

Middle School Initiative

**PART I
COVER SHEET**

CAP 4 SEMESTER 1 WEEK 2

COURSE: Administrative Officer Leadership Laboratory, Achievement 10

LESSON TITLE: Management Principles: Planning and Correspondence

LENGTH OF LESSON: 50 Minutes

METHOD: Informal Lecture - Discussion

REFERENCE(S):

1. *Leadership: 2000 and Beyond*, Volume II, Chapter 9
2. AFH 33-337, *Tongue and Quill*, Speaking On Paper, Page 131, 30 Jun 97
3. CAPR 10-1, *Preparing and Processing Correspondence*, 1 Oct 96, and Change 1, 22 Dec 97
4. CAPR 10-3, *Administrative Authorizations*, 15 Sep 98

AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):

1. Overhead Projector
2. Transparencies
3. Handout 1 - Memorandum-Style Letter
4. Handout 2 - Personal Letter or Business Style Letter
5. Handout 3 - Personnel Authorization
6. Handout 4 - Participation Letter

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to:

1. Understand the first principle of management - planning.
2. Know the various forms of military style letters.

COGNITIVE SAMPLES OF BEHAVIOR: Each cadet will become aware of the first principle of management and acquainted with the various forms of military correspondence used in Civil Air Patrol.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

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PART II TEACHING PLAN

Introduction

ATTENTION: Good afternoon. Here is a simple thought question for you to ponder for awhile. What makes you think that you have the qualities of a good leader?

MOTIVATION: A good leader sets goals, measures progress and rewards performance.

TRANSITION: Understand that an effective leader must also be an efficient manager. He has certain resources made available to him and they must be managed in a controlled manner.

Body

MP 1 MANAGEMENT PRINCIPLES - PLANNING

During one of your classes in leadership in the last achievement, I talked to you about an overview of management. In that lesson I pointed out that there were five major functions in effective management. These functions are planning, organizing, coordinating, directing, and controlling. In our lesson today we will discuss the first of these - planning.

Let's say that our wing headquarters has planned a wing-wide exercise that entails many hours of classroom instruction on a myriad of emergency services subjects. The exercise will be held at four different locations and each location must present the same subjects in the time frame allocated in the wing operations plan. The group plans officer has decided to task us to present a two-hour class on basic radio communications. This class is for those individuals that need certification for the basic communicator's authorization. The class is to be held at our local area mission base. What do we need to do to fulfill this commitment?

First of all, we must define and analyze our objective. It appears that the objective is quite clear - teach a class on basic radio communications. Now we must look at every part of what must be accomplished to achieve our stated objective. That is the analyzing part. We must breakdown this simple objective into work tasks to assure that all avenues are covered. In defining these tasks, you must assure that all tasked individuals have a working relationship with each other, so that all are working towards the same goal. The events must be sequenced in a logical order to ensure that the goal is achieved efficiently. What resources do you need to accomplish this mission?

Our next course of action is to evaluate the situation and define the roles of all players. Can each player support the tasking? Are there others in the unit that can help the tasked individuals?

To answer many of these questions, it's quite possible that you may have to hold a planning meeting with all the tasked individuals present to inform them of the overall objective, the resources available, and ask the players to brainstorm for ideas on how to accomplish the various tasks. By doing this, all courses of action may be considered.

Just what is the best course of action? We have determined that the base facilities are adequate for classroom instruction; that audio-visual support is available; and that the space is adequate for X number of people. We have the instructor personnel available, so the class is feasible. Our lesson plans and support equipment meet established standards, so our course of action is adequate. The plan of action has been submitted to the group plans officer and he has signed off on it, thereby making our actions acceptable.

Our plan is perfect. All the elements are clear and concise. It cannot fail. **WRONG!** Each and every plan, no matter how perfectly considered and written is liable to fail, with only one element causing the failure. An alternate plan must be developed to cope with the failure of any one element of the basic plan. Your specified classroom may change and you do not have sufficient seating capacity for the intended audience. Will some other instructor use this classroom directly after your class, or can you do a second session in the same room? This is just one instance where you must have an alternate plan to cope with an unforeseen change of venue. Remember that an alternate plan must be as fully developed as the primary plan. Your thought processes must be fully challenged in order to perceive all possible changes.

You know the location and the facilities. Walk through each element of both plans to assure completeness. Be prepared to alter either plan as conditions warrant.

Your planning must explain "who, what, where, when, and what." This is the only way you can determine that your plan is suitable, feasible, adequate, and acceptable. Question every part of the higher headquarters plan, as well as yours, to assure thoroughness.

TRANSITION: Planning an operation can be done mentally and coordinated verbally, but documenting every aspect of the plan on paper makes the process more methodic and allows for constant review and updating. Although not directly involved in the planning stage, the next portion of this class will aid you in developing plans in the future. We are going to talk about basic military correspondence.

MP 2 **CORRESPONDENCE**

"Miss Jones, please take a letter." How many moving picture films and TV shows have you seen in which this kind of request has been made of a secretary? Just where is the secretary going to take the letter? I believe that this quote implies that the secretary, Miss Jones, is to transcribe the dictation of her superior. She is then supposed to type the information in the approved format for the boss' signature. He will review her work and sign the letter, if acceptable. Miss Jones, the good secretary that she is, does not make mistakes, but if the boss does not like the content of the letter he should note the changes and return it to Miss Jones for retyping.

Correspondence, of some sort, is an inherent part of our life. You, as a cadet staff officer or commander, will have to write a formal military style letter. Contained in your current directive package is a copy of Civil Air Patrol Regulation (CAPR) 10-1. This directive outlines the format of this style of letter. The military letter in Civil Air Patrol and the USAF is called a memorandum.

TRANSPARENCY LL10.1.1 - Memorandum

On this transparency you see what this style of military letter looks like. The memo describes how the page is laid out, with everything in its place.

NOTE: The instructor will point out the major sections of the memo and their required location on the page. This should only take about one minute.

Next in this area of correspondence is the personal letter. Again this is a military memo, but is formatted differently and is more personal in nature. The personal memo is written on organizational letterhead paper with the sender's name and address above the recipient's name and address. By using the personal memo, the writer can be more casual in his or her expression of feelings than in the use of the official memorandum.

TRANSPARENCY LL10.1.2 - Personal Letter

Here is a copy of that personal memo from one CAP member to another. The wing administrative officer has written to a member of a unit within the wing.

Transition: Now that we have learned about the basics of military correspondence, lets move on to another subject that may have had, or will have some effect on you.

Our next area of military correspondence is the Personnel Authorization. Suppose you have several cadets that are to be assigned to various positions in the unit, all at one time. Initiating a Personnel Authorization will preclude the typing of several CAP Forms 2a, *Request for and Approval of Personnel Actions*. Producing one personnel authorization allows you to list all personnel involved and the positions to which they are assigned. One piece of paper, duplicated as needed, is then posted in each person's personnel file. CAPR 10-3, *Administrative Authorizations*, shows the format for this authorization.

TRANSPARENCY LL10.1.3 - Personnel Authorization

This type of military letter can also be used to assign individuals to various boards and committees. The commander or the administrative officer should sign it.

The last letter of concern to us today is the participation letter. This type of letter is to show your participation in various activities outside the normal weekly meetings. Activities such as conferences, parades, bake sales, etc., would warrant this letter. This letter really shows how much you support the unit externally.

TRANSPARENCY LL10.1.4 - Participation Letter

Here is a sample of that letter. It shows the name, location and date of the activity, and the participants. This is filed in your personnel records.

NOTE: Upon completion of this segment, pass out a copy of each of the memos/letters to the cadets for retention.

Conclusion

SUMMARY: As a cadet administrative officer you may be responsible for the preparation of a unit plan. As part of the planning staff, you should assure that all the necessary planning questions are asked as the plan progresses. The final product is the culmination of everyone's hard work, not just in the thinking, but also in doing the footwork necessary to make the plan work. As part of your job as an administrative or staff officer, you may be required to write a military style letter to members of your own organization, or to others of the wing. You must be able to express your thoughts in clear, concise terms, and in the proper format. Being prepared to assume this duty is part of your leadership responsibilities.

MOTIVATION: At this point let me borrow a quote from an Army leadership manual. *"Schools and their training offer better ways to do things, but only through experience are we able to capitalize on this learning. The process of profiting from mistakes becomes a milestone in learning to become a more efficient soldier."*

- William G. Baldrige
Former Sergeant Major of the Army

CLOSURE: Sergeant Major Baldrige's comment indicates that you may learn a lot in class, but that learning must be applied in the field to be effective. Much has been covered in this class today, but again, you must apply that knowledge to progress in the program. There is much reading to be accomplished by you and your comprehension level must be very high so that information retention is maintained at the highest level possible. Next week we will be discussing problem solving so read that portion of the text and be prepared to solve the world's problems. Also, make sure that the chapter review exercise is up to date with the work we have done thus far. Good day and dismissed.

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson was for each cadet to become acquainted with the first principle of management and the various styles of CAP correspondence.

LESSON QUESTIONS: Completion of the chapter review exercise satisfies this requirement.