

CHAPTER 7

LEADERSHIP SCHOOLS OF THOUGHT

“BEGIN WITH THE END IN MIND. Begin today with the image, picture, or paradigm of the end of your life as your reference or [standard] by which everything else is examined. Each part of your life – today’s behavior, tomorrow’s behavior, next week’s behavior, next month’s behavior – can be examined in the context of the whole, of what really matters to you. By keeping that end clearly in mind, you can make certain that whatever you do on any particular day does not violate the criteria you have defined as supremely important, and that each day of your life contributes in a meaningful way to the vision you have of your life as a whole.”¹



CHAPTER GOALS

1. Appreciate the benefit of raising your emotional intelligence.
2. Understand how you can transform your team.
3. Appreciate different approaches to leadership.

Even in a large corporation, success starts with a single person – you. An organization is only as strong as the personnel with which it is made. ***People make the organization.***

You affect the organization through your attitude, spirit, and ability to communicate your thoughts and feelings.

Once you can manage yourself, you are ready to manage a small group, such as a flight of cadets.

How can you make your group successful? What type of leader will you be?

Your actions and decisions will contribute to the success or failure of your group. Thinking collectively, if all the groups in an organization fail, the company will suffer and could even crumble completely.

So you see how important you are. And you see how important your group's success is. ***The future of your organization does rely very much on you and how you lead your group.***

CHAPTER OUTLINE

In this chapter you will learn about:

EMOTIONAL INTELLIGENCE

- Self-Awareness
- Managing Emotions
- Self-Motivation
- Empathy for Others
- Interpersonal Skills

TRANSFORMATIONAL & TRANSACTIONAL LEADERSHIP

- Idealized Influence
- Inspirational Motivation
- Intellectual Stimulation
- Individualized Consideration
- Contingent Reward
- Management by Exception
- Laissez-Faire

POWER

- Definitions of Power
- Power Within Organizations

BUILDING A LEARNING ORGANIZATION

- Systems Thinking
- Personal Mastery
- Shared Vision
- Team Learning
- Mental Models

LEADERSHIP STYLES

- Situational Leadership Theory
- Path-Goal Model
- The Leadership Grid

EMOTIONAL INTELLIGENCE



OBJECTIVES:

1. Define emotional intelligence.
2. Name the five components of emotional intelligence.

If you don't really understand yourself, how can you expect to understand your followers and to lead others? This was one of the main points of chapter 6. Let's consider it further.

Much of our personalities are conveyed to others through emotions. If we are generally calm and easy-going,

others recognize that in us. At the same time, if we all of a sudden burst out in anger or lose our temper easily, others notice these emotions as well.

And yet the issue is not only with our anger or loss of temper.

What if we don't realize how we appear when we show our frustration and anger? What if we don't even realize that we are frustrated and angry?

If we don't understand how we feel, then, when our anger hurts the feelings of a peer or follower, we are absolutely oblivious to the fact that we've wronged somebody.

And if we're suffering from anxiety or sadness and don't recognize it, we may continue to harm ourselves with negative feelings.

If we want to lead a stable team, we must be stable ourselves and recognize our own emotions, how and when we show emotion, and emotion in others as well.

Solidifying your emotional intelligence (EI) is the first step to leading others. As one expert puts it, *emotional intelligence is the "intelligent use of emotions: you intentionally make your emotions work for you by using them to help guide your behavior and thinking in ways that will enhance your results."*²

Other researchers also believe that emotional intelligence is a key ingredient in leadership, especially in transforming others.

EI (emotional intelligence) might be a central factor in several leadership processes, particularly in the development of charismatic and transformational

What's Your Emotional Intelligence?

Emotional intelligence refers to how well you handle yourself and your relationships as a leader. What can you tell from this cadet's appearance to indicate how he feels?

Touchy-Feely?

The name is misleading. Emotional intelligence sounds touchy-feely, like leadership's equivalent to the Teddy bear. It's not. Rather, it's about having respect for how emotions affect leadership. After all, having vision, motivating people, and helping them see the essence of your ideas involves the emotions. Not surprisingly, emotional intelligence is studied at the Air Force's highest school, Air War College.



leadership, where the emotional bond between leaders and followers is imperative. Being able to empathize with followers can further allow a leader to develop followers and create a consensus.³

Another expert asserts that individuals with high emotional intelligence can remain motivated even when facing challenges. They can detect emotion in others, feel empathy for those who may be hurting, and put themselves in the place of team members who may need counsel.⁴

Experts in the field identify five primary aspects of emotional intelligence:

- (1) self-awareness
- (2) managing emotions
- (3) self-motivation
- (4) empathy for others
- (5) interpersonal skills.⁵

As you look at each item, consider whether or not you are already practicing the aspect of emotional intelligence or if it is an area in which you can improve.

INCREASING SELF-AWARENESS

OBJECTIVES:

3. Define self-awareness.
4. Define appraisal.
5. Define self-fulfilling prophecy.

Knowing yourself is important. Are you generally optimistic? Do you tend to see the good in others rather than their flaws? What is your personality like? Are you shy or outgoing? Are you generally happy and content? Or are you often sullen and depressed? Do you ever get angry? Do you raise your voice to a high volume when you are upset? Perhaps you are calm and even the biggest shocks barely cause your heart rate to rise.

Whatever the case may be, **if you understand your emotions, you can also begin to change them** if you realize that you are stressed. You can begin to understand how the way you feel can affect those around you.

Self-awareness, according to one expert, means to be “aware of both our mood and our thoughts about that mood.”⁶ When you recognize your moods, you can more readily alter them, according to experts. In other words, if you can realize you are not comfortable with a situation, you can begin to decide what remedy can change or erase your difficulty.

WHAT DOES THIS MEAN FOR ME?

Applying Emotional Intelligence

EI can be a useful tool for self-development. Here are some areas to work on:

- ★ Learn about your strengths and weaknesses by taking self-assessments, engaging in honest reflection, and seeking and listening to feedback.
- ★ Work on controlling your temper and your moods; stay composed, positive and tactful when facing difficult situations.
- ★ Integrity is a choice; stay true to your word and commitments.
- ★ Set challenging goals and be willing to work hard to achieve them; admit your mistakes and learn from them.
- ★ Build relationships with others and develop your network.
- ★ Pay attention to those around you; be concerned about their well-being and feelings.

COMPONENTS OF EMOTIONAL INTELLIGENCE

Component	Description
Self-awareness	Being aware and in touch with your own feelings and emotions
Managing emotions	Being able to manage various emotions and moods by denying or suppressing them
Self-motivation	Being able to remain positive and optimistic
Empathy for others	Being able to read others' emotions accurately and putting yourself in their place
Interpersonal skills	Having the skills to build and maintain positive relationships with others

This type of recognition by self-aware people tends to make them more independent, in better mental and emotional health and more positive in their view of life.⁷ When a self-aware person gets into a bad mood, he can get out of it and move on with life sooner.⁸

Appraisals. Part of knowing yourself involves the way in which you characterize, or describe, how you feel about events that you face throughout a day. Another word for this is *appraisals* – “*all the different impressions, interpretations, evaluations, and expectations you have about yourself, other people, and situations.*”⁹

Do you think you’ve never made an appraisal? No? Think again.

It’s 3 p.m. You are at school or home-schooling in your house. All should be well except you have to give a speech at your squadron meeting this evening. Oh no! You are so nervous. You hate to speak in front of others, and in fact you just transferred to this squadron, so you’ll have a room full of unknown faces awaiting your every word. Yikes! How are you feeling? You think, “I am going to flop. I’m going to give the worst speech ever. I just can’t do this.”

Self-Fulfilling Prophecies. Your appraisal or feeling is that you will perform terribly during your speech. And when you fill yourself with additional anxiety and stress, often you increase the chance of actually presenting a terrible speech. It’s called a self-fulfilling prophecy.¹⁰ ***A self-fulfilling prophecy occurs when your prediction or expectation leads to your fears or hopes becoming real.***¹¹



Believe in Yourself

Confidence goes a long way. If you anticipate your speech being successful, it likely will be.

The good news is that your appraisals don’t have to be negative or frightful. You can replace your fearful thoughts about

your speech with positive thoughts. “I’ll give a great speech; I might be a little nervous, but I know I’ve researched this topic well, and it will be exciting to share what I know with my new squadron peers.” By encouraging yourself in such a way, you will be able to relax more and be more comfortable in the moments leading up to your speech and throughout your delivery.

Merely thinking positively helps put you at ease and rids you of unnecessary anxiety and fear. It’s called the power of positive thinking!

MANAGING YOUR EMOTIONS

OBJECTIVES:

6. Define managing emotions.
7. Define automatic thoughts.
8. Explain what constructive inner dialogue means.

Emotional intelligence is complex, but understanding it will benefit you throughout your life. Self-awareness important, and knowing yourself goes hand-in-hand with managing your emotions. Managing emotions isn’t just about anger management.

There are times when one is filled with anger and when keeping this emotion in control becomes important to your health and the well-being of those around you. Of course, many of us also have been in situations in which **solemnity** was required, but we resisted the temptation to laugh, smile and show happiness. This might have occurred at a funeral in which the mood was solemn, but you suddenly thought of something that made you want to chuckle. Being able to control your anger and even your glee is critical.

Some of us might have met people who, if upset, can remain angry for a day, even a week, holding a grudge and stewing over the insult they received. But think of what being this angry does to one’s concentration. If your mind is filled with angry thoughts for a day or a week, it will be much more difficult to focus on the test you have tomorrow, on the chores you might have at home, or on enjoying the good things that may happen to you. ***Not managing emotions can lead even the nicest people into dangerous and unhealthy situations.***

Emotional Balance

These cadets’ smiles reflect a healthy competition between the two.



solemnity

the quality of being serious and dignified

Inner Dialogue. *One way to manage emotions is through inner dialogue, or talking to yourself.*¹² Don't worry that people will think you are crazy if you talk to yourself; in any case, these can be silent thoughts within your mind that help you respond to emotion.

Take an instance when you suddenly become angry at a friend. This person you had always trusted suddenly disappoints you by telling a secret to others. You are so upset that you feel like ending your long friendship immediately. But no one's perfect, and this might be the perfect moment to escape to a quiet place for some inner dialogue. You might say to yourself, "I am so angry, but being this upset really makes me sad and depressed. I don't want to feel this way, and there was the time when I made a mistake and upset him/her, too. Maybe I can just go get a milkshake to help me feel better, then tell my friend that I was really hurt by the breach of trust."

Stopping to think and reflect helped you think of a short-term solution to improve your mood (getting a snack), aided you in remembering the time where you erred, and allowed you to decide on a mature course of action (letting your friend know how you feel). On the other hand, *when you don't pause to consider your emotional state of being, your emotions can spin out of control.*

Automatic Thoughts. *Your emotional tailspin often might begin with your automatic thoughts, "thoughts that spontaneously pop out."*¹³ We've all thought automatically. For instance, your mother might be driving and another motorist cuts in front of her car. Her first reaction might be: "Oooohhhh. I wish he'd have his license taken away forever." Or every time you are at a SAREX (search-and-rescue exercise), the same peer boasts that he is the best ELT finder. One might think, "The nerve of this guy. He is arrogant. I really dislike this person."

After a while, these *negative thoughts can overpower you and dominate your thinking.* You can convince yourself that your thoughts are accurate and valid when, in fact, your judgments of another person may be very untrue.

To be a good leader, you must be aware of your emotions and manage them to avoid being a knee-jerk leader flying with your brain on "autopilot."



YOUR BRAIN ON AUTOPILOT

Automatic thoughts are like autopilot. It's as if something else is in control of your brain, not the real you.

Situation: You're working at a convenience store to earn extra money. A customer speaks to you like you are a five-year-old. Your first reaction is to curse at him.

Worst plan: You do curse at him. Your boss finds out and fires you on the spot. You had cursed at his best customer, who vowed never to visit the store again.

Better plan: Don't be oversensitive. You know you are mature. Resist cursing and ask the valued customer how his day is going. He'll see you are older than you look. You will gain respect and keep your job.

MOTIVATING YOURSELF

OBJECTIVE:

9. Define self-motivation.

Motivating yourself can begin before disaster or other setbacks strike. You've seen the importance of being self-aware and of managing emotions. Often your self-awareness and ability to manage emotions come into play when things happen to you – you lose a game, a close friend dies, someone offends you. At these points your emotional management helps dictate how you will react to these occurrences.

Your emotional intelligence is closely related to your level of motivation, or your willingness to complete tasks. For instance, if you feel so doomed by the size of a task – whether it be writing an essay or mowing a lawn – perhaps you will not even be able to start. You will set yourself up for failure before you even start, which will decrease your ability to feel good about yourself.

You can motivate yourself through positive thinking by using motivational statements, using mental imagery, and setting meaningful goals. In other words, **good leaders are proactive**. That is, they take initiative to change their world rather than wait for change to happen to them.

“Negative thoughts can overpower you and dominate your thinking.”

MOTIVATIONAL STATEMENTS

OBJECTIVE:

10. Construct a self-statement.

Motivational self-statements are simple expressions of belief in oneself. A motivational statement will fortify your optimism, tenacity and resiliency.¹⁴

Earlier, we spoke of inner dialogue, or talking to yourself. Motivational statements are similar. Often we lack motivation because we think a task is too overwhelming. We don't believe we can do it, and we get stuck and never start because we feel overpowered. We tell ourselves, “I can't do it. This is too much.” Thoughts like this confirm our initial feelings of inadequacy. Rather, we can use inner dialogue in the opposite direction, and say to ourselves, “I can do this. I can succeed. This



The Little Engine That Could

Watty Piper's famous children's story, *The Little Engine That Could*, offers an excellent example of a motivational statement. “I think I can, I think I can,” cried the little engine. That attitude is what propelled the train to the top.

project isn't too big for me." This is the starting block. If we can get started through positive motivation, often half the battle is won.

Make a mental picture

You want to be named Cadet of the Year. To help yourself reach your goal, you might use mental imagery. You picture yourself on the stage at CAP's annual convention, receiving a huge trophy from the National Commander.



MENTAL IMAGERY

OBJECTIVE:

11. Explain what mental imagery is.

Remember, when you understand how to motivate yourself, you gain a better grasp of how to regulate, or control, your emotions.

You take charge of your emotions, rather than them controlling you.

Through motivation, you can change your attitude from one that is uninspired to one that is thrilled and ready to tackle the world.

And motivation is such a powerful tool. Not only can you use positive inner dialogue to motivate yourself (using words and language,) but you can also use pictures or images that are positive as well.

You can use mental imagery to picture yourself in a situation.¹⁵ In other words, if you have a presentation to deliver, you could actually, within your mind, see yourself walking to the front of a room of your peers, stepping behind the podium, making a joke to relax yourself, then confidently delivering an excellent speech. You will gain confidence and become more motivated when you envision yourself as a success.

"You will gain confidence and become more motivated when you envision yourself as a success. "

In addition, you also can use mental imagery to observe and mentally record a peer performing a drill movement with skill, then try to imitate your peer's actions.¹⁶ The mind is an excellent ally for staying motivated through whatever life challenges you with.

RIGHT-SIZED GOALS

OBJECTIVE:

12. Identify two errors one can make when setting goals.

Your motivation also is decreased or increased depending on how you set goals. ***If you set goals that can actually be met, you will have more inspiration to work hard and steady.***

There are two errors you can make when setting goals: You can set them too high, or you can set them too low.¹⁷

You want to be an extremely well-performing cadet. Perhaps your first idea is to envision being the very best cadet out of all of Civil Air Patrol's more than 20,000-strong cadet corps. That's an overwhelming goal. It's not impossible to reach, but for a beginning cadet, it's pretty lofty. But being the top cadet in your home squadron is a very attainable goal. The idea is to give yourself a goal that thrills you, encourages you to keep striving, and one that you can envision accomplishing.¹⁸ ***Goals that encourage you to proceed confidently but do not overwhelm you are the best.***

GO WITH THE FLOW

The ultimate goal of self-motivation, according to one expert, is to achieve flow. ***Flow is the feeling people enjoy when they are so absorbed in a task that they forget about all other worries.*** "Flow is emotional intelligence at its best. ... flow represents perhaps the ultimate in harnessing the emotions in service of performance and learning."¹⁹

These Olympians didn't wake up one day and decide to try out for the Olympics. They set incremental goals for themselves, practiced until they perfected each step, and eventually won the gold. While it may look like they were born flying through the air or speeding on ice, in reality they've achieved flow.

Flow as Focus

Are they so absorbed in the competition that they've forgotten about everything else? Olympic Gold Medalists Apolo Ohno (top) and Shaun White (bottom) demonstrate incredible focus while making their tremendous athleticism look easy. They exemplify what leadership experts call "flow."





Empathy in Action: The Candy Bomber

An Air Force officer having a reputation for tremendous empathy was 1st Lt Gail Halvorsen.

The Soviets had blockaded Berlin shortly after WWII. In response, the U.S. and its allies flew thousands of tons of food to that captive city.

But Halvorsen was not content to simply fly his mission and call it a day. He was a man of empathy. He felt for the children of Berlin who had suffered terribly during WWII and were continuing to suffer under Soviet rule.

Halvorsen collected as much candy as he could find, fashioned small handkerchiefs into parachutes, and dropped treats to gleeful kids below. Soon other

pilots followed his lead, with the help of America's candy manufacturers.

The Candy Bomber's empathy generated incalculable feelings of goodwill and showed a generation of Berliners that the U.S. pilots were the good guys. He is still affectionately known to many as Uncle Wackelflügel or "Uncle Wiggly-Wings."

EMPATHY FOR OTHERS

OBJECTIVE:

13. Define empathy.

Empathy is understanding, being aware of, and being sensitive to the feelings, thoughts, and experiences of another.

The old saying, "you don't know someone until you walk a mile in his shoes" represents empathy well. Because emotions can be contagious, leaders need empathy. Leaders need to recognize how others must feel.²⁰

Have you even been around someone who is upset? Maybe you were feeling fine until a conversation with him or her? Then your teammate's anger makes you mad, too. When you begin imitating others' behaviors – yelling back at someone who is yelling at you – you can start to feel agitated as well.²¹

Empathy's Potential to Help. If leaders are to help their people, leaders need empathy. You can learn to detect emotions in others. For example, instead of sitting idly by while a team member is hurting, you can try to help.²² Say your teammate is speaking slowly, in a quiet tone, and sitting in his chair with his head down – he's not acting enthusiastic like he normally does, so you know something is wrong and that his emotions can affect the entire team. By recognizing that he may be tired or even depressed, you are able to intervene. You can then ask if he would feel better to share his disappointment or frustration, or you could refer him to a counselor. Either way, ***by learning to see emotions in a team member, you support the entire team.***

"When your team needs help, you can be their rock."

Understanding emotions in others can really set you apart as a leader because you can help followers through tough times. Fortunately, followers won't always need such support, but when they do, you can be their rock.

Empathy & The Discipline Sandwich. As another example, consider having to counsel a cadet regarding an infraction he committed during an activity. Suppose the cadet is a new cadet who has already shown himself to lack confidence. You know he will be nervous to take part in a counseling session. Recalling what you learned about the "discipline sandwich," (page 21), you begin the session by making positive remarks about him so that he won't be so nervous and can exit the session prepared to put his error behind him and move on. In short, ***by predicting another person's emotions, you can direct outcomes in a positive direction.***²³

INTERPERSONAL SKILLS

OBJECTIVE:

14. Describe what is meant by the term interpersonal skill.

Interpersonal skill involves developing and maintaining positive relationships with others. Leaders who possess excellent interpersonal skills are said to be good at networking. That is, they are good at meeting new people, relating to them, and finding ways to build mutually-beneficial relationships. Empathy provides a foundation for interpersonal skills because being able to recognize how others feel is a prerequisite for developing a good relationship with them.

If a leader possesses strong interpersonal skills, he or she is said to have high ***interpersonal intelligence***, which one



Networking Opportunity

Here four cadets meet with Vice President Joseph Biden (then a Senator). Perhaps they told Mr. Biden of their desire to earn service academy nominations, explored internship opportunities on Capitol Hill, or reminded him of how CAP serves America. Regardless, cadets who develop their interpersonal skills become successful at networking.



The Leader as Negotiator

Negotiation is an important aspect of inter-personal skill and it's harder than it looks. On one hand, the negotiator must be steadfast on matters of high principle. On the other hand, he or she must be flexible and open-minded. The U.S. Secretary of State (here, Hillary Clinton, right), is the chief diplomat and negotiator for U.S. foreign policy.

expert defines as “the ability to understand other people: what motivates them, how they work, how to work cooperatively with them.”²⁴ What follows is a look into the four components of of interpersonal intelligence:²⁵

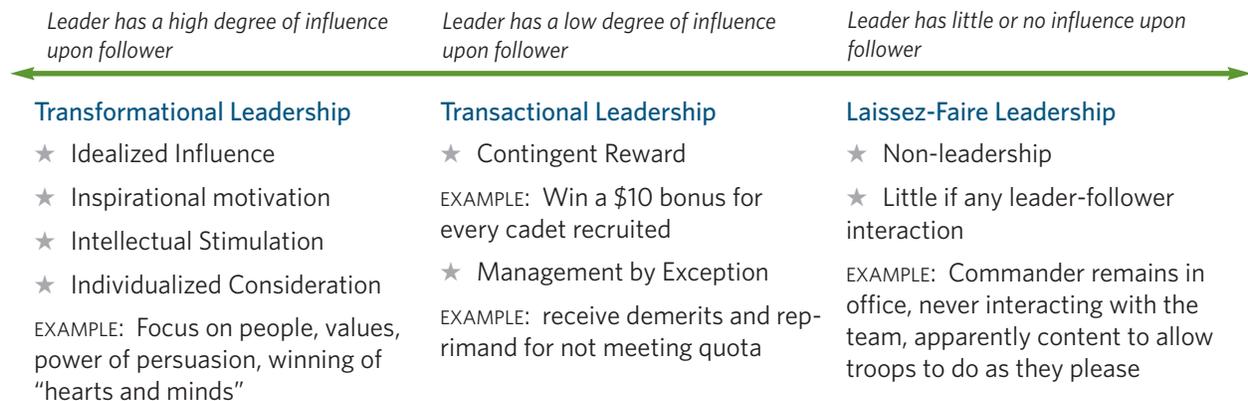
Organizing Groups. Vital for leading others, this skill refers to the ability to put a group together and inspire collective action. Military leaders and organization directors demonstrate this talent.

Negotiating Solutions. People who have skill in negotiation are very successful in making deals and settling disputes. In children, one might see a negotiator on the playing field. He or she is the one trying to stop a fight or settle a disagreement. In politics, every president of modern times has struggled to negotiate a peace in the Middle East.

Personal Connection. Our emotional intelligence expert calls this the art of relationship. It involves empathy and connecting. The ability to connect with others develops out of showing concern for them, getting to know their hopes and fears, and understanding their unique backgrounds. People with this skill can read emotion in others not just from what is said but also from the facial expressions of others.

Social Analysis. A curiosity about and an ability to notice people’s feelings and concerns are the mark of social analysis. If you can detect the feelings of others, you can help them through a problem. Therapists and counselors are especially strong in this ability.

All of the above skills point back at the beginning of our discussion of emotional intelligence – it starts with you. If you are aware of emotion in yourself and if you can control your emotions, you can be a rock of stability for others.



TRANSFORMATIONAL & TRANSACTIONAL LEADERSHIP

OBJECTIVES:

15. Define transformational leadership.
16. Define transactional leadership.
17. Explain the difference between transformational and transactional leadership.

The best leaders are ones who focus on getting the team to profess the right values. In so doing, the leader “transforms” the team into a force for good, ready to work hard to make those values come to life.²⁶

When Ronald Reagan called the Soviet Union the “evil empire,” he was telling the world something about his values. Partly because of that speech, people from around the world came to see the Soviet Union as a nation that stood in the way of the common good. They followed Reagan’s lead and joined him in pressuring the Soviets to change their ways. Reagan had transformed people’s values.

The study of transformational leadership goes hand-in-hand with transactional leadership. Let’s take a closer look at each.

Transformational Leadership. *In transformational leadership, a person strives to heighten the motivation and morality of himself and his followers.*²⁷ This leader works to help followers “reach their fullest potential.”²⁸ One expert’s definition is worth quoting at length:

To transform something... is to cause a metamorphosis in form or structure, a change in the very condition or nature of a thing, a change into another substance, a radical change in outward form or inner character, as when a frog is transformed into a prince... It is change of this breadth and depth that is fostered by transforming leadership... Quantitative changes are not enough; they must be qualitative too. All this does not mean total change, which is impossible in human life. It does mean alterations so comprehensive and pervasive, and perhaps accelerated, that new cultures and value systems take the places of the old.²⁹



“Mr. Gorbachev, Tear Down This Wall!”

In his efforts to bring the world closer to peace, Ronald Reagan spoke his mind about the Soviet Union. Calling it an “evil empire,” and demanding that its leader dismantle the Berlin Wall, Reagan displayed transformational leadership, that is leadership that motivates based on shared values and inspirational motivation.



The Prince of Transformational Leadership?

Transactional Leadership. *In transactional leadership, on the other hand, an exchange takes place between leader and follower.* A leader might, for example, provide rewards to an employee who meets certain deadlines or incentives. Again, one expert’s definition is worth quoting at length:

Transactional leadership [is]... the basic, daily stuff of politics, the pursuit of change in measured and often reluctant doses. The transactional leader functioned as a broker and, especially when the stakes were low, his role could be relatively minor, even automatic... [transactional leadership is] “give-and-take” leadership.³⁰

FACTORS OF TRANSFORMATIONAL LEADERSHIP

Seven factors help distinguish the difference between transformational, transactional, and laissez-faire or non-leadership. Let’s consider each, beginning with the four factors of transformational leadership.

IDEALIZED INFLUENCE

OBJECTIVE:

18. Explain the meaning of idealized influence.

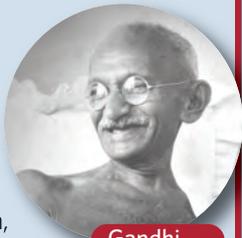
Leaders who succeed as role models inspire their followers to be like them. Followers choose to trust and follow these leaders largely because of the leader’s ideals. In other words, *idealized influence refers to the leader’s principles and standards having the power to attract followers.*³¹ Not surprisingly then, idealized influence is a key component of transformational leadership.

Leaders who practice idealized influence often display high levels of moral and ethical conduct and can be trusted to do “the right thing.” In history, leaders like Gandhi exemplified this leadership factor. Gandhi led by example. He endured hunger strikes and served the lowest caste of people in India, the “untouchables.” He practiced non-violent methods of protest as well and encouraged others. He wasn’t just delivering his message from behind a podium, but was out in the streets, living his message.

You can be this type of leader with a flight of cadets you lead. If you are teaching flight-line management, you can order your cadets to go to the flight line and do A, B and C. Or you can go to the flight line and show the cadets how to work hard and effectively. You will likely win the loyalty of your followers by working alongside them.

A Hero to Heroes

Mohandas K. Gandhi was a legendary leader who won independence for India by using non-violent means to expel the British.



Gandhi

In our own nation, Martin Luther King Jr. admired Gandhi’s philosophy and fashioned the U.S.

civil rights movement along the same principles of non-violence that were espoused by Gandhi.



King

Therefore, Gandhi can be said to have had an idealized influence upon King and countless other reformers in the non-violent tradition.

INSPIRATIONAL MOTIVATION

OBJECTIVE:

19. Explain the meaning of inspirational motivation.

In addition to idealized influence, another aspect of transforming leadership is *inspirational motivation, which describes leaders who “communicate high expectations to followers, inspiring them to become committed to and a part of the shared vision in an organization.”*³¹ Inspirational motivation promotes team spirit. It is the special quality of leadership that helps the team overcome impossible odds.

Consider England’s King Henry V and his battle at Agincourt in France, as recounted by Shakespeare (below). The English were outnumbered nearly 5-1, though accounts of actual battlefield numbers vary.

The English used great skill with the long bow in overcoming their underdog status and winning victory, but Shakespeare also suggests that the king used inspirational motivation to inspire his troops. Yes, England’s army is small and outnumbered, but that means the troops gain that much more honor. And though Henry is their king, he raises his troops to his level by calling the peasant soldiers “brothers.” Inspirational leadership is what brings the English to victory.

INSPIRE THOSE YOU LEAD

Inspiring your team can be a challenge. Try using some of these ideas to become an inspirational leader.

Motivate. During drill, use cadence calls, yells, etc. Encourage your teammates to beat their personal best on tests or PT events. Try cheering on your cadets during PT.

Challenge. Organize flight challenges and create goals that require the team to succeed.

Team Mentality. Value your team’s input by including them in the goal making process. Create goals that include the whole team.

Educate & Inform. Encourage your teammates to learn. Proudly teach them about our history.

Be Involved. Take a personal interest in your cadets. An active interest can help you understand what motivates members of your team and make them see that you care about their success.

Set the Example. Act as role model of the behavior you want to see.

Celebrate Success. Reward your team with words of praise and appropriate tangible rewards. Pass on praise that you receive about your team’s work.



THE ORIGINAL BAND OF BROTHERS

King Henry V’s speech to his outnumbered English Army, as told by Shakespeare, is a classic example of inspirational leadership:

We few, we happy few, we band of brothers;
For he today who sheds his blood with me
Shall be my brother; be he ne’er so vile,
This day shall gentle his condition.
And gentlemen in England now a-bed
Shall think themselves accursed they were not here,
And hold their manhoods cheap, whiles any speaks,
Who faught with us upon Saint Crispin’s Day!

Henry V, Act IV, Scene 3

Photo: Phil Scarsbrook, Alabama Shakespeare Festival’s 1994 *Henry V*. Foreground: Ray Chambers (Henry V). Figures left rear include: John McWilliams, Chris Mixon, Roger Forbes, and Richard Elmore; figures right: Richard Farrell and Kurt Kingsley.

INTELLECTUAL STIMULATION

OBJECTIVE:

20. Explain the meaning of intellectual stimulation.

“Yes” man:

A follower who is overly-eager to please his or her leader without truly thinking things through. “Yes” men always reply, “Yes” to every question, statement, or request of the leader, even if the follower knows the leader is wrong.

Transformational leaders want to make their people smart. They value intellectual stimulation and want the team environment to be mentally and academically challenging. Instead of wanting to lead a group of robots or “yes” men, transformational leaders will encourage the team members to challenge their own beliefs as well as the leader’s and the organization’s as a whole. ***On a team run by a transformational leader, everyone should always be learning.***³²

In an intellectually stimulating environment, followers might discover a problem that is slowing the team down and propose a solution that rockets the organization to a new level.

To better understand how leaders can value or not value intellectual stimulation, consider two approaches to being a math tutor. On one hand, the tutor might work out the problems in front of you – basically solving them for you. The advantage here is that you finish your homework quickly, but do you really learn anything? Probably not. A better and more intellectually stimulating approach would be one where the tutors shows you how to solve a few problems, watches you try to figure some out on your own, and guides you through the tough spots. As the old saying goes, “feed a man a fish and he eats for a day, but teach a man how to fish and he’ll eat for a lifetime.”

TODAY’S ORGANIZATIONS VALUE INTELLECTUAL STIMULATION

Most organizations today try to recruit new employees or members by touting their culture as one that values intellectual stimulation. Here’s what a few organizations have to say on the subject:

 “When we encourage Googlers to express themselves, we really mean it... Intellectual curiosity and passionate perspectives drive our policies, our work environment, our perks and our profits.”



“[At Apple,] there’s plenty of open space — and open minds. Collaboration. And of course, innovation. We also have a shared obsession with getting every last detail right. Leave your neckties, bring your ideas.”

 “Lockheed Martin is at heart a company of inventors. We are not satisfied unless we

devise a new solution – something smarter, something better. That way of thinking is also core to [our] men and women.”



“The Learning Never Stops. Education is more than career training — it’s the essential framework of your success in the Air Force. You’ll be able to enhance your education throughout your career.”



“...and advance my education and training rapidly to be of service to my community, state, and nation...”

INDIVIDUALIZED CONSIDERATION

OBJECTIVE:

21. Explain the meaning of individualized consideration

As we discussed earlier (page 75), everyone is the same, and yet everyone is unique. Individualized consideration is a factor in transformational leadership that highlights that fact. Specifically, *individualized consideration describes leaders who are supportive of followers, listen closely to them, and acknowledge their unique needs.* These leaders coach and advise each follower on an individual basis to help them reach their full potential.³³

Going back to Maslow (page 89), we know that everyone has slightly different needs at different times and in different facets of their lives. Leaders would be foolish to ignore what is unique about each individual and each situation.³⁴ Again, Coach Bear Bryant's remark that treating everyone the same is actually unfair (page 19) speaks to this point.

Anyone who has an older brother or sister understands the basics of individualized consideration. Suppose your older brother is smart or athletic or whatever the case may be. It'll be tempting for those who know him to treat you in a way that assumes you're just like him, even though you're two entirely different people. *Transformational leadership recognizes this fact by insisting that leaders respect the individuality of each follower in helping them reach what Maslow called "self-actualization."*

Walking Blind from Georgia to Maine

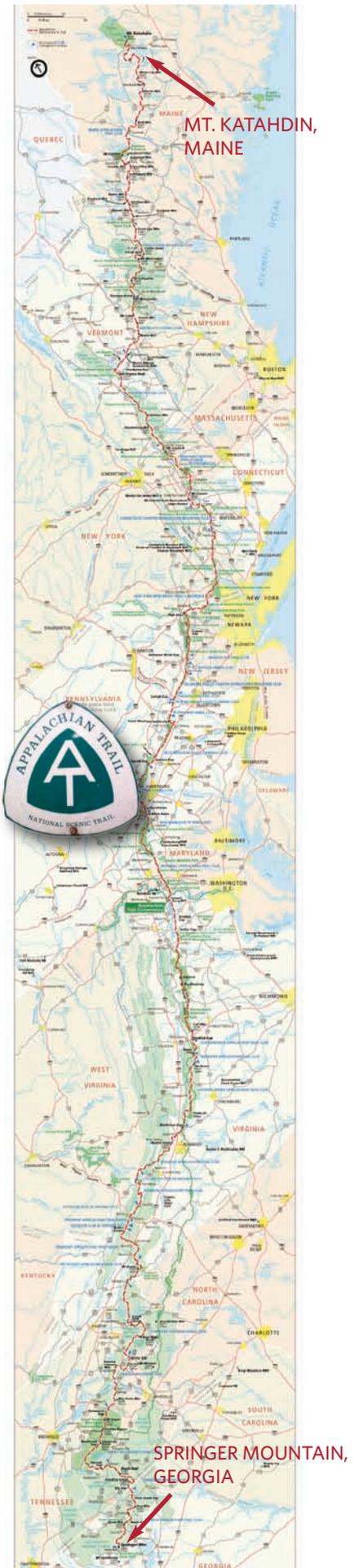
Bill Irwin is blind. What can he do? Some people might assume that due to his blindness he can't even fulfill his own basic needs without help.

But Bill Irwin is anything but helpless. He is the only blind person to have hiked the 2,175 mile Appalachian Trail, a trek that countless sighted people attempt and fail.

Individualized consideration means leaders aren't suppose to make assumptions about people. In Bill Irwin's case, you'd be overlooking immense courage and strength of will. How many leaders miss opportunities by not respecting the unique talents and needs of the individual?



APPALACHIAN TRAIL 2,175 MILES



FACTORS OF TRANSACTIONAL LEADERSHIP

You see how powerful transformational leadership can be. You can work to change your followers for the better, improve their confidence and skills, and make a huge difference in their lives.

While transactional leadership has its merits, experts tend to speak less favorably of its impact than transformational leadership. **Transactional leadership, rather than focusing on lifting followers to a new level, is an exchange or transfer between leaders and followers.** Let's consider two factors associated with transactional leadership.

CONTINGENT REWARD

OBJECTIVE:

22. Explain the meaning of contingent reward.

The fifth leadership factor is **contingent** reward, the first of two transactional leadership factors. **A contingent reward describes an interaction between leader and follower in which the follower's effort is exchanged for rewards.**³⁵

In this type of leadership, the leader and follower agree from the beginning what is required of the follower and how his efforts will be recognized.³⁶ For instance, as a CAP cadet, you are promoted to a higher rank (your reward) after completing a number of agreed-upon requirements. (See also the section on classical conditioning on pages 91-92.)

Of course, transactional leadership takes place in much larger and often more complex settings as well, such as in American politics, a setting that one expert, James MacGregor Burns, focused on in his book *Transforming Leadership*.

Transactional leadership often takes the form of an ignoble type of deal-making that can occur between politicians who are trying to win votes or favors from opponents. "The transactional leader function[s] as a broker and, especially when the stakes [are] low, his role [can] be relatively minor."³⁷

On the other hand, in transformational leadership, leaders change followers into new creations. "By pursuing transformational change, people can transform themselves."³⁸

contingent
occurring only when certain
conditions are met



Contingent Reward. As a cadet, you're told that if you pass your tests and work hard and you'll receive a promotion. In the adult workforce, employees are told to work hard and they'll receive a paycheck. Contingent rewards work to some extent - employees come to work everyday, after all. But relying too heavily on contingent rewards can backfire. People end up chasing the paycheck or the promotion or the carrot, versus focusing on doing the best job they can or becoming the best person they can be.

MANAGEMENT-BY-EXCEPTION (MBE)

OBJECTIVE:

23. Explain the concept of management-by-exception.

The sixth leadership factor is also more of an exchange between leader and follower than an uplifting of the follower by the leader. It takes two forms: active management-by-exception and passive management-by-exception.

Active MBE. *In active MBE, a leader watches followers closely to observe mistakes and violations of rules, then corrects the wrongs.*³⁹ Like a superhero flying overhead, the leader spots something the follower does wrong, swoops down to the rescue, and then returns to his perch high above the fray.

Let's go back to the flight line, where cadets are learning to direct incoming and outgoing CAP Cessnas and to communicate with pilots. A cadet observing the trainees would watch the training closely and correct the learners when they make a mistake.

In this leadership style, learning is fostered when the experienced cadet corrects errors and steers younger cadets in the right direction.

Passive MBE. In passive MBE, a leader intervenes well after mistakes or problems have arisen, but never provides feedback.⁴⁰

Returning to the flight line example above, imagine that a month after directing aircraft on the tarmac your commander surprises you with a list of mistakes you had made. It would be too late for you to fix those problems, and without meaningful feedback, you're unlikely to learn how to avoid the mistakes next time. Passive MBE fails to develop your potential.

Whether in active or passive form, MBE is an example of transactional leadership because the leader reacts to the follower's performance, as if trading action for action. What the follower does or doesn't do triggers the leader's response.



Management by Exception

What's a good example of MBE? The uniform inspection. The inspecting officer checks cadets' uniforms for mistakes and (in one way or another) ensures the problems get fixed.

"Management by Exception is an example of transactional leadership."

FACTORS OF NON-LEADERSHIP

OBJECTIVE:

24. Explain the concept of laissez-faire leadership.

A final leadership factor, laissez-faire, completes the continuum that began with transformational leadership on one end and concludes with situations in which absolutely no leadership takes place at all.⁴¹

The word “laissez-faire” is a French word that refers to a “hands-off” or “let things ride” approach in which the leader puts off making decisions, provides no feedback and goes to little trouble to meet the needs of followers.⁴²

However, laissez-faire does have its proponents. They argue that a leader is wise to allow highly-capable and dedicated followers to do their work without interference. Suppose you were given responsibility for a dining facility on an Air Force base only one hour before 1,000 airmen arrive for lunch. You see the kitchen staff working hard and efficiently. Perhaps the best approach is to stay out of their way. Laissez-faire may not count as genuine leadership, but proponents argue that it can be a responsible course for a leader.

In the end, a leader’s approach to leadership is likely to have a direct impact on his or her power. In other words, the leader’s employment of transformational and/or transactional leadership – particularly the leader’s effectiveness with these two types of leadership – will dictate how much ability the leader enjoys to influence change.

POWER: ONLY NIXON COULD GO TO CHINA



For centuries, China kept to itself. But because China is one of the world’s largest nations, doesn’t it make sense for the U.S. to maintain diplomatic relations with the Chinese?

That’s easier said than done, for China is communist. Therefore, most politicians were unwilling to approach the Chinese for fear they’d appear to be bowing to a communist adversary.

Enter President Richard Nixon, well known for his strongly

anti-communist views. Everyone knew Nixon would never allow a communist nation to push the U.S. around. But Nixon also believed in diplomacy and wanted to develop good relations with China.

So in 1972 Nixon visited Beijing and met with the Chinese government. Political leaders from around the globe hailed the event as a huge step forward for peace. The saying, “Only Nixon could go to China” was born.

Why did Nixon succeed? He had power. Nixon used the power of his reputation as a strong anti-communist to engage the Chinese. And none of his political opponents back home could dare question Nixon’s motives.

Nixon knew how to use his power to achieve his foreign policy goals.



POWER

OBJECTIVES:

25. Define power.
26. Describe five types of power.
27. Discuss the six stages of leadership and personal power.

A discussion of leadership is nearly purposeless without also considering the subject of power. **Power is the ability of one person to influence another.**⁴³ Since a leader is someone who influences others, the leader must have power to succeed.

However, the term can be easily misunderstood. When we think of power, we sometimes might picture a leader like Hitler who was ruthless in pursuing his goals. But not only is this an oversimplification, but rather there are many types of power.

TYPES OF POWER

For our purposes, we'll focus on five types of power that are divided into two main categories: position powers and personal powers.⁴⁴ Position powers are those that people have based on their position, while personal powers are specific to the individual's knowledge and personality, not their title.

Position Power. Among position powers are **legitimate power**, in which others obey leaders because of the legitimacy of the position of the leader; **reward power**, in which followers comply because they desire rewards that their leader can confer; and **coercive power**, in which followers obey because they fear punishment.⁴⁵

Personal Power. Personal power includes **expert power**, which comes from an individual's technical knowledge, and **referent power**, which is conferred upon leaders when followers like and respect them.⁴⁶

IMPLICATIONS FOR LEADERS

The most influential leaders have both position *and* personal power. They can draw upon the power of their job title, ability to reward people, potential to fire or intimidate, their immense knowledge and expertise, and the deep respect their followers have for them. The more sources of power available to a leader, the stronger and more effective he or she can be.



Legitimate Power



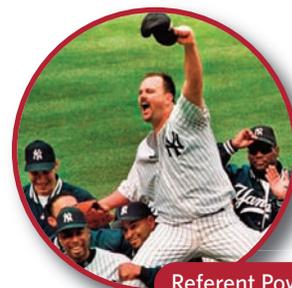
Reward Power



Coercive Power



Expert Power



Referent Power

LEADERSHIP & POWER

According to author Janet Hagberg, the way in which leaders guide others depends on their level of personal power. In her book *Real Power*, she describes six stages of leadership and personal power.

Stage One: Domination and Force

Characteristics: In this stage, leaders depend on force and/or domination to get followers to obey. They induce fear in others because they are fearful themselves. Followers can question nothing the leader says or does.

Problem: Followers will likely rebel or mutiny after excessive Stage One leadership.

Stage Two: Seduction and Deal-Making

Characteristics: Leaders who employ the second level of personal power don't use force; instead, they are crafty. They give some reward to followers in exchange for behavior that pleases the leader. A leader might promise an off day to an employee who spends extra time on a special project.

Problem: Leaders who rely heavily on seduction and deal-making lose the trust of followers when they don't follow through on promises they make.

Stage Three: Personal Persuasion and Charisma

Characteristics: Leaders at Stage Three inspire others through their personality and charisma. Winning is the bottom line for these leaders, and they will flatter followers but also embarrass them, essentially doing anything possible to get others to discuss and agree to follow the leaders' goals.

Problem: All followers will not measure success like the leader and their motivation to follow him or her will decrease.

Stage Four: Integrity and Trust

Characteristics: Leaders who employ the fourth stage of personal power try to do the "right" thing; they would rather ensure that work is of high quality than to rush to complete it hastily. Followers trust them because of their honesty. These leaders aren't concerned with their own success but the entire team's performance.

Problem: Stage Four leaders can actually be hampered by their organization, which may prefer leadership that more closely resembles Stage Two and Three.

Stage Five: Empowerment

Characteristics: These leaders are called servant leaders because they focus on supporting, encouraging and loving others to bring out the best in their followers. They give to others and do not expect to be rewarded. Their goal is to serve others, the direct opposite of leaders at Stage Three, who are self-serving.

Problem: Many people who have a Stage Three mentality can't comprehend the attitude or vision of these leaders.

Stage Six: Wisdom

Characteristics: People at Stage Six leaders are selfless and do not desire to lead. They still might be ideal leaders because they have achieved an inner peace that is evident in their stability and their ability to face challenges head-on. They do not fear losing anything or everything.

Problem: Some people may be uncomfortable with those at Stage Six because someone at this level of maturity often expects others to share their no-fear-of-losing value system, and others may be very uncomfortable with this philosophy.



BUILDING A LEARNING ORGANIZATION

OBJECTIVES:

28. Define “learning organization.”
29. Identify five disciplines one must understand to build a learning organization.

Can an organization learn? In chapter 5 we considered how individuals learn. Now, our question turns to learning at the organizational level. *If an individual progresses and develops through learning, can an organization grow and mature through learning?* The answer, according to experts on learning organizations, especially Peter M. Senge (pronounced Seng-eé), is a resounding “yes.”

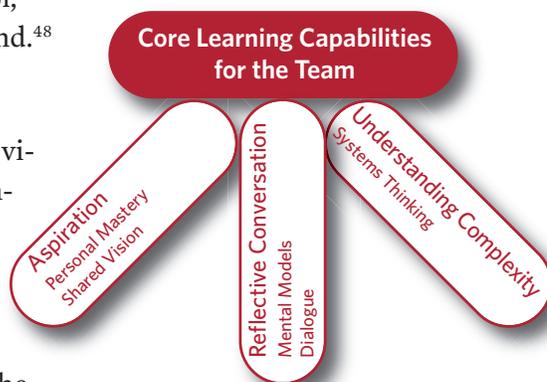
Learning organizations are places where people are continually learning together. In a learning organization, “people continually expand their capacity to create the results they truly desire, new and expansive patterns of thinking are nurtured, [and] collective aspiration is set free.”⁴⁷ But how does the organization learn?

Senge contends there are “three core learning capabilities of teams” that are vital to creating a successful learning organization. To illustrate them, Senge uses a three-legged stool, for without any leg, the learning organization cannot stand.⁴⁸

Core Learning Capabilities. The first leg of the stool is Aspiration, which includes personal mastery and shared vision. The second leg is Reflective Conversation, which involves mental models and dialogue, and the third leg is Understanding Complexity, the essence of systems thinking.

These three core learning capabilities (the three legs of the stool) illustrate these five learning disciplines, the fifth of which is systems thinking. An understanding of systems thinking, Senge argues, underlies all five learning disciplines.

“In a learning organization, people are continually learning together.”

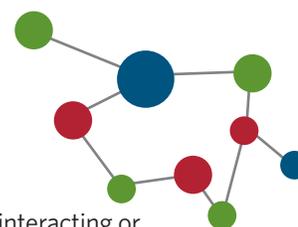


SYSTEMS THINKING

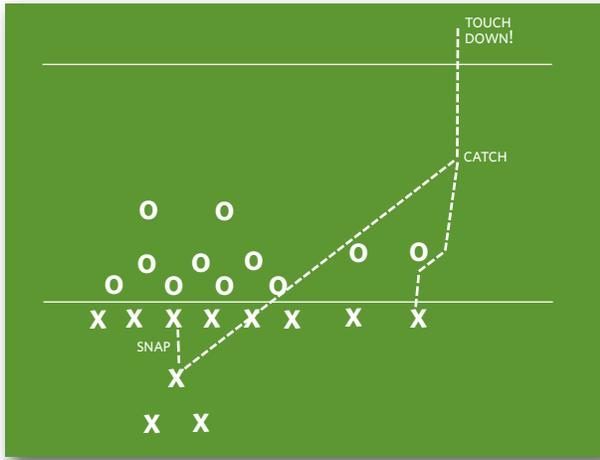
OBJECTIVE:

30. Define “system.”
31. Explain how an organization is a system.

The first step to creating a learning organization is to recognize that the organization is a large system that encompasses many smaller systems. A **system**, according to



System.
a regularly interacting or interdependent group of items forming a unified whole.



System in Play

A typical football plays shows the interaction between parts of a whole that work together.

Webster, is a “regularly interacting or interdependent group of items forming a unified whole,” and, put another way, “a group of interacting bodies under the influence of related forces.”⁴⁹

Take a football team, for instance. The players regularly interact on a daily, weekly and monthly basis to perfect their strategies and to play in regularly-held games. Each player depends on the other; the quarterback needs a lineman to snap the ball, and speedy running backs need huge linemen to block for them. Each player has a specific role, or mission – whether to block, or to throw the ball, or to catch the ball – but all for a unified whole. The team then is a system.

In business as well, an organization succeeds because of the interaction and interplay of many different groups of people. There’s yourself. There’s your immediate group; for instance, the flight of cadets that you mentor and teach. And there are more parts to your organization: the senior members of your squadron, your wing, and even National Headquarters. Your organization is a system, a large and extensive group of smaller, interacting systems.

There’s a saying about disorganization: that the right hand doesn’t know what the left is doing. Often organizations exist in such a way, with each department doing its own thing, not really aware of the effects of their actions on another part of the organization.

UNDERSTANDING SYSTEMS IS VITAL

If a system is dysfunctional, it can implode and even die. If it’s part of a larger system, the bigger system, namely your entire organization, also could fail. Let’s look at some examples of how not understanding a system can be detrimental, such as with an ecological system that contains numerous and various wildlife.

Case Study: Africa’s Leopards & Baboons. Years ago, a group of farmers in Africa complained that leopards were killing their cattle and dogs. So the immediate solution was to have the government exterminate all the leopards.⁵⁰ Years later, baboons became the problem animal because leopards, the main predator of the baboon, were now gone. Leopards had been helping limit the baboon population while occasionally,

of course, irritating farmers. The baboon population now skyrocketed, and since there was not enough natural food for the excess number of baboons, the baboons preyed on crops. So the baboon problem might never have occurred if farmers had left the leopards alone and used other means to ensure protection of their farms. ***The farmers didn't understand the ecological system in which their families had likely lived for centuries; instead of seeing the full system, they saw but one part.***

The system you volunteer or work in is similar, believe it or not. Tweaking or adjusting one part of your organization may affect another part of your system.

Case Study: CAP's Search for Steve Fossett. One could see systems at work in Civil Air Patrol's search for legendary aviator and adventurer Steve Fossett. The Steve Fossett search showcased CAP's emergency services volunteers, who flew more than 600 flights and 1,700 hours after Fossett went missing in the Nevada desert. Meanwhile, on the ground, CAP public affairs officers in Nevada and at National Headquarters continuously sent news releases on CAP efforts to newspapers and magazines, not just in the United States but around the world. As a result of the media blitz, people worldwide learned about Civil Air Patrol, its members and its capabilities. Especially in the United States, it is likely that some private pilots may have joined CAP after learning that they, too, could help their community by flying voluntarily with CAP.

But imagine if you took away CAP's emergency services mission. Public affairs could still write about other CAP missions, but the drama of emergency services, an attraction or many prospective CAP senior members especially, would not exist.

What if you didn't have a public affairs team? Untold miracles could be performed by CAP aircrews and ground teams, and perhaps no newspapers and magazines would ever be informed of the amazing efforts.

Understanding the whole of a system, one can then focus on four other crucial steps to building a learning organization: ***personal mastery, shared vision, team learning and mental models.***

SYSTEMS IGNORANCE



African farmers grow frustrated by the leopards that eat their livestock. In response, the farmers kill the leopards.



But then the baboon population, which had never been a problem, grows out of control. The leopards had been hunting the baboons and keeping their numbers down. But now that the farmers "solved" their leopard problem, the new baboon problem emerges.



Systems thinking teaches leaders to see all the different factors bearing on a problem. In a system, you can't "solve" one problem by looking at it in isolation.

PERSONAL MASTERY

OBJECTIVES:

32. Explain the concept of personal mastery.
33. Define “personal vision.”

If an organization is built of parts, and a critical number of parts are actually the people who perform the organization’s work, then developing each individual to their fullest capacity should improve the company or group for which each works. *Helping each person in an organization fully realize his potential is the thrust of personal mastery.*

Personal mastery means “approaching one’s life as a creative work, living life from a creative as opposed to a reactive viewpoint.”⁵¹

Self Mastery & the Would-Be Astronaut

You have a dream. But you struggle to get there, so you decide to lower the expectations you set for yourself. What’s even worse is that your struggles don’t end there and you continue to run into resistance as you pursue those lowered standards. In turn, you lower your standards again and again.

Personal mastery is an attempt to keep focused on reaching your absolute fullest potential. It is a mastery of self, like Maslow’s self-actualization (p. 89).

A hallmark of creative work is excellence, like the brilliant artistry in a Renoir painting, the music of Mozart, or the sculpture of Michaelangelo. The work of art created by a poet or novelist is refined and refined and refined until the smallest detail of the finished product is as brilliant as the whole.

Imagine, then, if we focus such attention on all aspects of our lives, from our families and education to our work and spirit. To clarify, *personal mastery does not refer to “acquiring more information” just to be smarter than everyone else, but rather to increase our capacity to reach our deepest personal and professional goals.*⁵²



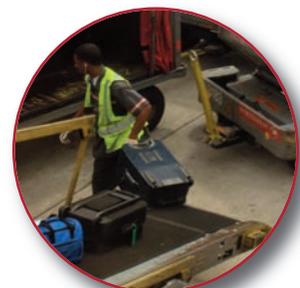
“I want to be an astronaut.”



“... but that’s too big a goal, so now I want to fly the F-22 Raptor...”



“... but I don’t really have the grades to get into college and earn a commission, so maybe I’ll just enlist in the Air Force instead...”



“... but I’m not sure I’d survive Basic Training, so maybe I’ll just get a job as a baggage handler at the airport.”

There is dignity in each of these careers. Even a baggage handler can take pride in his job. But it’s a long way from the original dream of being an astronaut.

People whose personal mastery level is high share several common characteristics:

- A unique “sense of purpose” underscores their “visions and goals.”
- They view “reality” as a friend, not a foe.
- They have learned to be flexible in coping with change rather than seeing change as a problem, so to speak.
- They are extremely “inquisitive,” always trying to view reality more precisely.
- They feel a connection with others and life itself.

“People with high levels of personal mastery continually learn.”

People with high levels of personal mastery continually learn; they never “arrive” but rather they practice personal mastery their entire lives. In addition, people with high personal mastery are aware of their strengths as well as their weaknesses, and their life is a constant effort to learn and grow more.

Many organizations encourage employees to seek personal mastery because if each person is committed to bettering himself, ultimately the organization will also reap rewards.⁵³ Your squadron or wing would be no different. ***If each person you know in CAP is not committed to constantly improving himself, how can your organization grow?***

PURPOSE & VISION

Two key parts of your personal mastery are your purpose and personal vision.

Purpose. *Purpose is a person’s “sense of why he or she is alive.”*⁵⁴ When someone knows his purpose – when he realizes what he has been placed on the earth to accomplish or do – then real and meaningful goal-setting can start.

Having a purpose directly affects one’s attitude and outlook on life and is synonymous with genuine caring. One expert’s view is worth quoting at length:

When people genuinely care, they are naturally committed. They are doing what they truly want to do. They are full of energy and enthusiasm. They persevere, even in the face of frustration and set backs, because what they are doing is what they must do. It is their work.⁵⁵



Born & Bred to be a Police Officer

When a gunman opened fire without warning, Sgt Kimberly Munley of the Ft. Hood police department (with President Obama, above), sprang into action. Although shot three times and small in stature – friends call her “mighty mouse” – she heroically returned fire, putting down the shooter. A fellow officer explains, “[Sgt Munley] was born and bred to be a police officer.” Believing you were “born and bred” for a certain job is an example of *purpose*, knowing the reason why you are alive.



Supportiveness

Caring goes hand-in-hand with having a purpose.

Personal Vision. Going hand-in-hand with purpose is the importance of having a *personal vision*, a “*specific destination, a picture of a desired future.*”⁵⁶

For a CAP cadet, his or her vision might be to one day earn the Spaatz Award or to solo in a Cessna aircraft. These are specific, concrete goals, but they may not be accomplished without a sense of purpose.

“Purpose is ‘being the best I can be, ‘excellence.’ Vision is breaking the four-minute mile.”⁶³ In other words, a sense of purpose encourages you to accomplish specific goals.⁵⁷

In short, *having purpose and vision increases our enthusiasm and productivity because we have discovered our reason for being*, we have specific goals we would like to accomplish, and we are motivated to take the necessary steps to reach these goals.

If each member of an organization is enthusiastic and productive, ultimately, the entire organization’s productivity and its success will increase.

SHARED VISION

OBJECTIVE:

34. Explain the concept of shared vision.

When each person within in organization establishes a personal vision, suddenly the organization nears a shared vision. According to one expert, “Shared visions emerge from personal visions ... In this sense, personal mastery is the bedrock for developing shared visions.”⁵⁸

Just as people are transformed when they realize their personal visions, so organizations suddenly can become places of inspiration and energy when personal visions come together to create shared visions. Even if the visions vary a good bit at the start, the members of the organization become bound by goals that everyone shares.

“What do we want to create?” those with shared vision ask.⁵⁹ You may have witnessed shared visions, or it is possible you

SEEING IS BELIEVING

Shared visions can really revitalize organizations. Do any of these points about shared visions inspire you?

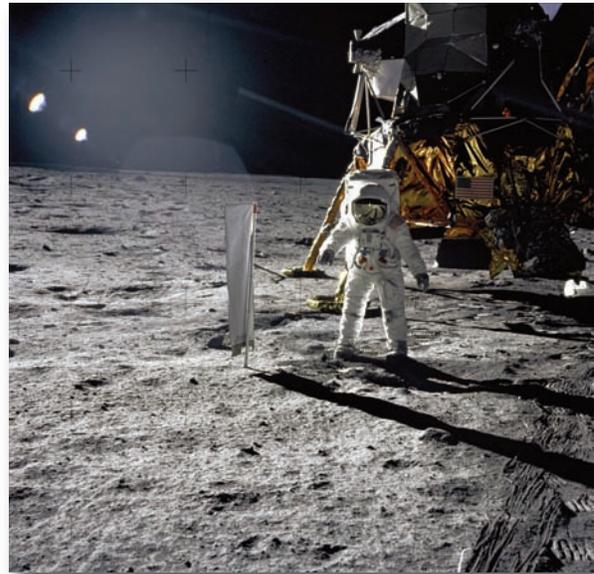
- ★ Shared visions can help accomplish goals, small or large.
- ★ A unified vision benefits the entire team.
- ★ Shared visions exhilarate people and give them courage.

are currently part of an organization whose members have shared vision.

Imagine a group of people realizing it wants to form a CAP squadron. They share the vision or picture of what their squadron will look like. This vision helps them set their goals and plans in motion.

But even in an already-existing organization, a shared vision can help accomplish the group's goals. The presence of a unified vision benefits the entire team. Again, the words of one expert deserve special attention:

A shared vision ... uplifts people's aspirations. Work becomes part of pursuing a larger purpose embodied in the organization's products or services - accelerating learning through personal computers, bringing the world into communication through universal telephone service, or promoting freedom of movement through the personal automobile. The larger purpose can also be embodied in the style, climate, and spirit of the organization.⁶⁰



The Final Frontier

Shared visions paved the way for men to walk on the moon.

Courage. *Shared visions exhilarate people and give them courage.* In 1961, for instance, President John F. Kennedy expressed a vision that had been growing among many in America's space program: to land a man on the moon by the end of the decade (see volume 1, pages 70-71).⁶¹ The vision bound NASA members until in 1969, Neil Armstrong and Buzz Aldrin walked upon the moon.⁶²

Risk-Taking. Putting people in space entails a degree of danger, but *risk is a hallmark of shared visions.* "Shared visions foster risk taking and experimentation. ... Everything is an experiment, but there is no ambiguity. ... People aren't saying 'Give me a guarantee that it will work.' Everybody knows that there is no guarantee. But the people are committed nonetheless."⁶³

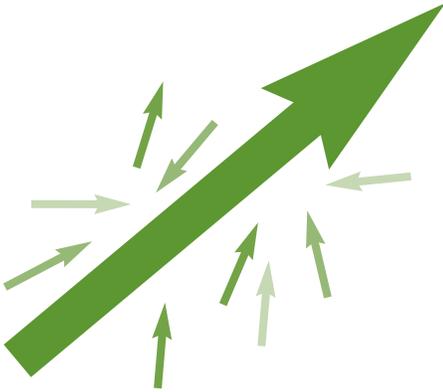
It's inspiring to witness and be a part of your team developing into a learning organization. To reach that goal, first, individuals focus on personal mastery and develop personal visions; then, each person begins to work together on shared visions; and then the organization becomes ready for our next topic, team learning.

"Risk is a hallmark of shared visions."

TEAM LEARNING

OBJECTIVES:

35. Explain the concept of team learning.
36. Define “synergy.”



Yikes!

Your team wants to go in one direction, but your people are scattered all over. Your team needs alignment. Only then will everyone be moving toward the same goals.

synergy

See volume 1, page 48.

Many of us have heard the sayings, “Great minds think alike,” and, “Two heads are better than one.” They are such over-used phrases, but the ideas they express are at the heart of team learning. And what do the words “minds” and “heads” have in common? It’s the plural “s,” indicating more than one person being involved in the learning process.

Alignment. When we first transitioned from personal mastery to shared vision, there was great potential for a the team members’ differing views to collide. (Have you ever tried to get ten friends to agree on what kind of pizza to order?) Therefore, *the key to successful team learning begins with what the experts call “alignment.”*⁶⁴ If a team is not aligned, or moving in the same direction, then it will look like the mess of arrows shown at left.

Fragmented teams waste energy because their members are misaligned. But when a team becomes aligned, “a resonance or **synergy** develops. ... There is commonality of purpose, a shared vision, and [an] understanding of how to complement one another’s efforts.”⁶⁵



For example, imagine that you’ve set out to form a model rocketry program at your squadron, but you and fellow cadet leaders have three different plans about how to proceed. Will you ever start a worthwhile, long-lasting program out of three unaligned visions? Probably not. The team is misaligned.

Three Dimensions of Team Learning. In team learning, in addition to the importance of alignment, there are three critical dimensions:

- insightful thinking about complex issues,
- innovative, coordinated action, and
- the role of team members on other teams.⁶⁶

Insight. *To think insightfully means to take advantage of the power of many minds to be more intelligent than one mind.* While this may seem to be a given, in some organizations, team members do not acknowledge this reality.

Team Learning.

When trying to solve a team leadership problem, the principle of insight counts. Having multiple minds at work is better than just one.

Innovation. In addition to insightful thought, team learning also requires innovative, coordinated action. In other words, *the team needs to welcome new ideas and to work together so those ideas contribute to the team's success.* In most team sports, for example, the best teams show spontaneous yet coordinated play.⁶⁷ That is, they are innovative and adjust to what's happening on the field – “oh no, the other team is blitzing, says the quarterback, I better run with the ball!” – while continuing to work together to reach a common goal.

Roles of Team Members. Team learning require insight and synergy and highlights the important roles of the other members. That is, *learning teams that work in separate and even the same departments within an organization should help encourage each other to work in cooperation.*⁶⁸

With these foundations in place, two of the most important ways that learning teams can reach their full potential is through dialogue and discussion.



DIALOGUE AND DISCUSSION

OBJECTIVE:

37. Explain the difference between dialogue and discussion.

To better understand team learning and how leaders use it to build learning organizations, it's worth taking a moment to distinguish between dialogues and discussions. Teams use dialogue and discussion as a way to learn and grow.

Dialogue. *Much like brainstorming, dialogue presents an opportunity for team members to freely and creatively explore complex issues.*⁶⁹ During dialogue, team members listen carefully as each member shares his or her points of view. The goal is to exceed any one person's understanding. That is, through dialogue the team becomes smarter than any single individual. And during the dialogue, anything can be mentioned. “The result is a free exploration that brings to the surface the full depth of people's experience and thought, and yet can move beyond their individual views.”⁷⁰

Discussion. While still involving interaction between team members, discussion is slightly different. *Through discussion, team members present differing views and defend them in a search for the best possible solution.*⁷¹

Dialogue & Discussion

As a leader, it's not enough to say you value dialogue and discussion. You have to be a great listener and really push the team to sound off with their ideas.

ESCAPE FROM OLD THINKING

Teams learn when they recognize what mental models had been control how they thought about a topic. If a team can escape from tired old mental models, it can learn and innovate.



B-2 Spirit. Who says an airplane needs a normal tail?



Hulu.com. Who says you have to be home at the right time to watch your favorite TV show?



The iPad. Who says that a computer has to have a regular keyboard?

MENTAL MODELS

OBJECTIVE:

38. Define “mental models.”

Organizations whose members practice personal mastery and then turn their personal visions into shared visions can enjoy great success. The primary hindrance comes from mental models.

Mental models are “deeply held internal images of how the world works, images that limit us to familiar ways of thinking and acting.”⁷² They can be basic generalizations like, “people are untrustworthy,” or they can be complicated theories, like the assumptions one might make about why a family’s members relate with one another in a particular way.⁷³

Since this topic is not very commonplace, perhaps even in discussions of leadership, let’s look at an example. Chapter 6 focused partly on prejudice and hatred; prejudice is an example of a mental model. Consider a foreigner living in a brand-new country. He marries into a family that does not accept him because of his nationality. No matter what this person does, the family detests him, will not speak to him, and makes false claims about him. But there is nothing wrong with the foreigner. He is a good person doing his best to live according to the laws of his adopted country. But his new family does not accept him because it has been programmed to think, over many generations, “Foreigners from that country are bad. They are rude, dishonest and untrustworthy.”

Senge points out that mental models are active. That is, *mental models cause us to act a certain way based on our assumptions, and they “shape our perceptions,” meaning the way we perceive, or look at, things.*⁷⁴



Gliders. Who says cadets can’t fly?

USING MENTAL MODELS TO SUCCEED

OBJECTIVES:

39. Explain the difference between an espoused theory and a theory-in-use.
40. Explain why leaders may make leaps of abstraction.

But in the same way mental models can lead to negative actions, *teams also can use mental models to succeed*. Developing the abilities to reflect and inquire can help one work with mental models more fruitfully.⁷⁵

Skills in reflection come from slowing down our thought processes so we can increase our awareness of how we construct mental models and how they affect our actions.⁷⁶ Inquiry skills involve how we relate with others, face-to-face, especially over complex issues.⁷⁷

We can improve our understanding of the complexity of these processes by realizing differences between **espoused** theories (what we say we believe) and theories-in-use (the implied theory in what we do). We can recognize our “leaps of abstraction” (our jumps from observation to generalization), and can balance inquiry and advocacy.⁷⁸ Let’s look at each.

The Espoused Theory. *An espoused theory is a line of thought that we claim to believe.* Going back to the example of a foreigner fighting prejudice from his new family, the whole family might insist it is not prejudiced against foreigners. That is their espoused theory. But, in reality, they do treat the immigrant with contempt and distrust.

The Theory-in-Use. *A theory-in-use is a line of thought representing what someone actually believes.* Again in the example of the foreigner, the family’s espoused theory does not match their theory-in-use, because it judges foreigners in a different way than they claim to judge them.⁷⁹

Recognizing that these theories don’t match can help bring about positive change. Doing so requires leaders willing to work toward closing the gap between what one espouses and how he really behaves.

espouse

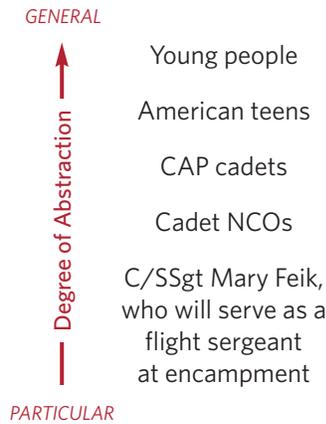
to adopt or support a cause, a belief, or a way of life

Standing in the Schoolhouse Door

In 1963, Governor George Wallace (second from left, in business suit) espoused a belief that the state of Alabama was indeed within its rights to keep blacks from attending the all-white University of Alabama. Critics charged that in reality (the theory-in-use), Alabama’s segregated society was built upon whites’ prejudice.



Leaps of Abstraction. A *leap of abstraction occurs when we “leap” to generalizations without testing them.*⁸⁰ Remember, “abstract” is something vague and shapeless, whereas something “concrete” is detailed and specific. A leap of abstraction can occur because our minds are not well equipped to process large amounts of detail. Hence we quickly jump to an abstract way of thinking about something. This is dangerous for leaders because you can’t truly understand something if you ignore the details.



Suppose some experienced NCOs are talking with a C/SSgt who will attend her second encampment and serve as a flight sergeant. She’s confused about her role and turns to higher ranking cadets for guidance. If you were to reply, “Young people today need to develop leadership skills,” you’d be making a leap of abstraction. While your comment would be true, you would have unhelpfully moved the conversation away from the specific challenges of being a flight sergeant at encampment to a generic point about American youth. ***Leaps of abstraction prevent teams from exploring tough problems in depth.***

BALANCING INQUIRY AND ADVOCACY

OBJECTIVE:

41. Distinguish between advocacy and inquiry.

Inquiry occurs when you ask questions and try to gain more information so that you make the best decision possible. In contrast, ***advocacy occurs when you make an argument in favor of a course of action.*** When leaders over-rely on advocacy, a zero-sum game (see page 102) is apt to develop.

“When leaders over-rely on advocacy, a zero-sum game is apt to develop.”

When we meet someone to advocate for something, that is, to explain why we support something, like asking mom permission to buy a used car, your mom may have her own reasons why that’s not a good idea. If both parties only bring advocacy to the table, then what may ensue is a drawn-out, back-and-forth. “I think this…” is followed by the other person saying “But I think this…” in reply. Before you know it, what started as a nice, polite conversation winds up as a heated argument.⁸¹

One expert calls this a “snowball effect of reinforcing advocacy” that can be eased through inquiry and actually lead to very productive and creative results on teams.⁸²

Simple questions sprinkled into discussions like “What makes you think that?” “Can you illustrate your point for me?” or “Can you provide some data to back up your thoughts?” can inject some inquiry into the escalation of advocacy before it gets out of hand.

Part of the goal is to break away from a viewpoint in which there is only one winner. When inquiry and advocacy are combined, the goal is “no longer to win the argument.”⁸³ Some practical tips:

When advocating your view:

- Make your reasoning explicit (Say how you arrived at your view and discuss the “data” upon which it is based)
- Encourage others to explore your view (“Do you see gaps in my reasoning?”)

When inquiring into others’ views:

- If you are making assumptions about others’ views, state your assumptions clearly and acknowledge that they are assumptions.
- Don’t bother asking questions if you’re not genuinely interested in the others’ response.⁸⁴

LEADERSHIP STYLES

Assuming you have a team in place, the question may arise, “How do I lead?” Well, there is no simple, ideal answer. But that’s not bad news; the leader’s toolkit is filled with options.

To help understand leadership better, experts offer various leadership theories, which focus on relationships between leaders and followers as well as the situations leaders find themselves in. In the following sections, we’ll discuss three popular leadership theories: situational leadership, the path-goal model, and the leadership grid.

A LEADER’S VIEWPOINT

OBJECTIVES:

42. Define “task behavior.”
43. Define “relationship behavior.”

To help understand various leadership theories, experts have found that leaders exhibit essentially two kinds of behaviors: task and relationship behaviors.⁸⁵

PRESS SHUFFLE on the LEADERSHIP PLAYLIST



They go about the job of leading in different ways. Maybe one is an innovator, another the take-charge sort, or a consensus-builder. Which is the right way? Most experts today say it depends on the situation.



Task behaviors involve actions that relate to how a job or project gets done directly in terms of organization of work, scheduling of work, and who will perform individual tasks.

Relationship behaviors include building morale, respect, trust, and fellowship between leaders and followers.⁸⁶

Experts contend leaders must be able to balance these two behaviors appropriately depending on each situation. Let's look at how these behaviors play a part in the Blanchard situational theory.

SITUATIONAL LEADERSHIP

OBJECTIVES:

44. Summarize the main idea that underlies situational leadership theory.
45. Describe the authoritarian, democratic, and laissez-faire leadership styles.
46. Describe situations where each style would be appropriate.
47. Explain why some critics believe situational leadership is not an effective way to lead.

"Every challenge is unique, so match your leadership style to the situation."

Every challenge is unique. Therefore, match your leadership style to the situation. That's the overall idea behind situational leadership. For our purposes here, we'll consider three distinct leadership styles: authoritarian, democratic, and laissez-faire.

AUTHORITARIAN

You might be a very easygoing, relaxed person, but there are times when you will need to be more assertive. ***The authoritarian style is ideal when you have time limits or critical situations, or when individuals cannot respond to less direct approaches.***

For example, if you are at the scene of a car accident and a victim is about to die, then you may give specific, direct orders that in a normal situation might seem rude – "Get me a towel!" "You! Hurry, call 911!" and "Get over here now!"

Similarly, if you are training some cadets who won't listen to your polite requests to stop horsing around, then you might have to raise your tone – "Stop it! We're conducting training!"

The caution with the authoritarian style is that if you overuse it, it becomes counterproductive because you are trying to motivate by instilling fear. People cannot demonstrate their full potential in an atmosphere of fear.

Note (page 145)

In the context of situational leadership, laissez-faire suggests a beneficial leadership style. It is true that in our earlier section on transactional leadership, we considered it synonymous with the nonexistence of leadership. Here, laissez-faire is seen in a more positive light.

DEMOCRATIC

The democratic leadership style (also called ‘participative’) involves effective listening, rational dialogue and discussion, and consideration of others. This style is ideal for situations in which you want all of your followers to take responsibility for equal parts of achieving a common goal.

In many ways, the democratic style combines the ideas we’ve related earlier in this chapter, such as strengthening emotional intelligence and building learning organizations. That is, *democratic leadership calls for breaking down barriers between followers and the leader.*

For example, a cadet commander may use a democratic approach by gathering all the cadets together and inviting everyone to have a say in what the squadron’s goals will be for the coming year. Leaders who use a democratic style would reason, “Why shouldn’t the cadets’ own interests be used in deciding whether we’ll focus on drill team, emergency services, model rocketry, and the like?”

The democratic style teaches that followers must learn to care for one another, to value the viewpoints of others, and to take part in fruitful, non-combative dialogue and discussion aimed at reaching positive solutions.

LAISSEZ-FAIRE

The guiding principle of the laissez-faire style is that a well-trained and capable team should be empowered to work on its own. You can still stay and watch your team work, but no longer must you provide detailed instructions. In fact, laissez-faire leaders believe that were they to intervene in the team’s work, they’d mostly just get in the way.

For example, your squadron is located in a college town and an outstanding Spatz cadet transfers in to your unit. Knowing how capable she is, the cadet commander reasons a laissez-faire style is a good match for the situation. He asks her to take charge of training a color guard for a local Veterans’ Day service. The Spatz cadet agrees and that’s it – the cadet commander walks away confident the job will get done.

You can use a laissez-faire approach when your cadets are doing their jobs smoothly in a well-coordinated and productive way. A great advantage of this style is that it allows the leader to focus on the big picture, versus the workaday concerns of the team.



Welcome to the Air Force Academy!
The classic example of authoritarian leadership is the military drill instructor, or here a first class cadet at the Academy, barking orders to a trainee.



One Man (or Woman), One Vote
America is built upon democratic values. It’s no surprise then that most organizations, including CAP, are governed by a board that makes decisions by voting and other democratic means.



Hands-Off the Economy
Milton Friedman (here with President and Nancy Reagan) applied a laissez-faire philosophy to economics. He and Reagan argued that for the economy to perform at its best, government should intervene as little as possible.

PROS & CONS OF SITUATIONAL LEADERSHIP THEORY

Leadership styles are like tools in your toolkit. You can use an authoritarian, democratic, or laissez-faire style depending on the situation, just as you might use a wrench or a hammer depending on what you're trying to build or fix. ***The situational approach gives leaders options.*** But what if you're just not an authoritarian type of person? Or maybe the laissez-faire approach is incredibly tough to pull-off, even if you try extra hard? Critics charge that situational leadership fails because it asks leaders to be great in every approach to leadership. ***You can't just "be yourself," say the critics, you have to play the part of the authoritarian, the democrat, or the hands-off leader.***

THE PATH-GOAL MODEL

OBJECTIVES:

48. Describe the path-goal leadership model.
49. Identify four possible leadership behaviors in the path-goal model.

"The path-goal model aims at motivating subordinates to accomplish team goals."

The path-goal leadership model focuses on the exchange between leaders and followers.⁸⁷ It is aimed at motivating subordinates to accomplish team goals.⁸⁸

Specifically, the goal of this leadership model is to "enhance employee performance and employee satisfaction by focusing on employee motivation."⁸⁹ Hence, the name ***path-goal refers to the role of the leader to clear paths subordinates have to take in order to accomplish goals.***⁹⁰

But path-goal is also an exchange in which leaders and followers trade guidance or support (provided by the leader) for productivity (provided by the follower) and satisfaction (gained by the follower).⁹¹

The primary make-up of the path-goal model includes a balance of the behaviors the leader is meant to adopt — whether it be directive, supportive, participative or achievement-oriented — as well as subordinate characteristics and task characteristics. All of the above motivates subordinates toward the anticipated goals as well as productivity.

COMPONENTS OF THE PATH-GOAL MODEL

Directive Leadership. *A leader who is directive gives followers specific instructions about the task,* including the leader's

expectations of the follower and guidance on how to proceed, as well as any particular methods to use and a deadline.⁹² The directive leader “sets clear standards or performance and makes the rules and regulations clear to subordinates.”⁹³

Supportive Leadership. *Supportive leaders ensure that the well-being and human needs of followers are met.* They are often kind and easy to approach. An emphasis on making work enjoyable for subordinates typifies this type of leader.

Participative Leadership. *This leadership behavior characterizes leaders who allow subordinates to share in decision-making.*⁹⁴ Leaders who welcome participation consult with followers, gather their ideas and opinions and incorporate followers’ feedback into decisions about how the group will move forward.⁹⁵

Achievement-Oriented Leadership. While the leadership behaviors advocated by path-goal are weighted toward ensuring followers’ needs are met, the theory also advocates leadership that encourages followers to excel and continuously improve.⁹⁶

*Achievement-oriented leaders show great confidence that followers are able to set and meet goals that are challenging.*⁹⁷ The particular behavior that the leader chooses depends on the both the task and the follower.

Task and Subordinate (or Follower) Characteristics. *The theory assumes that leaders can “correctly analyze the situation,” decide on the appropriate behaviors and adjust their behavior to the situation.*⁹⁸ For instance, if the task is boring or stressful, the leader must show support and consideration to remove barriers to follower satisfaction.⁹⁹ Similarly, if the task is complicated or brand-new, the leader must be directive.¹⁰⁰ Perhaps the follower may need step-by-step instructions on how to perform a particular procedure. By assisting the follower with direction, the leader once again removes barriers that could decrease the follower’s motivation and satisfaction.

PATH-GOAL IN PRACTICE

The structure of the task is a critical aspect of path goal theory. That is, once again to use the example of asking a follower to design a public relations campaign, this task would be of low structure. There would not be a clear-cut set of guidelines to follow in initiating such a task and measurement of success would be difficult. In this scenario, the satisfaction of the follower could be challenged greatly. Hence, a supportive leadership style that encourages the follower would be vital.

ON A PATH TOWARD A GOAL

According to the path-goal model, if you show the way and help your people reach the goal, you’re a leader. Outlined below are three principles of path-goal:



(1) Clarify the path so the team knows which way to go.

This cadet officer is explaining how to perform first aid. “Here’s the job, here’s the procedure, this is the standard... Any questions?”



(2) Remove roadblocks that are keeping the team from the goal.

NCOs can run a color guard, but cadets still need help. Unless they obtain flags, rifles, transportation to the event, etc., the cadets’ success will be blocked. By properly equipping the team, the cadets’ leaders have prepared them for success.



(3) Offer rewards along the way.

As the followers march along the path to their goals, leaders should provide encouragement and rewards. Honor Cadet awards are a good example.

TWO WAYS TO LEAD, ONE GRID



The 9,1 Leader

Leaders who have a high concern for results or task behavior focus on getting the job done. Leaders who come from this perspective would say it doesn't matter if this loadmaster is having a bad day or doesn't feel he's a real part of the team – all that matters is that he gets the job done.



The 1,9 Leader

Leaders who have a high concern for people or relationship behavior focus on taking care of their people. Leaders who come from this perspective would say that people are their biggest asset – take care of your people and they'll amaze you with their performance.

As you see, *the nature of the task affects the type of leadership required of the leader*. And yet the nature of the follower – subordinate characteristics – and not just his response to the task is important as well. For example, some employees appreciate “guidance and clear instructions,” so directive leadership approach is suitable in this instance.¹⁰¹ Followers who are self-starters and prefer more independence and freedom when working a task would prefer a less directive approach and more emphasis on supportiveness.¹⁰²

GRID THEORY OF LEADERSHIP STYLES

OBJECTIVES:

50. Discuss the goals of the leadership grid.
51. Describe five primary leadership types found on the leadership grid.

Self-deception is a major barrier to effective leadership. We are often blind to how our behavior comes across to others. When assessing our own behavior we see our *intentions* – the ideal behaviors that we espouse. Others see our *actual* behavior, and the two views are often very different! Because our behaviors are tied to core values, beliefs, and assumptions, we take them personally and often reject or dismiss challenges out of hand.

The grid theory of leadership styles was developed by Drs. Robert R. Blake and Jane S. Mouton in 1961 as an objective point of reference for exploring behaviors. *The grid theory allows people to discuss behaviors in a “disconnected” way that reduces defensiveness and judgment*. For example, you can say, “I disagree with *this style*,” versus, “I disagree with *you*.”

An Easy Way to Discuss Leadership. *Grid theory also gives people a common language that can be shared.* This sharing accelerates candor development as people converge around behaviors they agree are sound and reject behaviors that are not.

Grid vs. Situational. The difference between grid and situational theories is that *Blake and Mouton believed behaviors are rooted in core beliefs, values, attitudes, and assumptions that are ingrained and remain constant in leaders across situations.* They also believed the two concerns are interdependent rather than additive; meaning *how* a person expresses a “high” concern for people, for example, depends on the interacting level of concern for results present.

INDIVIDUAL GRID STYLE SUMMARIES

By plotting coordinates on the nine-by-nine grid, 81 styles are possible. In practice, seven styles stand out. These distinct styles emerge in relationships when the two concerns interact as people work together.

The 9,1 Style: Controlling (Direct & Dominate):

The 9,1-oriented person demonstrates a high concern for results with a low concern for people. He or she believes that expressing a high concern for people will diminish results. The attitude is, "People are only productive when constantly pushed."

The 1,9 Style: Accommodating (Yield & Comply):

The 1,9-oriented person demonstrates a low concern for results with a high concern for people. He or she believes that expressing a high concern for results will diminish morale and therefore results. The attitude is, "Happy people are more productive."

The 5,5 Style: Status Quo (Balance & Compromise):

The 5,5-oriented style is found in the middle of the grid figure with medium levels of concern for both people and results. The attitude is, "You have to balance people needs with productivity needs by using traditions, past practices, and popular trends as the basis for leadership."

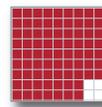
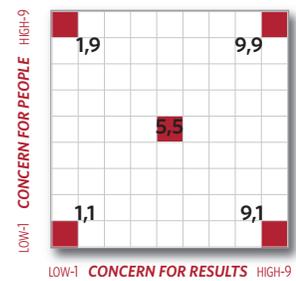
The 1,1 Style: Indifferent (Evade & Elude): The 1,1 oriented style demonstrates the lowest concern for both people and results. He or she believes that expressing a high concern for either results or people will not make a difference. The attitude is, "I don't matter as an individual so why should I make any extra effort?"

The Paternalistic Style (Prescribe & Guide):

Paternalism is a result of 9,1 and 1,9 joining to make a unique style. The paternalist uses him or herself as the ultimate model for everyone to follow. Loyalty is encouraged and rewarded. Disloyal followers are made miserable by isolation and increased scrutiny. The attitude is, "I know what's best and people need my guidance."

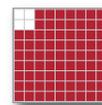
THE LEADERSHIP GRID

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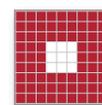
9,1 Controlling Direct & Dominate

I expect results and take control by clearly stating a course of action. I enforce rules that sustain high results and do not permit deviation.



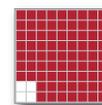
1,9 Accommodating Yield & Comply

I support results that establish and reinforce harmony. I generate enthusiasm by focusing on positive and pleasing aspects of work.



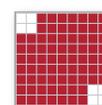
5,5 Status Quo Balance & Compromise

I endorse results that are popular but caution against taking unnecessary risk. I test my opinions with others involved to assure on-going acceptability.



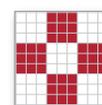
1,1 Indifferent Evade & Elude

I distance myself from taking active responsibility for results to avoid getting entangled in problems. If forced, I take a passive or supportive position.



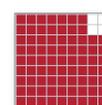
Paternalistic Prescribe & Guide

I provide leadership by defining initiatives for myself and others. I offer praise and appreciation for support, and discourage challenges to my thinking.



Opportunistic Exploit & Manipulate

I persuade others to support results that offer me private benefit. If they also benefit, that's even better in gaining support. I rely on whatever approach is needed to secure an advantage.



9,9 Sound Contribute & Commit

I initiate team action in a way that invites involvement and commitment. I explore all facts and alternative views to reach a shared understanding of the best solution.

paternalism

Acting like a father to your followers, with the authority and wisdom that implies

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The Opportunistic Style (Exploit & Manipulate): The opportunist-oriented style is the only situational style on the grid. The opportunist approaches every situation with the underlying attitude of “What’s in it for me?” and then takes on whatever style is most likely to result in private advantage. The key to successful opportunism is the ability to persuade people to support selfish objectives without revealing the underlying motives. The inconsistency in the approach used makes the style difficult to identify in the short term.

The 9,9 Style: Sound (Contribute & Commit): The 9,9-oriented style is considered the ideal style and integrates a high concern for people with a high concern for results. This leader sees no contradiction between the two concerns and so builds resilient relationships that overcome challenges and strive for excellence.

IS THE GRID HELPFUL?

How do I know where my natural leadership style fits on the grid? Some leadership experts would argue that the grid’s designers are biased in favor of 5,5 or 9,9 leaders, even though history shows leaders of other stripes can succeed. Situational leadership theorists would say the leadership grid is fine at describing different styles, but the key is to use the right style for the right setting. Once again, it seems leadership theory provides more questions than answers.

CONCLUSION

By now you have a better understanding of yourself, your team and leadership theories that can guide you on your leadership journey. Remember, before you can lead a team, you must lead yourself. Emotional intelligence helps you gain control of you.

As you begin to gain personal mastery through careful attention to your growth and development and to living your life as though it is “a work of art,” you’ll become a strong team member and leader.

By adapting transformational and transactional leadership styles that fit your individual leadership style, you can lead and even grow your team exponentially while becoming the type of leader who truly cares for and nurtures followers.

You will have a learning organization, and you will be successful as a leader.

DRILL & CEREMONIES TRAINING REQUIREMENTS

As part of your study of this chapter, you will be tested on the drill and ceremonies listed below. Ask an experienced cadet to assist you in learning about these functions. For details, see the *USAF Drill and Ceremonies Manual*, or the *Guide to Civil Air Patrol Protocol*, available at capmembers.com/drill and capmembers.com/pubs, respectively.

From the *Air Force Drill & Ceremonies Manual*, Chapter 6, Section B

Forming the Group

Dismissing the Group

From the *Air Force Drill & Ceremonies Manual*, Chapter 7, Section C

Raising & Lowering the Flag

Reveille and Retreat Ceremonies

From CAPP 3, *Guide to Civil Air Patrol Protocol*, Attachment 4

CAP Change of Command Ceremony

ENDNOTES

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