

CHAPTER 8

EFFECTIVE COMMUNICATION**THE LEADER WHO SPEAKS AND WRITES WELL** is an effective leader.

When an individual shows good communication skills, others look favorably upon that person's intelligence, persuasiveness, and self-confidence. The effects of good communication skills happen to be some of the same attributes people admire in leaders. Leaders who understand that fact and continually develop an ability to speak and write effectively will make their voices heard over the din of so many others whose ideas command no attention.

CHAPTER GOALS

1. Develop an awareness of the importance of effective communication
2. Understand how to write an essay
3. Understand how to prepare and present a speech
4. Appreciate how communication skills can affect your career and life

COMMUNICATION FUNDAMENTALS

OBJECTIVE:

1. Name three purposes of communication.

You can thrive, whether writing or speaking, if you understand several foundations of successful communication. These include your purpose, knowledge of your audience, and your organization.

KNOW YOUR PURPOSE

Every speech or essay should have a specific purpose, an exact statement of what you want your audience to understand, do, or believe. In other words, why are you writing or speaking? Do you want to entertain your audience, to inform it of something you feel should be known or understood better, such as the benefits of glider flying, or to persuade audience members to change their viewpoint on how they feel about home schooling, abortion, or the success or failure of American war planning?

If you are speaking about the benefits of glider flying, for instance, your speech could start with a statement like, “Today I would like to share with you my experiences at the recent glider academy and why I feel every cadet should learn to fly gliders in addition, of course, to powered aircraft.”

Your purpose could be a combination of entertaining, informing, and persuading, but most often in CAP you will be informing or teaching. Especially as a cadet NCO, you may find yourself teaching younger members about drill and ceremonies and other CAP traditions. As a flight sergeant or first sergeant, you might speak to younger cadets formally or informally on the importance of living the Core Values. If so, your purpose is to ensure that your communication *teaches* the Core Values to your cadets.

CHAPTER OUTLINE

In this chapter you will learn about:

- Communication Fundamentals
 - Know Your Purpose
 - Know Your Audience
 - Organize Your Ideas
 - Follow Basic Communication Principles
- Writing Excellent Essays
 - The Goal of Writing
 - Brainstorming
 - Making an Argument
 - Topic Sentences
 - The Opening Paragraph
 - Transitions in Body Paragraphs
 - Anticipating & Refuting Objections
 - The Conclusion
- Using Writing to Recommend Change
 - The Staff Study
 - Email & Professionalism
- Public Speaking
 - Common Speaking Methods
 - Outlining a Speech
 - Signposts
 - The Conclusion
- Communicating for Your Career & Life
 - The Résumé
 - Job Interviews
 - Social Media

KNOW YOUR AUDIENCE

OBJECTIVES:

2. Define “audience.”
3. Explain the importance of knowing your audience.

But equally important to your purpose is an awareness of *your audience* – *that is, those to whom you will speak or write*. Knowledge of your purpose and audience go hand in hand. It is your audience you will teach, or instruct, or entertain. Moreover, writers have catered to their audiences for thousands of years. Your respect for your audience carries on traditions of writers like Horace, born in 65 B.C., who believed the writer should delight his audience, teach it, or do both.¹



Consider this. You’ve got a 9 a.m. Saturday presentation to the model rocketry club. You are so excited to share your love of the hobby with your peers. To prepare, you create an excellent slideshow on basic model rocketry. It’s sure to be a hit. But when you get to the meeting and begin to speak, your audience is bored stiff; all are advanced model rocketry students who already know everything you are teaching. They needed advanced concepts to stretch their minds further; instead they ended up feeling shrunk. Your slideshow was great, but it was built for a less experienced group of students. You should have analyzed your audience’s needs better.

Triple-threat

A speech can entertain, inform and/or persuade.

ORGANIZE YOUR IDEAS

OBJECTIVE:

4. Define “outline” and explain its importance.

First, you have to know why you are writing and speaking and to whom you are communicating. Next, whether writing or speaking, your organization is critical. *Organization refers to the way you put something together*. For instance, if you are building a model airplane, are you going to paint it, then assemble the pieces, or the reverse? The success of your finished product depends on decisions you make regarding assembly, or how you will put your communication together.

Creating an outline – a diagram that shows how your communication will be organized – is a great way to start. For instance, if you are writing an essay about CAP’s Core Values, then your outline could show each value.

FOCUS PRINCIPLES for WRITING & SPEAKING:

Focused

Address the issue, the whole issue and nothing but the issue.

Organized

Systematically present your information and ideas.

Clear

Communicate with clarity and make each word count.

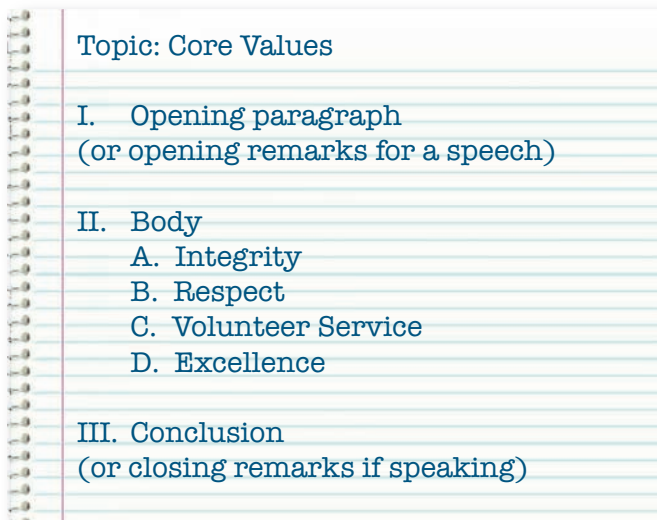
Understanding

Understanding your audience and its expectations.

Supported

Use logic and support to make your point.

For instance, your outline may look like this:



A misconception for those new to writing and speaking may be that the outline is difficult. Actually, it doesn't have to be. ***The outline helps you to organize what you will write or say. It also helps you ensure that you don't omit vital information from your presentation and therefore helps ensure that your content leads to fulfillment of your purpose.*** Once you begin writing or preparing a speech, you can literally use your outline as a checklist, crossing off items after you've included them in your essay or speech.

If you were presenting a speech about Civil Air Patrol's missions, the body could break quite easily into three paragraphs that cover Cadet Programs, Aerospace Education and Emergency Services. Other speeches or essays may be more complex – focusing on aspects of a single CAP mission, for example – but the general idea is to use the outline to organize your communication.

However you communicate – whether in speech or writing – realize that while there are similarities between the two crafts, they aren't exactly the same.

AUDIENCE ANALYSIS: PRESIDENT FORD PARDONS THE "DRAFT DODGERS"



Hundreds, if not thousands of young men illegally refused to be drafted into the military during the Vietnam War.

It's 1974 and Gerald Ford is president. He knows that Vietnam has divided America and that the nation desperately needs to heal itself. But how? Until we can put the war behind us, Ford reasons, we won't be able to focus on any of the other tough problems facing America.

Ford's solution involves forgiveness. He decides to pardon all the so-called "draft dodgers," many of whom are living in Canada and unable to return home for fear of being arrested. Under Ford's plan, all young men who fled the draft will be forgiven if they perform two years' public service. Ford concludes that this is the best way for the country to move beyond Vietnam. He knows it will be a very controversial decision.²

Ford could announce his plan for amnesty at a meeting of anti-war protesters and enjoy loud and prolonged cheers. They'd love him for it.

Instead he finds the toughest possible audience: the Veterans of Foreign Wars. (A World War II veteran, Ford himself is a VFW member.) At the VFW national convention he tells those heroic, battle-tested men that he's pardoning the "draft dodgers." Of course, they are furious.³

Many communication experts advise leaders to avoid hostile audiences. Persuade and smooth-over your differences, they say. President Ford showed leadership by courageously telling critics of his plan, face-to-face. He didn't shirk responsibility.



FOLLOW BASIC COMMUNICATION PRINCIPLES

OBJECTIVE:

5. Identify and describe six vital communication principles that will help your speech and/or writing.

Whether you are writing or speaking, certain principles of composition are always relevant. To become an effective communicator, master principles such as these:

Be Clear – *Make your meaning clear by using definite, specific, concrete language.*⁴

WEAK *CAP exposes cadets to aviaiton.*

CLEAR *CAP cadets learn about aviation through orientation flights in single-engine Cessnas and gliders.*

What makes the first sentence weak and the second more clear? In the first, the verb (*exposes*) is vague. In the second, the verb (*learn*) is more concrete. Also, the increased details of the second sentence add to its clarity.

Use Familiar Words – Some speakers and writers think they will look and sound like a superstar if they use big words with more than two syllables.⁵ But in speaking and writing, the goal is to communicate your message, not to impress or confuse the audience. **Use a familiar word unless a ten-dollar word is needed.**

\$10 WORDS *To effectuate change, it would behoove us to disseminate the strategic action plan.*

FAMILIAR WORDS *Let's give everyone a copy of the plan so they know about the upcoming changes.*

But aren't ten-dollar words better than familiar words? Doesn't serious literature use ten-dollar words and avoid the familiar? Consider this famous passage that uses only simple words:

FAMILIAR WORDS *In the beginning God created the heaven and the earth. And the earth was without form, and void; and darkness was upon the face of the deep.*

Eliminate Clutter – **Omit needless words.** A sentence should have no unnecessary words, a paragraph no unnecessary sentences.⁶

CLUTTERED *In my opinion, the greatest moment in human history was when Neil Armstrong and Buzz Aldrin walked on the surface of the moon after landing their spacecraft in the year 1969. (31 words)*

"Does [writer William Faulkner] really think big emotions come from big words? He thinks I don't know the ten-dollar words.



I know them all right. But there are older and simpler and better words, and those are the ones I use."

ERNEST HEMINGWAY

EFFICIENT *The greatest moment in human history was in 1969 when Neil Armstrong and Buzz Aldrin set foot on the moon. (20 words)*

Stay Active – Write and speak in the active voice. The active voice is usually more direct and compelling than the passive voice.⁷

PASSIVE *My first flight in an airplane will always be remembered by me.*

ACTIVE *I'll always remember my first flight in an airplane.*

What's the difference? **With active voice, the subject is doing the action.** Also, the main verb (*remember*) does its job without help. With passive voice, it feels like the object is doing the action, and the main verb (*remember*) needs assistance from helping verbs (*will be remembered*). Too often, passive voice is wordy and boring. Active voice has punch.

Put Statements in Positive Form.⁸ Tell the reader or audience what is happening, what you believe. In other words, don't tell people only what not to do.

NEGATIVE *Cadets are not to forget to bring their canteens and compasses to the training.*

POSITIVE *Cadets must remember to bring their canteens and compasses to the training.*

Use Paralell Structure. Use the same grammatical form for expressions that are part of a group.

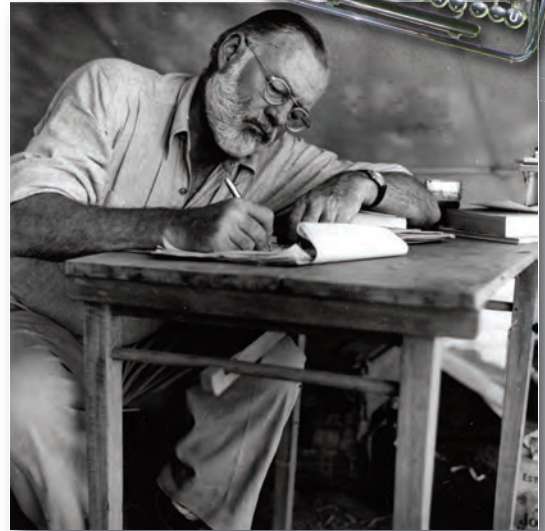
NON-PARALELL *The cadets, senior members, and the Air Force officers attended the wing conference.*

PARALELL *Cadets, senior members, and Air Force officers attended the wing conference.*

NON-PARALELL *I want to attend encampment and I want to attend Cadet Officer School and a flight academy.*

PARALELL *I want to attend encampment, Cadet Officer School, and a flight academy.*

Paralell structure comes down to consistency. Pick a style and stick with it. The reader or audience will have an easier time following your ideas.



“There is nothing to writing. All you do is sit down at a typewriter and **bleed.**”

ERNEST HEMINGWAY

WRITING EXCELLENT ESSAYS

You can write. And you can write well. You don't have to be a world-renowned author.

If you enjoy thinking, then writing is just putting your thoughts on paper. Creativity is a gift we all can utilize and strengthen. The challenge is to have someone read our writing. It will have to be interesting and informative. The reader wants to learn something he or she didn't know. ***In the modern day of hurry-up-and-go, readers will only take a few seconds to decide to continue reading before they either keep reading or quit.***

Yes, you are right. The essay you write for your teacher or the senior member in your squadron will be read and graded, regardless of its merit. But in the world of professional writing, where salaries are made and paychecks cut, your writing will only be read if a reader – the audience – finds it provocative and worth his or her time.



THE GOAL OF WRITING

OBJECTIVE:

6. Identify the main goal of written communication.

Your main goal in writing (or speaking) is to share meaning, and, in doing so, inform, persuade or entertain. It is also important to communicate your message to your audience clearly and without distractions that can occur from wordy sentences, incorrect spelling, and grammatical errors.

To really make your writing sing, you must present a thoughtful and logical argument for the cause you advocate or the theory you propose. Essentially, you must support your claims with data and examples. That is, it's not enough to say that Civil Air Patrol benefits youths tremendously; you must communicate ***what*** those benefits are and ***how*** they help cadets.

Before you research, however, excellent writing begins by emptying your thoughts onto paper.

Ears Have it

Understand your audience — to whom you are communicating — is vital.

BRAINSTORMING

OBJECTIVE:

7. Describe “brainstorming.”

It would be nice to think of writing like a Wyatt Earp scene, where he pulls his gun from his holster and shoots down the bad guy in a split second. Bang, you’re done! In writing, fortunately, no one has to be shot, but the slower draw usually wins.

Before you start writing, brainstorming will be a good way for you to gather ideas. Get out some paper and write down anything that comes to mind about your subject.⁹ When you’re done, you’ll likely have a lot of ideas on paper that you can use to support your arguments. Brainstorming helps break **writer’s block**; in other words, it’s better to write something than spend all day staring at a blank page.



Brainstorming

For more on brainstorming and other techniques of creative thinking, see chapter 5.

Writer’s Block

The feeling of frustration you get when you can’t quite figure out what to write about.

MAKING AN ARGUMENT

OBJECTIVE:

8. Describe “argument,” in the context of an essay’s body.

There is a puzzled look on your face, perhaps. Yes, some youths might grow up thinking that arguments are only disputes with brothers and sisters over who will wash the dishes or take out the trash. But Webster defines **arguments** as “*reasons given in proof or rebuttal.*”¹⁰ Additionally, Webster says a **reason** is a “*statement offered in explanation or justification.*”¹¹ In other words, when you write or speak, you must provide explanations to support your viewpoints.

Suppose you are asked to write about leadership mistakes you have made and explain what you learned from them. Since the bare minimum for an essay calls for three body paragraphs between your opening paragraph and conclusion, it will be logical to discuss three mistakes you have made or witnessed and devote a paragraph to each. In each paragraph, it will be wise for you to explain – to give reasons or arguments – why they were mistakes and, as it says above, what you learned from them.

SPELL CHEQUER

Eye halve a spelling chequer
It came with my pea sea
It plainly marques four my revue
Miss Steaks eye kin knot sea.

Eye strike a key and type a word
And weight four it two say
Weather eye am wrong oar write
It shows me strait a weigh.
As soon as a mist ache is maid
It nose bee fore two long
And eye can put the error rite
Its rarely ever wrong.

Eye have run this poem threw it
I am shore your pleased two no.
Its letter perfect in it’s weigh
My chequer tolled me sew.

—Sauce Unknown

FIRST LINES WITH PUNCH

A topic sentence introduces the main idea of a paragraph. The first line of a speech, essay, or book should set the tone all the more. Some great examples:

Yesterday, December 7th, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

FRANKLIN ROOSEVELT
address to Joint Session of Congress

The first world war was a tragic and unnecessary conflict.

JOHN KEEGAN
The First World War

Whoever controls the air generally controls the surface.

PHILIP S. MEILINGER
Ten Propositions Regarding Airpower

Every business person knows a story about a highly intelligent, highly skilled executive who was promoted into a leadership position only to fail at the job.

DANIEL GOLEMAN
What Makes a Leader?

It was a bright cold day in April, and the clocks were striking thirteen.

GEORGE ORWELL
1984

In corporate and government bureaucracies, the standard method for making a presentation is to talk about a list of points organized onto slides projected up on the wall.

EDWARD R. TUFTE
The Cognitive Style of PowerPoint

TOPIC SENTENCES

OBJECTIVE:

9. Explain the purpose of a topic sentence.

Your arguments will be the backbone of your essay and become the topic sentences of your three body paragraphs. **A topic sentence introduces the main idea of a paragraph.**

Consider an essay explaining the need for aerospace education. Let's say you brainstormed on this topic and developed three very strong ideas: (1) that aerospace education helps protect our country; (2) that aerospace education continues to nurture space exploration; and (3) that aerospace education inspires students to consider employment in a field that is vital to America. Voila! The ideas you developed can now become great topic sentences.

For instance, your first body paragraph will begin with a sentence on defense of our country. It might say:

Aerospace education is vital to the defense of our country.

Then you will follow that topic sentence with a handful of sentences that support that main idea. Your paragraph may look like this:

Aerospace education is vital to the defense of our country. First, it is imperative that youth learn the history of flight; through such study, they will grow into adults who appreciate the significance of aviation. As a result, they also will respect the need for general aviation airports, which are almost an endangered species. Moreover, the students' studies of flight will propel many of them to choose aerospace careers as military pilots or engineers developing new aviation technology. Our country will benefit from this knowledge, which will result in the production and manning of aircraft vital to protection of the United States. Similarly, aerospace education teaches students about the technology behind satellites; without this knowledge, students will grow up ignorant of both the capabilities of space technology as well as the threat of its misuse by hostile countries. As you can see, aerospace education is extremely important to national security.

Your next paragraph will begin with a topic sentence that highlights aerospace education's impact on your second point, space exploration, and so on.

THE OPENING PARAGRAPH

OBJECTIVES:

10. Defend the importance of having a strong beginning to your essay or speech.
11. Define “thesis statement.”

If your audience is your teacher at school or your squadron commander, they don’t have a choice but to read your work. But out in the “real world,” your audience does have a choice, and if the first sentences of your essay don’t pique their interest, they’ll give up. Therefore, ***the first few sentences should really grab the reader with an unexpected or dramatic scenario or story.***

For example, in an essay on children who live amidst filth, you might start with a few sentences like these:

Have you ever seen movies about children who live in filth and pollution? They walk through sewage and broken bottles to get to school. Clean drinking water eludes these youths, and life becomes a day-to-day struggle just to survive. For me, this is no movie; this is everyday life ...

Suddenly, the audience discovers the essay is not about a movie that might be fictional; it’s about you! Your reader will very likely keep reading because now your essay has a personal touch.

Or perhaps your topic is leadership. Let’s consider two ways you could begin your essay. Which is better?

Leadership is really important. There are three different aspects of leadership. The aspects of leadership are motivation, responsibility and dedication.

Or:

Despite enemy machine guns ready to fire upon them, the soldiers ran from the trench and into certain death. Blood was everywhere; bodies lay all over the place. Then the messenger arrived at the front with news: the commander decided to delay the attack. Tragically, it was a message that arrived too late. Poor leadership can cause unnecessary death and destruction. And even when deaths don’t occur, ineffective leadership can still harm the team.

Obviously, the second opening will catch a reader’s attention more than the first. It’s more dramatic and explains why the topic is an important and deserving of attention.

GRAMMAR ERRORS

Your use of the English language reflects the accuracy and credibility of your writing. Be careful to avoid these major grammar errors:

Comma splice: Cadet Simpson picked up the box of Meals Ready to Eat, she helped prepare meals for several cadets.

Problem and solution: The comma joins two independent clauses that could easily stand alone as separate sentences. To remedy, make each clause a separate sentence or use a conjunction such as “and” after the comma.

Run-on sentence: The search-and-rescue (SAR) lasted several days all the cadets were exhausted by the end of the week.

Problem and solution: The first independent clause ended with the word “days,” but then the sentence “runs on” without punctuation. The error is easily remedied by placing a period after “days” and starting a new sentence with the word “all,” which would be capitalized.

Pronoun-antecedent disagreement: A cadet must attend an encampment in order to secure their Mitchell Award.

Problem and solution: The pronoun “Their” refers back to “cadet,” but the two words disagree in number. “Cadet” is singular and “their” is plural. The sticky issue is changing the “their” to “he” or “she” without upsetting either the males or females. To resolve this issue, make “cadet” plural (cadets) so that it can refer to male and female cadets.

THE THESIS STATEMENT

So assume you've locked in the reader's attention after an excellent start to your essay. You still need to make a point. If you recall, your essay is often written to inform (teach) or persuade (to attempt to change someone's mind about an issue). To this end, your opening paragraph also should contain a **thesis statement**. *The thesis statement "is the central message of an essay" and your essay's "main idea."*¹²

For instance, in the sample outline and essay (pages 164-165), the thesis reads: *As Americans, we can see the benefits of flight perhaps more clearly than any other people in the world.*

When your readers see the thesis, they may have an "Aha!" moment, realizing exactly what's coming. For instance, in regard again to the sample essay, the title gives readers a strong indication they will be reading about flight; now, after reading your thesis, they are certain that you will be persuading them of the *benefits of flight*.

The thesis statement can be more detailed as well, giving readers an even clearer picture of the remainder of your essay. It can contain **a blueprint, which is a "list of the ideas in your topic sentences."**¹³

Let's say you're writing an essay about your preference for glider orientation flights over powered flights. Thus, you have narrowed your topic to the advantages of glider orientation flights, which is your main idea. That being the case, your thesis might look like this:

*While powered and glider orientation flights are both beneficial, glider flights far exceed the powered aircraft sorties as training opportunities because **there is more time for one-on-one discussion between pilot and student, the student can learn basic flight in a more relaxed atmosphere, and there is an even greater opportunity to witness beautiful scenery.***

This type of thesis statement is ideal. It introduces the main idea of your essay, and it introduces what will become the three topic sentences that begin your body paragraphs.

For instance, the first sentence of your second paragraph (your first body paragraph), could say "Since gliders travel more slowly than powered aircraft, there are increased opportunities for discussion between pilot and student."



Like a Playwright

Starting your essay with some drama will energize and encourage your audience.

"A good thesis produces an Aha! moment."

That is not to say that a glider is a lot slower than a Cessna or that no fruitful discussion occurs in a powered aircraft, but the atmosphere in the glider may be slightly more conducive to interaction.

TRANSITIONS IN BODY PARAGRAPHS

OBJECTIVE:

12. Define transitional words and list five examples.

Once you've launched your opening paragraph, the body of your essay will follow easily. But since it will have at least three segments (paragraphs), each with a slightly different topic sentence, *transitions will be helpful in connecting your main points so that your essay flows easily from one point to the next.*

*Transitions tell the audience when you have finished relating one idea and are switching to a new thought.*¹⁴ They are phrases and words like “In addition to,” “However,” and “Therefore,” which also indicate you are using logic or thinking in your presentation. “Therefore,” for instance, tells the audience that you have presented several ideas that, taken together, lead to a certain conclusion.

Transitions perform double duty, working within your paragraphs and between paragraphs.

For instance, as the sample aerospace essay moves from the topic of U.S. military airpower contributions to the importance of civilian aircraft, it might include this sentence: “Now that we have illustrated the U.S. military's contributions to airpower, let's look at civilian aviation's assets.”¹⁵ In fact, the transition would work well in a speech, too.

Take another look at our paragraph on the importance of aerospace education and note the transition words in bold:

*Aerospace education is vital to the defense of our country. **First**, it is imperative that youngsters learn the history of flight; through such study, they will grow into adults who appreciate the significance of aviation. **As a result**, they also will respect the need for general aviation airports, which are almost an endangered species. **Moreover**, the students' studies of flight will propel many of them to choose aerospace careers as military pilots or engineers developing new aviation technology. Our country will*

AND NOW TO CONSIDER TRANSITIONS

Transitions connect your main points so that your writing flows easily from one point to the next. Some examples:

In addition to...

In addition to drill, cadets also learn about aviation...

However...

However, not all CAP pilots come from a military background. Some, like Capt John Curry, hail from the airlines...

Therefore...

Therefore, it's best to show respect to everyone you meet, regardless of appearances. You never know when you're in the company of heroes...



THE MIRACLE OF FLIGHT

Imagine traveling to visit your relatives across the nation. It's a 2,000 mile trip, and you've got to ride in your rusty red Model T. It's the early 1900s and some brothers named Wright are working on a flying machine. Maybe one day you can use that invention to enjoy an easier trip from New York to Oregon. For now, you can only foresee a bumpy ride and extremes of hot and cold and hills and lonely flatlands. Yes, luckily this is just a bad dream. Flight has transformed the lives of billions of people and the nations they call home. **As Americans, we can see the benefits of flight more clearly than any other people in the world.** In the United States, the advent of flight has eased the burden of travel, strengthened our military and promoted general aviation.

Thanks to the invention of large aircraft capable of carrying dozens to hundreds of people, travel has never been more convenient. Businesspeople in Waco, Texas, can fly to Tulsa, Oklahoma, in a single-morning, trades and deals can be made and these people can be back home with their families in the evening. Meanwhile, families who have been separated because of military service and new employment opportunities may now live on opposite sides of the country. But although it may be expensive, they can board aircraft and fly to see each other within a day. Lands once only accessible by boat can be reached easily by plane. Students and adults can fly to places like London, Italy or Japan in less than a day. As a result, Americans can know their own country's history intimately as well as the story of other lands' growth and development. **Flight, then, has made conducting business, enjoying family bonds and touring the country and world easier.**

At the same time, flight has boosted American military effectiveness as well.

What if the Wright Brothers had worked solely with bicycles and not cared about flight? What if others, like Charles Lindbergh and Amelia Earhart, had shown no interest in flight? And what if other countries capitalized on flight first and focused especially on creating war machines that could attack the United States. Fortunately, the above-mentioned aviators and thousands of others took to the air in the early 1900s and ensured that Americans would eventually establish air supremacy. Controlling airspace above World War I and II battlefields and oceans helped the United States enjoy victories in both wars. In the modern day, military jets can be dispatched across the world instantly to combat and deter enemy forces. Drones can be launched from Nevada to Afghanistan in just minutes to attack terrorists. Rockets can be used to shoot down incoming missiles. **There is no doubt that aircraft have made America a much safer place to live.** Yet aircraft are not only an often violent means of defense; they also are a tool for leisure.

Thanks to the advent of aircraft, general aviation in the United States has thrived since the first hometown airports began to appear on maps. Choose any day of the week, but especially a Saturday or Sunday, go to any general aviation (GA) airport, and you will find young people learning to fly and often see older aviators enjoying conversation or washing their airplanes. Not only does general aviation allow for leisure, but in a small Piper or Cessna, one can fly relatively quickly and inexpensively to neighboring states to vacation or visit relatives. In addition, the presence of general aviation heightens interest in flight and aerospace for youth because it is accessible; you don't have to seek a military career to enjoy flight. In countries that don't have general aviation, military careers are the only route to enjoying flight. **By contrast, the advent of flight has propelled general aviation in America, where GA airports add to the variety of our spice of life.**

Of course despite all of those who love flight, there's still a handful absolutely despise the invention. For instance, some critics believe that the flying machine has made wars more violent. They cite the dropping of the atomic bomb on Japan, for instance. In reality, one can also argue that flight has made wars more humane. Trench warfare for centuries cost the lives of soldiers around the world; infantry living in trenches for months or years faced disease and almost certain death. The modern soldier can rely less on the trench because superior airpower greatly limits the need for hand-to-hand combat typical in trench warfare. So, on the whole, flight has improved, not worsened, the impact of wars.

As you can see, Americans have truly capitalized on the advent of flight in the most remarkable ways. Flight has brought Americans closer together; in the matter of a morning, businesspeople can cross state lines in a business jet or airliner to cut a deal, and relatives can travel hundreds of miles to share an embrace. We can sleep safer at night because the flight of military aircraft makes us more secure. When day arrives, and the sun shines on the wings of little planes and the town airport, the general aviation community starts another day of training new pilots and providing a haven where aviators can share a war story, the latest news and a hot dog and hamburger. Thanks to pioneers like the Wright Brothers, Ms. Earhart and Mr. Lindbergh, the stage was set for space exploration and the many, many more feats that will be accomplished in aviation in the 21st century.

INTRO

BODY

OBJECTIVE

CONCLUSION

*benefit from this knowledge, which will result in the production and manning of aircraft vital to protection of the United States. **Similarly**, aerospace education teaches students about the technology behind satellites; without this knowledge, students will grow up ignorant of both the capabilities of space technology and the threat of its misuse by hostile countries. **As you can see**, aerospace education is extremely important to the security of our nation.*

Transitions within the paragraph connect thoughts of individual sentences. For instance, shortly after the paragraph begins, the essay relates that young people will grow to appreciate aviation. Then, the following sentences states “as a result,” youth “will respect the need for general aviation airports.” The transition, “as a result,” becomes a bridge between two sentences that shows a cause-and-effect relationship; in other words, the young people’s **appreciation** for general aviation **will cause them to respect** the existence of general aviation airports.

Transitions do act like bridges between sentences; but just as important, they link paragraphs together.

Take the above paragraph for example. This paragraph being essentially complete, the next paragraph is supposed to relate that aerospace education nurtures space exploration.

If we go straight from speaking of national defense to the topic of space exploration, the pleasant flow of the essay will be interrupted. But if we amend the last sentence of the paragraph just shown, we can create another bridge that carries the reader’s mind from thoughts of national defense at the end of one paragraph to considerations regarding space exploration beginning the next paragraph.

As you can see**, aerospace education is extremely important to the security of our nation; of equal importance, however, is aerospace education’s impact on space exploration. **(end of paragraph)

*Teaching students about space travel and exploration broadens their understanding of flight and motivates their study of the universe. **(beginning of next paragraph)***

See, it’s easy! You ended one paragraph and simultaneously introduced the topic of the following paragraph. Not so fast, though. Yes, by now you’ve presented three logical arguments to support your thesis, but be careful not to assume the reader will agree with every point you make.

SAMPLE OUTLINE

Topic: The miracle of flight

Thesis: As Americans, we can see the benefits of flight perhaps more clearly than any other people in the world.

- I. Opening paragraph and thesis
- II. Travel is more convenient (1st body paragraph)
 - A. Businesspeople benefit
 - B. Families stay in touch.
- III. Military air supremacy (2nd body paragraph)
 - A. Improves national security
- IV. General aviation flourishes (3rd body paragraph)
 - A. Youths learn to fly
 - B. State-to-state travel occurs
- V. Objection (4th body paragraph)
 - A. Critics say flight increases violence of war
 - B. Actually war is more humane now (rebuttal????)
- VI. Conclusion



Transitions

Like a bridge connecting one side of the bay to another, transitional statements connect paragraphs.

ANTICIPATING & REFUTING OBJECTIONS

OBJECTIVE:

13. Describe what an objection is and explain its importance.

Anyone who has watched court dramas on television knows the word “objection.” The attorney tells the jurors, “The defendant lives in filth and represents a moral stain upon our community.” But the opposing attorney suddenly cries, “Objection, your honor! How my client lives and acts has nothing to do with whether or not he knows how to fly the airplane that collided with the train!”

*Anticipating objections, which are reasons or arguments presented in opposition, improve your communication as well.*¹⁶ If you don’t expect objections or disagreements, you are fooling yourself. On the other hand, understanding that not everyone will agree with your writing (or speech for that matter) demonstrates your maturity. Hence, you may work really hard to advocate the continued existence of general aviation airports; however, by recognizing that some neighbors of airports despise them, you show your understanding of the complexity surrounding the issue of their presence among homes.

To balance your essay between your arguments and the potential disagreements you may face, you can anticipate the most likely point of disagreement and use the opportunity to provide additional support for your thesis.

In the next-to-last paragraph of the sample essay (page 164), a typical objection to the benefits of aviation is cited. That is, some people feel advances in aviation have led to greater

death and destruction in war. The objection, if supported adequately, has merit, but the essay refutes the concern by emphasizing the carnage caused by trench warfare.

Trench warfare for centuries cost the lives of soldiers around the world; infantry living in trenches for months or years faced disease and almost certain death. The modern soldier can rely less on the trench because superior airpower greatly limits the need for hand-to-hand combat typical in trench warfare.

In the end, essayists show respect for others – even those who may oppose them – by admitting that their thesis may not be flawless, but they can still use the objection to further advance their own cause. Once again, CAP’s Core Values – in this instance, Excellence and Respect – play an important role in communication.

THE CONCLUSION

OBJECTIVE:

14. Describe the function of the conclusion.

You’ve pleased your audience with the support for your thesis. Now you quit writing, right? Not quite. That would be like stopping mid-sentence in a conversation. **In your conclusion, you reiterate your thesis but use different words.** Take the opportunity as well to restate your main points (your topic sentences) and **think of something unique and memorable with which to end your essay.**

Look once more at the sample essay (page 164). The last paragraph begins with several sentences that are clear summaries of the main points in the body. Then, the essay concludes with the realization that aviation pioneers set the stage for all other future accomplishments in aviation.



CADETS & ES MISSIONS

[Objection] CAP’s emergency services missions are often matters of life and death. They’re no place for children, whose mere presence is a safety hazard. Why then does CAP allow cadets to participate in missions? **[Counter-argument]**

Individuals mature at different rates – some adults don’t measure up to the professionalism of our top cadets. Moreover, if you were lost in the woods, wouldn’t you want every available person who has been trained for the job to be searching for you?

HEADING OFF OBJECTIONS

State your points and people will naturally be swayed to your way of thinking, right? Hardly. If your audience is familiar with your topic they may already have objections to your ideas. Wise leaders anticipate those objections and head them off.

By taking the initiative to identify possible objections and then arguing why they are not fatal flaws, you show a full command of the issue’s complexities. Head off objections to become a more effective advocate.

Some examples of dealing with objections:

THE UNIFORM

[Objection] The uniform is the mark of the military. It’s the attire of warfighters, not youth. Cadets could learn teamwork and discipline even if outfitted in jeans and a polo shirt. **[Counter-argument]** These criticisms make sense at first glance, but they overlook the uniform’s unique power to motivate young people to rise above the ordinary. There’s nothing inspiring about jeans and a polo.



COLLEGE CHOICE

[Objection] Today, even average students are expected to attend a 4-year college. The conventional wisdom is that if you don’t attend a traditional college straight out of high school you’ll be left behind. **[Counter-argument]** But junior colleges and technical schools afford students a better opportunity to figure out what they really want to do before investing a huge sum in a big, impersonal university. Moreover, the credits can be transferred if the student later decides that the traditional 4-year college is right for them.



TIPS FOR WRITERS

- Don't use no double negatives.
- Make each pronoun agree with their antecedent.
- Joined clauses correctly, like a conjunction should.
- About them sentence fragments.
- When dangling, watch your participles.
- Verbs has to agree with their subjects.
- Just between you and I, case is important.
- Don't write run-on sentences they are hard to read.
- Don't use commas, which aren't necessary.
- Try not to ever split infinitives.
- Correct speling is essential.
- Proofread your writing to see if any words out.
- A preposition is a poor word to end a sentence with.
- Don't be redundant.

— Anonymous



Difference Maker

You can be the force behind positive change through effective writing.

USING WRITING TO RECOMMEND CHANGE

OBJECTIVES:

15. Explain the purpose of a staff study.
16. Identify the sections required in a staff study and discuss the purpose of each.

As a leader, you might use writing to recommend changes or improvements. The temptation may be to use email to vent concerns. Instead, if you have gripes or suggestions, there are great ways outside of email to make them known. For instance, members of the Air Force share their concerns in several professional formats, one of them being the staff study. You can do the same in Civil Air Patrol.

STAFF STUDY

Consider this scenario. You enjoy CAP; you've been a member for two years in your local squadron. But the meetings are tedious. There's too much drill and not enough "fun" activities, such as paper airplane contests and rocket launches. You could say nothing, and, as a result, get increasingly frustrated until one day you yell at the squadron commander. Hopefully you won't, but there might be a temptation for you to vent in an e-mail to one of your cadet peers, using harsh words about the commander. But then one day your peer accidentally forwards your anger-filled email to the squadron commander. He's furious. Not only have you not helped your cause, you may have permanently injured your reputation.

Purpose of the Staff Study Report. *The staff study provides a professional format for presenting concerns and solutions.*

It's a tool for leaders to use when they want to talk about a problem and offer a solution thoroughly and in a logical manner. When you offer solutions to a problem, your superiors will view you with greater respect. They will see that you care; they will recognize that you are not whining but trying to improve the squadron.

7 STEPS for EFFECTIVE COMMUNICATION

- ★ Analyze purpose & audience
- ★ Research your topic
- ★ Support your ideas
- ★ Organize & outline
- ★ Draft
- ★ Edit
- ★ Fight for feedback & win approval

PRINCIPLES IN WRITING STAFF STUDY REPORTS

Consider Your Audience. In most cases, you're probably addressing your squadron commander. What concerns is he or she likely to bring to your problem?

State the Problem. Identify your problem clearly. If you can't summarize it in one or two sentences, try again. Also, be very precise in your problem statement.

EXAMPLE: Cadet attendance is down 40% compared with the attendance level six months ago.

Analyze the Entire Problem. What factors drive cadet attendance at weekly meetings? Transportation? The meeting time? Meeting location? The activities offered? How well the meeting is planned? Consider these issues as you develop the facts, assumptions, criteria, and definition sections.

Gather Data. Gather any information that is related to the problem. For example, you might survey cadets and report on the state of their morale. You could compare some recent meeting schedules and activities offered with the schedules and activities when attendance was high six months ago.

Identify the Facts. Remember that facts must be provable – they aren't opinions.

EXAMPLE: When attendance was at its peak, the squadron was engaged in the AEX program and color guard training; today we are not working any major projects.

EXAMPLE: Survey data shows that 8 out of 10 inactive cadets believe the meetings have become boring and lack hands-on activities.

Identify Assumptions. An assumption is something that relates to the problem and most people accept it as true, even if it can't be proven concretely.



CIVIL AIR PATROL APEX CADET SQUADRON
UNITED STATES AIR FORCE AUXILIARY
821 Buck Jones Road
Raleigh, NC 27606

[DATE]

MEMORANDUM FOR [OFFICE SYMBOL OF ADDRESSEE]
FROM: [OFFICE SYMBOL OF AUTHOR]
SUBJECT: The Staff Study Report

PROBLEM

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

FACTORS BEARING ON THE PROBLEM

2. **Facts.** Identify verifiable facts that directly relate to the problem.
3. **Assumptions.** Identify those facets of the problem that most knowledgeable people accept as true, although they can't be firmly proven.
4. **Criteria.** Identify the standards, regulatory requirements, operational needs, or limitations you will use to test possible solutions.
5. **Definitions.** Explain technical terms that may confuse your audience.

DISCUSSION

6. This is the meat of your argument. Offer your perspective on the problem and explain your solution or possible solutions. Show the logic of your thinking.

CONCLUSION

7. State your conclusion as a workable, complete solution to the problem you identified in paragraph 1. The conclusion statement is especially important if you discussed the pros and cons of several possible solutions in the discussion section.

ACTION RECOMMENDED

8. Tell the reader the action(s) necessary to implement the solution. Make it easy for the boss; this section should be clear enough so that the boss can simply write, "Go!" or "Approved" and all stakeholders will know their assignments in implementing the solution.

John F. Curry
JOHN F. CURRY, C/CMSgt, CAP
Cadet First Sergeant

Attachments (if needed)

**"Facts must be provable –
the aren't opinions."**

EXAMPLE: While recruiting more cadets will boost the attendance figures in the short term, it won't address the underlying problem of why current cadets aren't attending meetings.

Identify the Criteria for the Solution. Include standards, requirements or limitations you will use to test possible solutions.

EXAMPLE: In planning weekly meetings, the *Cadet Staff Handbook* advises units to develop a written schedule at least one week in advance. This schedule needs to be coordinated among all stakeholders and approved by the commander.

EXAMPLE: To avoid boredom and to ensure quality training, drill should be limited to 15 minutes per meeting, as suggested by the *Cadet Drill Guide*.

Define Key Terms. If using any technical terms or **jargon** that your audience may not be familiar with, define them.

EXAMPLE: A "hands-on" activity is one where cadets are actively engaged in doing something, such as building a rocket, solving a team leadership problem, or debating a Core Values issue. Hands-on activities are not passive and boring, like lectures or endless PowerPoint presentations.

List Possible Solutions. There may be several ways to approach your problem. A good leader will consider all the options. In the discussion section, consider the pros and cons of a small handful of possible solutions.

EXAMPLE: (1) Adopt a multi-week, hands-on project to provide structure and purpose to the meetings... (2) Authorize the cadet commander to draft and coordinate a written meeting schedule one week in advance... (3) Use multi-voting to survey cadets' interests and set activity goals for the coming quarter...

Test Possible Solutions. In the discussion or conclusion section, explain how each possible solution measures up against your criteria.

Recommend Action. Close by recommending a specific course of action. Make it clear who is to do what and write in such a way that the boss can simply reply, "Great idea. Go for it!"

EXAMPLE: The squadron commander should endorse the attached plan for establishing a color guard. Specifically, (1) C/2d Lt Curry, working under Capt Arnold, will lead the effort; (2) the squadron will make \$300 available for color guard supplies; and (3) the cadet commander will invite all Phase I and II cadets to try-out for the color guard on 1 December.

The staff study takes time, but when you undertake the effort, it will set you apart as a leader who wants to improve the team, not an individual set on complaining about everything.

jargon

special terms that convey a very specific meaning within a profession or field of study

STEPS OF PROBLEM SOLVING

1. Recognize the problem
2. Gather data
3. List possible solutions
4. Test possible solutions
5. Select final solution
6. Act

BODY OF STAFF STUDY

1. Problem
2. Factors bearing on the problem
3. Discussion
4. Conclusion (a brief restatement of final solution)
5. Action recommended

EMAIL & PROFESSIONALISM

OBJECTIVES:

17. Discuss the pros and cons of email as communication medium.
18. Describe guidelines for maintaining professionalism when using email.

Often something so formal isn't necessary. In many instances, you can communicate concerns of a lesser nature via e-mail.

Benefits of Email. In today's workplace, email is arguably the most popular means of communication. In organizations like CAP where the members are geographically separated, email is even more indispensable. Some benefits of email include:

- ★ Email is essentially free, assuming you have access to a computer and the Web
- ★ Unlike the phone, email is unobtrusive; you can email someone at 2am and not worry about waking them up
- ★ As a form of written communication, email is easy to file and refer back to again later
- ★ Email is easy to share; newcomers to a project can review previous email traffic and catch up on what's going on

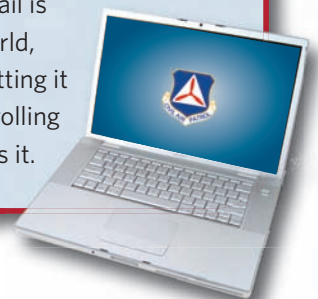
Pitfalls of Email. At the same time, e-mail is not without its pitfalls. Practically every modern leader has lived to regret a mistake made in their email. One of the best things a leader can do to safeguard their reputation for professionalism is to be mindful of the pitfalls of email, including these:

- ★ Because email is so quick, people tend not to scrutinize their writing and therefore they don't say precisely what they mean.
- ★ It's easy to hit "send" instead of rethinking what you've written. This is especially true for controversial or emotional issues.
- ★ Email can be a cop-out; instead of working out personal differences face-to-face, people may hide behind email.
- ★ Email tends to snowball, especially as multiple individuals are included in the distribution; instead of being a helpful tool, the inbox quickly fills up and email becomes a chore.
- ★ You can't be certain that when the recipient will see your message, or even at all. The telephone remains the most effective means for dealing with time-critical issues when people are in different places.



GUIDELINES for PROFESSIONALISM in EMAIL

- ★ Be brief. Email is best suited for quick, short messages.
- ★ Address superiors as sir, ma'am, or by grade, just like you would in person.
- ★ Use proper spelling and grammar. Do not use emoticons. Also, avoid weird fonts and colors.
- ★ Reply to emails promptly, within 48 hours if at all possible.
- ★ If you have a question, ask it directly. If asked a question, answer it directly.
- ★ Be judicious about sending copies. Rather than using "reply all," if a conversation affects only two or three people, reply only to them, not the whole group.
- ★ Don't get into arguments, tirades, or make unprofessional remarks. If confronted with a sensitive or emotional issue, have the courage to talk with the other person face to face.
- ★ Don't forward jokes, spam, rumors, etc., unless the other person is a good friend who welcomes such messages.
- ★ Close with a signature block that includes your name, title, and telephone number.
- ★ Think before you type and think before you push "send." Once the email is out in the world, there's no getting it back or controlling who else sees it.



MAKING EMAIL WORK FOR YOU

Clearly state your topic in the subject line

Maintain a polite and respectful tone

Come straight to the point

Put critical information like dates and locations in bold

Number your paragraphs to make it easy for people to refer back to certain sections if they need to reply

Include your name, title, and phone number in the signature block

Send a courtesy copy to all stakeholders

From: Amelia Earhart <CadetEarhart@gmail.com>
To: All Cadet Commanders, Oregon Wing
Subject: Cadet Color Guard Academy, 10-12 April, McMinnville OR

Dear Fellow Cadet Commanders,

1. Does your squadron want to get a color guard started, but doesn't know where to begin? **McMinnville Composite Squadron is hosting a Cadet Color Guard Academy from 10-12 April at the Evergreen Aviation Museum in McMinnville.** The academy is a great opportunity for your squadron to get some help in starting a color guard.
2. During this two day program, participating cadets will receive in-depth training on all facets of color guard, including:
 - Protocol & Flag Etiquette
 - Color Guard Maneuvers
 - Manual of Arms
 - Flag Raising & Folding
 - Uniform & Equipment Issues
3. As most of you know, our squadron has some expertise in color guard. We're hosting this event simply to help other squadrons in Oregon Wing see how rewarding it can be to develop a program of their own.
4. For more information, including registration and lodging information, please see OregonCadetColorGuardAcademy.org. **All cadet applications must be endorsed by the cadet's squadron commander and be submitted via our website by 15 March.** If you have any questions about our program, please feel free to call or email me directly.
5. We hope to see you at the Cadet Color Guard Academy!

Sincerely,

AMELIA EARHART, C/Capt, CAP
Cadet Commander
McMinnville Composite Squadron

CadetEarhart@gmail.com
(503) 555-1941

copy:
Maj Carl Spaatz, ORWG/CP
All ORWG Squadron CCs

PUBLIC SPEAKING

OBJECTIVE:

19. Describe ways to combat stage fright.

If you are speaking for the first time in front of a group, you may get *stage fright* – *an anxiety of speaking in front of people*.¹⁷

Right before you are about to speak, suddenly your heart starts to race, you can't catch your breath, and perhaps you fear even entering the room where you will speak. It's okay, everyone has felt this way at one time or another.

Since likely the worst thing is to go up to a podium and not know what to say, it makes sense that by *adequately preparing your speech, you can decrease your stage fright up to 75 percent*.¹⁸ Let's consider how you can get ready for public speaking.



COMMON SPEAKING METHODS

OBJECTIVE:

20. Describe the four most common formats of a speech.

When speakers present a speech, they employ one of four common methods: reading from a manuscript, speaking from memory, speaking without specific preparation, or speaking extemporaneously with preparation.

Manuscript. Of all of these, reading straight from a manuscript is the poorest method. *It is employed only when the material being conveyed is so important or complex that an inaccurate phrase might cause a great misunderstanding.* In this scenario, you benefit from saying exactly what you want, but at the expense of intimacy and flexibility.

Memory. Others choose to speak from memory, which also isn't usually a good idea. A memorized speech is difficult to deliver without sounding monotone and flat. *The speaker becomes overwhelmed with accurately stating the speech as it was memorized, so he loses spontaneity.* The memorization process itself is also extremely time-consuming.

Impromptu. On the other hand, one of the best and most challenging communication venues is the impromptu speech, also called an elevator speech. *For this delivery, the speaker is given a topic and only a few minutes (or less!) to gather his thoughts before speaking.* The impromptu speech is what leaders face most often in everyday life. How many times have you been in uniform in public when a curious bystander approached you to ask about CAP? With impromptu speaking, leaders have to think on their feet.

Extemporaneous. The most common type of formal speech and the one that usually yields the best results is the extemporaneous speech. One carefully plans and outlines this speech using strategies suggested earlier in the chapter. *Extemporaneous speakers study their outline in depth, but instead of planning what they'll say word-for-word, they grant themselves freedom to be spontaneous.*

CONFIDENCE in DELIVERY

Nearly everyone who has stood before a crowd has felt nervous prior to speaking. However, good preparation can help as well as the other hints below:¹⁹

1. **Check** your equipment beforehand. Perhaps nothing peeves an audience more than waiting while you fix your projector or computer.
2. **Practice** repeatedly, especially in front of peers willing to "act" as an audience.
3. **Memorize** your introduction and your transition into your first point.
4. **Smile** and relax. Even if you are nervous, a smile can help hide your fear from the audience.
5. **Take** a brief walk before you begin your speech.
6. **Make** eye contact with audience members.
7. **Involve** the audience by asking questions and seeking their opinion of your topic ("How do you feel about general aviation airports?")
8. **Look** neat and tidy. It will boost your confidence.

OUTLINING A SPEECH

OBJECTIVE:

21. Identify and describe the parts of a speech.

Your organization begins with an outline that will differ just slightly from your essay outline.

The Specific Purpose. First, begin with *a specific purpose, a clear statement of what you hope to accomplish as a result of your speech.*¹⁵ Again, like writing, there are three main purposes in public speaking: to entertain, to inform, or to persuade.

The Central Idea. In public speaking, *the central idea is like the thesis statement used in writing. It is a compact expression of your argument.* It's your main point, so you may want to state it more than once during the course of your talk to ensure the audience (who, unlike readers, can't go back and review your main point on their own) understands your message.



Introduction. Many of the principles writers use to craft their introductions apply to speakers as well. However, it's especially important for speakers to include an overview in their introduction. During the overview, the speaker clearly identifies the subject of the talk and lists some of the main points that will be made. Once again, we see how speakers must be mindful that their audience cannot review or skim-ahead, as readers can.

Got Edits?

The most outstanding speakers edit, revise, tweak, and edit their remarks some more.

Body & Conclusion. As with written communications, a speech should include a body and conclusion. Because this chapter already covered those topics in the section on writing, we won't revisit those points here.

SIGNPOSTS

OBJECTIVE:

22. Describe the term "signpost," and explain its function.

To keep the audience engaged and to help them follow your argument, effective speakers use signposts – brief verbal cues indicating your progress through an outline.²⁰

"I've already told you about two of CAP's main missions, emergency services and aerospace education. My third point is that CAP's Cadet Program . . ."

*“The basics of first aid come down to the ABCs. That’s airway, breathing, and circulation. **First, let’s talk about A for airway...**”*

Restatements. The restatement is a type of signpost that speakers use to emphasize their key points. If someone says something twice, you know that it must be important. Some examples:

*“**Cadets go on to lead incredible lives.** Former cadet Nicole Malachowski became the first female Thunderbird pilot. Former cadet Eric Boe piloted the Space Shuttle. Former cadet Ted Bowlds became a 3-star general in the Air Force. Every long-time senior member knows a similar tale. **Cadets go on to lead incredible lives.**”*

Signposts are more important in public speaking than they are in writing because readers can re-read confusing passages, use the margins to number the main points, use a highlighter to mark key passages, and the like. In contrast, an audience listening to the speaker lacks those benefits, so it is up to the speaker to help the audience follow along.

THE CONCLUSION

OBJECTIVE:

23. Discuss principles in concluding a speech.

After you have presented your evidence in the body of your speech, it is then time to summarize the points you made and end your speech. Again, the audience’s needs come into play; speakers need to reiterate their main points to remind the audience because the audience cannot easily review those points on their own. To wrap up a persuasive or informative speech, a good technique is to leave the audience with something you want them to believe or to do.²¹

A fine conclusion to an informative talk:

As you have seen, the facts I’ve presented demonstrate the positive impact of aerospace power on national security. First, airpower allows us to use military force, as a last resort, while minimizing the loss of innocent lives. Second, because modern aircraft fly faster than sound, airpower allows us to strike on very short notice. And third, airpower’s newest platforms, the unmanned aerial vehicles, allow us to minimize our own losses in a fight. But now that you know about airpower, what can you do? I encourage you to write your elected leaders and tell them you support the X-99 appropriations bill currently before Congress.

In an casual speech or one whose purpose is merely to entertain, a good way to wrap up is to leave the audience with a zinger – a memorable or humorous last line.



COMMUNICATING FOR YOUR CAREER & LIFE

Effective communication can enrich your career opportunities and therefore shape your life. Not only is communication a vital part of many occupations – presentations that must be made, reports to be written, and more – but before you ever land your dream job, you'll have to communicate through a resume and interview.

THE RÉSUMÉ

OBJECTIVES:

24. Describe the purpose of a résumé.
25. Identify the major components of a résumé.

A résumé briefly documents your work history and gives you the opportunity to show what makes you qualified for a job. That's a lot for a short, one-page document to accomplish. Résumés require lots of editing and review. Let's consider the major parts of the résumé:

Personal Information. Always list your name, address, phone number, and email address at the top of the résumé. However, *it is not appropriate to list additional personal information like your age, height and weight, marital status, etc.*

Objective. *Some résumé experts suggest you identify your career aspirations and/or immediate objective.* For young adults, these sections can help compensate for your relative lack of experience because it shows the hiring manager that you have clear goals and interests.

Education. As a student, *list your highest level of education.* Once you enter the adult workforce, list all college degrees and professional certifications. Again, young adults who need to compensate for their inexperience may want to amplify their educational credentials by including their grade point average and class rank.

Experience. Most hiring managers consider this section to be the meat of the résumé. There are two primary ways to complete the experience section. First is *the career chronology method in which you list the various positions you've held and outline the major accomplishments of each.* The career chronology method is the most common résumé style in the adult workforce. Second is *the skills inventory method in which you focus on the work-related skills and abilities you've acquired.* The skills inventory approach is rarely used by adults, but some experts suggest it to students who possess only a modest degree of career experience.

Your résumé represents you. Carefully craft your résumé – it's likely to be the determining factor in whether you receive a job interview.



Awards, Honors & Extra-Curricular Activities. This is another section whose content and relative importance will vary depending on whether the applicant is a student or an adult with an established career. *Students should list all awards and honors that are relative to the position being sought.* For example, a student applying for a summer job at the airport should mention their CAP experience, but their experience on the chess team can be omitted.

References. It is customary to list two or three individuals who can speak to your professionalism, work-related skills, or employment history. However, *before using someone as a reference, be sure to ask their permission and verify that indeed they'll recommend you for the position.*

If your résumé impresses your potential employer, then you can work on the next step: preparing for a job interview.

JOB INTERVIEWS

OBJECTIVES:

26. Explain the purpose of a job interview.
27. Describe ways applicants can prepare for interviews.
28. Discuss principles of etiquette for interviews.

The company has “seen” you on paper. Now the employer wants to meet you face-to-face. If you have made it this far, you have a good chance of landing the job. Next, let's consider some principles to guide you during a job interview.

Make a Good First Impression: *Make yourself neat and presentable and dress in attire you would wear if selected for the position.* The rule of thumb used to be to wear formal business attire to all interviews, but most career coaches today caution applicants not to overdress. Further, to show you are well-prepared for business, always bring extra copies of your resume, plus a notepad to take notes about your discussion.

Prepare for the Classic Questions. It's no secret what questions hiring managers are apt to ask interviewees, so be ready for them. Some classic questions include:

- Why should I hire you?
- Tell me about yourself.
- What experience do you have to prepare you for this job?
- What do you know about our organization?
- Where do you see yourself in five years?

JOB INTERVIEW ETIQUETTE

Professionalism is not the job you do but how you do it. That was this volume's opening line, and it's a truism that applies to interviews. Some tips on interview etiquette:

- ★ Be on time, or better yet, 10 minutes early
- ★ Check your coat, purse, and non-essential belongings
- ★ Turn off your cell phone
- ★ Don't bring food, drink, or gum to the interview
- ★ Shake hands firmly and look them in the eye
- ★ Give the interviewer your complete attention
- ★ Talk about the job and your qualifications first, and save discussion about pay for the end or the second interview
- ★ Don't gripe about your old boss
- ★ Be an adult - your parents have no place in job interviews, negotiations, or your relationship with the boss
- ★ Follow up with a thank you note

The interviewer(s) will use questions to try to get to know you better as person. **They are gauging your communication skills, people skills, self-confidence, and other leadership traits as much as they are discerning whether you're a good match for the job's challenges.** Remember, the interview is not a friendly chit-chat, though it may be cordial. Therefore, try to answer the interviewer's questions in such a way as to highlight your strengths and qualifications.

Ask Good Questions. Too many applicants forget that an interview can be a two-way street. That is, **the applicant is interviewing the organization and the boss to see if they match the individual's needs and desires.** Therefore, come prepared to ask questions of your own. Some classic examples include:

- What's the team's culture like, or the boss's leadership style?
- What's the job really like on a day-to-day basis?
- Is this a new position, or would I be replacing someone?
- Is there room for growth in this position?

SAMPLE RÉSUMÉ

An FBO at the local airport is looking for a part-time lineman, gofer, and receptionist. Cadet John Curry prepares his résumé for the job.

Includes name & contact info

The career goal and immediate objective show why Curry is interested in a job at the local airport

JOHN CURRY
79 Fenton Ave Laconia, NH 03246
(603) 555-1934 cell
johncurry@isp.com

CAREER GOAL
Aspiring air traffic controller or meteorologist

IMMEDIATE OBJECTIVE
Obtain a summer job that allows me to learn about aviation while saving for college

EDUCATION
Laconia High School, junior, 3.8 GPA, (top 10% of class)
Coursework includes trigonometry, chemistry, & introduction to management.

WORK EXPERIENCE *[on a real resume, you'd include dates of service]*
Everett's Yard Services, landscaper (part-time, 24 hrs per week)
Performed yardwork and landscaping services for residential clients
Worked independently, often with no direct supervision at the jobsite
Completed safety training and qualified to operate potentially-dangerous power tools & equipment

EXTRA-CURRICULAR ACTIVITIES

Civil Air Patrol, cadet second lieutenant (top 15% nation-wide)
Successfully completed introductory curriculum in aviation and team leadership
Served as a flight commander, responsible for the training, discipline, and welfare of fourteen cadets during a 7-day annual encampment
Participated in three flights in a Cessna 172 and one KC-135 aerial refueling mission

Laconia High School Chess Team: co-captain
Co-organizer for the first annual Lakes Region Chess Academy, a one-day program that introduced 30+ kids aged 9 to 13 to the fundamentals of chess

Parish Council Youth Representative, St. Joseph Catholic Church
Advise the pastor and adult council members on how to better serve teen parishioners
Served as mentor & role model for 8th grade Confirmation class

Cycling
Participated in dozens of bicycle road races; average 70 miles' training per week

AWARDS & HONORS
National Honor Society, Laconia High School
General Billy Mitchell Award, Civil Air Patrol
Honor Cadet, Civil Air Patrol Encampment, Pease International Tradeport

REFERENCES
Everett Lord, owner, Everett's Yard Service, 555-7981, everett@isp.com
Major Ira Eaker, Civil Air Patrol squadron commander, 555-1941, eaker@isp.com

Still a student with no real educational credentials, this resume touts Curry's high GPA.

Each description of work experience begins with an action verb

With very little work experience, extra-curriculars are needed to supplement the résumé. Still, Curry keeps the content relevant to his objective. If asked about his chess team experience, he could reply, "I took initiative and honed my project management skills by planning that kids' tournament." If asked how cycling is relevant to his job search he might say, "Cycling shows that I have tenacity."

References include each individual's name, title, and contact info

SOCIAL MEDIA

OBJECTIVE:

29. Discuss pros and cons of social media's impact upon society.

As nearly every American teen knows, *social media refers to online tools that allow users to publish and share content such as text, photography, and video over the Web*. Twitter, Facebook, LinkedIn, and YouTube are just a few of the most popular sites. Blogs (web logs) and forums are other kinds of social media where readers and writers are encouraged to interact.

Benefits of Social Media. Although American society is highly mobile in the 21st century, people are able to keep in touch with friends and family around the nation or the world, thanks to social media. Such sites serve as ideal places for communication. People can instantly share ideas, advice, photos, and videos. Moreover, businesses and clubs use social media to promote their latest offerings. Many adults especially use sites like LinkedIn to advertise their talents and experience, hoping their profile might attract a potential employer or client. Social media offers job-seekers a new way to circumvent traditional hiring processes. And for extroverts – people who enjoy being in the midst of a crowd of people – social media enables them to become “friends” with thousands of people they’ve never met in person.

Drawbacks of Social Media. Do you really want a profit-seeking company to have access to your personal information? Privacy rights advocates warn that one consequence of social media is that it turns the previously private into public information. Moreover, data that is published online tends to remain online, even if “deleted.” Many teens have learned the hard way that college recruiters, employers, and others use social media to learn more about young people; post photos of yourself doing something stupid and you might later regret it. Other social critics worry that because the Web offers anonymity – as a New Yorker cartoon famously quipped, “On the Internet, no one knows you’re a dog,” – normal standards of politeness and civil behavior are eroding. In online “flame wars,” people impolitely disparage one another’s remarks in web forums.



Person of the Year.

So revolutionary is social media that in 2006, *Time* magazine named “you” as its Person of the Year.



CONCLUSION

You can succeed as a communicator every day. After your essay or speech is turned in or delivered, it may fade away like the contrails of a jet. But every single day, you can speak confidently and maturely. You can make yourself heard in writing as well. Your success as a communicator will help you in CAP as you strive for promotions, as you tackle high school and college courses, and as you communicate in all aspects of life.

DRILL & CEREMONIES TRAINING REQUIREMENTS

As part of your study of this chapter, you will be tested on the principles and processes of the wing formation and review. Ask an experienced cadet to assist you in learning about this subject. For details, see the *USAF Drill and Ceremonies Manual*, available at capmembers.com/drill.

*From the Air Force Drill & Ceremonies Manual, Chapter 6, Section C
Wing Formation and Review*



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MCREL EDUCATIONAL STANDARDS

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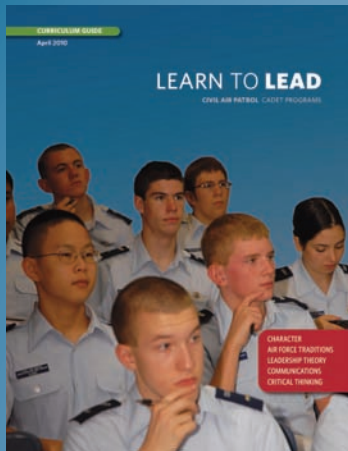
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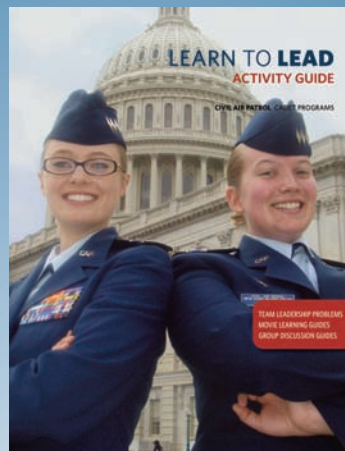
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A wealth of resources is available to support cadet leadership education. See capmembers.com/learntolead for free PDF editions, or purchase hard copies through Vanguard at CivilAirPatrolStore.com



LEARN TO LEAD CURRICULUM GUIDE

- ★ discusses the overall goals of cadet leadership education
- ★ outlines the content of volumes 1 & 2
- ★ offers guidance on how to implement the curriculum



LEARN TO LEAD ACTIVITY GUIDE

- ★ 24 hands-on team leadership problems
- ★ 6 movie discussion guides
- ★ 6 group discussion guides



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- ★ quick guidance on all major drill movements
- ★ tips on teaching using the demo-perf method
- ★ notes on basic formations



LEARN TO LEAD LESSON PLANS

- ★ detailed, recipe-like lesson plans for volumes 1 & 2
- ★ available only online



Appreciations

LEARN TO LEAD was, gosh, two years in the making. Maybe three. I'd rather not count. At the start, I knew the project would be huge, and it became even more gigantic as we got into it. There's no way this text would be before you were it not for the superabundance of help I received. At the risk of forgetting some individuals who deserve recognition, I offer my profound thanks to the following:

First, to my boss, **Jim Mallett**, and his predecessor **Rob Smith**, who each granted me total freedom and the resources necessary to do the job as I saw fit: Thank you. My volunteer counterpart, **Lt Col Ned Lee**, has been the best ambassador for *Learn to Lead* and for the Cadet Program in general. **Jeff Montgomery**, Ed.D., author of the awarding-winning *Aerospace: The Journey of Flight* and *Aerospace Dimensions*, provided much wise counsel during so many lunches. In CAP's creative services shop, **Barb Pribulick** assisted with the graphic design and answered a ton of technical questions, while **Jim Tynan** coordinated the printing and ensured you'd be holding a high-quality book. My longtime colleague **Bobbie Tourville** assisted in the early stages of the project and again at the end as a proof-reader. Coming to the rescue in the final weeks as proofer, idea man, and contributor-at-large was my good friend **Maj Jason Smith**.

And on a daily basis, my mates on the Cadet Team, **Joe Curry** and **Steven Trupp**, contributed to the project during countless huddles, review sessions, and licensing calls, while another teammate, **Neil Probst**, author of most of chapters 7 and 8, approached the book with a fresh perspective and deserves special recognition for a job well done. Added to this small army was yet another army of **CAP volunteers – seniors and cadets alike** – who graciously reviewed our drafts online, generously spoke up during dozens of conferences and cadet events, and lent us the wisdom of their field experience.

Most of all, I thank my wife **Amanda**, that saint of a girl upon whom I depend so much. I have no idea what a girl who is so beautiful inside and out sees in a dork like me.

With so much help from NHQ colleagues, CAP volunteers, and the like, you'd think *Learn to Lead* would be perfection on paper. Nevertheless, I know some hiccups remain, for which only yours truly is responsible.

All this work was done with one thing in mind. I hope *Learn to Lead* better prepares CAP cadets, fantastic young patriots all, to become the leaders America needs them to be.

Semper Vigilans
Curt LaFond

THE CADET OATH

I pledge that I will serve faithfully
in the Civil Air Patrol Cadet Program
and that I will attend meetings regularly
participate actively in unit activities
obey my officers
wear my uniform properly
and advance my education and training rapidly
to prepare myself to be of service
to my community, state, and nation.

Are leaders born or are they made? This text introduces cadets to the art of leadership and explains what they can do to become independent thinkers who confidently lead others in an atmosphere of teamwork and mutual respect.

LEARN TO LEAD is a four-volume textbook:

- Volume 1 Personal Leadership
- Volume 2 Team Leadership
- Volume 3 Indirect Leadership
- Volume 4 Strategic Perspectives



TODAY'S CADETS: TOMORROW'S AEROSPACE LEADERS