

LEARN TO LEAD

MODULE 1: "PERSONAL LEADERSHIP"

BACKGROUND PAPER ON THE DRAFT TEXTBOOK

"To develop in cadets the ability to think independently and lead others in an atmosphere of teamwork and mutual respect."

Goal of the Cadet Leadership Program (CAPR 52-16, Chapter 1)

- 1. Learn to Lead** is a new approach to cadet leadership education. The project's main task is to develop a new cadet textbook. Additionally, the diagram below (page 3) shows the collateral materials that will work hand-in-hand with the new text.
- White Paper.** In a white paper dated March 2007, the Cadet Team explained why the current leadership curriculum is inadequate, and outlined a new direction for cadet leadership education.
- Baseline.** To establish a baseline, CAP surveyed the leadership curricula of similar leadership development organizations including AFJROTC, U.S. Naval Sea Cadet Corps, Boy Scouts of America, USAF Academy, and USAF Airman Leadership School.
- AU Review.** The editors developed a curriculum outline for the new text. Air University experts reviewed that outline, made suggestions, and ultimately endorsed the project's overall approach and the content outline for Module 1, "Personal Leadership."
- A Series of Modules.** In its finished state, *Learn to Lead* will be a textbook in 4 modules, neatly matching the four phases in the Cadet Program. The cadet regulation sets goals for leadership education during each phase, and those goals will drive the curriculum in the respective modules. Cadets will complete one chapter per achievement, as they do now with the current textbook.

<u>Phase</u>	<u>Cadet Grades</u>	<u>Module</u>	<u>Module Title</u>
I	Cadet Airmen	1	Personal Leadership
II	Cadet NCOs	2	Team Leadership
III	Cadet Officers	3	Indirect Leadership
IV	Cadet Officers	4	Strategic Perspectives

- 6. Recurring Themes.** Five recurring themes run through each module. In building-block fashion, cadets begin learning fundamentals about each theme and then graduate to more advanced topics in those thematic areas.

Character: The ethical aspects of leading, following, and serving on a team.

FEATURES OF THE TEXT

1. Clear learning objectives, which will drive the test questions
2. Frequent explanations of how the subject matter relates to being a cadet
3. Examples of leadership in action via references to the military, politics, business, and pop culture
4. Photos showing cadets in action
5. References to Air Force perspectives on leadership, showing cadets that what they are learning is valid

- Air Force Traditions:** Customs and courtesies, drill and ceremonies, and other military traditions that inform how the Air Force views leadership.
- Leadership Theory:** Leadership philosophies, models, and propositions from the social sciences.
- Communications:** Listening, writing, speaking, questioning, and anything else leaders do to share meaning.
- Critical Thinking:** Approaches to problem solving and analysis.

7. Content Outline. Module 1, “Personal Leadership,” follows the outline shown below:

**CHAPTER 1
CHARACTER &
THE AIR FORCE TRADITION**

Synopsis: This chapter introduces newcomers to those aspects of cadet life that distinguish cadets from ordinary youth. The emphasis is on developing in the cadets an understanding of why character is a pre-requisite for leadership, and why Air Force traditions like the salute, the uniform, and the chain of command are staples of cadet life.

1. Welcome to Leadership
2. Leadership Begins With Character
 - a. The Warrior Spirit
 - b. The Core Values
 - c. The Cadet Oath
3. The Air Force Tradition
 - a. Foundations for Military Customs & Courtesies
 - b. Basic Rules for Rendering Customs & Courtesies
 - c. The Uniform’s Role in the Cadet Program
 - d. Drill & Ceremonies as Leadership Development Tool
 - e. Concept and Use of the Chain of Command
4. Drill & Ceremonies Training
 - a. Basic Individual In-Place Movements
 - b. Assembling in Formation

**CHAPTER 2
CADETS:
LEADERS IN TRAINING**

Synopsis: Only by taking responsibility for one’s self can a cadet fulfill their mission, which is to develop their leadership potential. This chapter focuses on followership, or personal leadership – the idea that CAP expects each cadet to be a leader who directs their own actions toward a goal.

1. History of the Cadet
2. Self Management Skills Needed for Success
 - a. Personal Goal Setting
 - b. Ethical Decision Making
 - c. Effective Time Management
 - d. Healthy Stress Management
3. Teamwork
 - a. Characteristics of Teams
 - b. Qualities of Good Team Players
 - c. Mentoring as a Team Approach to Leadership Development
4. Communications
 - a. Active Listening
 - b. Questions & The Importance of Feedback
 - c. Reading Critically
5. Drill & Ceremonies Training
 - a. Facings, Forward March & Flanks
 - b. Opening & Closing Ranks

**CHAPTER 3:
THE CHARACTER
OF A LEADER**

Synopsis: Here, cadets start to see leadership as an academic subject. They begin by trying to define the term, then consider two introductory leadership theories, exploring the pros and cons of each. Although the chapter raises as many questions as it answers, cadets will have made important first steps, simply by seeing how complex leadership is.

1. What is Leadership? Forming a Working Definition
 - a. Air Force Definition
 - b. Comparative Definitions
 - c. Assumptions About Leadership in America
2. Roles of the Leader
 - a. Leader as Visionary (Billy Mitchell)
 - b. Leader as Motivator (John Kennedy)
 - c. Leader as Communicator (Martin Luther King)
 - d. Leader as Expert (Jimmy Doolittle)
 - e. Leader as Teacher (Anne Sullivan)
3. Two Introductory Leadership Theories
 - a. Great Man Theory
 - b. Trait Theory
4. Symbol of America: The Flag
 - a. History of the U.S. Flag
 - b. Flag Etiquette
5. Drill & Ceremonies Training
 - a. Column Movements
 - b. Column of Files

8. Publication Plan. Module 1 is now available for the cadet community to review. Squadrons may use it to augment their program. For several reasons (logistics, administration, testing), Module 1 will not be used in meeting cadet promotion requirements until Module 2 is ready. The next step is for the Cadet Team to develop Module 2. When that is completed, Modules 1 and 2 will be officially published simultaneously (Summer '09 is our goal). Then work on Modules 3 and 4 will begin.

9. Curriculum Diagram. The *Learn to Lead* textbook will become the academic keystone to the cadets' leadership curriculum. But CAP needs to offer more than just a textbook to help cadets fulfill their potential. This diagram shows what resources are available now or are in development to support cadet leadership education.

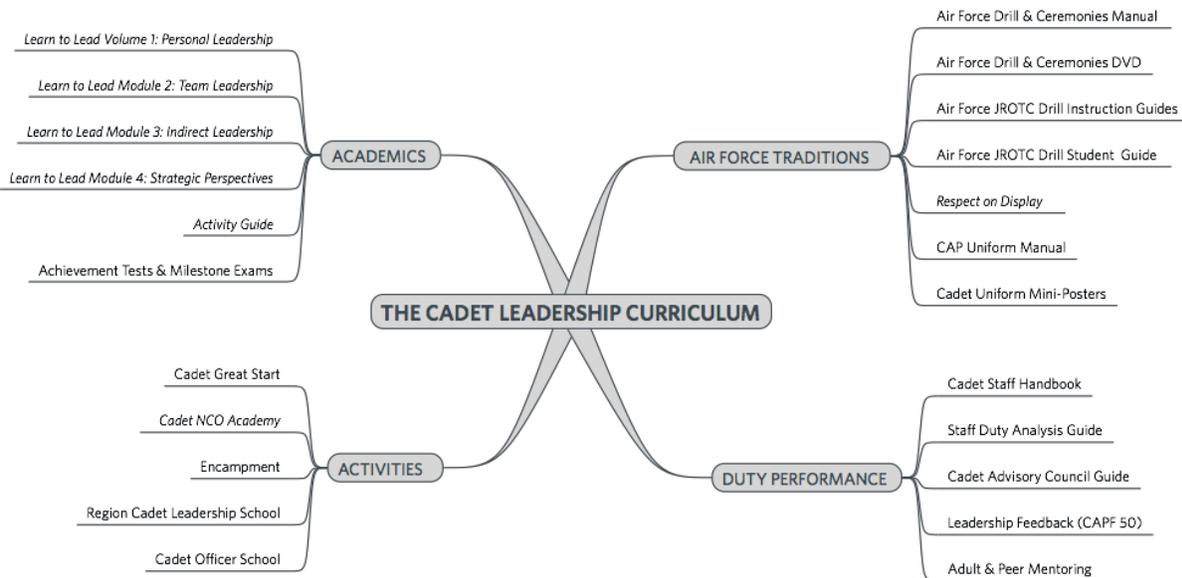


Figure 1. The Cadet Leadership Curriculum.

Each of the tools CAP provides for cadet leadership education can be grouped into one of four categories. Resources that are currently available are shown in plain text. Resources in development are *italicized*. Note that an activity guide will accompany the *Learn to Lead* text. It will include hands-on “AEX-style” team leadership problems, case studies, leadership games, and more.

10. Achievement Names. *Learn to Lead's* chapters are titled by theme, not by the achievement name (ie: “Character and the Air Force Tradition” not “Curry Achievement.”). Cadets will continue to study the pioneers who lend their names to the achievements, but that biographical informational will be included on a Ranks & Awards homepage, rather than in the leadership text itself.

AN INVITATION TO PARTICIPATE

Do you have thoughts about the *Learn to Lead* text? Please share them with your director of cadet programs, who in turn, will share them with us. Thank you for your continued support of the cadets.

– NHQ Cadet Team