

Middle School Initiative

**PART I
COVER SHEET**

CAP 6 SEMESTER 1 WEEK 13

COURSE: Cadet Commander and Advisor Leadership Lab, Achievement 16

LESSON TITLE: Responsibilities of Command, Work Improvement Methods

LENGTH OF LESSON: 110 Minutes

METHOD: Informal Lecture - Discussion

REFERENCE:

1. *Leadership: 2000 and Beyond*, Volume III, Chapter 15
2. *AU-2, Guidelines for Command*, Chapter 1, May 1995
3. *Air Power Journal*, various issues

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

1. Handout 1 - Understanding Your Job
2. Transparencies
3. Overhead projector

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

1. Fully understand the responsibilities of being a commander.
2. Become familiar with good work improvement methods.

COGNITIVE SAMPLES OF BEHAVIOR: Upon completion of this lesson, each cadet will have:

1. Become cognizant of his responsibilities as a commander.
2. Developed a sense of responsibility towards improving work conditions as needed.

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 first class in the final achievement leading to the Eaker Award and a step closer to the Spaatz Award. Upon successful completion of the Eaker Award, you will be promoted to the cadet grade of lieutenant colonel. This promotion is the threshold of a greater achievement - that of the Spaatz Award and promotion to cadet colonel in Civil Air Patrol. Only one can be a commander of a unit, whereas many cadets can be senior cadet staff officers and advisors to the commander. Which one will you be?

MOTIVATION: While he was chief of staff of the US Air Force, General Ronald R. Fogelman said, "Great leaders are people who have a passion to succeed ... To become successful leaders we must first learn that no matter how good the technology or how shiny the equipment, people-to-people relations get things done in our organizations. People are the assets that determine our success or failure. If you are to be a good leader, you have to cultivate your skills in the arena of personal relations."

OVERVIEW: During our class today, we will discuss the responsibilities of command, which some of you have had a taste of and others have yet to attain that position (drill squadron commander, flight commanders, etc.), and we will follow that up with some methodology for the improvement of work methods.

TRANSITION: Again, I would like to advise you that if you have questions about our subject, please feel free to inquire when appropriate. Remember that no question is a dumb question if the answer removes any doubts in your mind about the subject matter.

Body

MP 1 What is command? Cadet _____, can you give a reasonable answer to that question? (NOTE: Any answer that comes close to the answer below will be sufficient. If the cadet is unsure of a reasonable answer, move on to someone else. Make sure that they are headed in the right direction.)

Answer: Command is the authority to direct and order subordinates to perform duties or accomplish actions to attain unit objectives. Commanders have legal authority by virtue of their grade and assignment.

As a volunteer organization, command is taken in a different light. Since there is no military law involved in CAP, the voluntary adherence to orders given by superior officers is part of our

pledge upon entering the organization. The worst that can happen to a CAP member for refusal to obey a lawful order is to be terminated from CAP.

Since we rely heavily on voluntary compliance to accomplish our missions, it only stands to reason that the commander must be people oriented. With this in mind, it is imperative that we be leaders more than commanders. Given sufficient authority, anyone can command. Leading, on the other hand, is a delicate art calling for people-oriented attributes that many may find elusive, or difficult to develop. You can acquire these attributes if you are determined to have them.

People merely obey arbitrary commands and orders, but they respond quickly and willingly, and usually give the extra effort, for the leaders who genuinely care for them.

TRANSPARENCY LL16.1.1 - Command and Accountability

"Leaders lead by example and set the tone. Above all, they do not countenance selective enforcement of standards. I know of no more ruinous path for commanders than selective enforcement of rules and standards... Excellent leaders have very high standards and they enforce them without fear or favors."

- Wilbur L. Creech
General, US Air Force
Retired 1984

You can be a cadet commander and be humane at the same time. Believe in your cadets and they will respect you for being the correct example, providing that you are.

TRANSPARENCY LL16.1.2 - A Good Leader

"A good leader sets goals, measures progress and rewards performance. He or she tries to give everyone a stake in the mission of the organization and its outcome. That's the role of leadership."

- General John M. Loh, USAF
Retired

Question: Cadet _____, do you believe that this statement would be beneficial to the development of and maintenance of unit morale? (Develop as required.)

Question: Cadet _____, as a cadet commander, what do you think is appropriate punishment for a cadet that disobeys your request to sweep the meeting room floor? (NOTE: This is a touchy subject, so be very careful in its development. You may get something like hit a brace against the wall, a severe chewing out, etc. We really do not have a rule on punishment except that on hazing. Research this thoroughly before asking the question.)

TRANSPARENCY LL16.1.3 - Getting Along

"Within the military (and CAP as well), simply getting along with people is not enough. An officer's prime responsibility is to develop people and make the most of their talents."

- *The Armed Forces Officer*

This slide leads me back to my previous questions on morale and punishment. If you, as a cadet officer, are setting the proper example at all times, there should always be a high state of morale and little need for discipline. As a commander or supervisor, you do exert positive or negative influences on your subordinates. The final measure of your leadership image is reflected through the degree of efficiency, productivity, morale, and motivation of your cadets.

TRANSITION: We have been talking about the attributes of a good leadership-minded commander. Although only one person can be the commander of a unit, his staff members stand in line to fill in when he or she is not present.

MP 2 Assuming An Assignment. Yes, only one can be the commander at any given time. In this structured program we rotate this responsibility so that many of you have the opportunity to put into practice what you have learned, especially on the drill field.

Whatever position you fill, you are all studying at the same achievement level and it is incumbent on each of you to help others at the same level of expertise to fulfill their promotion requirements. Beyond classroom discussions and after hour's bull sessions, each of you must become experts in whatever assignment you have, by yourself. This requires a lot of self-study; you must read and digest all the directives pertinent to your position in the unit. When asked a question about your job, you should be sufficiently knowledgeable to give a straightforward answer, thereby satisfying the questioner or advising the questioner that you don't immediately have an answer but you will give him one within a specified time period.

TRANSPARENCY LL16.1.4 - Swofford

"Be sure you are right, then go ahead."

- Ralph P. Swofford
Lieutenant General, USAF (Retired)
Past Commander of Air University

If nothing else, this comment by General Swofford should head you in the correct direction as a cadet leader in Civil Air Patrol.

To further enlighten yourself, refer to the section entitled "The Cadet Officer" in Chapter 8 of your text. This section should reinforce what I have covered with you today on command leadership.

TRANSITION: Thus far we have been talking about staff and command style leadership and all that it entails in the development of that leadership. Well, now what happens after you get your assignment to a command or staff position? Do you just sit back and let your subordinates do all the work, or do you take an avid interest in your peoples work and become technically proficient in your job?

MP 3 Our next area of concern today is the ever-constant problem of workplace improvement. Lieutenant General Evan W. Rosencrans, USAF, Retired, said it this way in an oral interview that was conducted in July 1984:

"Next, you must have a working knowledge of what your people are doing. You are not expected to be an expert welder or an expert aircraft mechanic or an expert supply monitor or an expert cook or anything else, but you have got to know something about all those jobs so that you can discuss them intelligently. You have to discuss them on a personal basis: 'What are you doing? Tell me what you are doing and how you are doing it.' Let that individual speak to you. When he is speaking to you, that's when you want to have the photographer present, and that photographer takes the picture while that airman or junior officer is speaking to you so that he can send copies of those pictures to his girlfriend and his family and pin it up in the barracks and say, 'I told the general.' You have got to let him know you are interested in what he is doing. You have got to let him know you know a little bit about it but you want to know more because you are interested in it and it is contributing to the mission. And if possible, learn something about him. If you have worked with a group of people for six months and you don't know something personal about each individual, you are no leader, and you are no commander. It has to be a sincere interest."

Although this is a small extract from his interview, I believe that it fits nicely here in that you are taking an interest in the workplace and the people that do the work.

Before you can fix something, you must know that it really needs to be fixed. If you observe something in your workplace that appears not be right, are you going to jump right in and raise a ruckus over it or are you going to be an efficient leader/manager and make a thorough investigation of the situation first?

Ok! You've discovered a workplace discrepancy (cheating, stealing, falsifying reports, etc.) that you believe needs correcting. Your first thoughts must be—does this discrepancy consume a large amount of resources and does it have a major impact on the unit mission accomplishment? Answers to these questions will help you in determining how fast you must work to correct the problem.

To efficiently determine what must be done to correct the workplace problem, a team effort is prescribed. This team should consist of personnel from a higher level unit that are extremely well qualified in their area of expertise and the functional personnel of the unit to be studied.

The primary objective of this team effort is to collect information on what and how the work is done, the workload, operating procedures, and to involve workplace personnel by asking for their ideas. This is accomplished by the use of interviews. Generally speaking, in CAP this would be a personal interview with the section's assigned personnel.

On site observations of the work being performed will:

- Identify processes, working relationships and physical arrangements for improvement.

- Increase understanding of procedures and data obtained.
- Obtain information on the work environment and personal productivity.

The depth of the study for work center improvement depends a lot on what is perceived as the problem. It is quite possible that, based on gathered information, there is no major problem in the work center and that personal counseling of the workers may suffice.

As there are no real productivity standards established in this volunteer organization, an in depth study of worker productivity would not be beneficial due to the high rate of cadet staff turnover. On the other hand, if a study is pursued and the methodology is flawed, by all means recommend appropriate changes through command channels.

The best course of action is for commanders and staff officers to be knowledgeable in all prescribing directives used in their work sections and assure that all required actions are carried out in a timely manner. This is a challenge that each cadet officer must face during his or her upward movement in the CAP leadership program.

MP 4 As you look at the process of work center improvement you will find that it looks very much like a staff or case study. There is the "problem" which must be clearly defined; the gathering of data, and analysis of same; proposals to be made for the improvement desired; trial of the proposals and recommendation to higher authority of the best proposal; and implementation of the accepted revised methodology.

If you refer back to previous achievements you will find a great deal of similarity in problem solving, staff studies, conflict management, coordinating, case studies, and this current subject of work improvement methods.

Finally, look at the material on pages 15-3 through 15-5 in your leadership text for reasonably well-defined procedures on work improvement. You must look at these procedures with an open mind. Apply them only when absolutely needed, not just for the sake of change. Application of work improvement methods must be for the common good and designed to increase unit morale.

Conclusion

SUMMARY: Our class today has centered on command and staff officer leadership traits that you have been in the process of nurturing for the past couple of years. Great commanders of the past have been people and mission oriented and great commanders in the future will be oriented similarly.

An efficient staff officer and commander know what is happening within his department and unit. Decisions are made based on technical knowledge and leadership expertise. Changes can only be made for the better if leadership determines that it will reduce costs, consumption of time and materials, and increase worker morale.

REMOTIVATION: General Benjamin D. Foulois, of World War I fame, was not the first chief of the Army Air Corps, but when he achieved the position, he was the first Army aviator to do so. He had many firsts that were credited to him, such as:

- First observer on an aircraft cross-country.
- First to fly more than 100 miles non-stop.
- First commander of a tactical air unit (1st Aero Squadron, precursor to the 1st Fighter Wing, Air Combat Command).
- First chief of the Air Service, American Expeditionary Force, 1st US Army during WWI.

What will you be the first at doing in CAP service?

CLOSURE: Complete the questions in the rear of Chapter 15 relevant to what we have discussed today. Have a nice afternoon. Class is dismissed!

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**PART III
LESSON REVIEW**

LESSON OBJECTIVE(S): The objective of this lesson has been to familiarize each cadet with command and staff responsibilities and acquaint them with the requirement for work improvement when needed.

LESSON QUESTIONS: None