how teams are formed.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: ORGANIZE A TEAM WITH THE GOAL IN MIND

Cadet NCOs will often be called upon to gather a small team to accomplish a particular task. If the NCO gathers the team before fully understanding the team’s goal, the team may be organized

incorrectly. The team may even fail – not because of the team’s efforts, but because the leader did not start with the goal in mind.

Question: Let’s suppose that your Cadet Commander wants you to gather a small team to perform a line search. You quickly gather a couple of your friends, go outside and the team does a line search. What is wrong with this supposition? Describe how you would correct any errors.

Question: Why is it important for the leader to ask “What is the goal?”

Question: {Form two or more small groups of cadets. Assign each group this question. Allow time for discussion and ask for an oral report at the end.} Our squadron will have an open house in three months. Choose something that your team will do to ensure that the open house is successful. Start with your end goal in mind, work backwards in describing the steps you would take to organize your team. Focus more on how to organize your team than on the elements of the open house.

MAIN POINT 2: THE TEAM’S LIFE CYCLE

Transforming a group of individuals into a cohesive team takes practice. One researcher, Bruce Tuckman, notes that teams typically pass through four stages on their journey from a disorganized group to an effective team. This model is so easy to remember, that “form, storm, norm and perform” has become a popular leadership slogan. Team leaders need to use Tuckman’s principles of team dynamics so they can provide the right support at the right time.

Review:

Forming ~ When a group comes together there is usually chaos. Everyone is pointed in a different direction. People may not know what to expect. When a bunch of nervous first year cadets report to their flight for encampment, they’re forming.

Storming ~ As the team begins to take shape, individual personalities begin to show. People struggle to assert their personal needs and goals. At this early stage, the team lacks the trust necessary to become cohesive.

Norming ~ Now the team is coming into its own. The leader’s standards gain acceptance by the team and the members themselves set standards about how they will work together. People feel more secure because the uncertainty of the forming stage and the conflict of the storming stage is waning.

Performing ~ The group has truly become a team. This is the stage at which the team is at its best. Although there's always room for improvement, it is at this stage that the team is fine-tuning its ability to work together well. The team will not only succeed but will reach its full potential.

Question: Can a team accomplish the task prior to the performing stage? Why, then, is the performing stage the one to strive for?

Question: Describe some ways that a leader can move his/her team from forming to storming.

Question: What do you think will happen if the leader asserts him/herself too quickly in the storming stage? Describe how you would do better.

Question: How should a leader motivate his/her team to form?

CONCLUSION

Summary: Leaders lead followers, but followers must have purpose. The team's life cycle helps to establish a common purpose and worthwhile goals. The team can reach its fullest potential if the leader knows how to move his/her team through the team's life cycle. When forming a team, always start with the end goal in mind.

Remotivation: Teams that are highly motivated are the ones who have reached the performing stage.

Closure: Strive to get your team to the performing level.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, "**How does this activity tie in with our discussion?**"

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Main concepts for this lesson: **Teamwork; organizing; goals.**

6 – THE L.E.A.D. MODEL (CHAPTER 4)

Overview Statement: With so much to understand about team dynamics, motivation, goal-setting and more, the new leader needs guidance on how to lead a team. The L.E.A.D. model is a good start for the new leader.

Connection to the Curriculum: Ties in with a central theme of chapter four in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Consensus – “General or widespread agreement among all the members of a group.” Encarta Dictionary

Empower – “Give authority to somebody; Give somebody a greater sense of confidence or self-esteem.” Encarta Dictionary

INTRODUCTION

Attention: Imagine that you are going on a long trip. What are some of the things that you are thinking about?

Motivation: Most of you thought about the basics of the trip: where, why, with whom, or how much. Some of you thought about what to do while on the journey. Just as with this mental trip, you need to develop a good plan to lead others well.

Overview: Today’s lesson will discuss the L.E.A.D. Model for new NCOs. By following the L.E.A.D. Model, the leader will meet the needs of the team.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: LEADING WITHOUT A PLAN

We all have experienced events that did not go so well. Think about the activity and describe one or two reasons why you think the activity didn't go well. Most of the time, poor planning is the culprit.

Question: Why do activities sometimes succeed without a plan?

Question: Why is it better to have good plan than a weak plan (or no plan)?

MAIN POINT 2: LEADING WITH A PLAN

{Draw the following on the board:

<i>Leadership Functions</i>	<i>Leader's Tasks</i>	<i>Team Members' Tasks</i>
Lead with a clear purpose		
Empower to participate		
Aim for consensus		
Direct the team		

Fill in student responses in the appropriate columns as you discuss the questions below.}

The L.E.A.D. Model shows four main leadership functions, starting with the goal in mind (what is the purpose of the team?). The leader gives followers a clear reason for doing something.

Question: Describe some ways that a leader might establish a clear purpose. {Write the answers in the "Leader's Tasks" column.}

Question: What do you think are some of the team members' responsibilities at this stage? {Write the answers in the "Team Members' Tasks" column.}

The next step is to involve people. Good leaders know how to motivate others to accomplish the team's goals. These leaders empower others and give followers opportunities to cooperatively share.

Question: Describe some ways that a leader might empower others. {Write the answers in the "Leader's Tasks" column.}

Question: What do you think are some of the team members' responsibilities at this stage? {Write the answers in the "Team Members' Tasks" column.}

The third step gives attention to the task itself. There is always more than one solution to a given problem. Leaders who act too quickly may miss the best solution. At this stage, the leader allows conflicts to surface and resolved in a non-threatening manner.

Question: Describe some ways that a leader might aim for consensus. {Write the answers in the "Leader's Tasks" column.}

Question: What do you think are some of the team members' responsibilities at this stage? {Write the answers in the "Team Members' Tasks" column.}

The final step is to put priority on the relationships. Directing others does not mean ordering them around. Air Force General Officers usually influence and guide more than they command or direct. Cadets aspiring for senior level leadership should begin to develop this skill now.

Question: Describe some ways that a leader might direct the team best. {Write the answers in the "Leader's Tasks" column.}

Question: What do you think are some of the team members' responsibilities at this stage? {Write the answers in the "Team Members' Tasks" column.}

CONCLUSION

Summary: Leadership researchers create easy to understand guidelines that boil complex theories down to workable solutions. The L.E.A.D. Model that focuses on the needs of the team is a great tool for new leaders.

Remotivation: Successful leaders keep basic principles of leadership in mind as they lead others.

Closure: Planning a trip or planning to lead are similar: they both start with a plan. So plan well!

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last

25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, **“How does this activity tie in with our discussion?”**

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concept for this lesson: **Leading others; consensus building; empowering.**

7 – CRITICAL THINKING (CHAPTER 5)

Overview Statement: Leadership is an intellectual activity. One avenue to developing your brainpower is to think critically.

Connection to the Curriculum: Ties in with a central theme of chapter five in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Critical Thinking – “The habit of being guided by universal values of logic and a deep respect for the truth.” *Learn to Lead*, Module Two

Inference – “A conclusion drawn from evidence or reasoning.” Encarta Dictionary

INTRODUCTION

Attention: How many times in a day do you think?

Motivation: If you answered “always,” you probably disagree with H.L. Mencken’s view that simple answers to complex questions are usually wrong. It’s in looking at the complexity of reasoning that we find critical thinking.

Overview: In today’s lesson we will defend the claim that critical thinking has a direct impact on a leader’s effectiveness.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: CRITICAL THINKING IS SELF-GUIDED

As with other aspects of leadership, becoming a critical thinker is more a journey than a destination. Everyone is subject to lazy thinking or irrational thought from time to time. Therefore, developing the ability to think critically is a lifelong endeavor, a never-ending process. The great philosopher Socrates expressed this idea when he said, “The unexamined life is not worth living.” To become better at critical thinking, learn to slow down your initial thoughts and question your own assumptions and emotions before responding.

Question: Describe a time when you reacted before thinking and made the *wrong* decision. Based upon this experience, how can you make better decisions?

Question: Describe a time when you reacted before thinking and yet made the *right* decision. Based upon this experience, can you conclude that quick thinking typically yields the right decisions? Respectfully defend your answer.

Question: Think of times when a good decision led to a bad outcome; or when a bad decision didn't really impact a good outcome. How can critical thinking better affect the consistency of the desired outcomes?

MAIN POINT 2: CRITICAL THINKING INVOLVES REASONING

{Draw the following on the board:

Reasoning

1. Has a purpose
2. Attempt to figure something out
3. Based on assumptions
4. Has a point of view
5. Based on data
6. Expressed through ideas
7. Contains inferences
8. Has a conclusion. }

Eight basic structures are present in all thinking. Critical thinking generates purposes, raises questions, uses information, utilizes concepts, makes inferences, makes assumptions, generates implications, and embodies a point of view.

Question: Look at these eight elements of thought. What do you think each element means and describe how each element is vital for leaders?

Question: How can reasoning be based both on assumptions and data?

Question: Why must reasoning lead somewhere and where must it lead?

Question: Have you ever tried to win an argument where the other person was factually incorrect and unwilling to hear logic? How can critical thinking help in such situations?

CONCLUSION

Summary: As with other aspects of leadership, becoming a critical thinker is more a journey than a destination. Everyone is subject to lazy thinking or irrational thought from time to time. Therefore, developing the ability to think critically is a lifelong endeavor, a never-ending process.

Remotivation: A leader's critical thinking skills have a direct influence on his or her effectiveness.

Closure: Become a leader who has a habit of thinking sharply.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, "**How does this activity tie in with our discussion?**"

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concept for this lesson: **Critical thinking; reasoning.**

8 – THE TWISTED THINKING OF LOGICAL FALLACIES (CHAPTER 5)

Overview Statement: To be good critical thinkers, leaders must study logical fallacies, both so they can avoid using them and spot them in others.

Connection to the Curriculum: Ties in with a central theme of chapter five in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Term:

Logical Fallacy – “An error of reasoning.” *Learn to Lead*, Module Two

INTRODUCTION

Attention: Is it possible for $2 + 2$ to NOT equal four?

Motivation: Our quick answer is no; $2 + 2 = 4$. However, advanced math students know that the answer is something else if using a different base system, like binary. Faulty logic often gets in the way of knowing the truth.

Overview: In this lesson we will expose some of the most common logical fallacies that are used to confuse reasoned thinking.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT: COMMON LOGICAL FALLACIES

A logical fallacy is an error of reasoning. When someone makes an argument based on bad reasoning, they are said to commit a fallacy. Weak, twisted, fallacious thinking keeps us from knowing the truth.

Fallacies are so common (even among the brightest minds) that philosophers have been able to define these recurring mistakes and give each a name. Here are ten of the most common logical fallacies:

{Draw the following on the board:

Fallacy	Examples	Counter
Ad Hominem		
Appeal to Authority		
Post Hoc		
Appeal to Tradition		
Red Herring		
Weak Analogy		
Straw Man		
Circular Argument		
False Dilemma		
Slippery Slope		

Read the definition of each fallacy, give an example or two, then allow the cadets to come up with their own examples. Ask them to brain-storm ways to counter such faulty thinking and write their responses on the board. Some anticipated responses are listed below, but they should not be considered the only answers.}

Review:

Note: These explanations have been simplified, but are accurate enough for our purposes.

Ad Hominem ~ (Latin, literally “to the man”). Have you ever seen someone who is losing an argument make a personal attack on their opponent? That’s an ad hominem attack. Instead of focusing on the logic of an opposing argument, an ad hominem attacks the other person. In addition to being logical fallacies, ad hominem are simply rude.

EXAMPLES:

- What can our new math teacher know? Have you seen how fat she is?
- “So I’m ugly. So what? I never seen anyone hit with his face.” (Baseball great Yogi Berra, in response to an ad hominem)

COUNTER: Attack the argument, not the arguer.

Appeal to Authority ~ Perhaps the weakest of all fallacies, an appeal to authority tries to prove a claim by asserting that some smart person believes the claim to be true and therefore it must be true. Anyone who has ever spent time on the playground has seen kids try to win arguments with the devastating, “Ya-huh! My big brother said so!”

EXAMPLES:

- “The purpose of the Cadet Program is to prepare youth for Air Force Basic Military Training.” REPLY: “This is true because I heard it from the Wing Commander.”
- “I admire the president for being a good role model.” REPLY: “But the New York Times says he’s a lousy role model, so you’re wrong.”

COUNTER: Just because someone is in a position of authority, does not mean that they are always right.

Post Hoc ~ Post hoc ergo propter hoc (Latin: After this, therefore because of this). Something happens and then something else happens. Does that mean that the first thing caused the second? Not necessarily. The post hoc fallacy illustrates the difference between correlation (two things being related somehow) and causation (one event causing another event, like a chain reaction).

EXAMPLES:

- Shortly after MySpace became popular, U.S. soldiers found Saddam Hussein.
- Michael Jackson, Kurt Cobain, and Jimi Hendrix were rock stars who died young. Therefore, if you become a rock star, don’t expect to live a long life.

COUNTER: Learn to tell the difference between correlation and causation.

Appeal to Tradition ~ The “we’ve always done it that way” response. One of the quickest ways to lose credibility as a leader is to commit the fallacy of the appeal to tradition. This fallacy makes the assumption that older ideas are better, and that the leader’s job is to prevent change.

EXAMPLES:

- If we allow cadets to apply for encampment online, we’d save everyone lots of headaches. REPLY: No. We’ve always made cadets apply using a paper form.
- We should offer movies on our company’s website. REPLY: No, we’ve built our company’s fortune by renting movies only through our stores.

COUNTER: People using this argument are typically resistant to change. Show how the change is actually better than not changing.

Red Herring ~ One of the most seductive fallacies, the red herring is a distraction. And while a given line of thought may indeed be true, it is a red herring if it is not relevant to the issue at hand. Their truthfulness makes red herrings particular effective at derailing someone's successful argument.

EXAMPLES:

- We should present Cadet Curry with our squadron's cadet of the year award. He's the most active and highest-performing cadet we have. REPLY: But Cadet Arnold has been in CAP longer.
- I know you want to imprison me for having murdered my parents, but judge, have mercy on me, I'm an orphan!

COUNTER: Ask the arguer how their statement is relevant to yours or makes your statement less true.

Weak Analogy ~ Comparing "apples and oranges." People often make analogies or comparisons. They see how one situation or one thing is similar to another, and indeed they are. But the fallacy of the weak analogy arises because no matter how similar two things are, they are never exactly alike, and therefore, the argument breaks down.

EXAMPLES:

- Hybrid cars are like solar power, full of promise but too expensive. We'll never be able to build affordable hybrid cars.
- Encampment is like basic training. It's CAP's equivalent to Boot Camp.

COUNTER: Point out that the similarity is not really similar at all.

Straw Man ~ Some shrink from a fair quest for the truth by setting up a straw man argument. Instead of attacking the opposition head-on, a straw man fallacy misrepresents the opposing position, making it seem weaker than it is.

EXAMPLES:

- We should prohibit all cadets from assisting on emergency services missions. Some cadets are so immature they won't ever stop goofing around.
- Senator Curry is against the new F-99 laser fighter. I'm for it because I don't want to leave America defenseless.

COUNTER: Attack the lack of a skeleton to the argument (Most cadets behave professionally on missions; America still has a strong defense even without a particular aircraft).

Circular Argument ~ If your argument's conclusion is the same as one of your premises, you're begging the question. Your reasoning is running in circles. The only people likely to be persuaded by circular reasoning are those who already agree with the original premise. When someone tries to support a statement by restating it again and again, they are said to be begging the question or using circular reasoning.

EXAMPLES:

- "You can't give me a C. I'm an A student!"
- "Honesty is defined as always being honest."

COUNTER: Point out that the conclusion does not make sense. Ask for clarification.

False Dilemma ~ The premise behind the false dilemma is that we are faced with two, but only two choices, and both are not very good. It's an "either/or" situation; you can have either X or Y, but not both, and you certainly cannot have Z. This fallacy often arises because of the inability to think creatively and see an acceptable third way to a solution.

EXAMPLES:

- "Are you going to do well in school, or are you going to succeed as a cadet?"
- "We can give cadets awards for doing well, or we can have a disciplined squadron. We can't do both."

COUNTER: Reject the dilemma outright.

Slippery Slope ~ If the idea that one thing leads to another is fixed in your mind, you may travel down the slippery slope. Pull the trigger, and the gun fires. Indeed, one thing is apt to cause another, but in critical thinking, causation must be shown, it cannot be assumed.

EXAMPLES:

- Major in English in college, start reading poetry, and next thing you know, you will become an unemployed pot-smoking loser.
- Never be kind and generous to the poor. They'll come to expect your help always and never learn to contribute to society.

COUNTER: Be critical and decide if you are acting based upon a fact or an assumption.

{If time allows, ask the following follow-up questions:}

Question: Is it possible to win the argument but lose the debate? Defend your answer.

Question: How can you influence your leaders to stop making logical fallacies?

CONCLUSION

Summary: A logical fallacy is a mistake in logic; bad reasoning that corrupts the correct line of thought.

Remotivation: Have you noticed that many of the fallacies described above seem so familiar. That fact shows the need for every leader to be familiar with the most common fallacies.

Closure: Those who search for the truth need to be on guard against logical fallacies, both in their own arguments and in the arguments of others.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, **“How does this activity tie in with our discussion?”**

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concept for this lesson: **Errors in logic; faulty thinking.**

9 – CREATIVE THINKING (CHAPTER 5)

Overview Statement: For creativity to be meaningful, it must produce results. A creative leader will always have contempt for the “we’ve always done it that way” attitude.

Connection to the Curriculum: Ties in with a central theme of chapter five in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Term:

Creative – “Making imaginative use of the limited resources available.” Encarta Dictionary

INTRODUCTION

Attention: Imagine that you are leading seven cadets and only have three apples to share. Decide how you are going to fairly distribute all apples to all cadets. Explain your decision and why.

{If no one mentions it, point out that there are a total of eight cadets – the seven that you are leading and you, the leader.}

Motivation: In CAP, our Core Value of Excellence requires us to think creatively. Just as there is more than one way to distribute apples equally, there is many ways to develop creativity in decision-making.

Overview: Today’s lesson will define critical thinking and show how to become a more creative thinker.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: CREATIVE THINKING DEFINED

Creative thinking is concentration plus imagination. It is the habit of trying to see ideas or objects in a new context. Creative thinking is an attempt to grab hold of an invisible thread connecting two concepts. It requires us to overcome how we are constrained by culture, tradition, or circumstance. But for creativity to be meaningful, it must produce results.

Even if you develop the habit of thinking creatively, there is no guarantee that your ideas will be welcomed. People often resist change, and the status quo is a comfortable place in which to live. The experiences of Billy Mitchell, Galileo, Emily Dickinson, Martin Luther King, and others illustrate this point.

Take, for example, Apple and IBM. Back in the 1980's these two companies produced very different computers. Apple computers had a new concept called a Graphical User Interface along with a mouse, IBM computers had neither but still won most of the market share. Sometimes it's not who has the best product that wins, but who has the best marketing plan. IBM allowed others to build compatible computers while Apple did not. The result: while Apple had better technology at the time, the IBM compatible systems quickly dominated the market.

Question: Think about competing products like VHS vs. Beta, or High Definition vs. Blu-Ray. Why do some products succeed while others don't?

Question: If the most creative leader isn't guaranteed to win, then why bother being creative?

MAIN POINT 2: TOOLS FOR CREATIVE THINKING

Nobel Prize-winning scientist Albert Einstein believed that "Imagination is more important than knowledge." The *Learn to Lead* textbook describes several tools to generate thinking, like brainstorming, flowcharting and mindmapping. Let's examine a couple of additional tools mentioned in our textbook:

Review:

Reversal ~ Reversal is brainstorming backwards. Instead of coming up with answers that would solve a problem, reversal comes up with answers that would cause the problem. Let's try reversal on a common problem for CAP.

Suppose that your average weekly attendance is under 12 cadets.

Question: What can we do to help cadets lose interest in CAP? {Write the answers on the board.}

Now that we know how we can help cadets lose interest, let's reverse the answers.

Question: What can we do to help cadets keep their interest in CAP?

It's amazing how using reversal typically generates a number of positive solutions to a problem. But sometimes it is helpful to know which solution is actually the best one among many great answers. A leader can discover the best of popular choices by using another tool for creative thinking called Multi-Voting.

Multi-Voting ~ To find which idea has the greatest consensus when the team has several options to choose from. Multi-voting is a democratic process, but instead of "one man, one vote," everyone gets to cast several votes. It's recommended that participants be given about half as many votes as there are options. For example: All twenty cadets in the squadron are working together to choose goals for the coming year. They've made a list of 10 possible goals, and now want to identify the four goals that are most popular. Let's give Multi-Voting a try.

State: Write down 15 things that you think will make our weekly meeting nights more interesting. {Allow time for thinking and writing.}

State: Now work as a group and consolidate your individual lists into what the group would consider the top 10 or so. {Allow time for thinking and writing; write this top 10 list on the board.}

State: Now that we have our top 10 or so list, please rank order these top items in order of importance to you. A ranking of one means that this item is the most important in your opinion, while 10 would be among the least important. You cannot have ties (for example, three equally important first place answers). {Allow time for thinking and writing.}

State: Finally, let's determine the three most popular answers. {Ask cadets to raise their hands if they chose the first item on the Top 10 list as their first choice. Write the total number of hands raised. Asked how many selected this item as their second choice and write down the total. For the third choice do the same. Simply repeat as you go down the Top 10 list. {For example:}

Top 10	1st	2nd	3rd	Total	Rank
Example A	1	2	3		
Example B	0	4	3		

State: Now that we have our rankings, let's do the math. We will assign a value of 3 points to all first place answers, 2 points for all second place answers, and 1 point for all third place answers. {For example:

Top 10	1st	2nd	3rd	Total	Rank
Example A	1	2	3	10	
Example B	0	4	3	11	

Here's the math for Example A: $(1 * 3pt) + (2 * 2pt) + (3 * 1pt) = 10$

Here's the math for Example B: $(0 * 3pt) + (4 * 2pt) + (3 * 1pt) = 11$

In this example, B is slightly more popular to the group than A.}

Question: Now that we have collectively identified the three most popular answers to make our meeting nights more interesting, what do you recommend that we do? {Remember to think creatively!}

CONCLUSION

Summary: Everyone can think creatively because everyone can think! Leaders rely on their own creativity and the creativity of their teams to make the best decisions.

Remotivation: Ralph Waldo Emerson once said, "A foolish consistency is the hobgoblin of little minds."

Closure: Don't allow the hobgoblins rob your creativity!

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, "**How does this activity tie in with our discussion?**"

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Creative thinking; making good choices.**

10 – MYERS-BRIGGS TYPE INDICATOR® (CHAPTER 6)

Overview Statement: Everyone is the same, and yet everyone is unique. This is the mystery of personality. Leaders try to understand this mystery so that they may better understand their people.

Connection to the Curriculum: Ties in with a central theme of chapter six in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

***Special Note:** This lesson requires some advanced preparation. Before teaching this lesson, instruct the cadets to Google® MBTI, take one of the free inventories and bring their four-letter preference back to the squadron for this lesson. Instruct the cadets that completing these self-tests provide only an estimate of personality types similar to ones that you would expect by completing the comprehensive instrument evaluated by a certified leader. For our purposes, we are simply exposing cadets to the concept of personality inventories, like the MBTI.*

Key Terms:

Personality – “Individual traits that endure over long periods of time.” Encarta Dictionary

Personality – “The sum of thoughts, feelings, and behaviors that make someone unique.” *Learn to Lead*, Module Two

INTRODUCTION

Attention: Everyone cross their arms. No problem. Now, try to cross your arms the opposite way. You had to think a few seconds, didn't you?

Motivation: There is no right or wrong way to cross our arms, but we have developed a preference for crossing our arms the way we do.

Overview: It is preferences that we will focus upon today. Specifically, we will overview a popular preference inventory, the Myers-Briggs Type Indicator®, or MBTI.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: FOUR DIMENSIONS OF TYPE

During World War II, Isabel Myers and her daughter, Katherine Briggs, created an inventory based on Carl Jung's theory of psychological types. Since then, the Myers-Briggs Type Indicator® has become one of the most popular personality preference inventories in history.

Personality may appear to be a vague, shapeless, squishy, concept. To help people understand personality and talk about it intelligently, the MBTI offers a useful way to talk about personality. Its system of preferences helps explain why people favor certain approaches to life.

Personality type, according to Myers and Briggs, does not tell us who will be smart, who will be charming, or who will find success in life. Rather, the MBTI merely attempts to describe our different flavors of personality based upon our preferences for word pairs focusing on four dimensions:

1. How we are energized

- E (Extraversion) – Energized by interacting with others
- I (Introversion) – Energized by solitary activities

State: In this part of the inventory, “extravert” does not necessarily mean “outgoing;” it simply means that you prefer to draw your energy by being with others. Likewise, “introvert” does not necessarily mean “shy;” it simply means that you prefer to recharge your batteries by being alone.

Question: How does our E or I preferences affect our relationships with others?

2. How we gather information

- S (Sensing) – Concrete
- N (iNtuition) – Abstract

State: Sensors are interested in the specific details. In a cadet or military environment, the sensor will want to follow rules and regulations to the letter. Rather than focusing on the specifics or details of a situation, intuitives look at the big picture. The more abstract the concept, the better. In

a cadet or military environment, intuitives will try to place rules and regulations in context and follow them in spirit, if not always literally.

Question: Describe how both the S and the N contribute to CAP.

3. How we decide

- T (Thinking) – Objective, relies more on objective criteria
- F (Feeling) – Subjective, spends some time thinking about worth or values

State: If you are a thinker, logic, reason, and sober analysis are what you bring to the problem-solving process. To persuade a thinker to go along with your idea, you have to present your argument objectively and show that your plan is logical. In contrast, a feeler will bring their heart to the problem-solving process. Feelers are careful to resolve problems in a way that is consistent to their understanding of basic fairness, right and wrong. Feelers do not see problems; they see people.

Question: Is encampment supposed to be fun or to be disciplined? Respectfully defend your answer. {If most of the cadets in the class are Ts, then the group may conclude too quickly. This is one of the dangers of group-think, so you can ask a follow-up question, like, “What are the dangers of everyone in a group agreeing together quickly?”}

4. How we organize our lives

- J (Judging) – Following a plan
- P (Perceiving) – Keeping options open

State: Judgers value structure, order, predictability. When wrestling with a decision, judgers prefer that matters be settled. Constant list-makers, judgers are always trying to cross tasks off their lists so they can move on to the next scheduled project. In contrast, flexibility and spontaneity are the perceiver’s favorite words. Perceivers dislike feeling regimented, and may even enjoy a chaotic environment.

Question: Think about someone that is opposite of your letter, J or P, and how they are organized. Describe what might bug you about their organizational skills. Describe what you can learn from your opposite.

MAIN POINT 2: 16 DIMENSIONS OF TYPE

With four dimensions, each with two preferences, the math works out such that there are sixteen combinations possible in the MBTI:

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

Every person will fit into one. Which of the sixteen types is the best? None is. Different types only demonstrate that we are different! The self-test that you took before coming to today's lesson revealed your MBTI 4-letter code. The self-test may have also given you a description of what the 4-letter code represents. For comparison, here are some descriptions from Myers-Briggs.org:

ISTJ

Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Value traditions and loyalty.

ISFJ

Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Strive to create an orderly and harmonious environment at work and at home.

INFJ

Seek meaning and connection in ideas, relationships, and material possessions. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.

INTJ

Quickly see patterns in external events and develop long-range explanatory perspectives. Skeptical and independent, have high standards of competence and performance – for themselves and others.

ISTP

Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems.

ISFP

Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Dislike disagreements and conflicts, do not force their opinions or values on others.

INFP

Idealistic, loyal to their values and to people who are important to them. Curious, quick to see possibilities, can be catalysts for implementing ideas. Adaptable, flexible, and accepting unless a value is threatened.

INTP

Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest.

ESTP

Flexible and tolerant, they take a pragmatic approach focused immediate results. Focus on the here-and-now, spontaneous, enjoy each moment that they can be active with others. Learn best through doing.

ESFP

Outgoing, friendly, and accepting. Enjoy working with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Learn best by trying a new skill with other people.

ENFP

Warmly enthusiastic and imaginative. See life as full of possibilities. Make connections between events and information very quickly. Want a lot of affirmation from others, and readily give appreciation and support. Spontaneous and flexible, often rely on their ability to improvise and their verbal fluency.

ENTP

Quick, ingenious, stimulating, alert, and outspoken. Resourceful in solving new and challenging problems. Adept at generating conceptual possibilities and then analyzing them strategically. Good at reading other people. Bored by routine, will seldom do the same thing the same way.

ESTJ

Practical, realistic, matter-of-fact. Decisive. Organize projects and people to get things done, focus on getting results in the most efficient way possible. Have a clear set of logical standards, systematically follow them and want others to also. Forceful in implementing their plans.

ESFJ

Warmhearted, conscientious, and cooperative. Want harmony in their environment, work with determination to establish it. Like to work with others to complete tasks accurately and on time. Want to be appreciated for who they are and for what they contribute.

ENFJ

Warm, empathetic, responsive, and responsible. Highly attuned to the emotions, needs, and motivations of others. Find potential in everyone, want to help others fulfill their potential. Sociable, facilitate others in a group, and provide inspiring leadership.

ENTJ

Frank, decisive, assume leadership readily. Quickly see illogical and inefficient procedures and policies, develop and implement comprehensive systems to solve organizational problems. Enjoy long-term planning and goal setting. Forceful in presenting their ideas.

Question: What do you like about your results?

Question: Why are differences important to a team?

Question: Pick one of the 4-letter codes that are not well represented by our team. What could someone who has that 4-letter code contribute to the team's problem-solving process?

CONCLUSION

Summary: Do not look at MBTI as the definitive statement about your personality. Each of us is more than what a 4-letter code represents. However, personality inventories, like the MBTI, help leaders to better understand both the motivations and the differences in people.

Remotivation: The concept of personality helps a leader to know that people respond to situations using their preferences. Just because someone responds differently than you, doesn't make that person's decisions wrong.

Closure: It is funny how we are all the same – we are all unique!

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Personality; differences, motivation.**

11 – CONFLICT (CHAPTER 6)

Overview Statement: Where there are people, there will be problems. Conflict is unavoidable. Managing conflict is a normal and inevitable part of leadership.

Connection to the Curriculum: Ties in with a central theme of chapter six in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Conflict – “A disagreement through which individuals perceive a threat to their needs, interests, or concerns.” *Learn to Lead*, Module Two

Knee-jerk – “Not thought through.” Encarta Dictionary

INTRODUCTION

Attention: Do you agree or disagree that conflict is inevitable?

Motivation: Leaders are interested in managing conflict because conflict destroys teamwork and therefore limits the team’s ability to succeed.

Overview: In today’s lesson, we will describe how conflict impacts a team and the leader’s role in managing conflict.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: HOW CONFLICT IMPACTS A TEAM

Even the strongest relationships will experience bumps along the way. It is naive to believe otherwise. At one time or another, interpersonal conflict will be present on every team, in every friendship, within every family. Conflict develops when someone does not act as another wants.

The most common conflicts cadet NCOs will be called upon to help resolve are personality conflicts, which are especially irrational. The individuals' perceptions and emotions take hold at the expense of logic and the sober grasp of reality. Conflict often creates an inhospitable feeling that can affect everyone on the team, even bystanders who are not directly involved. This is especially true when two leaders develop a conflict – their ill feelings are bound to poison their teams.

Question: How does conflict negatively impact the team?

Question: How can you help to limit the amount of conflict on the team?

Question: Is it possible to stubbornly oppose someone and not be in conflict with that person? Defend your answer.

MAIN POINT 2: THE LEADER'S ROLE IN MANAGING CONFLICT

The leader has a duty to respond to conflict because the leader is responsible for the team's behavior and success. Leaders work to develop skills enabling them to manage conflict in productive, ethical ways. The real measure of a leader then is how he or she handles conflict. Work on becoming a deliberate leader by refusing to react in "knee-jerk" fashion.

In managing conflict, leaders focus on changing people's behavior. Outward actions count for more than inward feelings. Two teammates are not required to like one another, but they must be capable of working together. A leader may hope that each subordinate has good feelings about their teammates, and indeed good feelings can only help a team, but in the end, it's the ability to work together that is the mark of true professionalism.

Question: Denial is when the leader refuses to acknowledge the conflict exists. Why does denial represent a failure of leadership?

Question: Sometimes, the leader is the source of the conflict because of weak people skills. How would you mentor such a leader?

Question: Describe some ways a leader can turn a conflict into a win/win situation.

CONCLUSION

Summary: In any team there will be conflict. The real measure of a leader is how he or she handles conflict.

Remotivation: Learn how to create “win/win” relationships when dealing with conflict. The goal is to change behaviors, not feelings.

Closure: If it weren't for people, we'd all get along.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concept for this lesson: **Conflict.**

12 – LEADING IN A DIVERSE SOCIETY (CHAPTER 6)

Overview Statement: CAP’s Core Value of respect is the price of admission into our organization. The Core Values teach us that every person is worthy of respect simply by virtue of their basic human dignity. America’s diversity is its strength. Ignorance, insensitivity, and bigotry can turn that diversity into a source of prejudice and discrimination.

Connection to the Curriculum: Ties in with a central theme of chapter six in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Diversity – “Social inclusiveness: ethnic variety, as well as socioeconomic and gender variety, in a group, society, or institution.” Encarta Dictionary

Intolerance – “Refusal to accept differences: unwillingness or refusal to accept people who are different from you, or views, beliefs, or lifestyles that differ from your own.” Encarta Dictionary

Prejudiced – “To pre-judge someone.” *Learn to Lead*, Module Two

INTRODUCTION

Attention: In 1948, the military broke the color barrier six years before public schools desegregated, and sixteen years before Congress made it illegal for private businesses to discriminate on the basis of sex, race, or religion. It can be said that diversity in the military made the business sector take notice.

Motivation: CAP was founded upon this same commitment to diversity. CAP welcomed people who wanted to serve America during World War II but were unqualified for military service due to age or physical disability. CAP’s first national commander, Major General John Curry, was particularly interested in recruiting females in a day when women’s opportunities were limited. Our first national commander was a progressive whose respect for diversity was ahead of its time.

Overview: In today's lesson we will honor CAP's Core Value of Respect as it applies to our organization's rich heritage of diversity.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: CAP IS CULTURAL

Life experiences shape personality. This can be true of a generation's personality. A cultural generation is a group of people born during a certain window of time, roughly twenty years in duration. One assumption about cultural generations is that when one grows up matters more than where one grows up. Generational differences are another form of diversity.

Respect for diversity will become even more important in the future. Demographics, the statistical study of people, shows that the United States is expected to become an older and more racially and culturally diverse population. Individuals who are uncomfortable in diverse environments today will need to become better skilled in working in a diverse culture.

Question: Describe how you are different from your parents.

Question: Why is the study of generational trends important for a cadet leader?

Question: Should CAP try to attract even more diversity (if so, how)? Respectfully defend your answer.

MAIN POINT 2: WAYS TO FIGHT HATE

Making assumptions about an individual just because they are male or female, black or white, Eskimo or Swahili, practice a certain religion, or display certain personal traits is a form of prejudice. Prejudice is important because hateful feelings too often give rise to hateful actions. Harassment is unwelcome conduct. It's the attitude that says, "I'll make life difficult for someone."

In the workplace, or in a volunteer group like CAP, the organization can be made responsible for harassment, especially if it comes from a supervisor, like an NCO or officer. Petty slights and annoyances are usually not illegal, although they are socially unacceptable.

Leaders are expected not to display signs of prejudice or harass or discriminate against other people. Further, because leaders are responsible for their teams, leaders are expected to create an atmosphere that welcomes everyone. Supervisors who remain silent in the face of harassment and hatred can be held responsible for their failure to lead.

How can leaders effectively counter hatred and bigotry?

Review:

{Draw the following on the board:

Rise Up – Pull Together – Speak Out – Support the Victims – Teach Tolerance}

This five step process can help leaders show their support for democratic traditions and CAP's Core Value of Respect:

1. Rise Up ~ Inaction in the face of prejudice is almost as bad as the hatred itself. When a leader fails to act, he or she signals, perhaps unintentionally, support for bigotry. Leaders need to not let hate go unchallenged.

2. Pull Together ~ Most people have been raised to reject hatred and bigotry. Leaders who see hatred can expect that at least some other members on the team, if not all, will oppose harassment and discrimination. Sometimes it takes just one brave individual to rally others who have remained quiet in the face of hatred.

3. Speak Out ~ Leaders need the courage to act. They can personally challenge the individuals who harass other people. Sending the message that "we don't condone that behavior here," or "those aren't our values" is important. Also, speaking out means telling other leaders in positions of authority about the problem.

4. Support the Victims ~ People who experience harassment and other types of hatred may need support. Depending on the situation, that support can range from counseling and health or legal services to simply having someone they can talk to, following the wingman principle discussed in chapter two. As leaders try to help, it is important they not attempt to speak for the victim or allow their good intentions to re-victimize a victim.

5. Teach Tolerance ~ If there is a silver lining to prejudice and bigotry it is that tough times give leaders an opportunity to teach tolerance. School and the CAP Cadet Program are environments

where young people can learn from their own and one another's mistakes. Leaders ought not to miss the chance to eradicate ignorance.

Question: Why do you think the military formally embraced diversity even before the rest of America?

Question: Would America be a better place if everyone had the same background and experience? Respectfully defend your answer.

Question: Describe one of your responsibilities if you see or hear intolerant behavior and how you would handle the matter. {Instructors, refer back to the five-step process.}

CONCLUSION

Summary: CAP welcomes members from a diverse and rich background to accomplish missions for America. Learning how to combat hate is an important tool for CAP's cadet and adult leaders to embrace.

Remotivation: A former Chief Master Sergeant of the Air Force once said, "Diversity is the greatest strength of our Air Force... The Air Force attracts men and women from all walks of life; we welcome these teammates and value their differences."

Closure: Celebrate the differences of your team!

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, "**How does this activity tie in with our discussion?**"

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concept for this lesson: **Diversity; prejudice; differences.**

13 – EMOTIONAL INTELLIGENCE (CHAPTER 7)

Overview Statement: Effective leaders know that they lead best when they truly know others as well as they truly know themselves.

Connection to the Curriculum: Ties in with a central theme of chapter seven in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Intelligence – “Ability to think and learn.” Encarta Dictionary

Empathy – “The ability to identify with and understand somebody else's feelings or difficulties.” Encarta Dictionary

Emotional Intelligence – “The intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that will enhance your results (Weisinger).” As quoted in *Learn to Lead*, Module Two

{Note to the instructor: The concept of Emotional Intelligence will be new for many of your cadets. Besides reading the *Learn to Lead* textbook, you should also research this concept online before teaching this lesson. However, the goal for this lesson is simply to introduce the concept. Because the time is brief, you should not try to teach everything you know about EQ. It is alright, and encouraged, that cadets will need to research this topic further on their own.}

INTRODUCTION

Attention: Other than Spock from Star Trek™, quickly name some people who are good at separating emotion from logic.

Motivation: There aren't a lot of names for a reason. Our emotions shape our logic. Understanding our emotions, and the emotions of others, is a key ingredient in leadership.

Overview: In today’s lesson we will introduce the concept of Emotional Intelligence (EQ) and how understanding these personal attributes will help you to be a more successful leader.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: THE CONCEPT OF EQ

We have heard about the IQ test to measure intelligence. Those who study leadership know that successful leaders have varying IQ scores, so IQ alone is not a great indicator of leadership potential, nor was the IQ test designed to reach this outcome.

Researchers looked at how people gauge emotions and discovered that those who gauge their own emotions and others’ well tend to be more successful in life. Many researchers believe that Emotional Intelligence, or EQ, is a better indicator of success than IQ. When you go home, you can go online and search for the term, Emotional Intelligence, and even take tests to see how well you do. {Remind the cadets that tests should be taken with certified folks interpreting the results specifically for the individual. Most other tests are simply insightful and entertaining.}

Two researchers, John Mayer and Peter Salovey, decided that EQ can be well-described by five primary aspects: self-awareness, managing emotions, self-motivation, empathy for others and interpersonal skills.

{Draw on the board:}

self-awareness	managing emotions	self-motivation	empathy	interpersonal skills

As we look at each item, consider whether or not you are already practicing the aspect of emotional intelligence or if it is an area in which you can improve.

Increased Self-Awareness Question: Knowing yourself is important. Being self-aware means that you are aware of your mood. By being aware, you can readily alter your mood to communicate better. Describe a time when you thought you would fail at something. When we fill ourselves with

additional stress, like the possibility of failure, we often increase the chance that such things will happen.

- How can you become more self-aware? {Write the answers on the board.}

Managing Emotions Question: Describe a time when you said something and immediately thought, “I didn’t mean it that way.”

- Why did your mind trigger this response? {Write the answers on the board.}

Self-Motivation Question: Your emotional intelligence – how well you do or don’t understand or cope with your emotions – depends on how proactive you are. This is because Emotional Intelligence is closely related to your level of motivation, or your willingness to complete tasks. For example, if you feel so doomed by the largeness of a task – whether it be writing an essay or mowing a lawn – perhaps you will not even be able to start. You will doom yourself to failure before you even start, which will decrease your ability to feel good about yourself.

- Describe ways you were able to become self-motivated. {Write the answers on the board.}

Empathy Question: Understanding emotions in others can really set you apart as a leader. For example, describe the emotions of a cadet, one of your sharpest performers, will be going through as you counsel him or her regarding an infraction committed during an activity. You decide to begin the session with positive remarks and encouragement, so that he or she won’t be so nervous and can exit the session prepared to put the error behind him/her and move on.

- How does understanding someone else's emotions help you? {Write the answers on the board.}

Interpersonal Skills Question: Demonstrating interpersonal skill is a blending of several aspects of emotional intelligence, especially empathy and the ability to see and understand emotions in others. If you are aware of emotion in yourself and if you can control your emotions, you become a rock of stability who can see emotions in others and help those who may be struggling.

- How does the ability to understand other people help you to become a better leader? {Write the answers on the board.}

It sounds like we have a good basic understanding of Emotional Intelligence. Let’s explore some more how understanding yields better leadership.

MAIN POINT 2: UNDERSTANDING YIELDS BETTER LEADERSHIP

Think of someone who was angry. How did you know they were angry? Did the anger cloud or clarify this person's message? Understanding emotions allows you to understand the messenger. Once you understand the messenger, you will be in a better position to understand the message. When emotions and the message match, it is easy to understand. It requires some study of EQ to understand the message in spite of the emotion. Let's try an experiment to illustrate.

{Ask for two volunteers. One is the messenger and one is the receiver. State to the messenger that they are to say something nice to the receiver, but do it in a way that uses the wrong emotion, like anger or sadness. Let the messenger communicate the positive message with the wrong emotion.}

Question: {For the receiver} Did you believe the messenger's intent? Why or why not?

Question: {For everyone} Why is emotional intent so important in communication?

Question: How can leaders learn to use EQ to lead?

CONCLUSION

Summary: One expert asserts that individuals with high emotional intelligence can remain motivated even when facing challenges and they can detect emotion in others, feel empathy for those who may be hurting, and put themselves in the place of team members who may need counsel (Nahavandi, as quoted in *Learn to Lead*).

Remotivation: EQ is a powerful tool for leaders. You should go online or go to your library to more fully understand how you can improve your Emotional Intelligence.

Closure: While we were quick to point out that Spock separated his emotions from his logic at the beginning of this lesson, we should be mindful that Spock was not without emotion – he simply learned to understand and manage emotion as he applied logic. Fascinating.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last

25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, **“How does this activity tie in with our discussion?”**

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Understanding emotions, intelligence, self-awareness, empathy.**

14 – TRANSFORMATIONAL LEADERSHIP (CHAPTER 7)

Overview Statement: Old school thinking of leadership evolved around following orders. A modern study of leadership focuses on the leader’s relationship with the followers. Does the leader transform and empower the team? If so, transformational leadership has begun.

Connection to the Curriculum: Ties in with a central theme of chapter seven in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Transformation – “A complete change, usually into something with an improved appearance or usefulness.” Encarta Dictionary

Leadership – “The art of influencing and directing people to accomplish the mission.” *Air Force Doctrine 1-1*

INTRODUCTION

Attention: Complete this phrase: “The early bird gets the _____.” {Worm}

Motivation: How come we praise the early bird but nearly no one laments the early worm?

Overview: Our studies of leadership theory have been more like the early bird, focused on accomplishing the mission. But as the early worm alludes to, there are two considerations to make. The Air Force’s definition of leadership talks about accomplishing the mission, but it also focuses on directing people. In today’s lesson we will discuss the concept of transformational leadership as a great way to direct and influence your team.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT: TRANSFORMATIONAL LEADERSHIP IS PEOPLE FOCUSED

A leader's approach to leadership is likely to have a direct impact on his or her power. In other words, the leader's effectiveness with transformational leadership will dictate how much ability the leader enjoys to influence change.

Transformational leadership was developed in the 1970s by James McGregor Burns. Transformational leaders are able to raise their followers to a new level. In transformational leadership, leaders strive to help followers reach their full potential. Through inspiration and participation, the leader's appeal compels others to not only follow, but to follow well.

There are four major leadership factors in the transformational model.

{Write the following on the board:}

Idealized Influence	Inspirational Motivation	Intellectual Stimulation	Individualized Consideration

Review:

Idealized Influence ~ Leaders are effective role models for followers. They inspire followers so much that followers want to be like them. It's about being energetic and having a commanding presence. According to Northouse, leaders who practice idealized influence often display high levels of moral and ethical conduct and can be trusted to do "the right thing."

- **Question:** Think of a leader who is inspirational to you. In what ways did this leader inspire? {Write the answers on the board.}
- **Question:** Why does a leader's influence suffer when their ethical conduct is lacking?

Inspirational Motivation ~ Leaders communicate high expectations to followers, inspiring them to become committed to and a part of the shared vision in an organization. Inspirational motivation promotes team spirit, which can lead to great teamwork and success.

- **Question:** How can a leader motivate his or her team? {Write the answers on the board.}

- **Question:** Is it enough to lead others with an inspiring speech? Defend your answer.

Intellectual Stimulation ~ Leaders encourage teams to think differently. Such leaders have the ability to look at things in creative ways. Teams are encouraged to challenge assumptions, even their own. Followers are given the latitude to figure things out by themselves while solving problems carefully.

- **Question:** Describe a time when the team came up with a great solution. Why did the team succeed? {Write the answers on the board.}
- **Question:** Why is it hard for some leaders to give up control?

Individualized Consideration ~ Leaders pay attention to the individuals on the team and help each to become better. Such leaders are supportive and listen closely to individual needs. This type of leader cares for each follower in a unique way that is appropriate to the individual's situation. Because everyone is different, everyone brings their unique talents to the team. The transformational leader knows how to tap into these differences to create the best possible outcome.

- **Question:** Think about a person who successfully challenged you to excel. How did this person do that? {Write the answers on the board.}
- **Question:** Can a team be successful if one or more individuals are not operating at their full potential? Defend your answer. How would you encourage such team members?

CONCLUSION

Summary: Transformational leadership is powerful. You can work to change your followers, improve their confidence and skills, and make a huge difference in their lives. I encourage you to research “Transformational Leadership” on your own to gain further insights and practical skills.

Remotivation: Small team leadership is not about you, it’s all about your team.

Closure: Lead well!

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Empowerment; teams; affecting change.**

15 – TEAM LEARNING (CHAPTER 7)

Overview Statement: Leaders know how to apply the principle of synergy where the combined effort is greater than the sum of individual efforts. Leaders don't just focus on the individual's capacity, but on the capacity of the team.

Connection to the Curriculum: Ties in with a central theme of chapter seven in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Synergy – “The working together of two or more people, organizations, or things, especially when the result is greater than the sum of their individual effects or capabilities.” Encarta Dictionary

System – “A complex whole formed from related parts.” Encarta Dictionary

INTRODUCTION

Attention: Let's pretend that we're going to divide into two teams to play football. Everyone on your team is the quarterback. Why would this structure fail?

Motivation: Even though all of the quarterbacks are capable, the objectives of the game require a team approach, with different individual skills supporting the whole team. When you look at leading a diverse team in this manner, you are systems thinking.

Overview: Today we are going to discuss systems thinking and core team learning capabilities.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: SYSTEMS THINKING

In business, an organization succeeds because of the interaction and interplay of many different groups of people.

Your body is a system made of multiple systems. You have a circulatory system that includes your blood and veins; a respiratory system that includes your lungs and helps you breathe; a digestive system that breaks down the food you eat; a nervous system that helps you think; and muscular and skeletal systems.

All of these systems are separate and yet work together. If a system is dysfunctional, it can implode and even die. If it's part of a larger system, the bigger system, namely your entire organization, also could fail.

Question: When do you think a system can be eliminated?

Question: Describe some of the systems that you see in Civil Air Patrol.

{The next two questions are optional and can evoke a lot of discussion, potentially consuming all of your time. Plan accordingly.}

Question: Let's suppose that some want to eliminate the aerospace mission from CAP. Respectfully defend your reasons why this is a good or bad idea.

Question: Let's suppose that some want the cadet programs mission to become a separate entity. Respectfully defend your reasons why this is a good or bad idea.

MAIN POINT 2: CORE TEAM LEARNING CAPABILITIES

Understanding the whole of a system, a leader can move from personal mastery to team learning. The key to successful team learning begins with alignment. While the team may be looking in the same general direction, individuals are in disagreement and are not moving together. Wasted energy characterizes unaligned teams, synergy occurs with aligned teams.

In team learning, in addition to the importance of alignment, there are three critical dimensions mentioned in *Learn to Lead*.

Review:

Insightful thinking ~ takes advantage of the realization that many minds can be more intelligent than one mind.

Innovative action ~ the combined actions witnessed when an orchestra or championship sports team succeed with “spontaneous yet coordinated” play.

Role of other teams ~ teams that work in separate and even the same departments within an organization help encourage each other to work in cooperation.

Question: Do groups typically make better decisions than the individual? Defend your answer.

Question: How can you align your team so that “spontaneous yet coordinated” results occur?

Question: Describe what usually happens when a team does not have the support of the rest of the system. How does a team overcome such matters?

CONCLUSION

Summary: Good team leaders know that their team is part of a greater whole; that their role is to produce synergy. This synergy is accomplished through systems thinking and core team learning capabilities.

Remotivation: Teams that regularly interact under the influence of common goals typically excel.

Closure: As a small team leader, start thinking systematically.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Teams; systems.**

16 – POWER (CHAPTER 7)

Overview Statement: An inherent component of leadership is the subject of power. The leader must have power to accomplish objectives. It is in how a leader chooses to wield this power that determines the character of the leader, and, in turn, the ability to drive success.

Connection to the Curriculum: Ties in with a central theme of chapter seven in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Term:

Power – “Capacity to do something; control and influence; authority to act.” Encarta Dictionary

INTRODUCTION

Attention: Everyone stand up.

Motivation: Why did you stand? Is it really because, “you told me to?” Ok, take your seats... You did it again!

Overview: In this lesson we will probe the concept of power, or why we stand or sit when told to do so.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: POSITIONAL POWER

There are many definitions of power. These definitions usually are correct, while also being wrong. For example one definition of power is, "the ability of one person to influence another." While true, it is also an oversimplification because there are many types of power. The concept of power is

complex, yet so simple that you can observe children exerting various types of influence on the playground.

Within an organization, like CAP, power is often demonstrated by the position or by the person. Position powers are those that people have based on their position, while personal powers are specific to the individual's knowledge and personality, not their title.

{Write the following on the board:}

Positional Power	Personal Power
Transactional	Transformational

Positional power is transactional, meaning, "if you do this, you get rewarded; if not, you get punished." Often, followers are motivated only to do just enough to avoid punishment or to get the reward. Let's review the three positional powers.

Review (Nahavandi, as quoted in *Learn to Lead*):

Legitimate power ~ Others obey leaders because of the legitimacy of the position of the leader.

Reward power ~ Followers comply because they desire rewards that their leader can confer.

Coercive power ~ Followers obey because they fear punishment.

Question: If a leader can instill a fear of punishment in followers, what are some of the ways that the leader can fail?

Question: Why is transactional leadership limiting?

Question: When do you think positional power is best used? Why?

MAIN POINT 2: PERSONAL POWER

Personal power includes both positional power and referent power, which is conferred upon leaders when followers choose to follow out of admiration or respect. Leaders with referent power (a form of personal power) are role models.

A leader who strives to also use personal power is practicing transformational leadership. He or she inspires excellence and dedication in followers by creating a positive atmosphere of teamwork, trust and appreciation.

Question: If a leader instills an atmosphere of teamwork and trust, what are some of the ways that the leader can fail?

Question: When is transformational leadership limiting?

Question: When do you think personal power is best used? Why?

CONCLUSION

Summary: Power is both positional and personal. Abuse of power is one of the most common errors that leaders make. A leader is not a leader without followers, so the right application of power will compel others to follow.

Remotivation: There are various types of power in your toolkit that will enable you to guide and influence others. The most influential leader will have both position and personal power.

Closure: Ok, let's stand to be dismissed... You did it yet again!

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, "**How does this activity tie in with our discussion?**"

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Authority; power; responsibility.**

17 – LEADERSHIP STYLES (CHAPTER 7)

Overview Statement: Experts have found that leaders exhibit essentially two kinds of behaviors: task and relationship. Leaders must be able to adjust their style to address these two behaviors appropriately depending on the situation.

Connection to the Curriculum: Ties in with a central theme of chapter seven in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Relationship – “The connection between two or more people or groups and their involvement with one another.” Encarta Dictionary

Task – “A job assigned to somebody.” Encarta Dictionary

INTRODUCTION

Attention: The story is told of a paratrooper landing near a farmhouse during World War II and asking the farmer, “Do you know where all of the troops are, I am their leader.”

Motivation: There are two ways to look at this story: The leader is clueless or the troops were self-sufficient. We won’t know for sure which is true until we meet with the leader and discover his or her leadership style.

Overview: In today’s lesson, we will discuss the two behaviors that leaders typically exhibit: task and relationship. Experts contend leaders must be able to balance these two behaviors appropriately depending on each situation.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what

you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: TASK BEHAVIORS

Some leadership styles focus on the leader’s use of resources in order to be effective. Resource decisions are typically based on a wide range of factors that include the type of task, the quality of the decision, and follower considerations that include level of commitment. Task behaviors involve actions that relate to how a job or project gets done directly in terms of organization of work, scheduling of work and who will perform individual tasks.

{Write the following on the board:}

Task Behaviors	Relationship Behaviors
Resource based	

MAIN POINT 2: RELATIONSHIP BEHAVIORS

While some leadership styles focus on resources, other styles focus on the exchange between leaders and followers. The leader motivates followers to accomplish the team’s goals, typically trading leader-initiated styles, like guidance and support, for follower-induced styles, like productivity and satisfaction. Relationship behaviors include building morale, respect, trust and fellowship between leaders and followers.

{Add the following on the board:}

Task Behaviors	Relationship Behaviors
Resource based	Exchanged based

Question: Think of a time when a leader had to be directive. In other words, the leader gave someone specific instructions about a task. Where would you place this on the board? Why?

Question: Now think of a time when a leader was supportive. In other words, the leader gave the goal but left the tasks to reach this goal to the followers. Where would you place this on the board? Why?

Question: Is it possible for a leader to be both directive and supportive at the same time? If so, how are task and relationship behaviors related?

Question: Is it really leadership when the leader changes his or her approaches based upon the people or situation? Defend your answer.

Question: Think of a task that succeeded even with poor leadership. Explain how this was possible.

Question: How does CAP's Core Value of Respect relate to leadership?

CONCLUSION

Summary: Exerting leadership really does depend on the situation. Good leaders know when to focus on resources or focus on exchanges. The particular behavior that the leader chooses depends on the both the task and the follower.

Remotivation: You are a small team leader. You have followers, not clones. Learn to vary your leadership style based upon the situation.

Closure: Remember: "These aren't the droids you're looking for."

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, "**How does this activity tie in with our discussion?**"

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concepts for this lesson: **Situational leadership; teambuilding; team dynamics.**

18 – THE ORGANIZED COMMUNICATOR (CHAPTER 8)

Overview Statement: Everyone communicates every day. The organized communicator can get the message across more effectively. Leaders need to become organized communicators.

Connection to the Curriculum: Ties in with a central theme of chapter eight in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Audience – “People watching or listening; people who read a writer’s [works].” Encarta Dictionary

Communication – “Interacting with others through writing and speech.” *Learn to Lead*, Module Two

INTRODUCTION

Attention: When Amelia Earhart radioed that she was lost and low on fuel, she whistled into the microphone hoping that this sound would be better for others to triangulate her current position. Radio listeners lamented that if she kept talking instead they may have been successful.

Motivation: Sometimes, knowing how to communicate is more important than what you communicate.

Overview: In this lesson we will review both common elements and detractors of good communication.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: COMMON ELEMENTS OF GOOD COMMUNICATION

You can succeed as a communicator by speaking confidently and maturely. You can make yourself heard in writing as well. Your success as a communicator will help you in CAP as you strive for promotions, as you tackle high school and college courses, and as you communicate in all aspects of life. Such effective communication also supports CAP’s Core Values. When you communicate well, you show respect for others and you boost the performance of CAP missions.

{Write the following on the board:}

	Purpose	Know Your Audience	Organization
Speaking			
Writing			

Both writing and speaking share three common elements: A purpose, knowledge of the audience and an organized delivery.

Review:

Purpose ~ A specific reason why you are writing or speaking. In other words, what do you want your audience to understand, do or believe?

Know Your Audience ~ A deliberate effort to be aware of the receiver of your message. For example, does your audience need to be informed, persuaded or entertained? Ask yourself, “Why is my message important to this audience?”

Organization ~ The way you structure your message is critical. The success of your message depends on decisions you make regarding how you put your message together.

Let’s imagine that you are going to give a talk or write a news article about the benefits of glider flying. {Fill out the chart as the cadets give their answers.}

Question: {speaking line} What is the purpose? Who is your audience, and more importantly, why is this topic important to your audience? How will you organize your talk?

Question: {writing line} What is the purpose? Who is your audience, and more importantly, why is this topic important to your audience? How will you organize your paper?

Interestingly, the common elements are the same for both speaking and writing.

MAIN POINT 2: DETRACTORS OF GOOD COMMUNICATION

Sometimes we can better identify potential problems by looking at negative aspects, or detractors, of good communication.

Question: Give some examples on how some audiences may not be the right ones for a particular message. Would a more organized delivery help? Defend your answer.

Question: Give some examples on how a speaker or a writer was disorganized. Does having a strong purpose help? Defend your answer.

Question: Have you ever been bored by a speaker or writer? Explain how the presenter failed one or more of the three common elements.

Question: Can a speech or paper still be boring even if all three common elements are rightly applied? Defend your answer.

Question: Which of these three common elements is the most important? Respectfully defend your answer.

CONCLUSION

Summary: Whether you are speaking or writing, how you communicate is just as important as the message itself. According to the Tongue and Quill, effective communication can enrich your career opportunities and shape your life.

Remotivation: Learn from Amelia Earhart's whistling by knowing how to communicate more effectively.

Closure: Take the lead – communicate well!

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concept for this lesson: **Communication.**

19 –ARGUING WELL (CHAPTER 8)

Overview Statement: When you write or speak, you must provide explanations to support your viewpoints. Leaders know that the better the logic, the better the point is made. Arguing well is a vital tool for leaders.

Connection to the Curriculum: Ties in with a central theme of chapter eight in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Term:

Argument – “A stated point of view.” Encarta Dictionary

INTRODUCTION

Attention: Apologists. If you thought about people who say, “I’m sorry,” you missed one of the definitions. An apologist is one who makes a strong case to an argument.

Motivation: Argument. If you thought about people who are fighting, you also missed one of the definitions. An argument is a stated point of view that can be discussed and debated.

Overview: In today’s lesson we will discuss the fine art of making a strong case towards a stated viewpoint.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: THE BEST DEFENSE IS A GOOD OFFENSE

Sometimes, the best defense is a good offense. While this statement is often applied to sports, it is also applicable to presenting your point of view well. Your arguments will be the backbone of your

thoughts. These arguments will also help the receiver of your message to reach a conclusion about your topic. The conclusion could be, “I think your points are valid,” or they could be, “I disagree with your points.” To have a better chance of “winning” the argument, you need to have the strongest possible case.

{Draw the following on the board:

Flight suits for all cadets. Ask the cadets to form teams of three or four.}

CAP currently allows flight suits while flying for certain members. Brainstorm your best case for making the flight suit the preferred uniform for all cadets at all times.

{Allow the cadets about five minutes to discuss and report. Write their answers on the board.}

You all gave good arguments why flight suits should be allowed. I noticed that some of you wanted to argue the opposite – why it should not be allowed. We will get to that in a moment. For now, let’s focus on the mechanics of your discussion – your “defense.”

Question: Why did you pick the rationale that you did?

Question: Who are you trying to convince?

Question: If the regulations are already specific, why challenge them?

Question: How is the best defense a good offense?

MAIN POINT 2: THE BEST OFFENSE IS TO KNOW THE DEFENSE

Perhaps the best counter-point to the previous argument is to realize that the best offense is to thoroughly know the defense. Most major decisions are usually debated and reconciled before the formal vote on the matter. Leaders know the opposing viewpoints so well that they can influence the debate accordingly.

{Ask the cadets to form a different grouping of three or four.}

Let’s revisit our original premise. CAP currently allows flight suits while flying for certain members. This time, brainstorm your best case for why the flight suit should remain a limited use uniform.

{Allow the cadets about five minutes to discuss and report. Write their answers on the board.}

You gave good arguments about why the flight suit should be limited.

Question: Why did you pick the rationale that you did?

Question: Who are you now trying to convince?

Question: Why is the best offense is in knowing the defense?

CONCLUSION

Summary: We have demonstrated the fine art of arguing, or stating a case in the best possible way to garner support for your point of view. As with our flight suit example, the best arguments are ones that are well thought-out.

Remotivation: When next you participate in a discussion, remember to be the best possible apologist.

Closure: Arguments will be won or lost. How you argue remains with you always.

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concept for this lesson: **Articulating a particular viewpoint well.**

20 – ESSENTIAL COMMUNICATION SKILLS (CHAPTER 8)

Overview Statement: Whether you are writing or speaking, you can make every day better by improving your communication skills.

Connection to the Curriculum: Ties in with a central theme of chapter eight in *Learn to Lead*, Team Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module Two; Whiteboard (or chalkboard, butcher paper or easel pad).

Key Terms:

Communication – “Exchange of information.” Encarta Dictionary

Sublime – “Excellent or particularly impressive.” Encarta Dictionary

INTRODUCTION

Attention: White. Fluffy. Cute. How many of you are thinking, bunny? Why not rabbit? Or snow? How many of you thought of something else? Words are just words unless there is some interpretation.

Motivation: Communicating requires that you spend some time making sure that others understand your message.

Overview: In this lesson, we will discuss six essential communication skills.

Your role in this discussion is to be an active participant. You are free to share your views with each other. Please be involved and considerate of one another. My role will be to take notes on what you say, and I may occasionally ask a question or two. There are no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT: UNDERSTANDING THE SIX ESSENTIAL COMMUNICATION SKILLS

Amber. Grain. Waves. How many of you thought, the Star Spangled Banner? How about wheat-fields? Something else?

{Divide the cadets into two about equal teams.}

Just as with the bunny and wheat-field examples, your team is to come up with three words that represent something else. Both teams will try to guess what the other team meant.

{Allow about two minutes for thinking and responding. Repeat this activity again if time allows.}

As with your examples, understanding the intent of the words is usually more important than the words themselves.

Here are some words that describe the essential communication skills:

{Draw the following on the board:}

Clarity	
Pronunciation	
Articulation	
Familiar Words	
Clutter	
Active Voice	

Question: Why is clarity important while communicating?

- How would you define **clarity**? {Write this answer on the board.}

Question: Do you agree with the premise that pronunciation increases your credibility and shows your maturity? Defend your answer.

- How would you define **pronunciation**? {Write this answer on the board.}

Question: Articulation is the way you form speech sounds, like saying “I don’t know” instead of “dunno,” or “flying” instead of “flyin’.” How is this different from pronunciation?

- How would you define **articulation**? {Write this answer on the board.}

Question: Using simple words instead of big ones is sublime. See the point? Try to use words that are familiar with your audience. For example "cadence" has meaning for your flight commander, but probably has limited meaning for your math teacher. Give some examples of how someone used unfamiliar words when talking with you. How did you interpret what they meant?

- How would you define **familiar words**? {Write this answer on the board.}

Question: Most of you have begun to use PowerPoint or similar tool as a way to communicate. Such tools can easily become cluttered with a lot of words. Why is it a bad idea to put every word of your presentation on the slides?

- How would you define **clutter**? {Write this answer on the board.}

Question: Using an active voice takes extra effort, which will enliven your communication. Instead of saying, "The fighter jet is flying today," try adding some action, like, "The fighter jet darts and dives through the sky today." Your turn – change this statement into an active voice: Cadet Smith is in his uniform. Why is an active voice better in communication?

- How would you define **active voice**? {Write this answer on the board.}

CONCLUSION

Summary: Communication is a little like math. It builds from sentence to sentence, with the logic of one sentence forming a foundation for the next. If the first sentence doesn't make sense to your audience, you have set up your listeners to fail to understand the next sentence.

Remotivation: Communication is a vital part of work, school, and even relationships. Mastering the six essential communication skills will help you to understand and to be understood.

Closure: Words matter. But words would matter more if we knew what you meant!

SUGGESTED ACTIVITIES

Note to the instructor: Every informal discussion should be followed by one or more hands-on activities that reinforce one or more of the concepts being discussed. These activities should last 25-30 minutes, giving about one hour total block of time for the leadership session at a typical CAP meeting (25-30 minutes for the informal discussion, plus 25-30 minutes for the activities).

Along with any questions found in the activities themselves, you should be sure to ask, “**How does this activity tie in with our discussion?**”

CAP recommends activities from the *Learn to Lead Activity Guide* by Rob Smith (published by the Civil Air Patrol). You are free to substitute another activity, or create your own, as long as you tie in with one or more concepts of the informal discussion.

Main concept for this lesson: **Communication.**