

Learn to Lead Lesson Plans

By Rob Smith

Lessons for Module One, Personal 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, Small 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 is 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.

Our thanks to the Cadet Officer School class of 2009 for developing some of the lessons for Module One. A list of the participating cadets is listed in the annex.

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Note: The *Learn to Lead Activity Guide*, published separately, contains extended group lesson plans on the following module one topics: Character, Air Force Traditions, Self-Management, Teamwork, Role of the Leader, and the Great Man Theory.

WHAT IS CHARACTER?

Overview Statement: Leadership begins with character. But what is character?

Connection to the Curriculum: Ties in with the overall character theme of chapter one in *Learn to Lead*, Personal Leadership.

Estimated Time: 25-30 Minutes

Resources Required: *Learn to Lead*, Module One; Whiteboard (or chalkboard, butcher paper or easel pad); TV or computer with monitor capable of playing a DVD movie clip; the movie, "Saving Private Ryan." *Note: Some may object to this movie's ratings or theme. You are free to just describe what happened in the movie, substitute another movie clip that highlights a scene where character affects choices and that these choices have consequences, or to perform an additional hands-on activity that reinforces this concept.*

Key Terms:

Character – "The set of qualities that make somebody or something distinctive, especially somebody's qualities of mind and feeling." Encarta Dictionary

CAP's Core Values – "Integrity, Volunteer Service, Excellence, and Respect." *Learn to Lead*, Module One

INTRODUCTION

Attention: UCLA coaching legend John Wooden once said, "Be more concerned with your character than your reputation, because your character is what you really are, while your reputation is merely what others think you are." Why do you agree or disagree with this statement? {Write the answers on the board.}

Motivation: I think that most of us agree: If we don't have good character for ourselves, how can we expect good character of others?

Overview: Today we will answer the question, "what is character?" We will review the main points of chapter one in our leadership textbook, to include The Warrior Spirit, Core Values, and the Cadet Oath.

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 is no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: WHAT IS CHARACTER?

Becoming a good leader starts with the premise that you must also be a person of good character. But what does “being a person of good character” mean? Let’s explore the answers to this important question.

CAP Lieutenant Dianne Crisp of Nevada Wing believes that “character is exhibiting the sum of ethics, integrity and moral values.” CAP Lieutenant Zion Dungo of California Wing believes that “character is the accumulation of life experiences.”

Question: What do you believe character is?

It seems to me that you have a good grasp of what you believe character to be. Let’s bring in the “warrior spirit” from our leadership textbook to see if this attribute helps to define character more fully. The Air Force describes this ethos as tough-mindedness and tireless motivation. For CAP, the “warrior spirit” is a condition of the heart – the place where character is forged.

Question: How does the “warrior spirit” interact with CAP’s Core Values?

Question: How does character tie into the Cadet Oath?

MAIN POINT 2: WHY IS CHARACTER IMPORTANT?

Now that we know more about what character means, we need to spend some time addressing why character is important.

Question: Think of someone you admire for their character. Why do you admire them? {Write answers on the board.}

Question: How is it possible to lose character?

Question: How do you build character?

MAIN POINT 3: HOW DOES CHARACTER AFFECT OUR LEADERSHIP CHOICES?

Now that we know more about what character means, we need to spend some time addressing how character affects our leadership choices. After all, a good leader might falter and reveal a significant character flaw.

Question: When a leader falters and reveals a significant character flaw, does this mean that this person is not really a leader?

Question: What about a leader who makes a good character-based decision that results in bad consequences; do the bad consequences invalidate the good decision?

{Show two brief film segments from “Saving Private Ryan:”

1. Captain John Miller (played by Tom Hanks) chooses to release a Prisoner of War (POW) instead of shooting him,
2. The POW later shoots Captain Miller (towards the end of the film).

Repeat the last question to see if anyone’s answer changed.}

Question: How does character influence our decisions in and out of CAP?

CONCLUSION

Summary: After listening to our discussion, I am confident that you can fully answer the question, “what is character?”

Remotivation: Understanding character is an important first step to becoming a leader.

Closure: Leaders with good character become good leaders.

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: **What we do affects our choices and that these choices have consequences.**

AIR FORCE TRADITION (THE CHAIN OF COMMAND)

Overview Statement: CAP cadets are leaders. All leaders have followers. Most leaders also have those in authority over them, their bosses. This lesson reviews the concept, the “chain of command.”

Connection to the Curriculum: Explains the “Chain of Command” concept found in chapter one of Module One, Personal Leadership for the *Learn to lead* textbook.

Estimated Time: 25-30 Minutes

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

Key Terms:

Chain of Command – “A hierarchy of officials in the armed forces or in business, each reporting to and taking orders from the next most senior person.” Encarta Dictionary

INTRODUCTION

Attention: The Chain of Command is a vital component to the Civil Air Patrol. Why is an organized structure of reporting and taking orders so essential for CAP to operate effectively? {Write answers on the board.}

Motivation: You are already in CAP’s Chain of Command. Understanding this Chain of Command is your first step to showing your capabilities both as a follower and as a leader.

Overview: We will first begin by defining CAP’s Chain of Command and walk through different levels as they apply to you. We will also discuss why CAP’s Chain of Command is so important.

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 is no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: CAP’S CHAIN OF COMMAND

The Chain of Command is a visual representation of the order of authority in which interactions and organized communication takes place among different levels of an organized unit. There can only be one Chain of Command. Let's use CAP's Chain of Command as a starting point for our discussion.

{Draw on the board CAP's Chain of Command:

The American People
Board of Governors
National Commander
Region Commander
Wing Commander
Group Commander (for those wings with a group structure)
Squadron Commander

Ask the cadets to fill-in names of these leaders, if possible.}

Question: Why are "The American People" at the top of CAP's Chain of Command?

Question: Who are the "Board of Governors?" {Answer is in the leadership textbook}

Question: Why do you agree or disagree with the statement that there can only be one Chain of Command?

MAIN POINT 2: CADETS AND CAP'S CHAIN OF COMMAND

Notice that we have not yet discussed cadets in CAP's Chain of Command. With authority comes responsibility and the squadron commander is the person most responsible for leadership at the local level. Most squadron commanders allow their cadets to be part of their own chain of command, where a cadet leader reports formally to the squadron commander.

{Draw the following on the board:

Cadet Commander
Cadet Flight Commander
Cadet Flight Sergeant
Cadet Element Leader
Cadet Element Members

Ask the cadets to fill-in names of these leaders, if possible.}

CAP prefers that cadets only hold positions that are commensurate with the abilities. For example, let's say that there are 14 cadets in a local squadron, with 10 showing up on average for the weekly meeting. The highest ranking cadet in the squadron is a Cadet Technical Sergeant.

Question: What are some reasons to place the Cadet Technical Sergeant in the Cadet Commander role?

Question: What are some reasons not to place the Cadet Technical Sergeant in the Cadet Commander role?

Question: Can a squadron still meet the definition of the "Chain of Command" if the Cadet Technical Sergeant serves as the Cadet Flight Sergeant reporting directly to the squadron commander? {The Cadet Commander and Cadet Flight Commander spots remain vacant.}

MAIN POINT 3: ORGANIZED COMMUNICATION THANKS TO THE CHAIN OF COMMAND

Now that we have discussed CAP's Chain of Command as a visual representation of the order of authority, we need to spend some time talking about why following a Chain of Command is so important to the Civil Air Patrol.

Question: Imagine if every Cadet Flight Member decided to skip the entire Chain of Command and ask the National Commander all their questions, like how to wear the uniform, or what time the meeting starts. What would be the outcome?

The Chain of Command provides structure on how communication should be approached. Let's look at another squadron's Chain of Command.

{Draw the following on the board:

20 cadets attending on average, including
2 Cadet Flight Commanders (both are cadet officers)
3 Cadet Element Leaders per flight
2 Cadet Flight Sergeants
1 Cadet First Sergeant
1 Cadet Deputy Commander
1 Cadet Commander

State that each cadet should pretend to be the squadron commander when answering the following set of questions.}

Question: How would you organize this squadron's cadet Chain of Command?

Question: How many cadets does each Cadet Element Leader have in your plan? Why is this structure effective or not?

Question: Let's suppose that this weekend's field training exercise location has to be changed and you use your Chain of Command to share the news. Why does your plan work effectively or not?

Question: Let's suppose that one cadet is struggling to pass a leadership test. How does your Chain of Command plan help or not help this cadet?

Question: Does "jumping the chain" affect more the *order of authority* or the *organized communication* of a Chain of Command? {Cadets should support their answers.}

CONCLUSION

Summary: Without the Chain of Command, no one would know the order of authority and effective communication would be strained. Thanks to CAP's Chain of Command the Civil Air Patrol is successful.

Remotivation: Use CAP's Chain of Command well and you will be noticed as being a competent follower and a prospective leader. One day you will find yourself climbing leadership positions in CAP's Chain of Command.

Closure: Now, get out there, and prove what you can do!

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: **Order of authority; organized communication.**

AIR FORCE TRADITION (DRILL & CEREMONIES)

Overview Statement: Drill and ceremonies have been used since ancient times. In the Air Force today, such traditions showcase discipline and formality. Drill and ceremonies work in a similar fashion for the Civil Air Patrol. Both drill and ceremonies teach teamwork, leadership and followership.

Connection to the Curriculum: Ties in with Air Force tradition as outlined in chapter one of Module One, Personal Leadership for the *Learn to lead* textbook.

Estimated Time: 25-30 Minutes

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

Key Terms:

Drill – “Training by repetition.” Encarta Dictionary

Ceremonies – “A polite social gesture or ritual performed for the sake of convention.” Encarta Dictionary

Drill & Ceremonies (D&C) – A combination of both drill and ceremonies, where each definition depends on the other. “The precision marching, promptness in responding to commands, and teamwork developed on the drill field determine the appearance and performance of the group in ceremonies.” Air Force Manual 36-2203, *Air Force Drill & Ceremonies*

INTRODUCTION

Attention: Why is drill important? {Write answers on the board.}

Motivation: Teamwork is an important element of drill. In fact, teamwork is a requirement when conducting formal ceremonies like raising the American flag on a flag pole or orchestrating a promotion ceremony.

Overview: Today we will discuss the relationship between drill and ceremony.

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 is no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: DRILL & CEREMONIES FROM THE AIR FORCE PERSPECTIVE

In the early days of combat, soldiers were grouped into tight formations to maximize their effectiveness in battle. These group formations have evolved into what we know today as drill: moving a group in a professional and precise manner through repetition in training.

Question: Besides drill, how could you move a group in a professional and precise manner?

Question: How does repetition in training affect moving a group in a professional and precise manner?

Question: Why is the Air Force's drill and ceremonies tradition important?

Question: Why does CAP follow the Air Force model?

MAIN POINT 2: DRILL AND CEREMONIES AS A TEACHING TOOL

{Write on the board: discipline, communication, feedback, loyalty, attention to detail}

Drill and ceremonies can both be used as a tool to teach many aspects of followership such as discipline, communication, feedback, loyalty and attention to detail. Followership qualities are essential to be proficient at both drill and ceremonies. For example, you must exercise attention to detail in order to look your best while performing any movement. You have to pay attention to many details at once: arm swing, keeping in step, and maintaining proper alignment.

Question: How do you find yourself using followership qualities during drill and ceremonies?

Question: Why are both teamwork and followership important in drill and ceremonies?

Question: How do the qualities that I just wrote on the board impact drill and ceremonies?

MAIN POINT 3: DRILL AND CEREMONIES AS AN EVALUATION TOOL

In addition to teaching followership and teamwork skills, both drill and ceremonies are used to measure progress and evaluate the state of training of a unit. For example, formations such as a “pass and review” provide an opportunity to review a squadron’s state of progress.

Question: How do parades help evaluate the status of training of a squadron?

Question: How can you use drill and ceremonies to improve your followership?

Question: How does drill and ceremonies effectively measure your squadron’s state of training?

CLOSING

Summary: Based upon our discussion today, it is clear that drill and ceremonies are interconnected and important to the Civil Air Patrol.

Remotivation: Both drill and ceremonies uphold the traditions of teamwork while serving as a valuable teaching and evaluation tool.

Closure: Now that you know the reason why CAP has D&C, you are in a better position to excel in both drill and ceremonies.

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: **Teamwork.**

ETHICAL DECISION MAKING

Overview Statement: When a leader models core values and shows a high degree of moral courage, the team will be more inspired to follow the leader's positive example.

Connection to the Curriculum: Ties in with a major theme of chapter two in *Learn to Lead*, Module One on Personal Leadership.

Estimated Time: 25-30 Minutes

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

Key Terms:

Ethics – “A system of moral principles governing the appropriate conduct for a person or group.” Encarta Dictionary

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

INTRODUCTION

Attention: When a leader models core values and shows a high degree of moral courage, the team will be more inspired to follow the leader's positive example. Why do you agree or disagree with this statement? {Write answers on the board.}

Motivation: Ethics is the foundation of a well developed leader. If we are able to conduct ourselves ethically even before leading others, then we will be better able to lead more effectively.

Overview: Good leaders follow a decision-making process. If you were to bake a cake, you would follow a recipe. Forget an ingredient and your cake will come out wrong. Likewise, a decision-making process is useful because it helps ensure you won't overlook an important aspect of your problem. Today we will discuss two important tools for effective decision-making: living the core values and avoiding the ethical trap.

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 is no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: LIVING THE CORE VALUES

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

Decision-making takes into account available resources and effective planning while working towards a specific objective or goal. The first step is assessing both the task and the resources available to you. Good decision makers stop and think before deciding. They pause to carefully consider the consequences of their decisions instead of “knee-jerk” reacting. They also carefully consider how their decisions impact their core values. CAP's Core Values are listed on the board.

Question: Who are some successful leaders that have shown the CAP Core value of Respect?

Question: How can a decision impact CAP's core values?

Question: Why is it important to not “knee-jerk” to a problem?

While understanding your role in living CAP's Core Values is important, this is only the first step in practicing effective decision-making. Also important is how to avoid the ethical trap.

MAIN POINT 2: AVOIDING THE ETHICAL TRAP

Studies show that when people are confronted with an ethical problem, they often do less than they believe they should do. In such cases, sometimes a leader will make a bad initial decision that turns out to be unethical. This is the ethical trap: two problems pop up in place of one.

For example, suppose you see a student cheat on a test, but you do nothing. Another person sees this and thinks you and the cheating student are both cheaters and may be working together. By not responding to the cheating in the first place, you have created another problem for yourself as people think you're a cheater, too.

Question: What are some other ethical traps where a bad decision causes an unexpected additional problem?

Question: Do ethical decisions always produce ethical solutions? Why or why not?

Question: How can you avoid the ethical trap?

CLOSING

Summary: Good leaders make ethical decisions that reflect their values. What if your decision was to be reported in the news? Would you be proud or ashamed? Consider how your best solution relates to CAP's Core Values.

Remotivation: If a leader models CAP's Core Values and shows a high degree of moral courage, the team will be inspired to follow the leader's positive example.

Closure: "Lead by example" is more than a slogan.

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: **Ethical decision-making.**

COMMUNICATION

Overview Statement: Communication is the basis for followership, teamwork and overall success. Without effective communication, you will not be able to work as a team or become an effective leader.

Connection to the Curriculum: Ties in with a major theme of chapter two in *Learn to Lead*, Module One on Personal Leadership.

Estimated Time: 25-30 Minutes

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

Key Terms:

Communication – “The exchange of information between people, by means of speaking, writing, or using a common system of signs or behavior.” Encarta Dictionary

INTRODUCTION

Attention: Have you ever tried to explain something to somebody and all you got was a blank look?

Motivation: Communication is necessary to accomplishing your mission. Today, we will learn how communication works, and how you can improve your communication skills.

Overview: First we will define effective communication. Next, we will talk about the difference between verbal and non-verbal communication. By the end of the lesson, cadets will be able to show how effective communication is the foundation to becoming an effective 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 is no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: WHAT IS EFFECTIVE COMMUNICATION?

{Draw the following on the board:



State that effective communication requires:

- A message from a sender
- At least one receiver who understands the message}

Communication is the transfer of ideas between two or more people. Often, the difference between capable teams and leaders lies in their ability to communicate well with each other. If you are not able to transfer a message effectively, then your team may run the risk of not being able to complete the task that is assigned.

Question: How can a message not be transferred effectively?

Question: Is it possible to communicate well without being effective? Defend your answer.

Question: Why is effective communication important to becoming an effective leader or team?

Great leaders are great communicators; they can get their ideas across clearly and concisely. Let's examine what these leaders have in common that make them great communicators.

Question: Think of a great communicator. What are some of the attributes that this person exhibits? {Write the answers on the board.}

Question: Think of a great leader. What are some of the attributes that this person exhibits? {Write the answers on the board and note any similarities with the previous list.}

Question: Think about how you communicate. What are some of the attributes that you exhibit?

MAIN POINT 2: THE DIFFERENCE BETWEEN VERBAL AND NON-VERBAL COMMUNICATION

Verbal communication is how you deliver your ideas through speaking. The art of speaking involves your word choice, along with your tone of voice. Non-verbal communication consists of all the ways that you send a message without speaking. The most common form of non-verbal communication is through written word. However, non-verbal communication also includes your body language, attitude, and symbols such as pictures.

Question: Where does non-verbal communication come up in your life?

Question: Which is more important: verbal or non-verbal communication? Defend your answer.

Question: How can followers practice effective communication, both verbally and non-verbally?

CLOSING

Summary: Communication is very important to your development as a follower and in the future as a leader. If you are unable to effectively communicate then you will not be able to effectively work with or lead others in a team. I think that you now have a firm idea of what communication is and why effective communication is important.

Remotivation: If you are to be a follower or a leader you must communicate. There are many leaders in the world, but the ones that are most effective are great communicators.

Closure: You can become a great communicator with practice and study.

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: **Effective communication; Non-verbal communication.**

WHAT IS LEADERSHIP?

Overview Statement: What qualities make someone great; who deserves to be followed? As young people begin to find their way in the world, these questions confront them. What distinguishes CAP Cadets is their willingness to answer.

Connection to the Curriculum: Ties in with a major theme of chapter three in *Learn to Lead*, Module One on Personal Leadership.

Estimated Time: 25-30 Minutes

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

Key Terms:

Leadership – “The art and science of influencing and directing people to accomplish the assigned mission.” United States Air Force Development Doctrine 1-1, *Leadership & Force Development*

INTRODUCTION

Attention: How would you define leadership? {Write answers on the board.}

Motivation: Successful leaders share common attributes like commitment, integrity and subject matter knowledge. These are all traits that you can learn and develop, meaning everyone has the potential to become a successful leader!

Overview: Today we will discuss CAP’s definition of leadership and how you can apply this definition throughout your cadet career and life.

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 is no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: CAP’S DEFINITION OF LEADERSHIP

CAP has adopted the United States Air Force's definition of leadership: "The art and science of influencing and directing people to accomplish the assigned mission."

Question: Do you agree or disagree with this definition? Defend your answer.

All leaders, good or bad, lead by example. Followers emulate their leaders, and inherit the leadership traits they see. If a leader lacks integrity, those they lead will never develop it. Good traits leaders can pass on include motivation, innovation, empathy, support, commitment, and competence.

Question: What traits have you identified in leaders, good or bad, inside or outside of CAP?

Question: Why are some good traits bad for a leader?

Question: What one trait do you feel is the most important for a leader, and why? {Write answers on the board.}

MAIN POINT 2: APPLYING LEADERSHIP

As an art, leadership gives leaders freedom to express themselves. As a science, leadership demands that leaders think before they act. The main marker of leadership success rests in the results – was the assigned mission completed successfully?

The first priority of a leader is always to complete the mission. While leaders must consider their subordinates and superiors, they were given the authority and have the responsibility to successfully complete a job, and that must be foremost in their mind.

Question: What are some examples of missions in CAP?

Question: Describe how followers might react to a leader who puts his or her personal goals ahead of the mission?

Suppose that Cadet Johnson organizes a recruiting drive and pre-printed all of the membership applications with his name so that he can get the recruiting credit, even though you were the one who actually recruited a new member.

Question: How is Cadet Johnson applying leadership?

Question: In this situation, how can you apply leadership as a follower of Cadet Johnson?

Question: How can we apply CAP's definition of leadership to our everyday lives?

CLOSING

Summary: Our discussion started with CAP's definition of leadership and ended with how we can apply this definition to our lives. Learning leadership is possible – lead by example and accomplish the mission.

Remotivation: The mission is the task of the day. It is the reason why the team exists.

Closure: A leader works with people to accomplish the mission.

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: **Leadership.**

LEADER AS VISIONARY, MOTIVATOR AND COMMUNICATOR

Overview Statement: One moment a leader must be a visionary, the next a motivator, another moment a communicator. Strong leaders are always in demand precisely because it is difficult to find people who can perform well in so many different capacities.

Connection to the Curriculum: Ties in with a major theme of chapter three in *Learn to Lead*, Module One on Personal Leadership.

Estimated Time: 25-30 Minutes

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

Key Terms:

Visionary – “Full of foresight: characterized by unusually acute foresight and imagination.” Encarta Dictionary

Motivator – “To make somebody feel enthusiastic, interested, and committed to something.” Encarta Dictionary

Communicator – “To transmit or reveal a feeling or thought by speech, writing, or gesture so that it is clearly understood.” Encarta Dictionary

INTRODUCTION

Attention: Leaders have many roles, like teacher or coach. What are some other roles? {Write answers on the board.}

Motivation: A good leader knows what role to play for a specific situation. Our discussion today will enable you to put a few key roles in your leadership toolkit, ready to use as the situation warrants.

Overview: Today we will discuss three different roles of a leader. We will first talk about the leader as a visionary. Next we will debate how leaders can motivate others. Finally, we will touch on how leaders should develop good 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 is no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: LEADER AS VISIONARY

Visionary leaders paint an inspiring future picture for the whole team. A visionary leader is one who looks to the end, keeping the future picture in mind. They also need to be able adapt to the situation. They should be careful not to look too far ahead as to look like a hindrance, but they always need to be looking forward.

Think about a visionary leader in history as you answer the next series of questions.

Question: How did your visionary leader shape history?

Question: What leadership traits did your visionary leader use to accomplish the mission? {Write answers on the board.}

Question: Looking at these peoples' lives and their leadership traits, how do we measure their success?

Think about a specific task in the future that you want to accomplish as we discuss the next few questions.

Question: Starting with the end in mind (meaning your future accomplishment just happened), work backwards from there and describe the steps that you took, and the situations that you foresaw, how did you make your accomplishment happen?

Question: How does a leader's role in being visionary apply to cadets?

Question: Can this idea of being a visionary leader go too far?

Now that we have a vision for the end result, we need to spend some time motivating ourselves and others to reach the end successfully.

MAIN POINT 2: LEADER AS MOTIVATOR

A skillful leader understands how to issue a challenge. What seems impossible becomes possible when a leader knows how to motivate. Once the leader truly believes in the end goal, they can generate enthusiasm in others.

But motivation is more than just generating enthusiasm, it comes in many forms: money, praise, a prestigious position, awards, special privileges, and more. Good leaders understand this and have a knack for knowing how to motivate each individual on their team. Because people can sometimes be blind to what is in their best interests, a motivational leader helps others to focus on the right things. Motivational leaders inspire people to achieve.

Question: How does a leader's role in being a motivator apply to cadets?

Question: Can a leader's motivational qualities ever be too much of a good thing?

Question: Suppose that your motivational leader leaves CAP. If the team cannot keep going on their own, were they ever truly motivated?

We now know that there is a connection between vision and motivation, but if we don't communicate our vision or voice our motivation we probably won't succeed.

MAIN POINT 3: LEADER AS COMMUNICATOR

Communication is the key to everything. Without communication any operation will fail. A leader who can communicate with their followers well can accomplish any task. Having the ability to communicate well pays off in other ways, too. Good communicators are perceived to have orderly minds, which inspires confidence. People who speak well seem to know what they are talking about. Leaders who write convincingly show that they have a plan.

Remember when you were first learning drill, how you would stumble through an "About, FACE" or "To-the-rear, MARCH?" Now try to explain those tricky movements to a brand new cadet who seems to also stumble. Making complex ideas easy to understand is the work of a great communicator.

Question: Have you encountered people who were curious about CAP, only to find yourself tongue-tied in trying to explain the whole of cadet life in 25 words or less? How do you resolve to better communicate?

Question: Why must a leader be an effective communicator?

Question: How can this idea of the leader being a communicator go too far?

CLOSING

Summary: Every leader has different roles and responsibilities. Knowing what role to play for a given situation is how leaders led well. We have covered a few roles in our discussion today. A leader can learn to be a better visionary, motivator and communicator.

Remotivation: Trying to juggle all the leadership roles at one time is difficult. You should focus on the situation at hand and ask yourself, “What leadership role would be the best for this situation?”

Closure: Take what you have learned here today and apply it to the leadership roles you hold.

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: **Vision, Motivation; Communications.**

LEADER AS EXPERT AND TEACHER

Overview Statement: Possessing expert knowledge helps a leader establish credibility and win respect. Teaching this knowledge to others is the hallmark of an expert.

Connection to the Curriculum: Ties in with a major theme of chapter three in *Learn to Lead*, Module One on Personal Leadership.

Estimated Time: 25-30 Minutes

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

Key Terms:

Expert – “Somebody with a great deal of knowledge about, or skill, training, or experience in, a particular field or activity.” Encarta Dictionary

Teacher – “Somebody who teaches, especially as a profession.” Encarta Dictionary

INTRODUCTION

Attention: {Draw the following two columns on the board:

Expert	Teacher

Ask the students to list traits of an expert. Then ask the students for traits of a teacher. Write down the answers.}

Motivation: Today we will discuss the similarities and differences of these two leader roles.

Overview: Possessing expert knowledge helps a leader establish credibility and win respect. Teaching this knowledge to others is the hallmark of an expert. Today we will discuss how the expert and teacher roles are connected so that a cadet may become a better 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 is no right or wrong answers to the questions. I am simply interested in what you have to say.

MAIN POINT 1: CADETS AS EXPERTS

Good leaders are often experts in a technical knowledge of a field. Being an expert in a particular subject helps a leader to see something that another person may not be able to see.

However, the best pilot might not have the people skills needed to lead pilots. The smartest software engineer might not aspire to the challenge of leadership. Sometimes organizations promote people to positions of leadership based on their technical expertise alone. When that happens, the “Peter principle” is at work. The principle states, “In a hierarchy, every employee tends to rise to his level of incompetence.”

Question: What is impressive about a person’s expertise?

Question: How does a leader’s role in being an expert apply to cadets? {Write answers on the board.}

Question: How can this idea of the leader being a technical expert go too far?

Not only do leaders need to be experts, they must be able to teach others what they know.

MAIN POINT 2: CADETS AS TEACHERS

A teacher is one who has the gift to pass on knowledge and information to others. Education is not the filling of a pail, according to the poet Yeats, but the lighting of a fire. Good leaders know how to ignite a spark within their people, to bring out their best.

In many ways, good leadership is good teaching. Leaders teach their teams how to act and what to value. As role models, they teach through their example. When the team needs training in how to do a job, the leader acts as teacher. In coaching people and helping them fully realize their potential, the leader teaches.

Effective leaders must be good teachers because they routinely find themselves presenting ideas, arguing for a course of action, or just persuading someone to come around to their way of thinking.

Question: Must a leader be a teacher? Defend your answer.

Question: How does a leader’s role in being a teacher apply to cadets? {Write answers on the board.}

Question: How can this idea of a leader being a teacher go too far?

Based on our discussion of the expert and teacher roles leader play, it is clear that if you wish to lead, you need to become a well-rounded person. Leaders are experts and teachers, but they are also motivators, visionaries and communicators – sometimes all at once!

CLOSING

Summary: To be a great leader, a cadet must develop his abilities to teach his subordinates. It is hard for one to judge how effective his abilities to teach are, so seek advice from those around you on how to improve your abilities.

Remotivation: By teaching cadets effectively, you not only win the respect you need, but also help with the success of the unit as a whole in teaching objectives. Continuing your journey in teaching will help you in all sectors of life.

Closure: You can be a great teacher; all you need is the motivation and willpower to learn how.

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: **Becoming an expert; Passing on knowledge; Teaching.**

APPENDIX

Module One, Personal Leadership

The lessons for Module One were developed in part by the cadets attending the Cadet Officer School, class of 2009. Our thanks to these cadets who helped to make the lessons a success.