

## CHAPTER 4

# THE CADET NCO & THE TEAM

**PROFESSIONALISM IS NOT THE JOB YOU DO**, but how you do it. When there are new recruits to train, the armed services turn to the non-commissioned officer corps. Indeed, NCOs are experts in drill, the uniform, and fitness, but even more their professionalism makes a lasting impression. Air Force pilots know their aircraft are mission-ready because they trust in the professionalism of the NCOs who maintain them. When a fighter jet is low on fuel, it will be an NCO committed to an ideal of professionalism who refuels it from an altitude of 30,000 feet. Even when the Air Force needs to transform officer trainees into lieutenants, the NCOs' professionalism makes them ready for the challenge.



## PROFESSIONALISM

### OBJECTIVES:

1. Explain what “professionalism” is.
2. Defend the idea that leaders must be “professionals.”

**A leader is a professional.** A leader strives to conduct himself or herself with a special quality called **professionalism**. What does this mean?

**In the everyday sense of the word, “a professional” is simply someone who is paid for their work.** In truth, professionalism requires much more.

First, **professionals must have a habit of putting the community’s interest above their own.** The core value of “volunteer service” shows that CAP members think of themselves as professionals. Second, **a professional is someone who has special skills.** Their knowledge, experience, and competence in their field set them apart from others. Third, **professionals hold themselves and their peers to an ethical code.**<sup>1</sup> They practice their profession in a way that respects moral principles.

Leaders, especially military officers and non-commissioned officers, believe they meet all three criteria. Therefore, they strive to lead by example and display that special quality called professionalism.



## CHAPTER OUTLINE

In this chapter you will learn about:

Introduction

Professionalism

Standards

The Non-Commissioned Officer

Responsibilities and the NCO

NCO Readiness

The NCO’s Leadership Toolkit

Servant Leadership

Coaching & Mentoring

Supervision & Constructive Discipline

Motivation

The NCO / Officer Relationship

Team Dynamics

The Team Environment

The Team’s Life Cycle

The L.E.A.D. Model

Drill & Ceremonies

## CHAPTER GOALS

1. Understand the role of the NCO and appreciate the importance of professionalism.
2. Describe leadership principles of concern to first-line supervisors.
3. Develop an understanding of team dynamics.

### Professionalism.

It’s a special quality leaders possess. It may be difficult to define, but is easy to spot.

## STANDARDS

### OBJECTIVE:

#### 3. Explain what a “standard” is.

Standards. The best leaders have high standards. At a luxury hotel, you can expect to receive a high standard of service. A friend may tell you not to buy a certain kind of car if its quality is substandard. Michael Phelps set a new standard for athleticism by winning seven gold medals at the Olympics. We often speak of high standards and low standards. What is a standard?

**“The leader’s example is the most important standard of all.”**

*A standard is an established requirement, a principle by which something can be judged.<sup>2</sup> Put simply, a stan-*

dard is like a yardstick or benchmark. Standards let people know what is expected of them. They help people understand what counts as acceptable or inferior work.

It is vital that leaders set clear standards and communicate them to the team. In the military, standards are found in regulations, in special documents called technical orders, and in training manuals. Commanders can also establish standards orally, simply by declaring them to the team. Often, teams set their own informal, unofficial standards, the unwritten rules teammates must follow to be accepted by the group.<sup>3</sup> Even more importantly, how a leader acts sets the standard. ***The leader’s example is the most important standard of all.***

Not always “black and white,” standards can vary depending on the situation. For example, your parents may allow you to dress casually for dinner, but if special guests are visiting, perhaps that standard is raised. Wise leaders learn how to make standards meaningful without allowing them to become so inflexible as to be impractical.

Standards give leaders a way to express to the team what is expected from them.



**“Line Six, Sir!”**

The sentinels who stand before the Tomb of the Unknown Soldier live by a creed. Its sixth line instructs them on the Old Guard’s standard. It reads, “MY STANDARD WILL REMAIN PERFECTION.”



**Meeting the Standard.**

Two cadet NCOs double-check one another’s uniforms to ensure each is meeting the standard.

## PROFESSIONALISM IN ACTION Some examples of how you can show your professionalism

- ★ Checking your uniform and your airmen’s uniforms frequently
- ★ Telling a fellow cadet that what she posted online is inappropriate
- ★ Using downtime at a bivouac to check your gear before a hike
- ★ Re-reading a chapter you studied long ago before teaching it to new cadets
- ★ Sending a thank you note to someone who went out of their way to help you
- ★ Surfing the web for helpful tips on public speaking or some other leadership topic you’re weak in



# THE NON-COMMISSIONED OFFICER

## OBJECTIVES:

4. Discuss the challenge of transitioning from airman to NCO.
5. Describe seven major responsibilities of the NCO.

**Air Force non-commissioned officers epitomize the Core Values.** They have several duties, but if one is more important than the rest it is this: to lead by example. The challenge for the cadet NCO is to carry on this tradition.

**"New cadet NCOs have to transition from one who has been cared for to one who cares for others."**

Making the switch from airman to sergeant can be difficult. *It involves transitioning from one who was cared for to one who cares for others; from one who was taught to one who teaches.*<sup>4</sup> Further, in the military, NCOs have authority to issue lawful orders to their people. As one expert said, "Rank does not confer privilege or give power. It imposes responsibility."<sup>5</sup>

### Creed.

A formal system of belief intended to guide someone's actions.



## CREED OF THE NON-COMMISSIONED OFFICER

*There is no **creed** officially adopted by the U.S. Air Force for its NCOs, but the creed below is widely accepted and is based upon a creed used by the U.S. Army.*<sup>6</sup>

No one is more professional than I. I am a Noncommissioned Officer, a leader of people. I am proud of the Noncommissioned Officer Corps and will at all times conduct myself so as to bring credit upon it. I will not use my grade or position to attain profit or safety. Competence is my watchword. I will strive to remain tactically and technically proficient. I will always be aware of my role as a Non-commissioned Officer. I will fulfill my responsibilities and display

professionalism at all times. I will strive to know my people and use their skills to the maximum degree possible. I will always place their needs above my own and will communicate with my supervisor and my people and never leave them uninformed.

I will exert every effort and risk any ridicule to successfully accomplish my assigned duties. I will not look at a person and see any race, creed, color, religion, sex, age, or national origin, for I will only see the person; nor will I ever show prejudice or bias. I will lead by example and will resort to disciplinary action only when necessary. I will carry out the orders of my superiors to the



best of my ability and will always obey the decisions of my superiors.

I will give all officers my maximum support to ensure mission accomplishment. I will earn their respect, obey their orders, and establish a high degree of integrity with them. I will exercise initiative in the absence of orders and will make decisive and accurate decisions. I will never compromise my integrity, nor my moral courage.

I will not forget that I am a Professional, a Leader, but above all a Noncommissioned Officer.

## RESPONSIBILITY & THE NCO

What are the responsibilities of the non-commissioned officer?<sup>27</sup>

**Epitomize the Core Values.** NCOs must show by example that they are truly committed to integrity, service, excellence, and respect. They are charged with demonstrating superb **military bearing**, respect for authority, and the highest standards of dress and appearance.

**Guide, Instruct, and Mentor.** The NCO is a **first-line supervisor**, someone who ensures the junior members of a team accomplish the mission. To do that, they generously share their experience and knowledge.

**Support the Leader.** Although NCOs are leaders by virtue of their seniority, they still have bosses of their own. NCOs backup their leaders by enthusiastically supporting, explaining, and promoting their leaders' decisions.

**Reward People.** As the leader who is working closest with the troops, the NCO has a duty to recognize the hard work of people on their team. When they catch people doing things right, they praise them and point to them as role models.

### Correct People.

Because a leader's first duty is to accomplish the mission, if an NCO sees someone going about their job in the wrong way, he or she steps in

and corrects the person in a helpful way. This also means NCOs speak up when they spot a safety hazard. The NCO corps takes their duty to protect airmen's safety very seriously.

**Career Counsel.** NCOs use their wealth of experience to help airmen through career counseling. NCOs tell airmen what opportunities are available to them in their organization, be it the Air Force or CAP. They steer their people toward activities that will help them advance and meet their personal goals.

**Keep Learning.** As a professional, the NCO is continuously trying to learn more about their specialty or career field. For cadet NCOs, this means learning more about leadership, aerospace, fitness, and character, in addition to the academic subjects they are studying at school.

### Military Bearing.

How those in uniform carry themselves; bearing includes physical posture, mental attitude, how faithfully customs and courtesies are rendered, etc.

### First-Line Supervisor.

A leader who oversees entry-level people; the lowest ranking member of a leadership staff.



**Training Them Right.** Cadet NCOs need to be great instructors and experts in all facets of cadet life.

**"NCOs step in and correct cadets in a helpful way."**

### LEADERSHIP for SAFETY



**"Always Vigilant."** Not only do leaders keep their people safe, they make sure everyone on the team watches out for safety, too



## NCO READINESS

### OBJECTIVES:

5. Identify the Air Force's three requirements for NCO readiness.
6. Give examples of how Air Force NCO readiness standards apply to CAP cadets.

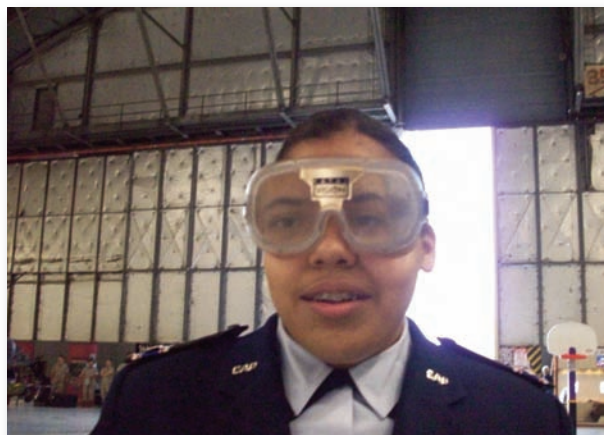
How do NCOs prepare to fulfill their many responsibilities? The Air Force identifies three areas of readiness.<sup>8</sup>

**Technical Readiness.** *First, NCOs must be technically ready to accomplish the mission.* This relates back to the “Leader as Expert” section in the previous chapter. The Air Force rightly insists that NCOs know the details of their job. What is the mission? How do we perform those tasks? What are the standards – how do we know if we’ve done a “good job”? What does the regulation require? These are some of the questions NCOs ask themselves to ensure they have the technical know-how to lead others.

**Physical Readiness.** *Second, NCOs must be physically ready to accomplish the mission.* If a leader is not healthy, he or she could hinder the team instead of helping it. Because of this requirement, NCOs are traditionally the ones who lead their units in fitness training. Again, leadership by example is expected. If NCOs do not exercise regularly and meet fitness standards, who else will?

**Mental Readiness.** *Third, if an NCO's mind is not totally focused on their professional duties, the mission will suffer.* This requires NCOs to effectively manage their stress, as discussed in chapter two. Mental readiness includes having healthy attitudes toward school and home life. It means being alert for signs of drug abuse and depression (for example, talk of suicide) in oneself and others. Cadet NCOs can show a commitment to mental readiness by promoting the wingman concept (see chapter two) and reaching out for adult help when life seems to be spinning out of control.

**Mental Readiness.** “Readiness” includes living the drug-free ethic. No wonder CAP cadets train with special goggles that simulate the effect of alcohol.



## The CHIEF MASTER SERGEANT of the UNITED STATES AIR FORCE

The Chief Master Sergeant of the U.S. Air Force represents the highest enlisted level of leadership. He or she provides direction for the enlisted corps and represents their interests to the American public and to leaders in all levels of government.

Specifically, the chief serves as the personal adviser to the Air Force Chief of Staff (a four-star general) and the Secretary of the Air Force (a civilian appointed by the president) on all issues regarding the welfare, readiness, morale, and proper utilization and progress of the enlisted force.

Because the job calls for a leader of immense professionalism, the Chief Master Sergeant of the Air Force is deeply respected by all airmen – enlisted members and officers alike.<sup>9</sup>





# THE NCO'S LEADERSHIP TOOLKIT

## SERVANT LEADERSHIP

### OBJECTIVES:

7. Define "servant leadership."
8. Discuss why leaders should be servants first and leaders second.
9. Give examples of servant leadership in action.
10. Defend the idea that servant leadership is consistent with Air Force values.

***Leadership is not about controlling people, but serving them.***<sup>10</sup> This is one of the core beliefs of a leadership philosophy known as servant leadership. Simply defined, ***servant leadership is when the leader sees himself or herself primarily as a servant of the team.*** The goal of servant leadership is to enhance the growth of individuals in the organization and increase teamwork and personal involvement. The leadership theorist who first coined the term "servant leadership," introduced it as follows:

**"Leadership is not control, but service."**

***"The servant-leader is servant first...*** It begins with the natural feeling that one wants to *serve*, to serve first. Then a [willful choice] brings one to aspire to lead. That person is sharply different from one who is *leader* first, perhaps because of the need to [fulfill] an unusual power drive or to acquire material possessions..."<sup>11</sup>

### TO SERVE ...



A **servant** chooses to help people and is giving. Anybody can serve, so anybody can lead, even our youngest cadets.

But being **servile**, on the other hand, means to be treated like a slave. While others enjoy a life of leisure, your work never ends.

Leaders choose to serve because they realize there's nothing demeaning about being a servant.

Nicolaes Maes  
*The Idle Servant*, 1655  
The Netherlands

### or TO BE SERVILE?



## SERVANT LEADERSHIP AND THE NCO

Earlier in this chapter, we discussed the challenge of switching from airman to NCO, from one who is cared for to one who cares for others. Servant leadership is an important concept for new NCOs because it can help them make that transition.

It is easy for new leaders to become arrogant, to show off their rank and delight in bossing people around. (Do people who are full of themselves inspire you or turn you off?) So much of what we think we know about leadership is based on old concepts of power, not on the leader's potential to help individual people and the team succeed. ***Servant leadership, then, is the new leader's vaccine against becoming self-centered or a bully.*** It focuses the new leader on the needs of the team.

## EXAMPLES OF SERVANT LEADERSHIP

For example, an NCO informed by the idea of servant leadership will not use his or her rank to take a position first in line to eat, but rather will eat only after the team has been fed. The airmen come first. When conducting a uniform inspection, the servant-leader's goal will be to help each individual meet CAP's high standards, not try to intimidate the airmen or play "gotcha." ***Servant leadership is not about a personal quest for power, prestige, or material rewards.***

The history of Christianity gives us a famous example of servant leadership that aspiring leaders from all backgrounds can appreciate. In the Bible, Jesus tells the apostles,

"You know that among the Gentiles those whom they recognize as their rulers lord it over them, and their great ones are tyrants over them. But it is not so among you [the apostles]; but whoever wishes to become great among you must be your servant, and whoever wishes to be first among you must be slave of all."<sup>12</sup>



### Tough, but a Servant.

As a servant leader, perhaps this first sergeant is thinking, "I want to help these cadets surpass my high standards." But she is not doing the hard work for her airmen, nor is she a bully. Servant leaders help individuals and the team grow.

### Humility as Virtue.

Not even a slave could be made to wash another's feet. Here, Christ does just that as he teaches about service.





## THE NEW DEFINITION OF GREATNESS

If you want to be important,  
wonderful.

If you want to be recognized,  
wonderful.

If you want to be great,  
wonderful.

But recognize that he who is  
greatest among you shall be  
your servant.

That's the new definition of  
greatness.

This morning the thing I like  
about it –

by giving that definition of  
greatness it means that  
everybody can be great because  
everybody can serve.

You don't have to have a college  
degree to serve.

You don't have to make your subject  
and your verb agree to serve.

You don't have to know about  
Plato and Aristotle to serve.

You don't have to know about Ein-  
stein's theory of relativity to serve.

You don't have to know about the  
second theory of thermodynamics  
in physics to serve.

You only need a heart full of grace,  
a soul generated by love.

You can be that servant.<sup>13</sup>

REV. DR. MARTIN LUTHER KING JR.



## SERVANT LEADERSHIP IN THE MILITARY

In an organization that has a top-down hierarchy, like the military with its formal chain of command, is it possible for rank to be emphasized too much? The “I order you to...” approach is easy to take when a leader literally has the power to imprison those who disobey. ***Pulling rank is often seen as a lazy, immature, and counter-productive way to lead.*** Proponents of servant leadership would advise military officers and NCOs to see themselves as servants first and authoritarian commanders last.<sup>14</sup>

A proper reading of the NCO Creed says as much, as does the Core Value “Service Before Self.” Therefore, ***servant leadership, and the idea of caring which it is built upon, is a natural fit for the Air Force.*** “Caring bonds us together,” according to a former Chief Master Sergeant of the Air Force. “When caring is lacking... mission failure is a very real possibility.”<sup>15</sup> Air Force newspapers are filled with essays from commanders endorsing servant leadership.

Not only is servant leadership a wise approach to leading, everyone has the potential to be a servant-leader. As Martin Luther King once said, “Everybody can be great, because everybody can serve.”

## THE LEADER, THE WORKER, & THE BYSTANDER

Picture a country road leading through a wilderness to a river. A dozen soldiers are trying to build a bridge, but there are not enough men for such a challenging task. It's 1776 and the Revolutionary War is underway.

Now comes on a beautiful stallion an impressive, serious looking man. There is something powerful about the way he carries himself. He commands respect.

“You don't have enough men for the job, do you?” asks the man on horseback.

“No, we don't,” answers the lieutenant in charge of the work detail.

“The men will need a lot more help if we are to finish the bridge on time.”

“I see,” replies the man on horseback.

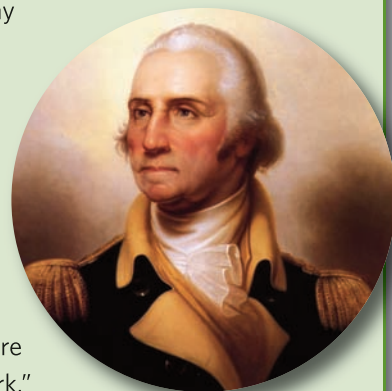
“Well, why aren't you helping them? You are just standing back and watching them work.”

“That, sir, is because I am an **officer!**” snaps the lieutenant. “I **lead**, I don't **do**.”

“Indeed.” The man on horseback then dismounts, tosses aside his cap, and rolls up his sleeves. He labors with the men under the hot sun for several hours until at last, drenched in sweat, he proclaims the job done.

“Lieutenant,” says the man as he mounts his horse and prepares to depart, “the next time you have too much work and not enough men, the next time you are too important or high ranking or proud to work, send for the Commander in Chief and I will come again.”

It was General Washington.<sup>16</sup>



## COACHING & MENTORING

### OBJECTIVES:

11. Define “coaching.”
12. Explain how coaching relates to servant leadership.
13. Discuss the elements of successful coaching.
14. Give examples of some techniques to use during coaching’s dialogue phase.

In chapter two, we discussed mentoring: how your mentor can help you and how as an aspiring leader you need to become “mentor-ready.” The next step is to consider mentoring (or coaching, as we’ll call it in this chapter – it is not yet time to distinguish between the two terms) from the perspective of the leader.

### COACHING DEFINED

In leadership, *coaching is the process through which leaders try to solve performance problems and develop their people.*<sup>17</sup>

*Coaching is a person-to-person experience, a relationship between an experienced person (the leader or coach) and an inexperienced person (the follower or coachee).*<sup>18</sup> Experts in the field of coaching

borrow principles of servant leadership by teaching that coaching requires a bond of trust. If it’s not positive and helpful, it’s not coaching. Coaching is all about providing someone with guidance and support because a good coach is a servant.

**“If it’s not positive  
and helpful,  
it’s not coaching.”**

### THE NEED FOR COACHING

*When does someone require coaching? Anytime a leader identifies a need to help someone reach a higher level of effectiveness.*<sup>19</sup> Perhaps an airman is having trouble executing an about face. Or a basketball player cannot let go of a feeling that she was fouled and now her anger is getting the best of her. When someone struggles to reach a new level of excellence, that might mean it’s time for coaching.

## THE MANY FACES OF COACHING & MENTORING





## ELEMENTS OF SUCCESSFUL COACHING

What does successful coaching look like? There are four key elements:<sup>21</sup>

**Dialogue.** *Coaching is marked by dialogue, a two-way conversation between the coach and the trainee.* The coach talks with and listens to the coachee to try to understand what is blocking that person from succeeding. Once again, the principles of active listening discussed in chapter two come into play.

**Empowerment.** One assumption about coaching is that people learn more when they figure things out for themselves. ***Empowerment occurs when the person who has all the answers resists the urge to jump in and “fix” someone’s problem for them.*** Instead, the coach chooses to help that person discover the solution on their own. As the old saying goes, give a person a fish and they eat for a day; teach them how to fish and they feed themselves for a lifetime.

**Action.** *The dialogue between coach and coachee must produce something.* Talk is meaningless unless followed by action. The coach’s goal is to get the trainee to act, to try to do something differently and thereby solve the problem.

**Improvement.** *Ultimately, the goal of coaching is to help the coachee reach a higher level of effectiveness.* Coaching is successful if there is some sign of improvement or progress. If a cadet reduces the number of gigs from eight to one on their uniform inspection, the coaching worked. If the cyclist’s top speed declines by 5 miles per hour, the coaching failed.



### Facta Non Verba.

It’s Latin for “deeds, not words.” Coaching is successful if there is some sign of improvement. Talk is cheap. At the end of the day, the trainee has to perform. General Patton (above) understood this when he said, “I’m a soldier, I fight where I’m told, and I win where I fight.” The cadets holding the National Cadet Competition trophies understood, too.





## TECHNIQUES OF SUCCESSFUL COACHING

How do leaders go about coaching someone? Continuing the discussion begun in chapter three, we see that coaching (and the whole of leadership) is partly an art because it takes imagination. Coaching requires creative thinking. Coaching also has a scientific aspect because it's based on a study of human behavior. There seems to be a process to coaching that when followed produces results that are somewhat predictable.<sup>21</sup>

### Observation. *Coaching begins with observation.*

Leaders need to watch how their people perform. The best way to gain an understanding of someone's strengths and weaknesses is through direct observation. For the NCO, this means paying close attention to each cadet's performance on the drill pad, in the classroom, during uniform inspections, and the like.



**Purpose.** Second, before beginning a dialogue with the coachee, the coach needs to be clear about the purpose of that discussion. ***Rather than shooting from the hip, the coach should enter the dialogue having a plan.*** Of the many observations you've made about a particular cadet's performance, which one or two do you want to focus on? What is the coachee doing well? Which issues are most important? What will be the consequences if the coachee does not fix the performance problems? The coach must be ready to lead the dialogue.

### Attention to Detail.

New cadets learn the importance of paying attention to detail. But cadet NCOs and officers need to perfect that skill. By closely watching how their subordinates perform, leaders discover what areas need coaching.

**Dialogue.** Third is the dialogue itself. ***The dialogue is at the very center of coaching.*** There are several tactics a coach can use to lead a good dialogue.

**Mirroring.** The coach uses words to paint a picture of the coachee's behavior. Figuratively speaking, he holds a mirror up to the trainee and asks what they see. The idea here is to get the coachee to identify their own strengths and weaknesses, to see themselves as others see them.

**Questioning.** Asking **open-ended questions** – the kind of questions that cannot be answered with a simple “yes” or “no” – is a sure way to have a meaningful conversation. Open-ended questions empower the trainee to find answers to their own problems.

**Active Listening.** The coach listens intently to what the trainee says and does not say. Attention is paid to the trainee's body language and the emotions that come to the surface. Through active listening, the coach develops a deeper understanding of the trainee's attitude, frustrations, and concerns.

**“Hold a ‘mirror’ up to the trainee and ask what they see.”**

### Open-Ended Question.

A question that requires more than a “yes” or “no” answer.

### EXAMPLES:

What did you enjoy most about your orientation flight?

**NOT:** Was your flight fun?

What preparations have you made for the bivouac?

**NOT:** Are you ready?

Validating. *Simply having someone acknowledge they understand what you are going through can help.* This approach to coaching is called validation. When you were little and skinned your knee, your mom said, “Yes, I know it hurts.” She validated your feelings. Validation also allows the coach to point out something the coachee does not see in themselves.

Story Shifting. There are many ways to look at a given situation. *Through a “story shift,” the coach asks the trainee to look at the problem in a different way or from someone else’s perspective.* Story shifts help people realize there is more to an issue than they may first realize.

Addressing Fears. *Fear can stop a person from moving forward.* Fear is the reason people resist trying new things. A coach can help the trainee identify their fears and face them.

Finding The Bottom Line. Some problems are so overwhelming we don’t know where to begin. Even describing the problem can take more energy than we have. *Through the “bottom line” approach, a coach helps the coachee express the problem in one or two simple sentences.* The idea here is that a problem cannot be overcome until the trainee is able to define it precisely using everyday language.

Providing Direct Feedback. The coach gives feedback about something the trainee is doing. *To be effective, feedback needs to be positive, constructive (serving a meaningful purpose), and specific (with some concrete examples).* After the coach provides feedback, the trainee is asked to change how they’re doing their job.

**Follow-Up.** The fourth and final step in the coaching process is the follow-up. Giving and receiving feedback is a critical part of coaching. Effective coaching includes follow-up that monitors how well the trainee is doing. Follow-up allows the coach to praise the trainee for working hard. It is also an opportunity to identify the next challenge that coach and trainee want to work on together.



**Freedom From Fear.**  
Good coaches help people overcome their fears.

#### 8 COACHING TECHNIQUES

- Mirroring
- Questioning
- Active Listening
- Validating
- Story Shifting
- Addressing Fears
- Finding the Bottom Line
- Providing Direct Feedback

## SUPERVISION & CONSTRUCTIVE DISCIPLINE

### OBJECTIVES:

15. Defend the idea that trust and fairness are cornerstones of supervision.
16. Define the term "punishment."
17. Explain what "constructive discipline" is.
18. Discuss principles of constructive discipline.

One duty of a leader is to supervise the team, to ensure its members meet the standards. ***To supervise means to observe and direct people in fulfillment of the mission.*** What principles guide leaders in their capacity as supervisors?<sup>22</sup>

### THE TRUSTING & FAIR SUPERVISOR

**Trust.** *Trust is a cornerstone of supervision.* It would be impossible for a leader to unblinkingly supervise every team member all day long. "You must trust and believe in people," wrote playwright Anton Chekov, "or life becomes impossible." After all, a supervisor is a servant-leader, not a police officer waiting to catch a thug doing something illegal.

**Fairness.** Likewise, fairness is a second cornerstone of supervision. ***Fairness means following an impartial set of rules and applying them equally to everyone.*** Fairness means not playing favorites. When team members believe they are being treated unfairly, they will be less willing to cooperate with their leaders. It is particularly challenging for a cadet NCO to lead fairly because among their subordinates might be their brother, sister, or best friend. Cadet NCOs have to work extra hard to avoid even the appearance of treating fellow cadets unfairly.

**The Need for Wisdom.** Everyone agrees that "being fair" is a virtue. ***But distinguishing between fair and unfair requires wisdom.*** A leader's decisions about fairness will be open to debate and second-guessing. "When I was a young coach," football's Bear Bryant reflected, "I used to say, 'Treat everybody alike.' That's bull. Treat everybody fairly." Bryant would have us believe everyone on his team is alike in that each is a football player, but each player has his own unique abilities and needs. Each comes from different circumstances. Each responds to the coach's leadership in his own way. ***The concept of fairness asks leaders to treat things that are alike in the same way.*** However, knowing which things are alike and which are unlike is a judgment call requiring wisdom.

**"Trust and believe in people...  
Catch them doing things right."**

#### The Bear's Coaching Wisdom.

One of the all-time great coaches was college football's Bear Bryant. "When I was a young coach, I used to say 'treat everybody alike,'" said the Bear. "That's bull. Treat everybody fairly."





## THE CONSTRUCTIVE DISCIPLINARIAN

In our culture, many confuse discipline with punishment. Recall that in chapter one we showed how the word discipline can be traced to the word *disciple*, which is a person who follows the instructions of their teacher. In contrast, ***punishment is a negative consequence***. Given the choice between punishment and being left alone, you'll choose to be left alone and skip the punishment. ***Therefore, punishment teaches someone only what behaviors to avoid. It does not teach someone what they actually should be doing.***<sup>23</sup>

***Constructive discipline is a learning process that provides an opportunity for positive growth.***<sup>24</sup> Leaders apply constructive discipline when followers are able but unwilling to meet the leader's standards. The goal is not necessarily to punish someone but get them back on course so they meet the standards. Discipline then can be positive. How do leaders apply constructive discipline?<sup>25</sup>

**Know that Ability Differs from Willingness.** An airman walks past the squadron commander, while outdoors, without saluting. Is that failure a result of the airman not knowing the standard? Or does the failure suggest the airman is unwilling to show respect for the officer? Before beginning to apply constructive discipline, the leader first needs to verify the facts. ***There are many reasons for people to fall short of a standard.*** Perhaps they are confused and need extra training. Maybe their trainer did not do a good job explaining the subject. Once again, the leader would do well to remember that trust and fairness are at the heart of being a good supervisor.

**Praise in Public, Correct in Private.** ***This is one of the fundamental laws of leadership.*** Most of us are pleased to receive praise in front of our peers, but who enjoys being reprimanded before an audience? A public dressing down is more apt to breed resentment than improvement. Sincere appreciation for a job well done is an easy, cheap, and amazingly effective form of motivation. Public praise also reinforces good behavior. It fosters a healthy sense of competition. When you are praised for doing a good job, your teammates will want to do likewise.



### Praise in Public

Most people like being recognized for their hard work. A handshake and a "congrats" given in front of the whole team goes a long way, especially in a volunteer organization like CAP.



### Collect Them All.

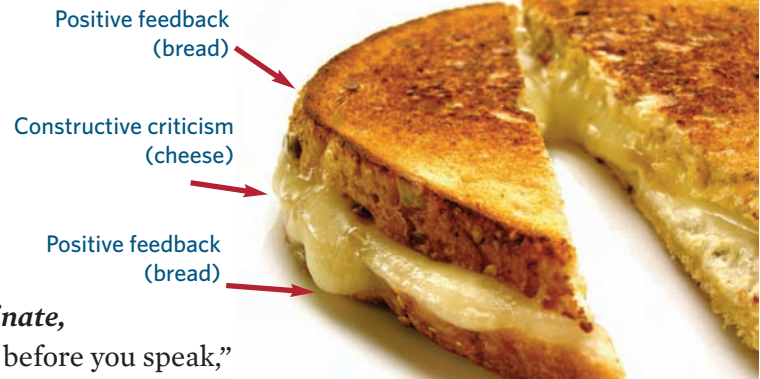
Challenge coins are a popular way to say "great job."

**Choose the Right Time.** Some leaders are like the ostrich. They stick their heads in the sand and hope problems go away. The longer a leader waits to use constructive discipline, the worse the problem becomes. ***Constructive discipline must take place when the problem behavior is still fresh in the follower's and the leader's mind.*** Would you feel helped by a leader who delayed telling you that you were doing something wrong? Would you respect a leader who stored up your shortcomings and fired them at you weeks or months after they happened? If leaders step in to correct people right away, they can calmly deal with one problem at time before the situation gets out of control.

**Control Emotions.** ***When disciplining a subordinate, a leader stays calm.*** “When angry, count to ten before you speak,” advises Thomas Jefferson. “If very angry, a hundred.” But when a capable follower chooses not to respect the team’s rules and standards, it is appropriate for a leader to change their demeanor, their outward attitude. The experts say it is time to “raise the emotional content to a moderate level.” What does that mean? The smile disappears from the leader’s face. Their tone of voice signals that their message is important. The leader stands up straight and looks the person in the eye. The leader might let what they’ve said sink in with a few moments of silence. It’s a time to be serious. On the other hand, constructive discipline does not involve shouting or getting angry. ***The leader never loses control.*** No attempt is made to frighten, intimidate, or humiliate the other person. Emotions show people what we are feeling. Going from an everyday attitude to a “no nonsense” stance signals a change in the leader’s attitude. That change also teaches followers that they need to make some changes as well.

**Focus on Performance.** Leaders are not bullies. ***To keep constructive discipline positive, leaders focus on performance.*** They don’t attack their people personally. For example, a leader may say, “Your repeated failure to get a haircut is unacceptable. We’re cadets and we are to wear the uniform properly.” But a leader would not say, “I hate you because you’re a long-haired scrub.” For criticism to be constructive, it must be specific, precise. It is no time for generalities. Effective supervisors focus on performance. ***They criticize bad behavior and inanimate objects, not the offending individual.***

## HOW TO MAKE A “DISCIPLINE SANDWICH”



### EXAMPLE:

**The Bread.** Cadet Curry, you’ve been doing a great job with your uniform. I can tell you’re proud to wear it. Your appearance brings credit to our squadron.

**The Cheese.** But I’m concerned about your frequent swearing. That doesn’t bring credit to our team. We’ve talked about this before, and you told me you know that’s not acceptable. If you’re to remain an element leader, we absolutely need you to lead by example. No more swearing. Is that understood?...

**The Bread.** Good. Now keep working hard. You’ve got tons of potential and I want you to succeed.

**“Criticize the bad behavior,  
not the individual.”**

## GENERAL LEE REPRIMANDS A FRIEND

from **THE KILLER ANGELS** by Michael Shaara

He saw a man coming toward him, easy gait, rolling and serene, instantly recognizable: Jeb Stuart. Lee stood up. This must be done. Stuart came up, saluted pleasantly, took off his plumed hat and bowed.

'You wish to see me, sir?'

'I asked to see you alone,' Lee said quietly. 'I wished to speak with you alone, away from other officers. That has not been possible until now. I am sorry to keep you up so late.'

'Sir, I was not asleep,' Stuart drawled, smiled, gave the sunny impression that sleep held no importance, none at all.

Lee thought: here's one with faith in himself. Must protect that. And yet, there's a lesson to be learned. He said, 'Are you aware, General, that there are officers on my staff who have requested your court-martial?'

Stuart froze. His mouth hung open. He shook his head once quickly, then cocked it to one side.

Lee said, 'I have not concurred. But it is the opinion of some excellent officers that you have let us all down.'

'General Lee,' Stuart was struggling. Lee thought: now there will be anger. 'Sir,' Stuart said tightly, 'if you will tell me who these gentlemen...'

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***"General Stuart," Lee said slowly, "you were the eyes of this army."***

---

'I only ask that I be allowed - '

Lee cut him off. 'There is no time,' Lee said. He was not a man to speak this way to a brother officer, a fellow Virginian; he shocked Stuart to silence with the iciness of his voice. Stuart stood like a beggar, his hat in his hands.

'General Stuart,' Lee said slowly, 'you were the eyes of this army.' He paused.

Stuart said softly, a pathetic voice, 'General Lee, if you please...' But Lee went on.

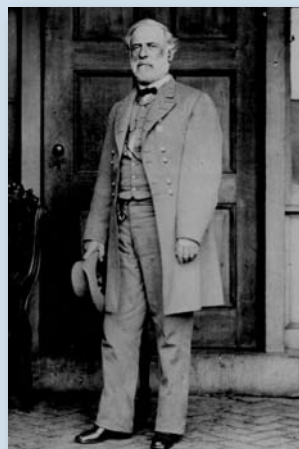
'You were my eyes. Your mission was to screen this army from the enemy cavalry and to report any movement by the enemy's main body. That mission was not fulfilled.'

Stuart stood motionless.

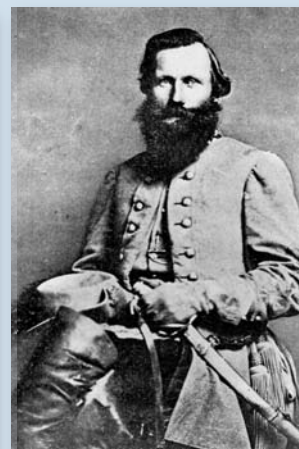
Lee said, 'You left this army without word of your movements, or of the movements of the enemy, for several days. We were forced into battle without adequate knowledge of the enemy's position, or strength, without knowledge of the ground. It is only by God's grace that we have escaped disaster.'

'General Lee,' Stuart was in pain, and the old man felt pit, but this was necessary; it had to be done as a bad tooth

'There will be none of that,' Lee's voice was cold and sharp. He spoke as you speak to a child, a small child, from a great height. 'There is no time for that.'



Gen Robert E. Lee, CSA



Maj Gen J.E.B. Stuart, CSA

has to be pulled, and there was no turning away. Yet even now he felt the pity rise, and he wanted to say, it's all right, boy, it's all right; this is only a lesson, just one painful quick moment of learning, over in a moment, hold on, it'll be all right. His voice began to soften. He could not help it.

'It is possible that you misunderstood my orders. It is possible that I did not make myself clear. Yet this must be clear; you with your cavalry are the eyes of the army. Without your cavalry, we are blind, and that has happened once, but must never happen again.'

There was a full moment of silence. It was done. Lee wanted to reassure him, but he waited, giving it time to sink in, to take effect, like medicine. Stuart stood breathing audibly. After a moment he reached down and unbuckled his sword, theatrically, and handed it over

---

***It had to be done as a bad tooth has to be pulled, and there was no turning away.***

---

with high drama on his face. Lee grimaced, annoyed, put his hands behind his back, half turned his face. Stuart was saying that since he no longer held the General's trust, but Lee interrupted with acid vigor.

'I have told you that there is no time for that. There is a fight tomorrow, and we need you. We need every man, God knows. You must take what I have told you and learn from it as a man does. There has been a mistake. It will not happen again. I know your quality. You are a good soldier. You are as good a cavalry officer as I have known, and your service to this army has been invaluable. I have learned to rely on your information; all your reports are always accurate. But no report is useful if it does not reach us. And that is what I wanted you to know. Now.' He lifted a hand. 'Let us talk no more of this.'



## MOTIVATION

### OBJECTIVES:

19. Define “motivation.”
20. Explain why leaders must understand what motivates their people.
21. Distinguish between intrinsic and extrinsic rewards.
22. Defend the idea that the key to motivation is to communicate a shared purpose.
23. Defend the idea that leading volunteers is more challenging than leading paid employees.

Why did you join CAP? Why have you remained a cadet? Why are you reading this book when you could be spending your time doing something else? **Motivation is the reason for an action. Motivation is that which gives purpose and direction to a behavior. In short, motivation is your “why.”**<sup>26</sup>

**A person’s why, their motivation, is their strong reason for desiring something.** It is not the thing they desire, but the inspiration for it. For example, a cadet may desire a pilot’s license. Why? The sheer thrill of flying may be their motivation. Another cadet may desire to become a lawyer. Why? Perhaps the cadet knows most lawyers are paid well and money is their motivation.

**Talent is different from motivation.**<sup>27</sup> Someone

may have enormous potential for success, but if they aren’t motivated, they won’t perform well. In contrast, someone who is motivated to do something is apt to stick with that task, even when it becomes difficult.

Leaders are concerned with motivation because it is what answers the question, Why should I pursue this goal? **Leaders who understand what motivates their people are apt to get them to fulfill the team’s goals.**<sup>28</sup>

## SOURCES OF MOTIVATION

What motivates people? The list never stops. Money, power, peer pressure, revenge, honors, fame, fear, competition, a sense of belonging, a desire to make a difference, prestige, hunger, a tough challenge, pride, personal achievement, status... this is a list that never ends.

## THE BIG WHY

*What is motivating these cadets?*



Camaraderie?



Duty?



Excitement?



Competition?

## RICHARD SIMMONS, PLEASE DON'T DIE!



If a motivational leader is someone who can convince you to achieve the impossible, then Richard Simmons is world-class.

Simmons, “the clown prince of fitness,” is so flamboyant that some people are initially turned off by his special brand of charisma.

But he has an incredible talent for using laughter, outrageous costumes,

and a wacky enthusiasm to connect with overweight people, many of whom are crippled by low self-esteem. Simmons inspires people to change. The man overflows with hope.

“I was handicapped all my life until I lost weight,” he said. “I was always the first in line for lunch, and the last to be chosen for sports. I know how it feels.”

As a teen growing up in New Orleans, his weight ballooned to 268 pounds. A weird fat kid, Simmons was an easy target for bullies.

But after an anonymous person left him a note reading, “Fat people die young. Please don’t die,” Simmons found his inspiration. He changed his life and decided to help others follow his lead.

Of special interest to Simmons are people who are “morbidly obese” –

the heaviest of the heavy. Every day he personally calls or emails dozens of people who terribly despair about their poor health. Most of these people have rejected pleas from their family, friends, and doctors, but somehow Simmons’ deep sincerity and unique personality enables him to change lives.

While experts debate solutions to America’s obesity epidemic, Simmons’ focus is simple: motivation. “Where we have missed the boat is the tapestry of motivation, eating and exercise,” he says. “People ask me, how many days do you exercise? I ask them, how many days do you eat?”

Having helped Americans lose over three million pounds of fat, Richard Simmons is arguably one of the all-time great motivational leaders.<sup>29</sup>

Psychologists loosely group motivators into two groups:<sup>30</sup>

**Intrinsic rewards** *are motivators at work within you.* They drive you to do something because of how they make you feel. Maybe you go cycling just for the fun of it. Maybe you rake the leaves in your grandmother’s yard not because someone assigned you that chore but because you simply want to help. The incredible amount of energy volunteers devote to community service shows how powerful intrinsic motivation can be.

**Extrinsic rewards** *are motivators at work outside of you.* They drive you to act because you receive something tangible in return. A paycheck is an external motivator. An employee works hard and at the end of the week is rewarded with money. From the leader’s perspective, one shortcoming of extrinsic rewards is they can focus followers on the rewards (the money, the job title, the trophy) and not on the mission. Stop providing the reward and the follower may stop work on the mission.

### **Intrinsic.**

Naturally belonging to something; essential.

### **Extrinsic.**

Not belonging to something; a thing that comes from the outside.

## SHARED PURPOSE

***The key to motivation is to communicate a strong sense of shared purpose.***<sup>31</sup> Leaders can motivate people by linking the team's mission with each individual's long-term goals. The most effective leaders try to motivate by gaining agreement, by appealing to shared values, by appealing to the follower's sense of what is right and what needs to be done.

## LEADERSHIP IN A VOLUNTEER ORGANIZATION

***Nowhere is the need to motivate by appealing to shared values more apparent than in a volunteer organization like CAP.*** Volunteers help perform the mission simply because they want to. They find something worthwhile, some intrinsic reward in their volunteer work.

If volunteers are unhappy, if they do not see how their personal goals align with the volunteer organization's goals, they can vote with their feet and leave the organization. In theory, paid employees can always leave their jobs, but that is often an impractical choice because the employees need their paychecks. Therefore, there's a greater need to meet peoples' needs and to lead with a shared purpose in mind in a volunteer organization.

***Compared with leaders of paid employees, volunteer leaders will find fewer extrinsic rewards in their toolkit.***<sup>32</sup> After all, leaders of volunteers cannot pay people more. When money is not available as a motivator, a leader has to work harder in finding other ways to influence people.

CAP cadets have an edge in their leadership training because they are learning to lead in a tough setting: a volunteer organization.

## TOOLKIT FOR MOTIVATING VOLUNTEERS

### Some tools for intrinsic motivation:

Allow the cadet to make a difference

Build esprit de corps

Help the cadet achieve a personal goal, such as an Academy appointment

### Some tools for extrinsic motivation:

Publicly praising the cadet

Awarding the cadet a certificate, trophy, or ribbon

Promoting the cadet

Assigning the cadet to a prestigious staff position

## ONE HERO AMONG THOUSANDS

How long have you been in CAP? Col Ben Stone was in longer. At the time of his death in 2009, Col Stone boasted the record for the longest continuous service to CAP – 68 years.

As a founding member of CAP, Col Stone trained our subchasers during WWII. He went on to serve in nearly every imaginable position, but the cadets were his biggest love.

"The young men and women in the cadet corps of CAP are our future leaders and need help in understanding their role in leading our country," he said.

But did he make a difference? America's first astronaut thought so, for Col Stone gave Alan Shepherd his first flight in an airplane.

A self-described "100 percent patriot who loves my God, my country, and my family," Col Stone, like so many other CAP members, lived the Core Value of Volunteer Service.

He was just one of the thousands of volunteer heroes motivated to serve despite *never receiving a paycheck*.<sup>33</sup>



Col Benjamin Stone, CAP



## THE NCO / OFFICER RELATIONSHIP

### OBJECTIVES:

24. Compare and contrast the duties common to NCOs and officers.
25. Identify the three levels at which leadership is practiced.
26. Identify the three levels of leadership skill.
27. Describe ways leaders can effectively support their boss.

The lesson of the chain of command is that everyone has a boss. As discussed in chapter one, even the president answers to the American people. Likewise, although NCOs find themselves in leadership roles, they remain accountable to their superiors. What can be said of the NCO / officer relationship?<sup>34</sup>

#### NCOs

1. Focus on short-term needs of individual cadets and a small team
2. Ensure people comply with policies, rules, and standards
3. Train people to do their jobs
4. Fulfill the goals of the team, carry out activity plans, and develop a sense of teamwork
5. NCOs get the job done

#### OFFICERs

1. Focus on long-term needs of the whole team or teams of teams
2. Establish policies, rules, and standards
3. Assign people to the right jobs
4. Set goals for the team, plan activities, and organize a team of leaders
5. Create the conditions necessary for the team to succeed



#### Cooperating With Cadet Officers.

As a new cadet NCO, how is your relationship with your cadet officers?

Do you support them?

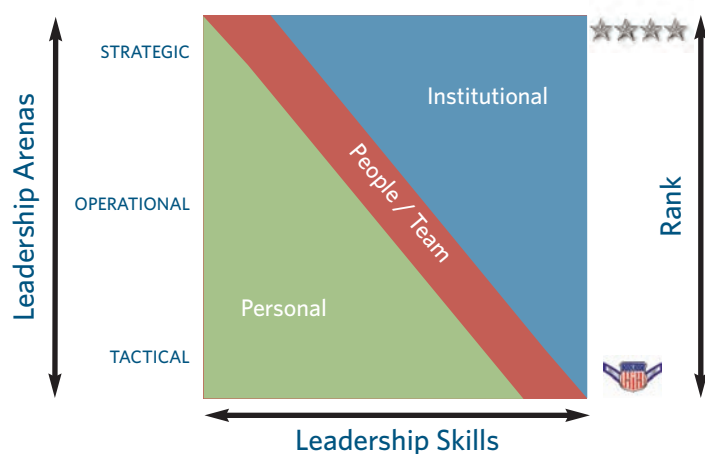
Do you follow their instructions?

Do you tell them what the airmen need?

Do you help ease their leadership burden?

### THE LEADERSHIP MATRIX

The skills a leader needs depends on the level they are leading at. For example, a sergeant who often works one-on-one with airmen needs outstanding people skills. A general who leads a massive organization still needs people skills, but sophisticated planning and organizational skills are even more important. The Air Force uses a matrix (see right) to illustrate that as the level of leadership changes, so do the skills required.<sup>35</sup>



*Slightly modified for CAP*

## LEADERSHIP ARENAS<sup>36</sup>

**Strategic.** *The strategic arena is the highest level of leadership.*

Strategic leaders have responsibility for large organizations. They focus on the long term health of the institution. As such, strategic leaders are rarely involved in day-to-day operations. Using search and rescue as our example, strategic leaders ensure the organization has purchased the right type of aircraft. They see to it that the institution has the funding it needs to succeed. They try to imagine what challenges the organization will be facing in five or ten years.

**Operational.** *The operational arena is the middle level of leadership.* The challenges a leader faces here involve organizing and directing tactical-level leaders. They coordinate the minute details of the tactical teams performing the mission. They are middle managers who bridge the gap between the tactical and strategic. For example, in search and rescue, the mission base staff organizes people into aircrews and assigns them to search certain areas.

**Tactical.** *The tactical arena is the lowest level of leadership.*

The challenges a leader faces here are immediate, small in scale, and relate to everyday tasks. That is not to say leadership at the tactical level is unimportant. On the contrary, it is where “the rubber meets the road.” Tactical leaders are first-line supervisors who help the people who directly accomplish the mission. For example, the pilot leading an aircrew on a search mission is leading at the tactical level.

## LEADERSHIP SKILLS<sup>37</sup>

**Personal.** Personal-level leadership skills involve leading oneself and leading others, especially in a one-on-one or small team setting. Modules 1 and 2 of this textbook focus on personal leadership skills.

**Team.** Team-level leadership skills involve leading large teams by directing other leaders. Module 3 of this textbook focuses on the skills of indirect or team leadership.

**Institutional.** The highest level of leadership skill involves leading an entire establishment (e.g. not just a fighter squadron but the entire U.S. Air Force). Module 4 of this textbook introduces cadets to some perspectives needed to lead at the strategic or institutional level.

## RESPONSIBILITY BIG & SMALL

*A look at the three arenas of leadership*



**STRATEGIC:** Big picture leadership for an entire institution



**OPERATIONAL:** Leading and coordinating teams of teams



**TACTICAL:** On the spot leadership where the rubber meets the road

## SUPPORTING THE BOSS

As discussed earlier, NCOs are leaders and yet they still answer to higher-level leaders. What are some principles that guide them in remaining good followers?

**Command Intent.** *Command intent is the leader's concise expression of purpose.*<sup>38</sup> It describes what experts call the **desired end state**. In short, it explains the overall result a commander wants the team to achieve. No matter how thoroughly a leader explains the mission, words alone may not be enough. Effective leader/followers try to understand the command intent. When unforeseen problems arise on the job, an understanding of command intent guides the follower in solving the issue in a way the boss would find acceptable without the follower having to stop work, find their superior, and seek guidance.

**Initiative.** *Initiative is the ability to make sound judgments and act independently.*<sup>39</sup> Leaders who show initiative do a job because they see it needs to be done. They do not wait for tasks to be assigned to them. However, there is a fine line between taking initiative and doing one's own thing. For initiative to be helpful, it needs to be in agreement with the command intent.

**Respectful Dissent.** *Dissent in a military-style organization may seem contrary to the principles of discipline and following orders. But in fact, the Core Value of Excellence requires it.*<sup>40</sup> How do leaders dissent in a respectful manner? First, they use the chain. The chain of command is the solution, even when it is the problem. Second, they argue calmly and objectively. They explain why their idea works best for the team. Third, they are tactful. Frank discussions with the boss belong behind closed doors. Finally, no matter what the boss's final decision may be, a loyal leader/follower will be prepared to support that decision, so long as it is lawful and moral.<sup>41</sup>

### **Desired End State.**

What a leader hopes to achieve; what the world will look like when the goal has been met



### **What Is The Command Intent?**

In big operations like encampments, the commander cannot explain how you are to carry out every single duty you are assigned. Therefore, good NCOs try to understand the "command intent."

### **Dissent.**

To express an opinion that differs from the official view

**"Frank discussions with the boss belong behind closed doors."**



### **CAN YOU HEAR ME NOW?**

"...We shall not flag or fail. We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."<sup>42</sup>

WINSTON CHURCHILL expresses with absolute clarity his command intent upon becoming Prime Minister of the United Kingdom during WWII



**Completed Staff Work.** *One truism about leadership is that one should never complain about a problem without offering a solution.* Subordinate leader/followers are obligated to provide the boss with “completed staff work.”<sup>43</sup> In short, this means the subordinate must thoroughly examine all aspects of a problem before bringing it to the boss’s attention. *They must coordinate their proposal with the other stakeholders – the people who have a direct or indirect interest in the issue.* Ideally, the proposed solution should be crafted in such a way that the boss need only say, “I agree, do it.”<sup>44</sup> To do otherwise is to burden the boss’s limited time. The principles of completed staff work are the antidote to the complaint, “my ideas are never considered.”

**Updates and Advice.** *One of a leader’s duties as a follower is to keep their superior informed of any issues he or she would want to know about.* This requires judgment.<sup>45</sup> Does my boss need to know about this news? Will my boss’s superiors ask him or her about this issue? Would my boss want to discuss this issue before one of his subordinates acts? No leader wants to be surprised by bad news or find about it secondhand. Likewise, one role of a leader is to provide advice and direction. Leader/followers should remember that their superior is a resource for advice on how to approach the challenges they are facing.

When learning how to be a leader who works for yet another leader, the Core Values continue to be guideposts. ***Do what is right and the boss will support you.*** Forget integrity, service, excellence, or respect, and the boss will lose confidence in your ability to lead yourself, let alone others.

#### An Update for America.

According to Article II of the U.S. Constitution, the president must report to the Congress on the state of the Union. This annual address is perhaps the ultimate form of having to update the boss on key issues affecting the mission.



**whine** *n.* a long, high-pitched cry against the world’s many horrible injustices, especially as they affect poor little you.

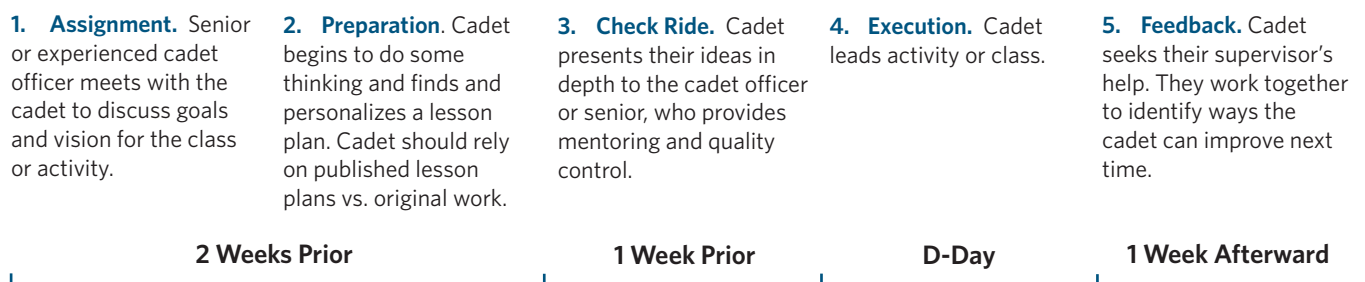
There’s respectful dissent, and then there’s whining. Before criticizing a problem, come up with a solution.

### KEEPING THE BOSS INFORMED: THE CHECK RIDE SYSTEM

When a responsible leader accepts a challenge, he or she will keep the boss informed as to how the project is going. No one likes surprises. The boss will want to see that the project is proceeding as he or she envisioned.

If you show your boss that you’re making progress in getting the job done and heed the boss’s advice and redirection, you’re sure to build trust. This timeline shows how cadet staff can enjoy some freedom as they plan projects on their own while still keeping their boss informed.

**Scenario:** A senior member asks a cadet NCO to teach a class at an upcoming squadron meeting.



# TEAM DYNAMICS

## OBJECTIVES:

28. Describe the seven needs of a team.
29. Discuss common pitfalls that teams are susceptible to.
30. Describe the four stages in Tuckman's model of team dynamics.
31. Describe the "LEAD" model.

If everyone believes they are an above average driver, why are there so many idiots on the road? According to one leadership expert, ninety-seven percent of managers believe they are skilled at leading teams. However, that expert also found that most people have experienced poor leadership at one time or another.<sup>46</sup> It seems that leading a team is a lot harder than it looks.

## THE TEAM ENVIRONMENT

In chapter two, we discussed the benefits of teamwork. **Together Everyone Achieves More.** We also discussed what it takes to be an effective team member. Now we turn our focus toward what it takes to lead the team. A good place to begin that investigation is to ask, What do teams need to succeed?

### 7 NEEDS OF TEAMS

- Common Goals
- Leadership
- Involvement from All
- Good Morale
- Open Communication
- Mutual Respect
- Ways to Resolve Conflict

## SEVEN NEEDS OF TEAMS

Every team has certain needs simply because of the nature of teams. This is true regardless of the team's job or its setting. A football team, a flight of cadets, or a group of technicians building an airplane will each hold certain needs in common. Among those needs are the following:<sup>47</sup>

**Common Goals.** *A team must be organized around a common goal.* Without a goal or a mission, there is no need for the team to exist.

**Leadership.** *Every team needs leadership.* In chapter three, we learned that the Air Force defines leadership as "the art and science of influencing and directing people to accomplish the assigned mission." Therefore, teams need people who can move the team

### Teamwork at 30,000 feet.

How can aircraft refuel without teamwork? If both pilots and the boom operator work at cross-purposes, this B-52 will run out of fuel and fall from the sky.



toward its goals. Leadership can come from formal (official) leaders like squadron commanders, or informal (unofficial) leaders such as ordinary team members who have good ideas.<sup>48</sup>

**Involvement of All Members.** *The main idea of teamwork is to harness each individual's strengths.* Therefore, if even one member holds back their energy and talents, the team suffers.

**Good Morale.** Membership on a team is supposed to be a positive experience for all involved. Therefore, **team leaders are concerned with morale: the level of confidence, enthusiasm, and discipline of a person or group at a particular time.**<sup>49</sup> When the team succeeds and morale is high, the team develops a special quality called esprit de corps. Simply put, **esprit de corps is a sense of team pride, fellowship, and loyalty.**<sup>50</sup> Esprit is possible only when the team is effective in accomplishing its mission.

**Open Communication.** Team members need the ability to communicate with one another, with their leader, and with other teams. **Ineffective communication among team members and ineffective use of meeting time are the two biggest complaints people have about team leadership.**<sup>51</sup> Communication skills are discussed in depth in chapter eight.

**Mutual Respect.** Once again the Core Value of Respect shows its importance. **Team members must show a commitment to mutual respect and all that it entails.** When someone plays favorites, fails to honor their commitments, or fails to respect the dignity of each individual on the team, the team is less able to fulfill its goals.

**Fair Way to Resolve Conflicts.** "Hell," one philosopher pronounced half-jokingly, "is other people."<sup>52</sup> **In a team environment, conflicts are always bound to arise. The challenge is to resolve them fairly and professionally.** It would be naive to think all conflict can be eliminated. Because conflict is never pleasant, it's no surprise that many leaders try to avoid it, sometimes at all costs.<sup>53</sup> Effective teams find ways to resolve conflicts, either informally (such as by people simply being trusting and brave enough to express their frustrations) or formally (such as through an official complaint process).

**"Conflicts are bound to arise.  
The challenge is  
to resolve them fairly."**

## CADET MORALE

Leaders monitor the team's morale. In a volunteer organization like CAP, morale is especially important because if morale plummets, people may choose to quit.

Surveys tell us cadet morale is highest when cadets have:

- ★ Well-Trained Adult Leaders
- ★ Opportunities to Fly
- ★ Lots of Exciting Weekend Activities
- ★ Freedom to Lead
- ★ Hands-On Activities During Weekly Meetings
- ★ Recognition & Awards
- ★ Camaraderie & Friends





## PITFALLS OF TEAMS

Teamwork can be a powerful force, but are teams without pitfalls of their own? Are there any disadvantages to working as a team?

**Teams Can Be Unwieldy.**<sup>54</sup> Anyone who has ever tried to get a group of friends to agree on what kind of pizza to order understands that reaching a consensus and coordinating plans with several people can be maddening.

**Teams Pressure Individuals to Conform.**<sup>55</sup> Every teen knows that in a group setting, people sometimes tailor their behavior in anticipation of how others will judge it. *Through conformity, the process by which an individual's attitudes, beliefs, and behaviors are influenced by other people, teams can be deprived of the creative thinking and individualism they need to succeed.*<sup>56</sup> Conformity can result in a desire to please others at any cost, to avoid being out of step with others even if one believes their teammates are wrong, to fear being rejected by the group, or to avoid the criticism that follows an unpopular decision.<sup>57</sup>

**"Free riders enjoy the fruits of the team's labor without doing their fair share."**

**Free Riders.** Can a leader be certain that everyone is giving their best? *There's always a chance that there*

*may be free riders, people who receive the fruits of the team's labor without doing their fair share of the work.*<sup>58</sup> Imagine if the fire department relied on donations, like a charity. Some citizens would choose not to contribute, confident that others would provide the firefighters with the resources they need. Team leaders need to be aware of what economists call, "the free rider problem."

**Groupthink.** One aim of teamwork is to promote group cohesiveness, the ability of the team to stick together and become a united whole.<sup>59</sup> But can cohesiveness go too far? Psychologist Irving Janis believes teams can fall prey to groupthink. *Groupthink occurs when team members seek unanimous agreement in spite of facts pointing to another conclusion.*<sup>60</sup> Put another way, groupthink is a herd mentality. Dumb bulls follow one another to the slaughter. If they know that death awaits, they don't object.



### GROUPTHINK How Teams Kill

On an icy morning in 1986, NASA launched the *Challenger* even though icicles could be seen hanging from the shuttle. Just 73 seconds into its flight, *Challenger* exploded. All seven astronauts perished.

Testifying in Congress after the tragedy, Physicist Richard Feynman used an ordinary clamp and rubber tubing to demonstrate how *Challenger's* O-rings would be affected by launch day's extremely cold weather. "A-ha!" was the senators' and representatives' overall reaction to this simple demonstration. But why didn't NASA see the problem before it was too late?

Some historians believe NASA officials were blinded by "groupthink," which occurs when teams are very cohesive, but insulated from other people and other ideas. If only NASA had invited outside

people to help them decide if *Challenger* was a "go" for launch, perhaps the tragedy might have been averted.<sup>61</sup>



**Lack of Accountability.** As discussed in chapter one, the chain of command is based on the principle that final responsibility for getting a job done ought to be vested in a single individual. Teams, on the other hand, can sometimes represent “leadership by committee.” *If everyone on the team is in charge, no one is in charge. If everyone shares responsibility, no one owns responsibility.* Therefore, the leaders who charter teams need to communicate standards

and make clear how the team members will be held accountable for their performance.<sup>62</sup>

In leading in a team environment, the leader’s challenge is to exploit the team’s capabilities. He or she needs to promote teamwork to get the most from its members. On the other hand, the leader also needs to be on guard against the team falling prey to teamwork’s many potential pitfalls.<sup>63</sup>

## WHO WANTS TO GO FOR ICE CREAM?

A cadet drill team practiced hard every Saturday. For several weeks, they’d end their time together by climbing into the van and driving to the mall for ice cream.

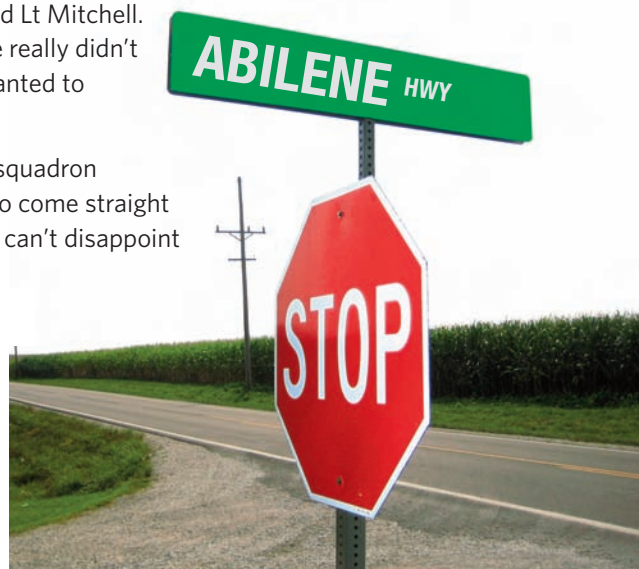
After one practice, C/Capt Earhart, the cadet commander, proclaimed, “Great job everone, I guess it’s time for ice cream.” But secretly she had no interest in prolonging an already long day by going for ice cream yet again.

“Yeah, I guess it is time for ice cream,” replied her deputy, C/2d Lt Mitchell. With a ton of schoolwork waiting for him at home, he knew he really didn’t have time for ice cream this week, but as a good deputy, he wanted to support his cadet commander.

“Well, we better get going. Everyone hop in the van,” said the squadron commander, Major Wilson. His wife would have wanted him to come straight home after drill team practice, but “Hey,” he said to himself, “I can’t disappoint the cadets and say no to ice cream tonight.”

So off went the drill team to the mall to get ice cream that no one really wanted. Why?

This story, a retelling of a famous leadership parable known as “The Road to Abilene,” is an example of the false consensus.<sup>64</sup> A special kind of groupthink, the false consensus occurs when individuals choose not to express their true feelings about an idea for fear of going against the group.



### THE ASCH PARADIGM:

#### *What if everybody says you’re wrong?*

Which of the three lines on the far right (A, B, or C) is identical to line 1 on its left? What if everyone else tells you you’re wrong?

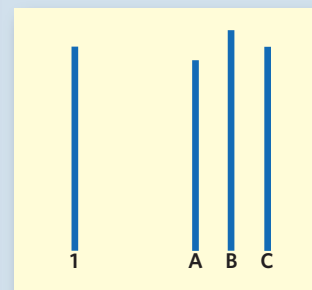
The Asch experiments demonstrated the power of conformity in groups.

When psychologist Solomon Asch asked his simple question about matching lines, there was a twist. He did *not* ask the question to a single individual, but to a group of people.

And, everyone in the group was in on Asch’s secret. Everyone except for one individual, who unknowing was the *real* subject of the experiment.

As Asch asked his simple questions, his friends would shout the wrong answer, as they had been secretly instructed beforehand.

When everyone else in the room tells you something you know to be wrong – the sky is green and water is



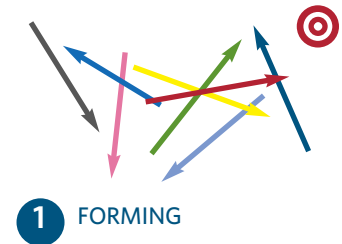
yellow, 2+2=5, or line 1 is the twin of line B – how would you react?

Approximately 75% of Asch’s subjects went along with the group. They conformed, even though they knew the group was wrong.<sup>65</sup>

## THE TEAM'S LIFE CYCLE

How are teams made? What does it take to transform a bunch of people into a unified team? One researcher, Bruce W. Tuckman, argued that most teams typically pass through four stages on their journey from disorganized group to effective team. This model is so easy to remember that “forming, storming, norming, and performing” has become a popular leadership slogan.<sup>66</sup>

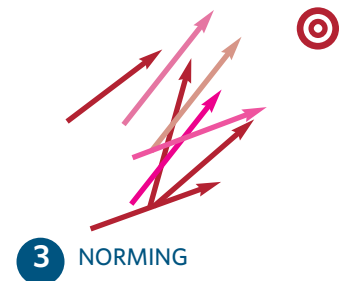
**Stage 1. Forming.** *When a group first comes together, there is usually chaos.* Everyone is pointed in a different direction. People may not know what to expect. That uncertainty may make people fearful. And having not yet invested time or energy in the team, its members are apt to have a limited commitment to its success. When a bunch of nervous and confused first year cadets report to their flight for encampment, they're forming.



**Stage 2. Storming.** *As the team begins to take shape, individuals' personalities begin to show themselves.* People struggle to assert their personal needs and goals. Some may battle for attention. As these competing personalities and individual needs clash, team members come into conflict with one another. At this early stage, the team lacks the trust necessary to truly work in unison.



**Stage 3. Norming.** *Now the team is coming into its own.* The leader's standards gain acceptance by the team and the team members themselves set standards about how the team will work together. Because the uncertainty of the forming stage and the conflict of the storming stage is dying down, people feel more secure. They become more committed to the team's mission and one another. The team is more successful.



**Stage 4. Performing.** *At last the group has truly become a team. Performing is the stage at which the team is at its best.* After what was probably a rocky start, the team is now entirely focused on the team's goal. Although there's always room for improvement, here the team is fine-tuning its ability to work together. The underlying fundamentals are in place for the team not only to succeed but to reach its full potential.



*Team leaders need to be aware of the “forming, storming, norming, and performing” principle of team dynamics so they can provide the right support at the right time.* A different style of leadership is needed based on the team's situation. Situational leadership will be discussed in depth in a later chapter.



## THE L.E.A.D. MODEL

With so much to understand about motivation, coaching, morale, team dynamics, team goals and individual goals, shared purpose, and more, where is a leader to begin? Are there signposts to help a new NCO lead a team?

Yes. **Leadership researchers create models, easy to understand guidelines that boil complex theories down to something workable.**

One model is called the LEAD model. Here's how it works:<sup>67</sup>

Leadership Functions	Leader's Tasks	Team Members' Tasks
<i>Lead with a clear purpose.</i> <b>L</b>	Set boundaries Explain what the goals are and why Help the team set its own goals Evaluate how well the team is reaching the goals	Use active listening Ask good questions to ensure understanding Participate in setting and clarifying the team's goals Help leader track the team's progress via feedback
<i>Empower to participate</i> <b>E</b>	Ask open-ended questions Listen actively Show understanding Summarize what the team is saying Seek different views and welcome dissent Record ideas	Contribute ideas from own experience & knowledge Listen actively Consider others' ideas Build on others' ideas Ask open-ended questions Think creatively
<i>Aim for consensus</i> <b>A</b>	Use brainstorming Ask questions Listen actively Seek common interests Summarize Confront and debate ideas in a helpful way	Focus on common interests and goals Listen to and consider others' ideas Make own needs known Disagree in a constructive way
<i>Direct the team</i> <b>D</b>	Give clear directions Help the team work together Monitor the team's morale Keep the team focused Encourage people Reward people who go above and beyond	Listen actively Keep purpose in mind Stay focused on the mission Use own energy and enthusiasm to work together

When new NCOs are beginning to lead the team, they should remember LEAD. It's an easy way to keep the basic principles of team leadership in mind. ***By following the LEAD model, the leader will meet all seven of needs of a team that were identified earlier.***

# FINAL ANALYSIS

In conclusion, the challenge before a new NCO is to transition from a follower to a leader, from a simple team member to one who can influence and unite the whole team. Perhaps the key to successfully making that transition lies in a commitment to that special quality called professionalism. Further, leading a team requires a basic understanding of coaching, constructive discipline, team dynamics, and more.

This chapter only scratched the surface. With so much to learn and absorb, once again we are left with more questions about leadership than we have answers. Regardless, having deepened your perspective on leadership you are now one step closer to your goal of becoming an effective leader.

## DRILL & CEREMONIES TRAINING REQUIREMENTS

As part of your study of this chapter, you will be tested on your ability to lead an element in drill and ceremonies. Ask an experienced cadet to help you develop your command voice and practice calling commands on the correct foot. For details, see the *USAF Drill and Ceremonies Manual* available at [capmembers.com/drill](http://capmembers.com/drill).

### ***From the Air Force Drill & Ceremonies Manual, Chapter 2***

The two main types of commands: the preparatory command and the command of execution

Characteristics of an effective command voice

### ***From the Air Force Drill & Ceremonies Manual, Chapter 3***

Command the element to fall in.

Command the element to dress right and check its alignment.

Command the element to perform facing movements.

Command the element to perform flanks and march to-the-rear.

### ***From the Air Force Drill & Ceremonies Manual, Chapter 5c***

Manual of the guidon, to include order guidon, carry guidon, rests, salute at the order, and present guidon.

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