The Chief Operating Officer and CAP-USAF Commander Perspectives

Instructor Guide

The E&T program uses the **flipped classroom format** where students read the material before class and come prepared to discuss the topics. The PowerPoint slides are used during onsite, person-to-person, and virtual classes to summarize the material and to facilitate discussions and scenarios. Instructors can modify the slides based on the audience if they support the core material. All students are required to come prepared to participate, which includes completing the reading and all assignments. While assignments may be modified, they should not be waived. For example, an item might be done in groups in class versus as homework.

Lesson Objective: This lesson seeks to provide the region or national-level leader with insight into the leadership principles valued by two strategic leaders.

Scheduled Lesson Time for Synchronous Onsite/ViR Classes: 60 minutes

Teaching Method: Facilitated discussion and activity

Reading Materials:

- Student Guide
- One item from the COO's Reading List
- One item from the CAP-USAF Commander's Reading List

Teaching Aids/Handouts:

- Slides

Desired Learning Objectives (DLO):

1. Understand the role and background of the Chief Operating Officer (COO).
2. Gain insight into the leadership principles the COO values via his leadership reading list.
3. Understand the role and background of the CAP-USAF Commander.
4. Gain insight into the leadership principles the CAP-USAF Commander values via his reading list.

5. Reflect on your leadership style and how it might be enhanced by the principles shared by the COO and CAP-USAF Commander.

Lesson Strategy: This lesson is designed to introduce the region or national-level leader to materials that have shaped the leadership of the COO and CAP-USAF CC.

Instructor Note: This lesson focuses on the perspectives of strategic organizational leaders. Students should complete the assigned Student Guide before coming to the class. This allows you to spend most of your time on discussion questions and any exercises or case studies offered. Survey the students to see how well they've absorbed the materials and adjust your plan as necessary.

Introduction: The COO and the CAP-USAF Commander work closely with CAP's National Commander. Each has shared some personal insights and thoughts on leadership, vision, character, and what makes a good leader. This module introduces resources that the COO and CAP-USAF CC have read and encourages others to explore. More than an interesting read, these writings teach leaders some valuable skills for strategic leadership.

Review: Ask the students if they have any questions about the reading. If they have questions, answer them. If not, proceed with a short review. Ask the students to share the most important points from the reading. Encourage students to share stories from their units. If necessary, develop cases to enhance the discussion.

Bridge: As you read through the materials, you are now familiar with some viewpoints held by the COO and CAP-USAF CC, as well as some resources they value. Let's discuss the resources they shared.

Suggested Discussion Questions: Feel free to add or adjust questions as needed to meet students' needs and the unique conditions in your area.

Discussion Format

Note: If the COO and/or CAP-USAF Commander are available, they will lead the discussion and Q&A session. See Resources for Instructors below for instructions on requesting their participation. The VolU instructor is responsible for supporting their presentation, grading the assignment, and posting credit.

Question: What information surprised you or did you find interesting from the biographies of these two leaders?

Note: *This should be a personal reflection from the students. If the COO or CAP-USAF Commander is presenting, delete this question from the slide.*

Question: What types of leaders do you prefer to work with most? The least?

Note: *This should be a general discussion about opinions. Encourage students to provide examples of how the types of leaders impact them and the organization. Students should avoid identifying leaders by name, as the focus is on leadership types.*

Supporting Question: Why do some leaders fail while others succeed?

[Possible answers: *(1) Successful leaders value the input of their team, while unsuccessful leaders may dictate how to do things. There are times when decisions need to be made, but most of the time leaders can solicit input. (2) Successful leaders hold the team accountable to a standard, while coaching and providing feedback to help them improve. Unsuccessful leaders may ignore problems until they become bigger issues or are copied by others as the allowed standard.*

Question: What does teamwork accomplish and why is it a critical necessity for an organization? Include in your discussion some skill sets that are desirable for an effective team.

[Possible answers: *(1) Teamwork allows members to contribute their strengths to the effort where others' strengths may offset their weaknesses. The whole is greater than the sum of its parts. (2) Ability to tap into different experiences and expertise. (3) Teams create an environment where members want to succeed.*

Question: Why is trust important in teams and what happens when you lose it?

[Possible answers: *(1) Members need to know they will be respected and that they are valued. (2) If trust is lost, they may not be willing to risk contributing new ideas or expressing an opposing view.*

Supporting Question: In your opinion, which of CAP's core values has the greatest impact on building trust and why?

Note: *Answers should be the students' opinions, supported by their thoughts. No one core value is necessarily greater than another. Students should be able to express their ideas. Encourage students to express opposing views. Avoid sharing your own opinion before students share theirs.*

Question: Thinking of examples of leaders with high integrity, as well as leaders with little or none, what effect did these leaders have on their organizations?

Note: *Ask students to avoid including identifying information.*

[Possible answers: *(1) Members of the team as well as higher management had a high level of trust. (2) The team was willing to explore new ideas. (3) Output or performance of the team was significantly higher than other teams.*

Question: Thinking of challenges that people and teams may face, how does resiliency help them to navigate these challenges?

[Possible answers: *(1) People and teams can rebound quickly from setbacks or failures. (2) Members of the team are willing to take responsibility for outcomes, even if they aren't as expected. (3) People may be more willing to take on challenges if they feel they can recover if things don't go according to plan.*

Supporting Question: How can individuals and teams build resiliency?

[Possible answers: *(1) Strong relationships can build resiliency. Being part of a team can build strong relationships. (2) Take on new challenges as opportunities to learn. (3) Take care of your health, get enough rest, and exercise. (4) Learn from adversity. Reflect on past challenges to strengthen your capacity to handle future challenges. Expand your comfort zone!*

Question & Answer (Q&A) Session: If the COO and/or CAP-USAF Commander, or one of their representatives, are teaching the class, open the floor for questions as time allows. Access to these leaders in a small-group setting is a valuable part of the Level V experience.

Assignment

Choose one item from the COO's reading list and one from the CAP-USAF/CC's reading list. Read the work and reflect on how you can use it to enhance your leadership in CAP. Write a brief review of each item (minimum of a half page each), to include your reflections on how you will use what you've learned and your recommendation to others for leadership development. You may also provide a copy to Mr. Plamp and Colonel Stewart, but your instructor will be grading completion of the assignment.

- COO's Reading List:
    - *The Infinite Game* — Simon Sinek
    - *Get Back Up: Lessons in Servant Leadership* — Heather Wilson and Gen. Dave Goldfein
    - *The First 90 Days* — Michael Watkins
    - *The Servant as Leader* — Robert K. Greenleaf

- CAP-USAF Commander's Reading List
  - *Start with Why*, by Simon Sinek
  - *It's Your Ship,* by Captain D. Michael Abrashoff
  - *Stone Soup,* by Marcia Brown
  - *Leaders Eat Last*, by Simon Sinek

Instructions for Synchronous Onsite/ViR Classes

Submit your two reviews in one document to your instructor for grading.

Instructions for Asynchronous Online Students

1. Upload your two reviews in one document to Absorb for grading.

   Because asynchronous students do not have classroom interaction, a second assignment is required.

2. In a separate document, answer the following questions and upload to Absorb for grading.

   a. What information surprised you or did you find interesting from the biographies of these two leaders?

   b. What types of leaders do you prefer to work with most? The least? Why do some leaders fail while others succeed?

   c. What does teamwork accomplish, and why is it a critical necessity for an organization? Include in your discussion some skill sets that are desirable for an effective team.

   d. Why is trust important in teams, and what happens when you lose it? In your opinion, which of CAP's core values has the greatest impact on building trust, and why?

   e. Thinking of examples of leaders with high integrity, as well as leaders with little or none, what effect did these leaders have on their organizations? *Note: avoid including identifying information.*

   f. Thinking of challenges that people and teams may face, how does resiliency help them to navigate these challenges? How can individuals and teams build resiliency?

Resources for Instructors

- Instructors are encouraged to invite the COO and CAP-USAF Commander to teach this module. Instructors should email capvolu@capnhq.gov as early as possible, but at least four weeks prior to the first option for a class session. Include date and time options to increase the likelihood they can attend, or identify someone to represent them. Include the anticipated class size. Ensure your email address and phone number are in your signature block. In most cases, the COO and/or CAP-USAF Commander will join virtually. Instructors are responsible for setting up the virtual platform and providing it at least two days prior to the session.
- Instructors are encouraged to read books from these lists so they can answer student questions.

Lesson Summary and Closure

Over time, we develop a leadership toolbox. It includes tools and techniques we have learned from reading, our experiences, etc. In this lesson, the COO and CAP-USAF Commander shared some tools from their toolboxes. You can now add the tools that appeal to you to your toolbox.