

---

# LEADERSHIP: 2000 AND BEYOND

*Second Edition | Volume II*

OFFICERSHIP ♦ MANAGEMENT ♦ COMMUNICATIONS ♦  
CONFLICT MANAGEMENT ♦ PROBLEM SOLVING ♦ COUNSELING



June 2004

# LEADERSHIP: 2000 AND BEYOND

## Second Edition

---

### PREFACE

*Cadets may study this second edition or the original 1993 edition to complete leadership laboratory requirements.*

This two-volume text is used by CAP cadets to study the art of leadership. For details on how the leadership laboratory is implemented in the CAP Cadet Program, see CAPR 52-16, *Cadet Program Management*, available at [www.cap.gov](http://www.cap.gov).

Nearly identical to its predecessor, the second edition maintains the fundamental goals and plan of the original 1993 edition. However, the editors have slightly modified the text by:

- ▶ Clarifying the learning objectives and revising the end-of-chapter study aids;
- ▶ Simplifying the text and focusing solely on leadership content, to include removing CAP policy guidance and promotion requirements best described in other directives;
- ▶ Updating the images depicting airpower pioneers and removing art that did not advance the text's educational goals;
- ▶ Organizing the chapters into two volumes instead of three (one volume for enlisted cadets and one for cadet officers);
- ▶ Keeping the narrative intact for the sake of consistency, except for editing the grammar and style in a few instances.

Most of the edits described above were needed because the cadet grade structure, promotion requirements, and CAP policy described in the 1993 edition have evolved since its publication. By focusing solely on *leadership*, the second edition does not reiterate perishable information already explained in other CAP publications.

Therefore, with no fundamental changes to the text's content, cadets may study either the first or second edition of *Leadership: 2000 and Beyond*. Their choice will have no adverse effect on their ability to pass achievement tests and milestone exams.

*Leadership: 2000 and Beyond* contains many valuable leadership insights. However, this second edition will also be its last. The next edition of the CAP cadet leadership text will be completely redesigned through a partnership with senior CAP leaders and cadet program experts, members of the USAF Air University faculty, and HQ CAP education managers. That text will continue to introduce cadets to Air Force leadership concepts.



**Headquarters Civil Air Patrol**  
*United States Air Force Auxiliary*  
105 S Hansell St Maxwell AFB AL 36112

Published by the *LEAD Team*  
Leadership, Education, and Development

## CONTENTS — Volume II

<b>CHAPTER 8</b>	4
<b>CHAPTER 9</b>	13
<b>CHAPTER 10</b>	24
<b>CHAPTER 11</b>	41
<b>CHAPTER 12</b>	58
<b>CHAPTER 13</b>	76
<b>CHAPTER 14</b>	88
<b>CHAPTER 15</b>	97

Chapters 1-7 are contained  
in Volume I.

# Chapter 8

---

## INTRODUCTION

In this chapter, you will learn the duties and responsibilities of the flight commander. You also will learn what management generally is, with specific attention to planning and organizing. As you progress through this and following chapters, you will start learning the fundamentals of officership and will cross the threshold from technician (doer) to supervisor to manager. You will learn how to plan meetings, drill larger units, and what some of the details are of specific unit positions.

## THE CADET OFFICER

When you read Chapter 3, you became aware of how an officer's role is different from a NCO's. Now, instead of dealing directly with new cadets, you should be dealing primarily with the cadet noncommissioned officers. In most cases they should be giving orders directly to the lower ranking cadets.

### Assuming an Assignment

In assuming a new assignment, first read the position description. Consult CAPR 20-1, *Organization of Civil Air Patrol*, as well as CAPP 52-14, *Cadet Staff Duty Analysis*.

Then, get more details; talk to the cadet officer directly responsible for you. If you are assisting the cadet aerospace education officer, for example, talk to the cadet aerospace officer. If you are not an assistant, talk to the cadet commander about what is expected from you.. Also talk to the cadet who held the position before you.

Because you are a member of a team, you will need to be familiar with (but not know in as much detail as your own job) the duties and responsibilities of other cadets. This way, when you function, you will not be doing their jobs, you will get your job done without disrupting theirs, and you will have a better idea of how you can help each other.

Occasionally, you may be working directly with your senior member counterparts as well. If so, they will tell you how they do their jobs, but you are responsible to apply and adapt their ways to what will best work for you and your cadet commander. Senior members guide you with their technical assistance, not give you orders (except if you are a cadet commander, when someone designated by the senior member unit commander will have this authority). You will be working under the direction of the cadet commander.

Occasionally, a unit will have its own standard operating procedures manual to help you know what particular staff procedures work best with what the cadet unit commander wants. In such cases, obtain a copy of your unit manuals and study them carefully.

### **IDENTIFY THE BASIC CONCEPTS AND STEPS INVOLVED IN ASSUMING AN ASSIGNMENT.**

Obviously, you give direct orders to your unit en masse and should follow up with some direct contact with each of your cadets occasionally.

Set limits on the latitude of your cadet officer assistants to (1) assure safety, (2) produce positive results, and (3) produce the results on time.

## Assuming a Command Assignment

If you are functioning only as a flight commander, and not as a cadet unit commander, you command only your flight. Whenever the cadet unit commander is absent from command for any reason, the next cadet present in the unit's chain of command automatically assumes command until relieved by higher authority. In this case, and when temporarily put in command (and expecting the cadet commander to return shortly), strictly stick to the cadet commander's policies. In such a situation, you shoulder all the responsibility and the authority previously held by the cadet unit commander. Act slowly and cautiously; sometimes officers assuming command are too quick to change standing operating procedures, policies and generally create confusion. Study the organization, its members overseeing the cadet program. Look at the staff duty analyses in this chapter and in Chapter 15, as you need them.

Supporting existing unit commander's policies is an example of loyalty and of earning loyalty in the future. This is a part of earned authority, the best form of authority.

## Assuming a Staff Assignment

Normally, you will not be expected to give orders, except when asked to command the flight or squadron. Otherwise, you, as a staff officer will give orders only to those cadets who are assisting you in performing those staff duties assigned to you.

Here, again, you exercise loyalty to your commander and earn loyalty when you become a commander in the future. Through your actions you foster a sense of responsibility in your cadets even as a staff officer.

You certainly should not bother your cadet commander with details. Rather, you should deal with details on your own initiative in support of your commander's views. If you do not yet know your commander's views, ask! Until you and your cadet commander get used to working with each other, communicate at least weekly on all unit matters. As you gain experience, you will be able to tell what is routine and what is not. Identify what these routine matters are and tell your commander you would like to handle these and report about them at the staff meeting. In matters that are unusual, difficult, or unfamiliar, think about what to do, suggest it to the cadet commander, then ask for the cadet commander's advice before acting. As you learn more about your staff assignment, more will seem "routine." Still, you both must agree upon what requires commander approval and what you do strictly on your own. Act within the commander's authority and policies, and as if you yourself bore the sole responsibility for your actions. Would you be willing to undertake the execution of the decision you recommend if you were a subordinate element commander receiving orders of this staff?

## Developing a Sense of Responsibility in Your Cadets

Learn the duties and responsibilities of your superiors to prepare to accept their duties. Do not wait for them to ask you, ask them first. By seeking responsibility, you develop professionally and increase your leadership abilities. Develop responsibility in your NCO's by giving them enough authority to get the job done. This develops mutual confidence and respect between you and your NCO's. It also encourages them to exercise initiative and to give you their whole-hearted cooperation.

Make a list of the different tasks in your flight. How many have you assigned to NCO's and others in the flight? Could you delegate more? What can you say about the types of jobs you have delegated? What kind of things are you still doing?

By showing faith in them, you will increase their desire to accept greater responsibilities. Here are some guidelines for delegating authority and assigning responsibility:

- ▶ After they are trained, tell your NCO's what to do, not how to do it, and hold them responsible for results. Delegate and monitor, but do not intervene and supervise, unless necessary.
- ▶ Give them frequent chances to do duties at the next higher level of responsibility.
- ▶ Give advice and assistance freely when they ask for it.
- ▶ Correct errors in their judgment and initiative in a way that encourages them. Correct in private, praise in public.
- ▶ Be prompt and fair in backing your NCO's. Until convinced otherwise, have faith in each of them.

## DECISION-MAKING

Decision-making is important whether you work alone or in conferences, advisory councils, and seminars. In either case, this helps you when regulations and procedures do not answer all your questions. You need to quickly and to accurately evaluate a situation and make a sound decision. Constant study, training, and proper planning will lay the groundwork for professional competency. Problem-solving, discussed in the next chapter, expands on decision-making. For now, here are some things you can do to help yourself.

Develop a logical and orderly thought process. Each day constantly update your objective estimate of the situation.

Try to plan for serious thing that can go wrong.

- ▶ Consider the advice and suggestions of your NCO's before making your final decision.
- ▶ Analyze past decisions to see why they were good or bad.
- ▶ Announce decisions early enough to let NCO's and staff make necessary plans to support you.
- ▶ Encourage input from inside your flight or unit.

**IDENTIFY WAYS YOU CAN PREPARE YOURSELF TO MAKE SOUND DECISIONS.**

## MANAGEMENT: AN OVERVIEW

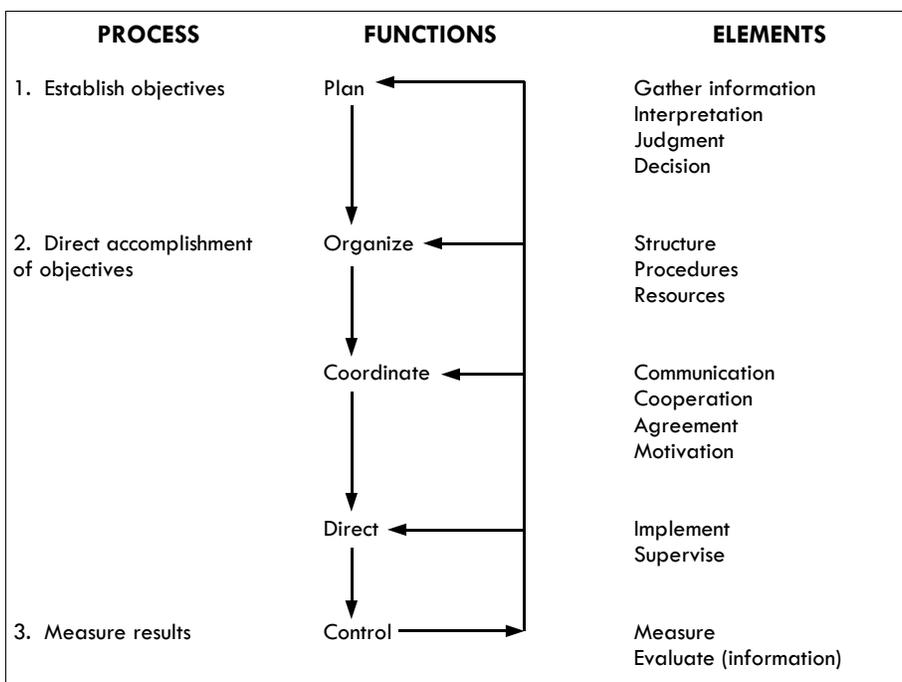
The Air Force defines management as “the process of organizing and using resources to accomplish predetermined objectives.” When you manage, you try to get results effectively and efficiently through the efforts of other people. Management is different from technical proficiency. You must understand the nature of the work, but not do the actual (technical) job yourself. Instead, you deal with the meaning, purpose, and results of the work. Set goals and create the conditions for reaching them. The resources you use in managing are people, money, material, and time. Managers provide leadership, guidance, policies, and decisions so that the efforts of all are brought together toward achieving their goals.

**DEFINE MANAGEMENT, THE DIFFERENT MANAGEMENT SCHOOLS OF THOUGHT, AND STATE THE FUNCTIONS OF MANAGEMENT.**

The Air Force uses management ideas from four schools of thought. From the *traditional* school, comes the idea of the straight-line chain of command that places the responsibility on one person with authority to give orders to subordinates. The *behavioral* school emphasizes people are its most valuable resource, and that individual efforts must be recognized and rewarded. The *mathematical* school requires that decisions be based on precise analytical data. The *systems* school emphasizes flow charts and flow diagrams to plot and analyze internal and external factors and how they effect mission achievement. The Air Force management philosophy is summed up in seven statements:

- ▶ Management is an inherent responsibility of command.
- ▶ Management policy must assure progressively achieving general goals.
- ▶ Achieve the greatest effectiveness possible with available resources.
- ▶ Local control of operations is essential to their best use.
- ▶ Central control of resources is essential to their best use.
- ▶ Maximum effectiveness can be achieved only if people are recognized and respected as individuals.
- ▶ Confidence in the organization is maintained by demonstrated managerial ability and individual integrity.

The management process has three basic steps: establish objectives, accomplish objectives, and measure results. To do these steps you must do five things: plan, organize, coordinate, direct, and control. These functions are further subdivided into elements. The figure below shows the way these steps, functions, and elements relate to each other. You will further explore planning in Chapter 9, Organizing in Chapter 10, Coordinating in Chapter 11, Directing in Chapter 12, and Controlling in Chapter 13.



THE MANGEMENT PROCESS

## TYPES OF COMMUNICATION

**Verbal.** One way to be sure your orders are understood is to politely ask them to repeat the orders if they are complex or extremely important. This lets you know how completely and accurately they heard you. It also emphasizes two-way communication. Discussing the directives not only helps ensure followers understand your desires, but it also helps them understand each other.

There are four types of verbal direction: demand, request, suggestion, and volunteer. The *demand* type of direction is most effective when you require immediate action and strict control, such as in drill, or in an emergency. If you use it unnecessarily or too often, however, it causes resentment. The *request* is mostly used in day-to-day directing. It is just as binding as the demand type of direction, but it is more respectful and polite. When you deal with willing and cooperative workers, this type of direction gets the best results. The *suggestion* is mostly effective with fully competent individuals who readily accept responsibility. This type of direction stimulates their initiative more than the other types of direction since it allows them to decide what specifically to do. The *volunteer* method of direction is rarely used, except for tasks that are beyond the call of duty and in situations involving danger or abnormal conditions. It implies a choice; the other types of direction do not.

**Written.** Use written communications for precise or complicated instructions. Use it when people are to be held accountable, directions must be followed exactly, permanent record of the procedure is necessary, or people have trouble following oral instructions.

Remember, when writing directives, write so everyone involved can discuss them. If time permits, give directives a “trial run” by letting some individuals read them to see if your meaning is clear.

Verbal directions are used to give routine minor details, to clarify a written order, to help in emergencies, and to give your people a chance to ask questions. Use oral instructions most of the time to stimulate initiative and promote favorable attitudes. However, too many of both written and oral orders weaken authority and cause confusion. The fewer orders the better. In addition, there should be a clearly defined chain of command where each person receives orders from one source only.

## STAFF MEETINGS

As you gain rank and hold command and staff positions, you will be called on to set up, be a part of, or conduct, a staff meeting. You may have to plan training with your flight sergeant and element leaders as co-instructors for a weekend activity like first-aid training, communications training, or safety.

Staff meetings can be held anytime depending on the local need and the situation. These meetings should be businesslike and brief. Be well prepared with a pre-determined agenda and a specified time to conclude the meeting. Types of agenda items include “standing” and “special.” A standing agenda item recurs at every staff meeting, such as cadet progress and cadet orientation flights flown. A special agenda item has temporary interest or action attached to it. Examples of this would be encampments, unit activities, and recruiting drives. Good staff

### NAME AND DESCRIBE THE DIFFERENT TYPES OF COMMUNICATION.

As your people grow in experience and competence, your leadership style will change. As you and they grow more confident in one another, your style will be less autocratic and will become more democratic.

Policies are often standard operating procedures (SOP's) which are written orders.

### IDENTIFY THE PURPOSE OF STAFF MEETINGS. EXPLAIN THE TYPES OF AGENDA ITEMS, AND STATE THE REASONS FOR FEEDBACK.

Be sure you see the staff meeting agenda at your unit. Have a staff member review the “standing” and “special” items with you.

meetings provide information, give a chance to seek advice and feedback, to plan, and to solve problems. For cadet staff meetings, a senior member should attend to observe, advise, and to serve as a link to the senior staff about cadet affairs.

In going through agenda items, go into enough detail to accomplish your purpose. Inform about upcoming events and ensure tasks are assigned, understood and followed up. Communication between staff members ensures tasks are successfully done and that the channels for feedback are open.

Getting staff feedback is very important to the commander. An uninformed commander will make poor decisions or act with incomplete information. Every member attending is obligated to provide the “bad” news and the “good” news. Feedback may identify the need for problem solving.

A staff meeting is a chance for you to delegate needed tasks. The commander may find a small group of four to five can work as a committee to help run the unit. Avoid cliques making up a whole committee because they lose sight of the need for involvement outside the committee. Keep in mind that many units fail because too few members have too many jobs. A task force is a temporary committee working on special agenda items. Committees gather information that may not be readily available and bring a recommendation to the staff.

Cadets and seniors should each have their own staff meetings, but occasional joint meetings are needed; cadets and seniors must communicate because their missions are all related. Conduct occasional social affairs, such as picnics, dances, and sports with both cadets and seniors participating. Recreation is as vital to mission accomplishment as conducting the mission, when kept in proper balance.

Appoint a recorder to keep accurate minutes. This will save time at following meetings due to backtracking and forgetting assignments. Accurately recording the minutes will also create a written calendar of events, assignments suspense dates and priorities.

Examples of coordination include having a senior member participate at a cadet meeting or having a cadet participate at a senior staff meeting.

Make sure you have a copy of the last staff meeting minutes to distribute and discuss. It could be posted for everyone to see.

Handouts are particularly useful when reporting on something complex or providing numerous details which other staff members will need for future reference.

## DRILL AND CEREMONIES

In AFMAN 36-2203, study squadron-level drill, to include the following movements:

- Close on Leading Flight
- Right (Left) Turn
- Squadron Mass Left
- Extended Mass Formation
- Stand Fast
- Column of Flights
- Continue the March

## REVIEW QUESTIONS

1. Describe what steps you would take if asked to assume a new staff assignment or command assignment.
2. Describe how a cadet officer can develop a sense of responsibility in cadet NCOs and airmen.
3. Explain the principle, “correct in private, praise in public.” Why is it not the other way around?
4. Describe some principles that can guide you in making sound decisions.
5. Identify and describe the four management ideas or schools of thought described in this text.
6. Explain the function of management. Does it differ from leadership? How?
7. Identify the three basic steps in the management process.
8. Identify the two basic types of communication. Describe the circumstances when each will be most effective.
9. Explain the purpose of the staff meeting.
10. Discuss the importance of feedback, minutes, and coordination during staff meetings.

# SPECIAL READINGS

## OATH OF OFFICE

I, [state your name], having been appointed a second lieutenant, United States Air Force do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter, so help me God.

## GENERAL ARNOLD'S LETTER TO LT. COL. STEFEN

In 1947, Lt. Col. LeRoy L. Stefen wrote to General of the Army H.H. Arnold and asked the question: "What qualities help an officer to get ahead in the service?" Gen. Arnold's response was as follows:

Dear Colonel Stefen:

Your recent question has so many ramifications, I can suggest but a few of what appear to me to be the most generally important requisites for a successful military career. Here they are:

1. **Basic knowledge.** Exact, clear knowledge: not a hazy smattering. This kind of knowledge of the basics of your profession; of every assignment you are given—this is your "technique," this constitutes your "tools."

2. **Hard Work.** Unrelenting hard work. Some persons have a natural capacity for it; others have to develop it. No outstanding success is ever achieved without it.

3. **Vision.** The degree of vision depends, naturally, upon the quality of an individual's imagination; yet, one can train himself to look beyond his immediate assignment, to its relation to the next higher echelon of command, and the next, and the next, and, so on, to the highest level or overall sphere of activity of which he can envision its being a part. He can also—if he has the capacity—envision possibilities yet underdeveloped: new horizons of activity. This is the kind of vision that begets enthusiasm; and enthusiasm is the eager, driving force that converts dreams into realities.

4. **Judgment.** Not only the judgment that makes quick, correct decisions, but the ability to judge human nature, as well. Putting the right men in the right places—this is an essential in building a strong, successful organization.

5. **Articulateness.** A comparatively overlooked factor, but, nevertheless, a most important one. Many an excellent idea is "stillborn" because its originator did not have the ability "to put it across." Public speaking courses are excellent aids to acquiring this faculty.

6. **Properly adjusted human relationships.** Naturally, this is largely a matter of personality: some persons just naturally get along with people; others, just as naturally, do not. But in the military sphere, if one is going "to get to first base," he

must be able to handle men successfully, The study of psychology is undoubtedly a great practical help to those who find the matter of human relationships somewhat difficult; but I have also observed these things help: firmness, plus tolerance; sympathetic understanding of the little man's position and problems, as well as understanding of one's relation to the man at the top. Best of all, of course, is the practical application of the Golden Rule—the simplest and the best code of ethics as yet devised.

7. **Personal integrity.** This covers a very wide field, To touch upon one or two—it means, for example, maintaining the courage of one's convictions. By no means should this be confused with stubborn thinking. Stubborn thinking is as outmoded as the ox cart. Its exact opposite, resilient thinking, is Today's Must: a man must be able to accommodate his thinking quickly and accurately to his rapidly changing world; nevertheless, it must be his thinking—not someone's else. integrity also means moral integrity. Regardless of what appear to be some superficial ideas of present-day conduct, fundamentally—today as always—the man who is genuinely respected is the man who keeps his moral integrity sound: who is trustworthy in every respect. To be successful, a man must trust others: and a man cannot trust others, who does not trust himself.

These are but a few thoughts. When it comes right down to “brass tacks,” however, in the military field, as in all other fields, it would seem to be a man's native ability that spells the difference between failure and mediocrity; between mediocrity and success. Two men may work equally hard toward a common goal; one will have just that “something” the other lacks, that puts him at the top. This is the intangible—the spirit of a man.

With very best wishes for your success,  
H. H. ARNOLD,  
General of the Army

# Chapter 9

---

## INTRODUCTION

Now it is time to focus on some staff positions essential to operating a CAP unit. Administration requires much behind-the-scenes work. Without it, unit progress will be sporadic. This chapter describe what administrative work entails, how it is done, and why it is done.

## MANAGEMENT PRINCIPLES: PLANNING

Planning is the first of the five management functions mentioned in Chapter 8. It is unique because it establishes the objectives necessary to all the unit's effort. High-echelon planning is broad and general; detailed planning is done at lower echelons. Since operations are always changing, you must plan all the time. You must make plans before you can know what kind of organizing, coordinating, directing and controlling are necessary. When you manage, you will always have to plan, although the nature and scope of planning depends on your authority and with limits higher headquarters sets for you. Plans are efficient only if they attain objectives without too high a cost. Many military commanders have successfully carried out plans to seize an enemy stronghold, but failed because the operation costs too much in men and equipment. Planning efficiently goes beyond dollars, work hours, and other measurable factors; it includes individual and unit satisfaction.

**Define and Analyze Your Objective.** Since the nature of the mission determines what your plan will be, understand the mission objective in order to make good decisions. You must break the mission into parts and see the relationships between them. Analyze each objective to learn what you need to achieve it. Decide which specific tasks you will analyze until you decide exactly who does what. Then, establish relationships between one person doing one task and another person doing another. Finally, find the sequence of steps necessary to finish the job. Planning answers what should be done, how and where it should be done, who should do it, and with what resources—money, material, time and human. How detailed you get depends on what organizational level you are planning for. The higher the unit, the more general the planning.

**Evaluate the Situation.** Decide the roles of, and establish liaison with, the other parts of the unit. Decide how far you can rely on their help, how they fit into the scheme of the operation, what contribution they can make, and what are the relative priorities of these contributions.

**Consider Possible Courses of Action.** Get your people together, explain the objective, tell them what resources are available, and ask them to “brainstorm” for ideas (see Chapter 15 to learn more about creative thinking).

**Select the Best Course of Action.** During this process, you usually think in terms of suitability, feasibility, adequacy, and acceptability. To be suitable, a course of action must fit the assigned mission. To be feasible, it must be possible. To be

**STATE THE REASONS FOR PLANNING.**

**EXPLAIN THE STEPS IN PLANNING.**

Planning is similar to a journey. First you need a place to go (objective). Second, a starting place. Evaluate where you are now (note resources). Then you can figure out how to go from start to objective.

adequate it must meet established requirements. To be acceptable, it must merit approval as part of the larger plan.

**Develop an Alternate Plan.** Conditions often change, resources may not be available as expected, or even the specific objective may change. In certain situations there may be no time to re-plan. Your alternate plan must be as carefully selected and as fully developed as your primary plan.

**Test Both Plans for Completeness.** Be sure the plans explain “what, where, when, who and how.” As you ask these questions, decide whether your plan is suitable, feasible, adequate, and acceptable. Question not only the general plan, but each detail.

## CORRESPONDENCE

As a cadet officer, you will write correspondence. It could be a simple formal letter to your cadet unit commander, Cadet Advisory Council, or someone outside CAP. Often you will write for (or polish the writings of) your cadet commander and other staff officers. Your duties may involve writing personnel authorizations or participation letters for cadet activities.

**DESCRIBE THE FUNCTION AND FORMAT OF EACH TYPE OF CAP CORRESPONDENCE.**

### Letters

There are three types of Civil Air Patrol letter formats—military, business, and endorsement. After we discuss all three types, you will write examples of each

The military format letter is used primarily for communication with CAP units and military agencies. As shown in CAPR 10-1, *Preparing and Processing CAP Correspondence* you may use the CAP seal on this type of letter. In the body, individual paragraphs are numbered. Subparagraphs are lettered or numbered as shown in the regulation. Unlike a business-style letter, you may use attachments and information copies listed on a military formal letter.

An endorsement letter is actually something you type at the bottom of a military letter. The military letter requests approval and the endorsement indicates whether or not the approval has been given. It is used between or within CAP units to save time and resources. The text is single-spaced and each endorsement is numbered in sequence. Endorsement letters may have more than one page for endorsements and attachments for each endorsement.

In a business letter you are usually communicating with someone outside of CAP. A business-style letter usually contains a letterhead, a date, a body, and a signature element, as a military-style letter does. There are three acceptable letter formats: the full blocked style, the modified block style with blocked paragraphs, and the modified block style with indented paragraphs. In all three business formats paragraphs are never numbered. In CAP we use the full block style with all parts of the letter and all typing started flush with the left margin.

### Personnel Authorizations

Personnel Authorizations assign specific tasks to individual. They are particularly useful if several people have been reassigned or assigned at one time; simply make a copy for each person’s personnel file, rather than make a separate CAPF 2a for each person. They can be used at all levels to appoint individuals to member-

ship on boards or committees or to make assignments. Briefly, these must be on the letterhead of the unit making the assignment. They must be numbered sequentially beginning with 1 during the calendar year. The effective date of these actions is usually the date on which they are published, unless otherwise stated in the letter. They must have a commander's signature element followed by a list of people and places where the authorization will be distributed. (See CAPR 10-1 for further details.)

### Participation Letters

Participation letters verify attendance and participation at CAP activities. These letters can be short and informal. They need to state the activity, the date(s) and who attended.

## PROBLEM SOLVING

This section expands on decision-making presented in Chapter 8. There are two levels of problem solving. The first one is discussed here, the second level deals with how to write the problem-solving process as a staff study report. The staff study report will appear in a later chapter.

The problem solving steps follow a logical sequence. But, do not follow this sequence blindly. Developments in one phase may cause you to reconsider a previous phase. The sequence also may vary with different types of problems and with the way you recognize the problem. The sequence is as follows:

**Recognize the Problem.** Creative thinking determines how successful you will be. In every problem there is a goal, an individual or group wanting to achieve the goal, and an obstacle to the goal. Always make certain you do not confuse the obstacle for the problem.

**Gather Data.** This process begins when you recognize the obstacle and it continues until you implement the solution. Data is classified as facts, criteria, and assumptions.

**List Possible Solutions.** Use creative thinking during this phase to allow yourself to visualize, perceive, and produce new ideas. Remember, the rules of brainstorming and do not pass judgment on any solution at this phase.

**Test Possible Solutions.** This begins with a general evaluation of the solutions. Discard solutions that are obviously unworthy and reevaluate your list until just one or two solutions are left.

**Select the Best Possible Solution.** If you eliminated all but one solution, you have selected the best possible solution. If you have more than one solution, establish additional criteria (or more stringent criteria) to find the best possible solution.

**Apply the Solution.** Your purpose in working with a problem is to solve it. Selecting a solution alone cannot solve it; you must put it into effect, then test its effectiveness.

### LIST AND EXPLAIN EACH STEP IN PROBLEM SOLVING.

You cannot solve a problem if you cannot define it.

Asking questions and listening is crucial to accomplishing many of the problem solving steps.

How you apply the solution can help or kill the solution.

You have reviewed the steps in problem solving, now look try to solve some problems. Here are three situations showing how to apply the problem-solving process just discussed. Think of how you would solve these; you may find it helpful to discuss them in leadership class:

**Problem 1.** You are a cadet major and the commander of a four year old CAP cadet squadron. You started the squadron and, many of the cadets are original members. They have progressed gradually until all cadet command and staff slots are filled by experienced and capable cadet officers. Cadet Jack Armstrong has recently transferred into your squadron from another CAP region. His father, a senior Air Force officer, has relocated in your squadron area. In his old unit, Jack was recently promoted to lieutenant colonel and next in line to be cadet commander. He appears capable, is enthusiastic, forceful and ambitious, and has a highly laudatory letter of recommendation from his former squadron commander. It is obvious that he expects to assume a position of leadership if he remains in your unit.

Differentiate between what people “know” and how they “feel” about a situation or solution.

You hate to lose Jack, but if you place him in a command or staff position, it will mean a job demotion for a cadet who has worked long and hard for the same position. The next nearest squadron is over fifty miles away. What do you do?

**Problem 2.** You are a cadet second lieutenant who transferred to this area 6 months ago. You are the cadet training officer. You are aware that an unusually low percentage of cadets pass the leadership portion of Phase II achievements. You have heard that this squadron “does its own thing,” and the commander has conveyed the idea that “if wing will just leave us alone, we’ll get along fine.” You have tried to recruit some new cadets. This evening one of them shows up.

The squadron commander appears late, makes a loud apology, sees you and your friend, and comes over to shake hands. On the way over, he spots a cadet doing something undesirable and orders the cadet to do ten push-ups.

In a brief conversation with you and your friend, the commander tells you that the achievements are not very important to him or the squadron. The togetherness activities are the main thing “keeping the kids off the streets.” The commander orders instant push-ups for two cadets he spotted talking at parade rest. Your friend leaves and says that he will see you tomorrow. You find yourself wondering about this situation. This squadron commander is very forceful and confident. What do you do to get things back on track?

**Problem 3.** You are the cadet commander of a large Type A encampment. So far things have not gone all that well for you or your staff. The senior member encampment commander is a “Little Hitler” and now you have just walked into the barracks to hear another cadet calling your cadet officers “maggots.”

**Discussion.** In Problem 1, your problem is what to do with the new cadet. Obstacles are what to do with any cadets that he may displace or what to do with Jack if you do not assign him to a command or staff position.

In problem 2, your problem is to convince the squadron commander that he needs to stress passing the achievements more. Your obstacles are the commander’s arguments and the superficial success and cohesiveness of the unit. What about the Cadet Protection Policy?

Problem 3 requires you to solve two problems at once. They may be interrelated or separate, but they must be solved. You need to get the encampment commander to change his/her leadership style. You need to counsel the individual who degraded your cadet officers. What about the Cadet Protection Policy?

## STAFF STUDY REPORT

The purpose of a staff study report is to give your commander a complete solution to a problem. You present your commander with all the written material necessary to put the solution into action. Completed staff work has three results. First, it protects the commander from illogical ideas, incomplete or wordy reports and vague oral reports. Second, it frees the commander to do work at the command level. Third, it gives the staff officers a hearing for new ideas. The final test of the completeness of your staff study is: Would you as the officer receiving the report, be willing to stake your reputation on the recommended solution?

**Heading.** The heading consists of (1) the originating unit title, (2) the reference line, (3) the date and (4) the subject.

**Body.** The body of the report contains five sections: (1) Problem, (2) Factors Bearing on the Problem, (3) Discussion, (4) Conclusion, and (5) /action Recommended. These parts correspond to the phases of the problem-solving process.

**Conclusion.** The conclusion offers only one thing: a brief restatement of the best possible solution to the problem. In the conclusion, two things are entirely out of place: Continuation of the discussion and introduction of new material.

**Action Recommended.** In this section, you tell the reader what action should be taken. Your recommendation should be worded so your superior can react simply by signing it for action or disapproval.

**Ending.** Give (1) your signature, grade, title, and those of the other people responsible and (2) References to attachments.

**Attachments.** Furnish all the detailed material necessary to support the facts, assumptions and opinions in your report.

**EXPLAIN THE FUNCTION OF A STAFF STUDY REPORT**

**IDENTIFY THE COMPONENTS OF A STAFF STUDY REPORT**

## DRILL AND CEREMONIES

A parade is made up of a formation, any number of ceremonies, and a review. The formation is simply the arrangement of cadets in an organized way. Ceremonies are events to honor persons, units, and our country. A review is the formation of cadets in a unit and marching them properly. A parade is a ceremony within itself where respect is paid to the US flag, as in reveille and retreat. In the Cadet Drill manual you will learn more about these.

**Formation.** Usually the normal formation for the wing during a review is the wing in-line with squadrons in mass formation. Occasionally, the wing may be formed in-line with groups in mass formation.

The interval between squadrons is 6 paces with 12 paces between groups and/or band. The color guard is positioned in the center of the formation and is considered when measuring interval. Distance is measured from the rear of the leading element to the front of the element next to the order of march.

**Ceremonies.** CAP members at encampments and other special functions may be asked to participate in any or all of the special military ceremonies discussed in the next chapter, such as Retreat (and Reveille), Inspection by a Reviewing Officer, Presentation of Decorations, Retirement, and Change of Command. The purpose of a ceremony is to (1) promote teamwork and pride; (2) display proficiency and state of training; and (3) accord distinctive honors to national symbols or individuals on special occasions.

**DEFINE THE FOLLOWING: CEREMONY, REVIEW, AND PARADE**

HEADQUARTERS  
CIVIL AIR PATROL ALASKA WING  
UNITED STATES AIR FORCE AUXILIARY  
16322 37TH ST ELMENDORF AFB AK 99506

6 June 2004

MEMORANDUM FOR

FROM: Cadet Advisory Council

SUBJECT: Preparing a Staff Study Report

PROBLEM

1. Clearly and concisely state the problem you are trying to solve.

FACTORS BEARING ON THE PROBLEM

2. Facts. Limit your facts to only those directly relating to the problem.
3. Assumptions. Should be realistic and support your study.
4. Criteria. Give standards, requirements, or limitations you will use to test possible solutions. Ensure you can use standards to measure or test solutions.
5. Definitions. Describe or define terms that may confuse your audience.

DISCUSSION

6. This section shows the logic used in solving the problem. Introduce the problem and give some background, if necessary. Then explain your solution or possible solution.

CONCLUSION

7. State your conclusion as a workable, complete solution to the problem you described previously in "Discussion."

ACTION RECOMMENDED

8. Tell the reader the action necessary to implement the solution. This should be worked so the boss only needs to sign to make the solution happen.

*Jane F. Curry*

JANE F. CURRY, C/Capt, CAP  
Chair

Attachments:

1. Results from cadet survey
2. Talking paper on Program X

**STAFF STUDY REPORTS**

For detailed guidance, see "Tongue & Quill," available at [www.cap.gov](http://www.cap.gov).

Leaving the heading blank allows the report to seek its own level

In the "from" line, use your office symbol, if you have one

State the subject concisely

What are you trying to solve?

Differentiate between absolute facts and assumptions.

It is not a sign of weakness to list a few assumptions.

Criteria could include budgets, regulatory requirements, and qualitative measures of success.

Know your audience: define jargon, but recognize CAP leaders probably know most CAP terms.

The discussion is crucial because it shows the logic used to solve the problem. Generally, some background information is necessary to properly introduce your problem. The introduction may be one paragraph or several paragraphs, depending on the detail required.

After showing how you reasoned the problem through, state your conclusion. The conclusion must provide a complete, workable solution to the problem. It is nothing more than a brief restatement of the best possible solution(s). Never introduce new material this late in the report. Double-check: does it satisfy the problem?

The action recommended advises the reader exactly how to proceed. Word the recommendations so your boss need only sign for action.

If you have detailed information or supporting documents to offer, include them as attachments to the report.

Each ceremony is a sequence of events. Each ceremony may fit into a larger sequence of events called a parade. In ceremonies, you realize that your personal performance reflects upon the unit's efficiency. Pride in the unit comes when you feel you have a responsibility in making your unit efficient. A sense of unity is promoted by pride on your accomplishments, by pride in your unit's reputation, and by confidence in your unit companions. Everyone participating in the ceremony feels this unity of effort.

It is essential for you to understand thoroughly the different military ceremonies used in Civil Air Patrol, the purposes and relationship of these ceremonies to each other, and the steps involved in each. You should concentrate on learning the sequence of events for each type of ceremony, particularly parades. This knowledge is essential for you to perform confidently any assigned role in a ceremony. After initial study, you should mentally review what will be required when filling various positions in a ceremony.

**Review.** A review is the formation of cadets in a group and/or wing and marching in a prescribed manner. The purpose is to inspect how well a unit drills and what condition their equipment is in. A review may be held to let a higher commander, official, or dignitary see how well a unit is trained. A review may consist of the:

- Formation of troops
- Inspection of troops (from the reviewing stand or as outlined in AFMAN 36-2203)
- March in review

Two or more groups are formed on the final line and presented to the troop commander. The adjutant, by order of the unit commander, posts on line with the staff. The unit commander may then present the cadets to the reviewing officer. Inspection of cadets may follow if the reviewing officer wants. See AFMAN 36-2203 further details regarding drill of the unit in parade and ceremonies situations.

## REVIEW QUESTIONS

1. Discuss the reasons for planning. How does it fit into the five functions of management?
2. Explain why defining and analyzing objectives is critical to planning.
3. Identify the six basic steps of planning, as discussed in this chapter.
4. Identify the three types of letter formats used in CAP. Discuss the purpose of each.
5. Explain the function of the personnel authorization.
6. Identify and discuss the six steps in the problem solving process.
7. Explain the purpose of the staff study report.
8. Identify the components of a staff study report.
9. Compare the components of the staff study report with the steps of the problem solving process. What do you notice? What does this tell you about staff study reports?
10. Define the following: review, parade, and ceremony.

# SPECIAL READINGS

## **REFLECTIONS ON PROFESSIONALISM** by Maj Gen Pete Todd From *Contrails*, Vol. 33, United States Air Force Academy

I salute the men and women of the Class of 1991 and welcome you to the Long Blue Line! As the temporary custodian of the “point position” in that formation, I feel a special warmth and kinship with you, its newest members. You’re entering an exciting and challenging new phase of your lives, and doing so at a time when the Air Force is poised for many equally exciting changes—new systems, new applications, new concepts.

However, despite all our soaring technological progress, the Air Force’s fundamental mission remains what it has always been: to remain constantly ready to contribute to the defense of our country and our national interests. Stripped to its essentials, I believe that mission also defines what the Air Force Academy is all about—to prepare you to join, contribute to, and eventually lead these efforts.

It is in this context that each of you should recognize that the Air Force is a profession, indeed a “calling,” rather than “just another job” or occupation. The hallmark of that profession is Service, with a capital “S.” By the same token, the Academy is far more than just a college or a “trade school.” In the broadest sense, it’s a leadership laboratory designed to educate, broaden, toughen and motivate you for a life of dedicated service to your country.

You’ve got a lot on your minds right now, but I think it’s important for you to grasp this essential nature of the Air Force and the Academy early. Without this perspective, the intellectual, physical, and emotional challenges you will face as a cadet in the days ahead may seem pointlessly rigorous. More important, the demands you will face later as an officer may overtax your tolerance unless your career goals are framed by the question, “What am I in for?” rather than “What’s in it for me?” What you should be “in” for is service to country, and it’s not too early to begin evaluating the Academy and yourself in that framework.

Each of you was selected on the basis of excellence, qualities of intellect, character, integrity, and leadership, which made you stand out from most of your peers. I urge each of you, in your own private way, to make a personal commitment to excellence in every aspect of your lives. Build upon and develop the qualities that won you admission to this select group. Set your personal and professional standards just a little higher than the “system” establishes for you. Whether you leave the Air force early or decide to devote your life’s energies to its mission, the important thing is to make the professionalism you will learn at the Academy the personal touchstone of your daily living.

I’ve learned lots of lessons in the nearly quarter of a century since I stood where you are, but one of the most elevating of all has been this: give me 10 dedicated professionals with a selfless willingness to service and I can accomplish more than with scores of “job holders.” We’ll never outnumber our adversaries, so we have to out think and out perform them. We simply have no room for the “summer soldier of the sunshine patriot”—in peace or wartime.

I want to emphasize, though that the dedication and commitment I'm talking about mustn't be a blind and unquestioning form of ancestor worship, with out a shred of initiative or imagination. On the contrary, the Air Force depends for its vitality on the innovation and vision of our people. In my book there's no inconsistency between selfless loyalty and a constant search for better ways to perform our mission.

All of these concerns probably seem very remote to you right now; I can remember that my early horizons as a new cadet were often limited to how to get through the next formation alive! But I want to assure you that it won't be long before each of you has to confront many of these professional issues of commitment, challenge, integrity, goals, etc., head on. I hope these random thoughts from somebody who's been through it all will provide a peg on which to hang some of your own thinking. Good luck to all of you and I look forward to serving with you in the best and most professional Air Force in the world.

## **FEEDBACK: A UNIQUE KEY TO LEADERSHIP**

By Lt Col Henry A. Staley (Edited for CAP)

We've been wringing our hands for the past decade over the decline of personal integrity and the slow slide of "professionalism" down the slope toward "occupationalism." Most of our pre-commissioning and Professional Military Education (PME) institutions devote blocks of instruction to integrity, leadership, professionalism, officership, and the like. Specific definitions are seldom forthcoming, but the emotionally soggy word "professionalism," "leadership," "integrity," and "officership," make a good press.

Written or spoken words rarely lead to significant behavioral change unless those communications are consistently supported with action. Our integrity, our professionalism, and our officership erode a little every time we see leadership pull a fast one, act inconsistently, or fail to meet that seldom defined ideal. For me, that idea conjures up a definite mental picture. I see an officer who has the strength of character to be humble and the wisdom to be reasonably suspicious of gut reactions. I see someone who sincerely values the opinions of others and considers many alternative paths to an objective. Even when time limits full consideration of all paths, I see an officer who never stops trying to find them. I see an officer who's intellectually stimulated by open debate. Above all, I see a person who's acutely aware that almost mythical isolation from reality that slowly and insidiously overtakes a leader as he or she advances in rank.

I learned long ago never to criticize without offering alternatives for improvement. Therefore, I'll introduce my suggestion by mentioning a grassroots activity that occurs in thousands of situations every day. It plays an important role in all human relationships. It's called feedback. But the type of feedback usually provided by officers brings multiple injuries to our profession every hour of the day: it's death by a thousand cuts.

We tend to create a majority of officers who become emotionally frazzled at the mere suggestion of disagreeing with anyone in the authority chain. I won't belabor this truism since you've each witnessed your share of "yes men and women"—careerists, opportunists, and manipulators. You may be one of these types yourself. In fact, we're all members of that overwhelming brotherhood and sisterhood to some extent.

Is there something wrong here? Should we resist those aspects of training and education that reinforce the “Yessir, yessir, three bags full” mentality? YES! There is something wrong here and you can sense it. Yes, I am suggesting we overcome the traditional approach.

Most staff members will slant their comments so they agree with the perceived objectives of the decision maker (leader). There may be conventional recognition of opposing viewpoints, but it will most likely be written or spoken in a less than emphatic fashion. A truly effective leader literally squeezes, begs, demands, and cajoles the staff to provide all the reasons Issue X may or may not be logical. Equal emphasis is given the position that runs counter to the decision maker’s personal viewpoint.

A truly effective leader understands the basic character of the corps—the basic need to “Yessir, yessir, three bags full” and overcomes it through personal action. A truly effective leader has the strength of character to realize that his or her intuitive judgment is usually a poor substitution for the collective wisdom of the staff. In those rare cases when intuitive judgment is best, listening to the viewpoints of the opposition will neither weaken a sound decision or strengthen a poor one. A truly effective leader’s success will hinge in no small part on frequent and meaningful reward for honest feedback. This reward can be as informal as, “Thanks for that candid and provocative viewpoint.”

An effective leader realizes that fighting for feedback really is a fight. Staff members will resist it. After all, this is a new experience. It short-circuits all of their subservience training and career survival wisdom. An effective leader must struggle doggedly against these initial reactions. In other words, a true leader must lead. There is obviously no grand design or complex conspiracy aimed at shielding leaders from bad news or contrary viewpoints, but the effect is almost the same. What I’m suggesting is really quite simple. It takes only a personal commitment to demand and reward honest feedback. The responsibility for effective or ineffective feedback rests squarely on the leader’s shoulders. Some people suggest that our pre-commissioning and PME systems should approach officership training and education from a more enlightened perspective that we should nurture a more questioning, creative, and assertive approach in our professional programs.

Instead of preaching “Yessir, yessir, three bags full” we should be teaching “Yessir, we can probably do what you ask, but the costs will be...” Until a decision maker actually decides, the staff officer should be compelled by his or her professional; integrity to render a thorough, no-punches-pulled assessment of every staff issue. Until that time comes the key to opening the lock to honest feedback waits in the pocket of every leader. The truly effective leader will reach for it.

# Chapter 10

---

## INTRODUCTION

In this chapter, you will learn principles of conflict management. Also, you will continue your study of the five functions of management, focusing on principles of organization. Finally, you will learn fundamentals of good writing.

## CONFLICT MANAGEMENT

We have all seen conflict. It can range from quiet resentment, to yelling, to calling people names, to physical fighting. However, conflict does not have to be bad. How you manage it determines if it is good or bad. This section explains the three conflict situations, methods of handling them, and effectively resolving them.

### Conflict Situations

**Win-Win Situations.** Win-win problem solving methods focus on ends or goals. Typically win-win situations are problem-solving and establish super-ordinate goals. The problem-solving strategy involves identifying the sources of conflict so that you can present them as a problem to be solved. A super-ordinate goal is a goal greater than your unit's goals; it is a goal all involved units, or departments, strive for. They share an aim that cuts across conflict and cannot happen without cooperation. In a SAR mission, the super-ordinate goal, finding the missing people, is highly valued. Most individuals recognize that if this common purpose is to be achieved, they must act to reduce conflict between themselves. Thus, the starting ground of the conflict management process on a SAR mission is finding the missing people.

**Win-Lose Situations.** The typical exercise of authority shows the first win-lose situation. When you say, "Do what I say because I am the boss," you are depending on legitimate power bestowed on you by the organization. This authority lets you reward or punish unit members. In a second and related approach, you use mental or physical power to force compliance on another individual or unit. For example, when you secretly or openly threaten to dismiss your NCO's and officers lose because the compliance was forced. The most important thing to remember about a win-lose situation is that the winner has not been able to see someone else's side of the problem.

**Lose-Lose Situations.** In these situations, neither side really gets what it wants or each side only gets part of what it wants. Lose-lose methods assume half a loaf of bread is better than none, and avoiding conflict is better than confrontation.

**Side Payments.** In essence, when you offer a side payment you are saying, "I will bribe you to take a losing position." Organizations use side payments a lot, and at great cost. For example, they pay people extra to do unpleasant tasks. In these cases both sides are partial losers.

**EXPLAIN THE THREE CONFLICT SITUATIONS, METHODS OF HANDLING CONFLICTS, AND HOW TO EFFECTIVELY RESOLVE THEM.**

A win-lose situation leaves resentment and can lead to conflict.

In your words tell why a win-lose situation is a lose-lose situation that is about to happen.

A lose-lose situation is justified only when you have to sever a relationship because of chronic problems, situations, or circumstances that are beyond your control. For example, the unit loses a senior member or cadet and the troubled person loses CAP but the situation requires that you minimize your losses.

**Mediation.** When you and another commander ask your common superior to resolve your conflict, you avoid confrontation and problem solving. You are “passing the buck” hoping the superior will solve the problem for you.

**In summary,** the methods discussed so far have several things in common:

- ▶ There is a clear *we/they* distinction between you and the other person, rather than a *we-versus-the-problem* orientation.
- ▶ You direct your energies toward the other person in an atmosphere of total victory or total defeat.
- ▶ Each of you see the issue only from your own point of view, rather than defining the problem in terms of mutual needs.
- ▶ The emphasis is on getting a solution, rather than on defining goals, values or motives.
- ▶ You take things too personally, rather than remain objective in the conflict, missing a focus on facts and issues.
- ▶ There is no difference between conflict-resolving activities and other group processes, nor is there a planned sequence of those activities.
- ▶ You both are conflict-oriented, emphasizing the immediate disagreement, rather than relationship-oriented emphasizing the long term effect of your differences and how to resolve them.

## Methods of Handling Conflict

There are several ways to handle conflict. Choosing the best method depends on your management style, the maturity of your cadets, and the situational limits. Below are five approaches to managing conflict in units, with a brief discussion of their strengths and weaknesses.

**Suppression and Smoothing.** This conflict-reducing technique involves two processes. Here, you suppress the differences and focus on similarities in the arguments. This can be done by playing down sharp differences between points of view while seeking common points of agreement. This technique lasts for a short time; the differences probably will come up again.

**Denial.** This approach simply denies the conflict exists. It might be useful for a short time, but the conflict could get worse and become unmanageable.

**The Use of Power.** Our society often resolves conflict by giving the “majority” power, like in a national election. Although the “losers” in the election may be dissatisfied, they will usually support the outcome to some extent. Some managers will refer frequently to “the system” (something the “majority” agreed to) as the reason for their doing something you do not like.

**Compromise.** Many see compromise as a way of helping people resolve their differences. They often assume both sides give up something, but in the end, each comes out a relative winner. Actually, both sides work together, but neither really commits itself to the revised objectives. Bargaining can create dynamics that generate new conflict, which consume much time and energy.

**Confrontation or Integration.** Here, you and the opposition are encouraged to present your viewpoints in hopes that this will reduce your differences.

The underlying assumption is group effort will exceed the sum of the individual members' contributions. Confrontation can prevent unwise, poor, and unacceptable resolutions. Its difficulty is it requires careful management so it does not create new problems.

**Critical questions:** Are you compromising on work effort or principles? An "IOU" on the former can be paid, but compromising principles are always lose-lose situations.

## Setting Up Effective Conflict Resolution

Participative management is the heart of the win-win approach; it depends on gaining your people's agreement and commitment to objectives. When you use this approach, you are telling your people they need a solution that will achieve both their goals and their subordinates' goals, in a mutually acceptable way they still want to control. This approach reaches an agreement without specifying its specific content. To manage conflict effectively, identify each side's goals. Write a mutually acceptable statement of these goals, or of the obstacles to those goals. In other words, you may have different goals, but each of you must accept the stated goals of the other. Then, consider the problem in the first place, use the following six guidelines:

- ▶ Analyze the problem to identify the basic issues.
- ▶ Avoid stating goals as personal priorities.
- ▶ State the problem as a goal or as an obstacle rather than as a solution.
- ▶ Identify obstacles to getting the goal.
- ▶ Depersonalize the problem.
- ▶ Identifying the problem, generating solutions, and evaluating solutions all should be separate processes from each other.

Earlier in this chapter you saw the need to separate defining the problem from searching for its solutions. As you can see now, problem solving and conflict management are interrelated. A problem can be a conflict, and a conflict can be thought of as a problem. As you grow in Civil Air Patrol and in your personal life, you will have many chances to use what you learned in this achievement. Your success may depend on how well you apply what you have learned.

## MANAGEMENT PRINCIPLES: ORGANIZING

This is the second of the five management functions mentioned in Chapter 8.

### Principles

Some of the basic principles underlying the structural organization of a unit are unity of command, span of control, logical assignment, and delegation of authority. When you understand, adapt, and apply these principles you can develop and maintain a sound command structure.

**Unity of Command.** This means only one person has control of, and bears responsibility for, the activity. When doing something, unity of command keeps responsibilities from overlapping with each other, thus preventing misunderstanding, friction, and confusion.

**Span of Control.** This is how many cadet NCO's and officers you can effectively supervise. It depends on your physical and mental capabilities. The factors

**EXPLAIN THE PRINCIPLES OF ORGANIZING.**

are: the number of people assigned to the job, the time required by you, and the distance between the activities. Supervisors at the lowest organizational level usually have more people working for them than those at higher levels. This is because personnel at the lowest level usually are assigned tasks that are simpler.

Span of control is important because it determines whether an organizational structure will be a “flat” or “deep” one. That is, will there be few or many supervisory levels within the chain of command? The larger the organization, the narrower the span of control. The larger the organization, the deeper (more supervisory levels) there are between the commander and the person lowest in the organizational structure.

**Logical Assignment.** This sometimes is called homogeneous assignment or functional grouping. It means grouping related functions to improve operational efficiency. Experience, equipment, skills, and facilities are pooled and better used. To start grouping your resources by similar functions, put all functions that have a common purpose together.

**Delegation of Authority.** Delegation is the art of giving others the authority to make decisions to take action, and to give orders on your behalf. Why must you delegate authority? No one person can do everything necessary to achieve the unit’s objectives. Nor can any one person exercise all the authority to make all the decisions. Delegation provides for teamwork and for increased productivity. To gain a working knowledge of delegating authority, you should know and understand responsibility, authority, and accountability.

- ▶ *Responsibility* is the moral obligation that is assigned with the task. On a job everyone is responsible. Responsibility cannot be delegated, but it can be assigned.
- ▶ *Delegation of authority* gives a subordinate the right to make decisions, to take action, and to give orders.
- ▶ *Accountability* is your ability to answer your superior when asked how correctly or efficiently you are getting the job done.

### Three Types of Unit Organizational Structure

No one unit works completely in any one of these models presented below. It blends all three. In a line organization you, as the commander, have the most direct control. In the functional organization you have least control. In a line and staff organization your degree of control is somewhere between. You must decide which of these three styles best suits the unit, and make written policies supporting that style.

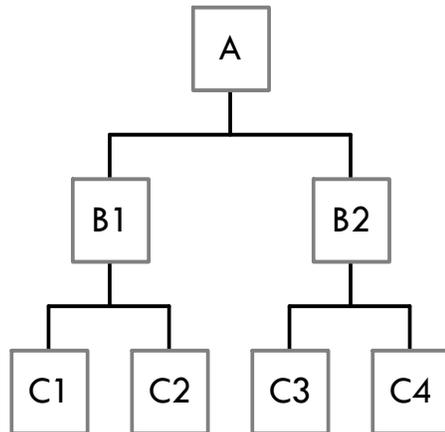
**Line.** The line organization is the oldest and simplest form of organizational structure. Its primary characteristic is the vertical line along which you lead subordinates. Each position along the line has general authority over lower positions. A direct chain of command links the top level to each lower level. Branching occurs whenever one supervisor has more than one subordinate. But, as shown in the figure on the next page, the supervisory lines proceed step-by-step without breakdown through the levels of the organization. No one outside of the unit is outside the lines that link top to bottom. This arrangement gives to each person undivided charge of certain assigned duties and a definite person to report to. Another important characteristic is all the units under the commander usually take part in accomplishing the primary objectives.

#### IDENTIFY AND DESCRIBE THREE TYPES OF ORGANIZATIONAL STRUCTURES.

Ideally, authority and accountability are equal and both rest on responsibility.

The line organization has both advantages and disadvantages. It is simple, makes a clear division of authority, encourages speedy action, and minimizes the straying from an established course. The line type of organization may be effectively used in smaller organizations.

However, it neglects the use of specialized assistance, requires too much executive concentration on minor details, and depends on the retention of a few key people.



**LINE ORGANIZATION**

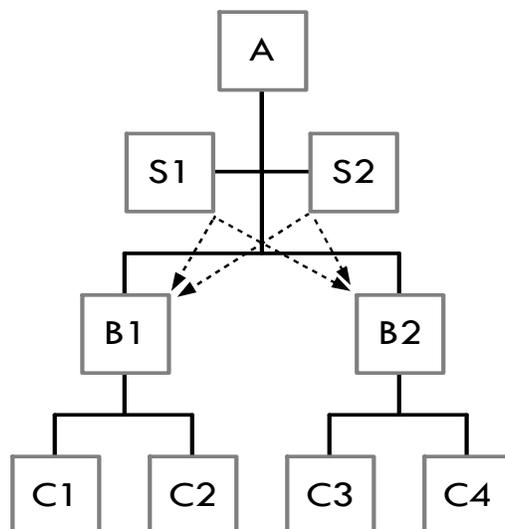
Notice how clear and well-defined the chain of command is.

**Line and Staff.** As organizations grow, increasing demands are placed on you for managerial and technical knowledge. When you can no longer be effective without specialized help, consider using the line and staff organizational structure.

In the line and staff organization, the line retains command and operating responsibilities. Your staff of specialists acts as your advisers on tasks that cut across the entire unit. As shown below, these staff agencies supplement the line by offering technical expertise. Staff authority is purely advisory, and the staff agencies have no authority to place their recommendations into action.

The line and staff structure enables specialists to give expert advice. It frees the commander of details, and it affords young specialists a means of training. Problems sometimes arise in the line and staff type of organization because sources of authority can be divided and contradictory. Staff members sometimes direct without following the chain of command. As a result, you can get confused about whom to follow, and this can lead to much bickering.

Line (authority) tends to be vertical whereas staff (functional assistant) tends to be horizontal or lateral.

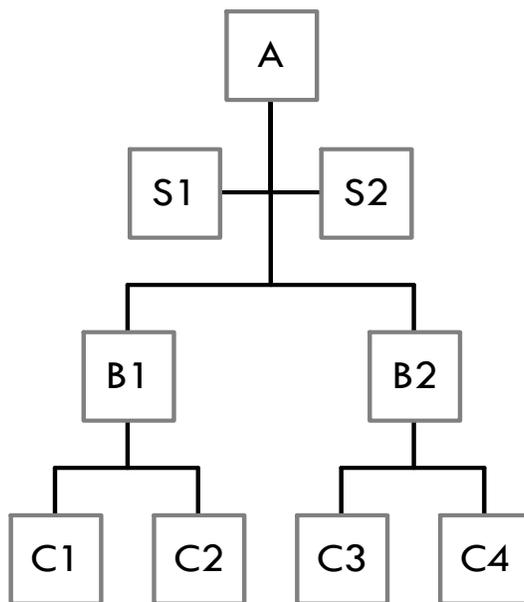


**LINE AND STAFF ORGANIZATION**

Notice the addition of two staff specialists, S1 and S2, who serve in an advisory capacity.

**Functional.** The functional organization helps you, as the commander, pass instructions down the chain of command to various line elements. This type of organization gives each staff agency responsibility for all actions relating to its particular function throughout the unit. When you want to delegate routine technical matters to the staff advisers, give them specific authority to issue directives throughout your unit on matters related to their specific staff function. For example, the public affairs officer, which under the pure staff structure could merely give advice to the commander, can now issue directives prescribing public affairs procedures within all of the operating departments. The figure below shows the relationships in an organization where staff elements are given functional authority.

The functional organization relieves you from having to make decisions that call for specialized knowledge. It lets you apply expert knowledge to the organization's operations. However, it makes relationships within the organization more complex. A person could appear to have two "bosses"—the commander and the staff officer. Another problem is in coordinating staff activities so that there is no overlap of functions and no conflicting orders from different staff agencies relating to the same subject. A thin line sometimes separates what should be controlled by the staff officer and what should be controlled by you, the commander. There is also a thin line dividing one person's staff duties from another person's staff duties. When structuring an organization, establish procedures so that functional authority can be used without weakening the position of the commander. Also carefully refine the staff's job descriptions to prevent possible overlap and confusion.



**FUNCTIONAL ORGANIZATION**

These organizations are more complex because while commanders retain authority over their units, specialized staff officers have a limited authority to issue technical directives, too.

**Determining Procedures**

Supplement regulations and policies from higher headquarters with your own. Staff officers must supplement you in just enough detail so people can determine how to get the job done without conflicting with your procedures. Procedures are detailed guides describing the exact way to do a certain activity within the unit and are used at the lower level of organization. The relationship between policies is general statements or understandings that guide subordinates in making decisions.

An operation is the process of carrying out the procedures. At the heart of the operation, procedures direct its effort, they coordinate it in place and time, and they keep performance in line with objectives. Because the structure and procedures are closely related, develop them simultaneously to support each other. Your finished procedural blueprint should describe what will be done, when it will be done, and what resources will be used.

## **The Anatomy of Making and Implementing Decisions**

Everyone makes decisions for many reasons. When you make decisions, you hope (often expect) that those decisions are right. Putting decisions into action is hard because it requires time to get those involved to learn about the decision, its purpose(s), the rationale for it, schedule, costs responsibilities and controls. If you need enthusiastic support, you must sell the decision. You must allocate and administer resources. Your challenge is to allocate available resources judiciously and phase them into assemblies that can accomplish the objectives of the organization. Finally you must follow through to maintain achievements to determine the real and final costs, give the team the benefits of lessons learned and goals accomplished, wrap up any loose ends and give a “well done” to all.

Many people think that when decisions are made or when solutions to problems are presented, that the decisions are right or wrong. But as we discussed above, that is too simple a thought for something that is very involved. There are five basic results that confront decision-makers and problem solvers. Best of all, of course, is to be right in the decision and all of the phases from implementation to follow through.

The next best thing is to be wrong. More than half of mankind's progress has been made after several failures. For example, Thomas Edison finally got the light bulb to work after more than 10,000 failed attempts. It is okay to be wrong as long as you understand why you were wrong.

Next comes being dead wrong. Probably the only good thing about it is that wrong leaders (like Hitler, Stalin, Mao, Mussolini and Tojo) take their ideas down in flames with them. It clears the slate for someone else to have a fresh start.

Next is the null set, the process of making decisions by doing nothing. This lets the situation control you instead of the other way around.

Finally, worst of all is being technically correct but administratively wrong. Here you may, because of bad leadership and/or bad management, destroy a good idea, and yourself in the process.

## **EFFECTIVE WRITING**

Remember, speaking and writing are similar in many ways. The same thinking processes and principles of organization lie behind both skills. There are, however, vital differences between a listener and a reader that require that each skill be treated separately. Of all communication media used, writing is the one used most often for official communication. To write effectively, express your ideas naturally, as in everyday conversation (but without the slang or incorrect grammar).

As a preface to this section, you will review punctuation. It is used to clarify the meaning of written language. Use punctuation marks only to make the thought clearer. Common punctuation marks and their uses are listed below.

## IDENTIFY THE FUNCTION OF EACH PUNCTUATION MARK

**Comma:** This shows the smallest break in continuity of thought in an idea or sentence. It separates words that might otherwise be misunderstood, independent clauses, items in a series, and parallel adjectives.

**Semi-colon:** This indicates a sentence break greater than a comma but less than a period. It separates independent clauses not joined by coordinating conjunctions, sentence elements containing commas, or independent clauses joined by parenthetical expressions.

**Colon:** This puts strong emphasis on what follows. It is used before a series or list of items or between independent clauses when the second amplifies the first.

**Dash:** Use this to indicate a complete or sudden change of thought or to give emphasis to what follows or to what is enclosed by the dashes.

**Parenthesis:** Use these to enclose inserted material that is loosely connected with the main thought of the sentence. They set off material that you want to be considered incidental.

**Quotation Marks:** Use them to set off direct quotations, enclose some titles, to call attention to words, and to define or translate a word.

**Apostrophe:** This is used to show possession, mark omissions in contractions, and to form some plurals.

**Period:** The most common punctuation mark is the period. It is used as the ordinary end-stop mark of sentences, as a mark of abbreviation, and as a signal that something is being omitted from quoted passages.

Most writing is filled with numbers, dates and amounts. It is important you express these numbers in narrative form. Generally, spell out numbers less than 10 except in special cases, such as:

- ▶ When there are two or more numbers in the same category and one of them is 10 or larger, use figures for all the numbers in that category (i.e. 5, 10, 15, 20).
- ▶ Numbers used in conjunction with slogans, serious or dignified subjects are spelled out as in: The Ten Commandments.
- ▶ Fractions are generally spelled out if they stand alone or if they are followed by of, a, or an (i.e. half of an apple, I'll take ½).
- ▶ Spell out all ordinal numbers. Ordinal numbers indicate the order of things. First, Second, Third are examples of ordinal numbers.
- ▶ Use numerals when writing serial numbers, military unit designations, page and chapter numbers, sport scores, etc.

## Organize Your Thoughts

**Make Your Purpose Clear.** Writing has a general purpose and a specific objective. Determine the general purpose. CAP writing has three general purposes: to direct, to inform (or ask questions), or to persuade. All three are concerned with who, what, when, where, why, and how. The emphasis on each differs according to the purpose. For example, a directive usually emphasizes what is to be done, informative writing stresses how something is to be done, and persuasive writing emphasizes why something should be done. Determine the specific objective. After determining your general purpose, ask yourself, "What is my specific objective?" You may find it helpful to write it out. Specific statements such as "My objective is to get \$25,000 to expand hangar facilities." will help clarify your specific purpose for writing.

## DISCUSS THE STEPS USED IN WRITING A WELL-ORGANIZED ARTICLE.

**Analyze Your Reader.** Who will read it? Your answer will strongly affect your ideas and your words. For example, you would not express yourself in the same way when writing to a staff officer at HQ CAP as you would to CAP cadets. What is the educational; background of your reader? What is the reader's scope of experience in the area you are writing about? What reaction do you want?

**Define the Limits of Your Subject.** The limits you place around your subject should depend on two things: your purpose in writing and the needs of your reader.

**List Specific Ideas.** Write down the ideas that have been popping in and out of your mind. Do not worry about their order. Put them down as they come to you. The important thing at this stage is not to lose an idea. Once you have assembled all your ideas on the subject, check them against your purpose and subject.

**Group Specific Ideas Under Main Ideas.** Your random list of specific ideas can be clustered around two or three broader ideas.

## Organize Your Material

Once you have gotten enough facts and information for writing, organize the material and your own ideas about that material. This step is probably the most important phase of the writing process. Without good organization, grammar and style have far less impact.

**Pick a Pattern.** The most common patterns are topic, time, reason, problem solving, and space.

- ▶ *The topic pattern.* This is probably best if you are listing qualities, characteristics, or specifications.
- ▶ *The time pattern.* This is perhaps the most familiar pattern. It is useful whenever time of the sequence of events is important.
- ▶ *The reason pattern.* This might be your best choice if you wish to convince or persuade the reader.
- ▶ *The problem-solution pattern.* This is a variation of the reason pattern. It usually states the problem as a question. It discusses facts bearing on the problem, proposes and tests possible solutions, and recommends specific action. It is the basic pattern of the military staff study report.
- ▶ *The space pattern.* This is particularly useful when the information has to do with location. Some people call this the geography book approach.

**Arranging the Patterns.** Whether you use these patterns, or your own, use these principles of arrangement:

- ▶ Choose the one that will best communicate your ideas.
- ▶ Use *inductive reasoning*, a general conclusion that comes from a series of specific observations.
- ▶ Lead your reader from the familiar to the new.
- ▶ Lead your reader from the simple to the complex.
- ▶ Arrange your points in an order that gives maximum emphasis.

In typical writing, the end position has the greatest weight. Build your argument to a logical climax. Because the final position is the most important, it deserves your best material. However, in PAO writing of news releases the first position has the greatest weight; put your significant points first.

## Outline Your Material

A good outline will help you in several ways. It will help you concentrate on one point at a time and will help keep you on course. An outline lets you write in spite of interruptions. You can write more quickly and more easily from an outline than without one.

Making such an outline is simple and easy. All you have to do is to use the main points you want to make as the framework for the outline. Then, fill in the framework with your supporting facts and ideas. Later, you will have the basis for a working outline that will make your writing noticeably easier.

## Final Steps to Organizing

Once you fit your main and supporting points into your outline, you are ready for the final steps in organizing your material. These steps are: plan for transitions, plan your introduction and plan your conclusion.

**Plan for Transitions.** Transitions link successive ideas, and they relate individual ideas to your overall purpose.

*The minor transition* links two simple elements by using a word or phrase such as “then,” or “the next point.” The minor transition tells the reader that a new element is coming and something about the relationship of the old to the new. Minor transitions are not always absolutely essential, but they are helpful.

*The major transition* relates a new main point to the over-all purpose, or a sub-point to a main point. It also summarizes the last main point and sets the stage for the next point.

**Plan Your Introduction.** Introductions have three things in common: they capture and stimulate the reader’s interest, they focus the reader’s attention on the subject, and guide the reader into the subject. The introduction also establishes a common frame of reference between writer and reader, and usually includes the statement of purpose.

**Plan Your Conclusion.** An effective conclusion summarizes the content and closes the writing effectively by giving it a sense of completion or resolution. If the subject is complicated or long, you may want to summarize the major points.

## Writing Your First Draft

Now that you have organized your material, you are ready to begin your first draft. The following ideas should help you write your first draft quickly and easily. Adapt and modify them to fit your needs.

**Start.** To eliminate the frustration of getting started, just start quickly and easily. Say to yourself, “I’ll just put down the words as fast as they come and worry about the grammar and polish later.”

**Don’t Worry About the Introduction.** Just make a start and keep going. You can always go back and change your introduction or add an introduction after you have written the main part or the body.

## CHECKLIST FOR ORGANIZING YOUR WRITING

- ▶ Did you let your material and your purpose determine the organization you need?
- ▶ Have you divided your material into an introduction, body, and conclusion?
- ▶ Have you arranged the body of your material into a logical pattern? Does it best communicate your ideas? Does it emphasize the points you want to make?
- ▶ Have you outlined your material? Does your outline list all the main and supporting points you want to include when you start writing?
- ▶ Does it indicate where you need a transition to link the points to each other and to your purpose?
- ▶ Have you planned your introduction? What points do you want to cover in it?
- ▶ Have you planned your conclusion? Does it summarize or emphasize your main points? Does it require a recommendation?

**Don't Let Your Outline Slow You Down.** A good working outline is more of a sketch than a blueprint; it gives your writing plan flexibility if better ideas occur as you write. Use it to help you as you write, but do not let it delay the creative flow of ideas or words.

**Write One Part at a Time.** For a long piece of writing, break your material into sections (the main points of your outline) and concentrate on only one section at a time.

**Write as Much as Possible at One Time.** Try to complete at least one of your major sections without interruption. If you do have to pause or have to stop, do it between paragraphs or between the larger sections of material. When you are ready to start writing again, reread what you have written.

**Don't Revise as You Write.** This is a separate operation that will be done later, after you finish the first draft.

**Use Scissors and Stapler or Tape.** Some writers get discouraged half way through a page, crumble it and throw it away. Instead of rewriting the entire page or throwing away half-used sheets, cut out the usable parts and staple or tape them where they belong in the flow of your writing. If you are using a word processor, you are lucky!

**Double-Space Your Draft.** When writing your draft, quadruple-space between paragraphs and leave generous margins at the top, bottom, and sides of the paper. This "waste" of paper gives you plenty of room to write in changes without losing time.

**How to Stop.** One of the cardinal rules of good writing is to know when to stop. Check your first draft against your outline to tell if the introduction, the discussion, or the conclusion are too long. Recognize and eliminate nonessential points.

Ask yourself these questions: Does your draft include enough detail for your reader? Have you clearly explained and illustrated your generalization? Have you given your reader examples of what you mean? Are your examples relevant and interesting? Are they specific and concrete? Have you stopped when you have given your reader as much information as is needed? Is the introduction adequate but not too long? Is the body complete but not too detailed? Is the conclusion adequate but not too long?

## DRILL AND CEREMONIES

In this chapter you will learn about three important aspects of drill and ceremonies. They are: Change of Command, Presentation of Decorations, and Retirement. As you progress through Civil Air Patrol you will be involved in one or all three either as a new cadet commander, recipient of decorations or after you become a senior member and retire. See AFMAN 36-2203 for particulars on these ceremonies.

## REVIEW QUESTIONS

1. Identify and describe each of the three conflict management situations.
2. Name and discuss three methods of handling conflict.
3. Discuss the reasons for organizing. How does it fit into the five functions of management?
4. Define the following terms: unity of command, span of control, logical assignment, and delegation of authority.
5. Identify and discuss the three types of unit organizational structures discussed in this chapter. What are the advantages and disadvantages of each?
6. Identify the precise function of each punctuation mark discussed in this chapter.
7. Describe the steps used to organize your thoughts when preparing to write.
8. Identify and describe three common patterns used in organizing an argumentative essay or paper.
9. Discuss the function of outlining in writing.
10. Identify the two main types of transitions in writing and the function of each.

# SPECIAL READINGS

## THE WARRIOR by George Leonard

Reprinted by permission of Sterling Lord Literistic, Inc., from pp 64-71.

Copyright 1986 by George Leonard. *Esquire*, July 1986, Vol. 106. No. 1.

For many of us who are dedicated to peace, the very idea of the “good” warrior seems a contradiction. We are haunted by images of armed soldiers in a city square, of innocent people kidnapped, tortured, or made to “disappear.” The word “military” can conjure up the word “dictatorship.” The word “police” joins all too easily with “state.” In this violent and dangerous world, only the most fevered idealist would dispense entirely with soldiers and policemen. If we’re going to have people to whom we give the job of risking their own lives and, if necessary, taking the lives of others, how are we to deal with them? How are we to *think* about them? And, beyond that, is there some way that the warrior spirit at its best and highest can contribute to a lasting peace and to the quality of our individual lives during the time of peace?

Jack Cirie went to Yale in the early 1960’s. He was an All-Ivy League football defensive-back and Yale’s Most Valuable Player in his Junior year. He majored in Latin-American studies, and considered joining the Peace Corps. Most of his friends were going to law school or into their fathers’ businesses. “I decided that what I wanted was a military experience, and for me that meant going to war. I wanted to be in a position where everything was at risk, where you get a chance to see inside yourself.”

Cirie got what he asked for. Early in 1965, after six months of Marine officers school, he arrived at Phu Bai, near Hue in North Vietnam. It was just one day after the first contingent of US Marines landed. His first major test as a leader came just before the summer monsoon season. They got to the Vietnamese graveyard at midnight, exactly as planned. The graveyard overlooked a road that the Viet Cong (VC) used when getting rice from a nearby village. It was a perfect spot for an ambush, and as Cirie positioned the twenty-four men so that they were in a line parallel to the road, he said to himself that everything was going like clockwork; nothing could go wrong.

Now the men were sitting or squatting, their weapons trained on the killing zone along the road. He was just three feet from the last man in the line, a machine gunner, just making out the man’s dark outline, just reaching out to touch his shoulder, when the inexplicable happened. The machine gunner jumped to his feet in terror, and, almost at the same instant, Cirie found himself looking straight into the bright-orange muzzle flashes of AK-47 automatic rifles, less than six feet away.

They figured it all out later and realized the odds for its happening that way were about a million to one. A group of Viet Cong had picked the same spot for an ambush, and had moved in only minutes after the Marines. The first VC had probably bumped into the machine gunner in the darkness, then had raised his gun and fired. At that instant, without thought, Cirie dropped to the ground and started firing his pistol in the direction of the muzzle flashes. His men also began firing, but most of them, not knowing what had happened, were aiming at the road, not at the Viet Cong. The machine gunner lay dying a few feet away. Bullets were a void of darkness lit only by muzzle flashes, he was briefly tempted to do nothing

more, to indulge in the luxury of incomprehension. But he rose to his feet amazed at how calm he felt. His overriding sensation was one of relief, at last he was getting a chance to do what he, as a leader, was supposed to do. He began moving among his men, telling them to watch the flanks, to stay calm. He ordered flares shot up to light the scene. And all the time he was doing this, he was strangely, marvelously detached, almost as if he were out of his body. The Marines stayed there until it started getting light, then returned to their base camp. The Viet Cong had withdrawn, leaving a trail of blood, but none of their dead or wounded.

The episode in the graveyard sealed Cirie's unspoken compact with his men. What they had learned to expect from a leader had been fulfilled. Is this, then, what it is to be a warrior—to test yourself under fire and pass the test?

The warrior's code achieved a particularly vivid realization in Japan between 1603 and 1867. It was then, during the largely peaceful Tokugawa shogunate, that *bushido*, "the way of the warrior," came into full flower. Under bushido, the Japanese samurai spent long hours in the mastery of his Martial skills, but also was expected to practice such things as tea ceremony, sumi painting, and the composition of poetry; lifelong training and self-development was a central element as it is in other warrior codes. In matters of loyalty, honor, veracity, and Justice or rectitude, the code was demanding and undeviating. Courage for the samurai meant an integration of physical and moral bravery, based on serenity in moments of danger. Martial ferocity was tempered by an exquisite sense of courtesy, which led to harmony of mind and body, and benevolence, which was seen as a composite of magnanimity, affection, love, and compassion.

He might not strike you at first as a warrior. Donald Levine is, in fact, a professor of sociology and dean of the College at the University of Chicago. He's also a dedicated martial artist. I had wanted to meet him ever since reading a short version of his article, "The Liberal Arts and the Martial Arts," in *The New York Times* and the complete article in the journal *Liberal Education*. Levine's article, I thought, went a long way toward clarifying the role of the warrior in a free society. In it, he defines the liberal arts as including all education that is undertaken for self-development. All learning that exists essentially for its own sake rather than for some utilitarian purpose. Liberal education, according to Levine, first emerged in two unique cultures, those of classical Greece and China. In both of those cultures, such education was considered the highest human activity. And, though it might seem strange in light of today's academic climate, it included the cultivation of combat skills as well as intellectual skills. In both the East and the West, in other words, the martial arts and the liberal arts arose together, and were equally revered. In the centuries that followed, this ideal was often lost. Both the arts of combat and the education of the intellect were at times corrupted and put to narrow, and exploitative uses.

After reading his article, I arranged a meeting with Levine. Do the martial arts have anything significant to offer late-twentieth-century America? "Yes," Levine said, "I can see this as a time when the body and mind are being reunified, a time when the liberal arts can learn a great deal from the martial arts. This is true, of course, only when the martial arts are practiced primarily for mastery of their intrinsically beautiful forms and for self-development rather than primarily for self-defense or for the brutal sensationalism you see in the movies. And arts like Aikido, which tie ethical vision right into daily practice, are just what this country needs. Remember what the founder said: the point of Aikido training is to create persons

who evince 'a spirit of loving protection for all beings, who bind the world together in peace and unity.' The heart of this way of life is practice itself, the regular, systematic, unremitting practice of the dedicated martial artist. And then there is a progression of learning common to the martial arts that leads to the transcendence of mere technique. "One begins by self-consciously practicing a certain technique," Levine had written in his article. "One proceeds slowly, deliberately, reflectively, but one keeps on practicing, until the technique becomes internalized, one begins to grasp the principles behind them. And finally, when one has understood and internalized the basic principles, one no longer responds mechanically to a given attack, but begins to use the art creatively and in a manner whereby one's individual style and insights can find expression." A fine want of learning for the scholar – and for the warrior.

"Do you consider yourself a warrior?" I asked.

More and more. It means being ready to die on a moment's notice. And not worry about encumbrances, such as academic honors or worldly ambitions. I couldn't have survived, let alone done as well as I have in this job, without my martial arts practice. It's the kind of job that can grind you to a pulp. My predecessors had a hard time finishing their terms. It's a man-killing job. Two months after I became dean, I had to go to the hospital, suffering from stress. At that point, I said to myself, "Look, you are not going to let this happen to you." So I took control of my life. I was a chain pipe smoker, I threw all my pipes away. I began practicing more regularly. I began treating my job in an Aikido way. I realized that my whole life was *randori* [under attack simultaneously by several people], so I handled it like *randori*. I stayed centered and calm under pressure. I kept my integrity. I remembered that, for both Plato and Aristotle, the list of most important virtues starts with courage and ends with philosophic wisdom, with prudence and justice in between. I guess you could say that, as best I could, I've lived as a warrior. And it has worked for me.

Green Berets, members of the US Army Special Forces, had volunteered for an experimental six-month course in advanced mind-body training. Most of them had gone through Army Ranger training. The experimental training program, designed to add a psychophysical component to an already rigorous schedule of military training, included daily Aikido training aimed at integrating the physical and the mental.

The men ranged in age from twenty-two to forty-one, and in rank from buck sergeant to captain. But age and rank held little significance as they knelt at the edge of the mat. As the men paired off and took turns attacking each other, I moved from one to the other, making suggestions, providing individual demonstrations. It was quickly apparent that these elite troopers were expert learners. The peacetime military is primarily a gigantic educational institution and most military men today spend most of their time learning new skills and honing those they already know. I could spot a certain amount of kidding around, and anything that wasn't fully understood was quickly challenged. But these were students any teacher would love to teach. They were fiercely attentive. They worked hard. They were willing to try anything. They were exceptionally eager to master each technique.

At the same time, these soldiers exhibited a sense of courtesy and respect in their relationship with me that seemed neither forced nor pro forma. And, though I knew they were superb fighting men, I saw in them none of the gratuitous brutality that marks the cinematic version of the Special Forces trooper. Those few who

do show those marks should start carrying their “ruck.” The ruck, or rucksack, is the symbolic and literal mark of the real Green Beret. Unless you’ve paid your dues by humping a hundred or so kilometers with eighty or ninety pounds in your ruck, you’re just a Hollywood warrior.

Self-mastery, according to the Special Forces men, is a warrior’s central mostly action. He is always practicing, always seeking to hone his skills, so as to become the best possible instrument for accomplishing his mission. The warrior takes calculated risks and tests himself—a religion, a cause. He does not worship violence but is at home with it. He is human, not a robot. He may snivel (their word for complain), but he is not a victim. One top sergeant, who had been in Vietnam, said, “We’re all acolyte warriors until we’ve been tested in combat.” But others felt that the warrior could exist even outside of the military.

What most struck me was the importance these elite soldiers placed on service and protection. Again and again this subject came up in our conversations, not only as a warrior ideal, but also as a compelling justification for their way of life itself. “These guys,” Heckler said to me in a crowded restaurant, “genuinely feel they’re protecting everybody in this room.”

And what about war itself? In his seminal book *The Warriors* philosopher J. Glenn Gray, a World War II combat veteran, writes, “No human power could atone for the injustice, suffering, and degradation of spirit of a single day of warfare.” At the same time, he reminds us of war’s terrible and enduring appeal: the opportunity to yield to destructive impulses, to sacrifice for others, to live vividly in the moment. The appeal of war is not a popular subject, but until we deal with it openly and undogmatically we may never find a warrior’s path toward peace.

I’ve come to believe that Gray is right. The problem is not that war is so often vivid, but that peace is so often drab. But the end of war—can we imagine it?—might require something more fundamental: the creation of a peace that is not only just, but also vivid. The work of creating a more vivid peace must address the problem of our spiritual emptiness and inner hunger. It might well require that we relinquish some of our currently fashionable cynicism and give more energy, as Gray suggests, to values that could be called moral and spiritual. But there’s something else: We need passion. We need challenge and risk. We need to be pushed to our limits. And I believe this is just what happens when we accept a warrior’s code, when we try to live each moment as a warrior, whether in education, job, marriage, child rearing, or recreation. The truth is that we don’t have to go to combat to go to war. Life is fired at us like a bullet, and there is no escaping it short of death. All escape attempts—drugs, aimless travel, the distractions of the media, empty material pursuits—are sure to fall in the long run, as more and more of us are beginning to learn.

## AMELIA EARHART

Perhaps no name is as symbolic of aerospace achievement as Amelia Earhart. When you say female aviator, the first name that comes to mind is Amelia Earhart! Born in Atchison, Kansas, July 24, 1898, she attended Hyde Park High School in Chicago, Ogontz School for Girls in Rydal, Pa., and Columbia University in New York to prepare her for a career in Medicine and Social Science. She served during World War I as a military nurse in Canada where she developed an interest in flying. She pursued this interest in California, receiving her pilot's license in 1922. Though she continued her association with aviation by entering numerous flying meets, she spent several years as a teacher and social worker at Dennison House, in Boston.

Amelia Earhart gained considerable fame June 17-18, 1928, as the first woman to cross the Atlantic by air. She felt this fame somewhat unjustified as she had only been a "passenger" on a Fokker trimotor piloted by Wilman Stutz and Louis Gordon from Trepassy Bay, Newfoundland, to Burry Port, Wales. In 1929 Earhart co-founded the "ninety-nines," an international organization of women pilots, which continues today to promote opportunities for women in aviation, and served from 1930 to 1932 as its first president.

Amelia Earhart was one of the first women in aviation to juggle a public and a private life. Her 1931 marriage to publisher George Putnam did not prevent her from setting an autogiro altitude record. The following year she reaccomplished the Atlantic flight which brought her fame, this time as the solo pilot flying from Harbour Grace, Newfoundland, to Londonderry, Ireland, a first for a woman. At a time when women were extremely rare in technical and scientific areas, Amelia Earhart distinguished herself by setting records which bettered men's records as well as women's.

She became active in the movement that encouraged the development of commercial aviation. Amelia Earhart took an active role in efforts to open the field of aviation to women and end male dominance in this exiting new field. She served as an officer of the Luddington Line, which provided one of the first regular passenger services between New York and Washington, D.C. In January 1935 she outdid her Atlantic solo by making a solo flight from Hawaii to California, a much longer distance than the Canada-England flight. She became the first pilot to successfully fly that route. Her numerous accomplishments earned her the Distinguished Flying Cross, the first woman so designated by the United States Congress.

Always pushing the envelope, Amelia Earhart set out in June 1937 to circumnavigate the world. Accompanied by Fred Noonan, her navigator, Amelia Earhart flew her twin engine Lockheed Electra into one of the greatest unsolved mysteries of this century. On the most difficult leg of the trip, Earhart and Noonan vanished near Howland Island in the Pacific. Intense searching by both American and Japanese forces found do trace of Amelia Earhart, Fred Noonan, or their plane and fueled speculation as to the real reason for such a dangerous flight. Many argued that the flight was a reconnaissance flight to gather data on Japan prior to the United States entry into World War II. Many others, especially in the aviation community, held fast that Amelia Earhart was driven by her passion for flying.

Though few facts are known about the July 2, 1937 disappearance in the central Pacific near the International Date Line, one thing is certain: Amelia Earhart had make a unique and timeless contributions to aviation and to women in aviation which will go unparalleled for decades to come.



**AMELIA EARHART** was the first female aviator to cross the Atlantic.