

Middle School Initiative

**PART I
COVER SHEET**

CAP 5 SEMESTER 1 WEEK 14

COURSE: Aerospace Education Officer Leadership Laboratory, Achievement 13

LESSON TITLE: Problem Solving and Leadership Situations

LENGTH OF LESSON: 110 Minutes

METHOD: Lecture and Discussion

REFERENCE:

1. *Leadership: 2000 and Beyond*, Volume III, Chapter 12
2. AFM 36-2236, *The Air Force Instructor*, Chapter 15, 15 Sep 94

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

1. Transparencies
2. Projector

COGNITIVE OBJECTIVE: The objective of this lesson is for each cadet to master the techniques of problem solving by using appropriate procedures necessary to resolve the problem or situation.

COGNITIVE SAMPLES OF BEHAVIOR: Each cadet will apply previously learned techniques of problem solving and resolve each of the two case studies.

AFFECTIVE OBJECTIVE: N/A

AFFECTIVE SAMPLES OF BEHAVIOR: N/A

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PART II TEACHING PLAN

Introduction

ATTENTION: Good afternoon and welcome to your class in the study of solving problems presented by the case study method.

MOTIVATION: One of the functions of being in a leadership role is the resolution of conflict within the unit. Our studies in problem solving will aid you in becoming an able leader of cadets.

OVERVIEW: First, we will summarize some of the problem-solving techniques first brought to your attention in Achievement 10, then work on the two cases shown in your leadership text. In solving the two cases you will find that there are not textbook answers to the problems. The period will conclude with a summation of the two case studies, indicating the best possible solution.

TRANSITION: How many times have you been confronted with a problem that you did not know how to resolve? With the methods used in our class, you will be better prepared to solve the personnel problems facing you. Shall we begin?

Body

MP 1 **Summary of Problem-Solving Techniques.** Way back in Week 10 of the first semester of CAP 4 you learned the principles of military leadership; specifically, some logical steps necessary for solving problems. I will summarize those quickly for you now.

TRANSPARENCY LL 13.1.1 - Problem-Solving Steps

NOTE: Instructor should refer back to CAP4S1LL10.2 for any notes needed to explain the items on the transparency.

The items listed here will generally be applied equally in both of the test cases before us today.

TRANSITION: Are there any questions about these steps? If not, let's move to the case studies in your text.

MP 2 The instructor will divide the class in half and assign a case study to each group. The group is to pick a moderator and a scribe. Using the case studies, as written in the text, each group should proceed on their own toward a possible solution.

Each group will work toward an amicable solution to their problem using the guidelines set before them. Sufficient time should be allowed for them to follow each required step, set their facts and specifics on paper, and follow through to their group solution.

One-half hour before the end of the class, the groups should be reunited and the moderator of each group will explain their problem, using all the steps, and what their solution is for their case study.

MP 3 Each of you participated in resolving a case study that could be an actual situation. Maybe something like these problems has happened in your past, or may happen in the future. You have had the chance to apply a relatively simple formula to conflict resolution.

Looking back just a few weeks ago, wouldn't these cases be a challenge for you in effective writing and coordination? I'm fairly sure that they are.

There are no schoolhouse solutions here. You have applied the techniques necessary for solving your individual problems and that is what counts. As you progress in life, more than likely you will see many problems like these and will learn to deal with them in a methodical and analytical way. What you have accomplished here today has increased your potential as a leader in the Civil Air Patrol Cadet Program.

Conclusion

SUMMARY: Today, we reviewed the logical steps in problem solving and applied them to two case studies. Each of you had the chance to input your thoughts and feelings into this process and help develop a group solution to your problems.

REMOTIVATION: Steve Jobs, the founder of Apple Computer, once said, "If you are working on something exciting that you really care about, you don't have to be pushed. The vision pulls you." The development of leadership values is within us all. Do we really want to be in a leadership role? Just a point to ponder.

CLOSURE: Our next class will be on the lecture teaching techniques. Be prepared to discuss the pros and cons of this method of instruction. We have a good two hours to develop this subject and each of you should have some wise words of wisdom to say in the class. Class is dismissed.

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson was for each cadet to master the techniques of problem solving by using appropriate procedures necessary to resolve the problem or situation.

LESSON QUESTIONS: None