



Civil Air Patrol Squadron Leadership School

Instructor Guide



HQ CAP/ETS
April 1999

SECTION 6

CONCEPT: Effective Communications

APPROXIMATE TIME: (120 Minutes—30 minutes each session)

OBJECTIVES:

1. State the fundamentals of speaking.
2. Distinguish between the four types of military briefings.
3. Write a military briefing.
4. Present a military briefing.
5. Distinguish between the two types of military letters.
6. Write an official memorandum.
7. State the essential elements involved in being an effective listener.
8. Plan a squadron meeting/activity.
- 9.

SUGGESTED PRESENTERS: Public Affairs Officer, Administrative Officer,
Wing/Squadron Commander, Chaplain

MATERIALS:

CAPR 10-1, Preparing and Processing Correspondence
Speaking topics
Writing topics

INTRODUCTION:

The communication process is an integral part of your CAP service. As a leader you will be called upon to communicate verbally and in written form with other members, CAP organizations, National Headquarters, and the general public. You will also be responsible for handling information as it develops in the field. The CAP member must be an effective listener. It is imperative that you be able to communicate effectively in all areas of communication.

PURPOSE/RATIONALE:

In this lesson, we will gain an understanding of the communication process as it relates to our service within the CAP.

I. EFFECTIVE LISTENING:

The process of actively listening to another person can alleviate misunderstandings and loss of productivity. To be an effective communicator depends heavily on being an active listener. The three most common barriers to effective listening are: (1) we think for speakers instead of allowing them to speak, (2) we think about the speakers instead of listening to what is being said, and (3) we think ahead of speakers instead of with them.

There are nine components to becoming an effective listener.

1. Make and hold eye contact.
2. Tune out your own ideas.

3. Listen to the concept (not how something is being said).
4. Listen to understand, not to deny or question the information.
5. Take notes with care. Jotting down a note or two will assure the Person that you are listening. Taking detailed notes, may throw the individual off balance and make them uncomfortable.
6. Keep your feelings positive. Do not react to the speaker or the situation. This is especially true if the person or the situation is not favorable.
7. Do not think for the other person. This is a common failing. We try To solve the problem for the person. Many times, a person may not want you to solve the problem, they want someone to listen. Do not give advice or help unless your are asked.
8. Do not think ahead. Do not jump ahead of the person speaking. When this happens, you miss vital information. Misunderstandings And mistakes will occur. You will appear to be impatient and not Listening.
9. Prove you are a good listener by absorbing new ideas and giving credit to others.

Suggested Teaching Strategies/Evaluation:

1. Conduct a simulated situation in which two staff members are having a conversation. Have one staff member do one or several of the following: shuffle papers, clean fingernails and/or look or walk around the room. At the end of the conversation, ask the students if they believe the person was listening to what was being said. Ask them to explain their answers.
2. Review the procedures for effective listening. (You may refer to the answers given earlier.)
3. Have a second situation in which the staff member follows the criteria For effective listening.
4. Have the students compare the two situations.

Student Guide Material:

It is important to review the materials the students are going to be using. The *Student Guide* is to be used as a guided note-taking activity. The guide aids the student in focusing on the instructional material and it also serves as a valuable resource guide. The *Student Guide* is correlated to the slide presentation. the students become frustrated when they are not able to fill in the blanks. It may be necessary to provide a question and answer session at the end of the lesson to provide the students with missing material. To aid this process, you may want to fill in the missing material.

EFFECTIVE COMMUNICATING

Being an Effective Listener

The three most common barriers to effective listening are:

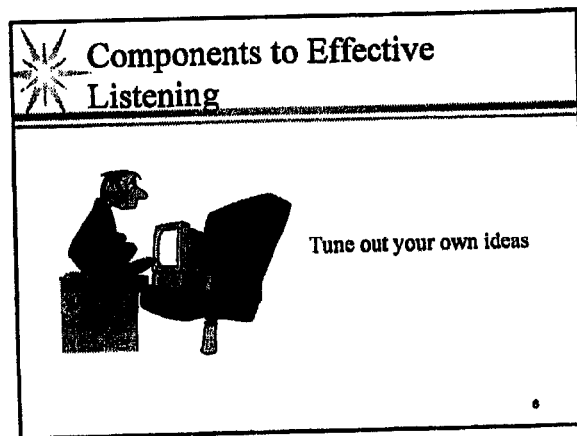
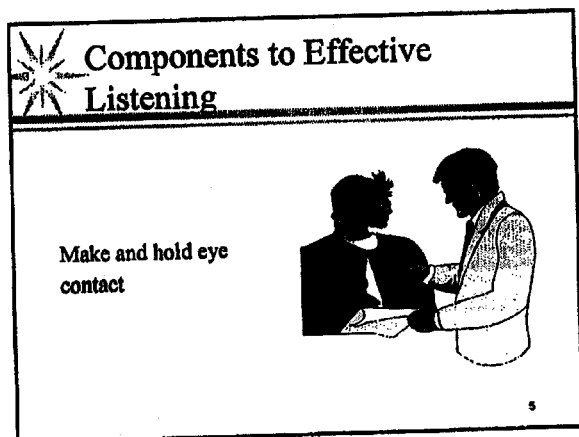
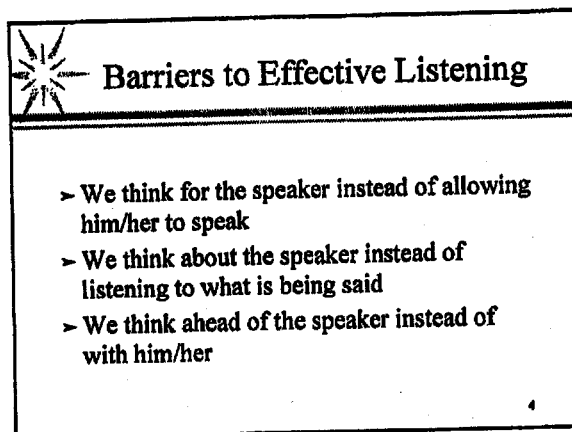
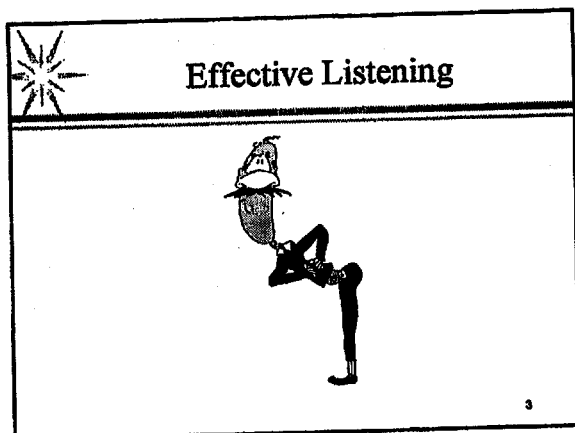
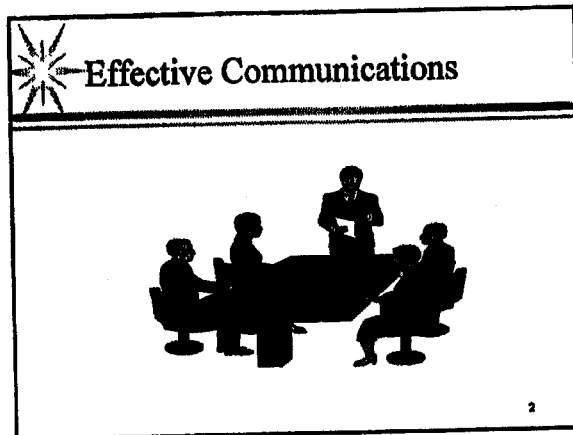
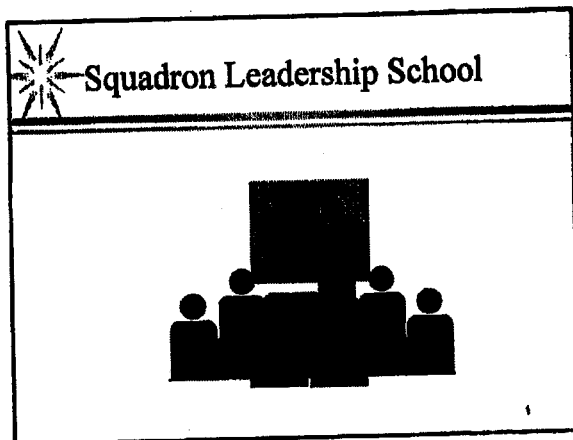
1. _____
2. _____
3. _____

The nine components to effective listening are:

1. Make and hold _____.
2. _____ out your own ideas.
3. Listen to the _____.
4. Listen to _____.
5. Take _____ with care.
6. Keep your feelings _____.
7. Do not _____ for the other person.
8. Do not think _____ of the person speaking.
9. _____ new ideas and _____ others credit.

Copies of Slides

Included in your instructional materials are copies of the slides you will be using as an instructional aid. Review the materials. You may want to add additional slides.




Components to Effective Listening

Listen to the concept
Listen to understand

7

Components to Effective Listening

Take notes with care.
Jotting down a note or two will assure the person that you are listening.

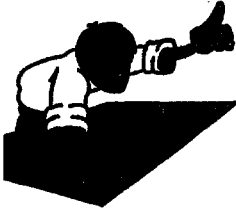


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Components to Effective Listening

Keep your feelings positive.

Do not react to the speaker or the situation. This is especially true if the situation is not favorable.




9

Components to Effective Listening

Do not think for the other person.

Do not try to solve the problem, give advice, or help unless asked to do so.




10

Components to Effective Listening

Do not think ahead.

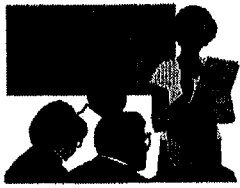
Do not jump ahead of the person speaking. You will miss vital information, appear impatient and not listening.



11


Components to Effective Listening

Prove you are a good listener by absorbing new ideas and giving others credit.



12

Questions?



13

II. THE MILITARY BRIEFING:

INFORMATION:

The chances are very good you will soon be required to conduct some type of Briefing. This may be to an individual or to a group of people. A briefing is the Sharing of information. There are four types of military briefings: the briefing to Inform, the briefing to persuade, the staff briefing, and the manuscript briefing. The two most common types of briefings are the informative and the staff.

1. The informative briefing
 - A. This briefing informs the listener.
 - B. It deals with facts.
 - C. It is composed of three parts: a short introduction presenting the facts, the body, and a short summary.
 - D. A question-and-answer session is held at the end. If you do not know the answer to a question, admit it and offer to provide the answer later.
2. The staff briefing
 - A. This briefing provides rapid sharing of information to a group of People.
 - B. It may be composed of a variety of information.
 - C. At lower levels of command, it tends to be specific in nature.
 - D. At higher levels, it tends to be more general and deal more with policies than with a particular action.
 - E. It advocates some type of decision or action.

Suggested Teaching Strategies/Evaluation:

1. Prepare a list of briefing situations. Suggested topics: (a.) You have planned a cadet training activity and need to brief the commander on the current status, (b.) your squadron has participated in a disaster relief mission and you must brief the wing commander on the results, and (c.) the commander has agreed to let the squadron participate in the local air show. You need to brief the squadron about the event.
2. Assign the *students* a situation. Have them construct a draft of the Brief in the *student* guide. (To save instructional time, this could be Given as an overnight assignment. This also works well as a small Group activity.)
3. Have the students give a 3- to 5- minute briefing. A good time to do the briefings would be at a working lunch or supper. (If time does not allow the participants to "give" the briefing, have the students submit a written copy of the briefing outline to the instructor.)
4. Critique the briefings. Praise the correctness and, if necessary, offer Ways to improve.

Student Guide Materials:

It is important to review the materials the students are going to be using. The *Student Guide* is to be used as a guided note-taking activity. The guide aids the student in focusing on the instructional material and it also serves as a valuable resource guide. The *Student Guide* is correlated to the slide presentation. the students become frustrated when they are not able to fill in the blanks. It may be necessary to provide a question and answer session at the end of the lesson to provide the students with missing material. To aid this process, you may want to fill in the missing material.

The Military Briefing

The two most common types of briefings we will do in CAP are the _____ and the _____.

The informative briefing:

- a. _____
- b. _____
- c. _____
- d. _____

The staff briefing:


- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

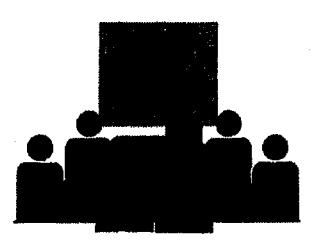
Briefing Outline

- I. **Introduction:**
- II. **Body:**
- III. **Summary:**

Copies of Slides

Included in your instructional materials are copies of the slides you will be using as an instructional aid. Review the materials. You may want to add additional slides.

 Squadron Leadership School




1

 The Military Briefing




2

 Types of Briefings


- Persuasive
- Informative
- Staff
- Manuscript

3

 Informative Briefing


- Informs the listener
- Deals with facts
- Composed of: short introduction, body, and summary
- Usually followed by a question and answer session


4

 Staff Briefing

- Provides rapid sharing of information to a group of people
- Composed of a variety of information
- Usually specific in nature at lower levels of command
- Usually general in nature at higher levels of command and deals with a particular action
- Advocates some type of decision or action

5

 Questions?



6

III. CORRESPONDENCE, THE CAP LETTER:

INFORMATION:

As a CAP staff member, you will be called upon to correspond with other units, your wing, the different regions, and with National Headquarters. The CAPR 10-1 is the guideline for all CAP correspondence. Every senior member should have a copy of this regulation. This regulation outlines the correct procedures for writing two basic styles of correspondence: memorandum and business.

1. The business-style letter is used for communications with private Concerns and for individuals not connected with CAP
2. The memorandum-style letter is used for communications between CAP units and when communicating with military agencies.

Suggested Teaching Strategies/Evaluation:

1. Using the overhead transparencies and referring students to CAPR 10-1, point out the letterhead, margins, and general make-up of each type of letter. pages A1-1 and A3-1 from CAPR 10-1 are included in the student manual.
2. Assign each student the task of writing a memorandum. Some suggested topics are:
 - a. Request use of the wing van for transportation to a cadet activity.
 - b. Request permission from wing to conduct an ELT training activity.
 - c. Inform all the squadrons in the wing about an upcoming SAR.

To save time, this may be given as a pre-class assignment or as an overnight assignment. If it is given as a pre-class assignment, have the student critique their letters as the correct procedures are covered during the session. If it is given as an overnight assignment, have a staff member "grade" the papers during the morning sessions. Positive feedback along with constructive criticism should be included in the grading process. Return the letters to the students at the end of the class.

Note: If computers/typewriters are not available, the students may use Unlined paper. The students will need to estimate the spacing.

Student Guide Materials:

It is important to review the materials the students are going to be using. The *Student Guide* is to be used as a guided note-taking activity. The guide aids the student in focusing on the instructional material and it also serves as a valuable resource guide for the student. Please allow ample time for the students to complete the guide. The *Student Guide* is correlated to the slide presentation. The students become frustrated when they are not able to fill in the blanks. It may be necessary to provide a question and answer session at the end of the lesson to provide the students with missing material. To aid this process, you may want to fill in the missing material.

The CAP Letter

Using CAPR 10-1, *Preparing and Processing Correspondence*, as a reference, indicate the placement of the following.

Memorandum-Style Letter

Margins: Left _____ Right _____

Date: _____ MEMORANDUM FOR _____

ATTENTION _____ FROM _____

SUBJECT _____ Paragraphing _____

Text of a Memorandum _____ Signature Element _____

Attachments _____ Courtesy Copies _____

Business-Style Letter

Date _____ Return Address _____

To Address _____ Salutation _____

Body _____ Complimentary Close _____

Signature _____ Attachment _____

Courtesy Copy _____

**Insert from CAPR 10-1, Attachment 8
The CAP Memorandum**

THE CAP OFFICIAL MEMORANDUM-STYLE LETTER



**HEADQUARTERS
CIVIL AIR PATROL MICHIGAN WING
UNITED STATES AIR FORCE AUXILIARY
2525 W. JEFFERSON AVE., SUITE C
TRENTON MI 48183-5000**

(1)

(Note: Two-letter state abbreviations—don't use comma; use comma if state is spelled out.)

- (1) (Note: Center left margin at middle of seal) (2) 2 Apr 96
- (3) **MEMORANDUM FOR HQ CAP/MSA**
ATTENTION: Mr. Miller (4)
- (5) **FROM: CAP Michigan Wing**
- (6) **SUBJECT: Format for Memorandum-Style Letter (Your Memo, 15 Mar 96)**
- (7)(8) 1. Type or stamp the date on the right side of the memorandum 10 lines from the top of the page; about 1 inch from the right margin. (See reference item 2 on page A2-1.)
2. Type the "MEMORANDUM FOR" caption in all caps 4 lines below the date or 14 lines from the top of the page. If you do not use the CAP seal on your computer-generated letterhead or are using plain bond paper, begin the caption approximately 11 lines from the top of the page. (See reference item 3.)
3. Type the "ATTENTION" or "THROUGH" line one line below and align under addressee. (See reference item 4.)
4. Type the "FROM" caption in all caps two lines below the last line of the "MEMORANDUM FOR" caption. The "FROM" caption should contain the full mailing address of the office originating the correspondence unless your letterhead reflects entire address. (See reference item 5.)
5. Type the "SUBJECT" caption in all caps two lines below the last line of the "FROM" caption. (See reference item 6.)
6. Begin typing the text flush with the left margin, two lines below the "SUBJECT" or reference. Number and letter each paragraph and subparagraph. (See reference items 7 and 8.)

(9)

JOHN J. DOE, Major, CAP
Administration Of officer

(Note: Signature element begins three spaces to the right of the centerline.)

(10) Attachments:

- 1. -----
- 2. -----

(11) cc:

(12) Distribution:

(Note: Use same abbreviation for singular and plural forms of abbreviations, i.e., Attachments 1 and 2 would be "Atch 1 and 2"; paragraphs 1 and 2 would be "para 1 and 2.")

(1)


IV. THE SQUADRON MEETING/ACTIVITY: INFORMATION:

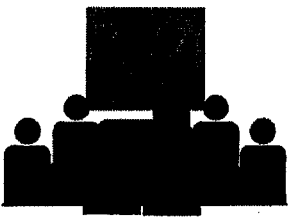
It is a simple process to plan for and conduct a meeting if basic principles are observed. As a member of CAP, you are part of a professional organization. All activities should be conducted in a manner so that each of the participants senses the thoroughness with which the activity was planned.

- A. **Facilities:** Most meetings are held in the facility housing the CAP unit. If a function/meeting is planned that requires more space, the planner should consider utilizing the following: public/private school buildings, city/county hall rooms, military bases, and colleges.
In the event a facility other than the regular unit facility is used, written permission should be obtained. It is vitally important that CAP personnel conduct themselves as responsible guests when using an outside facility. Regardless of the facility, review seating capacities, arrangements, lighting needs, audio visual equipment, and sound systems in advance of the meeting.
- B. **Meeting Schedule:** All meetings should start and end promptly on Schedule. Assignments for meeting activities should be made at least 2 weeks in advance. Advertise the meeting schedule by placing information on a unit bulletin board, in the unit newsletter, and the local CAP radio net. The meeting agenda should be announced at the Outset – stick to it!
- C. **The Meeting:** A CAP meeting/activity should have three components: the introduction, the body, and the conclusion.
 1. The introduction of the meeting is the segment in which the purpose of the meeting/activity is stated, speakers are introduced, and specialized instructions (if applicable) are given. If needed, it is during this time that participants should be instructed on the location of rest rooms, smoking areas, etc.
 2. The body of the meeting is the segment in which the activity or the business of the meeting is conducted. As stated before, the meeting should remain on schedule. Use the meeting time wisely. Do not allow members to have lengthy periods of "down time". Always have a Plan B in case the original plans do not work. (REMEMBER: IF IT CAN GO WRONG, IT WILL.) If media equipment is needed, have extra bulbs, etc., on hand.
 3. The conclusion of the meeting is the segment of the meeting that "ties up" any loose ends. The conclusion should summarize the events that happened, allow additional input for the participants, announcements about the next scheduled event, and instructions for closing the meeting. As the organizer, do not leave until:
 - a. You are assured that everyone has a safe ride home (car engines start, parents have picked up cadets, etc).
 - b. You survey the area and make sure it is left in order (floors swept, equipment returned, doors locked, etc.).

Copies of Slides

Included in your instructional materials are copies of the slides you will be using as an instructional aid. Review the materials. You may want to add additional slides.

 Squadron Leadership School




1

 Planning a Meeting




2

 Meeting Facilities


- > Unit building/room
- > Outside facilities:
 - Written permission
 - Review seating, arrangements, lighting needs, audio visual needs, and sound system

3

 Meeting Schedule

- > Start and end on schedule
- > Mail courtesy letters to speakers 2 weeks prior to event
- > Advertise the meeting schedule
- > Have a planned agenda.....stick to it!


4


 The Meeting

Has three components:

- Introduction:** State purpose, introduce speakers, and give specialized instructions
- Body:** Segment in which meeting or activity is conducted
- Conclusion:** Ties up loose ends, summarizes

5

 Questions?



6