Wright Brothers Ribbon

CHAPTER 3
WRIGHT BROTHERS ACHIEVEMENT

Cadet Sergeant

Chapter Goals	Recognize	Understand	Master
Introduction			
Duties and Responsibilities			X
More about Followership			X
The Role of the NCO			X
Standards		X	
Communication			X
Demonstration-Performance Teaching Technique		X	
Drill and Ceremonies			X

RECOGNIZE: **Recall *with* some help. You will be tested on *some* of this material.**
UNDERSTAND: **Recall *without* help. You will be tested on *all* of this material.**
MASTER: **Understand and use at all times.**

INTRODUCTION

Congratulations! Your hard work and study are showing results! In the last chapter you learned the basics of customs and courtesies, flags, CAP uniforms, communications and followership. When you complete this achievement, you will become a cadet noncommissioned officer (NCO). In CAP, cadet NCO grades are a transition to cadet officer grades and the transition begins here! The information in this and later chapters will be more detailed than before. This achievement takes you from followership to leadership. You will learn the role of an NCO and how to act as a cadet supervisor. You will study the basics of standards and communication. You will keep studying drill and ceremonies and learn the ideas behind the demonstration performance method of teaching drill.

Fig 3-1 Wright Brothers

DUTIES AND RESPONSIBILITIES

At this point in the cadet program, you may be appointed as an element leader. As such, your duties and responsibilities are to teach your element basic drill movements, relay information to them, and position them within the flight. As an element leader you have an increased scope of supervisory responsibility. You are responsible *for* the members of your element and also to work *with* and *through* your assistants. You will ensure your cadets are scheduled for their achievement and physical fitness tests and do their moral leadership requirements on time. Let your assistant element leader help with

LIST THE DUTIES AND RESPONSIBILITIES OF AN ELEMENT LEADER.

some of these duties. You must use discretion, though, because your assistant may be new in the position.

MORE ABOUT FOLLOWERSHIP

As a follower, you have learned you have certain responsibilities. You have responsibilities to the unit, other cadets, yourself and your cadet supervisor. If you can objectively look at the skills you need to do your job, you can see what you are good at and what you need to improve. Training and development will sharpen the skills you need.

The leadership traits of loyalty, integrity and self discipline that are essential to followership will be the basis for your growth into leadership. There is no substitute for loyalty. You must be loyal to the betterment of your unit. It means putting your unit ahead of your own needs, and the needs of others equal to your own. Loyalty goes hand in hand with integrity. So, integrity is more than honesty and is required of anyone who wears a uniform representing our country.

Self-discipline makes all the others work together. Self disciplined individuals follow rules, standards, and regulations and place the good of the unit above themselves. They support the leader even if they disagree. Good followers are dynamic and take some risks when they do their work. So understand what the job requires and what your leader expects before you take action.

There are three overlapping parts to followership: the job, the leader-follower relationship and your responsibility to yourself.

Name several people you follow. List reasons why you follow them. How are the lists similar? How are they different?

Try to develop in yourself those leadership traits that you desire in others.

The three major leadership traits essential to followship are:

_____

_____

_____

LOYALTY to build teamwork

INTEGRITY to preserve yourself within the larger unit.

SELF-DISCIPLINE to function as a team member, not a "prima donna."

The Job

Know what the job is. Know exactly what your leader expects. Seek out your leader and start discussing what is needed and what you can do to meet those needs. It is one of the first and most important responsibilities (and opportunities) of followers.

Know how to do the job. Your value as a unit member depends on whether you know how to do your assigned tasks. It is up to you to make sure you have the knowledge to do the job correctly. If you do not, you will waste your time and the unit's resources.

Do the job. The results your leader expects from your cadets is a job well done. You will succeed, earn rewards, get praise, and be promoted based primarily on how well you do your immediate duties.

DEFINE AND DISCUSS THE THREE COMPONENTS OF FOLLOWERSHIP.

Communication is the key to learning the job. Are there <u>checklists</u> for the job? Are there historical files you can follow?

Do not forget to document your successes and failures for your successors. This should also contain a critique of the job so you can learn from the job.

Leader-follower Relationship

One critical factor for success in any job is how well you get along with your leader. Since this is so important for future growth and success, go to extra lengths to make the relationship good. Here are two things you can do:

Question. Follow your orders, but do not be afraid to question them when you think they might change the outcome your leader expected. When you do this, you can become a trusted advisor to your leader. People at all levels will make mistakes occasionally. You should be alert to ways they can rescue your leader from mistakes of "commission and omission." Good leaders do not like subservience and do not trust "yes" people. The role of *loyal opposition* or *devil's*

advocate can be helpful, but use it *after* you and your cadet supervisor trust each other.

Inform. Everyone has some level of accountability. You report to your leader because your leader has to report to his or her leader. Both need your information to complete the task and your leader can account for your actions. Through delegation, leaders give followers jobs. Thus followers are accountable to their leaders. It is your duty to give, and your leader's right to request an accounting. Leaders must be informed because they are also followers, and their leaders also need to know what is going on. By being accurate and reliable, you earn trust.

Plan a real or simulated activity. Create checklists and sample forms, if appropriate. Discuss the process.

Be tactful! The way you phrase your questions and the body language you use should not interfere with the reason for your question.

Information should go up and down the chain of command. The cadet commander still needs some level of detail on individual actions.

Responsibility

Dynamic followers do not wait. Take responsibility for your own professional growth. The one thing you have that no one can take away is your expertise, your professionalism. Do not wait for someone to give you direction; you may be overlooked. Boldly, but politely, ask for it!

Wise followers learn. Grow, look for chances to become independent as a professional. Do not say, "That isn't my job." Take every chance to experience something new and learn from it.

Be Responsible for Yourself. Perhaps your greatest challenge is managing yourself to be productive in your job and with people. Self management means controlling both your emotions and your behavior so you are not reacting to every little thing around you.

Be aware of how you act and what feelings you trigger in others. Do you make others angry, hateful, frustrated, afraid, insecure, or distrustful? Become aware of the impact of your own behavior. Do not act in ways that set in motion destructive and inappropriate behavior in others.

When learning to be a leader, you will come across many leadership courses like this one. They emphasize specific characteristics, traits, and qualities associated with effective followers. This is because effective leaders remember when they were followers. More importantly, they understand that being elevated to leadership positions does not relieve anyone of their followership role.

Showing you can do a job is more effective than saying you can.

Volunteer—but remember your limits and experience level. Ask for increasingly more difficult tasks, but explain that you may need some help or guidance along the way.

THE ROLE OF THE NCO

DEFINE THE SUPPORT CHANNEL AND DISCUSS ITS RELATION TO THE CHAIN OF COMMAND.

The role of the noncommissioned officer is to make the chain of command work. As you recall, the *chain of command* is **the succession of commanding officers through which command is exercised.** There is only one chain of command in Civil Air Patrol, but it is paralleled and reinforced by the *NCO support channel.* Both are channels of communication used to transmit information. Neither is a one way street; nor are the two entirely separate. For the chain of command to work, the NCO support channel must also work.

The support channel consists of the cadet first sergeant, cadet flight sergeants and each element leader. They pass information among themselves and propose solutions for routine, but important, actions. This leaves the cadet commander free to plan, make decisions, and program future training and operations. Although the first

sergeant is not in the chain of command, this person should know what orders are being issued through it. Knowing what the commander wants allows the first sergeant to anticipate minor problems and solve them. The opposite is also true; the cadet commander will discover the impact of the orders, and change them based on what the first sergeant learns by dealing with the details of each order.

An important aspect of the support channel is the "staff meeting" (see Chapter 7) of all cadet flight sergeants and element leaders. This is a way of keeping the support channel informed about what the first sergeant learns from the cadet commander. The support channel is a formal, directive based channel. Its directives are made by the first sergeant based on input from the flight sergeants and element leaders. However, the directives must be coordinated with the appropriate cadet officer to prevent duplication or contradiction.

First Sergeant. The first sergeant is the most reliable position with the highest leadership qualities of any NCO in the cadet structure. The first sergeant oversees routine activities such as inspections, training, attendance, and cadet progress. The first sergeant also counsels and guides on typical questions about the CAP cadet program and on unit procedures.

Flight Sergeant. The flight sergeant is a key person in the unit. It is normal for a flight sergeant to act as flight commander when the flight commander is absent. When the flight commander is present, the flight sergeant acts as the key assistant and advisor to the flight commander. Tasks include conducting inspections, teaching how to wear the uniform, customs and courtesies, discipline, drill and gathering information from the element leaders.

Element Leader. The element leaders are responsible for knowing where the members of their elements are both when present or absent from unit activities. They also get information on their people's needs and correct them on personal appearance. NCO's must learn about the needs of their people. In CAP terms, the questions they ask are these:

- What can each cadet do?
- What parts of the next achievement have each cadet completed?
- Do cadets need tutoring?
- Have they done their mile run?
- Do they have a ride to the next activity/meeting?

An NCO is specifically interested in the cadets' progress toward their next achievement and finding out if they have problems. You need to develop a method of planning activities that will help cadets progress. The variation of CAPVA 176 on the following page is a management tool for planning and record keeping. You can use it to plan or record aerospace testing or physical fitness activities. It can serve as a roster, a record of individual accomplishments and as a way to determine your cadets' training needs.

Your challenge as an NCO is to get and interpret the information. As you review the information, you may realize that a cadet has not

Remember how critiquing your plans was important to planning the next activity? Since officers are responsible for the big picture, information from the "line managers" or supervisors (the NCO's) is needed on how the activity actually worked.

Look at the diagram on the next page. Is the aid a checklist? Defend your answers. How would you use the information?

Discuss the purpose of the staff meeting. Do you think theirs are useful? How would you like to change them?

Discuss how the support channel compares with the chain of command. How are they alike? How are they different?

Remember, you personally do not have to know the answers, but you must know where to find them—whether from a person or a file. You are responsible for obtaining the answers and passing along the answers.

UNIT:	DATES (ADD TIME FOR PFT AS WELL)							ATTENDANCE MO: MO:									DATE:
CADET NAME MEMBERSHIP DATE	GRD	ACHV. PREP.	LMD TEST	AERO SPACE	PFT TIME	MORAL LDA	LAST PROM										REMARKS

ACHV. PREP. REFERS TO COMPLETING THE END OF ACHIEVEMENT TEST PREPARATION EXERCISES

LMD • LEADERSHIP-MANAGEMENT DEVELOPMENT

LDA • LEADERSHIP DEVELOPMENT ACTIVITY

PFT • PHYSICAL FITNESS TEST

NEXT POSSIBLE PROMOTION DATE

taken an achievement test in more than two months. Perhaps another cadet cannot complete the mile run. You need to gather specific information from your cadets before deciding what to do. It may include tutoring, scheduling more training, one on one drill work, etc. Discuss special circumstances or conditions and what you are doing about it with your cadet supervisor.

Good follow-through is important in planning and leadership. It shows your genuine concern toward your people. As a leader, you are in a position to make an impact on the lives of every person under your command. Therefore, recognize what motivates them and what affects their day-to-day actions. If you show genuine sensitivity to their point of view, you will get their best effort. Be accessible so your cadets can get clear information and solve hard problems. Provide an avenue for them to communicate, such as through open door policies or trusted individuals serving as spokespersons. Once that channel is open, then listening becomes the key element to communication. The leader and follower listen to each other and adjust behavior or reinforce action as necessary.

Besides the open door policy, chain of command and support channel, most units also have *staff channels.* Essentially, the staff (covered in more detail in Chapter 8) provides the commander with the information needed to carry out decisions. The staff exercises no command over subordinate units.

From this data, you can see who is progressing, who is floundering and who needs tutoring. You can also predict future promotions.

Note how the element leader's Pocket Attendance Plan CAPVA 201 and CAPVA 176 tie together.

POCKET PLANNER DATA RECORD

UNIT: BRAVO FLT MONTH: SEP

DATES → / NAMES	7	14	21	24	28	
CASLER	⊗	⊗ T	⊗	ML	U	
EONTA	⊗	⊗ T	⊗	ML	U	
JOHNSON	C	⊗ T	⊗ U	ML		
KELLY	⊗	⊗	⊗	ML	T	
LAWRENSON	⊗ U	⊗ T	⊗	ML		
QUINN	⊗ R	⊗ U	X	ML	T	
REEVES	U	⊗ T	⊗	ML		
SHARP	⊗	⊗ U	⊗	ML	T	
TROSTMAN	⊗	⊗ U	S T	ML		

⊗ = PRESENT C = SCHOOL CONFLICT
X = EXCUSED R = NEEDS RIDE
S = SICK ML = MORAL LEADERSHIP
T = NEEDS TEST U = NEEDS UNIFORM

STANDARDS

A standard is a measure of what a thing should be, a benchmark, a yardstick. It is a rule or principle used in judgement. CAP requires disciplined, dedicated, and educated people who live and work by the highest personal and professional standards. The purpose of these standards is to provide specific guidance on conduct, performance, and discipline. These high standards are required from all members of CAP. You made a personal commitment to discipline when you joined CAP. This commitment is to live by CAP standards and to help other cadets do the same. This is an inherent responsibility of an NCO that cannot be delegated. NCO's are the people in the forefront; they enforce the rules and regulations; they get the job done. They also ensure that the mainstream of the enlisted force is functioning in a direction that leads to the successful accomplishment of the mission. As an NCO, your job is to set the example and live by the standards established by CAP. You are also charged to motivate people so that they willingly place their personal goals after the needs of CAP. In Chapter 6 we will briefly discuss standards of conduct and discipline as intangible elements that should and must exist within each of us as members of CAP.

You have already read about how and when to wear the uniform (and when not to) in Chapter 1. These are example of standards. Each unit establishes additional standards, for example: attendance, participation in its own activities, and goals to be met. It is often up to the NCO to enforce these standards through the proper use of discipline and corrective actions.

Staff channels relate to specific technical areas such as communications or public information where specific job information is needed.

DEFINE A STANDARD AND EXPLAIN ITS USEFULNESS.

Examples of a standard are the President's Fitness Test, Grooming, and Wear of the Uniform. These are standards you, as an NCO, must know, teach and uphold.

What is a standard? How does it come into being? How and why does it change? Why do we need standards? How and why are they enforced?

COMMUNICATION

In Chapter 2, you were introduced to the basics of communication. Now, you will learn about barriers to communication and how to improve communication.

Barriers to Communication

DEFINE THE BARRIERS TO COMMUNICATION AND DISCUSS WAYS TO OVERCOME THEM.

Communicating and the nature of language often lead to misunderstanding. These stem from a lack of a common core of experience, confusion between the symbol and the thing it represents, and misuse of abstractions.

No common core of experience. This is the greatest barrier because most people assume words transport meanings from speaker to listener like a truck transports goods from place to place. Words really do not act this way. The speaker and listener both need to have the same experiences before the words they use are understood by each other.

Confusion between the symbol and the thing being symbolized. Words do not transfer meanings at all, they are only symbols. It is how you interpret the word that gives it meaning. Your interpretation of the word is based on your experience. The meaning of the word is in our minds rather than in the word itself.

Like an inaccurate map, an inaccurate statement shows a relationship that does not exist. Just as a useful map accurately represents the territory with paper, useful language accurately represents the objects or ideas with words. Although it is obvious words and reality can be different, people sometimes forget this. Because of this, you must carefully distinguish between words and the objects or ideas they represent.

Misuse of abstractions. Abstract words are necessary because they sum up vast areas of experience. However, they sometimes inaccurately describe the specific experiences you intended. When you use abstract words, use examples and illustrations to show the specific experience you meant. Use as concrete and as specific words as possible. This will give you better control of what your audience pictures. For example, "CAP squadron" is abstract because two people, each from a different squadron, see different things. One squadron may have 15 seniors and meet on an Air Force base. Another may have five cadets and meet in a high school. The two squadrons are different although they are called a "CAP squadron."

List some words which have different meanings. Do any have opposite meanings? List some common phrases which might have different meanings to different age groups or different parts of the country. Sometimes meanings change over time. "Colonel" originally meant the leader of a "column" of troops, for example. Several "companies" led by "the head person," called a "captain," marched in a column in order to travel on roads to get to the battle field.

How to Improve Communication

Use words your audience and you experienced together, use concrete words, use words in their usual sense and define any words that may be misunderstood. As a reader or listener, you must analyze words in the context of the words surrounding it. As a listener, you also can ask questions on the spot.

Fact-Word Relationship. In social living we often use words that do not fit the facts. Words are simply forms of representation. They are intended to represent or correspond to anything that may exist, may be experienced, or be talked about. To be useful, our words must accurately represent the events you mean them to represent.

There are three facts about the words that influence our language usage. They are: complexity, change, and differences.

Facts of Complexity. Is there anything you know everything about? Your nervous system can never get all the details of anything, even something as simple as a lead pencil. The words in our language, "lead pencil" make you think you know all about pencils. But the words do not describe the details. What is there about the leads that give them different degrees of hardness (i.e., No. 2, No. 4, etc.)? What about the wood? The structure of the English language implies a finality that does not exist. What can we do to improve this basic language structure? To improve this basic structure, we must be conscious of the device "etc." (et cetera).

By using "etc.," either silently or orally, you sharpen your awareness that more could be said. If you are more conscious of abstracting and the use of the "etc.," your verbal maps will better represent the complexity of facts.

Fact of Change. Since you live in a changing world, keep checking your vocabulary to keep your verbal maps accurate. Our language is filled with words that suggest permanency. Consider the word "desk." Does it remind you of something that is changing or something that is static? Changes in the real world may make your vocabulary obsolete tomorrow. By dating your statements, you can help keep outdated knowledge from blocking new learning. Dates show change more clearly than language does. They constantly remind you no two times are identical. Not only are no two times alike, no two things are alike, either.

Fact of Differences. Language overuses similarities. Similarities are good; if all you saw were differences, each thing would be entirely different—entirely new. You could not tell how one thing is similar to another. Our language implies similarity, just as it implies permanency. For example, people speak of Air Force officers, airmen, politicians, college professors, labor leaders, races, and communists in a way that implies all members of each group are similar. If you need to, tell others how each is both similar and different. Using a mental numbered index (for example, 1, 2, etc.) could help. For example, by using Air Force officer #1, Air Force officer #2, Air Force officer #3, etc., you know each is alike enough to be called an Air Force officer, yet each is different from any other Air Force officer. Speaking or thinking in terms of a numbered index gives an immediate sense of the facts—that the people of any group are similar *and* different from each other.

Two Valued Terms. You often hear terms that imply only two values, such as what is not good must be bad, or what is not bad must be good. You have been taught it is "only fair" to consider both sides of every question, but does every situation have only two opposite sides? Does every question have only one right answer, or more than one? You live in a complicated world that requires careful mapping.

Although two valued terms are useful, they over simplify and hide the possibility of alternatives. When you call someone "wrong," for example, you forget you are imposing your own personal standards as well as your own personal opinion of the other person. Remember what you express can be an inference rather than a description, or personal judgment rather than a fact. Be aware that

Remember to be brief and to the point. Simply put, state it simply.

Remember, we learned in Chapter 2 to know your audience.

Would you present the same topic, such as recruiting or Civil Air Patrol, to two different types of groups, such as parents or classmates.

Keep your words simple.

Too many irrelevant details can detract from your main point.

Words like "RAP" have changed meaning over the years. Make sure you understand the current meaning.

Discuss the number of facts needed to describe a situation. Can you have too many facts? Maybe we should discuss RELEVANT facts!

Determine how many similar points make two items alike:

CADET 1	CADET 2
brown hair	blonde hair
blue eyes	blue eyes
5 ft. 6 in. tall	5 ft. 6 in. tall
weighs 125 lbs	weighs 125 lbs
15 years old	15 years old
cadet staff sgt.	cadet staff sgt.
in 10th grade	in 10th grade
male	female

When could these two cadets be grouped and referred to as similar? Under what circumstances would you have to differentiate?

most things come in shades of gray rather than black and white. There may be several right answers to a problem, some answers more desirable than others, rather than one being right and the others wrong.

Select a controvertial object. Have the group rate it as good or bad. Ask them to explain WHY they thought it was good or bad. Are their opinions divided?

DEMONSTRATION-PERFORMANCE TEACHING TECHNIQUE

As an NCO, you will teach drill often. The demonstration performance technique uses a sequence of steps to show a procedure, technique, or operation. Although it is not the only way to teach drill, with this method you will get fast feedback to see if your cadets understand your words and demonstration. This is the step by step procedure as applied to drill:

EXPLAIN THE STEPS IN THE DEMONSTRATION-PERFORMANCE METHOD.

EXPLAIN a drill movement that is unfamiliar to a cadet, then ask that cadet to demonstrate it. How did the cadet do? Next, DEMONSTRATE another drill movement that is also unfamiliar to the cadet, then ask the cadet to execute this movement. How did the cadet do? Now, EXPLAIN AND DEMONSTRATE a third drill movement that is also unfamiliar to the cadet, then ask the cadet to execute this movement. How did the cadet do? Which of the three methods did the cadet find easiest to use in learning the new drill movements? Why?

- State the name of the movement to be executed and explain its purpose.
- Give the command to be used and identify its parts, the preparatory command and the command of execution.
- Show the movement to the formation using the proper cadence and commands. Also show procedures for each unit if such procedures vary.
- State what drill position you must be in before starting the movement. For example, the requirement for Forward, MARCH is to be at attention. You cannot march forward *directly* from the position of Parade REST.
- Explain and show the movement slowly in detail.
- Ask questions on the movement, then show it again as in the third step above.
- Instruct the formation on how they will do the movement (as an individual, flight, element, by the numbers, etc.) Have the formation perform; make-on-the-spot corrections.
- Critique the performance of the movement and review important areas before going to the next movement.

Remember how words can be abstract. Demonstration cuts through the word-meaning barrier. Why does this happen? When we use as many of our five senses as possible when learning something, we learn it faster and better.

DRILL AND CEREMONIES

This section is a continuation of the flight drill you learned in Chapter 2. You will now learn the following movements:

- Front and Center
- Return to Ranks
- Stand Fast
- Change Interval While in Column
- Form a Single File and Rejoin
- Column of Twos and Fours
- Form a Column of Twos from a Single File

STATE AND EXPLAIN

DEMONSTRATE

BEGINNING POSITION

PROPER CADENCE

EXPLAIN AND SHOW THE MOVEMENT SLOWLY IN DETAIL

ASK QUESTIONS

INSTRUCT

CRITIQUE

ACHIEVEMENT SUMMARY EXERCISE

1. What are the 3 overlapping components of followership? _____ , _____ and _____ .
2. What traits are common to followership and leadership? _____ _____ _____ .
3. What is a "chain of comand?" _____ .
4. How many chains of command are there? _____ .
5. Who makes up the NCO support channel? _____ .
6. The purpose of the NCO support channel is to _____ .
7. NCOs must learn about the needs of their people. (T or F)
8. Why does CAP have standards? _____ .
9. Name the 3 barriers to communication. _____, _____ and _____.
10. What are the 3 facts about words that influence our language usage? _____ , _____ and _____.
11. Why are two-valued terms misleading? _____ _____ .

12. Why is the demonstration-performance teaching technique so effective when teaching drill?

_____ .

13. Use the 8 steps in the demonstration performance technique to teach someone how to do an about-face. Rate yourself on your subject's success.

14. Cadet Sharp never drilled with more than 5 cadets any time. While at a Type A encampment it became evident Lee would need extra practice and was assigned two cadets as tutors. Lee must improve quickly to be accepted by the rest of the flight, which means the entire flight must do extra drill.

a. Should Cadet Sharp expect ridicule from the cadets because of the extra drill?

b. How would you plan the extra practice?

c. Would you put Lee in command of the flight during some of the extra practice sessions?

d. Will this encampment be much fun for Cadet Sharp?

e. Like the Wright brothers, certain things do not come easy to Lee. What quality did they have that Lee could use?

ANSWERS:

1. The job, leader-follower relationship, your responsibility to yourself.

2. Loyalty, integrity, self-discipline.

3. The succession of commanding officers through which command is experienced.

4. Only one.

5. Cadet First Sergeant, Cadet Flight Sergeant and cadet element leaders.

6. Collect and compare information on the cadet unit, identify problems and alternate solutions, pass this information up the chain of command to the cadet squadron commander.

7. True.

8. To provide specific guidelines on conduct, performance and discipline.

9. a. No common core of experience.

b. Confusion between symbols and the thing being symbolized.

c. Misuse of abstractions.

10. Factors of complexity, change and difference.

11. They over-simplify and hide possible alternative meanings.

12. As the instructor, you get fast feedback.

13. Hint: Count up the basic parts to the movement. How many tries does it take the cadet to do it correctly three times in a row. The maximum is 15 points.

14. a. Ridicule and teasing are natural but not acceptable. Lee must ignore it, if it comes and concentrate on progress. This is not easy to do but perseverence will be the key to Lee's success.

b. Use some of the free time in the evening for extra drill. Also, throw in extra commands while marching to classes, the dining hall, and other places.

c. Yes. Leading a flight gives an extra outlook on drill, builds confidence and improves your ability to think on your feet. Let Lee lead the flight going to and from various functions.

d. Probably not at first. However, if Lee does catch up, then it will prove to be a lot of fun! Success usually is!

SPECIAL READINGS

ARE YOU A BOSS OR A LEADER?

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A boss creates fear.
A leader creates confidence.

Bossism breeds resentment.
Leadership breeds enthusiasm.

A boss says "I."
A leader says "WE."

A boss fixes blame.
A leader fixes mistakes.

A boss knows how.
A leader shows how.

Bossism makes work drudgery.
Leadership makes work interesting.

A boss relies on authority.
A leader relies on cooperation.

A boss drives.
A leader leads.

THE NONCOMMISSIONED OFFICER

No one is more professional than I. I am a noncommissioned officer, a leader of people. I am proud of the noncommissioned officer corps and will at all times conduct myself so as to bring credit upon it. I will not use my grade or position to attain profit or safety.

Competence is my watchword. I will strive to remain tactically and technically proficient. I will always be aware of my role as a noncommissioned officer; I will fulfill my responsibilities and display professionalism at all times. I will strive to know my subordinates and use their skills to the maximum degree possible. I will always place their needs above my own and will communicate with my superiors and my people and never leave them uninformed.

I will exert every effort and risk any ridicule to successfully accomplish my assigned duties. I will not look at a person and see any race, color, religion, sex, age, or national origin, for I will see only the person; nor will I ever show prejudice or bias. I will lead by example and will resort to disciplinary action only when necessary. I will carry out orders to the best of my ability and will always obey the decisions of my superiors.

I will give all officers my maximum support to ensure mission accomplishment. I will earn their respect, obey their orders, and establish a high degree of integrity with them. I will exercise initiative in the absence of orders and will make decisive and accurate decisions. I will not compromise my integrity nor my moral courage. I will not forget that I am a professional. I am a leader—I am a noncommissioned officer.

TENETS OF LEADERSHIP

by

Gen Robert D. Russ

(from Air War College, Resident and Associate Studies Section C, Atch 3)

We spend a lot of time and effort in the Air Force to ensure we pick the right people for leadership positions. We treat them special—and we should—and we try to give them the tools to do a good job. But inherent in any successful leader are the "must haves" of *Integrity, Discipline, Dedication, and Sensitivity.*

Integrity is a must! It's the most important quality a leader can have. Simply stated, integrity is being honest—honest with your people, your superiors, and yourself. There is a very predictable phenomenon that occurs without honesty—that is, dishonesty breeds dishonesty. Good leaders nurture the climate that fosters integrity at all levels. They don't "shoot the messenger" when presented with bad news. They accept bad news gracefully. No one likes bad news, but those in charge cannot expect their people to bring the kinds of news needed to solve problems if they don't control their emotions and provide the proper environment to rationally resolve the crisis. Likewise, good leaders do not cover up the small things to their boss. If they do, their people will see it and accept it as the way of doing business. Remember, the boss needs a great deal of information, so give it to him—honestly. It's equally important to be honest with yourself and do what you think is right. No one is expected to be perfect, but good leaders recognize their mistakes and earnestly try to correct them. If they don't, they are sending the wrong signal.

The second tenet is *discipline*—personal and unit discipline. People look to their leaders to set high standards in public and private. Moderation and self-control are keys to personal discipline—strive for a proper balance. Units must have high standards as well, but they have to be realistic, attainable, and sustainable. *When the standards have been defined, they must be met by everyone, including the leader.* Any individual who chooses to test the system by pressing the limits must be corrected. Believe it or not, they expect it—and so do their contemporaries, who are assessing the leader's every reaction.

The third tenet is *dedication.* Being a leader at any level is a great responsibility and a calling. It's useful to remember worthwhile things come from hard work and careful planning. The great leaders always work toward the organization's shared goals rather than simply for promotion or self-glory. An important part of dedication is loyalty. *A successful system runs on loyalty, both up and down the organization.* Being loyal to the boss doesn't mean blindly accepting everything he or she says—good leaders expect you to question ideas you don't agree with. They also expect you to support decisions after all the inputs have been weighed. Being loyal down the organization doesn't mean blind loyalty to people who will be, or are, detrimental to the organization. If 95 percent of the people do the right thing and 5 percent don't, you don't have to be loyal to those 5 percent. They're not the ones who deserve your loyalty. The 95 percent deserve your loyalty. Be aware of over-protecting people—when they're right, support them all the way. But when they're clearly wrong, it serves no purpose to "fall on your sword" under the pretext of loyalty.

Finally, good leaders are *sensitive* and sincerely care about their people. It has been said that "no man stands so straight as when he stoops to help someone." Leaders are in a position to impact the lives of every man and woman under their command and, therefore, must recognize what motivates people. *Quality treatment begets quality performance.* Being sensitive also means being approachable by providing a clear channel to get the straight word. Whether it's a recognized and used "open door" policy or trusted individuals who act as spokespersons, people must have an avenue to provide the information a leader needs to make the organization a success. Once a successful channel has been opened, a good leader *listens!*

These four tenets—*integrity, discipline, dedication, and sensitivity* form the foundation for a good leader. From these the leader instills pride in the organization, and with them the system will perpetuate itself with a genuine eagerness to work for the benefit of all.

WILBUR AND ORVILLE WRIGHT

From Asimov's Biographical Encyclopedia of Science and Technology, Isaac Asimov, Doubleday and Company, Inc., Garden City, New York, 1964

Born in 1871 Orville and his older brother, Wilbur (born in 1867) were sons of a minister and lived the most proper lives imaginable. They neither smoked, drank, nor married and always wore conventional business suits even when tinkering in a machine shop. Neither had more than part of a high school education, so they were quite in the tradition of the American inventive tinkerers who used instinct, intuition, and endless intelligent effort to make new theory—after the fashion of the greatest non-college educated intuitive genius of them all, Edison.

Orville Wright was a champion bicyclist and so the brothers went into the bicycle repair business, which gave full vent to their mechanical aptitude. Another hobby was gliding, which, in the last decade of the nineteenth century, had become a most daring, yet, practical sport thanks to Lilienthal. The Wright brothers followed Lilienthal's career, read his publications and those of Langley and felt the stirring hope of manned flight grow. It was Lilienthal's death in 1869 that inspired them to begin their own experimentation, for they thought they could correct the errors that had led the German to his end.

The Wright brothers combined their two hobbies by making every effort to equip a bicycle with wings and place an internal-combustion engine aboard to turn a propeller. They made shrewd corrections in design and invented ailerons, the movable wing tips that enable a pilot to control his plane. That served as their original patent. In addition, they built a crude wind tunnel to test their models; they designed new engines of unprecedented lightness for the power they could deliver; they produced engines, in fact, that weighed only seven pounds per horsepower delivered. The Wrights' feat in achieving this was an important step in making powered air-flight possible. Their entire eight-year program of research cost them about $1,000.

On December 17, 1903, at Kitty Hawk, North Carolina, Orville made the first airplane flight in history-a powered flight as opposed to mere gliding. He remained in the air for almost a minute and covered 850 feet. There were only five witnesses and this first flight was met with absolute lack of interest on the part of the newspapers. In fact, as late as 1905, the *Scientific American* magazine mentioned the flight only to suggest it was a hoax. In that same year, however, the wrights made a half-hour, 24-mile flight.

Orville lived to see airplanes drop atomic bombs on Hiroshima and Nagasaki. His brother Wilbur died of typhoid fever in 1912. Orville died in 1948 and was elected to the Hall of Fame for Great Americans in 1965. Wilbur had been elected to the Hall of Fame for Great Americans in 1955.

ACHIEVEMENT CHART

PROGRAM REQUIREMENTS AND DATES COMPLETED

Physical Fitness Mile Run in under 10 minutes for males and 12:24 for females._____

Moral Leadership participation in at least half of unit moral leadership meetings during this achievement._____

Attendance & Active Participation in unit activities (including payment of Unit and National dues)._____

Aerospace Education closed book test score of 70 percent or more correct._____

Leadership Laboratory closed book test score of 70 percent or more correct._____