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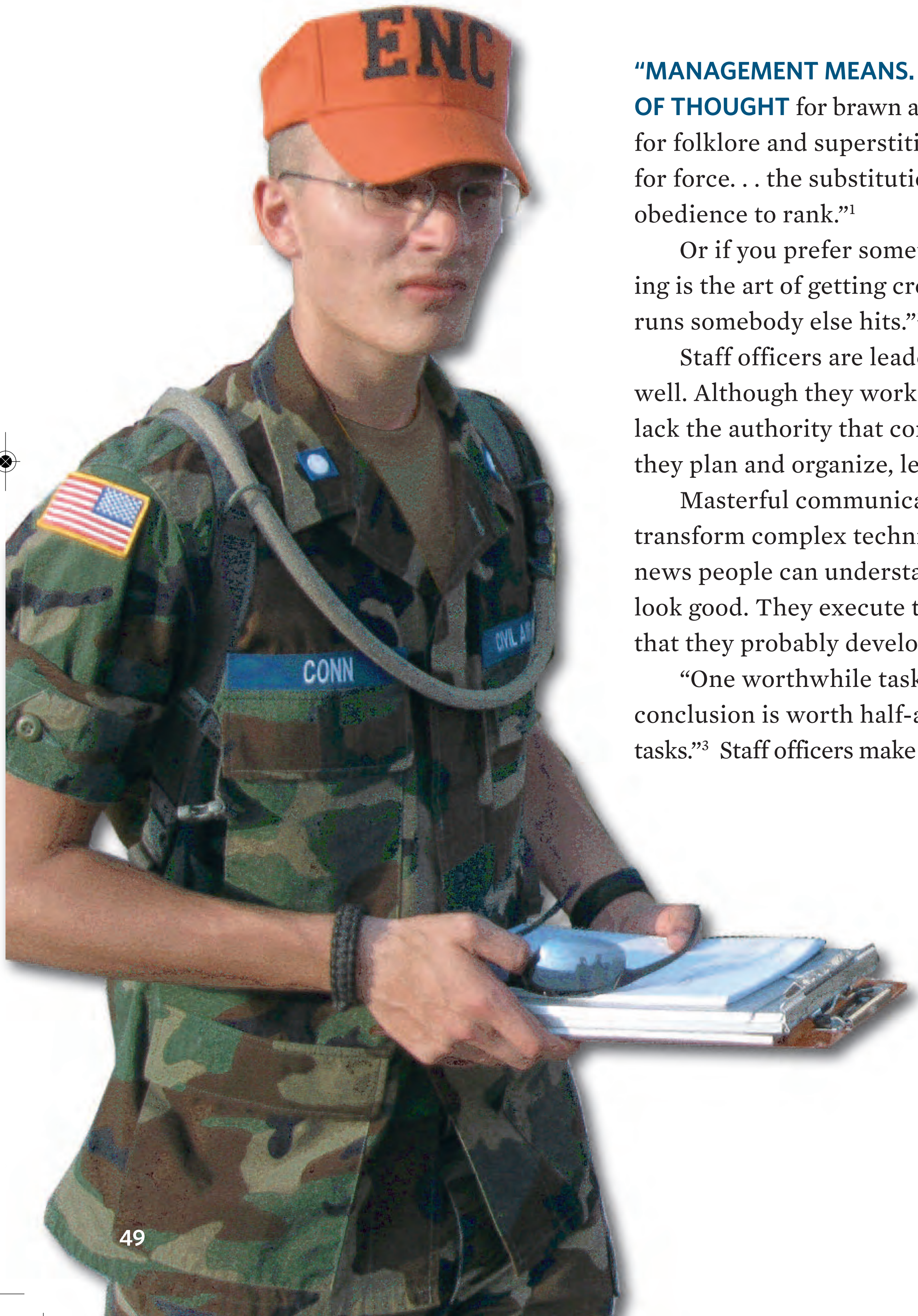
CHAPTER 10

THE STAFF OFFICER



"MANAGEMENT MEANS... THE SUBSTITUTION OF THOUGHT for brawn and muscle, of knowledge for folklore and superstition, and of cooperation for force. . . the substitution of responsibility for obedience to rank."[1]

Or if you prefer something simpler, "Managing is the art of getting credit for all the home runs somebody else hits."[2]

Staff officers are leaders, and mangers as well. Although they work behind-the-scenes and lack the authority that comes with command, they plan and organize, lead and control.

Masterful communicators, staff officers transform complex technical information into news people can understand. They make the boss look good. They execute the boss's plan, a plan that they probably developed in the first place.

"One worthwhile task carried to a successful conclusion is worth half-a-hundred half-finished tasks."[3] Staff officers make their organizations hum.

ORGANIZATIONS & THE STAFF OFFICER

In the military, perhaps one officer in fifty serves in a command position. The remaining officers are staff officers. In this section, we consider the role of the staff officer. But before getting into the practical matters of staff work, let's pause to discuss the entity in which staff officers serve: the organization.

THE ORGANIZATION AS A FORMAL TEAM

OBJECTIVE:

1. Define the term "organization."

What is an Organization? As introduced in chapter 2, teams are groups of people who work together toward a common goal. Organizations take this idea a step further. An organization is a body of individuals working under a defined system of rules, assignments, procedures, and relationships designed to achieve identifiable goals and objectives.[4]

A handful of guys who push a stalled car out of a busy intersection are a team. The U.S. Air Force, with its formal chain of command; formal rules and regulations; formal job titles and duty assignments; formal procedures for dropping iron on target; and formal, carefully crafted mission statements and goals and objectives is an organization that endures. A staff officer serves within the context of a formal organization.

Teams & Organizations. The guys pushing the car are a *team*. The USAFA Prep School cadets are part of a team, too, but even more they belong to an *organization* with formal goals, rules, and procedures.

CHAPTER OUTLINE

In this chapter you will learn about:

CHAPTER GOALS

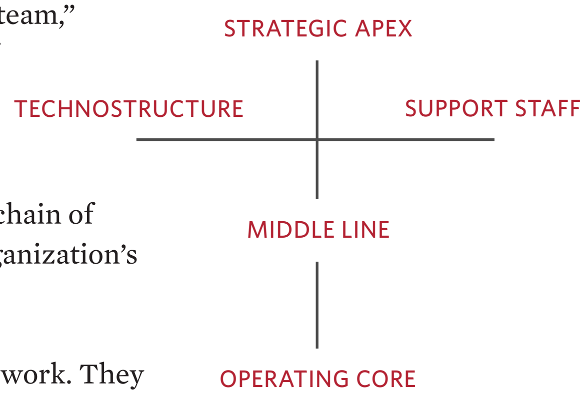
1. **Understand the effects of organizational structure on determining roles for staff officers.**
2. **Recall the fundamentals of leadership using committees.**
3. **Summarize the role of a staff officer with regard to ethics and project management.**
4. **Demonstrate effective communication skills for online, written, and spoken presentations.**

THE FIVE COMPONENTS OF AN ORGANIZATION

OBJECTIVE:

2. Identify the five components of an organization.

While a team is simply a single entity known as "the team," an organization is much more complex, consisting of five basic parts in two groupings.[5]



The five components of an organization

The Line is the first of two groupings. The line is the chain of workers and leaders who directly accomplish the organization's mission. It is comprised of three parts.

The Operating Core performs the organization's basic work. They are the front-line workers and foot soldiers whose efforts directly affect the organization's accomplishment of its mission. In a cadet squadron, the in-ranks cadets are the operating core.

The Middle Line has direct authority over the operating core. Serving as a link between the front-line workers and the top leaders, middle line leaders pass information up and down the chain. More importantly, they interpret ideas conceived at the strategic apex, develop plans for completing their piece of the puzzle, and explain how the operating core is to execute those plans. The middle line allocates the resources (money, equipment, people, etc.) that flow down from the organization's headquarters. In effect, the middle line leader "performs all the managerial roles of the chief executive, but in the context of managing his or her own unit."[6] In a cadet squadron, the cadet flight commanders and cadet commander comprise the middle line.

The Strategic Apex presides over the entire organization and exercises authority over the whole operation. The central figure is the commander, company president, or business owner, but the term also includes the handful of the most senior leaders who work closely with the boss – the vice commanders, vice presidents, directors, and the like. This small leadership team formulates the strategy by which the organization fulfills its mission. (It may be useful to review the strategic, operational, and tactical arenas discussed in chapter 4.) The strategic apex allocates resources to the subordinate parts of the organization. Senior leaders at this level cope with the big decisions affecting the organization, either making those decisions themselves, or ratifying the recommendations offered by subordinates. They are spokespeople representing the organization to the most prominent customers and stakeholders outside the organization. And of course, they ensure the overall organization functions as a single, well-oiled machine. The strategic apex has the widest scope of responsibilities, and its work is the most abstract of the five basic parts of the organization. In a cadet squadron, the squadron commander and his or her deputies comprise the strategic apex.

The Staff is the second of two groupings. The staff does not directly accomplish the organization's mission, but provides technical and administrative support to the line that does. There are two parts to the staff.

The Technostructure is the group of specialists who help standardize the organization. They design programs, plan new initiatives, and issue technical directions about the work that the middle line and operating core performs. These "gurus" have deep knowledge of a functional area, that is, an aspect of the organization's mission. Although the technostructure lacks direct authority over the line, they formulate policies and procedures relating to their functional area that the strategic apex can impose on the middle line and operating core. This soft authority is sometimes called functional authority. Because of their deep, technical knowledge about the organization's mission (or at least one corner of it), the technostructure can mentor the middle line in the technical aspects of the job. Staffers serving within the technostructure find themselves at the intersection of the strategic apex above them, the middle line beside them, and the operating core beside and below them. Therefore, they need to coordinate their activities up and down and across the chain of command. In a cadet squadron, the aerospace education officer, leadership officer, and emergency services officer (and sometimes other officers) comprise the technostructure.

The Support Staff is the group of specialists who provide administrative, financial, logistical, and other support to the mission areas of the organization. Note that the support staff's expertise is not directly related to the mission itself, while the technostructure's expertise is. Support staff do not exercise formal authority over the line, but they do set rules and procedures for how they serve the line and administer their area of responsibility. Despite the fact that the support staff does not directly accomplish the mission, their services are still essential. Consider the infantryman fighting a war in the desert. He is the operating core. But without cooks, he starves. Without accountants, he does not get paid. Without logisticians, he runs out of bullets. The support staff is essential, though their efforts support the mission indirectly. In a cadet squadron, the finance officer, administrative officer, personnel officer, transportation officer, supply officer, and others comprise the support staff.

Traditional Cadetspeak vs. Technical Terminology

CADET CURRY: "This summer, I'll be on encampment staff."

CADET ARNOLD: "Great. How so?"

CADET CURRY: "I'm gonna be a flight commander."

CADET ARNOLD: "Huh? I thought you were staff, not line."

In a casual sense, *staff* can imply being part of a cadre, a member of an organization's overall leadership team.

In cadetspeak, *staff* cadets are the cadets who are not mere in-ranks cadets.

But in truth, only the technical and support people are *staff* commanders, deputies, flight sergeants, and the like, are part of the *line.*

HIERARCHY OR CHAOS?

OBJECTIVES:

3. Discuss four reasons that support the use of hierarchical organizational structures.
4. Discuss two reasons that support the use of free-form organizational structures.

Must an organization be organized? The very term *organization* implies a team whose people and operations are arranged into a formal, carefully coordinated structure. But some management theorists urge leaders to become renegades who embrace chaos. Throw out the wiring diagram or formal chain of command, they say. Make the organization "free form." Outlined below is an argument for hierarchy and structure, and an argument for chaos and a free-flowing staff arrangement.

THE CASE FOR HIERARCHICAL ORGANIZATIONAL STRUCTURES

Back in chapter 1, we discussed hierarchical organizational structures by explaining what a chain of command is and why the chain is useful. Now it is time for a more sophisticated study of the pyramid of superiors and subordinates that we will refer to as hierarchy.

Hierarchies Promote Accountability. One assumption about hierarchy is that a job will not get done without someone being accountable for it. Proponents of hierarchy would say it is naïve to believe that a team that lacks a formal leader will get the job done on time and up to standards. "Group authority without group accountability is dysfunctional," says one expert, "and group authority with group accountability is unacceptable."[7] In other words, groups need a single leader who is held accountable for the group's actions.

Hierarchies Allocate Authority. If someone has responsibility for an area of the organization, he or she will require the authority to run that team or program. One expert explains, "Authority flows from accountability in the sense that there should be just that amount of authority needed to discharge the accountability."[8] A hierarchical organizational structure (i.e., a formal chain of command) is a system for allocating authority.

Hierarchies Are Easy to Manage. A leader can effectively control only so many people, projects, and priorities at once. The term "span of control" refers to the number of subordinates reporting to one supervisor.[9] Leaders who are overloaded with responsibilities will

The Air Force's A-Staff

A1 Manpower and Personnel
A2 Intelligence
A3 Air, Space & Information Operations
A4 Logistics
A5 Plans and Requirements
A6 Communications
A7 Installations & Mission Support
A8 Strategic Plans & Programs
A9 Analyses, Assessments, & Lessons Learned

By adopting an alphanumeric staff structure, the Air Force made it easier for leaders at one Air Force unit to contact their counterparts at another, let alone a unit in one of the other services.

One officer explains, "One command might have called [the manpower office] the A5M, another the XPM, and still another the DPM." Now with all the services following the same basic alphanumeric staff structure, military members find it easier to talk with their counterparts.[10]

In huge organizations like the Department of Defense, a great deal of structure and standardization is needed just so people can get their bearings and find their way around the organization.

Hierarchy. A system or organization in which people or groups are ranked one above the other according to status or authority.[11] In management texts, you will also see the term *scalar* used. Both terms refer to a pyramid of superiors and subordinates.

have to let some items in their portfolio go unattended. Hierarchies leave managers with a reasonable span of control because other leaders in the hierarchy carry some of the burden.

Hierarchies Create Efficiencies. Through a hierarchical system, the organization becomes a team of teams. Those sub-teams are able to specialize – a finance department works only on finance issues, a sales department works only on sales. That specialization results in improved job performance. Moreover, this arrangement creates economies of scale. Would the Air Force fly, fight, and win better if pilots focused on flying, or if each pilot had to maintain his or her aircraft, plow the runway after a snowstorm, and negotiate fuel prices?

In short, it seems impossible to lead an organization of more than a handful of people without resorting to some kind of hierarchical system. Is it any wonder that the common sense benefits of hierarchies have been known to leaders for centuries, as illustrated in the sidebar at right?

THE CASE FOR THRIVING ON CHAOS

Bloated, expensive hierarchies are all wrong. To be a great leader, you have to know how to thrive on chaos. This is the organizational philosophy of leadership renegade Tom Peters. Toss out the pyramid of superiors and subordinates and allow the organization to be free-form. A limited structure will arise spontaneously. The characteristics of the free form organization are best understood by focusing on how the role of the first-line supervisor changes:[12]

First-Line Supervisor in the "Old" Hierarchical System	First-Line Supervisor of Free-Form System of Self-Directed Teams
10 people directly report to him or her	50 to 70 direct reports
Scheduler of work	Coach and sounding board for the self-managing team; emphasis is on training and improving people
Rule enforcer; catches people doing things wrong and disciplines them	Facilitator who gets experts to help the teams as needed
Lots of planning	Lots of wandering and "management by walking around"
Focuses vertically; works issues "up" and "down" the chain	Focuses horizontally, working with other teams and functions to speed things up and get things done
Transmits the top and middle managers' needs down the chain to the troops	Sells the team's ideas and needs "up" and "across" the organization to the other teams and functions
Provides new ideas for the troops; is the fount of knowledge and wisdom	Helps the team members develop their own ideas; provides ideas on how to work together better, smarter, and cheaper

The 2,600-Year-Old Case For Hierarchy

The *Book of Exodus* tells the story of Moses, leader of the Jewish people. His father-in-law realized that Moses could not guide the Jews out of Egypt entirely on his own. He would need help. And in this 2,600-year-old text we read an argument in favor of hierarchy.

"You will surely wear yourself out, both you and these people with you [Moses' father-in-law advises him]. For the task is too heavy for you; you cannot do it alone . . . You should look for able men among all the people, men who . . . are trustworthy, and hate dishonest gain; set such men over [the Jewish people] as officers over thousands, hundreds, fifties and tens. Let them sit as judges for the people at all times; let them bring every important case to you, but decide every minor case themselves. So it will be easier for you, and they will bear the burden with you. If you do this, . . . you will be able to endure."[13]

Economies of Scale. When all input quantities are increased by X percent, the quantity of output rises by more than X percent.[14] If you buy a package of hot dogs at the store, you pay $3. A school cafeteria buys by the case or pallet and pays far less per package due to economies of scale.

Hierarchies Get in the Way. Peters argues that hierarchical structures are necessarily slow to change because good ideas get stalled at each successive level of bureaucracy. We get rules for the sake of rules, processes for the sake of processes that only protect the entrenched interests of non-contributing middle managers and inefficient support staffs. Bureaucracy impedes the sense of urgency that the team needs to win. Hierarchical structures mistakenly see the "boss" at the top of the pyramid, instead of at the bottom where he or she belongs, as a servant leader.

Free-Form, Self-Directed Teams Are Agile. Peters believes that the free-form, self-directed team is more adaptable and more effective in responding to the needs of the market. In contrast, when customers encounter rigid hierarchies, they may seek help from several employees, each of whom dismisses the customer's problem with the "that's not my department" attitude. The following scenario illustrates Peters' point:

> *You're taking a long hike in the mountains and will stay overnight at a remote hut that provides dinner. When making your reservation online, you add a note, "I require a special vegetarian meal," and provide the details.*
>
> *To double-check that they'll meet your needs, you call the establishment a week in advance to make arrangements. "We handle vegetarians all the time," the sales agent tells you, when you get to base camp, just tell the desk clerk what you need."*
>
> *At base camp, the registration clerk tells you, "Dining issues are not my department. Check with the hut's crew when you arrive there tonight."*
>
> *Departing base camp, off you go into the woods on your hike. Several hours later you reach the remote mountain hut. You find the cook and ask about your special meal. "It's too darn late now to make special requests!" he admonishes. "You should've made arrangements in advance."*
>
> *But you did! You interacted with the company multiple times, but in each instance the organizational hierarchy passed the buck. Will this experience make you a loyal customer?*

Imagine if the company was not structured as a hierarchy, but a free-form, self-directed team. The reservations agent, the desk clerk at base camp, and the crew at the remote mountain hut all knew the names of their guests for the coming evening, their arrival and departure itineraries, their special meal requests. Any one person you encountered would have been able to either confirm that your special meal was all set, or would have noticed the problem in time

RING A BELL IF IT'S TIME FOR A RE-ORG

The British created a civil service job in 1803 calling for a man to stand on the cliffs of Dover with a spyglass. He was supposed to ring a bell if he saw Napoleon coming.

The job was abolished in 1945.[15]

Organizational re-designs can be traumatic upheavals for all involved. Therefore leaders should not reorganize their teams willy-nilly. But when the organization's mission, strategy, size, or complexity changes, the organization's design should, too.[16] It's a safe bet that Napoleon won't be attacking anytime soon.

Will dinner be ready?
In a hierarchical organization, it will be *only* if you speak with the right person. But with a free-form, self-directed team, everyone you encounter is empowered to get the job done.

to fix it. Free-form, self-directed teams are non-hierarchical. Their quickness and agility unleash their power to win.

ORGANIZATIONAL DESIGN: A FINAL WORD

Should your organization be structured hierarchically, or should you embrace chaos? One respected expert says this is a false dilemma. There is no perfect organizational structure.[17] Organizations need both hierarchy and free-form teams, task forces, and the freedom to morph to do a new job, then morph back to the traditional structure again.[18] Again, the organization's structure should follow its current strategy, and change as needed. But how do you know if your organization's structure is a good fit? Performance, naturally. Performance is the test of an organization's structure.[19]

The CREATIVE INDEPENDENCE of SMALL ORGANIZATIONS

Nataly Dawn & Jack Conte of ***Pomplamoose***

Synergy, you will recall from chapter 2, is the principle that people can achieve more together than they could on their own. Synergy makes 1 + 1 = 3. Does it follow then that the more people who join the effort make the growing team that much more successful? Is the biggest team the best?

Pomplamoose, a musical duo of Jack Conte and Nataly Dawn, is proving that artists can thrive on their own, without the backing of a record label's large organization. The band finds its audience via YouTube, and sells its music via iTunes.

True, YouTube, owned by Google, and iTunes, owned by Apple, are massive, multi-national organizations. Still, *Pomplamoose* comes closer than anyone toward taking their music directly to their fans. Jack and Nataly write the music and the lyrics. Jack and Nataly record their performances and produce their video songs on their own. Jack and Nataly upload their videos and MP3s to the web.

In contrast, for the first sixty years of rock, artists desperately needed the record labels. Not even the greatest musicians could survive without a label backing them. Record companies recorded and produced the music. Record companies manufactured physical albums, cassettes, or CDs. Record companies distributed the physical albums to physical stores. Record companies counted the sales and computed the profits. Musicians couldn't survive without surrendering a part of themselves to large, formal, hierarchical organizations.

"Just go online and do it yourself."

With all those middle-men supporting the artists, did the artists find synergy? Not often. One critic tells the story of a band that "made the music industry more than three million dollars richer, but is in the hole . . . on royalties. The band members each earned about a third as much as they would working at a 7-Eleven, but they got to ride in a tour bus for a month."[20]

Pomplamoose has shown that small, independent artists can thrive in the digital age.

"People think that all of these things have to be done by geniuses behind huge desks or at the top of skyscrapers," explains Nataly Dawn, "but you can just go online and do it yourself."[21]

THE STAFF OFFICER'S ULTIMATE CHALLENGE: EXECUTIVE OFFICER or EXECUTIVE ASSISTANT

Behind every great senior leader is a crack executive officer (in a military setting) or executive assistant (in a corporate setting).

The "XO" is the commander's direct, personal aide. Serving as an XO or executive assistant is often a tremendous career broadening experience because you get to see how senior leaders think and act, and you become familiar with the challenges facing the organization at the highest levels. Not surprisingly then, the lieutenants and captains who serve as XOs in the military often go on to prestigious assignments as majors and beyond.

To be an effective XO or executive assistant, you need to know how to "manage up." That is, know how to manage your boss or lead him or her from behind. What are some of the principles for managing up?[22]

1. Make life easier for the boss. This is the primary purpose of the XO or executive assistant. Work hard to free up the boss's time and energy so he or she can focus on those things that only the boss can do.

2. Place the boss's agenda first, period. As an XO, your personal career interests and aspirations have to come second. Know that when your boss wins, you win. And if you make your boss look good, in time he or she will help you move up, too.

3. Equip the boss with the information needed to make decisions. Create time for the boss, and likewise, keep time killers at bay. For example, the XO receives documents that subordinate commanders want routed to the boss. Simply passing them along adds no value to the process. Ask, "What is the main issue in this document? What is the boss being asked to do? How does this document or project relate to the other issues on the boss's desk? Will the boss have questions about this document, and if so, does the document answer them effectively?" Instead of being a simple mailman, help the boss by screening documents so that only completed staff work reaches his desk.

4. Prepare the boss for all meetings. Look at his or her calendar and stay a few days ahead of the boss, so you can be sure your boss is ready for whatever challenges are on the horizon.

- What is the purpose of meeting?
- Does the boss have a copy of the agenda?
- Where and when is the event? What is the proper attire?
- What background info is important for the boss to know to participate in the meeting?
- Will the boss need input from his or her staff prior to attending the event?
- Are there other items that are important to the boss that he or she would like covered during the meeting?

5. Frequently update the boss via short, face-to-face encounters. An in-person approach is usually more efficient than email because it allows for the quick give-and-take of questions and answers.

6. Keep confidential information confidential. An XO becomes privy to sensitive information. Maybe someone is about to be fired. Maybe the organization is about to launch a new strategy or new initiative. People are apt to press you for inside information. Don't feed the rumor mill; protect confidential information.

7. Help edit all documents. Ensure that all documents that are published under the boss's signature are clear, concise, and proofread thoroughly. Part of making your boss look good means ensuring every memo, presentation, and report is perfect.

8. Keep the boss on track. If necessary, be a helpful nag. Be persistent and offer timely reminders of the incomplete tasks remaining on the boss's "to do" list.

9. Resist the urge to "wear" the boss's rank. Remember that you are simply the XO, a staff assistant, albeit a powerful one. Do not carry yourself as if you are the boss. Respect the senior leaders who often go through you to reach the boss. Do not presume to give orders to anyone, but merely relay the boss's directions.

10. Own your mistakes. In a small team such as a boss/XO relationship, there's no place to hide mistakes. Eventually they will come out. Therefore, be forthright and bring your mistakes to the boss's attention right away so that he or she can readjust the plan accordingly. Simply say, "Hey boss, sorry I goofed…" or "Boss, before you hear it from someone else, I need to tell you . . ."

KEY PRINCIPLES of ORGANIZATIONAL THEORY

Each component of the organization (i.e., each team, department, unit, etc.) should work to support the organization's overall strategy. Strategy comes first, and the organizational structure should be designed to support the strategy.[23]

Organize so that your best people can focus on the major decisions, key activities, and on performance and results.[24]

Build the fewest possible management levels and forge the shortest possible chain of command.[25]

The more flexible the organizational structure, the more disciplined and stronger the team members have to be.[26]

The different components of an organization can be organized differently, in response to their unique situations and local needs.[27]

Choose the least costly and least difficult process for coordinating among sub-units and components to get the job done.[28]

An organization should be as complex as its business requires.[29]

Organizations can be designed so that managers have simple roles in a complex structure, or work in a simple structure but have highly complex jobs.[30]

Note that the position of XO is quite different in a military environment, compared to the XO's role in a cadet setting.

LEADERSHIP IN COMMITTEE

"Deliver us from committees."[31]

ROBERT FROST

"I've searched all the parks in all the cities — and found no statues of Committees."[32]

GK CHESTERTON

Committees are a common venue for leadership. Congress operates via committee. University departments govern themselves as committees. Every Fortune 500 company is directed by a committee. The accused stand trial before a jury, a committee of one's peers. Homeowners' associations, churches, student clubs, civic groups, and countless other everyday institutions use committees. As a leader, you can expect that in the course of your personal and professional life you will serve on many committees. Therefore, anyone who aspires to any sort of leadership role must develop committee-leading skills.

COMMITTEES AS VEHICLES FOR LEADERSHIP

OBJECTIVES:

5. Define the term "committee."
6. List three reasons why leadership by committee can be helpful.

From this point in your cadet career forward, nearly all the work you will accomplish will be as a member of a small team. As Margaret Mead has pointed out, small groups of "thoughtful, committed citizens can change the world." For our purposes, a committee is a group of people entrusted to study issues, make recommendations or decisions, or perform some kind of service to a larger group. Thus, a small team can also be defined as a committee. What are some of the reasons for committees being used as vehicles for leadership?

Benefits of Specialization

By specializing in one or two facets of an issue, committees and subcommittees develop incredible expertise. As a result, the overall organization gets smarter and can make more enlightened decisions.

Good Ideas Can Come from Anybody. First, anybody's viewpoint could be valuable; high-ranking leaders do not have a monopoly on good ideas. Nearly all good ideas result from the diversity of the group. If that principle is true, it makes sense to not simply tolerate low-level subordinates contributing to leadership discussions, but for organizations to aggressively seek input from everyone who could have something to contribute. Committees provide a venue for doing that.

Committees Can Be Smarter Than Individuals. Second, there is some evidence to suggest that groups can make better decisions than individuals. Although the populist view of leadership presumes the command-and-control mindset where a single, decisive leader charges to victory, there is great danger in allowing a single individual to decide some matters on his or her own. The jury system, for example, was created so that no one person could send you to jail. In the safety arena, a small group of people pre-flighting an obstacle course or discussing the plan for a trek into the wilderness is more apt to identify potential hazards than a single individual.[33] Groups can be smarter than the individual leader.

The Power of Group Decisions

On the popular TV show, *Project Runway,* a panel confers about the contestents' fashion designs, then announces the winner and loser.

If a designer fails to impress one particular panelist, he or she still has a chance to win because three other panelists have a say in the group's final decision.

Group-based decisions reflect a sense of majority rule, adding a legitimacy that a single person's decision does not have, no matter how wise that individual may be.

Group Action Adds Legitimacy to Decisions. Third, people are more likely to support, or at least accept, the decisions they had a voice in creating. Committees give people a voice, a seat at the table. Citizens of western democracies may complain about their governments, but they recognize the government's basic legitimacy because the massive committee called the electorate voted the leaders into office. Moreover, a committee-style group decision-making process promoted unity among the Chilean miners who were trapped underground for ten weeks in 2010. "Everything was voted on....," reported one of the survivors. "We were 33 men, so 16 plus one was a majority."[34] Even after rescue, committee-style leadership continued. The survivors all agreed to consult with one another before speaking with the worldwide media clamoring for their stories. Committees create a sense of unity that can withstand stressful times and dissenting views.

OPPORTUNITIES FOR COMMITTEE LEADERSHIP

OBJECTIVES:

7. Define the term "standing committee."
8. Define the term "select committee."
9. List five triggers that alert an organization to begin using a committee.

When should organizations form committees? There are at least five different triggers that warrant an organization putting committee-style leadership in motion.

In-Depth Discussion. When the issues are complex, nuanced, and easy to get wrong, committees can provide a service by studying the issue in detail. The larger organization benefits because it can proceed with the other challenges on its agenda.

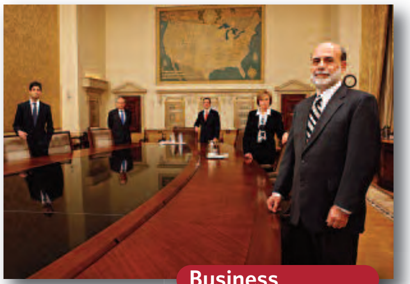
Manageable Group Size. Democratic principles are not always easy to uphold in the real world. Discussions among ten individuals are difficult enough; discussions among one hundred people are virtually impossible on practical grounds. Committees make democratic leadership principles easier to manage simply by virtue of the group size being smaller than the overall organization.

Division of Labor. Busy, ambitious organizations take on several challenges simultaneously. Committees help the organization by allowing a division of labor. The leadership burden is shared when one committee takes ownership of one slice of the organization's challenges, and another committee focuses upon a different slice of the organization.

Specialization & Expertise. Committee systems raise the overall organization's collective intelligence. By specializing in one or two facets of the organization, committee members become seasoned experts in those subtopics. As a result, the organization makes decisions that are smarter, and better informed.

Special Handling. Some matters require discreet handling. Personnel issues, national intelligence matters, and mergers and acquisitions are examples. Committees enable the overall group to maintain both a degree of confidentiality and democratic leadership.


Government


Business


The Military

Committees are Everywhere
Leadership by committee often gets a bad rap. And yet the president relies upon a committee – his cabinet – for leadership (top), the economy is controlled by a committee – the Federal Reserve Board of Governors, (middle), and the military is run by a committee – the Joint Chiefs of Staff (bottom).

MEETINGS: WHERE COMMITTEES GET THE JOB DONE

OBJECTIVES:

10. Describe six tools leaders can use to ensure productive committee meetings.
11. Identify ways to contribute politely during web, phone, and video conferences.
12. List some helpful tips for meeting etiquette.

"A committee is a group that keeps minutes and wastes hours."[35]

MILTON BERLE

Individual members of the committee might complete some of the committee's work on their own, but eventually a committee must convene to discuss its business. The venue for doing so is the committee meeting. What are some guidelines leaders can use to ensure meetings are productive?

Goal Statements. Is this meeting really necessary? Before calling a meeting, the committee leader, chairperson, or boss should ask, "What is this meeting intended to achieve?," "What would happen if we didn't meet?," and "How will we know if the meeting is a success or failure?"[36] When requesting the meeting and when calling the meeting to order, the committee leader should express the purpose of the meeting in a concise goal statement.

Objective-Driven Agendas. The agenda is the key document driving the meeting. When published in advance, agendas enable participants to arrive at the meeting fully prepared to accomplish the meeting's goals. On a simplistic level, an agenda is merely a list of topics that the committee will work through, perhaps with some hint as to how much time will be devoted to each. While that method may work for the briefest, most casual meetings, such a vague approach is bound to make any meeting of substance ineffective. The most effective agendas are objective-driven. They don't merely list topics; they identify actions and outcomes. See the sidebar for examples.

Read-Aheads. Information that is purely factual should be distributed via email. Presenting factual information orally not only wastes the committee's precious time, but requires the audience to take notes and possibly make errors in the process. On a more positive note, read-aheads – documents that provide background and context about an issue – make discussions more fruitful because they allow participants to absorb the key information in advance and then devote the meeting time to discussion, not mere information transfer. One expert observes, "The act of writing sentences and preparing a [read-ahead] will make for smarter reports."[37] The result is shorter meetings, discussions that get to the heart of the issue, and better group decisions.

Oral Presentations. Sometimes purely factual information requires special handling. Perhaps a particular individual should deliver the news ("I'm resigning as squadron commander because our family is moving away"). Or if the matter is delicate, an oral delivery helps ensure the message strikes just the right tone and emphasizes just the right nuances, while also allowing for immediate questions and answers. Finally, some information is important in that it provides context. Email messages go unread if the subject line seems irrelevant to an individual recipient, but during the course of an oral presentation, that same individual may discover an unforeseen connection between her area of responsibility and the topic at hand.

Agenda Sequencing & Breakouts. It is common for groups to be most energetic at the beginning of a meeting. Therefore, the chairperson may find it useful to place the most critical topics toward the top of the agenda. Likewise, if the least important items are scheduled last, they may be postponed if the meeting runs out of time. A similar

MEETING ETIQUETTE[38]

The chairperson articulates a clear goal for the meeting.

The chair keeps meetings as brief as possible, partly by distributing factual information in advance.

All participants come prepared to contribute, having completed any "homework" assignments.

All participants attend the meetings they have committed to.

All participants arrive on time and remain until the end.

All participants focus on the business at hand, not their laptops or phones.

All participants listen respectfully during discussions, and wait their turn to speak.

issue is the use of breakout or off-line discussions. If an issue affects only a minority of the group, the committee might work through all topics of mutual interest first, then conclude the meeting (as far as the full committee is concerned), after which that minority of concerned people deal with their business apart from the full committee. Behind this basic philosophy of agenda sequencing and breakout sessions is the belief that meetings should respect each individual's time by being as brief as possible.

Closings & Minutes. Time spent recapping a meeting's results is time well spent. Before closing the meeting, the chair orally summarizes what was decided, and the committee's and/or each individual member's next steps. Who is responsible for doing what, and by when? This is also the time to identify the issues that remain on the committee's docket, and when and where the committee will meet next. If an oral summary is insufficient, meeting minutes – a written summary of the meeting's outcomes – provide a more substantial record. Minutes can be a simple listing of key decisions, or an in-depth record of all discussions, parliamentary procedures, and voting results. In the context of a staff officer working on projects and conducting routine business, the general practice is to keep minutes succinct and for the chairperson or scribe to email the notes to all participants within a few days - the sooner the better.

Time is Money
Goal statements, objective-driven agendas, read aheads, and accurate minutes are tools that make meetings effective, not wastes of time and money.

TOPICAL VS. OBJECTIVE-DRIVEN AGENDAS

A topical agenda is simply a list of topics to somehow be covered during a meeting. This topical agenda tells us little. What does the committee hope to accomplish in these areas? If given an agenda in this form, chances are you'll have no idea what you should do to prepare.

Meeting Agenda

1. Color Guard
2. Day Hike
3. Cadet of the Month

An objective-driven agenda specifies what the committee will accomplish. It still includes a list of topics, but goes a step further by identifying the desired outcomes. Action verbs start each sentence (e.g., create, receive, examine, select). The outcomes are the phrases that follow those action verbs. At the end of the meeting, as the committee reviews the agenda, if they can answer, "Yes, we did that," then everyone can be confident that the meeting was successful.

Meeting Agenda

1800-1810 hrs. C/MSgt Goddard
Color Guard: For Discussion & Action

Create a schedule for practices and identify three community events to participate in during the calendar year.

1810-1815 hrs. C/2d Lt Mitchell
Day Hike: For Information

Receive briefing on trip itinerary, safety considerations, and training goals.

1815-1825 hrs. C/Capt Earhart
Cadet of the Month: For Decision

Examine the raw scores, discuss individual cadets' performance, and select the winner.

TELECONS, WEBCHATS, & VIDEOCONFERENCES

Meetings held via teleconference or online have special challenges. It is easy for participants to get distracted because of the lack of face-to-face interaction. Conversations can be tough to manage because visual cues are not available to guide the flow, or signal whose turn it is to speak. Background noise and secondary activities taking place at each individual's location interfere with the group's discussion. Listed below are some guidelines to help telecons, webchats, and videoconferences succeed.

Teleconferences

Place yourself in a quiet space, free from distractions

Be ready to receive the call precisely on time, if not a few minutes early

State your name before speaking

Make a special effort to be clear and concise

Identify the person to whom you are responding, or to whom you are directing a question

Announce if departing from the call early; announce yourself upon returning to the call

Web Chats with Audio & Text Capability

Be online and ready to accept the chat / call precisely on time, if not a few minutes early

If a new user of the technology, try to test your connection and software in advance

Place yourself in a quiet space, free from distractions

Mute your microphone when not speaking

Type a period "." in the text chat to indicate your desire to speak

Turn down your speaker volume when speaking, to avoid audio feedback

Offer parenthetical remarks in the text chat, not orally

Provide web links via the text chat, if referencing a document

Videoconferences[39]

If a new user of the technology, try to test your connection and software in advance

Dress as you would for an in-person meeting

Place yourself in a quiet space, free from distractions

Make eye contact with and speak directly to the camera

Avoid side conversations; if you absolutely have to discuss something privately, mute your speaker

TYPES OF COMMITTEES

Standing Committee
A committee that operates continuously and has an indefinite charter.

Select Committee
A committee that is established on a temporary basis, usually to consider a one-time issue. These committees disband once their work is completed. Some select committees of the U.S. Congress became standing committees or have operated for many years, becoming standing committees in effect.

LEADERSHIP CHALLENGES FOR MEETING FACILITATORS & COMMITTEE CHAIRS

OBJECTIVES:

13. Define the job of a meeting facilitator.
14. Defend the idea of the committee chairperson or meeting facilitator as a servant leader.
15. Identify four hallmarks of facilitative leadership.
16. List eight tips a facilitative leader can use to actively manage a group discussion.

Process-Focus vs. Content-Focus
Like a flight line marshaller, a committee chair is process-focused, not content focused. The chair's concern is in starting the engines on time and taxiing to the right runway, not the aircraft's final destination.

Facilitative Leadership. The individuals who preside over meetings and committees serve a facilitative role. The job of facilitators is to "evoke the best possible performance from each member of their team."[40] They are *process-focused,* not *content-focused*. That is, they are responsible for creating the conditions so that the group can thoroughly engage the issues via discussions, find the best possible solution, and build consensus for that solution. Members of the committee or team (not the chair) take responsibility for content and for studying the issues and hashing out workable solutions.

Joys & Challenges of the Chair. Reflecting on the joys and perks of being a chairperson, one expert wrote, "There is, in fact, only one legitimate source of pleasure in chairmanship, and that is pleasure in the achievements of the meeting – and to be legitimate it must be shared by all those present."[41] Immature leaders may be tempted to dominate the committees and meetings they "command." Again, that same expert advises, "It is the chairman's self-indulgence that is the greatest single barrier to the success of a meeting. His first duty . . . is to be aware of the temptation [to dominate]."[42] If you chair a meeting and hear yourself talking more than anyone else, step back; you've become too much of a domineering force.

CHAIRPERSON AS FACILITATOR & SERVANT LEADER

An authoritarian or domineering leadership style is out of place in a committee setting. After all, the whole point is to harness the group's collective knowledge to win. Therefore, the facilitative leadership style requires an unassuming, collaborative spirit, where the leader stands back and gently redirects the group or prompts enquiry into new lines of thought. His or her role is to serve the team, not command it. Some of the hallmarks of facilitative leadership include:[43]

A Neutral Attitude. Facilitative leaders don't inject themselves into the substance of debates. Rather, they withhold their personal opinions, guarding their neutrality

"WAS I ASKING FOR YOUR OPINION!?!!!?"
The authoritarian leadership style is out of place in a committee setting, where the whole point is to promote a lively sharing of ideas.

by being even-handed, carefully choosing their words, and carefully summarizing or enquiring into the different ideas under consideration. A neutral attitude helps the momentarily unpopular idea get a fair hearing.

Adherence to Process. The facilitative leader is assertive in matters of process. He or she helps the group frame the issues they will discuss and to identify key questions. He or she advocates for the team's norms or standards of professionalism. This includes each member's duty to listen attentively, to speak only when granted the floor, to keep their comments on topic, to keep the meeting on schedule, and to enforce parliamentary procedures (if used).

See chapter 4 for more on servant leadership.

Remember that committees are susceptible to groupthink. See chapter 4.

Desire for Consensus. Being responsible for the group's collective success, the facilitative leader has to be a consensus-builder. Groups can easily find themselves divided by competitive, win/lose situations. Facilitative leaders do not take sides but instead help the group find a consensus or win/win position. They also ensure that every stakeholder has a voice in the process, or at least, that the group considers the issue from all possible viewpoints.

Counterweight to the Status Arena. Committee members bring their egos and insecurities with them. Meetings are status arenas. Meetings might offer team members their only opportunity to gauge and improve their relative standing among their peers.[44] It is the facilitator's responsibility to be mindful of the jockeying for status and individuals' attempts to win while embarrassing a rival at the same time. The team-minded facilitator throws cold water onto the fires of status anxiety and promotes a sense of unity.

Status Arena
A meeting is an opportunity for individuals to assert their relative importance or social status. The facilitator's challenge is to suppress the clashing of personalities so that the group can have productive discussions.

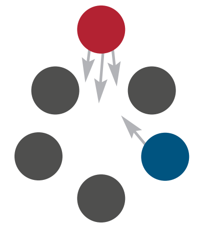
FACILITATION TECHNIQUES

How does the facilitator provide for the smooth operation of the meeting in fulfillment of the objective-driven agenda? He or she actively manages the discussion. Among the many tools available for this endeavor are:

Ask open-ended questions. Push the members to go beyond one-dimensional answers by asking open-ended questions. For example, "What are some aspects of our recent field training that went well?" is superior to, "Did you like the field training?"

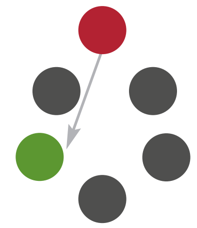
Ask for specificity in responses. Again, one advantage of committees is their ability to focus on detail. Do not be satisfied with generalities; challenge members to add specificity to their responses. For example, "How much time should be allotted to each component of the staff training?" is a question that probes deeper into a generalization such as, "We didn't have enough time for staff training."

Redirect questions to the group. Team members will instinctively turn to the facilitator or presiding official for answers to their questions. Instead of accepting that deference as an invitation to offer a personal opinion, redirect the question. "Cadet Curry asks a good question. Who has a perspective to share in response to it?"



Redirecting a question to the group

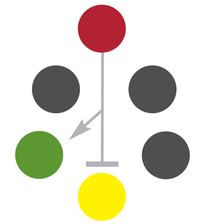
Invite quiet members to join the discussion. As mentioned above, the facilitator works to evoke the best performance from each member of the team. Therefore, quiet members need to be drawn into the conversation. This is a delicate challenge because if the quiet person feels ambushed by the facilitator's pop-quiz style of questioning, the result will be counterproductive. A two-step effort is often effective. First, issue a general invitation: "Would anyone who has not yet spoken like to be heard on this issue?" If that approach is insufficient, when one speaker winds down, make eye contact with the quiet person, address him by name, and ask an open-ended question. "Cadet Curry, what are some points that have made sense to you so far?"



Using a direct question to bring a quiet person into the conversation.

Record ideas and make them visible to all. Flipcharts, whiteboards, and Word documents displayed by projector are good tools for capturing ideas. This approach accomplishes two things. First, it provides a written record of ideas that the group can refer back to and build upon. Second, it assures participants that each idea has been heard and considered.

Signal to dominating members their need to hold back. If one member begins to dominate the discussion by being the first to speak on every issue or speaking for the longest duration, the group's overall dynamic can suffer. Reel the member in without dismissing his contributions. "Cadet Curry has contributed a lot of ideas. Let's hear from some of you other cadets." Also, a subtle nonverbal cue such as an outstretched palm pushing air down to the ground – a gesture that signals "apply the brakes" – may help the verbose become aware of his behavior. Repositioning yourself to another section of the room, and/or directing your gaze toward others can also work.



Signaling for a dominate member to hold back so that others can speak.

Help rambling members wrap up. A rambling speaker, one who metaphorically chases his own tail during a long-winded monologue, discourages other participants from sharing their ideas. Wait for a natural pause in their remarks, then quickly interject a "Thank you," or more sympathetically, "Am I right that your central point is ...?" If the rambler's comments touch on multiple subjects, an honest way to recapture the floor is, "Could we please hold off on those points for the moment because as you see on the agenda, we're going to examine those topics in depth later." Or, "Help those who are having trouble following you. In a single sentence, what is your main idea?"

See chapter 5 for practical tools for creative thinking.

Redirect the energy of combative members. The Core Value of Respect demands that we challenge ideas, not an individual's motives or dignity. Professionals assume that their colleagues are operating in good faith, unless proven guilty of misconduct. The unnecessarily combative participant should be reminded of those principles. "We're all on the same team. Let's try to work through the problem together." Other commonalities can be emphasized, too. "We all want the same thing, to support the new cadets." If the goals are in question, emphasize unity in another way. "We all seem to agree on the problem, so let's work together to find a solution." If the exchange is becoming heated and emotional, "Let's try to remain fact-based and hold back on the opinions." Finally, humor has a disarming effect, when delivered skillfully.

FUNDAMENTALS OF PARLIAMENTARY PROCEDURE

"Parliamentary procedure" is sometimes known as "Robert's Rules," after the popular handbook by that name.

OBJECTIVES:

17. Define the term "parliamentary procedure."
18. Defend the use of parliamentary procedure for committee meetings.
19. Define the terms "motion" and "quorum."

In a formal committee setting, the facilitator maintains order and leads through parliamentary procedure. Put simply, parliamentary procedure is "a code of rules and ethics for working together in groups."[45] These rules govern the "orderly and efficient transaction of business," and are designed to keep the committee or deliberative assembly running smoothly, whether it is in perfect harmony or in contentious debate.[46] Some basic (and very simplified) principles of parliamentary procedure are outlined below.

QUORUM & BASIC MEETING SEQUENCE

The Quorum. Basic fairness requires that a good number of members be present for the committee's work to be legitimate. A quorum of at least one-half of the group's members is usually required, but each group can set its own standard.

Order of Business. The chairperson calls the meeting to order. The first order of business is approval of the minutes. Then unfinished or "old" business is considered. New business - that is, matters that the group has not considered before - comes next. Finally, the meeting ends with adjournment.

Guidelines for New Business. Regarding new business, management experts consistently advise groups to consider only those items that were submitted in advance and added to the agenda. This ensures the items will be properly staffed (in large organizations), or at the very least, that all voting members will have the time needed to think about the idea. New business that arises "from the floor," without prior notice or coordination, is notorious for being slipshod. In the heat of the moment, the group is bound to overlook important factors bearing upon the issue. Only bona fide emergency matters should be considered from the floor.

Voting Format. Voice votes or simple hand-raising is the norm for casual and semi-formal groups. Elections of officers are always decided by secret ballot. Further, a secret ballot is required upon the request of just one member.

PROCESS for HANDLING MOTIONS

ASSEMBLY

1. A member makes the motion ("I move that ...")
2. Another member seconds the motion; he or she does not need to be recognized
3. The chair states the question "It is moved and seconded that (or 'to') ..."

CONSIDERING THE MOTION

1. Members debate the motion (unless undebatable), with the following preference in recognition:
   a. Member who made motion
   b. Member who has not spoken previously
   c. If possible, alternate for and against
2. Chair puts question to a vote "The question is on the adoption of..."

   "Those in favor of the motion, say aye (or stand, or mark ballots)."

   "Those opposed, say no (or stand, or mark ballots)."
3. Chair announces result of vote

   "The ayes have it and the motion is adopted."

   (or) "The nays have it and the motion is lost."

BASIC RULES FOR MOTIONS[47]

INTENTION	PHRASING	INTERRUPT?	REQUIRE A 2ND?	SUBJECT TO DEBATE?	CAN BE AMENDED?	VOTES NEEDED TO PASS?
To end the meeting	"I move to adjourn."	No	Yes	No	No	Majority
To take a break	"I move to recess for *X* minutes."	No	Yes	No	Yes	Majority
Put the issue aside for now	"I move to table..."	No	Yes	No	No	Majority
Send the issue to committee for further study	"I move to refer the issue to committee"	No	Yes	Yes	Yes	Majority
Propose a change to the basic idea	"I move to amend by..."	No	Yes	Yes	Yes	Majority
End debate (best handled by obvious consensus or by a pre-set time limit)	"I move the previous question..."	No	Yes	No	No	2/3
Vote on the main proposal	"I move the previous question..." *(For clarity, the chair states the final form of the proposal, as amended)*	No	Yes	Yes	Yes	Majority
Figure out the exact status of the motion and debate	"Parliamentary inquiry"	Yes, but only if urgent	No	No	No	No
Provide a tidbit of helpful information	"Point of information"	Yes, but only if urgent	No	No	No	No
Go back to an issue that had been tabled	"I move to take from the table..."	No	Yes	No	No	Majority
Break the usual rules and adopt a special one-time rule	"I move to suspend the rules which..."	No	Yes	No	No	2/3

HANDLING MOTIONS

The simplest way to conduct business is via unanimous consent. Under this arrangement, the chair simply leads and facilitates the meeting using his or her own good judgment. Individual members take as much time as they need to speak. Debate ends when everyone seems to be done. Basic fairness prevails. But when even a single member believes the matters are becoming too complex or contentious for such a casual manner, that individual may object. The objection brings all of the formal parliamentary procedures into effect.

motion. In parliamentary jargon, a formal proposal, beginning with the words "I move..."

MANAGEMENT

OBJECTIVE:

20. Define the term "management."

Management is the practice of setting and achieving goals by exercising related functions: planning, organizing, leading, and controlling, through the use of resources (people, information, money, or materials).[48] Or to put it more simply, management is "working with or through other people to accomplish the objectives of both the organization and its members."[49] Management involves "taking charge," and accomplishing goals better, faster, and/or cheaper than the competition is able to do.

Do management and leadership share a lot in common? Yes. However, most scholars make a big distinction between the two fields. Management is "doing things right," while leadership is "doing the right thing."[50] Another helpful proverb is "managers manage things," while "leaders lead people."[51] But one thing management and leadership hold in common is that performance or accomplishment of the mission is the primary way we judge them.[52]

Fine Print: Management experts consider leadership almost as a subset of management. Notice that "leading" is one of the managerial functions. Leadership experts and the *Learn to Lead* textbooks, on the other hand, insist that leadership is a related, but unique field of study and practice in its own right.



Management Training

Even an in-ranks C/AB is a manager of sorts. New cadets are responsible for managing their personal goals, their time, their personal equipment, etc. Everyone is a manager in one manner or another.[54]

MANAGERS vs. LEADERS: *A Comparison*[53]

Managers	Leaders
Accept the status quo & work within it	Challenge the status quo
Administer	Innovate
Are a copy	Are the original
Maintain	Develop people, ideas, programs
Rely on control	Inspire trust
Ask, "How and when?"	Ask, "What and why?"
Keep an eye on the bottom line	Keep an eye on the horizon

MANAGEMENT & THE STAFF OFFICER

OBJECTIVE:

21. Describe ways in which a staff officer is a manager.

If a staff officer is not in "command" of anyone, can a staff officer be a manager? Yes. Command over people is not the special characteristic that makes someone a manager. Rather, a manager is "someone who has responsibility for making a contribution."[55]

Consider three staff positions found in most squadrons: finance officer, transportation officer, and safety officer. Quite often each of these staffers works on his own. You do not typically find five assistant transportation officers, for example; theirs is an office of one. Consequently, staff officers might not have any supervisory duties – no underlings to "boss around." Yet each of these staff officers is a manager. The finance officer is responsible for contributing financial advice, for keeping track of the unit's money, for writing checks and making deposits, etc. The transportation officer manages the squadron's van, ensuring the oil gets changed on time and that the paperwork is in order. The safety officer is responsible for contributing safety expertise to the unit by analyzing safety data to spot trends, and planning workshops to help people learn about safety. If you are responsible for a program, an activity, or an administrative task that helps the organization, you are a manager even if you are not responsible for the work of other people.[56]

So Many Responsibilities
There are so many programs and resources to manage in a typical squadron. Staff officers must possess managerial know-how.

MANAGEMENT'S ETHICAL DIMENSION

OBJECTIVE:

22. Defend the principle of ethical management.

Management involves people. Directly or indirectly, what is managed will have an effect upon people. That human connection means that management has an ethical dimension requiring managers to demonstrate integrity and respect human dignity. Dishonest, self-serving managers can bankrupt their firms, causing thousands of honest, hard-working people to lose their jobs while destroying the stock value that investors were relying upon.

The poster child for management ethics (or the lack thereof) is arguably Bernie Madoff. The manager of a large investment firm, Madoff was convicted of fraud, money-laundering, perjury, and other crimes in 2009 – crimes that directly relate to his managerial decisions. The *Wall Street Journal* went so far as to call him "evil."[57] For a term of 150 years, Mr. Madoff will manage an 8x10-foot federal prison cell. He also must pay $17 billion in restitution.

Managerial Decisions Have Consequences
Bernie Madoff was convicted of crimes directly related to his managerial decisions. He is serving 150 years in federal prison.

According to the preeminent management thinker Peter Drucker, managers should focus upon their "responsibility and contribution," not their "power and authority."[58] A pair of experts put it this way: "We believe that a strong code of morality in any business is the first step toward its success. We believe that ethical managers are winning managers."[59] The ethical practice of management is important, Drucker says, because "none of our institutions could function without managers."[60]

FUNCTIONS OF MANAGEMENT

OBJECTIVES:

23. List the four functions of management.
24. Define each of the four functions of management.

Fine Print: For our purposes we will consider management as having four main functions: planning, organizing, leading, and controlling. Some scholars use slightly different terms; some identify seven functions, others five; there is no firm consensus.[64] Nonetheless, the descriptions here represent mainstream views on the functions of management.

Recall that we said management is "achieving goals by exercising related functions." What are the functions of management?

Planning is "the process of determining organizational goals and the means for achieving them."[61] What should we do? How will we do it? Who will do it? As planners, managers need to have a basic attitude of going about their business in a careful, systematic, purposeful way. The "I'll just wing it," or "I fly by the seat of my pants" approach is the opposite of planning. For example, it was not enough for the U.S. to decide to go to war in Iraq; an enormous planning effort was needed to figure out which troops, weapons, and supplies we would send halfway around the world, how and when they would ship, and who would bring them there. Because the planning function is the first task that a manager engages, it is not surprising that planning lays the groundwork for the next three managerial functions.

Planning for War
Before troops deploy overseas, an enormous planning effort must be undertaken.

Organizing is "bringing together resources in the most effective way."[62] The resources include people, money, equipment, and the like. Managers organize by deciding how many people are needed to do the job, and what education and skills those people will need to bring to the team. Further, through the organizing function, managers divide the labor necessary for accomplishing the organization's goals. They create a hierarchical structure (or decide against one) that forms individuals into teams under the authority of supervisors. Therefore, it might be said that through the organizing function, managers decide where decisions will be made.[63] Consider the CAP search and rescue mission. Is it more efficient for each squadron to recruit, train, and equip its own ground and electronic search teams? Or is it more sensible for wings to pool their resources by creating just two or three teams, each comprised of qualified members from different squadrons in the same geographic area of the state? Whatever the answer, the basic question is a managerial one that extends from management's organizing function.

The organizing function relates back to this chapter's section, "Organizations & The Staff Officer," pp. 55-57.

Leading, in its context as a management function, is "creating an atmosphere that will assist and motivate people to achieve the organization's objectives."[65] Through this function, managers "build and maintain a supportive environment."[66] From your study of *Learn to Lead,* you already know that leading involves inspiring and motivating people to achieve the team's goals, preferably by showing how personal goals align with team goals. Directing, coaching, supporting, and delegating are some of the tasks associated with this managerial function. Further, it is through the leading function that managers develop compensation (pay) systems, benefits, and other rewards to motivate people. The leading function is management's human side.

Quality Checks
Preflighting an aircraft and conducting a uniform inspection are examples of management's controlling function. In each, a manager compares performance against a standard.

Controlling is the process of monitoring progress toward the organization's goals and making changes, as necessary.[67] Just because a manager has made a plan, organized resources, and led people does not mean that the team will reach its goals. Managers compare how the team is performing against the standard. Perhaps the people are not being motivated well. Perhaps the organizational structure is too unwieldy, thereby slowing the team down. Maybe the overall plan itself was poorly conceived. Through the controlling function, managers "prevent, identify, and correct deviations from guidelines."[68] The in-ranks uniform inspection is a classic example. Managers (the cadet staff) scrutinize the work of subordinates (cadet airmen) to compare the cadets' performance against the standard set by the *CAP Uniform Manual*. If the airmen look sharp, the managers know that the team is performing according to plan. If the uniforms are terrible, the more training, better motivation, tougher discipline, or a change of command is needed. Control is management's end function.

PRACTICAL APPLICATION: PROJECT MANAGEMENT

OBJECTIVES:

25. Define the term "project."
26. Identify five key players in project management.

The most effective and meaningful way for cadet officers to learn about management is by actually managing a project. A project is "a set of coordinated activities, with a specific start and finish, pursuing a specific goal, with constraints on time, cost, and resources."[69]

Explore project management careers and certification programs through the Project Management Institute at pmi.org.

By quarterbacking a bivouac, leadership academy, service project, or similar event, cadets learn project management fundamentals. This section discusses some of those fundamentals, but keep in mind that project management is a career field in its own right. When the Air Force wants to design and build a new fighter, for example, they will call upon certified project and program management professionals. Huge, complex, multi-million dollar projects can go wrong in myriad ways, leading to poor quality products and/or cost overruns. A project management credential provides some assurance that the project manager is a competent and capable professional.

THE KEY PEOPLE IN A PROJECT

Before examining the steps in the project management process, it will be useful to identify the key players.

The Project Sponsor is "the internal buyer for a project."[70] He or she is the executive-level leader who tasks the project manager with running the project, and/or approves that individual's request to launch the new initiative. In a cadet setting, the sponsor is typically the squadron commander or director of cadet programs.

The Project Manager is "the individual responsible for planning, coordinating, tracking, and reporting progress of a project."[71] He or she is the day-to-day leader who supervises the project team. In a cadet setting, this is the cadet commander, cadet activity director, or encampment cadet commander. The project manager answers to the project sponsor.

Assistant Project Managers are subordinate to the project manager and take ownership of a particular slice of the project. In a cadet setting, it is common to see one assistant charged with operations or academics and another charged with mission support or administration. In encampment jargon, these are the cadet deputy commander and cadet executive officer. Other cadet activities use the term deputy director for support, or deputy for operations, or something similar.

Stakeholders are people who have either a direct or indirect interest in the project. They have "something at stake." If cadets are conducting ground team training, for example, the wing emergency services staff is a stakeholder, even if they do not directly participate in the training event. If a squadron meets at a high school, the school principal is a stakeholder because he or she "owns" the building. As a matter of professional courtesy, the project sponsor and project manager need to coordinate their efforts with stakeholders so as to win their cooperation and maintain positive relationships with those friends over the long-term.

Customers are the most important people in the project environment. They are the people who directly benefit from or consume whatever the project creates. In a cadet setting, first-time attendees are the

THE PENTAGON'S PHOENIX PROJECT [72]

Imagine waking up one morning and learning that suddenly, without warning, the world's largest office building has to be rebuilt. That's what Pentagon officials realized after they overcame the profound grief of 9/11.

The attack essentially destroyed 400,000 square feet of space on the E, D, and C "rings" between "wedges" 1 and 2. What was the first thing the demolition workers did to launch the rebuilding effort? They took a break. In respect for that awful tragedy, a 30-day period of mourning was observed.

You might expect this complex project was destined to run over budget and over schedule. Military contracts are notorious for doing so. But not this time.

Hundreds of construction workers, engineers, truck drivers, heavy machine operators, and project managers got to work. A large countdown clock displayed the time remaining until September 11, 2002, the 1-year anniversary of the attack. On their own, the rank-and-file workers decided that they would finish a key portion of the job with mesmerizing speed – less than one year's time. Together the fiercely motivated crews beat even that self-imposed goal by 28 days.

Complex projects seem impossible to manage. With teamwork, determination, and focus, they can come in ahead of schedule and under budget.

BOSTON'S BIG DIG: *A Project Management Nightmare*

Project management is easy and common sense, right? You simply make a big "To Do" list and get to work. Not exactly.

Even an average-size highway project might entail millions of individual tasks, many of which have to be completed in a certain sequence or require a special piece of equipment that may be in use elsewhere on the site. Add to that complexity a bazillion tiny details visible only to the worker on the ground. An entire project may grind to a halt for days because the metric lug nut does not fit the English bolt.

Case in point: Boston's Central Artery Tunnel Project. The "Big Dig" rerouted the Hub city's 3.5-mile central artery, the main highway running through the heart of Boston. Today, cars pass through a tunnel under where the highway once lay. Upon that old highway you'll now find a greenway or park. Also, the Big Dig connected the city to its airport via a tunnel running under Boston Harbor.

Keep in mind that while the Big Dig was underway, tens of thousands of motorists still needed to get around Boston every day. One journalist commented, "The project was so complex, it has been likened to performing open-heart surgery on a wide-awake patient.[73]"

Officially begun in 1982 and completed in 2007, the Big Dig remains the largest single highway project in U.S. history.

But this project is known for more than its size. The tunnels sprang thousands of leaks. Their ceilings collapsed, killing four people. One of the construction companies was indicted on criminal charges.

Massive projects are bound to run over budget and beyond schedule to some extent, but the Big Dig is in a class by itself. It took nine years just to break ground. Project managers and the government scaled back their ambitions a little, enabling them to finish the job *nine years late and $16 billion or 367% over budget.*[74] The Big Dig was a colossal failure in project management.

encampment's primary customers. The cadet staff who serve those first-year cadets, while simultaneously developing their own leadership skills, are examples of secondary customers. In the hustle and bustle of managing a project, it is easy to lose sight of the customer. As good leaders, project managers ensure the project team remains focused on the customer's expectations.

THE PROJECT LIFECYCLE

OBJECTIVES:

27. Recognize tasks in each of the four phases in the project lifecycle.
28. Identify five components of a project brief.
29. Define the term "opportunity cost."
30. Describe the five components of a Project Initiating Document.
31. List four checkpoints that can be used to monitor success during a project's Execution Phase.
32. Identify three elements in a project's Review & Concluding Phase.

Project managers approach their responsibilities methodically. They follow well-defined processes, document their work, and adhere to the technical standards of their profession. For our purposes, we will discuss a simplified four-step project lifecycle or way to go about managing a project. *

*Fine Print: To present project management fundamentals in a cadet-friendly manner, *Learn to Lead* describes an abridged version of the BERR Project Lifecycle used by the United Kingdom's Department for Business, Enterprise, and Regulatory Reform (BERR). Professionals will recognize BERR's similarity with the ADDIE (analyze, design, develop, implement, and evaluate) model.

THE PROJECT LIFECYCLE at a GLANCE

PROPOSAL PHASE

Someone suggests a good idea to someone who has authority to ok the project

The Project Brief

- Goal Statment
- Project Narrative
- Key Data
- Deliverables
- Action Recommended

PLANNING PHASE

The team decides how to accomplish the project's goals

Project Initiating Document

- Org Chart
- Gantt Chart
- Budget
- Governance Plan
- Comm Plan

Field Tests

EXECUTION PHASE

The team builds the product and delivers it to the customer

Controls:

- Staff meetings
- Inspections
- Schedules
- Budgets

REVIEW PHASE

The team reviews any feedback and closes-out the project

Feedback Instruments
Critiques, test scores, customer surveys, help desk requests, etc.

Recognition Programs
Customer loyalty programs, awards to project workers, etc.

Administrative Close-Out
Continuity file: all major documents in one place

TIME

1 The Proposal Phase

The first step in the project lifecycle is the proposal phase. Here, the individual who has a "good idea" makes a case for launching the project. He or she proposes the idea to the project sponsor via a project brief.

The project brief provides "an initial view of what the project is to achieve."[75] It is akin to a proposal; it is not a detailed plan explaining every task that will need to be done – that comes later. Put another way, a project brief is a strategic-level document. Some of the components of a project brief include:

See page 82 for a sample project brief.

Goal Statement: In a clear, direct sentence, simply answer, "What does the project aim to achieve?" Large-scale projects might include one over-arching goal supported by several objectives. In crafting goals and objectives, use the SMART goals approach. Goals need to be specific, measurable, achievable, relevant, and time bound.[76] (See the *Cadet Staff Handbook* for more on SMART goals.)

Project Narrative:[77] The narrative discusses the context of the project, explaining what is entailed and why the project is important. In crafting the narrative, set the stage by defining the situation in an insightful, coherent manner. Introduce dramatic conflict. Explain what challenges the organization is facing and how the proposed project answers those challenges. Finally, the narrative must reach resolution – the basic plan must explain how the organization can overcome the obstacles and "win." A narrative format makes readers privy to the author's thought processes, thereby providing context. In contrast, a mere bulleted list leaves unstated the critical assumptions about how the project works.

Key Data: Include relevant key data such as the project's duration, the estimated budget, number of people involved, location of project, etc. Each project is different, so the data needed to understand the project will differ, too.

Deliverables: List the deliverables – the clearly identifiable output of a project. These are the tools the project team must create to make the project run.

Action Recommended: Clearly identify the specific steps that the sponsor should take to authorize the project and get it started.

In reviewing the project brief, the sponsor compares the project's goals and benefits with the organization's long- and short-term goals. He or she asks, "Does the project represent a good idea?" "Does the project mesh well with the organization's overall plans?" "If we pursue this project, what is the opportunity cost? What other potential 'good thing' must we forego?" If the project makes good business sense, the project sponsor endorses the project brief, thereby authorizing the project manager to get to work on the project.

2 The Planning Phase

Armed with the sponsor's authorization to proceed, the project enters the planning phase and the project manager gets to work. During this phase, the team plans how they will accomplish the project's goals and objectives. They identify and obtain the resources needed to get the job done. Their plans become very specific because the project team develops schedules that show the deadlines for completing the project's tasks, and that work is assigned to specific people. Along the way, during this phase the team completes some deliverables that the customers will need later on.

Project Initiating Document. The key tool that the team produces during this phase is the Project Initiating Document (PID), which documents how the project will be managed.[78] It builds on the Project Brief by adding specificity and detail. The PID is similar to what the military calls an operations plan or "OpPlan." The PID is a file or binder containing all the plans, organizational charts, schedules, budgets, and the like that the team develops during the planning phase. Were the project manager to "get hit by a bus," a new project manager could step in, study the PID, and pick up where the first project manager left off. Some of the components of a strong PID include:[79]

PLANNING: The Critical Path to Warm, Gooey Cookies

The critical path is the longest chain of dependent activities in a plan. In project planning, the critical path is the major factor in getting the job finished on time.

For example, if it takes a minimum of 8 minutes to stir up some cookie dough from scratch, 15 minutes to bake the cookies, and 2 minutes to serve them, our snack will not be ready for at least 25 minutes. The critical path requires at least 25 minutes to complete – longer if you forget to preheat the oven, but never shorter than 25 minutes.

Of course, as we discussed in chapter 2, you also want to maximize uptime and minimize downtime. So while the cookies are baking, you clean up your mess and get the milk and napkins ready. By properly sequencing tasks that are not part of the critical path, you enable the project to be completed in the minimum amount of time, the time defined by the critical path.

Note. You may encounter the term "critical chain" in books about project management. That is a slightly different, more sophisticated method of project management,

opportunity cost. "The cost of an alternative that must be foregone in order to pursue a certain action. Put another way, the benefits you could have received by taking an alternative action."[80]

ADVICE FOR CADETS: *What's the secret in getting seniors to allow you to "run" the Cadet Program? Planning and communication. A cadet officer who presents the senior staff with a thorough Project Brief for their approval will win the senior members' trust and confidence. In turn, you'll earn the freedom to lead that you desire.*

PROJECT BRIEF: Wing Cadet NCO Academy

Goal: Prepare cadet NCOs to be effective leaders and mentors of new cadets.

Background. When cadets complete Phase I, they transition from "one who is cared for" to "one who cares for others." The Cadet Advisory Council believes that many cadets experience difficulty in making this transition. In our state, the squadrons are often small, so new NCOs might be the highest-ranking cadets in their unit. Lacking other NCOs or officers to be their role models, it's no surprise that new NCOs struggle. Therefore, it would be helpful if the Wing pooled its resources and offered a "Cadet NCO Academy." This weekend event would be part academic seminar, part hands-on skills training, and most of all, an inspirational experience for the new NCOs and the cadet cadre who train them. One of the Wing's goals for this year is to develop a better mentoring environment for new cadets. A Cadet NCO Academy would help realize that goal because we would be preparing NCOs to be the mentors we need them to be.

Eligibility: The Academy would be open to cadets between C/SrA and C/TSgt.

Leadership Team: The Wing DCP will appoint a senior member to serve as Activity Director. That senior member will then invite all cadet officers in the wing to apply for Cadet Commander.

Number of Participants. The CAC anticipates 20 to 30 students would attend. A student body that size would require 5 to 8 cadet staff and 4 to 6 senior member staff.

Dates & Location. The Cadet NCO Academy would be held at the State Military Reservation, preferably over Presidents' Day Weekend. Staff would arrive Friday night; cadet students arrive on Saturday morning. The program would conclude Sunday night, and everyone would depart for home on Monday morning.

Training Content: The cadet staff would develop a training plan. Possible activities include:

- Roles and Responsibilities of the NCO
- Leadership on the Drill Field
- Mentoring
- Constructive Discipline
- Professionalism
- Leadership in Core Values
- Leadership Reaction Course
- Leadership in Physical Fitness
- How-To Workshops: Inspections, the Demo-Perf Method, Team Leadership Problems
- Panel Discussion: NCOs from the Air National Guard

Budget: If the Wing authorizes a $500 subsidy, cadet tuition could be kept to $50 per cadet, inclusive of lodging, meals, and training expenses.

Deliverables:

- Training Plan that outlines each seminar, lecture, or training activity.
- Staff Plan including how we will recruit and select a cadet staff, and how we will parcel out the instructional and support staff duties.
- Training Schedule
- Budget
- Equipment List for individual participants
- Equipment List for the Academy as a whole
- Publicity Materials (for prospective students)
- Master Gantt Chart showing how we will manage the project's various tasks

Stakeholders. Mr. Wilson, the State Director, says that space on the military reservation is possible, if we work around the Guard's drill weekends. Captain Earhart, Wing Finance Officer, says that the Wing Cadet Account has the $500 necessary to support this project.

Timeline. This project would need to be approved by September 1, to allow time to select the staff and manage the various details, if we wish to conduct the school in February.

Cadet Advisory Council's Position: This proposal passed unanimously, 9-0.

Action Recommended.

1. Wing DCP approve this proposal, as outlined above.
2. Wing DCP appoint a senior member Activity Director ASAP.
3. Activity Director begin search for Cadet Commander ASAP, selecting one by 10 September.

Amelia Earhart

AMELIA EARHART, C/Capt, CAP
Chair, Cadet Advisory Council

"LIVE FROM NEW YORK, IT'S SATURDAY NIGHT!"

Lorne Michaels, executive producer of America's preeminent comic institution, Saturday Night Live, is known to say, "The show doesn't go on because it's ready; it goes on because it's 11:30."[81]

Reflecting on that reality, comedian Tina Fey, a former head writer at SNL and therefore something of a project manager, observes, "Improve every joke until the last possible second, and then you have to let it go."[82]

Project management requires a work ethic that is mindful of the unalterable, inevitable deadlines. The project team can work only so hard and for so long before the deadlines catch up. Santa departs on Christmas Eve, whether his elves are ready or not. SNL is on the air at 11:30. There's no fighting the clock.

Again, Tina Fey: "You have to let people see what you wrote. It will never be perfect, but perfect is overrated."[83] Cadets know that "perfect" is not a Core Value; attaining mere "excellence" is challenging enough. The principle applies to SNL and countless other projects.

An Organizational Chart that lists everyone involved with the project, their roles and responsibilities, and contact information.

A Gantt Chart showing when each deliverable must be completed, and who is responsible for getting the job done. Major resources are also reflected on the Gantt chart to show when they are tied-up or available. Think of it as a timeline view of the project, updated to show work that is completed and work remaining to be done.[84]

Gantt Charts help managers track the status of projects. What's done? What's left to do and by when? Just look at the Gantt chart.

A Budget that shows the revenue that the project generates, alongside the expenses that the managers expect the project will incur.

A Governance Plan or a simple list of policies that identify how the project will be monitored and controlled. This document identifies who is authorized to spend money on the project, how much they can spend at a time, and how the purchases are to be made. It also would schedule times for the project manager to provide the sponsor with updates on the project's status, and/or identify milestones when the project manager must submit deliverables to the sponsor for approval.

A Communications Plan that details how the project team will communicate news to the potential customers, stakeholders, the press, or the public at large.

Field Tests. The final step in the planning phase is testing. The purpose of the test function is to demonstrate that the project output fulfills the customer's requirements.[85] In the software industry, before you "ship" the software, of course you will want to load it onto a handful of different computers and make sure it runs properly, working out

Fine Print: Tests are sometimes called field tests, prototyping, dry runs, trials, or beta tests. We use the term field tests as a catch-all in considering the test function in general.

all the bugs. Not all projects are conducive to testing prior to implementation. (How do you field test a family picnic?) If the deliverables can be field tested, then test them. Field testing allows the project managers to check their deliverables in a safe setting, where they can make corrections before they place their professional reputations on the line.[86]

3 The Execution Phase

"No plan of operations extends with certainty beyond the first encounter with the enemy's main strength."[87]

FIELD MARSHAL HELMUTH VON MOLTKE, THE ELDER
PRUSSIAN ARMY, 19TH CENTURY

Put more simply, no plan survives contact with the enemy. Lt Col Jimmy Doolittle was forced to launch his squadron of B-25s 200 miles farther from Tokyo than originally planned.[88] Brig Gen Teddy Roosevelt Jr., was leading the D-Day assault on Utah Beach when he discovered his troops were landing one mile away from their planned target. Undeterred, he proclaimed, "We'll start the war from right here."[89] Proud of their ability to adapt quickly to changing situations, airmen are known to cite their proverb, "Flexibility is the key to airpower."

Flexibility is the Key to Airpower
Circumstances forced Jimmy Doolittle to launch his raid on Tokyo 200 miles further south than planned. No plan survives contact with the enemy, and yet so much effort must be put into a project's planning phase.

Also, the Doolittle Raiders proved there's no subsitute for guts.

During the execution phase, the project team builds the product deliverables and presents them to the customer for acceptance. It is in the execution phase where the team implements the plan, conducts the operation, flies the mission, runs the event, or whatever the case may be.

Project outputs and deliverables add value only when they have been deployed or adopted.[90] They have to reach the customer. Steve Jobs famously expressed this principle as "real artists ship." It is not enough to have a nice schedule for a leadership academy; you have to actually teach some cadets. A new radar system might pass its flight tests, but it does not make a difference until installed throughout the fleet and put to work in the real world.

Controls During Execution. Because no plan survives contact with the enemy, project managers will need to create a process for monitoring the plan's execution. Someone must ensure that the improvised, adjusted plan finishes at the proper destination, on time, and on budget.[91] Project managers establish checkpoints – predetermined moments where the team asks, "What is going according to plan? What is not going according to plan? How do we need to react to fulfill the project's objectives?" Some examples of checkpoints include:

Staff Meetings: Each member of the project team verbally updates the team on how their slice of the project is coming along.

Inspections: Through a uniform inspection, a barracks inspection, or (in a manufacturing environment) a quality inspection, the project managers examine the deliverables to see if they meet the standards.

Schedules: By recording how much time was required to complete various tasks and comparing that data against the schedule (i.e., comparing reality against the ideal), the team manages their time and adjusts the remaining schedule accordingly.

Budgets: Managers keep an eye on the financial receipts, checking that the revenue they have anticipated is actually coming in, and likewise, they compare the expenses going out against the budget.

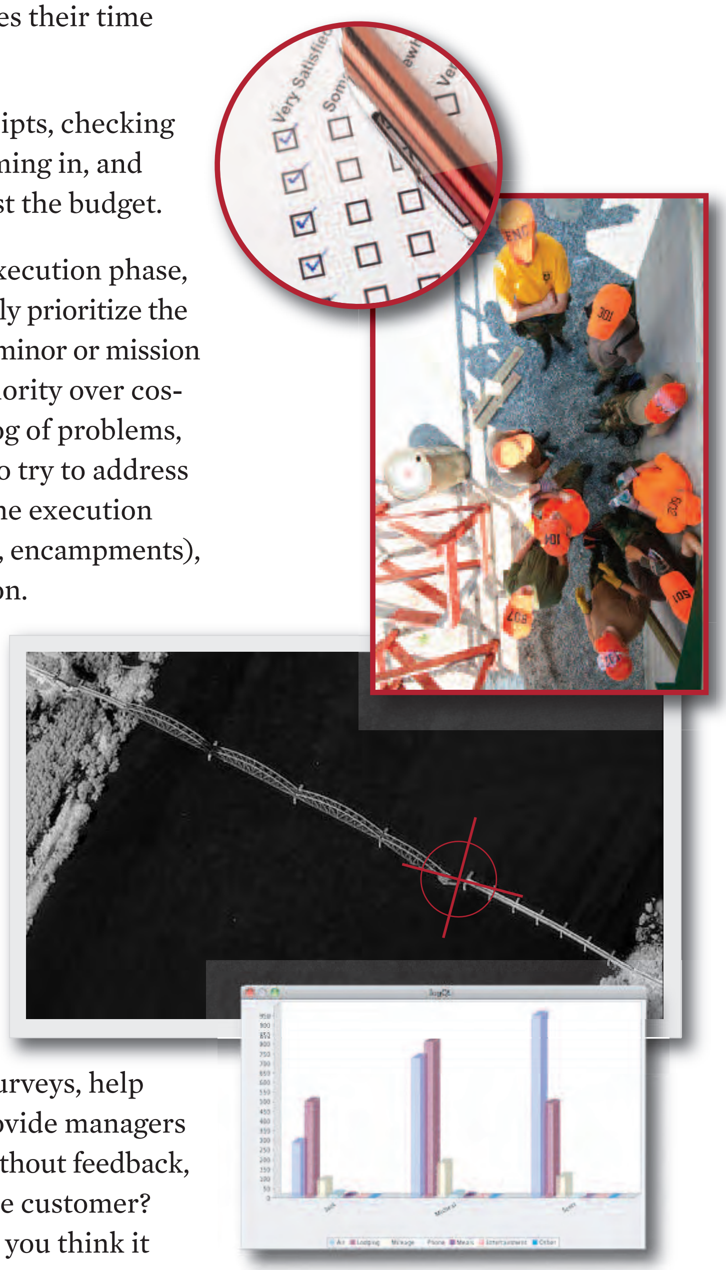
In responding to problems and changes during the execution phase, two practices are worth noting. First, managers typically prioritize the problems that their controls have spotted. Is the issue minor or mission critical? Obviously, mission critical problems take priority over cosmetic problems. Second, managers typically keep a log of problems, known issues, or bugs. Even if the team decides not to try to address those shortcomings during the hustle and bustle of the execution phase, if the project is ongoing or recurs annually (e.g., encampments), it is useful to capture those issues for future resolution.

4 The Review & Concluding Phase

When the customer accepts the final deliverable or the project simply expires at closing time, the execution phase ends and the review and concluding phase begins. The goal of this phase is two-fold. The project manager closes out the project, while also collecting feedback and lessons learned to improve the project for next time. Some elements of this phase include the following:

Feedback Instruments. Course critiques, customer surveys, help desk logs, scores on final exams, and similar tools provide managers with feedback they can use to improve the project. Without feedback, how do you really know if the deliverable satisfied the customer? How can you be sure the project was as successful as you think it was? As mentioned in chapter 2, leaders need to fight for feedback. Therefore, all stakeholders (not simply the primary customers) should be asked to provide feedback. Not only that, the team has to systematically consider that feedback and decide what, if anything, can be adjusted to improve the project's effectiveness.

Recognition Programs. "A loyalty mindset," explains one expert on customer satisfaction, "...believes that investing in your customers will deliver return."[92] That return is reciprocal. "You first have to demonstrate your loyalty to your customers before they. . . give you their loyalty in return."[93]



Feedback Instruments
Surveys measure customer satisfaction. Debriefs after a leadership reaction course enable the team to capture lessons learned. Bomb damage assessments confirm that your iron hit the target. Statistics and graphs analyze project performance from a mathematical perspective. One way or another, project managers need to check that they satisfied the customer.

In a environment like CAP, recognition programs are especially important because CAP volunteers are unpaid. Saying "thank you," presenting graduation certificates, and presenting awards and honors are critical tasks of any project's review and concluding phase. In the for-profit business world, customer loyalty programs (e.g., airline miles, hotel points, supermarket discount cards, etc.) deliver value even after the sale is completed.

Administrative Close-Out. During the review and concluding phase, the project manager administratively closes the project. This can entail recouping the project's supplies and returning them to inventory, preparing a financial report detailing all income and expenses, credentialing the project alumni and updating their personnel records to reflect their accomplishments, and other administrative tasks. Finally, a thorough project manager gathers the projects key documents – the project brief, the PID, feedback and critique forms, budget spreadsheets, a "lessons learned" summary, etc., into a single location known as the continuity file. The continuity file serves as a record of all major work that went into a project and provides a starting point for the next project manager if that project (or a similar endeavor) is ever conducted again.

STAFF COMMUNICATIONS

WRITING FOR THE BOSS

OBJECTIVES:

33. State the secret of writing effectively for the boss.
34. Defend the use of a staff package to receive formal project approval.

The boss often does not write his own material. The ideas are his but the words come from another's pen. Presidents have speechwriters, flag officers have their XOs, and business executives turn to marketing and communications specialists.

What is the secret to becoming an effective ghostwriter for the boss? It helps to have a close working relationship with him or her so that you not only know what basic message must be delivered in the letter, announcement, press release, etc., but have a sense for the various complexities framing the central issue. One of JFK's top lieutenants, Ted Sorensen discusses this point (see sidebar).

A great staffer who writes for the boss not only knows what the boss wants to say, but understands how he or she wants to say it.

COUNSELOR *to the* PRESIDENT

Ted Sorensen was not just JFK's speechwriter, his title was Counselor to the President and perhaps the greatest staffer ever to work in the West Wing. Sorensen explains:

I could listen to the arguments presented to [President Kennedy], assess which facts most impressed him in the Oval Office or Cabinet Room, hear the formulation of his conclusions, and then walk a few steps to my own office to put into words what I had just observed . . . Kennedy deeply believed everything I helped write for him, because my writing came from my knowledge of his beliefs. [94]

WRITING FOR THE WEB

OBJECTIVES:

35. Describe differences in writing for the web versus writing for print.
36. Identify seven tips for copywriting when writing for the web.
37. List four rules for formatting that can make web copy more reader-friendly.

The web is unlike any other venue, so a special approach is required when writing online copy. People go to the web to get information quickly. The audience is not in the mood for a leisurely, artfully crafted read. They browse; they don't read every word. Experts say that the typical web visitor gives a site just 3 seconds to grab their attention.[95] How do staffers write and structure copy for the web?[96]

copy: text created for the website visitor, consumer, or user

COPY WRITING

Place the key point right up front. Don't bury the lead. In chapter 8 we discussed the value of clear topic sentences. That principle is especially true on the web.

Limit paragraphs to just one idea each. This makes for short paragraphs. When copy is broken-up into bite-size chunks, it's easier to scan.

Choose simple, direct words. The *King James Bible* is famous for its beautiful, spare style. Notice how the translators chose mostly one- and two-syllable words in the well-known verse from *Ecclesiastes* (left). But also imagine how bureaucratic English might translate that passage, killing its readability (right).

KING JAMES BIBLE

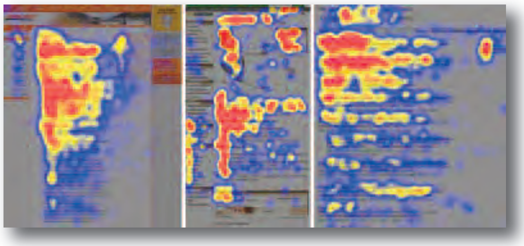
I returned and saw under the sun, that the race is not to the swift, nor the battle to the strong, neither yet bread to the wise, nor yet riches to men of understanding, nor yet favour to men of skill; but time and chance happeneth to them all.[97]

ORWELL'S BUREAUCRAT

Objective considerations of contemporary phenomena compel the conclusion that success or failure in competitive activities exhibits no tendency to be commensurate with innate capacity, but that a considerable element of the unpredictable must invariably be taken into account.[98]

In a word, yuck!

Avoid jargon. Organizations are full of bizarre terms that apparently mean something to insiders, but are indecipherable to newcomers. Remember when you first joined CAP, how strange it all sounded?



How We "Read" the Web

When you read a novel, you start on page 1, read every word, and move on to page 2.

On the Web, most people do not read, they scan. The image above is from an eye-tracking study. It shows that the upper left of the page receives the greatest attention, while the bottom right receives almost none. When writing for the Web, get to your point quickly!

Fine Print: This section on "Staff Communications" focuses on how staff officers present factual information about the organization on the Web. Blogging, slideshows, video, etc., are different animals.

"After the SAREX, I gotta get my ES training from the SQTR entered into OpsQuals on eServices. Next weekend I'm going to encampment training at Wing HQ and getting RST and ORM out of the way. They're required by 52-16, though the CAC is trying to get the NEC to change that."

E.T.L.A.
Extended Three Letter Acronym

Banish jargon from the web. Explain yourself clearly to newcomers.

Write short sentences. When writing a term paper, maybe you sometimes string out your sentences so you reach the assigned word count or page count. Not on the web. Be concise. Eliminate unnecessary words ~~that fail to add value to a sentence's key idea~~. Like that.

Respect the worldwide audience. The web speaks to the world. Not everyone is an American. Not everyone understands 21st century, middle-class teen culture. Slang expressions and figures of speech confuse people who come from a different background than your own.

Talk to your audience. Presume there is a "you," a reader. Tell that reader what he or she wants to know. Explain ideas in a simple, direct way, just as if you were casually telling a friend. Active voice is the key, so brush-up on the active versus passive distinction covered in chapter 8.

READER-FRIENDLY FORMATTING

If web readers mostly scan for information, how can you format your copy so they can quickly spot what they're searching for?

Use headings and subheadings. Notice how this textbook puts some headings in large, boldface, blue text, while certain subheadings are in regular-size but boldface black text. Having some kind of hierarchical system makes copy easier to scan.

Use bulleted and numbered lists. Readers zip through lists quicker than standard prose. If the sequence matters, use a numbered list. If the items in the list are related, but sequence or priority is unimportant, use bullets.

Highlight critical information. Make sure your readers notice important dates, fees, eligibility rules, etc. Likewise, if you have to phrase something in the negative, boldface the negative word. For example, "Bring 2 liters of water for the hike. Do **not** bring soda."

Write clear links. Use descriptive language in the hyperlink's text. For example, "To learn more about CAP, visit a squadron near you" is more informative and user-friendly than, "To learn more about CAP, visit a squadron near you. For the unit locator, click here."

BULLETS: FAST, BUT IMPRECISE

Remember that these guidelines about bulleted lists apply to the special needs of web copy. For serious work requiring intellectual depth, avoid bulleted lists because they leave critical information unspecified. A list can show only three logical relationships: sequence, priority, or simple membership in a set. Worst of all, the list displays only one relationship at a time.[99]

CONSIDER THIS:

Three goals, in no particular order
- Boost cadet membership by 10%
- Host ten cadet activities this year
- Improve morale

Three goals, ordered by priority or sequence
1. Host ten cadet activities this year
2. Boost cadet membership by 10%
3. Improve morale

What's going on in the bulleted and numbered lists above? We can't really be sure. Are the lists trying to say:

Activities > More cadets > Higher morale
Explanation: If we have more activities, more kids will want to join, and morale will go up. That sounds plausible.

or is the message:

High morale > More activities > More cadets
Explanation: If we boost morale, cadets will attend more activities, and we'll recruit more cadets. That sounds plausible, too, though it's an entirely different strategy from the previous one.

LESSON LEARNED:

Think of how much more intelligent and coherent a handful of simple sentences organized into a nice paragraph would be. Bulleted lists try to take a shortcut, sacrificing clarity and the writer's credibility in the process. Numbered and bulleted lists are okay for the web, but not for serious analysis.

CREATIVE LEADERS GET THE MESSAGE OUT

Although this chapter emphasizes communication principles for staff officers in a workplace setting, remember that communicating still involves creative thinking. Recall the story of Admiral Jeremiah Denton. While a POW, he blinked Morse code to tell the U.S. he was being tortured (see chapter 5).

The poem below from WWII is equally clever. Nazis are occupying Norway. The king is in exile. The Norweigan Resistance wanted to send a message that would rally everyone around the king. That message is hidden in this poem. See if you can spot it. Hint: Many Norwegians know how to read English.

Anropelse![100]

Guddommelige forsyn bak ånders ledestjerner
Og gode makters lysdrift som fører folkeslag
Den dulgte vei fra mørke mot mål i fagre fjerner!

Skal vi var kjerne kjenne
Avmektig eller sterk
Ved det som her skal hende:
Et veldig vårens verk?

Til folkets indre styrke, dets marg og motstandsevne
Har vi vår lit å sette på prøvelsens dag:
En brist i sjelens troskap – og alt skal rakne, revne!

Kom, lyse fortidsminner
I diktning, liv og død:
Når nuets livsmot svinner,
Gi kraft og fremtidsråd!

Asker, 23 januar 1941
Ragnar Hauger

THE BRIEFING

OBJECTIVE:

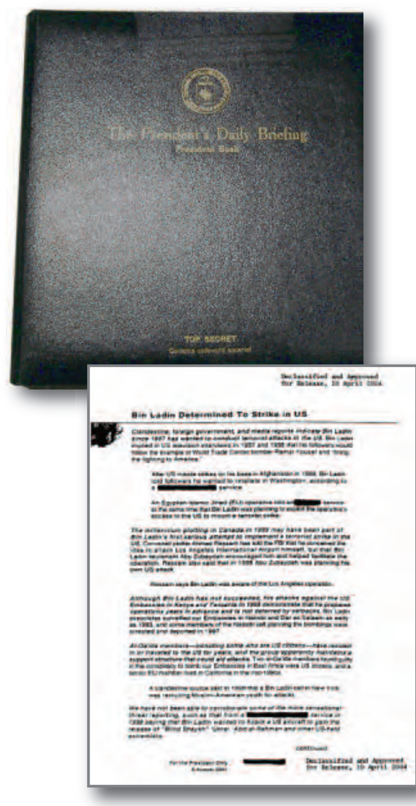
38. Recognize the two main types of briefings.

It is called the most exclusive document in the world. Each morning, intelligence officials deliver the President's Daily Brief (PDB), a 30-minute oral presentation that is accompanied by a 20-page, top secret analysis of raw intelligence pertaining to world events.[101] The PDB is the ultimate briefing. As a cadet staff officer, you will have plenty of opportunities to use briefings to express your ideas.

TYPES OF BRIEFINGS

A briefing is a succinct oral presentation. Although briefings vary in style, format, and tone, there are two main types: informational briefings and advocacy briefings.

Informational briefings provide the audience with information, without arguing for the organization to respond to that information in any particular manner. An overview of the Cadet Program, a "CAP 101" presentation, or a status update on a major project are examples of informational briefings.



The Ultimate Brief
An image of one of the few declassified President's Daily Briefings

Advocacy briefings provide the audience with information, while also arguing for the audience to interpret that information in a particular way. Advocacy briefings attempt to motivate the audience to act, to do something. An example of an advocacy briefing would include the CAC presenting to the commander a proposal for a cadet honor code, or a staff member approaching the local Red Cross and outlining a plan for how they and CAP can work together. However, advocacy briefings are not sales pitches that present the product only in its most favorable light. Good staff work and intellectual honesty require the briefer to address the proposal's weaknesses as well as its strengths. Briefers help the team make informed decisions.

ANATOMY OF A BRIEFING

OBJECTIVES:

39. Identify the three parts of a briefing.
40. Describe five logical patterns for grouping a briefing's main points.

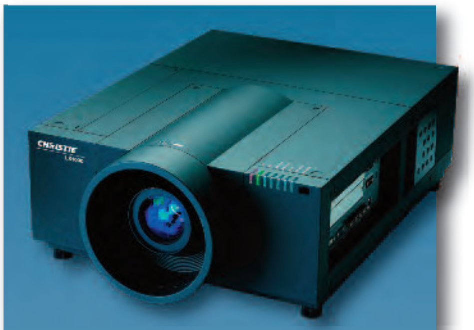
In chapter 8, you learned that most documents are organized around three main parts: an introduction, a body, and a conclusion. That same basic structure applies to briefings as well.

Introduction. Greet your audience and explain your purpose. Who are you? Why are you delivering this briefing? What are you and your audience supposed to accomplish as a result of the briefing? Two examples are shown below.

> ***Intro for an Informational Briefing.*** Good morning. Most of you know that I'm Cadet John Curry, the encampment XO, and over the next fifteen minutes, I'll update you on the status of our encampment preparations. This will be your opportunity to redirect our efforts, if necessary, and be reassured that the cadet staff is on track to deliver a great encampment.

> ***Intro for an Advocacy Briefing.*** Good evening, I'm Cadet Hap Arnold, your CAC vice chairman. For the next ten minutes, I'll present the council's recommendation on how the wing can boost cadets' academic performance through an honor society program. I'll outline the case for an honor society; explain its goals, the award criteria, and how the program would operate; and briefly address some alternatives to an honor society that we considered but found unsuited for our wing. At the conclusion of this talk, we hope you will officially approve our honor society plans.

Body. The heart of the briefing is the body. This is where you present your main points. It is critical that the body be organized in a logical manner, but there are several ways to do that. Some logical patterns include:[102, 103]



A BRIEFING WITHOUT POWERPOINT?!?!

"[As the new president of IBM] one of the first meetings I asked for was a briefing on the state of the [mainframe computer] business. . ."

"[When the briefer was on his second PowerPoint slide] I stepped to the table and, as politely as I could, switched off the projector. After a long moment of awkward silence, I simply said, "Let's just talk about your business."

"This episode had an unintended, but terribly powerful ripple effect. By that afternoon an email about my hitting the off button on the projector was crisscrossing the world. Talk about consternation! It was as if the President of the United States had banned the use of English at White House meetings."[104]

"Just talk about your business." Such simple but profound advice! A briefing is an exchange of information, not a demonstration of PowerPoint razzmatazz.

Cause & Effect: What will happen if I do this? Cause and effect follows an action to its results. This pattern is useful when studying correlation or how two or more items are connected.

Example: "We had to cancel the staff training workshop due to the blizzard. As a result, the cadet staff have not been told what we expect from them during encampment. Therefore, we need to either reschedule the workshop, conduct it over the web somehow, or find some other solution."

Chronological: How is it done? What is the time sequence? This pattern is useful when describing a step-by-step process, or if working with a topic where the chronology of events is important.

Example: "Cadets arrive between noon and 1400 hrs. Their first stop is the registration desk. There they meet their flight sergeant, who then takes them to the dorm. Next, the flight sergeant and tactical officer check that the cadet has all required equipment. Then . . ."

Compare & Contrast: How are these items similar? How are they different? This pattern is useful when evaluating two or more items. The "pro and con" approach is a variation of this pattern.

Example: In a career-focused activity such as E-Tech, cadets test out a handful of engineering career fields. Career-focused activities typically require cadets to complete some academic work. In contrast, at a leadership-focused activity such as Hawk Mountain Ranger School, cadets are busy with practical activities. They get their hands dirty and do a lot of physical training, but very little academics. Still, career-focused and leadership-focused activities are both "cadet friendly" experiences that are equally awesome in their own ways.

Climactic Order: Which items in this set are most important? Least important? Which item occurs most frequently or least frequently? This pattern is useful when discussing priorities, or when the items occur in a hierarchical relationship.

Example: The five main echelons in the chain of command are, in descending order, national commander, region commander, wing commander, group commander, and squadron commander.

Topical Order: What are the items in the set? In the topical pattern, a group of items arises naturally; the items may relate somehow, but the chronology, sequence, or priority is not important. This pattern is useful when discussing the parts of a system, or in making a simple list.

Example: The encampment equipment list includes requirements in the following areas: clothing, training materials, field gear, and personal items.

Closing. After presenting the briefing's main points, ask yourself, "So what?" to provide context and relevance, and "What happens next?" to ensure proper follow-through. A good briefing concludes with a quick summary, followed by answers to those two questions. Lastly, some presentation experts advise ending the talk with, "Are there any questions?" Others suggest that approach is not necessary because, one would hope, the audience and presenter have been engaging in a back-and-forth dialogue throughout the briefing.

Closing for an Informational Briefing. We're on track in all five key planning areas: staff selection, staff training, cadet training, scheduling, and logistics. The next step is for us to continue working on the cadet training plan, which we'll finish by June 1st. Our next opportunity to get together is May 1st at the actual staff training workshop.

Closing for an Advocacy Briefing. An honor society signals to cadets, parents, and the overall community that our Wing wants cadets to make success at school their top priority. The honor society can be a real motivator. Our detailed plan explains how we'd launch the honor society program, the award criteria, and the basic program operations. The CAC now asks you to approve the program and turn our plan over to the DCP, who is ready to implement it.

QUESTIONS & ANSWERS ("Q&A")

OBJECTIVE:

41. Recall five techniques for answering briefing questions effectively.

Successful briefers not only practice their core presentation, they prepare for their Q&A (questions and answers), too. One technique is to grab some index cards and upon each write down potential questions from your audience, then "rehearse" for Q&A by answering those potential questions aloud.

Four Possible Questions

- What is the toughest question you could be asked, the one that could destroy your main idea and challenge your credibility?
- What is the easiest question, the one you'll knock out of the park? How should you phrase your answer for maximum effect?
- Might your audience have a misunderstanding or wrong assumption about your topic? How will you gracefully correct that misunderstanding, if voiced during Q&A?
- What semi-relevant question might you be asked? How will you respond, while keeping the discussion on topic?

Q&A Challenges & Techniques

What are some tricks of the trade that enable you not only to survive but thrive during Q&A?

Rephrase for clarity. If asked a complex, meandering question, don't answer right away. Instead, restate the question in your own words. "If I understand you correctly, you're asking if cadets are required to join the military. Is that correct?"

THE STAFF PACKAGE

What, specifically, do you need to do to get the commander to formally approve your great idea? How do you win the okay for that squadron bivouac? For your Cadet Advisory Council idea to be officially enacted?

The answer is completed staff work. That is, you must ensure that every stakeholder has an opportunity to coordinate on and contribute their expertise to your proposal. Great ideas will die unless properly staffed.

If your proposal costs money, for example, and you do not coordinate with the finance officer, you risk the proposal being squashed at the last minute if finance says to the commander, "Sir, wait a minute, there's no budget for this."

Your main tool in coordinating a staff package is the staff summary sheet. Here's an example:

From: NHQ Cadet Team
To: CAP/CC
Subject: ESS: National Character Day (FOR APPROVAL)

CAP/DDR	coord	Lt Col Mayhew, Mar 11
CAP/CP	coord	Col Treadwell, Mar 11
CAP/HC	coord	Ch Col Woodard, 22 Apr 11
CAP/SU	coord	Col Guimond, 21 Mar 11
NHQ/EX	coord	Rowland, 22 Apr 11
CAP/CC	approve	

PURPOSE: Obtain CAP/CC approval to launch the "National Character Day" program.

BACKGROUND: National Character Day is a new wing-level activity that: (1) motivates cadets to take seriously issues of character and honor, while recommitting to the drug-free ethic; and (2) integrates the DDR program into CAP's overall Cadet Program.

DISCUSSION: National Character Day is a 1-day event where cadets learn the USAFA character development model, hear a character-affirming message from a distinguished speaker, and challenge themselves during a hands-on activity (e.g., ock walling, indoor skydiving, low ropes). HQ/DDR will provide funds, via reimbursement, to cover 80% of the cost of the "Character Challenge" portion of this event IAW CAPR 51-1.

RECOMMENDATION: CAP/CC approve the National Character Day via email reply.

CURT LAFOND
Deputy Director for Cadet Programs

Attachments
Tab 1. National Character Day – Curriculum Guide
Tab 2. National Character Day – Cadet Handbook
Tab 3. National Character Day – CAP/CC Kickoff Letter

Answer one question at a time. If asked a multi-part question there is no harm in answering one part at a time, then following-up with, "Now what was the next part of your question again, please?..."

Be honest. If you don't know the answer to a question, don't try to bluff your way through it. In fact, saying, "I'm sorry, I don't know, that's beyond my range of expertise," can actually boost your credibility. If asked a highly-detailed question, you might reply, "I don't have the specific information you're looking for right now. May I get back to you on that later?"

Boomerang. A briefing should be a give-and-take between presenter and audience. If asked an opinionated question, one that suggests the questioner has an answer of her own already in mind, send that question right back, like a boomerang. "I'd like to know if you think the uniform is an important aspect of cadet life, or if uniforms are worn only by idiots." Reply: "It sounds like you have some strong views on that. Please, why don't you just share your perspective?"

Go offline. If briefing more than a handful of people, be sure your Q&A remains relevant to the group as a whole. Long, drawn-out questions that focus upon one person's particular question or problem, can be handled offline. "With your permission, could we take your question offline? We can meet right after this briefing and I'll be happy to give that question the attention it requires."

AUDIENCE FEEDBACK

OBJECTIVE:

42. Defend the need to monitor audience members for nonverbal feedback during briefings.

Monitor your audience for feedback. Are they agreeing with you? Challenging your idea? Personally offended by you for some reason? Becoming impatient? Presenters should monitor their audience for nonverbal feedback, the responses your audience sends by means other than words. Smiling, nodding, applauding, and a thumbs-up are positive examples of nonverbal feedback. Grimacing, shaking their heads back and forth, sitting with arms tightly crossed on their chests, rolling their eyes, etc., are forms of negative feedback. Many briefers can read nonverbal feedback easily enough. But how do you cope with someone shooting daggers at you with their intense stare? A four-star general shares this advice:

> *"We have to be confident enough in our people to listen to negative feedback and dissenting opinions, find the best way forward, and then lead in a positive direction. We all like the 'warm fuzzies' we get when people agree with our ideas and give us positive feedback. We naturally dislike the 'cold pricklies' that come when people*

THE DISARMING HUMOR OF RONALD REAGAN

They called him the "Great Communicator" and the "Teflon President" to whom bad news just didn't stick. Ronald Reagan was a master at using humor to soften his critics and bring levity to anxious moments. Some of his greatest hits:[105]

In a debate, when asked if at age 73 he still had the stamina to serve:
"I will not make age an issue in this campaign. I am not going to exploit for political purposes my opponent's youth and inexperience."

At a press conference, when asked if he shared blame with his adversaries on Capitol Hill, the Democrats, he answered with a smile,
"Why yes, because for many years I was a Democrat."

Poking fun at himself for being the oldest president ever to serve:
"Jefferson said we should never judge a president by his age but by his work. Ever since he told me that..."

During a debate, when his opponent seemed to score points against him, with levity he responded,
"There you go again."

Just after the assignation attempt, while on the operating table, he said to his nurses and surgeons,
"I hope you're all Republicans."

His explanation for getting shot in the first place:
"I forgot to duck."

*disagree with us and point out our shortcomings. As leaders, **we have to be mature enough to deal with criticism** without punishing the source—the best leaders encourage frank feedback, especially when it is negative." [emphasis added]*[106]

TIME MANAGEMENT FOR BRIEFERS

OBJECTIVE:

43. Comprehend the importance of time management while briefing.

In a face-to-face briefing, you are obviously taking up someone's time. Honor the commitment and be professional by staying within your allotted time. Moreover, have a back-up plan should you be given only half the time you had expected. What portions of your briefing can you shorten or jettison altogether? Especially when briefing an executive-level leader, be ready on time and end on time.

VISUAL AIDS & INFORMATION DISPLAYS

OBJECTIVES:

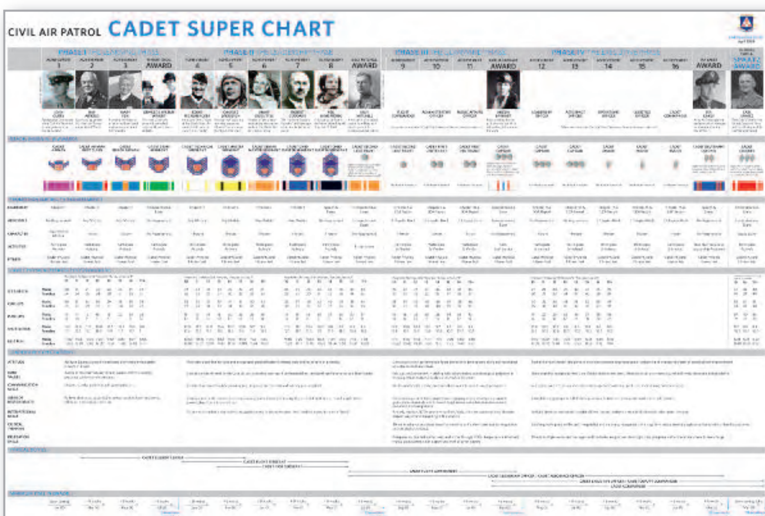
44. List examples of how visual aids can be used to enrich presentations.
45. Defend the idea that PowerPoint slides are not always the ideal communication medium.

What do you want the audience to think about? Are they analyzing a problem to find a solution? Simply absorbing some basic information that they can use later? Trying to picture how an event is supposed to operate? A visual aid, or more precisely, an information display, is a chart, graph, mapped picture, diagram, flowchart, whiteboard, or any visual tool that helps the audience think about the topic.

Cadet Super Chart
Here's the Cadet Program at a glance. Display the full chart as a poster or using a projector. Provide the audience with a small (11x17) version. "Show and tell" using the chart as a guide. It's a data-rich visual aid.

VISUALS TO AID IN THINKING

Visual aids can enrich a presentation. In the examples below, notice how data-rich charts and photos are used to help the audience think deeply about the topic. If the familiar, 1-page, data-rich "Cadet Super Chart" were converted to a list of words in PowerPoint format, at least 70 PowerPoint slides would be required to tell the same story.*



*The Harvard School of Public Health advises presenters to limit slides to 12 data points each. Edward Tufte criticized that standard, asserting that data-rich visuals are most useful. The "Cadet Super Chart" contains approximately 865 data points. According to Harvard's absurdly low standard, 72 slides (865 / 12 = 72.08) are required to present this data.[107]

The Uniform. Display a photo of a cadet properly wearing the uniform, or better still, use a cadet as a live model. "Show and tell" uniform rules and regulations by pointing to the cadet model or a photo projected on a screen.

Training Schedule. If briefing an audience on the encampment training schedule, for example, build the schedule using a spreadsheet (e.g., MS Excel). Show-and-tell using a hard copy of the schedule (one for each participant) and the electronic file via a projector. This method works for financials, too.

Airfoils. Find or make a "mapped picture" that shows a photo of a real airplane, with the various parts of the airfoil labeled directly on the image. Show and tell about the mapped picture using a projector.

Rules and Regulations. Present the regulation. Allow people to read them. Discuss the issues in open forum. Perhaps use a slide simply to visualize the question. Present case studies, in writing, as a means to discuss possible scenarios involving the regulation.

The Read Ahead. The simplest visual aid, and often the most effective, is good old-fashioned prose: clear sentences organized into cohesive paragraphs that build upon one another. Instead of verbally making point after point in a briefing, some experts advise briefers to write a carefully crafted 1- to 4-page statement rich with details about the subject at hand. The audience could read this thoughtful document in advance, or be granted a couple minutes at the start of the briefing. Then, the presenter could lead the audience through a "guided tour" of the document, or jump right to Q&A. The advantage of this approach, favored by Apple founder Steve Jobs, is that the bulk of the time reserved for the briefing is spent in lively discussion.

Respecting the audience means granting them access to all the information up front, versus making them endure one slide after another until you come around to the point that interests them. The result of enriching your briefings with information displays will be shorter briefings, more discussion, deeper understanding, and stronger relationships between the participants.

A GENIUS WHO PREFERED "JUST TO HASH THINGS OUT"

"One of the first things [Steve Jobs of Apple] did during the product review process was ban PowerPoints. 'I hate the way people use slide presentations instead of thinking,' Jobs later recalled. 'People would confront a problem by creating a presentation. I wanted them to engage, to hash things out at the table, rather than show a bunch of slides. People who know what they're talking about don't need PowerPoint.'"[108]

"The Height of Recklessness:" POWERPOINT GOES TO WAR

During the Global War on Terror, military planners increasingly made PowerPoint their means of communicating with subordinates. One author uncovered evidence that the PowerPoint approach was dumbing down the very serious business of fighting a war.

"General Tommy Franks [did not] issue clear orders that explicitly stated what he wanted done, how he wanted to do it, and why. Rather, Franks passed along PowerPoint briefing slides that he had shown to Rumsfeld . . . [One of Franks' officers commented,] 'The way we do things nowadays is combatant commanders brief their products in PowerPoint up in Washington. . . In lieu of an order. . ., you get a set of PowerPoint slides. . . Nobody wants to plan against PowerPoint slides.'

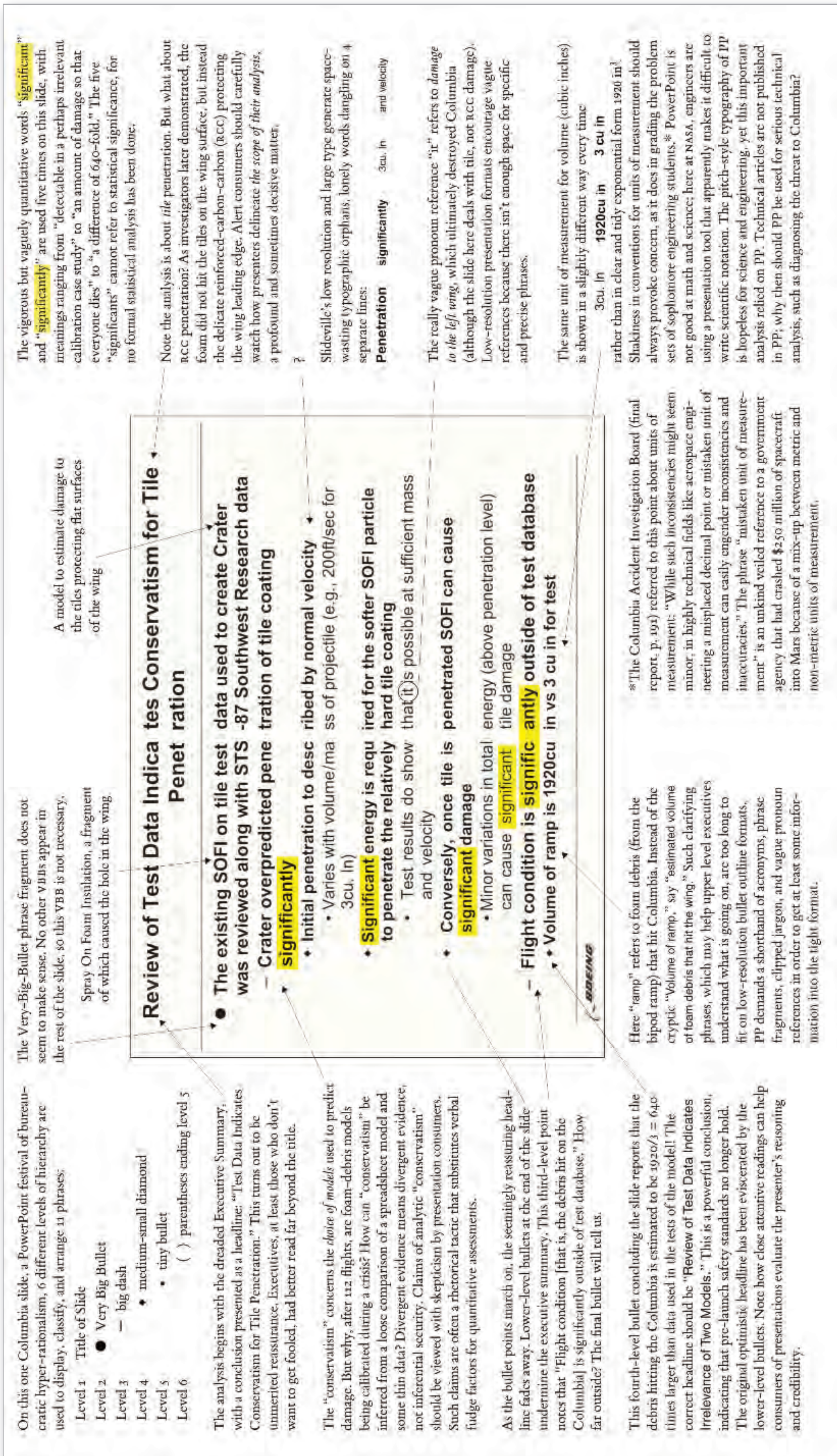
"That reliance on slides rather than formal written orders seemed to some military professionals to capture the essence of Rumsfeld's amateurish approach to war planning. 'Here may be the clearest manifestation of [the Secretary's] contempt for the accumulated wisdom of the military profession and of the assumption among forward thinkers that technology - above all information technology - has rendered obsolete the conventions traditionally governing the preparation and conduct of war,' commented retired Army Colonel [and professor of international relations] Andrew Bacevich.

"To imagine that PowerPoint slides can substitute for such means is really the height of recklessness."[109]

VISUALS THAT DUMB DOWN THE DISCUSSION

A briefing that relies upon PowerPoint can be successful, if done in just the right way. Correct? Not according to Prof. Edward Tufte (*Tuff-tee*). He learned that the engineers who were trying to analyze the Shuttle *Columbia's* situation while it was still aloft were made to communicate via PowerPoint, resulting in critical information not being transmitted clearly to top decision makers. Prof. Tufte scrutinized key slides and concluded that PowerPoint naturally distorts information. Slides can fool an audience.[110]

Annotated slide is from Edward R. Tufte, "The Cognitive Style of PowerPoint," 2nd ed., (Cheshire, CT: Graphics Press LLC, 2006), 9-10. Reprinted here with the author's permission.



PUBLIC SPEAKING DELIVERY SKILLS [111]

OBJECTIVE:

46. Describe ways to use body language effectively in presentations.

Your effectiveness as a speaker is directly related to your ability to invoke emotion and interest through the use of nonverbal communication. Your listeners judge you and your message based on what they see as well as what they hear.

In public speaking, your body can be an effective tool for adding emphasis and clarity to your words. It's also your most powerful instrument for convincing an audience of your sincerity, earnestness and enthusiasm. Whether your purpose is to inform, persuade, entertain, motivate or inspire, your body language and the personality you project must be appropriate to what you say.

As Ralph Waldo Emerson said, *"What you are speaks so loudly that I cannot hear what you say."* So be sure your appearance, posture, and attire is appropriate as well.

Here's how you can incorporate appropriate body language into your presentations:

Start with eye contact. Being prepared – having control of your message – is a prerequisite for being able to project and establish a bond with the audience. Don't just pass your gaze throughout the room; try to focus on individual listeners and create a bond with them by looking them directly in the eyes for five to 10 seconds.

Smile! There's nothing unprofessional about a smile.

Express emotion with your facial muscles. For inspiration, take a look at the *The Human Face*, a BBC documentary narrated by John Cleese of Monty Python fame.

Avoid distracting mannerisms. Have a friend watch as you practice to look for nervous expressions such as fidgeting, twitching, lip biting, key jingling, and hands in pockets or behind the back.

Tell a story. Highlight the action verbs and look for ways to act out one or more parts. Speaking about marathon running? Run a few steps.

Stay true to your personality. Don't copy gestures from a book or other speaker, but respond naturally to what you feel and say.

Make gestures convincing. Every hand gesture should be total body movement that starts from the shoulder – never from the elbow. Half-hearted gestures look artificial.

Vary your speaking position by moving from one spot on the stage to another. For example, walk to the other side of the stage as you move to a new topic or move toward the audience as you ask a question.

This section on Public Speaking Delivery Skills is from "Gestures: Get Moving!" reprinted here courtesy of Toastmasters International. See Toastmasters.org for more public speaking resources.

HOW TO OVERCOME NERVOUSNESS AS A PRESENTER

Rehearse. The practice will build your confidence.

Visualize success. If you see yourself succeed, you will.

Take a deep breath. It's okay to pause for a few moments to gather your thoughts.

If nervous, don't tell the audience! Just take a breath and continue as best as you can. Know that the audience wants you to succeed.

CONCLUSION

If you can understand the role and responsibility of a staff officer and develop your staffing abilities, you will stand out as an adult when you take an entry-level management position in an organization.

The dynamics of the staffer and boss relationship are a mystery to most young adults. But you know your role is to make the boss look good by taking ownership of one corner of the organization. You understand organizational structures, know how to manage projects (and have done so on several occasions as a cadet officer), and you'll excel where others flounder as a member of a committee. The briefing skills you study here and practice as a cadet officer will stay with you and quickly impress your superiors as they realize that yours is a well-ordered mind that grasps the big picture as well as the fine details. In this chapter, you've studied practical learning that will pay off for life.

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