



**Nurture...**

**Support...**

**Command...**

**2005 Civil Air Patrol**  
**National Staff College**  
**Curriculum Guide**

15 - 22 October

Maxwell Air Force Base, Alabama

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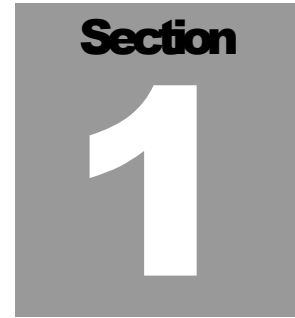
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## National Staff College

### Objective

*Using national resources to influence our adult members towards senior leadership.*

**T**he National Staff College is the premier in-residence school for CAP members desiring to become senior level leaders. The National Staff College is designed to enhance the transition from leadership at lower level echelons towards senior leadership. National Staff College is limited to adult CAP members, in the CAP grade of Major or above. National Staff College introduces strategic thinking and concepts for members to follow in their future volunteer leadership assignments.

Most of the participants will have held one or more leadership positions at the squadron level. Many of the participants will have leadership experience at the group or wing level, with some serving as commanders.

To influence our adult members towards senior leadership there are three major areas of emphasis: Our members need to think with a strategic view, they need to move towards a senior leadership model, and they need some tools to help them comprehend CAP's organizational health. These areas correspond to the blocks of instruction for NSC. A key to successfully navigating these blocks is to realize that the end result of NSC is to better equip CAP leaders enabling them to accept senior leadership assignments.

**COURSE OBJECTIVE** (Cognitive): The objective of this college is to influence the student towards senior leadership. The National Staff College will be considered successful if the students comprehend the key principles of senior leadership and apply these principles in senior leadership assignments.

**STRATEGY:** The methods of instruction vary according to subject matter, but seminar discussions will be the primary method of delivery. This means that readings and other assignments need to be completed prior to each meeting. Other methods of instruction will include informal lectures, exercises, case studies and practicums. Active note taking will help facilitate active seminar discussions.

There are three blocks of instruction that will lead the student towards the course objective: Using senior leadership and critical thinking models to move toward a strategic view, develop an advanced understanding of CAP's organization, and the ability to foster healthy and productive relationships with CAP's partners. The NSC will present lessons based upon these three blocks of instruction. Each block of instruction will have a Block Objective that each lesson will build upon.

All three blocks of instruction will be taught concurrently. By this, we mean that students should expect lessons from each block of instruction daily. Students will soon discover that the lessons are relational and can be applied to more than one block of instruction.

#### **COURSE OUTLINE:**

Block 1: Think with a **strategic view**.

Block 2: Develop an advanced understanding of **CAP's organization**.

Block 3: **Foster relationships** with CAP's partners.

**CONTACT HOURS:** This senior level course lasts approximately six days and has about 18 hours of instruction, about seven practicum hours, and about an additional 15 seminar hours for a total of about 40 contact hours. Additional hours include time in the evenings for both study and socialization.

#### **READINGS:**

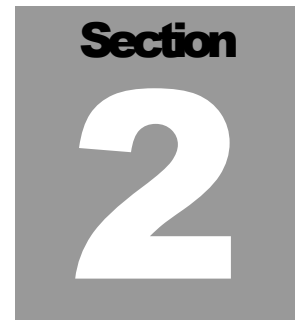
1. CAPP 50-5, *Introduction to Civil Air Patrol*, pg. 25
2. CAPP 190-1, *Guide to Civil Air Patrol Public Affairs*, Volume 1, Chapter 3, pgs. 3-7 to 3-19
3. "The Responsibility of Leadership in Command," AU-24, pgs. 91 – 92
4. "Leadership at the Top – Insights for Aspiring Leaders," AU-24, pgs. 231 - 234
5. "Executive Strategy Issues for Very Large Organizations," AU-24, pgs. 159 – 164
6. "IP 6203: Senior Leadership and the MBTI," AFDD-2, pgs. 72 – 100
7. "Air Force Leadership Development Model (on compact disk only)
8. "Strategic Leadership: Defining the Challenge," Col W. Michael Guillot, USAF, Faculty, Department of Leadership and Ethics, Air War College
9. "Emotional Intelligence: What It Is and Why It Matters," Cary Chemiss, Consortium for Research on Emotional Intelligence in Organizations, pgs. 1-14
10. "Developing Emotionally Intelligent Organizations," Boyatzis & Van Oosten, Consortium for Research on Emotionally Intelligent Organizations, pgs. 1-14
11. "Transformational Leadership," Col Mark Homrig, USAF
12. "Making Core Values Make Sense," Bobbie Tourville, Leadership, Education and Development Section, Leadership Development and Membership Services Directorate
13. "Doing the Right Thing," AU-24, pgs. 337-340
14. "Six Cardinal Rules of Accountability in the Era of Core Values," Lt Col Mike Schmitt, pgs. 303 - 306
15. "Taking Command," AU-2, pgs. 1 – 13
16. "The Uses of Leadership Theory," James Owens, AU-24, pgs. 245-250
17. "Leadership and the Art of Mentoring: Toolkit for the Time Machine," Kunich & Lester, The Journal of Leadership Studies, 1999, Vol 6, No ½, pgs. 17-37
18. "What Makes a Top Executive?" AU-24, pgs. 165-169
19. "The Need to Be More Professional... Whatever That Means," AU-24, pgs. 25-32
20. *Sharing Success/ Owning Failure*, Col David L. Goldfein, USAF pgs. 1-22
21. "Team Leadership Theory," Susan Kogler-Hill, ACSC Leadership and Command Phase II, pgs. 78-87

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22. "Organizational Culture," Dr. Carter McNamara, pgs. 1-3
23. "Do You Really Know Your Organization's Culture?" Hagberg Consulting Group, pgs. 1-4
24. "IP 6208: Command Responsibility, Accountability, and Discipline: Part 1 – B-52," AWC 2004 Reader, pgs. 274 – 306
25. "Leadership and Power Base Development: Using Power Effectively to Manage Diversity and Job-Related Interdependence in Complex Organizations," AU-24, pgs. 193 – 199
26. "Leadership Is In The Eye of The Follower," AU-24, pgs. 507-510
27. "Reflections on Leadership for Would-Be Commanders," AU-24, pgs. 341 – 343
28. "Feedback: A Unique Key to Leadership," AU-24, pgs. 321 – 322
29. "Leaders Communicating Effectively," AU-24, pgs. 309 – 313
30. "Embracing the Media, 2003 (on compact disk only)
31. "Speaking Effectively," John Kline
32. "CAP Signs Memorandum of Understanding with Northern Command's 1<sup>st</sup> Air Force," Melanie LeMay, CAP News, January 2005, pg. 5
33. "Unified Action Armed Forces," Joint Publication 0-2 (on compact disk only)
34. NOC Background Paper
35. "CAP Blitzes Nation's Capital," CAP News, May 2005, pgs. 1, 6
36. "CAP 2004 Annual Report to Congress"
37. "Iowa House Passes Bill Supporting Wing," Major Doug Jansen, CAP, CAP News, May 2005, pg. 3
38. "Pennsylvania Wing Gears Up for Greater Port Security Role," CAP News, March 2004, pg. 13

*Note: Most of the lessons in this guide have assigned readings. The readings listed in **bold face** after each lesson must be read before the assigned lecture or seminar.*

*All other readings are optional. However, we encourage you to read these materials if you need additional background before the lecture or seminar.*

A gray square graphic with the word "Section" in a bold, black, sans-serif font at the top. Below it is a large, white, stylized number "2" centered within the square.

## National Staff College

### Block 1: Strategic Leadership

*Developing strategic leadership views.*

This block of instruction exposes the students to strategic leadership and planning models to prepare them for senior planning and leadership roles within Civil Air Patrol. Foundational to becoming senior leaders of CAP, students need to arrive at National Staff College comfortable with the general structure and organization of both CAP and the USAF. This will enable students to be better prepared to discuss the marriage of leadership and strategy; and how these are vital to CAP as a corporate body and as the auxiliary of the US Air Force.

**BLOCK 1 OBJECTIVE** (Cognitive): The objective of this block of instruction is for each student to:

- a) comprehend how personality types can affect an organization.
- b) comprehend the principle that personal leadership affects organizational leadership.
- c) comprehend the utility of emerging leadership trends to a leader's unit and job.
- d) demonstrate the ability to overcome unique leadership challenges.
- e) comprehend how personal ethics impact leadership.
- f) comprehend the impact of defining one's leadership style.

**STRATEGY:** Lectures by nationally recognized guest speakers and guided seminars are the primary methods of instruction for this block of instruction. Some case studies may be used. Some experiential lesson will be used.

**BLOCK 1 LESSONS:**

*MBTI Personality Types*

SC-01 [3:00 Lecture/1:00 Seminar]

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Organizations tend to attract similar minded people to accomplish similar minded goals. However, in large-scale organizations like CAP, there are dissimilar minded people accomplishing common goals. This lesson will utilize the Myers-Briggs Type Indicator® (MBTI) to identify the students' own personality types. Students will also gain an appreciation for the need to have various personality types as part of a healthy organization.

STRATEGY: Informal lecture followed by seminar discussion. The MBTI Inventory needs to be completed and returned to National Headquarters **15 days prior to the start** of NSC.

OBJECTIVE (Cognitive): Comprehend how personality types can affect an organization.

DESIRED LEARNING OUTCOMES:

1. Describe the four main components that make up an individual's personality type.
2. Differentiate between two opposites in the personality types.
3. Explain why different types of personalities are needed in our CAP environment.

READING:

***“IP 6203: Senior Leadership and the MBTI,”*** AFDD-2, pgs. 72 – 100

MBTI Inventory (Must be completed and returned to National Headquarters 15 days prior to the start of NSC)

*Overview of Strategic Leadership: Leading the Leaders*

SC-02 [1:00 Lecture/1:00 Seminar]

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CAP senior leaders are responsible operationally for accomplishing CAP missions within their respective states, while simultaneously developing strategic views that impact the national organization. This lesson will help provide the CAP senior leader with some tools to effectively lead while developing a strategic view.

STRATEGY: Informal lecture followed by seminar discussion.

OBJECTIVE (Cognitive): Comprehend the principle that personal leadership affects organizational leadership.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Contrast the differences between operational leadership and strategic leadership.
  2. Explain how CAP senior leaders can successfully move from operational leadership towards strategic leadership.
-

3. Describe how you would lead your wing to accomplish a national goal when you and many of your wing members are opposed to this goal.

READINGS:

1. *Air Force Leadership Development Model*
2. **“Strategic Leadership: Defining the Challenge,”** Col W. Michael Guillot, USAF, Faculty, Department of Leadership and Ethics, Air War College

***Emerging Leadership Trends***

SC-03 [1:00 Informal Lecture/1:00 Seminar]

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Senior leaders are expected to manage with an eye to the strategic view. They must marry the objectives of the mission with the capabilities of their units and resources. Leaders enhance their ability to build relationships between strategy, implementation, and outcome.

At the same time, CAP has unique leadership challenges because of its volunteer nature. Senior leaders must motivate followers to action by appealing to shared values of the organization, leaders, and followers to achieve the desired outcomes.

This lesson will explore emerging leadership trends that will help students develop the strategic view while harnessing the power of their members.

STRATEGY: Informal lecture followed by seminar discussion.

OBJECTIVE (Cognitive): Comprehend the utility of emerging leadership trends to a leader’s unit and job.

DESIRED LEARNING OUTCOMES:

1. Describe emerging leadership concepts useful for leading volunteers.
2. Discuss the implications of building relationships between strategy, implementation, and outcome.
3. Explain the concept of personal leadership competencies.

READINGS:

1. **“Emotional Intelligence: What It Is and Why It Matters,”** Cary Chermis, Consortium for Research on Emotional Intelligence in Organizations, pgs. 1-14
2. **“Developing Emotionally Intelligent Organizations,”** Boyatzis & Van Oosten, Consortium for Research on Emotionally Intelligent Organizations, pgs. 1-14
3. **“Transformational Leadership,”** Col Mark Homrig, USAF, pgs. 1-15



*Team Leadership Exercises*

SC-04 [1:00 Practicum]

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This series of experiential lessons will require the students to apply some of the leadership principles that they have been studying at the NSC. Some physical activity is required (walking, standing, stretching, lifting objects that weigh less than 10 pounds, *etc.*).

STRATEGY: Experiential exercises followed by seminar discussion.

OBJECTIVE (Cognitive): Demonstrate the ability to overcome unique leadership challenges.

DESIRED LEARNING OUTCOMES:

1. Describe predominant leadership skills practiced during the team exercises.
2. Give an example of how team exercises help to develop leadership skills.
3. Explain how teamwork develops a strong organization.

READINGS: None.

*Ethics and Leadership: The Value in Making Good Choices*

SC-05 [1:00 Lecture/1:00 Seminar]

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Does the way we conduct ourselves away from CAP affect our leadership in CAP? How do our personal ethics affect our credibility and effectiveness? During this lesson, the students will explore the ramifications of these questions and the role ethics play in the development of command decision-making. Students will first hear about the foundations of ethics and morality in western culture. After, they will explore real-world positive and negative examples of ethics and their effects.

STRATEGY: Informal lecture followed by seminar discussion.

OBJECTIVE (Cognitive): Comprehend how personal ethics impact leadership.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Assess the implications of the concept of public trust for leading in a non-profit organization.
2. Analyze the relationship between ethics and leadership.
3. Explain how CAP's Core Values are inculcated.

READINGS:

1. *"Making Core Values Make Sense,"* Bobbie Tourville, Leadership, Education and Development Team, Leadership Development and Membership Services Directorate.
2. *"Doing the Right Thing,"* AU-24, pgs. 337 – 340
3. *"Six Cardinal Rules of Accountability in the Era of Core Values,"* Lt Col Mike Schmitt, pgs. 303 - 306

*Personal Leadership Style*

SC-06 [1:00 Practicum]

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It is important that a leader develop a personal leadership style – that is, understand the dynamics of leadership and how s/he acts in a leadership situation. Being able to articulate one's leadership style builds a foundation upon which members can best serve the mission and leader.

As one of the requirements for this seminar, students will write a 100 – 150 word paper describing their personal leadership style. Students will also give a 2-4 minute speech describing their leadership style. The student will pretend that s/he has just taken command of the wing and is talking to the members for the first time as commander.

STRATEGY: Practicum

OBJECTIVE (Cognitive): Comprehend the impact of defining one's leadership style.

DESIRED LEARNING OUTCOMES:

1. Describe at least two theoretical approaches to leadership.
2. Describe the concept of a personal leadership philosophy.
3. Describe the process of defining one's leadership style.

READINGS:

1. *"Taking Command,"* AU-2, pgs. 1-13
2. *"The Uses of Leadership Theory,"* James Owens, AU-24, pgs. 245-250
3. *"Leadership and the Art of Mentoring: Toolkit for the Time Machine,"* Kunich & Lester, *The Journal of Leadership Studies*, 1999, Vol 6 No. 1/2, pgs. 17-37

## National Staff College

### Block 2: CAP & You

*Selecting the right tools to foster a healthy CAP climate.*

This block of instruction provides students with some current experiential and practical tools needed to foster a healthy organizational climate. Students will gain an advanced understanding of CAP and the USAF as national organizations, expanding their perspective and perceptions beyond the local level. Students will be exposed to concepts of taking command and leading volunteers. They will also be able to identify some potentially dangerous pitfalls of faulty leadership. Students will be encouraged to set positive personal examples of senior leadership by examining their relationships with fellow students and NSC staff, as well as with their bosses, peers and subordinates at home. Finally, students will be able to dialogue with CAP leaders during an evaluation of the lessons.

**BLOCK 2 OBJECTIVE** (Cognitive): The objective of this block of instruction is for each student to:

- a) describe the objectives and the desired learning outcomes of the National Staff College.
- b) comprehend the role of CAP-USAF and its relationship to Civil Air Patrol.
- c) comprehend the interrelationships of CAP's complex organizational structure and funding matrix.
- d) explain how the National Headquarters is organized and the function it serves.
- e) comprehend the concept of leading volunteers.
- f) comprehend the importance and effect of culture on a volunteer organization.
- g) comprehend the challenges and opportunities for a commander as s/he moves from unit to higher command.
- h) understand the command vision for CAP.
- i) evaluate the affective and cognitive domains of lessons presented at National Staff College.

**STRATEGY:** Lectures by nationally recognized guest speakers and guided seminars are the primary methods of instruction for this block of instruction. Some case studies will be used. Some experiential lessons will be used.

**BLOCK 2 LESSONS:**

*Setting the Stage*

CY-01 [0:30 Lecture/0:30 Seminar]

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The formative seminar provides an opportunity for the students to better understand the scope, function and desired outcomes of the National Staff College (NSC), touching upon both the affective and cognitive domains of learning. Students should be able to answer the “so what” questions – “So what” will I learn; “So what” will I do with what I learn, *etc.*

STRATEGY: Seminar discussion.

OBJECTIVE (Cognitive): Describe the objectives and desired learning outcomes of the National Staff College.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe the objectives and desired learning outcomes of the NSC.
2. Describe the value of the NSC to CAP.
3. Give an example of how you hope to use the proposed tools learned at the NSC to help improve your leadership in CAP.

READINGS:

1. *“Reflections on Leadership for Would-Be Commanders,”* AU-24, pgs. 341 – 343
2. *“Taking Command,”* AU-2, pgs. 1 – 13

*CAP-USAF Perspective*

CY-02 [1:00 Informal Lecture]

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CAP-USAF has a unique dual role to Civil Air Patrol as an enabler and advocate for CAP, while also acting in an oversight capacity, helping to ensure that CAP lives up to its obligations as recipients of taxpayer funds and property. This relationship creates a dynamic tension that is healthy, but often misunderstood. For the CAP leaders at higher echelons of command, it’s important to understand the role of CAP-USAF, and how it can be used to make CAP operations more effective.

In this lesson, students will be introduced to CAP-USAF structure and operations at the national level.

STRATEGY: Informal Lecture

OBJECTIVE: (Cognitive): Comprehend the role of CAP-USAF and its relationship to Civil Air Patrol.

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DESIRED LEARNING OUTCOMES:

1. Explain the relationship between CAP and CAP-USAF.
2. Describe the organization and tasks of the CAP-USAF organization.

READING:

*AFI 10-2701, Organization and Function of the Civil Air Patrol*

***Structure, Governance, and Finance***

CY-03 [1:00 Informal Discussion]

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CAP is an organization with multiple stakeholders. As such, senior leaders need to understand the structure controlling our operations, our funding, and our strategic vision. Our leaders need to be able to explain not only the individual roles of the governing bodies, but their relationships with each other, and how the governing bodies' decisions directly affect CAP's ability to perform missions for America.

In this lesson, students will learn how the National-level organization is structured, and from whom it receives its funds. Students will also learn how the governing bodies make national-level decisions as well as how it uses the chain of command.

STRATEGY: Informal lecture.

OBJECTIVE (Cognitive): Comprehend the interrelationships of CAP's complex organizational structure and funding matrix.

DESIRED LEARNING OUTCOMES:

1. Identify the courses of funding for CAP.
2. Describe the interrelationships among the governing bodies and CAP's funding matrix.
3. Define who is in charge of the Civil Air Patrol.

READINGS:

None

***HQ Tours with a Purpose***

CY -04 [3:00 Tour]

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The National Headquarters is where the National CAP corporate team and the CAP-USAF staff conduct the business of CAP and where the partnership of the Air Force and CAP is seen the strongest.

STRATEGY: Tour of National Headquarters with visits to various Directorates.

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OBJECTIVE (Cognitive): Explain how the National Headquarters is organized and the function it serves.

DESIRED LEARNING OUTCOMES:

1. Explain the role of National Headquarters in implementing CAP's national policies.
2. Describe the partnering relationships of CAP and CAP-USAF employees.

READING:

**CAPP 50-5, *Introduction to Civil Air Patrol*, pg. 25**

### ***Leading Volunteers***

CY-05 [1:00 Lecture/1:00 Seminar]

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While CAP follows the form and structure of the Air Force, CAP has some unique challenges that the Air Force model cannot address. One of these challenges is in motivating volunteers to adequately perform a tasking in support of the organization's goals. This lesson will explore how CAP accomplishes its missions without "ordering" people to action. The students will also identify some of the barriers (*i.e.*: Generational or educational) that may hinder a leader's efforts. Some discussion on the notion of "training your replacement" will be discussed. Finally, the students will be exposed to the leadership approach of consensus building and contrast this approach to that of fear or intimidation.

STRATEGY: Informal lecture followed by seminar discussion.

OBJECTIVE (Cognitive): Comprehend the concept of leading volunteers.

DESIRED LEARNING OUTCOMES:

1. Contrast the differences of leading volunteers vs. leading employees.
2. Give an example of how volunteers should be led in order to reach CAP goals.
3. Predict what would likely happen if the authoritarian style of leadership were used exclusively with volunteers.

READINGS:

1. "*Leadership and Power Base Development: Using Power Effectively to Manage Diversity and Job-Related Interdependence in Complex Organizations*," AU-24, pgs. 193 – 199
2. "*Leadership Is In the Eye of the Follower*," AU-24, pgs. 507 – 510

### ***CAP Culture***

CY-06 [1:00 Informal Lecture / 1:00 Seminar]

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Like all organizations, Civil Air Patrol has a distinct culture that influences all we do. It is the responsibility of CAP's senior leaders to share our culture with all members, and to be a role model for others to emulate.

Senior leaders must also be able to identify the good and bad aspects of our culture, especially the consequences that negative incidents in CAP's culture. In this lesson, students will identify CAP's culture, and discuss the positive and negatives influences that affect the culture.

STRATEGY: Informal lecture

OBJECTIVE (Cognitive): Comprehend the importance and effect of culture on a volunteer organization.

#### DESIRED LEARNING OUTCOMES:

1. Describe CAP's corporate and volunteer culture.
2. Discuss how culture affects the operations of an organization.
3. Explain the impact of culture on a volunteer force.

#### READINGS:

1. *"Team Leadership Theory,"* Susan Kogler-Hill, ACSC Leadership and Command Phase II, pgs. 78-87
2. *"Organizational Culture,"* Dr. Carter McNamara, pgs. 1-3
3. *"Do You Really Know Your Organization's Culture?"* Hagberg Consulting Group, pgs. 1-4
4. *IP 6208: Command Responsibility, Accountability, and Discipline: Part 1- B-52,"* AWC 2002 Reader pgs. 274-306

### ***Local to Global: A Broadened View of CAP***

CY-07 [1:00 Informal Lecture/1:00 Seminar]

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As members move beyond the unit level for command responsibilities at group, wing, and beyond; it's essential for them to move beyond the micro view of CAP (where CAP affects their command), to the macro view of CAP (where the command influences CAP).

At the same time, CAP senior leaders need to understand how their personal ability to lead volunteers adapts when moving from the local level to higher levels of command. This lesson will help emerging leaders to comprehend this phenomenon and develop ways to adapt to these changing leadership requirements. Students will first be exposed to ways managers and commanders use to lead "indirectly." They will learn about the differing nature of relationships between the commander and members at the local level versus higher

command echelons.

STRATEGY: Informal lecture followed by seminar discussion.

OBJECTIVE (Cognitive): Comprehend the challenges and opportunities for a commander as s/he moves from unit to higher command.

DESIRED LEARNING OUTCOMES:

1. Explain the characteristics required to lead indirectly versus directly.
2. Discuss the effects of leading followers versus leading leaders.
3. Describe what one must think about when transitioning from one leadership echelon to a higher level.

READINGS:

1. *“What Makes a Top Executive?”* AU-24, pgs. 165-169
2. *“The Need to Be More Professional...Whatever That Means,”* AU-24, pgs. 25-32
3. *“Sharing Success/Owning Failure,”* Col David Goldfein, USAF, pgs. 1-22

### ***CAP’s National Commander’s Perspective***

CY-08 [1:00 Informal Discussion]

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Many CAP officers have read or heard about our national leaders, but few have had the opportunity to personally dialog with them about issues of national importance. This session is the students’ opportunity to hear from CAP’s national leadership the vision for CAP. Also, the students will be given moderated time to dialog with one of our national leaders about national matters, while giving our students the opportunity to ask questions and share their views on some of the latest national level concerns.

STRATEGY: Brief informal lecture followed by a dialog with the participants.

OBJECTIVE (Cognitive): Understand the command vision for CAP.

DESIRED LEARNING OUTCOMES:

1. Paraphrase the CAP national leaders’ vision of CAP.
2. Summarize the key partnerships of CAP.

READINGS:

1. *“The Responsibility of Leadership in Command,”* AU-24, pgs. 91 – 92
2. *“Leadership at the Top – Insights for Aspiring Leaders,”* AU-24, pgs. 231 – 234
3. *“Executive Strategy Issues for Very Large Organizations,”* AU-24, pgs. 159 - 164



***CAPStone***

CY-09 [2:00 Seminar]

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One of the best ways for an organization to identify its health is to see how well it values feedback from its members. *CAPStone* (*CAP Student Training Objectives Neatly Encapsulated*) provides an opportunity to openly hear back from the students on both the affective and cognitive domains of learning. Students should be able to answer the “so what” questions – “So what” did I learn; “So what” will I do with what I learned, *etc.* Evaluation instruments will be discussed and active participation will enable the NSC leaders to make continual improvements on the course.

STRATEGY: Seminar discussion.

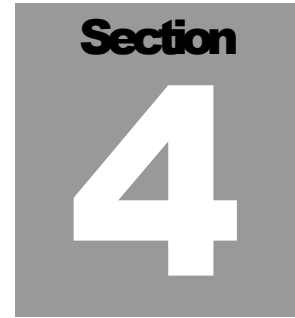
OBJECTIVE (Cognitive): Evaluate the affective and cognitive domains of lessons presented at NSC.

DESIRED LEARNING OUTCOMES:

1. Compare your perceptions of NSC prior to attending to the actual NSC experience.
2. Describe the value of NSC to CAP.
3. Give an example of how you will use a lesson learned at NSC to help improve your leadership in CAP.

READING:

***“Feedback: A Unique Key to Leadership,”*** AU-24, pgs. 321 – 322



## National Staff College

### Block 3: Fostering Relationships

*Building and showcasing CAP's value to customers.*

**T**his block of instruction introduces the concept of promoting CAP's value to a variety of customers. Key to CAP's success is its ability to promote itself and build lasting organizational and personal relationships with its customers. All CAP members, and especially its senior leaders, should hone their ability to transmit CAP's value, and ensure we deliver what we promise.

**BLOCK 3 OBJECTIVE** (Cognitive): The objective of this block of instruction is for each student to:

- a) demonstrate the ability to present a positive corporate image.
- b) comprehend the evolution of mission tasking requirements and the process for USAF-authorized missions.
- c) comprehend the role federal interagency relationships play in CAP's success.
- d) comprehend the importance of nurturing sound relationships with state government.

**STRATEGY:** Lectures by nationally recognized guest speakers and guided seminars are the primary methods of instruction for this block of instruction. Some case studies will be used. Some experiential lessons will also be used.

**BLOCK 3 LESSONS:**

*The Media: In the Public Eye*

FR-01 [0:50 minute informal lecture and discussion; 1:50 minute practicum]

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Senior leaders are often called upon to speak to the media and other community leaders. This lesson will focus on helping the students to be prepared to proffer an appropriate public image with poise and confidence. Students will first receive a lecture discussing the workings of the media, as well as strategies and practical tools to ensure that members “get the message out.” After, students will put what they’ve learned to work in a series of practicums.

STRATEGY: Informal lecture followed by a practicum.

OBJECTIVE (Cognitive): Demonstrate the ability to present a positive corporate image.

DESIRED LEARNING OUTCOMES (Cognitive):

1. Describe areas where you may be called upon to address the media in CAP.
2. Give an example of a media experience “gone wrong” in CAP.
3. Explain how you can prepare for a positive media experience.

READINGS:

1. *“Leaders Communicating Effectively,”* AU-24, pgs. 309 – 313
2. *Embracing the Media, 2003* (on compact disk)
3. *Speaking Effectively*, John Kline

*The Military: Northern Command, 1<sup>st</sup> Air Force, & How Taskings Changed After 9/11*

FR-02 [1:00 Informal Lecture/1:00 Seminar]

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Senior leaders need to be familiar with how the CAP and USAF interrelationships affect our relationships with other agencies, specifically, our ability to perform missions for America.

Senior leaders know the functions and enabling power of the CAP National Operations Center; as well as how to use the NOC effectively to capitalize on the concept of "centralized control, decentralized execution" as the guiding operating principle with all agencies with whom CAP works.

In this lesson, students will learn about how CAP works with the US military, and the foundational “rules of engagement” guiding how the military can use CAP. They will also learn about the concept of “centralized control, decentralized execution.”

STRATEGY: Informal lecture followed by seminar discussion.

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OBJECTIVE (Cognitive): Comprehend the evolution of mission tasking requirements and the process for USAF-authorized missions.

DESIRED LEARNING OUTCOMES:

1. Explain the process by which CAP is tasked to provide support through the USAF.
2. Explain how the wing commander can foster interagency cooperation with the USAF.
3. Explain the concept of "centralized control, decentralized execution."

READINGS:

1. *"CAP Signs Memorandum of Understanding with Northern Command's 1<sup>st</sup> Air Force,"* Melanie LeMay, CAP News, January 2005, pg. 5
2. *Unified Action Armed Forces*, Joint Publication 0-2, executive summary
3. NOC Background Paper

***Federal Agencies: Interagency Relationships***

FR-03 [1:00 Informal Lecture]

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Senior leaders are able to identify and foster interagency relationships: building partnerships in quiet times to prepare for times of crisis. The commander and senior mission staff must have positive personal contact with peers in partner agencies in order for CAP to be utilized effectively. Senior leaders provide clear vision and guidance to those CAP members working with partner agencies and the USAF to ensure mission success.

STRATEGY: Informal lecture followed by seminar discussion.

OBJECTIVE (Cognitive): Comprehend the role federal interagency relationships play in CAP's success.

DESIRED LEARNING OUTCOMES:

1. Discuss the importance of interagency partnerships to CAP operations nationally and locally.
2. Compare/Contrast good versus poor interagency relationships and their strategic implications.
3. Develop a personal plan to increase the quality of interagency relationships with which you are personally involved.

READINGS:

1. *"CAP Blitzes Nation's Capital,"* CAP News, May 2005, pgs. 1, 6
2. *"CAP 2004 Annual Report to Congress"*

***State Agencies: Where CAP Shines Best***

[1:00 Informal Lecture / 1:00 Seminar]

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Almost all funding goes directly to the states to carry out federal missions. Each state, in turn, funds community and state-wide agencies to fulfill these missions. CAP senior leaders should foster partnerships with these state and local agencies.

In this lesson, students will receive a variety of ideas on how to foster these relationships. More importantly, the students will know why such relationships are vital to CAP's growth.

STRATEGY: Informal lecture.

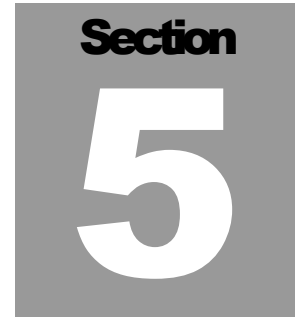
OBJECTIVE (Cognitive): Comprehend the importance of nurturing sound relationships with state agencies.

DESIRED LEARNING OUTCOMES:

1. Explain the importance of nurturing sound relationships with state agencies.
2. Describe the unique dual relationship CAP shares with state agencies.
3. Discuss new ways to improve CAP's partnering with state agencies.

READINGS:

1. "Iowa House Passes Bill Supporting Wing," Major Doug Jansen, CAP, CAP News, May 2005, pg. 3
2. "Pennsylvania Wing Gears Up for Greater Port Security Role," CAP News, March 2004, pg. 13



## National Staff College Student Requirements

*These we do in order to graduate.*

All students are required to wear uniforms during duty hours and will follow CAP published rules for proper wear. The NSC Protocol Officer will brief the students on the uniform of the day at the morning general assemblies.

All military protocols will be followed while the student is attending NSC. The NSC Protocol Officer will brief the students on these protocols at the morning general assemblies.

There will be opportunities for students to tour National Headquarters located at Maxwell AFB. NSC will also provide for an official seminar photograph.

If a student experiences any problems, then the student should initially refer the problems to the student's Seminar Advisor.

Fun and safety are to be observed at all times.

### **EDUCATIONAL PROCEDURES AND REQUIREMENTS**

The NSC recognizes that its students bring a wealth of knowledge and experience with them. Accordingly, the NSC courses are structured to obtain the maximum exchange of views among faculty and students. Key to this learning process is student preparation and active participation in classroom discussions and practical exercises.

The NSC provides student guides that describe the scope, objectives, and topics for each lesson, and that specify requirements to be completed prior to each session.

Classroom hours include lectures, seminars, question-and-answer sessions with guest speakers, discussions, and student exercises. Students should plan on a minimum of one to two hours of preparation for each day's classes. Preparation time includes required readings, case studies, and development of student ideas.

## **NSC 2005 CURRICULUM GUIDE**

Students may keep certain materials provided for the course. The NSC Curriculum Coordinator will indicate what materials must be returned.

### **NON-ATTRIBUTION POLICY**

Presentations by guest speakers, panelists, and renowned public officials and scholars constitute an important part of the curriculum. In order that these guests, as well as faculty and other officials, may speak candidly, the NSC offers its assurance that presentations will be held in strict confidence. This assurance derives from a policy of non-attribution, which is morally binding on all who attend. Without the expressed permission of the speakers, nothing they say may be attributed to them directly or indirectly in the presence of anyone who was not authorized to attend the presentation. This policy is not intended to preclude references by students and faculty within the academic environment to opinions expressed by speakers; however, courtesy, good judgment and the non-attribution policy preclude citing those views, even if the speaker is not identified by name, when questioning subsequent guests. Specifically, the non-attribution policy provides that:

a. Classified information gained during these presentations may be cited only in accordance with the rules applicable to its classification. Additionally, without consent, neither the speaker nor the NSC may be identified as the originator or source of the information.

b. Unclassified information gained during lectures, briefings, and panels may be used freely within the academic environment. However, without consent, neither the speaker nor the NSC may be identified as the originator of the information.

### **ACADEMIC STANDARDS**

All NSC students must demonstrate attainment of a certain level of intellectual competence in course or program topics. The Seminar instructors use the following standards, as applicable, to evaluate student performance:

#### *Seminar Performance*

Above Standards: Has consistently completed and demonstrated comprehension of all required readings for each lesson, as well as some supplemental material. Has identified issues and is prepared to discuss them in class. Exceptional qualities of leadership, but comfortably accepts support role when appropriate. Always demonstrates awareness of actions. Is an attentive listener who builds on points made by others. Stimulates thoughts in other students and draws them out.

Consistently shows innovative thinking, which stretches the minds of others. Always demonstrates the highest levels of thinking, including synthesis and evaluation. Asks questions which cause others to think. Quickly analyzes a problem, its issues, and alternative solutions. Oral presentations are clearly thought out and well organized; arguments are tightly constructed; anticipates potential questions. Speaks in an articulate, confident, and persuasive manner.

Meets Standards: Usually completes required readings for each lesson. Identifies most of the issues to be discussed and is ready to contribute. Is a team player; carries his/her share. Can either lead or follow. Gets group to work together without mandates. Stays focused on group goals. Appropriately participates in discussions. Respects the views and ideas of others. Usually shows thoughtful analysis and evaluation of subject. Understands pros and cons. Uses sound reasoning. Oral presentations are professional and communicate points and arguments clearly; covers all major points. Speaks clearly and coherently.

Below Standards: Frequently does not complete the required readings. Does not fully understand the issues to be discussed through lack of preparation. Is not a team player. Is inflexible or unwilling to take assigned role. May not support group goals. May be impatient, patronizing, or impolite. Listens poorly; does not give others a chance to speak. Relies on personal experience for participation rather than synthesis of other ideas. Frequently monopolizes the discussion. Often fails to identify the real problem or issues in a situation. Sometimes misses the point of the discussion. Demonstrates little or no innovative thinking. Oral presentations demonstrate lack of preparation; material lacks clarity, completeness and unity. Lacks confidence when speaking; rambles.

### *Writing Ability*

Above Standards: Content clearly addresses all requirements and includes analysis beyond required issues. Clearly demonstrates full understanding of all principles, concepts, and issues. Applies concepts easily to new situations. Composition is tightly organized and well honed. Persuasive argumentation; well reasoned, with good supporting evidence. Excellent development of theme; good transitions between sections and paragraphs. Uses well crafted sentences; always demonstrates proper use and choice of words.

Meets Standards: Content completely addresses all requirements. Demonstrates understanding of most principles, concepts and issues. Synthesizes information from various sources. Writes logically and persuasively. Ideas and concepts are organized and understandable. Communicates points and arguments clearly. Demonstrates effective writing and use of standard English. No habit of flawed English grammar and word usage. Mechanics are correct.

Below Standards: Content does not address all requirements. Has difficulty understanding and synthesizing the material presented. Does not fully comprehend the basic concepts and often misapplies them in new situations. Jumps to conclusions and fails to examine all alternative courses of action. Organization and logical flow flawed. Discussion and arguments incomplete or one-sided. Writing uneven in clarity, lacking in unity, and sparse in evidence. Contains excessive errors and sloppy work.

### *Academic Integrity*

Regardless of the form that the evaluation takes, the NSC expects all work to be original work developed by students to fulfill requirements during their attendance at NSC. It cannot be a modification of a previously submitted paper or presentation, and must contain the student's own ideas except as documented. **Plagiarism will not be tolerated** and actions recommended by the NSC Curriculum Coordinator for infractions of this policy include dismissal from the program.



**PROGRAM EVALUATION**

An important component of the NSC effort to offer timely and quality educational praxis is the curriculum assessment provided by the students. The survey program provides students the opportunity to assess how well the faculty and staff meet the goals and objectives of the courses. Each academic lesson is surveyed, as well as the overall NSC. At the end of the NSC, the students will collectively review these surveys. Survey results are also shared with the faculty and the Curriculum Coordinator and used as a basis for potential future course revisions.

NATIONAL STAFF COLLEGE 2005

# Nurture... Support... Command

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Produced by CAP senior leaders and the  
Leadership, Education, and Development (LEAD) Team

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