



CAP Professional Development Library Lending Catalog 2011

NATIONAL HEADQUARTERS CIVIL AIR PATROL
Maxwell AFB, Alabama

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INTRODUCTION

Professional Development (PD) – it’s what makes CAP the best emergency services, youth development, and aerospace education organization in America. PD is what transforms good intentions and commitment into competence and passion. It speaks to one of the deepest needs of humanity – to grow: to be better than we were yesterday.

Congress and the US Air Force agree. Professional development of CAP members is mandated by the Statement of Work and the Cooperative Agreement – our contracts with the Air Force. They realize that excellence doesn’t happen in a vacuum. It must be consciously sought out and nurtured.

The Professional Development program seeks to do just that: seek out and nurture excellence. Everything we do is built on a single premise – to raise Civil Air Patrol’s members to new heights. At the end of the day, our skills, our leadership, our commitment to excellence, and our integrity will be what gets the job done.

This pamphlet is an important part of CAP’s PD program. It is your personal guide to the CAP Professional Development Library: a resource to tailor leadership and management education to the needs of the members you teach or command. It’s a tool that can help strengthen the education of CAP’s future leaders, as well as those who simply want to better themselves.

The PD Library is a collection of nearly three dozen professional-quality DVDs and lesson plans covering such topics as: change management, strategic planning, leadership, communication, influence and power, teams, as well as a host of other topics. It’s organized according to professional development level (Levels II – V); with suggested courses that each program can augment. It is also cross-referenced by level within CAP’s Organizational Excellence 2.0 (OE 2.0) program (Management – M, Corporate – C, and Executive – E). In this way, directors, commanders, and mentors can thoughtfully choose programs that match their educational objectives. This makes the PD Library an ideal resource for course directors and OE mentors; and can also be used at special venues such as at conferences and commanders calls.

As you leaf through these pages, consider how your members can benefit from tailored leadership and management education presented at a time of your choosing. Think of how these programs can enhance your members’ communication, problem-solving, and management skills.

Once you begin using the library, you’ll wonder what you did without it.

Coaching a Winning Team

From Stanford Executive Briefings Series

Level of Learning: Level II and above, UCC, TLC, OE 2.0 (M)

Length of video and discussion: 70 minutes.

Abstract: CAP can be thought of as a series of teams. Members form a unit team; units form the wing team; wings form region teams which ultimately form Team CAP.

Successful teams bring the individual talents of its members to bear on the team's mission – unit, wing, region, or national. It's up to the team's coaches (read: leaders) to articulate the mission, identify the talent, and bring the team together. This video explains the process.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about coaching to the business of Civil Air Patrol at the unit and wing levels.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Defining Coaching
2. Using "Positive Inspiration"
3. Maintaining Unity and Focus

Discussion Questions:

1. How can a wing team best use its units' members to achieve wing-wide success?

(Anticipated Responses): Capitalize on the skill sets of each unit: one unit flies, another has a stellar drill team; another has a great cadet ground team, etc.

2. Why would developing a team to its fullest potential actually be more important than developing a "winning" team?

(Anticipated Responses): the skills of leadership, responsibility, working together, and fair play must be present for long-term success. The values that sports and teams are built around naturally lead to effective performance; especially in CAP's context.

3. What does CAP's senior leadership (wing, region, national) need to have in place for unit teams to be successful?

(Anticipated Response): senior leadership must show a commitment to the units; provide the units with adequate and functional resources; show support for the commander (confidence, and support from the wing).

4. What does a coach (unit commander) have to do to “right” a foundering team?

(Anticipated Responses): Good coaches:

- Pick good staffs that play to the coach’s strengths and minimize weaknesses
- Bring on good members
- Communicate their vision and gets support/defining the mission and getting the team to focus
- Execute the plan
- Bring out the passion in themselves and their members
- Care about the team and gets members to care about one another
- Don’t put the people “through hell,” but do hold them accountable

5. What did Coach mean by saying she would rather have character on her team rather than having characters?

(Anticipated Responses): She meant she wants members who have integrity (stand-up) people, people who will perform and whom she can trust. She can work with those people to make them better. People with character look outside of themselves and toward the team’s goal.

6. What did Coach mean by “coaching myself first?”

(Anticipated Responses): She meant that to be successful, as a coach she had to know her plan, have confidence in herself, and deal with personal stress. If she didn’t do those things, she would lose focus and fail her team.

7. What is “positive inspiration?” Why is it important to CAP?

(Anticipated Responses): Positive inspiration means to focus on what members do well. Instead of criticizing, focusing on helping members get it right. It also means exposing them to positive role models.

It’s important to CAP because members can choose to stay or leave, contribute or not based on what’s done at the unit level. Losing member contributions may lead to mission failure. Positive inspiration shows that the coach values the team members, respects them; even if they disagree or do something the wrong way. There is a limit, such as when there is a severe breach of safety, financial responsibility, or discipline, but even then members can be treated with respect.

Executing Leadership Transitions

From Stanford Executive Briefings Series

Level of Learning: Level II, Unit Commanders Course, TLC, OE 2.0 (M)

Length of video and discussion: 75 minutes.

Abstract: Do you know who your next commander will be? You should if you are the commander today. Every commander should be thinking about and planning for the day when they pass the flag to their successor. It's not about a deal between buddies, people who are available, or chance; it's about the identification of, and education of the members who will be thought of to replace you. Wise commanders are actors in the process and not reactors. That's what this candid and provocative video is all about.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about succession planning to Civil Air Patrol at the unit and wing levels.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Motivating Teams
2. Selecting and Grooming Leaders
3. Succession Planning

Discussion Questions:

1. Why would Mr. McNeely's initial motivating philosophy of picking an enemy and unifying against it NOT work at Civil Air Patrol?

(Anticipated Responses): Civil Air Patrol is by definition a community service organization dedicated to working with partners to find the lost airplane or missing child; help in disaster; teach kids how to be good citizens; or go into schools to help teachers. None of that implies combat against an enemy.

That's not what we do. We help people, not fight them.

If we think of the Red Cross or a local EMA as the competition for work, they won't ask us for help. The EMS community is built on trust, not infighting.

2. Embedded in Mr. McNeely's theory of picking an enemy is the idea of finding a unifying cause around which to rally. How can CAP use a positive cause to unify its member at the unit/wing level? What might that cause be?

(Anticipated Responses): CAP can use any one of its missions; or even a piece of the mission to unify its units. For instance, say you have a lot of pilots -- you can unify them around ES, HLS, or orientation flying. Key though is to find ways to have the non pilots identify and contribute to the same cause. The same is true in a cadet unit -- find ways for the pilots to contribute to cadet success.

3. McNeely said that, “smart engineers” won’t work for companies with low standards of integrity. How does this translate in the CAP world?

(Anticipated Responses): Members won’t stay in bad situations/units; people won’t give their \$\$ to CAP if they think CAP won’t spend it wisely; Air Force won’t support CAP if CAP acts unethically; parents won’t trust their kids to us.

4. How can CAP “hire” people?

(Anticipated Responses):

- Target recruit the skill sets you want -- friends, coworkers, people you meet in other organizations and at functions.
- Join a community organization (Rotary, Kiwanis, Civitan, Jaycees, etc). First join and work with them, then ask the people you are interested in to join you. Don’t poach.
- Use the membership committee – look thoughtfully at the people who want to join you. We pick our employees, we pick our friends, why not pick our members?

5. How should you translate Mr. McNeely’s search for a successor to the CAP unit or wing?

(Anticipated Responses): As a commander, your job is to identify and prepare people from which your commander can select to succeed you when the time comes. Deputy/Vice commander, Chief of Staff, DO’s, etc are all good places for final grooming.

Move the people you identify as future leaders into different specialties to broaden their experience a little.

Cycle the people you identify through a couple of committee chair slots to see how they work in a staff environment.

How Great Decisions Get Made

From Stanford Executive Briefings Series

Level of Learning: Level II, SLS, UCC, OE 2.0 (M)

Length of video and discussion: 80 minutes.

Abstract: How do you get through the fog of group decision making and break through the conflicts of competing priorities? This video talks about a simple decision-making process that recognizes the perspectives of all parties involved, and using 10 steps takes a huge amount of information and clutter and funnels it into a series of solutions that all concerned can buy in to.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about decision making to Civil Air Patrol at the unit and wing levels.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video, try to see relationships between the subject matter and CAP. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Defining the Process
2. Making Divisive Debates Evaporate
3. Bringing out the Best in All to Accomplish the Goal

Discussion Questions:

1. What does Mr. Maruska say that great decisions do?

(Anticipated Responses):

- Attract interest, energy, and resources
- Bring out the best in people
- Galvanize members for great results
- Provide flexible solutions

2. How can a group of people with different experiences complicate the process of making a decision?

(Anticipated Responses): They come to the table looking at the problem solely from their own perspective; the group may not have agreed about what the issue really is; the members are each fearful of what they would lose by working together.

3. Describe some examples of the impact of fear (or hope) on the mind.

(Anticipated Responses):

- Fear: negative thoughts/hope: positive thoughts
- Fear: troubled feelings, anxiety/hope: upbeat feelings
- Fear: disruptive behaviors/hope: affirmative behaviors
- Fear: difficult relationships/hope: constructive relationships

4. What is the result of fear on the decision making process?

(Anticipated Responses): People shut down to other people and ideas while trying to protect themselves; and the lack of cooperation they fear becomes self-fulfilling.

5. What are the 10 steps in Mr. Maruska's decision making process?

(Anticipated Responses):

- Enlist everyone – create a funnel of information from top to bottom
- Discover shared hopes (What are your hopes? Why are they important to you?)
- Uncover the real issues
- Identify all options
- Gather the right information
- Get everything on the table (100% information, 0% debate)
- Write down choices
- Map solutions
- Look ahead with alternatives
- Stay charged up

6. Why is it that the issue presented may not be the true problem?

(Anticipated Response): It may be a symptom of a more destructive problem.

7. How do you uncover this?

(Anticipated Responses): Ask the members how they feel, what they are going through. Listen.

8. How can debate be a “dead end” in decision making?

(Anticipated Responses): It moves focus from “solving” a problem to “winning” a contest. Debate is death rattle for decision making because it polarizes positions and keeps people from being open-minded.

9. What's the value of the “secret ballot” to the 10 step process?

(Anticipated Responses): It detaches the person from their choice; it orders thinking; it provides more information because of the choice – alternative solutions structure.

Influence at Work

From Stanford Executive Briefings Series

Level of Learning: Level II, SLS, UCC OE 2.0 (M)

Length of video and discussion: 60 minutes.

Abstract: Influence is a basic tenet of leadership. In Civil Air Patrol it is one of a leader's primary tools. Used well, it can generate buy-in and promote unity. Used poorly, it can destroy a unit. The difference? It's what the leader focuses on. This program talks about effectively building and using influence.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about building influence to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Why Influence Is Important
2. Sources Of Influence
3. Building And Using Influence

Discussion Questions:

1. Why is influence important?

(Anticipated Responses): We can't get it done alone; we want people to agree with us; we want to change something.

2. What's the difference between having authority commensurate with responsibility and having influence commensurate with responsibility?

(Anticipated Responses): Authority is the level of freedom the organization's structure gives you over people and things to get the job done, usually provided for in the position description. Influence is the power your bosses, peers, and subordinates give you to get the job done.

3. What are sources of influence?

(Anticipated Responses):

- What you produce/how you perform
- Making and keeping promises

- Being seen as a person who delivers
- Being trustworthy
- Having access to information, support, and resources

INSTRUCTOR NOTE: Note that being manipulative is not an ingredient of long-term influence

4. What is Dr Robin's Law of Reciprocity?

(Anticipated Responses): It is to give someone what they need in return for getting what you need. But there must be a balance if exchange whereby it's not a "take – take" relationship.

5. What is Dr. Robin's Theory of Exchange?

(Anticipated Responses): All interpersonal behavior involves exchange; exchange is the basic law of organizations; representing a value for value transaction.

6. Why is the word "yes" so powerful?

(Anticipated Responses): It builds a line of credit, whereby one can ask for help in return; it builds commitment among one another; it also builds social networks. On the other hand it can also create an imbalance if the frequency of exchange is in one direction.

7. What is the concept of "currencies"?

(Anticipated Responses): Currencies are the things that can be exchanged: favors, resources, time, etc.

8. What is the "paradox of exchange?"

(Anticipated Response): Use it too much and influence is lost; demanding payment can reduce influence; exchange at the expense of organizational goals reduces influence.

9. How does influence play a role in CAP at your level?

(Anticipated Responses): Local discussion. Allow three minutes.

10. How can you build your personal sphere of influence?

(Anticipated Responses):

- Learn more
- Volunteer for assignments
- Clarify own goals
- Align your goals with the organization's
- View other's as potential allies
- Don't have a "Survivor" mentality

A Leader's Legacy

From Stanford Executive Briefings Series

Level of Learning: Level II, SLS, UCC, TLC, OE 2.0 (M)

Length of video and discussion: 60 minutes.

Abstract: What is the secret to leadership? Part of it is the life you lead. Leadership leaves its own legacy behind. To be a good leader, you need to be clear about your values, CAP's values, and what you want your unit's future to look like. This program shows you how.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about leadership to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Where Leadership Role Models Come From
2. Six Lessons On Leadership Legacies
3. Secret To Success

Discussion Questions:

1. What does Mr. Kouzes assert as the person who means the most "to you"?

(Anticipated Responses): The persons closest to us: our family, teachers, and our direct bosses.

2. What does this imply at our CAP units? With regard to cadets and newer members?

(Anticipated Responses): We (the more experienced) are their role models.

3. If it's true that we all have a need to have a legacy, to DO something; what is it that you want to do in CAP? What do your fellow members want to do? Do you ask your members this question?

(Anticipated Responses): Local discussion. Allow three minutes.

4. How would you tap into a person's need to leave a legacy with regard to CAP?

(Anticipated Responses): Reflect that the path to legacy is to do without regard for self; to do for others.

5. What does Mr. Kouzes mean when he says that “leadership is personal?”

(Anticipated Responses):

- Leadership is a relationship among people
- People will care more if they know who you are (credibility, skills, values, beliefs)
- Personal values drive commitment

6. What does Mr. Kouzes mean when he says that, “Your legacy is someone else’s future?”

(Anticipated Responses): We must clear about the future we want to leave behind; and be thinking about the future that our plans and actions actually leave behind.

7. How does this translate at the unit?

(Anticipated Responses):

- How do we plan for the next commander/are we grooming one?
- How are we teaching our cadets and senior members?
- How do we plan to replenish our membership?
- Do we want to have a better facility?
- Is our focus centered on self or unit?
- What do we as leaders value? How do our members see this?
- What is our vision for the future?

8. How can you lead better now?

(Anticipated Response): Do the little things... every day; recognize that the legacy you leave behind is the life you lead; clarify your values.

9. Why is credibility the foundation of leadership?

(Anticipated Responses): If I don’t believe in the messenger, I won’t buy the message; I won’t work for people I don’t trust.

Leading By Example

From Stanford Executive Briefings Series

Level of Learning: Level II, UCC, TLC, OE 2.0 (M)

Length of video and discussion: 60 minutes.

Abstract: Civil Air Patrol is a servant organization. We exist to serve our communities. While we certainly want to have fun doing it, our goal is to be effective at the missions.

We are also a volunteer organization and must value the talents and abilities that our members bring to the table. In “Leading by Example,” we will learn about Servant Leadership, and how using it can help you to better value your members and in the end make your unit more effective.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about servant leadership to Civil Air Patrol at the unit and wing levels.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Definition of Reciprocal Altruism
2. Creating a Holistic Work Environment
3. Diversity in the Work Environment

Discussion Questions:

1. What is reciprocal altruism?

(Anticipated Responses): What’s good for you is true for me.

2. What does Mr. Zimmer mean by building a culture of trust?

(Anticipated Responses): He means to build values like integrity, respect, helpfulness, and compassion into the corporate culture.

3. What is servant leadership?

(Anticipated Responses): Those who lead must see that opportunity as a chance to help those they lead build their potential in the course of running the business. They should not see it as a chance to serve their self-interest.

4. What is reciprocal altruism?

(Anticipated Responses): If all people in an organization can believe that they must share what they know in an open way with everyone else in the organization, they will create a place with an upward spiral of improved productivity. It means that all departments within an organization trust each other enough to share and cooperate.

5. What can CAP do to celebrate the “whole member” and create a holistic work environment?

(Anticipated Responses): Focus on what people do well; help the members learn from mistakes; provide chances for members to learn; and help them find their niche in CAP: what makes them happy and what gets the most out of their contribution.

6. How does Men’s Warehouse approach dealing with people who make mistakes?

(Anticipated Responses): They typically look for ways to help the employee learn from the mistake. Granted sometimes the mistakes in CAP are more serious, but even the mistakes where corrective action should be taken should also be treated as learning experiences.

7. What does Mr. Zimmer mean by valuing the process equal to the outcome?

(Anticipated Responses): He means that he tries to coach the desired behaviors regardless of whether he gets the outcome he expected.

8. Give an example of how this can be applied to CAP.

(Anticipated Responses): Coaches and cadet leaders would focus on the sportsmanship and teamwork required in Cadet Competition rather than a “take no prisoners” attitude to achieve victory.

9. What is Men’s Warehouse’s bottom line when it comes to diversity?

(Anticipated Response): It doesn’t matter who we are, we can all come together to achieve a common goal.

10. How can reciprocal altruism, or servant leadership, be a positive influence in your unit/wing?

(Anticipated Responses): Remembering who the customer is (it’s not us senior members), it’s the kid who comes to us for mentorship; the pilot stuck on a mountaintop, or the hiker who’s lost and hungry.

It’s assuming, expecting, that all our members share our goal to help and serve. Making that goal known at every meeting. Our job, our calling, is to help our neighbors.

Life Lessons from the Playing Fields

From Stanford Executive Briefings Series

Level of Learning: Level II, SLS, UCC, TLC, OE 2.0 (M)

Length of video and discussion: 75 minutes.

Abstract: We've all heard of using coaching strategies to better manage and lead people. It's an enduring concept because employing coaching techniques are proven to bring out the best in people. This program provides insight into how using some simple coaching techniques will enhance performance in your unit.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about leadership to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Little Picture Versus Big Picture Perspectives
2. Power of Mental Models
3. Characteristics Which Determine Behavior

Discussion Questions:

1. What would be examples of the "just right" challenge?

(Anticipated Responses):

- Goals for getting better, if not to be the best
- Getting 2 more cadets (over what is now) to attend meetings regularly
- Getting each cadet through three achievements this year
- Flying 10% more on each aircraft

2. What does Coach Thompson say represents a motivation?

(Anticipated Responses): Giving people a "just right" challenge.

3. What can mental models show us?

(Anticipated Responses): What we think; how we act; what we see/don't see.

4. What are some of your mental models of CAP? Are they accurate?

(Anticipated Responses): (NOTE: Spend a few minutes testing the examples given by the students)

- Mothers are testing officers
- Real pilots fly search and rescue
- Cadets love to fly
- Our uniforms are symbols of Civil Air Patrol
- Members are generous
- CAP is a hobby

5. What are the differences between “Big CAP” and the cultures within my unit and wing?

(Anticipated Responses): Local discussion. Allow three minutes.

6. How can these cultures become more closely aligned?

(Anticipated Responses): (Examples)

- Better understand the relationship between echelons
- Provide clear guidance on “Big CAP” goals and objectives
- More clearly answer the “so what” question to lower echelons (why should this be important to me)
- Higher echelons better understanding lower echelon needs

7. How can leaders better entwine effort with enjoyment?

(Anticipated Responses):

- Make the training/meeting environment fun
- Use what people are good at
- Reward performance
- Make the work MEAN something
- Use effort goals and praise

8. How would you influence your cadets to have moral courage and become ethical leaders 30 years from now?

(Anticipated Response): Local discussion. Allow five minutes.

Managing ME

From Video Visions

Level of Learning: Level II, SLS, TLC, UCC, OE 2.0 (M)

Length of video and discussion: 2.5 hours.

Abstract: A leader keeps his/her cool and stays under control. The difference between Eisenhower and Patton: Eisenhower was better able to manage himself personally. Staying cool and in control helps a leader manage with a clearer head, keeps his people engaged with him... and not afraid of him. People who don't maintain control often lose more than their temper. This program helps leaders and aspiring leaders better respond to challenging situations which can easily cause one to lose control. Managing self is an invaluable tool; one you'll likely want to refresh.

Main Points:

1. The Value of Emotionally-Intelligent Reactions
2. Responding to Stress
3. Approaching Common Situations

NOTE: Lesson plans included on DVD for download locally.

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Preventing Burnout in Your Organization

From Stanford Executive Briefings Series

Level of Learning: Level II, SLS, TLC, UCC, OE 2.0 (M)

Length of video and discussion: 60 minutes.

Abstract: Burnout is a problem in CAP. Small units lead to few people having many jobs. Sometimes, members don't think they are making a difference. When that happens, they are going to leave. This program helps you to diagnose and treat one of CAP's biggest foes: burnout.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about preventing burnout to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional questions and anticipated responses to the discussion questions provided in this lesson plan.

Main Points:

1. What Leads to Burnout?
2. Job Engagement
3. Intervention Strategies

Discussion Questions:

1. Why does Dr. Maslach assert that burnout is not just tied to people so much as to job situations?

(Anticipated Responses): Burnout happens in the context of the person and the job environment. The problem and solution lie in treating both the person and job environment.

2. Why do we care about burnout?

(Anticipated Responses): It kills performance and production; leads to poor quality of care and service; members quit; discipline problems arise; etc.

3. What does Dr. Maslach identify as the three characteristics of burnout?

(Anticipated Responses): Exhaustion, Cynicism, Inefficacy

4. Provide examples for each characteristic of burnout?

(Anticipated Responses):

- Exhaustion: inability to concentrate, fatigue, illness, inability to follow directions

- Cynicism: shifting feelings away from job, coworkers, organization, mission, workplace; “take this job and...”
- Inefficacy: not identifying with work or place, not feeling they make a difference; feeling their efforts are wasted

5. How can cynicism be especially dangerous?

(Anticipated Responses): When people get cynical, they change HOW they do their work. They move from doing their best, to just getting by, to giving up.

6. Give an example of a member with high job engagement.

(Anticipated Responses): A new member – full of vim and vigor and anxious to get going.

7. Why is it a good idea to work on building job engagement rather than preventing burnout?

(Anticipated Responses): It frames the question of burnout in a positive context. It focuses interventions on promoting positive behaviors, rather than deleting negative behaviors – building good habits rather than killing bad habits.

8. What are some of the areas Dr. Maslach uses in her burnout checklist?

(Anticipated Responses):

- Management areas
 - Communication
 - Supervisor/commander
 - Professional development
 - Cohesiveness
- Perception of Change
 - View of the organization over time
 - Confidence in organization’s future
 - Overall organizational assessment

9. Using what you’ve learned, how do you think your unit would fare in a burnout checklist? Why?

(Anticipated Responses): Local discussion. Allow three minutes. If responses are negative, ask how they could change it.

5 Questions Every Leader Must Ask

From CRM Learning

Level of Learning: Level III, RSC, TLC, UCC, OE 2.0 (M)

Length of video and discussion: 120 minutes.

Abstract: In rising to a challenge, planning for the future, or just trying to get through the day; leaders need to engage their team into working together for a common goal. This program offers five questions, when asked in a specific sequence, which introduces order and helps the leader focus his/her team on the issue and outcome.

Main Points:

1. Creating A “Forward Looking” Mindset
2. Utilizing The 5-Step Questioning Process
3. Creating Buy-In, Accountability, And Build Trust
4. Applying The Framework

NOTE: Lesson plans included on DVD for download locally.

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Communicating Non-Defensively

From CRM Learning

Level of Learning: Level III and above, RSC, UCC, OE 2.0 (M)

Length of video and discussion: 3 hours.

Abstract: Have you ever gotten your feathers ruffled when receiving feedback? Have you ever fretted about how you wanted to give feedback – afraid that it won't be taken well? Even when giving good news, sometimes the message isn't received the way you intended to give it. Communicating non-defensively is a way to say what you need to say and be heard: without coming across as hostile, or uncaring. It also helps listeners to see past their emotions to actually get the real message. Acquiring this skill on both sides will break down barriers that leave people hurt, and the job from not moving forward.

Main Points:

1. The Defensiveness Chain
2. The Five Skills of Non-Defensive Communication
3. Using the Five Skills to Break Barriers

NOTE: Lesson plans included on DVD for download locally.

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Everest

From Franklin Covey

Level of Learning: Level III and above, RSC, TLC, WCC, OE 2.0 (C)

Length of video and discussion: 90 minutes.

Abstract: The difference between a manager and a leader lies in a leader's understanding of a simple truth: success lies not in things, but in the power of people. This truth is highlighted in Everest, the story of the only blind man to ever climb Mount Everest as well as the team who came together with one goal: to see him succeed. The story's lesson is instructive for anyone who wants to leverage the power of people.

Main Points:

1. The Whole-Person Paradigm
2. Levels of Engagement
3. Imperatives of Great Leaders

NOTE: Lesson plans included on DVD for download locally.

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The Exceptional Leader: Action Steps for Leadership Formation

From Stanford Executive Briefings Series

Level of Learning: Level III, UCC, TLC, OE 2.0 (C)

Length of video and discussion: 80 minutes.

Abstract: Civil Air Patrol invites people from all walks of life to join and serve their communities. Many of these members eventually become leaders at the unit, wing, region, and even national level. But not all members come to the organization with leadership or management experience. Of those who do, it can sometimes be a challenge to move from management/leadership of paid employees to leading fellow volunteers and friends.

Leadership development is a crucial component in business and in CAP. This video explains why leadership development is so vital to organizations, and how it can be better used within organizations before and after members take leadership development training.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about leadership development in business to the business of Civil Air Patrol at the unit and wing levels.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Importance of Leadership Development
2. De-Mystify Leadership
3. Objectives for Leadership Development

Discussion Questions:

1. Why do you think that employee engagement and leadership effectiveness are connected?

(Anticipated Responses): great leaders fire up, inspire, and well-manage members.

2. What role does leadership development play in waking employees/members up?

(Anticipated Responses): Leadership development builds the management and people skills which leaders need to possess in order to get results.

3. Why expand a leader's scope of authority?

(Anticipated Responses): It allows leaders to actually make decisions; allows leaders to make and learn from mistakes (not a bad thing); mistakes can produce wisdom to make better decisions.

4. What is necessary in leadership development to get leaders to apply what they have learned?

(Anticipated Responses): Engaging classes and simulations; relevant content; practical examples; ideas and concepts leaders can immediately use; leaders must show interest and commitment by ensuring that members know why they are going and what they are expected to learn, then following up to make sure members apply what they have learned.

5. Dr. Zenger talked about designing work experiences to develop leadership in workers. How can CAP do this at the unit/wing level?

(Anticipated Responses):

- Use the committee structure (finance, membership, awards, etc),
- Put members in charge of projects
- Thoughtfully send members to professional development
- Encourage initiative
- Move beyond the “go to” person and expand opportunities for all members

6. Why is it important to use after-action reviews? (Does your unit use them?)

(Anticipated Response): It helps ensure people learn from their successes and failures.

7. How can stories help shape the culture of an organization? What’s the implication?

(Anticipated Responses): They illustrate what is accepted/not accepted, important/not important, valued/not valued. The implication is that the stories you tell had better reflect the performance you want.

8. What can we do in CAP to ensure that what we teach in CAP sticks?

(Anticipated Responses): follow up; encourage implementation, and ensure that what is taught is used correctly.

9. With what you have learned in this video; if you were the unit/wing/national commander, how would you develop CAP’s future leaders?

(Anticipated Responses): Local discussion. Allow five minutes.

Groupthink

From CRM Learning

Level of Learning: Level III and above, RSC, UCC, OE 2.0 (C)

Length of video and discussion: 3 hours.

Abstract: How can a group of highly-intelligent, well-educated and trained engineers and managers disregard everything they had learned and abandon good judgment; resulting in the deaths of seven people? Groupthink is the answer, and it's one of the easiest traps well-trained and well-intentioned people fall into when trying to solve a problem. This provocative program examines one of the classic modern examples of groupthink, as well as ways to identify warning signs and avoid this dangerous trap.

Main Points:

1. The Danger of Groupthink
2. Eight Warning Signs
3. Four Strategies to Avoid Groupthink

NOTE: Lesson plans included on DVD for download locally.

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How to Manage People Through Difficult Change

From Stanford Executive Briefings Series

Level of Learning: Level III, CLC, TLC, UCC, WCC, OE 2.0 (C)

Length of video and discussion: 80 minutes.

Abstract: Not all change is negative, but all change is stressful. This program brings change back to Earth. You'll learn about the forces of change, the five mistakes to avoid as a leader implementing change; and techniques for making change easier for your members. Be it a budget cut, change of command, loss of a key asset, or loss of a key member, this video will get your people over the hill.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about managing change to Civil Air Patrol at the unit and wing levels.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video, try to see relationships between the subject matter and CAP. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Forces of Changes
2. The 5 Mistakes Leaders Make Managing Change
3. Better Modeling Change

Discussion Questions:

1. What are the forces of change?

(Anticipated Responses): Economic; technological, customers, competition – alliances, mergers, and acquisitions; leadership, members, restructuring and reorganization

2. How do these forces of change affect CAP?

(Anticipated Responses): It changes the way we perform the mission (from looking out the cockpit window to reading bits on a computer screen); increases the amount of training required to be proficient; changes the direction of our units; increase/decreases our out-of-pocket costs; makes it easier/harder to get new members or keep them.

3. What are the characteristics of incremental change, transformative change, and continuous change?

(Anticipated Responses):

- Incremental change: planned, least resistance, uses past behavior to predict performance
- Transformative change: a force of nature that fundamentally changes what's needed for success
- Continuous change: be it incremental or transformative; it is the never-ending process

4. What are the five mistakes leaders make managing change?

(Anticipated Responses):

- They underestimate the importance of people
- They ignore the emotional side of change
- They try to transform using command and control tactics alone
- They fail to tap into the power of inclusion: the members must own it
- They don't trust their members enough to provide the whole truth

5. How can Dr. Gorman's assertion that, "organizations don't change; people do... or they don't" also happen in CAP?

(Anticipated Responses):

- If I want to change something (especially cultural), and I don't get my members to at least understand why and trust me; my policies won't matter; the change won't happen.
- I'll get slow-played; no people... no change

6. What are the characteristics of the change-adept profile?

(Anticipated Responses):

- Confidence
- Likes challenge
- Good coping skills: flexible
- Counterbalances work with life
- Creativity
- Collaboration/networking skills

7. Why does "emotion eat logic for lunch?"

(Anticipated Responses): Change must get past the fear of uncertainty and get to the heart and mind. Change is emotional. Pay attention to the emotional stages of change.

8. Why are command and control tactics ineffective in change management?

(Anticipated Responses): Members can walk; it ignores the emotional response; people don't change because they are told to -- they will resist.

People-First Management: Creating a Culture of Trust

From Stanford Executive Briefings Series

Level of Learning: Level III, CLC, UCC, TLC, OE 2.0 (C)

Length of video and discussion: 70 minutes.

Abstract: Every business, group, and organization depends on trust. Ultimately, this trust extends to our customers and the public; but it starts with gaining the trust of our membership. Why? Because our membership is CAP's interface with our customers and the public. If our members don't trust us, they won't spread the good word about us.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about creating trust to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional questions and anticipated responses to the discussion questions provided in this lesson plan.

Main Points:

1. The Key To AFLAC's Success
2. Building Trust
3. Responsible Corporate Governance

Discussion Questions:

1. According to Mr. Amos, what is the most chilling thing employees can experience?

(Anticipated Responses): Uncertainty.

2. How can the following types of members feel uncertain?

(Anticipated Responses):

- New: (doesn't know what to expect, not welcomed into group, not given flight plan)
- Squadron Staff: (doesn't know how to learn job; doesn't know commander's expectations)
- New Commander: (doesn't know what resources are available; doesn't know what the boss wants or if the boss will back them)

3. What does Mr. Amos assert to be the foundation for a successful company?

(Anticipated Responses): Communication followed by action.

4. Why do you think AFLAC's commitment to corporate governance is important?

(Anticipated Responses):

- They perform better
- They are trusted
- They make more money
- Customers stay with those they believe in

5. How can this translate to CAP governance? Good governance provides:

(Anticipated Responses):

- Ability to attract more members
- More committed members
- Better press
- More trust
- More money from members and sponsors
- More confidence to ask for sponsors
- More missions

6. What are some of the techniques Mr. Amos identified to build trust?

(Anticipated Responses):

- Give clear expectations
- Listen to and act on concerns
- Provide access to senior leadership
- Solve problems in the open

7. How does AFLAC maintain its core values and spread them through the company?

(Anticipated Responses): Community awareness and feedback; Maintaining focus – it's not "one and done"; never compromise the core values.

8. CAP doesn't have \$\$ to pay members. What does CAP have to show commitment to members?

(Anticipated Responses):

- Communication
- Trust/Commitment to core values
- Awards and Decorations/promotions
- Sincere thanks

The Power of Paranoia

From Stanford Executive Briefings Series

Level of Learning: Level III and above, CLC, UCC, OE 2.0 (C)

Length of video and discussion: 60 minutes.

Abstract: In the classic TV series M*A*S*H, what was one of the basic differences between Maj. Frank Burns and Col. Sherman Potter? One was paranoid, and the other exercised “prudent paranoia” to ensure the success of his command. This program will show you the difference and how you can make “The Power of Paranoia” work for you.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about prudent paranoia to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional questions and anticipated responses to the discussion questions provided in this lesson plan.

Main Points:

1. When a Little Paranoia Makes Sense
2. Problems and Perils of Paranoia
3. How To Be Prudently Paranoid

Discussion Questions:

1. What does Dr. Kramer mean when he says that it’s okay to be paranoid?

(Anticipated Responses): He means that you should have trust of those who have proven themselves trustworthy.

2. What are some organizational situations when we feel paranoid?

(Anticipated Responses):

- When we don’t know where we stand in the organization (social uncertainty)
- When we are uncertain about how we are viewed in the organization

3. In what ways can bad paranoia be self-sustaining?

(Anticipated Responses):

- Even if initially non-existent, the behaviors associated with someone believing they are aggrieved become self-fulfilling (if you act like people don’t want you around, they won’t want you around)

- People who are paranoid tend not to test for trustworthiness, assuming others cannot be trusted

4. What does “paranoid” really mean in a positive business context?

(Anticipated Responses): It means to keep up with what’s important; to assess for trustworthiness in your members and give the trust when earned; to ask questions to gain understanding into what’s going on in the organization; to take responsibility for ensuring you have the right information from which you can make sound decisions.

5. What are some techniques to develop “prudent paranoia?”

(Anticipated Responses):

- Maintain a trusting support system
- Keep your enemies close too
- Gather data relentlessly
- Be vigilant
- Treat reality as a hypothesis (Question your data and your interpretations)

6. What are some broad examples of prudent paranoia?

(Anticipated Responses):

- Neighborhood watch/police patrols
- Self defense principles
- OPSEC
- Using caution when giving personal information

7. How can too much paranoia hurt your organization?

(Anticipated Responses): It creates distrust and suspicion. Effective command and follow-up is a balancing act: you need to be wary about the right things AND trust as well.

7. How do you know what to focus on?

(Anticipated Responses): Examine outside opinions, and find people (“lieutenants”) who have dissimilar views. They can give you different perspectives.

8. So what is the difference between Frank Burns and Sherman Potter?

(Anticipated Responses):

- Faith in the world and in people
- Knowing what’s important to the success of the command
- Knowing what data to gather and who from
- Trust in self

Taking Charge of Change

From CRM Learning

Level of Learning: Level IV and above, RSC, NSC, WCC, OE 2.0 (E) for full program

Level III and above, RSC, UCC, OE 2.0 (C) for abbreviated program

Length of video and discussion: Level IV program: 4 hours, Level III program, 60 minutes.

Abstract: Change can be either exhilarating or frightening; depending on how you think change will affect you. When taking part in the change process as a leader, a key skill is helping your peers and subordinates understand the process of change and help them navigate cognitively and emotionally through it, so that everyone can come out the other side successfully. This program will help you to guide yourself and your members through organizational change.

Main Points:

1. Develop Personal Strategies For Coping With Workplace Change
2. Helping Others Respond Effectively When Confronted With Change
3. Building A Common Language Around The Process Of Change

NOTE: Lesson plans included on DVD for download locally.

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Built to Change

From Stanford Executive Briefings Series

Level of Learning: Level IV, RSC, UCC, OE 2.0 (E)

Length of video and discussion: 75 minutes.

Abstract: It's inevitable: change happens. We can be a party to change and influence it; or we can let change happen to us. If we do the latter, we will die. Change isn't so frightening when you decide to take an active role. This program will show you how.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about change to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional questions and anticipated responses to the discussion questions provided in this lesson plan.

Main Points:

1. The Paradigm of Change
2. The Difference Between Change Rhetoric and Change Reality
3. The Process of Change

Discussion Questions:

1. Is change a difficult thing to pull off in CAP? Why or why not?

(Anticipated Responses): Local discussion. Allow three minutes. (Note: If the prevailing answer is yes, then ask why members were eager to move from POVs and private aircraft to corporate assets whenever possible. This capability drastically changed how we do business. Also ask why whenever the USAF changes its uniform we want to immediately follow.)

2. What are sources of CAP's competitive advantage?

(Anticipated Responses):

- Dedicated members
- Training
- Platforms (aircraft, Archer, imaging, communications capability)
- Geographical reach
- Passion

3. What does Dr. Lawler mean when he says that, "If you aren't changing, you are dying?"

(Anticipated Responses): If you can't predict and adapt to how the environment inevitably changes, you will no longer be relevant.

4. How could it be possible to flatten CAP's management to make it more agile?

(Anticipated Responses): Local discussion. (NOTE: If no answers, suggest: reducing members of NB or eliminating regions to stimulate discussion).

5. How can CAP use talent management to its advantage?

(Anticipated Responses):

- Teach units how to target recruit
- Encourage units to assess potential members for competence/allow movement of members to units where they are most needed
- Bring on staff people who like change
- Start more units to gain more talent (there can be more than one unit in a city)

6. What are some of the building blocks of orchestration capability?

(Anticipated Responses):

- Develop "versitalists" not "generalists"
- Commit to a common language, model, and "toolkit" throughout the organization
- Marry strategic planning with the organization's development process
- Engage and learn from change

10. If a strategic imperative is to have units get permanent facilities; what needs to happen in order to make that happen?

(Anticipated Responses):

- Unit members and wing staff must be open to building networks where they will hear about facility opportunities
- Legislative officers must make this need aware to city and state officials, as well as develop proposals for the acquisition and rehabilitation of buildings
- National and state legislative relations officers need to explore how to get custody of habitable buildings made available through the BRAC process
- A plan for the insurance/maintenance of the buildings must be made at unit/wing levels
- A plan must be made to educate commanders, sponsors, legal officers, and legislative liaison officers on the processes necessary to acquire facilities
- Fundraisers and legal officers should develop processes whereby property/facilities can be donated
- CAP needs to encourage a passion to solve the problem, not fear about failing to solve it

Change Management and Strategic Planning

From Stanford Executive Briefings Series

Level of Learning: Level IV and above, NSC, WCC, OE 2.0 (E)

Length of video and discussion: 70 – 80 minutes.

Abstract: Civil Air Patrol is in a constant state of change. Much of this change is strategic, as differences in technology, leadership, funding, and mission focus fundamentally change the operation and culture of CAP. We are not the CAP we were 40 years ago, 20 years ago, or even 10 years ago. And, we won't look the same 10 and 20 years from now.

Strategic planning is the process of creating and manipulating change while gaining buy-in from your members and the other interested stakeholders (partner agencies, families, etc); especially in the face of inevitable resistance. Even the best strategic plans can fail if this resistance is not met and overcome. This video program explains change management and its role in strategic planning. It also discusses the speaker's six principles for effective change implementation.

Change is not evil, and neither is resistance to change. Leaders recognize this and bring resisters into the fold, rather than freezing them out.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about change management to the business of Civil Air Patrol at the unit and wing levels.

Please play the entire speech by Dr. Katz, including the question and answer period. The questions which the live audience asks Dr. Katz directly relate to volunteer organizations like Civil Air Patrol.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Who Strategic Planners Are
2. What Change Is
3. Six Necessary Components for Strategic Change

Discussion Questions:

1. What examples can you think of in your personal life where you've encountered/created strategic change?

(Anticipated Responses): Getting married; having children; deciding to go/not to go to college; joining the military; getting divorced; relocating for career; saving for a child's college fund; purchasing a home; going into business for oneself; losing a job; natural disaster, etc.

2. What examples can you think of in your CAP experience where you've encountered strategic change?

(Anticipated Responses): the election of a new national commander (how?); appointment of a new wing commander (how?); accepting a greater role in CAP; changes to major regulations.

3. How could a decision, such as becoming a unit commander, represent a piece in a strategic plan?

(Anticipated Response): Becoming a unit commander means that the unit moves in a different direction than it had previously. Even if the new commander wishes to continue in the same general direction, he will still want to do things differently. This means that people in the unit will be asked to do different things, and the unit will evolve into something different. The unit's evolving capabilities will affect how it's utilized by the wing.

4. Why is it important to talk to your people about your strategic plan at an early stage? What can happen if your people don't feel their views are recognized/valued?

(Anticipated Response): It's important to get your people involved at an early stage so that they feel their concerns and fears are being addressed. Resistance to change is natural. They may have some very valid concerns which you haven't thought of. They may just want reassurance. They may decide to leave. But they must be heard.

If they aren't heard, the resistance you'll encounter will be very strong, possibly strong enough to derail the plan. In a volunteer organization, this level of understanding/buy-in is crucial.

5. Why would some people think change is evil?

(Anticipated Responses): Because they don't feel included; because the leaders haven't clearly described change; because they feel personally threatened by the change.

6. Instructor Note: Choose one or two of the six components for strategic change and ask students to describe the component and its importance.

7. Why is clarity and flexibility at the heart of strategic success?

(Anticipated Response): Because the human component can be so unpredictable.

8. What are some of the barriers (and at the same time advantages) of working between disciplines?

(Anticipated Responses): Each discipline has its own language using the same words; each discipline has different ways of seeing and doing things; bringing different disciplines together broadens everyone's view.

Dealing with Crisis and Transition: How Organizations Transform Themselves

From Stanford Executive Briefings Series

Level of Learning: Level IV and above, RSC, UCC, OE 2.0 (C)

Length of video and discussion: 70 minutes.

Abstract: “Why do successful organizations sometimes fail?” Successful companies tend to stay with their formula for success even after the climate changes around them. They stay with what’s comfortable rather than changing to meet the new needs. When the organization begins to slide, they keep trying harder at a strategy which doesn’t work any more.

How does a CAP unit or wing avoid this pitfall? The answer lies in managing for today and preparing the culture for tomorrow. Change can’t be avoided, but it can be adapted to and conquered.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about transformation and business culture to the business of Civil Air Patrol at the unit and wing levels.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Leader Note: If a question about Dr. O’Reilly’s reference to cults comes up, respond by noting that the speaker talks about cults and how they shape opinion in their members. But understand, he doesn’t advocate cults, or brainwashing.

Main Points:

1. The Failure of Success
2. Managing from Here to There
3. Change as the Norm

Discussion Questions:

1. How can senior leadership fail a successful business?

(Anticipated Responses): Failure to anticipate change; arrogance and overconfidence; inability to implement change; failure to manage the change process.

2. What implications does this have for a unit or wing commander?

(Anticipated Responses): It means that the commander must be aware and open to factors which may threaten their strategy. It also means that they have to influence their local culture

to accept change. It means they have to get members to change their behaviors and develop new norms which support the new direction the commander wants to go towards.

3. Why do successful teams sometimes fail?

(Anticipated Responses): Failure to overcome resistance to change; responding by sticking to what they already do (if you always do what you always did, you'll always get what you always got); failure to properly diagnose what needs to change; the more successful you are, the bigger you get, the harder it is to change.

4. Does this mean we shouldn't grow? What should we do?

(Anticipated Responses): No, we should grow. It does mean that we need to prepare more smartly to overcome that inertia. Think about the logistics required to accommodate growth. Think about how to integrate new members into the unit: how to welcome them, train them, and mesh their talents into the unit's skill set.

5. Why do organizations struggle with change?

(Anticipated Responses): Leaders don't build cultures that embrace change and evolution.

6. Why is culture important for commanders/leaders?

(Anticipated Response): Culture can help or hinder the implementation of a strategy; it can also promote motivation and commitment among group or organization members.

7. How can a commander use the local unit's culture to gain acceptance of their vision/plan?

(Anticipated Responses): Tap into member passion; set standards of behavior that support the plan (everyone wears a uniform to the meetings; everyone ensures the building is safe); show members the advantages of the commander's view of the future; use behavior and encouragement to get the members to change the unit's norms (what's expected). Refer to the bathroom experiment.

8. Under what conditions does managing the social context (culture) work best?

(Anticipated Responses): When people are new to the situation/organization (why Level I and Great Start are so vital); when the "old" way clearly doesn't work; When there is a crisis; when the situation is fluid (changing).

9. Would it be ethical to create crisis to affect change? Why or why not?

(Anticipated Responses): Local discussion. Allow three minutes.

Dilemmas of Team-Based Organizations

From Stanford Executive Briefings Series

Level of Learning: Level IV and above, RSC, UCC, WCC, OE 2.0 (C)

Length of video and discussion: 80 minutes.

Abstract: Team-based organizations have been the rage in business for over a decade. But they should only be used in certain situations, and can be challenging to mesh with traditional functional-based organizations like Civil Air Patrol.

With that said, CAP has more experience with what is known as “cross functional” teams than you might first realize. This video talks about the purposes and challenges of team-based organizations. It also talks about the conditions and elements essential to making teams work. His points have very real implications for Civil Air Patrol.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about team-based organizations to the business of Civil Air Patrol at the unit and wing levels.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Why Teams Exist within Organizations
2. Advantages/Disadvantages of Teams
3. Using Teams More Effectively

Discussion Questions:

1. Why use teams within an organization?

(Anticipated Responses): More value; provides structure for speed and learning;brings people together from different worlds and works them together; very flexible; teams work.

2. What are some examples of CAP-based teams?

(Anticipated Responses): Incident command/mission bases; encampments; SLS/CLC; national cadet special activities.

3. How can the selection of team members hurt a team?

(Anticipated Responses): the wrong people are chosen; people who can't/don't want to see beyond their function; people who aren't truly expert in what they are asked to represent, people who can't work together.

4. How can senior management's giving too much/too little power to a team can cause failure?

(Anticipated Responses): too little power and functional areas become roadblocks; too much power and the team runs the organization; not the project. The project is part of the strategy, not the other way around.

5. Provide some examples of where you let the work decide if you should use a cross-functional team.

(Anticipated Responses): A SAR/DR mission; encampment; wing conference

6. What's the difference between a committee/council and a team?

(Anticipated Responses): Committees and councils are designed to provide advice or opinion; not to accomplish a task or build a product. They also are formed for longer periods of time.

7. How can CAP use both the traditional chain of command and the team-based concepts more effectively?

(Anticipated Responses): Teams are brought together to solve a problem or do a task. Each member performs a function specific to the task – a representative to think about the issue, bring their perspective to the table... all work together and plug the holes together. The chain of command's support and guidance provides the power.

8. How can Dr. Meyer's elements of team architecture help you develop/manage teams more effectively?

(Anticipated Responses): They provide a roadmap – things to look for which enhance a team's ability to succeed for the larger organization.

9. Evaluate Dr. Meyer's elements against an encampment or incident command staff team. Describe how each element fits into the team.

(Anticipated Responses): Local discussion. Allow three minutes.

Hard Facts, Dangerous Half-Truths And Total Nonsense

From Stanford Executive Briefings Series

Level of Learning: Level IV and above, UCC, RSC, WCC, OE 2.0 (C)

Length of video and discussion: 70 minutes.

Abstract: The best-laid plans of mice and men... or, did you ever wonder why good plans go bad? This video talks about how to better analyze evidence to help you adjust current plans, and implement more effective plans.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about evidence-based management to Civil Air Patrol at the unit and wing levels.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Why We Need Evidence-Based Management
2. What Evidence-Based Management Really Is
3. Applications and Pitfalls of Evidence-Based Management

Discussion Questions:

1. How do you translate pay for performance to CAP?

(Anticipated Responses): Consider awards and decorations. The question then becomes do you just put the superstars in for awards and decorations (and if you are on the awards and decorations board do you tightly control them), or do you open the spigot a little wider and give more members CAP's "pay" – the official thank you of a ribbon?

2. What does Dr. Sutton mean by confirmation bias?

(Anticipated Responses): He defines it as the tendency for a person to see and act on what they "expect to see" rather than on what's really there.

3. How can this happen at the unit and wing levels?

(Anticipated Response): A unit commander could perceive that all is well because people show up, when in reality some of the most experienced people are dissatisfied and disengage, and fewer prospects sign up.

At the wing, the trusted “go to” incident mission team does well at the SAREXs, but since they are the only ones working, the capability of the wing to respond to a real-world mission (or simultaneous missions) is jeopardized.

4. How does Dr. Sutton describe evidence-based management?

(Anticipated Responses):

- A commitment to taking fact-based action – a way of thought – even if it’s ugly
- Treating the organization as an unfinished prototype
- Knowing the theory and evidence, and acting on them

5. What does Dr. Sutton mean by treating the organization as an unfinished prototype?

(Anticipated Response): He means that it’s likely that you’ll act without having all the facts, and that you’ll adjust your actions as new facts emerge – just like you would on a new project or in a new organization.

6. Describe Dr. Sutton’s standards for judging business advice.

(Anticipated Responses):

- Treat old ideas as if they are old ideas – then think about if they will work
- What are the incentives? Who benefits by the facts presented?
- Avoid the “best practices” trap. Evaluate for yourself whether a best practice is for your organization.

7. What is the “bottom line” in evidence-based management?

(Anticipated Responses):

- Look for the relevant facts
- Don’t be afraid of the facts, seek them out
- Think about what those facts mean for the unit or issue
- Use those facts to develop a course of action and implement
- Use the facts coming in to adjust the plan as necessary
- Do not be casual about the process. Really consider the evidence presented without bias
- As the leader – don’t shut out the opinion of your staff, even if it differs with your own. This method requires trust.

Implementing Strategy: Managing Through Organizational Culture

From Stanford Executive Briefings Series

Level of Learning: Level IV and above, UCC, RSC, WCC, OE 2.0 (E)

Length of video and discussion: 80 minutes.

Abstract: The Marines express their organizational culture in this way, “We don’t take applications; we take commitments.” That said, what is organizational culture? Does CAP have one? What is it? How does it affect my wing? This program will help you examine these questions. If you want to be a leader in CAP, learn how to manage culture.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about implementing strategy and organizational culture to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Why Organizational Culture Is Important
2. How Organizational Culture Works
3. How We Use Organizational Culture To Adapt To Changing Strategies

Discussion Questions:

1. Why is organizational culture important?

(Anticipated Responses): It helps or hinders the implementation of strategy. It can promote motivation and commitment among organization members.

2. What would be practical manifestations of positive culture regarding safety?

(Anticipated Responses):

- Pilots always preflighting and using checklists
- Use of cockpit resource management
- Using as much care in hangar roll out as in the air
- Using spotters when backing up CAP ground vehicles

- Employing the buddy system in ground teams

3. What are the differences between vision, strategy, and culture?

(Anticipated Responses):

- Vision is the grand plan from on high – “this is where we want to go and why.”
- Strategy is what we need to do to achieve vision
- Culture represents our daily beliefs – what is accepted on the ground

4. Where can there be a vacuum between vision and strategy and CAP’s culture that influences how something gets done?

(Anticipated Responses):

- Safety is emphasized (or mentioned), but the safety meeting is an exercise with no thought given to it or expected from it
- Pilots don’t criticize fellow pilots for not using checklists
- Respect is a core value, but cadets are allowed to use push-ups as punishment
- Integrity is emphasized as key, but the unit doesn’t use a finance committee

5. How would you define organizational culture?

(Anticipated Responses): a pattern of beliefs and norms shared by the organization’s members (close to video definition); how we REALLY do business; what we believe; how we treat others/what we expect from the group.

6. Give an example of an accepted norm within the cadet program.

(Anticipated Responses): Cadets must wear uniforms while doing CAP; cadets must salute seniors; cadets must honor the rules.

7. Would you tell another senior member if they are wearing their uniform incorrectly? Why or why not? What does this say about respect for CAP’s culture?

(Anticipated Responses): Local discussion. Allow three minutes.

8. What are some techniques to change culture?

(Anticipated Response): Change what’s expected; be consistent about change; work with members to let them know change is coming and get buy in; be respectful, but don’t tolerate people undercutting change; expect good judgment and tolerate mistakes as long as it doesn’t jeopardize safety,

9. What are your tools for managing organizational culture?

(Anticipated Responses): Recruitment and selection; orientation, training, and ongoing socialization; rewards and recognition.

Leveraging the Spotlight of Leadership

From Stanford Executive Briefings Series

Level of Learning: Level IV and above, RSC, NSC, WCC, OE 2.0 (C)

Length of video and discussion: 70 minutes.

Abstract: When you take the mantle of command and try to become a leader, you naturally as a consequence come under the spotlight shown on you by subordinates and peers. Everything you do is magnified. You can either get burned by the light, or use it to give your leadership a more positive impact. This program talks about the ways you can take that spotlight and shape your members' behavior and decisions in a positive way.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about leadership to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Importance of The Leadership Spotlight
2. Implications of The Spotlight for Leaders
3. Leveraging the Spotlight to Shape Member Behavior and Decisions

Discussion Questions:

1. Why do subordinates put their leaders under a spotlight?

(Anticipated Responses):

- Leaders are models; people want to be where they are and will model their behavior
- They believe that bosses are in control of the situation
- People like their leaders to be human
- People are competitive, and compare themselves to the boss

2. Why might you think that it's the small decisions that draw the attention of subordinates?

(Anticipated Responses): There is more opportunity to lead through small decisions; it happens more often; those decisions may be perceived as more indicative of the boss' true feelings.

3. What do you think is so unique about the spotlight?

(Anticipated Responses): It's neutral. It picks up both positive and negative signals. It shows the good, bad, and ugly without regard to feelings.

4. How have YOU seen the spotlight catching a leader sending a bad message?

(Anticipated Responses): (Examples)

- Taking liberties with reimbursement
- Reclassifying a failed check ride as a proficiency flight
- Pencil-whipping a safety meeting
- Holding other cadets up to promote their child
- Not properly preflighting the aircraft or using checklists

5. Echoing Dr. Conger's question, "Think of an executive whose actions or words harmed them in the spotlight. What did they do or say, and how did it damage their reputation, and for how long?" For us, think of politicians, executives, CAP or military leaders.

(Anticipated Responses): (Examples)

- Eliot Spitzer: prostitution ring; had to quit
- Bernie Madoff: \$50Bil ponzi scheme: looking at life in prison
- Rod Blagoiavich: tried to sell senate seat: looking at prison time
- Execs at AIG: going to spa with taxpayer bailout funds: no longer trusted by Americans
- Gen Patton slapping a soldier: forced to give public apology by Eisenhower

6. Turn the question around; think of someone whose words or actions enhanced their reputation. What did they do or say, and how did it enhance their reputation?

(Anticipated Responses): (Examples)

- Lee Iacocca – doing commercials and taking a personal interest in saving Chrysler in 80's
- Dwight Eisenhower – making the rounds in England and keeping Allies together before D-Day
- Robinson Risner and James Stockdale – continually taking torture and punishment for establishing communication, command, and control while POWs in Vietnam

7. What are the four tools for leaders to use to leverage the spotlight?

(Anticipated Responses): Memorable stories; paying attention to the "must do's"; walking the walk; mementos and moments (creating moments which highlight what you want to spotlight).

8. What would be some opportunities to create memorable events to shape behavior and culture in CAP?

(Anticipated Response): Cadet and senior promotion ceremonies; cadet and senior swearing in ceremonies; course graduations; awards ceremonies, wing conferences, staff meetings.

The Mastery of Speaking as Leader

From Stanford Executive Briefings Series

Level of Learning: Level IV and above, RSC, UCC, WCC, OE 2.0 (C)

Length of video and discussion: 70 minutes.

Abstract: CAP teaches a variety of techniques to help members develop a common structure for speaking to audiences. This emphasis on structure makes developing thought into a call for action much simpler. Mr. Pearce adds another dimension: speaking from the soul. He posits that by including passion and a soul-felt desire to move people; they can in fact to be moved to action. The difference between speaking and speaking as a leader is soul. This program helps you move to the next level.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about communication to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Challenging Traditional Views of Communication
2. What it Really Takes to Move from Communication to Action
3. Truly Conveying Meaning

Discussion Questions:

1. Think of a gifted speaker or leader that you have heard. What was it about that person that made you sit up and take notice?

(Anticipated Responses): Charisma; passion; genuine; sincerity; smarts; well-spoken; touching message; relatable subject; interesting subject

2. Why does Mr. Pearce assert that speaking and leadership have an unbreakable connection?

(Anticipated Responses): What you say and how you say it will help people buy (or not buy) your message. Leaders communicate in a way that leads others to action. It's an irreplaceable part of their skill set.

3. What is your definition of leadership?

(Anticipated Responses): Local discussion. Allow three minutes.

4. What does Mr. Pearce assert moves people to action today?

(Anticipated Responses):

- The leader must be a part of the culture the members are in
- Emotion
- The removal of boundaries – a fluid of movement in culture
- A blurring of the rules – not black and white but gray
- The growing need for personal responsibility

5. Is there a fluidity of rules and culture in CAP? Why or why not?

(Anticipated Responses):

- No, we have rules and tradition (get the why)
- Yes, rules always change (why)
- Yes, no one follows the rules (why)

6. Why is there such an emphasis on ethics?

(Anticipated Responses): We don't want to just trust what our leaders say but also the leaders themselves; ethics provide stability/rules.

7. How do you instill commitment in CAP, as opposed to traditional command and control organizations which can demand compliance?

(Anticipated Responses): Show an expectation of personal responsibility and excellence; speak to tangible and emotional needs; rewarding positive behaviors; explaining why things are done and bringing members into the process; speaking from the heart.

8. How can we confuse the source of greatness with a description of greatness?

(Anticipated Responses): We look at the exterior of the speech rather than make an examination of the speaker.

9. How can we bring more authenticity to speaking?

(Anticipated Responses): Develop three speeches that express your deepest convictions; search yourself for the source of those convictions; study structures of speaking that require you to pay attention to mind/heart.

10. Why do you think that Mr. Pearce asserts that a point of view is a true source of leadership?

(Anticipated Responses): It's the foundation of beliefs; it's the anchor around which the passion and sincerity of leadership is held; it's what they want to lead you to believe or share.

The Psychology of Power

From Stanford Executive Briefings Series

Level of Learning: Level IV and above, RSC, NSC, WCC, OE 2.0 (C)

Length of video and discussion: 75 minutes.

Abstract: Power is the level of influence one has over others. Power gets things done. It can also tear an organization apart. This is a cautionary tale about power, discussing the how, and what happens when power goes bad. Knowing the psychology of power, and why it can intoxicate those who have it, can help an aspiring leader avoid falling prey to its temptations.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about the psychology of power to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional questions and anticipated responses to the discussion questions provided in this lesson plan.

Main Points:

1. Defining Power
2. The Three Basic Hypotheses of Power
3. Implications of Power in Behavior

Discussion Questions:

1. What is a good definition of power?

(Anticipated Responses):

- Gruenfeld: the relative capacity to affect other's outcomes by providing rewards or administering punishments
- The measure of a person's level of influence over people, resources, or events

2. What are some examples of disinhibition?

(Anticipated Responses):

- "Do as I say, not as I do."
- Employee emotional, verbal, or physical abuse
- Sense of entitlement (embezzlement, fraud, or theft)
- "I'm in charge here."

3. What are some implications of a power figure suffering from disinhibition?

(Anticipated Responses):

- Heightened sensitivity to internal states (their own desires and needs)
- Reduced sensitivity to others; interests and experiences (people as things)
- Action orientation in pursuit of goal attainment
- Using others as a means to accomplish a goal

4. Give an example of how a person can have power in one situation/place but not in another.

(Anticipated Responses):

- The cadet commander: leads cadets/is led by the senior command staff
- The mid-level manager: supervises departments and people; yet reports to a boss
- A CEO: runs a company; yet accountable to shareholders; board, and the spouse at home
- President of the US: leads nation as executive; is checked by legislative and judicial branches, public, and international opinion

5. How would someone with power act differently than someone who lacks power in a given situation?

(Anticipated Responses):

- Powerful people talk more and take control. Those with less power defer to those with power.
- Powerful people are more active in group activity and act first
- Powerful people take more risk than those with less

6. Why do you think more powerful people take more risk?

(Anticipated Responses): They believe they have more control; they don't perceive risk because they either don't perceive consequence or believe the consequence is outweighed by benefits.

7. What is the role that integrity plays in the application of power?

(Anticipated Responses): It checks the disinhibition and temptation that power attracts.

8. How do you respond to the following statements?

- Power is bad.
- Power and leadership are the same thing.
- You can't lead without power.
- You can't have power without leadership.

(Anticipated Responses): Local discussion. Allow five minutes.

When the Coach is You

From CRM Learning

Level of Learning: Level IV, RSC, UCC, OE 2.0 (C)

Length of video and discussion: 90 minutes.

Abstract: There is a time for every member in CAP to be a leader... be a coach, and help others to accomplish the mission. Whether it's the squadron commander putting the unit on a new path, the Leadership Officer mentoring a new cadet commander, the PDO helping the testing officer learn about the latest online course, or the First Sergeant helping a new element leader, coaching skills help the teacher/leader bring out the best in the student/subordinate. This program makes coaching easier to understand and apply where you live – today.

Main Points:

1. The Value of Coaching
2. Overcoming Barriers to Coaching
3. Five Steps to Improving the Coaching Experience

NOTE: Lesson plans included on DVD for download locally.

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The Abilene Paradox

From CRM Learning

Level of Learning: Level V, NCC, WCC, OE 2.0 (C)

Length of video and discussion: 3.5 – 4 hours.

Abstract: Have you ever been part of a group who, after doing something (deciding on a project, where to go for lunch, who should lead an event, making a rule) wondered how they came up with a decision? Have you ever wondered how you signed on to an idea you didn't believe in? Have you ever voted for something and it turned out not to be what you thought it was?

The Abilene Paradox is THE classic study of how smart people when put into a group lose their ability to be frank and honest because they want to belong; and the costs of what the author calls, "mismanaged agreement." This program will show you, when faced with the choice of going to Abilene or driving to success, how to lead your group down the right road.

Main Points:

1. Understand The Concept Of "Mismanaged Agreement."
2. Identify The Warning Signs And Consequences Of Mismanaged Agreement
3. Describe How Your Perceptions Of Risk And Benefit Influence Participation
4. Develop Effective Personal Patterns Of Participation In Group-Decision-Making
5. Develop Communication Strategies To Help You And Your Team Make More Honest And Open Agreements.

NOTE: Lesson plans included on DVD for download locally.

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Creating the Future

From Stanford Executive Briefings Series

Level of Learning: Level V WCC, NSC, OE 2.0 (E)

Length of video and discussion: 70 – 80 minutes.

Abstract: CAP provides services vital to America. That said, there are others who offer the same services, and still more who developing services that will eclipse what CAP presently offers. Our task as an organization, then, is to stay relevant. To be successful in today's world, CAP must continually reinvent itself. We've proven we can do this with the evolution of our homeland security mission; but the quest for relevancy must be a continuous process, demanding contributions from all who serve.

Reinvention is not an academic exercise, nor should it be undertaken with a sense of haste or panic. It requires that organizations use their expertise and borrow the expertise of others to see the future... to set the trend rather than follow it. This video talks about how organizations such as CAP can build their own future and lead the way; rather than slip into irrelevancy.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about evaluating future trends in ES/CD/HLS, AE, and youth programs to the business of Civil Air Patrol at the unit and wing levels.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. The Power of “Aggressive Newcomers” and the Impotence of “Incumbents”
2. Making the Organization Safe for Change
3. Becoming a “Grey-Haired Revolutionary”

Discussion Questions:

1. How are incumbent organizations which were once successful becoming more vulnerable?

(Anticipated Responses): Old barriers such as technological, economic, and regulatory are breaking down. These items that once protected legacy companies, products and business models no longer exist.

2. What is one example of a technological advantage that CAP once used to stay relevant that is now disappearing?

(Anticipated Responses): ELTs. Specifically, 121.5 and 243 ELTS, EPIRBs and SARSAT mapping. SARSAT is going away and old ELTs will eventually be replaced with 405 MHz transmitters with embedded GPS tracking. This and cell phone tracking will make it easier for sheriff's departments, fire/EMS services, and other organizations to compete with us in ES.

3. What can we do to stay relevant?

(Anticipated Response): Build new capabilities and skill sets to stay ahead in ES/CD/DR/HLS areas; continue to market skills for general aviation as the phase-in period for the new ELTs progresses; work with the FAA to develop new search methods.

4. Why is complacency of position considered “death rattle?”

(Anticipated Responses): You as an organization are not thinking about the future, innovating, and creating the future; the organizations you compete with (scouts, Boys/girls clubs, sheriff’s depts., EMAs, etc) ARE thinking about the future.

5. Why do organizations struggle with longevity?

(Anticipated Responses): Change no longer moves at a relatively constant rate. It grows exponentially faster as technology changes.

6. What did Dr. Hamel mean by “being built to last rather than being built to change?”

(Anticipated Responses): He meant that we don’t have time to catch up with a new trend if we miss it. Our members and customers won’t be as loyal if we can’t deliver what they need; and their needs change quickly. Being built to last means that the company can’t be as agile to meet the new needs.

7. How do events stimulate industry transformation Vis a Vis CAP?

(Anticipated Responses): 9/11 introduced a new mission – homeland defense. We filled a vacuum that law enforcement and the military could not fill at the time (they can now, so we need to stay ahead).

Drug Demand Reduction is also ahead of the curve. The military application is primarily drug testing, not education to reduce demand. CAP DDR efforts are aimed at getting kids to make good choices. This ultimately costs the military less because our kids joining the military are less likely to use drugs and therefore don’t get into trouble.

8. What is CAP’s attitude towards innovation and change?

(Anticipated Responses): Local discussion. Allow three minutes.

9. How can CAP become a “grey-haired revolutionary?” How can we reinvent ourselves? What should we look like in 10 years?

(Anticipated Responses): Local discussion. Allow five minutes.

Executing Your Strategy

From Stanford Executive Briefings Series

Level of Learning: Level V and above, WCC, NSC, OE 2.0 (E)

Length of video and discussion: 90 minutes.

Abstract: How do you eat an elephant? One bite at a time. The same can be said for strategy. Organizations must truly understand what strategy is; and how to prepare its structure to execute the strategy. Otherwise, it's just so many words that an organization spends a lot of time and money on: getting nothing in return. Since no organization succeeds without a plan; it's best to align organization, strategy, and execution.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about the strategy execution to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional questions and anticipated responses to the discussion questions provided in this lesson plan.

Main Points:

1. Why Have a Strategy?
2. Execution Principles
3. Diagnostics

Discussion Questions:

1. Why have a strategy?

(Anticipated Responses): To get and stay ahead of everyone else.

2. Give an example of how CAP's real strategy can lead to its official strategy?

(Anticipated Responses): We have three mandated missions; but 80% of the budget goes to ES. As a result, 90% of the oversight and time of the leadership is spent on issues related to ES.

3. Does this imply that Emergency Services should be CAP's core mission?

(Anticipated Responses): Local discussion. Allow five minutes.

4. How could this be a misallocation of resources away from CP and AE?

(Anticipated Responses): Local discussion. Allow five minutes.

5. What are the three principles of executing strategy "in a nutshell?"

(Anticipated Responses):

- Do the right projects
- Do the projects right
- Continually review and align (1) and (2).

6. Discuss CAP's level of ideation (who we are, why we exist, where we are going).

(Anticipated Responses): Local discussion. Allow five minutes. (NOTE: Discuss differences; are they differences in concept or in priority? Can there be one voice on this?)

7. What is CAP's espoused vision? What do you want CAP to be?

(Anticipated Responses): Local discussion. Allow two minutes.

8. How can a conflict about vision at the senior level affect strategic execution?

(Anticipated Responses): It kills strategic execution because it changes direction so often that no one can move forward.

9. What are some examples of how CAP has executed strategic projects?

(Anticipated Responses):

- Successful: Cessna buy; consolidated maintenance, WIMRS. (Why successful?)
- Unsuccessful: Maule buy, race car (Why unsuccessful?)
- Pending: Archer, Vanguard, E-Learning, Regional Training Centers, Legislative Liaison, Fundraising. (How can they be made better?)

10. How can the strategic portfolio planning process be contaminated?

(Anticipated Responses): political factors, strategy changing, and misunderstanding about level of benefit of the project to the strategy.

11. Who articulates CAP's strategy? Who formulates CAP's strategy?

(Anticipated Responses): National commander articulates strategy. BOG, NEC, NB formulate strategy (NOTE: If all groups are mentioned in formulation, ask, "Can CAP really have a coherent strategy with so many bodies having a piece of the action?")

12. How far into the future can CAP reasonably plan when considering its future?

(Anticipated Responses): Local discussion. May be anywhere from 3 years to 50 years. If the consensus is five years or less, ask why? Ask what keeps members from thinking about CAP's future long-term?

13. If we can't truly plan for the long term, how does that hurt our ability to grow?

(Anticipated Responses): securing long-term funding, donations, and bequests; securing permanent training and unit facilities/property; other capital investments; etc.

Managing With Power

From Stanford Executive Briefings Series

Level of Learning: Level V, NSC, WCC, OE 2.0 (E)

Length of video and discussion: 90 minutes.

Abstract: How do you use power and influence to get things done? How do you build consensus within a large organization such as CAP? How do you use power to implement the change that you want and still have enough power at the end of the day for your regular business? How do other people's perceptions affect your ability to influence them? These seem like simple questions; but these are concepts that can take you to the deep end of the pool quickly. This program will begin a discussion about influence and power which will continue long after you leave the classroom.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about using power to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional anticipated responses to the discussion questions provided in this lesson plan. Choose the questions you think best highlights the situation in your wing.

Main Points:

1. Power's Role in Innovation and Change
2. The Relationship Between Implementation Skills and Power

Discussion Questions:

1. What are the two components of power?

(Anticipated Responses): Political will and political power

2. Is playing politics a dirty tactic? Why or why not?

(Anticipated Responses): It's not that "playing politics" is dirty or not, it's how tactics are applied and what the ends are. Gaining consensus is a political tactic, as is horse-trading. In fact, implementation skills require the use of power and influence. For instance, Machiavellian/selfish motives "look" political; while altruistic motives make one seem like a good team player. Likewise, even if motives are pure, if the means to achieve an end is to carpet bomb opposition, it can still be dirty.

3. Who represents CAP's most powerful group? Why do you think this is so? (NOTE: Have students justify answers. If an anticipated answer isn't given, suggest it and debate.)

(Anticipated Responses): National Board, NEC, National Commander, BOG, Congress (money), general membership (our organic capability), the USAF (those who tell us if we are spending funds legally), etc.

4. Discuss how the power base in CAP is fluid, that is, how power can shift from one group to another.

(Anticipated Responses): It really depends on the issue; what the need is, who needs it, and who has the ability to fulfill that need. Those who have the ability to say “yes” and fulfill a need (real or perceived) gain power.

5. Why could it be said that power is always given to someone, never taken by someone?

(Anticipated Responses): Power is a commodity that I give to you because I think you can give me something I need. If I don't give you influence over me, you don't have power. If I give you power; you have influence over me and are more likely to influence my behavior.

6. How can you improve your level of influence at your level of CAP without gaining command? As you answer the question, tell why you would want and what you would do with the increased influence.

(Anticipated Responses): Local discussion. Allow three minutes.

7. It can be argued that power has been abused within CAP, as well as in all organizations. It can also be argued that one person's perception of an abuse of power may be seen as a judicious use of power by another. With regard to CAP, how have any abuses of power at any level influenced how you work and lead in CAP? How do you use power knowing that some of your members will view you as right and some as wrong no matter what you do?

(Anticipated Responses): Local discussion. Allow three minutes.

8. How has this discussion changed (or not changed) your view of how power is used by CAP leaders above you? How will it affect how you use power with your peers and subordinates?

(Anticipated Responses): Local discussion. Allow three minutes.

Nurturing Innovation

From Stanford Executive Briefings Series

Level of Learning: Level V, NSC, WCC, OE 2.0 (E)

Length of video and discussion: 75 minutes.

Abstract: In CAP, innovation is driven by our customers and our environment – no different than for a for-profit business. Innovation is also as much an issue of culture as it is of technology. As CAP’s leaders, we must understand and use innovation to keep our organization viable.

Lesson Leader Instructions: Your job as the instructor is to tie this business-oriented presentation about innovation to Civil Air Patrol at the wing level and above.

Be sure to play all of the video, including the question and answer period; as several of the questions have direct implications for CAP members.

As you prepare for the lesson and watch the video with your students, try to see relationships between the subject matter and Civil Air Patrol. Develop additional questions and anticipated responses to the discussion questions provided in this lesson plan.

Main Points:

1. Innovation and Technology Cycles
2. Reminiscing
3. Looking Forward

Discussion Questions:

1. Why is innovation important?

(Anticipated Responses): It’s what drives the: country, companies, technology, and economy; if one company doesn’t innovate, it will be passed by those which do.

2. What are some examples of innovation in CAP?

(Anticipated Responses): The 1985 Supply Bill, Archer, moving to Internet, E-Services, WIMRS, new PD programs, AEX. (NOTE: for those not mentioned offer in the form of a question: How could AEX have innovated CAP?)

3. What can stifle innovation in CAP?

(Anticipated Responses): Cost factors, “old boy” network, comfort, groupthink, no new blood, telling someone to do something new, lack of patience, fear of failure (NOTE: examples please).

4. Describe from your own experience instances when innovation has succeeded/failed – at unit, wing, region, and nationally (NOTE: Ask why for each answer.)

(Anticipated Responses): Local discussion. Allow three minutes.

5. Why is transplanting an innovation from idea to “business benefit” so key... and so hard?

(Anticipated Responses):

- Knowing how and when to make the move
- Members who are great idea people aren't always great implementers
- The purpose of innovation is to make something better, solve a problem... be MORE successful. There is no success without transplant. And yet, it represents risk.

6. Ms. Estrin stated that the hardest thing she learned about innovation is planning for leadership change. How does CAP's approach to succession at ALL levels affect its ability to succeed?

(Anticipated Responses): Local discussion. Allow five minutes. If not discussed bring up the idea of election at all levels (Coast Guard Auxiliary model), implementation of Organizational Excellence, using a member's outside experience when considering fitness for command, etc.

7. If CAP, Inc. (Big CAP) is the large business, and the wings are business units, what are some things to consider about their relationship regarding innovation?

(Anticipated Responses): Big CAP's job is to innovate, wing's job is to contribute to innovation and implement it; timing is everything: Transplant innovation to smaller units too soon and they will kill it. Do it too late (w/out input) and it will be rejected because it won't translate culturally; the hardest thing isn't the technology transfer, it's the culture transfer.

8. When “reminiscing,” how was the 1985 Supply Bill a transformative event?

(Anticipated Responses): It gave us the resources to operate more professionally, allowing more people to participate at all levels. It also caused us to be more visible and accountable to Congress and USAF, which also led us to change basic practices and our governance (BOG).

9. What are some issues regarding innovation concerning: funding, markets, and culture?

(Anticipated Responses):

- Funding (inflationary pressures)
 - Corporate: fewer members/static or near static dues
 - Appropriated: level or lower budget lines
 - Sponsorships: in developmental stage; grants are local and event-driven, not national
- Markets
 - USAF/DOD/HLS
 - Schools/home schools/youth
 - State/Local EMS and law enforcement
- Cultural
 - Clarification of roles
 - Developing innovators
 - Acceptance of risk
 - Breakdown of parochial barriers/silos
 - The One CAP concept

The Pygmalion Effect: Managing the Power of Expectations

From CRM Learning

Level of Learning: Level V, NCC, WCC, OE 2.0 (E)

Length of video and discussion: 130 minutes.

Abstract: What you expect is what you get. This is the Essence of the Pygmalion Effect. As a leader, you project how you expect your people to behave, and consciously or not, they will shape their performance to meet your expectations. This program will make you aware of the power of this phenomenon; and show you ways to use the Pygmalion Effect to raise both your performance and those of your people to new highs.

Main Points:

1. Defining The Pygmalion Effect
2. Key Psychological And Social Principles That Are The Foundation Of Self-Fulfilling Prophecy
3. Pygmalion In Action

NOTE: Lesson plans included on DVD for download locally.

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