

Attachment 2

Optional Readings

Included for you several optional. These cover a variety of subjects, but focus on the issues of command, and are taken from CAP's *Leadership: 2000 and Beyond*. You will find them both interesting and informative, now, and throughout your CAP and even professional careers.

Section A: Spirit Builders

Tenets of Leadership

(By: General 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*.

General Russ' Tenets of Leadership

- Integrity
- Discipline
- Dedication
- 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, honesty 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 solve 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 of leadership 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 should 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 are 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 people are doing 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.

Responsibility and Authority

(The following is taken from, Leadership: 2000 and Beyond and does not list an author, it superbly summarizes your roles as both a commander, and subordinate to your own commander.) As a follower you have the responsibility to possess the technical competence to complete assigned tasks. As a leader you must also provide technical knowledge and adequately train your workers and followers. Also as a leader you must demonstrate your technical knowledge to your fellow supervisors and your boss.

Managerial skills are usually associated with the role of a leader, but followers must also exercise skill in this area. The leader is responsible to ensure they do the job in the most economical and timely manner. Both leaders and followers must develop and exercise human relations skills. Followers, of course, are responsible for their own behavior and attitudes. Leaders are responsible for providing an atmosphere that is conducive for a positive attitude and for being a role model in their behavior for their followers to emulate. The authority of the leader and the follower vary in degree only. The followers have whatever authority has been delegated to them either by regulations or by the leader. Usually, the followers have the authority to do whatever is necessary to get the job done. The leader, however, has the authority to decide the how, when, and where concerning the job, and does the delegating of authority to the subordinates. The leader's authority to make decisions, in turn, can be limited by their bosses. The major role difference in employment of technical, managerial, and human relations skills is that as a leader you must provide these skills for the group, and as a follower demonstrate them to the group.

Feedback: A Unique Key to Leadership

(By Lt Col Henry A. Staley, edited for CAP)

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

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

who's acutely aware of that almost mythical isolation from reality that slowly and insidiously overtakes a leader as he or she advances in rank.

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

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

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

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

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

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

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

The IG's Advice to Commanders

(By Lt Gen Louis L. Wilson, Jr., edited for CAP) As the IG (Inspector General), my function is to identify problems and management deficiencies which require command attention and report the facts as they really are. I have seen both success and failure, and all too often because simple rules of dealing with command have been violated.

Today more than ever, strong, efficient, and effective leadership is essential for the success of the Air Force mission. We face a great many problems which you as the future leaders will inherit and hopefully solve.

Effective leadership must have substance. I have identified ten points of guidance which I consider essential to being a successful supervisor or commander.

LtGen Wilson's 10 Points for Successful Command

1. Be tough
2. Be where the action is
3. Search out the problems
4. Find the "make or break" activities
5. Be sensitive to the environment
6. Don't take things for granted
7. Do not tolerate incompetence
8. Don't alibi
9. Don't procrastinate
10. Be honest

If you employ them all fully, you will be a success - if you don't, you are risking success. My first point of advice is to be tough. There is an old saying that "an army of deer led by a lion is more to be feared than an army of lions led by a deer." We repeatedly see "weak sisters" trying to be commanders. This is the individual who doesn't have the courage even to reprimand a subordinate for not cutting his hair.

Quite frankly, the place where I see the best morale, and the happy people is the organization where the commander is tough. Everybody knows where he stands - the outfit is usually good and the troops are proud.

The second most important factor I think that you must remember is that you have got to see for yourself what's going on. Too many would-be commanders think that their place of business is in their office. I maintain that your place of business is where the action is.

Generally, when we find good commanders, we find their footprints all over the place. Their impact is apparent in everything we see. It also has the beneficial effect of allowing your subordinates to see that you're interested in their problems, their working conditions, and their welfare.

Third, I would suggest that you search out the problems in your organization. If you think you're not having problems, you are just ignorant of what's going on in your organization. Somebody is not passing the word, and it's going to be your fault. You have probably inhibited your people by letting them know you don't like problems, don't expect problems, and the guy who brings them to you is going to be in trouble. This is a sure way to fail.

The commander has got to know when his organization is off course. Accordingly, he must listen to his people and seek out problems, irregularities, grievances, and complaints and find out their causes and eliminate them.

Problems are not all that tough if you have the facts. If there were no problems in an outfit at all, it could run without a commander.

Fourth, find out what the make/break activities are in your organization. Then get yourself involved in those activities on a priority basis. Let your weight be felt in these critical actions. For example, in flying organizations, nothing, absolutely nothing, is more essential than sound maintenance. Yet, we find, and continue to find, commanders who know little about maintenance. What's more, they don't seem to care. They seem to say, "that is dirty work, much better left up to the maintenance officer. I will spend my time and energies on operations." Did you ever hear of a commander getting fired for lousy operations? I haven't, but I have seen lots of commanders fired as a result of poor maintenance and aircraft accidents resulting from poor maintenance. But don't get hung up on this example of maintenance. There is always a critical path. Make sure you find yours and get personally involved.

Sensitivity is my fifth point and it is a common sense extension of my last three. You can get out and look at your activity; you can listen to your people and you may know your critical path but if you don't develop an activity to perceive the real problems and sort them out according to priorities, you will be like a pilot flying IFR using 1940 instruments. If you get to your destination you'll be lucky.

So often, I see commanders and supervisors who don't recognize the problem when it's staring them in the face. A good example is quality control reports which tell a commander about a serious problem, an unsatisfactory

condition. Yet that commander doesn't do anything about it - it doesn't have any impact on him. He lacks sensitivity. Even if people are telling you about your problems, you're not home free if you don't have the sensitivity to recognize the serious ones and give them realistic priorities.

My sixth recommendation is don't take things for granted. Don't assume that something wrong has been fixed. Take a look at it yourself. Get the facts. Nothing is more embarrassing than to come up short when the chips are down. Repeat discrepancies on IG inspections are a good example. Too often we find that commanders and supervisors leave corrective action up to subordinates and don't follow up themselves. Be from Missouri - make'em show you once in a while.

Recommendation number seven is **DO NOT TOLERATE INCOMPETENCE**. So often in our inspections we see totally incompetent people in key jobs. Yet, the boss carries this great albatross around his neck because he just doesn't have the heart to admonish, reprimand or fire the individuals concerned.

I don't mean that you have to be cruel, unkind or inconsiderate. All I'm saying is that once someone has demonstrated that he's either too lax or too disinterested, unwilling, or unable, because of aptitude, to get a job done, then I think you should call his hand and terminate his assignment. On the other hand, when you have someone who is doing a super job, encourage him, support him, and he will do even better.

My eighth recommendation is don't alibi. Nothing is more disgusting to me than to hear commanders and supervisors come up with an alibi for everything we find wrong. They aren't willing to face the fact that they too are human and make mistakes. They often get very defensive and it makes you wonder whether things are going to be fixed or not.

My ninth point is don't procrastinate. Don't put off those tough decisions just because you're not willing to make them today. I don't mean to make decisions irrationally or without due process of your reasoning powers. We have seen organizations during our inspection activities which are completely bogged down because they can't get the simplest decision from their commanders or supervisors. This tends to build a lethargic, dull organization and just won't create the gung-ho, can-do outfits we like to see.

Finally, be honest. Don't quibble. Tell it like it is and insist that people level with you in everything they say or do. They establish their patterns based on your leadership and example.

Nothing, absolutely nothing, can be more disastrous to a commander than to get garbled information, half truths, and falsifications. Let your people know how you stand on the matter. Make sure your people know they should come to you if they are troubled. It will create trust and confidence and you will have a better organization. And, be honest with yourself. Don't gimmick reports and figures just to make things look good. If a commander permits a "botch up" calculation, just to make his unit or function look good, he is a loser before he starts. It indicates that he is not willing to face the issue squarely. How reassuring it would be someday to have a commander say to me, "My scheduling effectiveness rate is not too good, but let me show you why and what we have done to correct it."

The Chief of Staff was very clear on this point when he discussed integrity in an all major command message. He said, "Integrity...is the keystone of military service. Integrity binds us together into an Air Force serving the country. Integrity in reporting, for example, is the link that connects each flight crew, each specialist, and each administrator to the Commander-in-Chief. In any crisis, decisions and risks taken by the highest national authorities depend, in large part, on reported military capabilities and achievements." He went on to say, "Integrity is the most important responsibility of command. Commanders are dependent on the integrity of those reporting to them in every decision they make. Integrity can be ordered but it can only be achieved by encouragement and example." Honesty is the most important ingredient in the make-up of an Air Force officer. Violations of integrity are serious offenses.

In conclusion, let me predict that when our future leaders are chosen, you will be able to look back and find that their careers exemplify the ten points I have just discussed. There are some of you who can and will be among those future leaders. This will require hard work, enthusiasm, and dedication - there is no room for an 8 to 5 attitude.

I think I can sum it up in one sentence: You must be involved, know what your problems are, remove the weak, promote the strong, and really lead, not react - and to do all this well, you've got to be tough, not mean or inconsiderate, just tough.

Section B: Skill Builders

Management: An Overview

(Taken from *Leadership: 2000 and Beyond*, vols 2 and 3) The Air Force defines management as “the process of organizing and using resources to accomplish predetermined objectives.” When you manage, you try to get results effectively and efficiently through the efforts of other people. Management is different from technical proficiency. You must understand the nature of the work, but do not do the actual (technical) job yourself. Instead, you deal with the meaning, purpose, and results of the work. Set goals and create the conditions for reaching them. The resources you use in managing are: people, money, material, and time. Managers provide leadership, guidance, policies, and decisions so that the efforts of all are brought together toward achieving their goals.

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

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

The management process has three basic steps: establish objectives, accomplish objectives, and measure results. To do these steps you must do five things: plan, organize, coordinate, direct, and control. These functions are further divided into elements. Look at the following chart:

PROCESS	FUNCTIONS	ELEMENTS
1. Establish Objectives	Plan	Gather Information, Interpretation, Judgment, Decision
2. Direct Accomplishment of Objectives	Organize	Structure, Procedures, Resources
	Coordinate	Communication Cooperation, Agreement, Motivation
	Direct	Implement, Supervise
3. Measure Results	Control	Measure, Evaluate (Information)

PLANNING

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

- a. **Define and analyze your objective.** Since the nature of the mission defines what your plan will be, understand the mission objective in order to make good decisions. You must break the mission into parts and see the relationships between them. Analyze each objective to learn what you need to achieve it. Decide which specific tasks you will analyze until to decide exactly who does what. The, establish relationships between one person doing one task and another person doing another. Finally, find the sequence of steps necessary to finish the job. Planning answers what should be done, how and where it should be done, who should do it, and with what resources - money, material, time, and human. How detailed you get depends on what organizational level you are planning for. The higher the unit, the more general the planning.
- b. **Evaluate the situation.** Decide the roles of, and establish liaison with, the other parts of the unit. Decide how far you can rely on their help, how they will fit into the scheme of the operation, what contribution they can make, and what are the relative priorities of these contributions.
- c. **Consider possible courses of action.** Get your people together, explain the objective, tell them what resources are available, and ask them to "brainstorm" for ideas.
- d. **Select the best course of action.** During this process, you usually think in terms of suitability, feasibility, adequacy, and acceptability. To be suitable, a course of action must fit the assigned mission. To be feasible, it must be possible. To be adequate, it must meet established requirements. To be acceptable, it must merit approval as part of a larger plan.
- e. **Develop an alternate plan.** Conditions often change, resources may not be available as expected, or even the specific objective may change. In certain situations there may be no time to re-plan. Your alternate plan must be as carefully selected and as fully developed as your primary plan.
- f. **Test both plans for completeness.** Be sure the plans explain "what, where, when, why, and how." As you ask these questions, decide whether your plan is suitable, feasible, adequate, and acceptable. Question not only the general plan, but each detail.

ORGANIZING

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

- a. **Unity of Command.** This means only one person has control of, and bears responsibility for, the activity. When doing something, unity of command keeps responsibilities from overlapping with each other, this preventing misunderstanding, friction, and confusion.
- b. **Span of Control.** This is how many members you can actively supervise. It depends on your physical and mental capabilities. The factors are: the number of people assigned to the job, the time required by you, and the distance between activities. Supervisors at the lowest organizational level usually have more people working for them than those at higher levels. This is because personnel at the lowest level usually are assigned tasks that are simpler.

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

- c. **Logical Assignment.** This sometimes is called homogeneous assignment or functional grouping. It means grouping related functions to improve operational efficiency. Experience, equipment, skills, and facilities are pooled and better utilized; to start grouping your resources by similar functions, put all functions that have a common purpose together.
- d. **Delegation of Authority.** Delegation is the art of giving others the authority to make decisions to take action, and to give orders on your behalf. Why must you delegate authority? No one person can do everything necessary to achieve the unit's objectives. Nor can any one person exercise all the authority to make the necessary decisions. Delegation provides for teamwork and for increased productivity. To gain a working knowledge of delegating authority, you should know and understand responsibility, authority, and accountability.
- e. **Responsibility** is the moral obligation that is assigned with the task. On a job everyone is responsible. Responsibility cannot be delegated, but it can be assigned.
- f. **Delegation of authority** gives the subordinate the right to make decisions, to take action, and to give orders.
- g. **Accountability** is your ability to answer your superior when asked how correctly or efficiently you are getting the job done.

Determining Procedures

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

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

The Anatomy of Making and Implementing Decisions

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

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

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

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

Next is the null set, the process of making decisions by doing nothing. This lets the solution control you instead of the other way around. You are overcome by events, and the results are rarely satisfactory.

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

COORDINATING

Coordinating, or exchanging information, is the third of the five managerial functions. It is important throughout management because it establishes and maintains good human relations, achieves unity of effort, promotes mutual understanding, and binds the whole organization at each level.

Internal and External Coordination

Internal Coordination. This deals with the elements that are directly or indirectly under your control. For example, arranging for, and getting the right people to do the right things, at the right times, and in the right amount to get a unified effort. It blends the activities of the different parts of the unit. The internal coordination within an organization requires three types of communication flow: vertical, lateral, and informal.

Vertical flow. This involves the upward and downward movement of communication through the formal structure of your unit. It begins when you issue messages to people further down the chain of command and expect useful feedback from them. The messages may be written or oral, directive or non-directive, formal or informal, or even gestures or facial expressions.

Lateral flow. Horizontal or lateral flow of communication, lets supervisors on the same organizational level coordinate their activities without referring every matter to the commander. Such channels improve understanding, increase the speed of information, and relieve superiors from having to handle all matters of coordination. Encourage horizontal or lateral communication in your unit, but make sure subordinates keep from making policy changes or commitments beyond their authority, and that they keep you informed of all interdepartmental coordination and activities.

Informal flow. This refers to the unofficial verbal or written communication that follows the informal channels rather than formal ones. An effective type of informal communication is the "grapevine." It is a structureless relationship between members of an organization who know each other well enough to pass on information about the unit. It thrives on information not available to all members because it is confidential, formal lines of communication are not adequate for dispersing it, or it would not be revealed formally (scandal, top-level incompetence, etc). Here are some characteristics of the grapevine:

- Communication flows quickly.
- Information passed along it becomes distorted.
- Communication flows along people who know each other well.
- Use increases as people get more closely located.
- Messages usually concern matters that affect your work.

You can never furnish your people with enough interesting and pertinent information to make the grapevine purposeless or unnecessary. It simply will not die. You would be wise to use it; take advantage of its quick communication capability by feeding it accurate information

External coordination. This is communicating with units outside your own to get their cooperation to achieve a common objective. Each unit is part of a larger one made up of separate units that must work together into a single unified organization. For that reason, the activities of every unit must be coordinated both laterally and vertically with those of related units. A good example of this is the relationship between the CAP and USAF during a CAP encampment or SAREX.

Communication Media for Coordinating

Written. Much of your coordinating can be in written instructions, reports, memoranda, and many types of printed matter. Newsletters, official correspondence, directives, standard operating procedures, bulletins, and other types of written communication are used to spread authentic information to everyone.

There are advantages to writing. You can transmit precisely the same information to many people at once, thus saving time and expense. It can also be kept on file as an official record and reference source. It is usually carefully worded.

Written communication also has some disadvantages. It is slower than verbal communication, and you may find some ideas hard to express in writing.

Verbal. This helps create a friendly and cooperative attitude, and stimulates individual and group morale. Verbal communication allows questions to be asked and answered on the spot. Beyond individual contact, verbal communications include conferences, staff meetings, and seminars. Weigh the advantages and disadvantages of using group or individual face-to-face communications.

DIRECTING

Planning, organizing, and coordination are usually called the pre-executive phases of "pre-executive" activities and clears the way for continuing improvements. The four essentials of directing are: focusing on the objective, stimulating members toward accomplishing the mission, supervising, and directing the procedure. The first three essentials are primarily concerned with directing people, and the fourth is concerned with directing the way the job is done. A mission is made up of tasks, which are, in turn, made up of procedures.

Directing is putting the plan into action and using resources to get the mission done. In directing, you integrate your preparatory actions into the task and adapt them to variables and to new factors. You discard those that are no longer useful.

A well integrated task has only procedures that are essential to getting the mission done. Each step is timed so that together they run smoothly. To be effective, integrated procedures should meet three general conditions: the assumptions must be consistent, the records, usable, and the by-products practical.

The assumptions underlying one procedure must be compatible and consistent with those of others. For instance, since line-responsibilities are not key in a staff job, procedures should observe the distinction between line and staff functions.

To keep procedures integrated, see that records provide usable statistical data and other practical information you can use to evaluate and control tasks.

A procedure involves several steps. Each step gets some result that is then used in the next procedure. Sometimes these procedures are used in several different tasks. In directing, use procedures that apply to more than one task whenever possible. For example, this rule applies to such functions as record keeping; you may use statistics originally compiled from another report.

Directing is considered to have two aspects: people and procedures. You not only supervise people, but are responsible for the total operation - carrying out the work, meeting the rules, and delivering results.

In directing, resources meet. You control the use of the members, material, facilities, and equipment. People cannot be treated like inanimate resources, although you may speak objectively about them in planning and organizing. A detached manner is not effective in organizing people.

Since all tasks are different, be flexible when directing. Consider the role your cadets and senior members play in each situation - that is, the nature of the task, the members' abilities, and how much they contribute to mission accomplishment. Since your people are not machines, do not treat them like robots. Human effort requires motivation and is influenced by the attitudes of both the individual member and the people in that member's working team.

To direct people, establish a working relationship among the members in the working team. CAP does not expect one individual, as a member of a working group, to carry the load of an entire complex task. It is through the working team that the directing function affects the individual.

Essentials of Directing

The essentials of directing are:

- (1) let your people know what you want them to do,
- (2) establish work practices and resolve conflicts that arise,
- (3) make decisions and issue orders that will assure efficient use of resources and keep to procedures, and
- (4) implement methods to improve operations.

In directing, the greatest challenge is to make the best possible use of your resources. You must tell each person exactly what must be done, and how and when it must be done. Make sure your members understand you and you understand them. Encourage each cadet or senior member to ask questions and have each tell you what he or she is doing and why. Only then can you be sure that you are really directing. Accurate communication is a basic requirement of good directing.

Your knowledge of each member's needs, personality, and attitudes will affect the way you direct them. Be sure that all directions are within the cadet's capability. Constantly changing environments and situations make it necessary for your directing to be flexible.

Types of Directions

There are four types of directions: demand, request, suggest, and volunteer. Each fits a certain situation. The *demand* is most effective when you must keep strict control - as in drill when immediate action is required, or in an emergency situation. Using this type of direction unnecessarily causes resentment and tense relations. The *request* is most often used in day-to-day directing. It is no less binding than a demand type order, but treats the member with more respect. When you are dealing with experienced members who have a willing and cooperative attitude, this type gets the best results. The *suggestion* is best used with fully competent workers who readily accept responsibility. This type of direction stimulates initiative more than other types, since the cadet decides what specific action to take. *Volunteer* direction is rarely used, and only to request something you cannot order. It is used for tasks that are beyond the call of duty, and in situations involving danger or abnormal conditions. It implies a choice; the other types of directions do not.

Four Types of Directions

- Demand
- Request
- Suggest
- Volunteer

Directions can be either in written or verbal form. The choice is largely based on the situation and the people involved. Use a written order (1) when precise or complicated instructions are concerned, (2) where the member is to be held accountable, (3) where directions are to be followed exactly, (4) to record permanent procedures, (5) for the member who has trouble following oral directions, or (6) for untrained members.

Verbal directions can be used for (1) day to day minor details, (2) to clarify a written order, (3) to help in an emergency, (4) where immediate compliance is needed, and, (5) to give a member the chance to ask questions.

CONTROLLING

Definition of Controlling

Controlling is deciding if an action is carrying out a plan, and periodically checking to see that it does. It can be compared to flying to a particular place. You should periodically check to see if you are passing certain checkpoints. If you are not, what steps must you take to get on the right path? Controlling must have a method for measuring performance, comparing actual performance with an established standard of performance, and correcting the deficiency to meet that standard.

The Process of Controlling

Controlling is more than thinking about a task and judging its performance. It is intervening, when necessary, to bring the task back into line with the general plan. This action has four stages: establishing the standard, detecting deviations, measuring the deviation, and taking corrective action.

Four standards of Controlling

- Establishing the standard
- detecting deviations
- measuring the deviation
- taking corrective action

Establishing the standard. Set standards that are to be met. Decide what the results should be or what you expect them to be. We are all familiar with dress standards. Organizations such as CAP require you to be “neatly groomed”. Specific requirements about hair length, the uniform, and placement of insignia must be established as a standard to judge if you are well groomed or not.

Standards give you a yardstick to guide and evaluate your unit's production or activities. Standards also describe the desired quality of products and processes, as well as expected qualifications and appearance of your people. They show the expected level of performance and can be stated in terms of speed, efficiency, economy, and accuracy. Start establishing standards by look at the purpose of your unit.

Detecting deviations from the standards. This is possibly the most difficult of all steps because there is no fool proof way to forecast when a deviation will occur. Theoretically, you must be there when a deviation happens to be able to measure how much of a deviation there is, and what caused it.

The next best thing is to collect data in the following order of preference: personal visits, staff meetings of personnel involved, committee meetings, briefings by experts in the field, and special reports regularly.

Next, interpret the data to see if there is any deviation between actual performance and the established standards. *Trend data* shows what changes have occurred from one point in time to another, and it will usually project whether current performance will meet standards if the trend continues. A graph of weekly attendance is an example of trend data. *Status data* shows how much of something has happened to date. This usually takes the form of a table and included numerical data. The Senior Training Report (STR) from National Headquarters is an example of status data.

Measuring the deviation. When you detect a deviation, find out how much of a deviation there is. Measure it *without interfering with normal operations* unless it is a matter of personal safety. Show your measurements using either a graphic presentation (trend data) or the statistical control report (status data).

Taking the necessary corrective action. When you find deviations, correct them by any combination of these steps: (1) Change the work method without changing the plans, or change the plans or goals without changing the work method. (2) Reassign or clarify duties, get more involvement in the analysis of why things went wrong. Then, go back to step one. Have your staff advise what work method works best. This, coupled with rewarding your members for doing things right, is the primary way of exercising control. Be more careful selecting your members, provide better training, and transfer or replace them. (3) Explain the job more fully. (4) Be more directive in your leadership until your members learn the job. When you correct someone, do it in this order:

- Coordinate the deviation and the anticipated corrective action with everyone who might be concerned.

- Issue a formal directive of any major corrective action that changes an established policy; and an informal directive for minor corrective action.
- Publish corrective action in all available media and circulate among the members and higher echelons to show what action was taken.
- To avoid confusion, record all corrective action in written form along with a resume of any further suggestions.

Overcoming resistance to controls. Most of us do not like having our work checked closely, being watched on the job, or having our work habits changed. The controlling function, therefore, is often the least popular of the management functions when it is done incorrectly. It does not have to be this way if you follow certain guidelines.

- Explain controls thoroughly.
- Develop a mutual interest in achieving objectives by jointly developing controls *with the same involvement* of your members. (They will be tougher on themselves than you would be if you set the behavioral traps correctly). A behavioral trap is constructed to get a desired reaction or to block an undesired one. Put another way, it's a sales tactic.
- Apply controls fairly and equally. Again, reward them by rewarding positive performance.

Control by catching people *doing things right*. Keep the proper self-perspective, occasionally "let your hair down" and admit you've made mistakes in the past. You do not have to convince yourself that you are perfect. Nor must you pretend you are. Keep control policies constant.

Counseling Techniques

As a leader, you will have people ask for your advice and your help. They may have personal problems that affect their job performance, such as: family problems or anxiety over tests, school, work, or other matters. What can you do as a unit leader when this occurs? Begin by listening. If it is a problem that you can resolve quickly, do so. If not, refer them to the proper member of the unit such as the Chaplain, Deputy Commander for Cadets, etc. Treat the person as if you were the one with the problem.

Perhaps the hardest thing you will ever have to do is counsel people. Like almost everything else you do, counseling is communication. Effective counseling is **not** advice. Effective counseling is helping people understand themselves, their problems, and how to solve their problems themselves.

EFFECTIVE COUNSELING

An effective counselor is:

Interested

Accepting

Attentive

Confidential

A counselor is someone who wants to help, cares about people, listens to discover the real problem, and can be trusted. By combining these characteristics with the right counseling approach, you can help your people. As a counselor, you can choose from the directive, non-directive, or a combination of these approaches. Each is best suited to particular situations and counselors. The next sections show the techniques involved and discuss where you can best use each.

Directive Approach

“Directive” does not mean telling the counselee what to do; it means you work directly (one-on-one) to help solve the problem. You help the cadet recognize the problem, and you suggest ways to solve the problem. Although you help the member reach a solution, remember that the member owns the problem and is responsible for the solution. Directive counseling:

- Is concerned more with immediate rather than long range problems.
- Does little to make any major personality changes, but is more concerned with the immediate adjustment to frustrating situations.
- Is considered more problem-centered than person centered and...
- Concerns itself with changing specific aspects of the member's behavior such as social behavior, attitudes, and task behavior.

Because directive counseling focuses on your ability to suggest solutions, this approach is also called counselor-centered. Do not force your solution on your member. What seems logical to you may not be logical for the member. Another problem with this approach is that the member may feel that you only want to get the job done and are not adequately considering his/her feelings. Sometimes you must work hard to show the counselee that s/he is important to you and you are committed to help.

Non-directive Approach

Non-directive, or client-centered counseling, means that you take the member's point of view. You put yourself in the member's place and understand the problem from their standpoint. Your objective is to cause some change or growth in the member. Non-directive counseling:

- Is concerned with long-term, lasting change or growth in the member.
- Assumes that only the member knows the problem and only the member can solve the problem, and...
- Means you do not direct or advise the member

It sounds as if the job of the non-directive counselor might be simple. Actually, it is quite difficult. You must act to help the counselee clarify feelings and rectify problems without giving advice or direction. This means that you have to act as a mirror and reflect the member's thoughts, emotions, and attitudes so the member begins to recognize the situation and problems. You can only do this if you build a trusting, confidential relationship. This relationship is not “close friends” but a helping, caring, professional relationship.

Eclectic Approach

As you gain experience as a counselor, you probably will like some parts of each of the above approaches. This combination is called the eclectic approach. It will be different for each counselor/counselee situation. The approach, then, is a tailored approach to handle a specific situation. For example, you may choose to offer solutions or ideas about the problem (directive) while letting the member try to clarify values and emotions (non-directive). Many things affect the combination of methods you choose: the time available, your relationship with the member, your physical surroundings, and your own personal preference.

GENERAL PURPOSE

Entertain
Inform
Persuade

INTENDED PURPOSE

Relax, Please
Understand
Act, Agree

Finally, you must always consider the member's emotional involvement. Can the two of you discuss the problem calmly, rationally? If so, the directive approach may offer the quickest way to a solution.

On the other hand, if the member is very emotional about the issue, you will probably choose the non-directive approach and allow the member to clarify feelings and values as the counseling goes along. No matter which approach you choose, the following hints should help your sessions be more productive.

PREPARING FOR YOUR SESSION

- Find out about the member, check member records.
- Set up a place. Is it comfortable? Is it private?
- Set up a time limit to keep things moving.
- Have a plan for the session.
- Do you need the chaplain there?
- Conduct the session.
- Be pleasant and friendly. For disciplinary sessions, be professional.
- Let the member “solve” the problem.
- Do not be afraid of silence. The silence gives you both a chance to gather your thoughts.
- Let the member do most of the talking.
- End the session on time.
- Set up another session, if needed.

AFTER THE SESSION

- Make notes of your progress. For a disciplinary session have the member sign it.
- Follow up! Make sure the problem is solved and that you keep whatever promises you made to the counselee.

Counseling is a technique successful leaders use to help their people work more efficiently within the organization. Effective counselors may use directive, non-directive, or an eclectic approach to counseling. Good counselors recognize their limitations and approach counseling situations with sincere interest in the counselee. Through a helping, understanding, confidential approach, leaders can help their people and make the organization a more pleasant place to work.