

Leader Development Course for Squadron Command

Student Note Taker



Student Name: _____

Inspire and Equip to Thrive in Command

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Table of Contents

Strategic Documentation
AFI 1-2 Commander's Responsibilities
Memo: Expectations of a Successful Command Team (CSAF and CMSAF)
Memo: Focus Area #1 - The Beating Heart of the Air Force...Squadrons (CSAF)
Article: A Model of Air Force Squadron Vitality (David and Casey)
Model: Air Force Squadron Vitality - AF Focus Area #1 Report
Memo: Squadron Revitalization Implementation Plan (SECAF and CSAF)
Little Blue Book – Air Force Profession of Arms

Supporting Material – Week 1
Day 1
Article: Teams Solve Problems Faster When They're More Cognitively Diverse (<i>HBR</i> - Reynolds and Lewis)
66 Emotional Intelligence Strategies
Know Yourself Best Fit - 16 Personalities Profiles
Daily Reflection
Day 2
Daily Preparation
Workbook: Discover Your Leadership Voice
5 Voices and MBTI Comparison and Voice Order Overview
Human Performance for the Commander
Daily Reflection
Day 3
Daily Preparation
Daily Reflection
Day 4
Daily Preparation
Checklist: Engaged Feedback (<i>Daring Greatly</i> - Brown)
Daily Reflection

Supporting Material – Week 2	
Day 5	
Daily Preparation	
Article: Air Force Fires Three Laughlin AFB Commanders (<i>Stars and Stripes</i> - Dickstein and Thayer)	
Article: Air Force Thunderbirds Commander Fired (<i>Stars and Stripes</i> – Dickstein; <i>AF Times</i> – Losey)	
Guidance: Discipline and Justice for Command	
AF Form 3070A Record of Nonjudicial Punishment Proceedings (AB - TSgt)	
AFVA 31-231 Advertisement of Rights (“Miranda Rights”)	
Daily Reflection	
Day 6	
Daily Preparation	
Enlisted Forced Distribution Record Review Notes	
AFI 36-2406 Officer and Enlisted Evaluation Systems: Tables (SCOD, Accounting Dates, EFDP Scale)	
Leading a Squadron in Crisis Model	
AF Resilience – Standard Operating Procedures – Suicide Postvention	
Helping Agencies – Crisis Support Matrix	
Daily Reflection	
Day 7	
Daily Preparation	
Leadership Coaching GROW Model	
Daily Reflection	
Day 8	
Daily Preparation	
Handout: Toxic Leader Behaviors (Lipman-Blumen, 2005)	
Article: Nathan Solution to the Bathsheba Syndrome (<i>Marine Corps Gazette</i>, Stallard and Sanger)	
Article: Managing Your Boss (<i>Industrial Management</i>, Longenecker and Fink)	

Appendix	
Toolkit: USAF Toolkit Summaries (GiANT Corporation)	

**BY ORDER OF THE
SECRETARY OF THE AIR FORCE**

AIR FORCE INSTRUCTION 1-2

8 MAY 2014



Air Force Culture

COMMANDER'S RESPONSIBILITIES

COMPLIANCE WITH THIS PUBLICATION IS MANDATORY

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This Air Force Instruction (AFI) implements Air Force Policy Directive 1, *Air Force Culture*, and echoes the standards in AFI 1-1, *Air Force Standards*. This publication establishes broad responsibilities and expectations of commanders in the Air Force. This publication applies to all Air Force uniformed personnel (Regular, Air Force Reserve, and Air National Guard) and civilian personnel. Although this guidance amplifies expectations of commanders, nothing in this AFI should be deemed to create a right or entitlement for the individual that does not otherwise exist in law or policy. This AFI may not be supplemented at any level. Refer all recommended changes about this publication to the office of primary responsibility (OPR) using the AF Form 847, *Recommendation for Change of Publication*. As a foundational publication, this publication has been granted an exception to policy regarding tiering of wing/unit level requirements in accordance with AFI 33-360, *Publications and Forms Management*, paragraph 1.9.6. Submit requests for waivers through the chain of command to the Publication OPR.

Ensure that all records created as a result of processes prescribed in this publication are maintained in accordance with (IAW) Air Force Manual (AFMAN) 33-363, *Management of Records*, and disposed of IAW Air Force Records Disposition Schedule (RDS) located in the Air Force Records Information Management System (AFRIMS).

1. Scope of Applicability.

1.1. This instruction applies specifically to commissioned officers holding command positions in the Regular or Reserve Components (Active Duty, Reserve, and Air National Guard), but the principles and methods described herein should be applied by leaders at all levels (i.e. civilian directors of military organizations, non-commissioned officers, etc.).

2. Commander Conduct.

2.1. Special authorities and responsibilities are inherent with command. In addition to leading people to accomplish an assigned mission, commanders have the lawful authority and responsibility to promote and safeguard the morale, physical well-being, and the general welfare of persons under their command.

2.2. Commanders are expected to display exemplary conduct as outlined in US law:

All commanding officers and others in authority in the Air Force are required:

(1) to show in themselves a good example of virtue, honor, patriotism, and subordination;

(2) to be vigilant in inspecting the conduct of all persons who are placed under their command;

(3) to guard against and suppress all dissolute and immoral practices, and to correct, according to the laws and regulations of the Air force, all persons who are guilty of them; and

(4) to take all necessary and proper measures, under the laws, regulations, and customs of the Air Force, to promote and safeguard the morale, the physical well-being, and the general welfare of the persons under their command or charge.

- Title 10 USC § 8583

2.3. Accordingly, commanders must be above reproach, both morally and ethically, and exemplify Air Force Core Values and standards in their professional and personal lives.

3. Commander's Duties and Responsibilities.

3.1. **Execute the Mission.** Commanders hold the authority and responsibility to act and to lead their units to accomplish the mission. Air Force commanders have threefold mission execution responsibilities: primary mission, Air Expeditionary Force (AEF) readiness, and mission assurance command and control. Commanders must apply good risk management, accept risk and manage resources to adjust the timing, quality, and quantity of their support to meet the requirements of the supported commander.

3.1.1. Primary mission execution. This is the mission described in the Mission Directive, Designed Operational Capability statement, or specified by order of a superior commander. This may be a day-to-day, in-garrison mission, or it may be an expeditionary, deployed mission. Commanders must ensure their unit is able to execute its primary mission at any time.

3.1.2. AEF readiness. The AEF model provides an adaptable, agile force, able to respond to dynamic worldwide events. Commanders must train and develop their Airmen to support AEF taskings.

3.1.3. Mission Assurance Command and Control. Within the scope of their authority, commanders must, at all times, maintain the ability to command and control their units against all relevant threats and hazards to assure mission success.

3.2. **Lead People.** Effectively leading people is the art of command. Commanders must maintain effective communication processes and ensure unit members are well disciplined, trained and developed. At all times, commanders must lead by personal example and pay judicious attention to the welfare and morale of their subordinates. Commanders will enforce

the Air Force cultural standards on conduct, performance, and discipline outlined in AFI 1-1, *Air Force Standards*. Further, commanders will establish and maintain a healthy command climate which fosters good order and discipline, teamwork, cohesion and trust. A healthy climate ensures members are treated with dignity, respect, and inclusion, and does not tolerate harassment, assault, or unlawful discrimination of any kind.

3.2.1. Communication. Commanders must develop a two-way vertical and lateral communication system which is agile enough to respond to changes in the environment in a timely manner. In order to develop understanding, intent, and trust, commanders must transmit goals, priorities, values, and expectations, while encouraging feedback.

3.2.2. Discipline. Commanders must cultivate a culture of compliance and accountability while promoting unit and mission pride. Command climate, customs and courtesies, uniform wear, physical fitness, and attention to detail are some indicators of the discipline of a unit.

3.2.3. Training. Commanders must ensure their units are adequately trained. Unit training should take a building-block approach. Individuals must be proficient in career-field specific skills before incorporating those skills into team and unit training. Unit training spanning the entire scope of the unit mission should include total force, joint, or partner-nation opportunities whenever possible. Training should replicate the distributed, chaotic and uncertain nature of expected operating environments.

3.2.4. Development. Commanders will support the professional and personal development of subordinates. Professional development includes formal mentoring, professional military education, academic opportunities, and other broadening opportunities. Personal development strengthens physical, mental, social and spiritual resiliency in an effort to build well-rounded Airmen.

3.2.5. Quality of Life Engagement. Commanders have the unique authority and responsibility to engage in the lives of their subordinates, where appropriate, to improve quality of life, promote unit morale, and ensure all members are treated with dignity and respect. Commanders must be aware of on- and off-duty factors affecting the climate and morale of their units.

3.3. **Manage Resources.** Commanders are entrusted with resources to accomplish a stated mission. Those resources include: manpower, funds, equipment, facilities and environment, guidance, and Airmen's time. Commanders must consider risk in their stewardship of scarce resources to ensure effective and efficient mission accomplishment. As part of managing their resources, higher echelon commanders must ensure adequate resources are provided to subordinate commanders. Likewise, subordinate commanders must inform higher echelon commanders of resource shortfalls.

3.3.1. Manpower. A commander's stewardship of personnel to meet evolving mission requirements is vital to mission success. Accurate reporting of manning levels, personnel rotations and readiness is vital when communicating with higher headquarters.

3.3.2. Funds. Commanders must base their budgetary decisions on mission requirements. Budgets must be credible, defensible, executable, and should contribute to cost-effective mission execution. Accountability and judicious management of funds

must be command emphasis items aligned with command priorities. Make every effort to return excess funds to higher echelon commanders for reallocation.

3.3.3. Equipment. Equipment and supplies must be properly accounted for, well maintained, and adequate for the assigned mission. Like manning and training levels, equipment status is a vital part of readiness reporting to higher headquarters.

3.3.4. Facilities and Environment. Commanders must develop sustainable installations and implement appropriate asset management principles for built and natural assets. Regularly scheduled inspections, maintenance, and upgrades must be coordinated with appropriate agencies.

3.3.5. Guidance. Unit members must have access to all command, technical, legal and procedural guidance necessary for mission accomplishment. When necessary, commanders will publish guidance to document unit-specific processes and standards. Commander's intent is one vital piece of guidance commanders must provide to subordinates to ensure unity of effort.

3.3.6. Airmen's Time. While Airmen are always subject to duty, leaders cannot treat their subordinates' time as an unlimited resource. Commanders must strive to maintain a stable and predictable work schedule for subordinates, while balancing mission requirements and additional duties. Any significant long-term change in mission requirements requiring more man-hours than those authorized by manpower standards should prompt commanders to initiate a request for additional manpower or other mitigating measure.

3.4. **Improve the Unit.** Continuous process improvement is a hallmark of highly successful organizations. Wasteful, ineffective or unsafe ways of doing business cannot be tolerated. Commanders must foster a culture of innovation and challenge inefficiencies. A process for identifying and fixing deficiencies should be established and followed. Commanders must make data-driven decisions and manage risk while ensuring their unit's authorities, missions, plans and goals stay strategically aligned. A robust self-assessment program will identify the root cause of deficiencies and enable sharing of best practices with other organizations. Commanders are also expected to inspect their units and subordinates to ensure maximum effectiveness, efficiency, economy and discipline of the force are maintained. Commanders should strive to leave their unit better than they found it.

3.4.1. Strategic Alignment. Commanders must strive for strategic alignment within their organizations. This includes aligning authorities with mission requirements. Vision and mission statements should lead to strategic plans that include yearly calendars and annual budgets. Performance metrics should also be established and monitored to enable data-driven decisions. In addition, metrics should be reviewed in light of updated mission requirements to ensure the unit is measuring relevant mission outputs.

3.4.2. Process Operations. Leaders must be aware of critical processes, and constantly seek to improve and standardize those processes to produce more reliable results. Remove any bottle-necks or limiting factors and ensure risk management principles are applied during daily operations. All risks, including safety and risks to personnel, should be considered when analyzing and improving processes.

3.4.3. Commander's Inspection Program. Commanders have the legal authority and responsibility to inspect their subordinates and subordinate units. A robust commander's inspection program finds deficiencies and improves mission readiness. Part of this effort must be a self-assessment program where individual Airmen report their compliance with guidance. An independent verification of those reports provides commanders with additional confidence in their validity. The findings from self-assessments and inspections should drive a root-cause analysis which feeds back into the processes described in paragraph 3.4.1.

3.4.4. Data-Driven Decisions. Commanders are expected to make data-driven decisions. When constraints do not allow, commanders may be forced to make decisions with limited data, and are expected to use experience, judgment and all available resources to guide them.

4. Commander's Intent.

4.1. With a clear understanding of the *intent* of an assigned mission, commanders have the responsibility and authority to act, and to trust subordinates to complete their assigned missions. To that end, all commanders will:

4.1.1. At all times display exemplary conduct as defined above.

4.1.2. Establish a healthy command climate.

4.1.3. Have a propensity for action.

4.1.4. Deliberately execute the duties and responsibilities outlined above, to include all aspects of executing the mission, leading people, managing resources, and improving the unit.

4.1.5. Apply the tenets of effective command and control as defined in Joint Publication 1, *Doctrine for the Armed Forces of the United States*, and Air Force Doctrine Volume 1, *Basic Air Force Doctrine*, to increase the ability of commanders to make sound and timely decisions and enhance unity of effort.

MARK A. WELSH III General, USAF
Chief of Staff

Attachment 1**GLOSSARY OF REFERENCES AND SUPPORTING INFORMATION*****References***

Title 10 USC § 8583, *Requirement of Exemplary Conduct*

JP 1, *Doctrine for the Armed Forces of the United States*, 25 March 2013

AFDD 1, *Air Force Doctrine Volume 1, Basic Doctrine*, 14 October 2011

AFDD 1, *Air Force Doctrine Volume 2, Leadership*, 8 November 2011

AFDD 1, *Air Force Doctrine Volume 3, Command*, 29 October 2013

AFI 1-1, *Air Force Standards*, 7 August 2012

AFI 33-360, *Publications and Forms Management*, 25 September 2013

AFMAN 33-363, *Management of Records*, 29 August 2013

AFPD 1, *Air Force Culture*, 7 August 2012

Adopted Forms

AF Form 847, *Recommendation for Change of Publication*

Abbreviations and Acronyms

AEF—Air Expeditionary Force



Expectations of a Successful Command Team

By CSAF David L. Goldfein and CMSAF Kaleth O. Wright

*"It is a distinct honor to be chosen to command in the United States Air Force.
Your job every day is to be worthy of that honor."*

General John P. Jumper ~ 17th Chief of Staff

We have very few areas as your CSAF/CMSAF team where we have absolute clarity. This we can state with certainty: *"We have from the moment you read this until the next war begins to prepare ourselves and our organizations to fight and win."* We should treat every week as a blessing and the last week of peace. Improving the lethality and readiness of our Airmen and families is command team business.

Bearing this in mind, Chief Wright and I offer this paper as the beginning in a series of Chief Notices to Airmen (NOTAMs). These NOTAMs intend to share our thoughts on key warfighting issues facing our Air Force and are not staffed products -- they come from our pen. In this NOTAM, we want to offer our expectations for what constitutes a successful command tour. We'll cover each briefly in this paper just to establish the framework, and then follow up in the weeks ahead with NOTAMs detailing each element. When we visit your units, we want to hear from you directly how we can help improve your unit's readiness and lethality in these and other areas.

These NOTAMs should encourage a lively debate at the squadron level as we tackle the challenges ahead. Please share these with your unit command teams so they know how we approach command ... and so we can have a fruitful dialogue during base visits. Here's a framework for how we see command and your responsibilities as leaders.

Mission – The Air Force exists to fight and win our Nation's wars. We expect commanders at all levels to practice a "two up and one down" philosophy. Two up means understanding the details of your mission and how your unit supports the next two echelons of command above you. One down means the first echelon below you has your commander's intent and fully understands how it supports your mission. To succeed, you must fully understand all the intricate details required to achieve operational success and how your unit fits into the broader organization both up and down the chain.

Culture – The commander, senior NCO, and a lead spouse form the "command team" and set the culture of the organization. A simple question: what does it mean to be part of your squadron? Do your Airmen connect with the mission and its importance as a service and a nation at war? Do Airmen and their families feel embraced and included? Are they part of something truly special? We firmly believe that organizations take on the personality of the commander within six weeks of a change of command. Your squadron will focus on what you believe is important. Of the four elements of a successful command tour, setting and reinforcing the right warfighting and inclusive culture will have the most lasting impact during your tenure.

Family – America has entrusted you with the greatest treasure in our Nation's arsenal – Airmen and their families. Today's all-volunteer force is 96 percent comprised of those who joined after we were attacked on 9-11; they have only known an Air Force at war. Our families exhibit a very special kind of

courage when they endure the long hours, the hardships, and the separations that have become so much a part of military service. As a command team, we expect you to get to know and take care of the families entrusted to your care.

Fun – Why would a CSAF and CMSAF focused on joint warfighting excellence list “fun” as a command priority? Because it may be one of the most important retention tools in your kit. Readiness and lethality are 100% dependent on a trained and capable force. It takes years to train a 7-level crew chief or an instructor pilot. Every time a good one walks out the door, our ability to accomplish our mission degrades. Great organizations maintain high morale by periodically gathering to celebrate their contributions to the mission and to highlight the accomplishments of their people in an inclusive and respectful way. It is often the difference between a job and a calling -- and is a factor in why many of us have remained to serve.


We offer this framework for your consideration and discussion. In our next NOTAM, we’ll dive into mission and offer our thoughts for improving our joint warfighting excellence in this essential element of a successful command tour.

The game-changing idea that will alter the course of history is in the mind of one of our Airmen today. For commanders and senior NCOs, our job is to nurture an environment that unleashes this brilliance and allows the idea to make it to a decision-maker who can act. Said another way, it is time to “squint with our ears”. The challenges we face as a Nation are “wicked hard”, but our Airmen are “wicked smart”.

Thank you for your leadership, your passion for excellence, and your willingness to take on command team responsibilities at a time when our Nation demands the best of us. We’re proud to serve with you and remain always on your wing.

Fight’s on!


DAVID L. GOLDFEIN
General, USAF
Chief of Staff


KALETH O. WRIGHT
Chief Master Sergeant of the Air Force

CSAF FOCUS AREA

THE BEATING HEART OF THE AIR FORCE...SQUADRONS!



AUGUST 2016



**CHIEF OF STAFF
UNITED STATES AIR FORCE
WASHINGTON**

The Beating Heart of the Air Force ... Squadrons!

On 1 July, Secretary James swore me in as your 21st Chief of Staff. This is the privilege of a lifetime. Standing on the shoulders of the 20 giants who paved the way ahead of me, I take on this sacred duty of leading our 660,000 active, guard, reserve, and civilian Airmen absolutely committed to servant leadership. I am honored to be your Chief.

Over the next several weeks leading up to the Air Force Association convention in September, I will publish a series of short papers laying out my thinking on key focus areas. This is the first in the series.

Under the leadership of Secretary James, General Welsh, and Chief Cody, we completed a number of strategic planning documents that provide a useful framework and planning process to shape our future force. I fully support the strategy articulated in the Strategic Master Plan (SMP) and Air Force Future Operating Concept (AFFOC) and we will continue to align our strategy with this vision. I also look forward to championing the priorities that Secretary James has established for us and has so consistently and tirelessly advocated throughout her tenure: Taking Care of People, Balancing Today's Readiness with Tomorrow's Modernization, and Making Every Dollar Count.

If we are to achieve the aspirations laid out in the SMP and AFFOC, I believe we must have a solid foundation organizationally. Our own AFIs state that "squadrons are the basic, building block organizations in the Air Force, providing a specific operational or support capability." I have always believed this to be true and so I am convinced it's where we need to start. This applies equally to our support organizations that may not align under a squadron construct, but actively support squadrons in the execution of their mission.

The squadron is the beating heart of the United States Air Force; our most essential team. We succeed or fail in our missions at the squadron-level because that is where we develop, train, and build Airmen. Our service culture and traditions manifest themselves in the squadron because our Airmen most readily identify with this core fighting unit. Squadrons are the engines of innovation and esprit de corps. Squadrons possess the greatest potential for operational agility. Squadron commanders, civilian leaders, superintendents, and first sergeants have the most profound and lasting impact on Airmen and families. They set and enforce standards, create the environment where the right things are fostered (warfighting excellence, esprit de corps, thriving Airmen and families)... and are the first line of defense against

behaviors we find unacceptable (a toxic work environment, sexual assault, suicide, domestic violence).

It is time to revitalize the squadron as the warfighting core of our Air Force. Our vision demands that “squadrons be highly capable, expeditionary teams who can successfully defend our Nation’s interests in both today’s and tomorrow’s complex operating environments.” We will succeed only when our squadrons are “the cohesive, ready, and agile fighting forces that the Air Force, Combatant Commanders, and the Nation requires”.

The past fifteen years have wrought an almost singular focus on countering violent extremism in the Middle East. That necessity has resulted in considerable trades across the portfolios of Global Vigilance, Reach, and Power. Even under difficult budget conditions, we delivered when the Nation called on us to increase investment in ISR, Space, Cyber, and to revitalize the Nuclear Enterprise. In the ISR portfolio alone, we grew an RPA industry from scratch that has become the oxygen the joint force breathes.

However, our success has come at a price. We were compelled to find operational efficiencies to balance our budgets, with manpower and conventional airpower accounts suffering most. Squadrons have been asked to bear the brunt of an incredible deployment tempo and manpower shortages which have had a direct impact on readiness in our warfighting missions. In my experience, readiness and morale are inextricably linked. Walk the line at Bagram AB or Al Udeid AB where units are fully manned and readiness is high and you’ll find morale is equally high. Visit one of our CONUS main operating bases and you’ll often find manning hovering between 60-70% with many key supervisors and leaders deployed or dual-hatted, remaining Airmen working overtime, and units managing parts and equipment shortages. On top of this, our squadron commanders, civilian leaders, superintendents, first sergeants, and Airmen feel first-hand the challenges associated with increased mandatory recurring training, a growing list of additional duties, and the challenge of a “do-it-yourself” world in place of Airmen who previously provided services for them.

The resultant effect of these challenges is we have degraded the core fighting unit of our Air Force. The place where Airmen live, breathe, and grow, where we generate combat capability, and where our culture resides ... the squadron.

Over the next several weeks leading up to our 69th birthday celebration and the AFA convention in September, I look forward to a robust discussion across the Air Force to sharpen this dialogue and fill in the “how” behind the “why”.

Bottom line -- if we are going to sustain warfighting excellence and build the Air Force outlined in the SMP and AFFOC, it must begin in our squadrons. Therefore, revitalizing squadrons as the core fighting unit in our Air Force will be the primary focus in my first year as your Chief.

I look forward to working closely with our Secretary, MAJCOM Commanders, and Air Force leadership team across our total force to get after this in the months ahead.

Fight's on!

A handwritten signature in black ink that reads "Dave Goldfein". The signature is written in a cursive style with a prominent loop at the end.

DAVE GOLDFEIN
General, USAF
Chief of Staff

A Model of Air Force Squadron Vitality

Maj Gen Stephen L. Davis, USAF
Dr. William W. Casey*



Articulating the Challenge

During his Senate confirmation hearing in June 2016 to become Air Force Chief of Staff, Gen David L. Goldfein not only assured senators that he would fully support then-Secretary of the Air Force Deborah Lee James's priorities of taking care of people, balancing readiness and modernization, and making every dollar count, he also articulated the overarching effort to link those goals together.

“Foundational to these priorities,” he said, “will be to revitalize the most critical organizational level in the Air Force—Squadrons.”¹

Squadron revitalization was long overdue. For a moment in time, the downsizing of the US military following the end of the Cold War was both a rational and politi-

*This article will be published in the Winter 2018 issue of *Air & Space Power Journal*.



cally popular response to what seemed like the end of great-power competition in world affairs. Within a few years, however, the so-called peace dividend collided with the terrorist attacks of 11 September 2001 and then began the longest sustained operations tempo in Air Force history. Forces surged, and missions were accomplished, but the unrelenting grind against nonpeer adversaries took a toll on the basic building blocks of the Air Force: the squadrons and Airmen who are responsible for all they achieve. Just as Russia returned to its bellicose ways, and China rose to the level of determined rival, squadron vitality—the key to readiness and lethality—had become dangerously low.

Shortly after taking command, General Goldfein ordered an exhaustive review of Air Force policies to single out shortfalls and find solutions. “It will be a journey,” he said in announcing the effort. But toward what? There would undoubtedly be a few easy wins and simple tweaks along the way, but easy fixes would not be enough to address the underlying problems. That’s where we came in. Our team was fortunate to be assigned the task of finding system-level problems and recommend fixes. The first job for our team of experienced Air Force leaders and organizational experts would be to identify the attributes of squadron vitality. With that model clearly defined, we could make specific recommendations to achieve fundamental solutions for squadrons and squadron-like organizations.

We had a lot of help. We began by crunching the numbers in the metadata already gathered by the Air Force from earlier surveys and other sources. These data were used to create a targeted online survey answered by almost 15,000 Airmen from across the force. Then the team made field visits to speak with almost 4,000 Airmen at all 10 major commands and 25 bases around the world, hosting large and small focus groups and sitting for one-on-one interviews. We also launched a crowdsourcing website, gathering 966 ideas, 29,000 votes, and 180,000 views. All stages of the process included officers, enlisted and Air National Guard members, reservists, and civilians. Families, too, were tapped for their input. Along the way, the information we gathered, aided by social science, coalesced into a definition of squadron vitality. After more than a year of research, our team was able to distill squadron vitality down to three essential attributes resting on one foundation.

First, achieving success requires clarity of purpose above all else. Clarity of purpose is foundational to all other aspirations and is clearly reflected in the three other essential attributes of squadron vitality. By listening to Airmen in the field and consulting with organizational experts on team effectiveness,² we confirmed the importance of clarity of purpose and the three critical attributes made possible with it: verifiable mission success, purposeful leadership, and esprit de corps. These are the keys to vibrant, effective, and innovative squadrons.

Squadron Vitality Defined

By unpacking clarity of purpose and the three vitality attributes that rest on it, we can address systemic factors to find systemic solutions. Without an overarching construct for squadron vitality, we would have been limited to simply recording and responding to the many ideas and opinions conveyed in interviews, group ses-

sions, and surveys. This four-part vitality model (as depicted in the figure) applies to any Air Force unit or team, not just squadrons. Its aim here, though, is to help sharpen the Air Force's focus on the goal of revitalizing squadrons as the foundation for restoring readiness and increasing the lethality of the Air Force.

- **Clarity of purpose** is the foundation of the other three attributes and underpins their distinct roles in maintaining squadron vitality. This means knowing and conveying the “why” behind, say, a task, a role, or the squadron itself. Clarity of purpose guides all other decisions, large and small.
- **Verifiable mission success** is the first attribute. Determining a squadron's few vital mission outcomes requires squadron leaders to possess a thorough understanding of purpose beyond mere compliance with Air Force Instructions, and sometimes instead of it.
- **Purposeful leadership** is the second attribute. It means not only that the squadron understands its purpose, but that each supervisor achieves several critical purposes as a leader.
- **Esprit de corps** among a squadron's Airmen is the third attribute. Across time and across cultures, it is a common denominator among successful war-fighting forces.

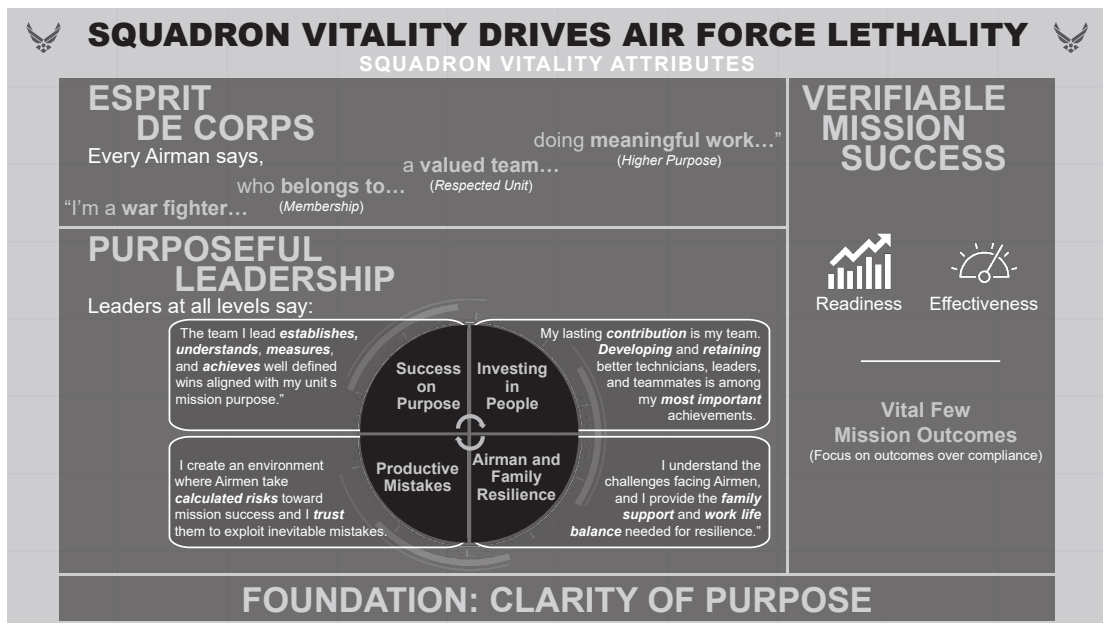


Figure. Squadron vitality attributes



“Squadron Vitality Drives Air Force Lethality”

Clarity of purpose: the foundation. In life, work, or war, people get their meaning from seeing how they fit into a higher purpose. For that to happen, first a higher purpose must exist. Second, it must be known. The Air Force has abundant higher purpose to offer its Airmen. Unfortunately, Airmen don't always know it.

We encountered many mixed signals during our time in the field. While many Airmen said that their mission needs to be much clearer, some countered that their mission was plenty clear: “We have lots of measures,” one leader asserted. Therein lies the problem; nobody griped about an insufficient number of metrics; the complaints were about insufficient clarity of purpose. This is the simplest, hardest, and most important question for leaders to ask. It's the existential, strategic question, “Why do we, as an Air Force, exist?” Or, at a lower level, “Why do we, as a squadron, exist?” Put differently, the question is not, “What are we here to do?” The real question is, “What are we here to achieve?” It's about the few, important outcomes, not the many, many tasks along the way.

Carl von Clausewitz famously asserted that the talent of the strategist is to identify the decisive point and to concentrate everything on it, removing forces from secondary fronts and ignoring lesser objectives. Such agile, purpose-focused leadership is known as “mission command,” among military theorists.³ When that decisive point is unclear, it is impossible for Airmen to distinguish lesser objectives from the central one. In these cases, with blurred or fragmented purpose, bureaucratic demands fill the vacuum. Then, mission command—which depends on clear purpose⁴—gives way to *compliance command*, a term we coined for when success is defined as following the rules to stay out of trouble.

Mission command derives from the operational environment. In mission command, the commander's intent “should convey absolute clarity of purpose by focusing on the essentials and leaving out everything else. The task should not be specified in too much detail.”⁵ Mission command wins wars in-theater, but any organization, operational or otherwise, becomes more innovative, agile, and effective when its purpose drives analysis, decisions, and action.⁶

One Airman nicely summarized the distinction between compliance command and mission command when he suggested, “We have to get away from a compliance-based approach to an effects-based approach.”

When Airmen's concerns weren't directly about clarity of purpose, they expressed misgivings about the second-order effects of unclear or absent purpose, such as checking boxes with computer-based training of questionable value in order to stay in compliance. When a squadron's few, major outcomes aren't clear, it lacks the overarching basis to decide what tasks to take on, how to prioritize, and how to tailor all sorts of rules and resources. The centrality of purpose-driven work extends to efforts at all levels—squadron leadership, training classes, morale events, family support, and so forth. The idea, “Begin with the end in mind,” is a cliché for a reason: it is a foundational truth.

The Operational Spirit Every Day

Purpose-driven organizations and effort are not uncommon in operational and deployed environments. Military mission planning always begins with a clear understanding of intent and purpose. When intended results are clear and matter, good things tend to happen: Airmen have little problem connecting to purpose and sensing their membership in a valued team doing meaningful work—the prerequisites for esprit de corps. Decisions get smarter as the focus becomes “What will accomplish our mission?” instead of “Am I going to get dinged?”

The irony here is difficult to ignore. It should not be surprising that a global organization like the Air Force may sometimes have difficulty communicating its goals to constituent units far removed from headquarters. It should be very surprising, however, that those faraway units are usually the ones that get it right. In operational environments, objectives are clear, and a high operations tempo is accepted and often embraced. Higher purpose drives Airmen on and feeds esprit de corps. But in nonoperational environments, Airmen resent long hours because the higher cause isn't always evident. In effect, “We are working 12-hour days . . . why?”

An operational team, working toward the same clear, important purpose, has quite a leg up in the morale and cohesion department over their counterparts at home. Why do operational environments bear these advantages? Is it just high stakes and adrenaline? Probably not. Many Airmen reported home-station leaders and squadrons that successfully created vitality, and a clear, shared, important purpose was an essential part of their success.

Consider this: any Airman—not just an operator—who overcomes great obstacles to serve a noble purpose is the courageous Airman the Air Force requires. On the other hand, any person whose sole intent is to follow the rules, even when they serve no clear purpose, becomes just another “bureaucrat.” Many of us would like to be up front, in the thick of it all, yet most of us wield keyboards or wrenches, not control sticks or M4 carbines. But if we are connected to our clear and elevating purpose, then we get to make a difference and be part of something vital.

One month into his current tenure, General Goldfein asserted, “Squadrons are the engines of innovation and esprit de corps. Squadrons possess the greatest potential for operational agility.”⁷ That is true, and clarity of purpose is the enabler. Airmen linked to purpose will capably surf the ever-shifting sea of warfare and geopolitics. Airmen linked solely to procedures and checklists will fare less well; they will be stuck with outdated turn-by-turn directions in a fast-morphing world.

Increasing clarity of purpose will increase innovation, agility, and many other cultural strengths. True empowerment becomes possible when purpose is sharply defined. It enables us to tailor and align authorities with purpose-linked responsibilities. It helps us distinguish time-wasting micromanagement from life-saving checklists. It is how we can know when detailed guidance is central to success or when it wastes time and hinders the mission.

As General Goldfein said, “Secretary Wilson and I told the Inspector General: ‘If you go out and inspect an organization, and that commander has made a prudent, reasonable decision to change course, and that decision has actually increased the lethality and the readiness of that unit to accomplish their mission, then we're not



going to ding them. We're going to celebrate it.'"⁸ When we understand the purpose of our effort, then "agility," "innovation," and "empowerment" are not just buzzwords, they are tools.

Verifiable Mission Success

Squadrons exist to achieve their few, uniquely vital mission outcomes. Either enabled by others or by enabling others, each squadron's vital mission outcomes result in the lethality we bring to the Joint fight. Verifiable mission success reflects clarity of purpose at the unit level.

Vital mission outcomes are the essence of a mission command culture. All units are responsible for *doing* many of the same things, like training requirements, meeting physical fitness standards, and generally staying in compliance with rules and regulations. Each individual unit, however, exists to *achieve* a few very specific mission outcomes. They are what matter, and all squadron *activities* ought to aim toward achieving those few mission outcomes. For example, security force squadrons exist to protect life and property. Airlift squadrons exist to transport people and things, on time, intact, and at optimum capacity. Munitions squadrons exist to ensure that all weapons are accounted for, secured, and ready to use.

Unfortunately, it is often easier to measure mundane tasks like completing computer-based training than it is to measure the success of a relatively complex mission outcome. When mission and goals are not measured, but failure is, then success can only be defined as not failing: a surefire way to engender micromanagement and other risk-avoidant habits that fester in compliance command. Variations on scorekeeping, from unit inspections to leaders' performance reports, often put more weight on compliance with the mundane than on success with the mission. This is exactly backward.

For leaders to lead in the right direction, and for teammates to rally around the right things, they all must be able to articulate the small handful of mission outcomes a squadron is established to produce, and then keep score of those few outcomes. This is essential. Verifiably successful mission outcomes are not only the ultimate indicators of a squadron's vitality, they are the building blocks of Air Force's lethality.

Purposeful Leadership

Good squadron leaders lead their teams to achieve the *team's* purpose, but those leaders also understand their own purpose as leaders more broadly. That purpose includes strengthening the individuals and the teams they lead. This is a longer-term investment that includes creating an environment that rewards calculated risks and reaps benefits even from mistakes, and building the resilience of Airmen, their families, and support networks.

Purposeful leadership is the backbone of institutional culture and unit ethos. That ethos is then passed along with every change of command and spread throughout the force as team members rotate to new units. It is clarity of purpose manifested in unit leadership.

Purposeful leadership is an ongoing responsibility and requires regular attention to four focus areas.

Success on Purpose. Purposeful leaders can say with confidence: “*The team I lead defines, understands, measures, and achieves well-defined wins.*” These savvy leaders ask: “Why does my team exist? What purpose are we meant to achieve? How will we recognize success?” Then they make sure that their Airmen know the answers.

This process provides focus, but also the meaning all Airmen want as context for their work. Leaders should always be able to articulate how day-to-day tasks—even the mundane ones—lead to the achievement of the unit’s unique vital mission outcomes.

Likewise, good leaders establish goals for improving how the unit delivers verifiable mission success. They launch timebound unit initiatives, each with their own clear purpose that clearly contributes to delivery on the unit’s purpose. Success on these efforts are wins for the squadron, ratcheting up its capabilities and capacity.

The knowability—and measurability—of achieving such “success on purpose” is essential. Otherwise, achieving success too easily defaults to compliance and error avoidance. As one recent study on squadron effectiveness found, “Airmen who understood the unit’s mission and their specific contribution to the overall wing mission were more motivated to accomplish goals.”⁹ In fact, both experience and research have shown that opportunities for meaningful work is a key factor in work satisfaction. But leaders must continually communicate to team members how they fit into that purpose. It does not happen automatically.¹⁰

Time Invested in People. “*My lasting contribution is my team. Developing and retaining better technicians, leaders, and teammates are among my most important achievements.*” Purposeful leaders’ time invested in their people is time invested in the future—a future that those leaders will not directly share. It’s the pay-it-forward philosophy of leaders who aim to enable tomorrow’s results while achieving today’s.

It’s a balancing game: achieving today’s success while enabling future success. That latter success requires mentoring and coaching; it requires asking and listening; and it requires genuine demonstration of interest in Airmen as professionals and as individuals.

Productive Mistakes. “*I create an environment where Airmen take calculated risks toward mission success, and I trust them to exploit inevitable mistakes.*” History is filled with declarations of the importance of allowing for and learning from errors. The trick is creating an environment that induces people to do it—not just telling them to. Purposeful leaders create that environment. Leaders place confidence in their subordinates, and subordinates in turn understand that the boss will protect them when they make decisions in good faith—especially hard ones.¹¹

Good leaders know that everybody makes mistakes and they don’t shy away from taking appropriate and calculated risks. Perhaps the strongest statement a leader can make to his or her Airmen is to own up to mistakes and turn them into teachable moments so that a mistake by one person—even the boss—can lead to learning by all. Leaders make an impression on their people when they protect subordinates who make honest mistakes. No leader should have to choose between protecting their people and protecting their career.



Airmen and Family Resilience. *“I understand the challenges facing Airmen, and I provide the family support and work-life balance needed for resilience.”* Good leaders care about their team members’ families¹² and support networks, and they do so for more than simple reasons of humanity. The unique challenges of military life also mean leaders must support Airmen’s families for two practical reasons.

The first reason is about resilience: Airmen who deploy or are otherwise gone for a long time have to wonder, “Is my family really okay?” As General Goldfein recently said, families “exhibit a very special kind of courage when they endure the long hours, separations, and hardships that have become a part of an Air Force at war.”¹³ If their families are okay, then those Airmen can focus on their tasks at hand. The burden of being away from home, especially in dangerous environments, is made lighter by knowing that the Air Force has their backs.

The second reason is about retention. The Air Force recruits individuals but retains families. As one observer commented years ago, “If there is a tug-of-war between the military and the family, it is the family who usually wins.”¹⁴ However, a family connected to the importance of the mission is more likely to want to retain that connection. For leaders in the Air Force, a commitment to those things that enhance Airman and family resilience is not just an act of compassion, it is a leadership responsibility.

Esprit de Corps

Esprit de corps is a feeling of pride, fellowship, and loyalty shared by the members of a group. It’s an attractive concept, and verifiable mission outcomes and purposeful leadership certainly create fertile ground for it. Unbundling *esprit de corps* into its component parts, however, helps to create an actionable framework. Consider these three elements: membership, respected unit, and higher purpose. At a summary level, we believe that each Airman should be able to say, *“I’m a warfighter who belongs to a valued team doing meaningful work!”*

Membership. *“I’m a war fighter who **belongs** to a valued team doing meaningful work.”* The need for belonging and camaraderie is considered a fundamental human motivation,¹⁵ as recognized by the Air Force’s drive for inclusiveness. It is a truism that warriors fight as much for their brothers and sisters in arms as they do for a cause.¹⁶ If that is so, then a sense of belonging, of having fellow Airmen one would fight for, is important to esprit de corps.

A sense of membership is profoundly affected by how well leaders can make team members’ similarities—such as shared mission and values—more salient than their natural differences.

Respected Group. *“I’m a war fighter who belongs to a **valued team** doing meaningful work.”* Squadrons and their flights are teams. Part of one’s personal pride comes from pride in the team to which one belongs. In fact, two things happen when one’s team is highly respected:¹⁷ team members’ identification with the team goes up and so does their own self-esteem.

If a squadron has an impressive history, then its members should understand that they have a reputation to uphold. If a squadron doesn’t have much heritage,

then they have a reputation to create. Either way, it will be the team's continuous high performance that invites respect and helps Airmen feel part of a valued team.

Higher Purpose. *"I'm a war fighter who belongs to a valued team doing meaningful work."* Experience and research tell us that high-performing teams have much in common, including team goals that are both clear and elevating.¹⁸ Such goals also have a unifying effect, reinforcing membership in an important unit. When members do not share a goal(s), they are members of a team only in the sense that Sam's Club members or private health club members are teams. They may go to the same place, but there is no common connection to purpose.

Opportunities for meaningful work—work linked to a higher purpose—is a key factor in work satisfaction. However, leaders must continually communicate to team members how they fit into that purpose.¹⁹

Esprit de corps is another way of saying, "It's not the size of the dog in the fight, it's the size of the fight in the dog." Good leaders of any kind or size of squadron know their team members want to make a difference, to be part of something greater than themselves. The more Airmen understand "the wins" for their team and how their role achieves them, the more meaningful their work becomes. This virtuous cycle is mutually reinforcing and exactly the kind of squadron attribute that leaders should work hard to foster. Whether it's the security forces defender securing a base, the maintenance technician ensuring equipment is ready and safe, or the fighter pilot who joins the fight, every Airman has a specific role in contributing to the joint fight. Every Airman is a war fighter, and the combined esprit de corps of the thousands of war fighters who make up the Air Force is nothing if not a strategic asset.

Conclusion

Squadron vitality drives Air Force lethality. That is why the Air Force must focus on revitalizing squadrons. With clarity of purpose as the foundation, the key attributes of squadron vitality—verifiable mission outcomes, purposeful leadership, and esprit de corps has shown that two things happen when one's team is highly esteemed: it provides the framework to start doing things differently, and it enables our squadron culture to overcome internal obstacles to its own success.

The issues facing the Air Force are nothing new. Risk aversion, undermanning, and compliance command are common to militaries around the world.²⁰ Most proposed solutions to these problems and others like them are strictly tactical, aiming to solve one problem at a time without addressing the larger problems inherent in the culture. But changing culture is hard.

That's why the solutions we offered at the conclusion of our study were systemic in nature. We asked questions like: Why is unit purpose so unclear despite thousands of pages of mission-related instructions? Why is noncandid feedback on officer performance reports and enlisted performance reports the norm among otherwise honest and candid people? Why is there so much reliance on ineffective computer-based training? Understanding the patterns that *create* these problems is more helpful than developing one-time, one-off solutions.



Some of our recommendations are already being implemented. General Goldfein, Secretary of the Air Force Heather Wilson, and Chief Master Sergeant of the Air Force Kaleth O. Wright recently authorized the Squadron Revitalization Implementation Plan to put many of our study's findings into practice. That's right, our efforts have already outgrown this essay and are starting to bear fruit.

Air Education and Training Command is building the tools and curriculum to support wing commanders in the creation of wing-led flight commander courses. Those courses will help squadron leaders engage with civic leaders, school boards, chambers of commerce, and other institutions that are part of the communities where they live and work. Meanwhile, Air University is developing a new squadron leadership course that stresses the virtues of purposeful leadership. And Secretary Wilson last year announced a two-year project to reduce Air Force instructions and review directive publications that include more than 130,000 compliance items at the wing level. These are all steps in the right direction.

Our recommendations recognize that it is our own bureaucracy and culture that we must employ to achieve long-term cultural change. For example, our performance reports must truly reflect the performance we value, such as achieving mission outcomes and building strong, competent teams and Airmen. All of our institutional influencers must point in the same, correct direction. This direction must be determined by fundamental principles like those we derived from our research and thousands of interviews.

Everyone can help. Senior leaders: insist upon clarity of purpose at the strategic level and then architect a reimagined Air Force that naturally encourages the attributes of squadron vitality. Unit leaders, both officers and enlisted: employ the squadron vitality model, and take the opportunity to remake your units, empower your people, and focus on your few, vital mission outcomes like never before. Young Airmen, officers and enlisted: seize the opportunity to use the concepts put forth here to send your ideas up the chain, demand purposeful leadership, question the box-checking of compliance command, and use your technical expertise to help senior leaders drill down to what really matters. The same goes for Air Force civilians: if you don't see the value in the mountains of paperwork that cross your desk, then ask, "Why?"

Air Force family members, it's you we fight for, and it's you we worry about when we're gone. Engage with your loved one's unit. Try to understand their mission and what it means to maintain the lethality that keeps the Air Force ahead of its adversaries. The vital Key Spouse Program and Community Action Board / Integrated Delivery System, along with its many programs to deal with issues like domestic violence and sexual assault prevention, have been targeted for their own revitalization as part of the Squadron Revitalization Implementation Plan. Take advantage of them.

Our comprehensive review of the challenges faced by Airmen and their families provides a basis for squadron revitalization. This is the first step in a long-term effort that will require constant reevaluation to determine what's working and what's not. We're not kidding ourselves—changing culture doesn't happen overnight. But with clarity of purpose lighting the way and the attributes of squadron vitality pro-

viding a framework for change, we know we can hone our edge and make our Air Force more lethal than ever. 🌟

Notes

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2. A detailed description of our project methodology (pages 3–5 and Appendix pages A1–A10), as well as our Findings (pages 15–41 and Appendix pages A11–A54), can be found in Stephen L. Davis, et al., *Improving Air Force Squadrons—Recommendations for Vitality: Report to the Chief of Staff of the United States Air Force* (Washington, DC: Department of the Air Force, 2018), <https://www.milsuite.mil/revitalize> or <https://www.facebook.com/200999403407041/posts/1031450507028589/>.

3. Eitan Shamir, *Transforming Command: The Pursuit of Mission Command in The U.S., British, and Israeli Armies* (Stanford, CA: Stanford University Press, 2011).

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11. Milan Vego, “Mission Command and Zero Error Tolerance Cannot Coexist,” *Proceedings Magazine* 144, no. 7 (July 2018), <https://www.usni.org/magazines/proceedings/2018-07/mission-command-and-zero-error-tolerance-cannot-coexist>.

12. For simplicity, we’ll say “families” here but we are including that meaningful and close support network that most people have in one form or another.

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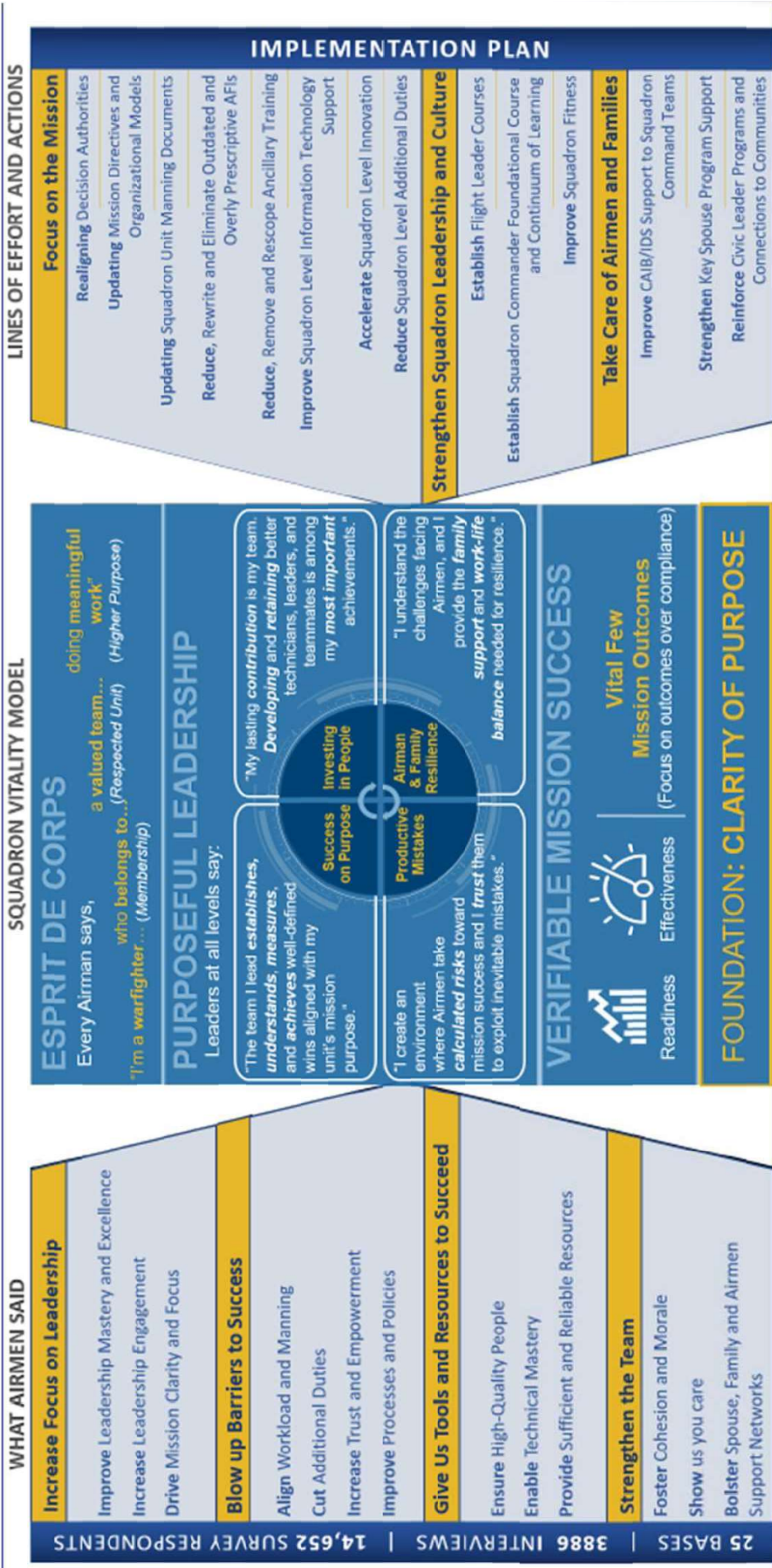
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“Increased clarity of purpose will increase innovation, agility, and many other cultural strengths.”

Source: FA-1 Study



THE SECRETARY OF THE AIR FORCE
CHIEF OF STAFF, UNITED STATES AIR FORCE
WASHINGTON DC



JUN 1 2018

MEMORANDUM FOR ALL COMMANDERS AND HAF/SAF STAFF

SUBJECT: Squadron Revitalization Implementation Plan

The health of our squadrons is fundamental to the Air Force priority of restoring readiness. Over the past year, a team of Airmen led by Brig Gen “S. L.” Davis (stephen.l.davis12.mil@mail.mil), collected and analyzed feedback from Airmen across the Air Force. Their report, *Improving Air Force Squadrons – Recommendations for Vitality*, identified and confirmed multiple areas for revision or improvement and forms the basis for this implementation plan. The full report can be referenced at (<https://cs2.eis.af.mil/sites/11748/default.aspx>) (Hyperlink: [Focus Area Reports](#)).

At the same time, Secretary of Defense James Mattis published the National Defense Strategy (NDS) entitled, *Sharpening the American Military’s Competitive Edge*. The strategy outlines our return to an era of great power competition compelling us to increase both lethality and readiness to compete, deter, and win. The unclassified portion of the strategy can be reviewed at (<https://www.defense.gov/Portals/1/Documents/pubs/2018-National-Defense-Strategy-Summary.pdf>).

“Today’s complex security environment is defined by rapid technological change, challenges from adversaries in every operating domain, and the impact on current readiness from the longest continuous stretch of armed conflict in our Nation’s history. In this environment, there can be no complacency – we must make difficult choices and prioritize what is most important to field a lethal, resilient, and rapidly adapting joint force. America’s military has no preordained right to victory on the battlefield.”

Secretary of Defense James
Mattis
2018 National Defense
Strategy

Restoring Air Force readiness is vital to our national strategy. At the heart of our readiness is the fundamental fighting organization of the Air Force – the squadron. It is in the squadron (and in civilian-led squadron like organizations) where the missions of the Air Force succeed or fail. It is where lethality and readiness are generated, aligned, and sustained. It is where Airmen first arrive fresh out of tech school or training pipelines proudly displaying new Air Force Specialty Code (AFSC) badges. It is where the command team consisting of a commander, a senior NCO, and a volunteer lead spouse will have the most profound impact on our most precious resource – our Airmen.

This implementation plan is organized around three interdependent and mutually supporting lines of effort:

1. Focus on the Mission
2. Strengthen Squadron Leadership and Culture
3. Take Care of Airmen and Families

Of all of our duties as leaders, ensuring our Airmen are properly organized, trained, and equipped to fight and win ... and taking care of their families so they can take care of the mission ... is a moral obligation. Moving out smartly to execute the actions in this implementation plan is both commander and supporting staff business. In the weeks and months ahead, Brig Gen Chance Saltzman (bradley.c.saltzman.mil@mail.mil) will serve as our principal representative on the Air Staff responsible for coordination, cross-talk, measurement, and timely reporting to drive us forward to revitalize squadrons and squadron-like organizations across our Air Force.

Focus on the Mission

Squadrons exist to perform a specified mission as part of a larger team. Every Airman in a squadron needs clarity of purpose to understand how they contribute, add value, and are valued. The following actions are intended to enhance the command team's ability to achieve mission success and create an environment where every Airman believes he/she is a warfighter who belongs to a high powered and respected team doing meaningful work.

Realigning Decision Authorities

Intent: A combination of years of budget uncertainty, significant reduction in manpower, and 17 years of continuous combat against a specific type of adversary (violent extremists) has resulted in an erosion of decision authority at the squadron level. This may be acceptable for a rotational model in CENTCOM where bases, infrastructure, and C2 are mature and very few full squadrons deploy and employ as a fighting formation. It would likely fail in a peer fight where Squadron Commanders must prepare to lead their entire squadron with associated support teams, and employ against a peer threat disconnected from higher headquarters in a harsh and contested environment. In order to prepare our commanders for this scenario, we must push daily decision authority to commanders entrusted with mission success.

Tasks: MAJCOM Commanders, NAF Commanders, and Wing Commanders will work with the AF Staff to make appropriate changes to decision authorities in Air Force Instructions (AFIs) and governing directives. MAJCOMs will incorporate these changes into exercises and daily training. SAF/IG and MAJCOM/IGs will re-scope our inspection regime to drive decision authorities to the lowest practical level while simultaneously updating waiver authority tiers in the Air Force Inspection System (AFIS).

Updating Mission Directives and Organizational Models

Intent: 17 years of training focus on a specific kind of fight has improved many of our joint warfighting skills while allowing others to atrophy. Using the NDS as our guide, it is time to review and update our Mission Designed Operational Capability (DOC) Statements to ensure alignment with the skills required to compete, deter, and win in a fight with a peer threat (China, Russia).

Tasks: MAJCOM Commanders, working with AF/A3 will direct a review and update of DOC Statements and any associated Mission Directives for accuracy, currency, and relevancy to NDS challenges.

Updating Squadron Unit Manning Documents (UMDs)

Intent: Despite an end strength downsizing of over 300,000 Airmen since 1991, we took down few flags in aggregate at the squadron level. In fact, due to mission growth in space, cyber, and ISR we actually grew from 3,013 squadrons in 2001 to over 3,400 today across the active, guard, and reserve components. Today's squadron varies in size from 6 Airmen to 1,539 Airmen and anywhere in between. In addition, technology has often increased the span of missions many squadrons are tasked to perform despite the massive reductions in manpower available to perform those missions. Given these realities and our focus on fighting a peer threat, we must update UMDs to determine the right size and makeup (Active, Guard, Reserve, and Civilian) of a 21st century squadron against updated DOC statement tasks.

Tasks: MAJCOM Commanders working with AF/A1 and AF/A3 will direct a review and update of squadron UMDs against updated Mission DOC Statement tasks. Find opportunities to smartly consolidate and/or reduce the number of squadrons in order to rebuild healthy organizations and repurpose manpower against highest priority NDS missions and tasks.

Reduce/Rewrite/Eliminate Outdated and Overly Prescriptive AFIs

Intent: AFIs have grown exponentially over time in both number and complexity. Many are overly prescriptive and contribute to an erosion of decision authority for those entrusted with the mission. The result is often a culture of compliance over the culture of mission command and appropriate risk taking needed to compete, deter, and win against a peer threat. We are bringing sanity back to our AFI regime and ensure they serve to enhance readiness and lethality versus detract. 161 AFIs have already been rescinded and 100 have been re-written.

Tasks: SAF/AA with MAJCOM support will continue the effort to review, reduce, and rewrite all AFIs by September 2019. Best practices from reduced AFIs may be incorporated into improved Tactics, Techniques and Procedures (TTPs). SAF/AA will establish a review process to ensure future AFI growth cannot occur without appropriate leadership oversight.

Reduce/Remove/Rescope Ancillary Training

Intent: Like AFIs, computer based training and ancillary training requirements have grown exponentially. Some Air National Guard units are devoting up to 75% of a drill weekend to ancillary training versus primary duties required for mission success. Airmen should remain focused on warfighting skills and benefit from deliberate development against essential mission tasks.

Tasks: Computer based training is no longer the mandated method of delivering training content unless chosen by the command team as the best means for his/her squadron. MAJCOM Commanders will work with AF/A1 to continue to reduce, remove, or rescope ancillary training requirements that do not support or have direct linkage to updated DOC Statements and Mission Directives.

Improve Squadron Level Information Technology (IT) Support

Intent: Many of the manpower reductions taken over past years have been based on expectations of IT support that has not performed as expected. This has resulted in what many commanders and senior NCOs refer to as a “do it yourself” Air Force. We must ensure squadron command teams have the IT support needed for mission success both at home and deployed while simultaneously working to increase manning to support commander’s support staff (CSS) functions.

Tasks: SAF/CIO A6 will work with MAJCOM/A6s to review and identify poorly performing IT systems that are most problematic for squadron command teams. SAF/CIO A6 will partner with SAF/AQ and PEO Digital as well as AFWERX and others to identify and scale IT best practices that leverage the creative spirit in squadrons. AF/A1 will prioritize CSS manpower adds against squadrons most heavily tasked in peer threat scenarios.

Accelerate Squadron-Level Innovation

Intent: Squadron command teams are closest to Airmen who have many of the best ideas for improving unit readiness and lethality. The innovation funds pushed to Wing and Squadron Commanders are intended to allow leaders at the tactical edge to put immediate resources against their most pressing readiness challenges.

Tasks: AF/A5/8, SAF/FM, and AFWERX will work with and for MAJCOM and NAF Commanders to ensure funds are executable and available at wing level and below to think big, start small, and scale fast on the most innovative solutions that accelerate readiness recovery and increase lethality.

Reduce Squadron Level Additional Duties

Intent: A return to great power competition requires us to refocus Airmen’s time against the essential duties required to accomplish the squadron’s mission. Duties that do not directly contribute to mission success must be reduced and/or eliminated, and commanders entrusted

with the mission must be given the authority to determine which duties are required and which can be stopped.

Tasks: Wing Commanders will assess current squadron additional duties against updated DOC Statements and Mission Directives and support squadron command team decisions to reduce/eliminate all non-essential to mission success. SAF/IG will update AFIs and inspection criteria to support prudent decisions by commanders.

Strengthen Squadron Leadership and Culture

Strengthening the culture of a squadron begins by acknowledging that commanders set the standards for the unit and re-enforce them every day with actions, words, and deeds. While all the actions in this implementation plan will contribute to increased lethality and readiness, none will have a more profound impact on successful mission accomplishment than the selection of and development of an inspiring leadership team. The following actions are designed to improve how we select and prepare our most talented Airmen to become inspiring leaders in our most essential level of combat command – the squadron.

Establish Flight Commander Courses

Intent: Commanding a flight is the first level of command and an excellent opportunity for Wing, Group, and Squadron Commanders to assess potential of our most talented leaders and begin targeted development as part of an overall talent management effort. The path to exceptional Squadron Commanders begins by investing in our Flight Commanders.

Tasks: Wing Commanders will establish Flight Commander/leader courses focused on key skills needed to succeed in this first essential level of leadership. AETC will offer course content options but Wing Commanders will have ownership of the curriculum. SAF/IG and MAJCOM/IGs will include visits to these courses during staff assistance visits to ensure best practices are widely shared across active, guard, reserve, and civilian organizations.

Establish Squadron Commander Foundational Course and Continuum of Learning

Intent: Building on the Flight Commander courses, field grade officers identified by Wing Commanders as having high potential for commanding at squadron level will be selected to compete to attend a Squadron Commander foundational course delivered by Air University. The curriculum is designed to provide potential commanders with foundational tools and skills required to thrive in command. Graduates of this course will be offered additional experiences and opportunities to continue honing their skills as part of a continuum of learning as they prepare to command our most essential warfighting formation.

Tasks: Air University will develop a Squadron Commander foundational course focused on preparing officers (and civilians for squadron-like organizations) to command. AFPC will build a process for selecting our most talented officers identified by Wing Commanders to attend the course. AETC will develop and institute a continuum of learning that follows the foundational

course offering additional experiences and development opportunities to continue the development of these officers enroute to command. The continuum of learning is designed to support MAJCOM Commanders who will continue to provide the final top-off course that prepares officers to command once they have been matched to a squadron. By starting development earlier, MAJCOM Commanders will be able to focus their courses on specific operational warfighting issues unique to their MAJCOM missions.

Improve Squadron Fitness

Intent: Against a peer competitor, squadrons must be prepared to deploy quickly and initiate combat operations in a contested environment. Squadrons that set a high standard for both unit and individual fitness are more lethal and ready to win ... and have higher *Esprit de Corps* as the pride of the unit improves commensurate with its level of fitness. As the one who sets and re-enforces the standard every day with actions, words, and deeds, the commander must set the example in this critical warfighting imperative.

Tasks: AF/A1 will staff pushing authority for administering PT tests to squadron leadership for all members. Wing Commanders will build incentive programs to encourage and reward exceptional unit level fitness programs. SAF/IG will make this a CSAF special interest item during inspections and unit visits to share best practices across Active, Guard, Reserve, and Civilian-led squadrons. There will be no change to individual physical fitness standards and tests.

Take Care of Airmen and Families

When Airmen complete initial training and arrive at their first base, they will often have their first experience in a squadron or squadron-like organization. When a young family begins their experience as an Air Force family, they often do so upon joining their first squadron. It is essential we embrace them early in order to kick-start their journey as Airmen for life. Being part of an Air Force squadron must provide a sense of purpose, belonging, mutual support, inclusiveness, and respect. The following actions are intended to improve how we continually build and sustain squadrons where Airmen and families thrive.

Improve CAIB/IDS Support to Squadron Command Teams

Intent: There are a number of Air Force-level programs designed to support individual Airmen that may not be optimized to support squadron command teams who often have the most personal and lasting impact on taking care of Airmen and families. Examples include prevention programs to counter/reduce suicides, sexual assaults, domestic violence, and support for Airmen and families dealing with visible and invisible wounds of war. These programs and others were often directed individually over time from HHQ without the proper resources or integration needed at the squadron level, resulting in more additional duty burdens on our fundamental fighting organization. We must look at each program through the lens of support to command teams to determine if they are organized and resourced for success.

Tasks: MAJCOM Deputy Commanders will work with VCSAF and AF/A1Z (Brig Gen Mike Martin) to rescope the current Community Action Information Board / Integrated Delivery System (CAIB/IDS) to better support squadron command teams. AF/A1Z will assess resource requirements in these programs to better align them to support squadron command teams. AF/A1 will build suitable metrics for assessing program support to Squadron Commanders in order to identify shortfalls and scale best practices.

Strengthen Key Spouse Program Support

Intent: Properly resourced key spouse programs are a force multiplier for establishing an environment where Airmen and families thrive and feel a sense of belonging. Many exceptional programs at unit level are funded out of hide or through volunteer donations and contributions. The volunteer lead spouse on the command team may often also serve as the key spouse, but this is unique to the organization. In the same way, the volunteer lead spouse may also be the commander's spouse but again, this is unique to the commander couple (if married) and not a requirement. What is important is having a key spouse to help coordinate support activities and foster communication across the squadron and a volunteer lead spouse to help the commander and senior NCO with all aspects of building and sustaining an environment where families feel they are a valued part of a respected team charged with meaningful work.

Tasks: AF/A1 and SAF/FM will research funding options to support key spouse programs through both AF sources and outside sponsorship. These resources must be made available to Wing Commanders to better facilitate these programs according to their base's unique needs. MAJCOM and NAF Commanders will make key spouse programs a priority during wing visits. AF/A1 will establish methods and vehicles for networking among key spouse teams to share best practices and foster increased communication.

Reinforce Civic Leader Programs and Connections to Communities

Intent: Families often live in the local community and form a support system parallel to the squadron network. When surveyed, Airmen with families rank quality education for their children, adequate health care, and employment opportunities for spouses as the top three quality of life concerns. Lack of one or all of these often becomes the reason an Airmen chooses to leave versus remain in the Air Force. Leveraging the experience and expertise of local civic leaders not only offers another bridge for strengthening Air Force families, it also provides command teams a more robust network of support beyond the unit, especially during deployed operations or extended TDYs.

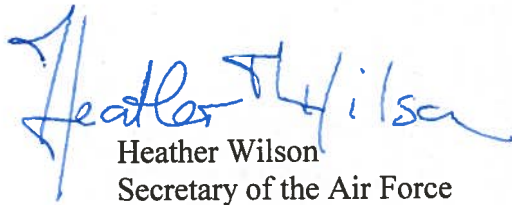
Tasks: AETC will develop instructional material for the continuum of learning that offers future commanders tools and techniques for engaging civic leaders, school boards, chambers of commerce, etc. to fully leverage community support. MAJCOM Commanders will include a block of instruction in their commander top-off courses. AF/A1 will research networking options to share best practices with commanders. Because ANG units tend to be more permanently connected with communities, AF/A1 will research ways to leverage these close community ties with active and reserve command teams.

Conclusion

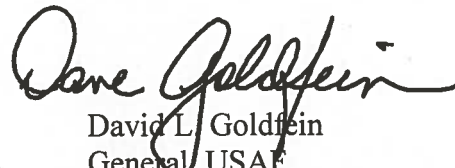
We have returned to an era of great power competition where lethality and readiness to compete, deter, and win has never been more essential. For an Air Force, our fundamental fighting formation remains the squadron. Moving out on the actions in this implementation plan will serve to improve our focus on the mission, strengthen development of our commanders, improve *Esprit de Corps*, and take care of our most precious resource – Airmen and their families.

There is no more important work we do as leaders than to ensure those entrusted to our care are properly organized, trained, equipped, and led to *support and defend the Constitution against all enemies, foreign and domestic*. And we must take care of their families while Airmen perform this sacred duty. This is commander and senior NCO business and equally important across our Active, Guard, Reserve, and Civilian organizations.


We look forward to working with you on this important journey. Thank you for your leadership.



Heather Wilson
Secretary of the Air Force



David L. Goldfein
General, USAF
Chief of Staff



Kaleth O. Wright
Chief Master Sergeant of the Air Force

AMERICA'S AIR FORCE

A PROFESSION OF ARMS



A HIGHER CALLING.

A HIGHER STANDARD.

JULY 2015

AMERICA'S AIR FORCE: A PROFESSION OF ARMS

"THE LITTLE BLUE BOOK"

First, we must understand that our chosen profession is that of a higher calling, in which we hold ourselves to higher standards. To serve proudly and capably, our commitment to our cause must be unbreakable; it must be bonded in our mutual respect for each other. Throughout our service we are guided and reminded of this awesome responsibility to our nation. The oaths we take remind us that we serve freely in support and defense of our Constitution. Our Air Force Core Values serve as our compass and provide the fortified foundation of our service. We abide by a Code of Conduct that captures our resolve, while our Airman's Creed highlights the strength of our diverse Airmen who fly, fight and win as one Air Force.

We are the world's greatest Air Force...powered by Airmen, fueled by innovation; this book serves as a guide to the principles that make us so strong. Wherever you are in your Air Force career, it is a reminder to the meaning of service in our profession...The Profession of Arms.

"They knew not the day or hour nor the manner of their passing when far from home they were called to join that great band of heroic Airmen that went before."

Quotation from Air Force Memorial
in Washington D.C.

A PROFESSION OF ARMS



No profession asks more of its members than the Profession of Arms. As we state in our Airman's Creed, we have answered our nation's call. It is a higher calling, and it comes with a higher standard.

General Ronald Fogleman, our 15th Chief of Staff once said, "We are not engaged in just another job; we are practitioners of the Profession of Arms. We are entrusted with the security of our nation, the protection of our citizens and the preservation of its way of life. In this capacity, we serve as guardians of America's future. By its very nature, this responsibility requires us to place the needs of our service and our country before personal concerns."

That responsibility was given to each and every one of us when we raised our right hand and swore to support and defend the Constitution of the United States. When we joined our Air Force with a sacred oath, we accepted a sacred trust from the American people, one that goes beyond anything else in society. As members of a joint team, our profession is distinguished from others because of our expertise in the justified application of lethal military force and the willingness of those who serve to pay the ultimate sacrifice for our nation. No other profession expects its members to lay down their lives for their friends, families or freedoms...but it's what our profession readily expects.

And make no mistake, this is a profession. We are professionals. As volunteers, our sworn obligation is to the Constitution. Fighting America's wars is an ugly business - there is nothing pretty about it, cool about it or glorious about it - but it must be done, and somebody must be good at it. We're good at it. Our status as the world's greatest Air Force was earned by the men and women who have gone before us, and is carried on by every Airman who wears the uniform today.

All service men and women belong to the Profession of Arms, from the most junior enlisted to our most senior leaders. We are all accountable for meeting ethical and performance standards in our actions and similarly accountable for our failure to take action, when appropriate. The distinction between ranks lies solely in our level of responsibility and the degree of accountability...not in our level of commitment to the Profession of Arms. We share the common attributes of character, courage and competence. We qualify as professionals through intensive training, education and practical experience. As professionals, we are defined by our strength of character, a life-long commitment to core values and a dedication to maintain our professional abilities through continuous improvement, individually and institutionally.

We must remember above all else, we are patriots first. As service men and women we, more than anyone else, understand the price paid for freedom. We, more than anyone else, understand the sacrifices that come from willingly serving our country. We, more than anyone else, understand what it means to serve in the Profession of Arms.

RESPECT



Respect is at the root of the Profession of Arms and bonds every Airman who voluntarily serves. Respect is the feeling of esteem or deference for a person or other entity, but in the Air Force it takes on a greater meaning and importance. Respect is the lifeblood of our profession. Without it, we simply cannot stand strong in the defense of our nation. Mutual respect strengthens our team and eliminates seams that reveal a weakness in the force.

Respect in the Profession of Arms goes beyond professional courtesy. It means accepting others for who they are, embracing a heightened personal sense of humility and fostering an environment of inclusiveness in which every Airman is able and eager to offer their skills, abilities and ideas. It means treating the equipment and resources in our possession with care, understanding and embracing the power of diversity and holding those who mistreat others accountable. More than anything, we must respect the humbling mission placed in our hands by the American people, and the impact our weapons and our actions can have around the globe.

Our Air Force is a critical part of the greatest fighting force the world has ever known; it's powered by the greatest Airmen the world has ever seen. Through respect for each other, our resources and our mission, we will continue to provide Global Vigilance, Global Reach and Global Power for America.

AIR FORCE OATHS



Every uniformed Airman began their service in our Air Force by reciting the Oath of Enlistment or the Oath of Office. They are a humbling reminder of the seriousness of the profession of arms. Throughout our careers we must continually reflect on the meaning of the words, and the gravity of our commitment.

OATH OF ENLISTMENT

"I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. (So help me God.)"

OATH OF OFFICE

"I, _____, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office on which I am about to enter. (So help me God.)"

AIR FORCE CORE VALUES



Values represent enduring, guiding principles for which we as individuals or organizations stand. “Core” values are so fundamental that they define our very identity. The United States Air Force has clearly defined its identity by these three simple values: Integrity First, Service Before Self, and Excellence In All We Do.

For those of us who join this proud community of Airmen - whether officer, enlisted, civilian, Active, Guard, or Reserve - being a part of the Air Force family requires we commit to living these values, on and off duty. This is the expectation of our profession, and is the standard against which our fellow service members and the American public hold us. The Air Force Professional is a trusted servant of our Nation who adheres to the highest standards of character, courage and competence. How we act represents to countless others the collective identity of the United States Air Force.

THE CHALLENGE: LIVING THE CORE VALUES

Understanding the Core Values is relatively easy. The true challenge is to live them. It’s a commitment that never ends, and one that always matters.

We all have the ability to display integrity, both professionally and personally. We have all placed ourselves in a position to serve a greater purpose. And we all have the innate desire to achieve excellence. Yet there will be moments where living and acting by the Core Values will be challenging.

These moments are also opportunities to prove, through our actions, that we truly embody these Core Values. In doing so, we honor the heritage and continue the legacy of those who served before us and sacrificed so much. It is through this alignment of our actions with these values that we, as an Air Force, earn the public’s trust, strengthen our Service, and accomplish our mission. These are the Core Values of our Air Force.

Each of these Core Values is further defined by virtues (desired behaviors and characteristics) we must practice and demonstrate in our daily lives, showing we truly do value Integrity, Service and Excellence. Consistently practicing these virtues results in habits of honorable thought and action, producing an Air Force Professional. Air Force Professionalism is a shared belief in, and a commitment to, honorable service based on our Air Force Core Values.

INTEGRITY FIRST

Integrity is simply doing the right thing, all the time, whether everyone is watching or no one is watching. It is the compass that keeps us on the right path when we are confronted with ethical challenges and personal temptations, and it is the foundation upon which trust is built. An individual realizes integrity when thoughts and actions align with what he or she knows to be right. The virtues that demonstrate one truly values integrity include:

HONESTY: Honesty is the hallmark of integrity. As public servants, we are trusted agents. Honesty requires us to evaluate our performance against standards, and to conscientiously and accurately report findings. It drives us to advance our skills and credentials through our own effort. The service member's word must be unquestionable. This is the only way to preserve the trust we hold so dear with each other and with the population we serve.

COURAGE: Courage is not the absence of fear, but doing the right thing despite the fear. Courage empowers us to take necessary personal or professional risks, make decisions that may be unpopular, and admit to our mistakes; having the courage to take these actions is crucial for the mission, the Air Force, and the Nation.

ACCOUNTABILITY: Accountability is responsibility with an audience. That audience may be the American people, our units, our supervisors, our fellow Airmen, our families, our loved ones, and even ourselves. Accountable individuals maintain transparency, seek honest and constructive feedback, and take ownership of the outcomes of their actions and decisions. They are responsible to themselves and others and refrain from actions which discredit themselves or our service.

"Starting on day one, every uniformed and civilian Airman learns about our Air Force Core Values. They are our first principles, and they guide everything we do - on and off duty, at home, in the office and on the battlefield. As the world's finest Airmen, we must trust each other, and we must never stop working to earn the trust and respect of the Americans we serve."

Honorable Deborah Lee James
Secretary of the Air Force

SERVICE BEFORE SELF

Service Before Self tells us that professional duties take precedence over personal desires. The call to serve is a call to live according to a higher standard. It is not just a job; it is a commitment that takes energy, dedication, and sacrifice. We do not “work” in the Air Force; we serve in the Air Force. A heart and mindset for service allows us to embrace expectations and requirements not levied on the American public or other professions. The virtues that demonstrate one truly values service include:

DUTY: Duty is the obligation to perform what is required for the mission. While our responsibilities are determined by the law, the Department of Defense, and Air Force instructions, directives, and guidance, our sense of duty is a personal one and bound by the oath of service we took as individuals. Duty sometimes calls for sacrifice in ways no other profession has or will. Airmen who truly embody Service Before Self consistently choose to make necessary sacrifices to accomplish the mission, and in doing so, we honor those who made the ultimate sacrifice.

LOYALTY: Loyalty is an internal commitment to the success and preservation of something bigger than ourselves. Our loyalty is to the Nation first, the values and commitments of our Air Force second, and finally to the men and women with whom we serve. Loyalty to our leaders requires us to trust, follow, and execute their decisions, even when we disagree. We offer alternative solutions and innovative ideas most effectively through the chain of command. Ultimately, loyalty is demonstrated by helping each other act with honor.

RESPECT: Respect is treating others with dignity and valuing them as individuals. We must always act knowing that all Airmen possess fundamental worth as human beings. We must treat others with the utmost dignity and respect, understanding that our diversity is a great source of strength.

“Treating EVERY Airman with dignity and respect must be at the heart of who we are and how we operate. It isn’t a “tag” line; it’s the core of everything we stand for as a service. Everyone in our Air Force should feel respected. Everyone should feel valued. Every single person around you brings something to the fight that you don’t. Each of them is critically important to mission success, and they deserve to be treated that way.”

General Mark A. Welsh III
Air Force Chief of Staff

EXCELLENCE IN ALL WE DO

Excellence In All We Do does not mean that we demand perfection in everything from everyone. Instead, this value directs us to continuously advance our craft and increase our knowledge as Airmen. We must have a passion for continuous improvement and innovation that propels America's Air Force in quantum leaps towards accomplishment and performance.

MISSION: Mission focus encompasses operations, product and resources excellence. The complex undertaking of the Air Force mission requires us to harness the ingenuity, expertise, and elbow grease of all Airmen. We approach it with the mindset of stewardship, initiative, improvement, pride, and a continued commitment to anticipate and embrace change. Our work areas, our processes, and our interpersonal interactions must be undeniably professional and positive. Our people are the platform for delivering innovative ideas, strategies, and technologies to the fight.

DISCIPLINE: Discipline is an individual commitment to uphold the highest of personal and professional standards. Airmen commit to a life of discipline and self-control. We demonstrate it in attitude, work ethic, and effort directed at continuous improvement, whether it be pursuing professional military education or nurturing ourselves physically, intellectually, emotionally, or spiritually. Each Airman represents the entire Air Force. Our appearance, actions, and words shape the culture of the Air Force and the reputation of the entire military profession.

TEAMWORK: Teamwork is essential to triumph at every level. Airmen recognize the interdependency of every member's contributions towards the mission and strive for organizational excellence. We not only give our personal best, but also challenge and motivate each other. We carry our own weight, and whenever necessary, help our wingmen carry theirs. We serve in the greatest Air Force in the world, and we embrace the idea that our part of the Air Force meets that world-class standard.

"As Airmen we step to a higher calling and hold ourselves to the highest standards. We have certain beliefs and truths that strengthen our organization and our nation. At the very heart of this is our Core Values; they are a clear illustration of the price of admission to our Air Force, and the common bond by which we win the fight, strengthen the team, and shape the future. Our values must be much more than words...they must guide us and point us to what is universal and unchanging in our profession of arms. They are the very fabric that bonds our commitment and dedication to duty, honor, country, fidelity and competence."

CMSAF James A. Cody
Chief Master Sergeant of the Air Force

CODE OF CONDUCT



The Code of Conduct outlines basic responsibilities and obligations of members of the U.S. Armed Forces. All members are expected to measure up to the standards described in the Code of Conduct. Although developed for POWs, the spirit and intent are applicable to service members subject to other hostile detention. Such service members should consistently conduct themselves in a manner that brings credit to them and their country. The six articles of the Code of Conduct address situations and decision areas that any member could encounter to some degree. The Code of Conduct includes basic information useful to POWs to help them survive honorably while resisting captors' efforts to exploit them. Such survival and resistance requires knowledge, understanding and a commitment to the articles.

ARTICLE 1

I am an American, fighting in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

ARTICLE 2

I will never surrender of my own free will. If in command, I will never surrender the members of my command while they still have the means to resist.

ARTICLE 3

If I am captured I will continue to resist by all means available. I will make every effort to escape and to aid others to escape. I will accept neither parole nor special favors from the enemy.

ARTICLE 4

If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information or take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.

ARTICLE 5

When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.

ARTICLE 6

I will never forget that I am an American, fighting for freedom, responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.

THE AIRMAN'S CREED




The Airman's Creed is intended to remind all Airmen that we are not just a conglomeration of diverse specialties, skill sets, or jobs, but we are brothers and sisters in the Profession of Arms. It allows Airmen to think and act with one mind, and with a commitment to fundamental war fighting beliefs. Airmen are warriors, and are dedicated to flying, fighting and winning.

**I AM AN AMERICAN AIRMAN.
I AM A WARRIOR.
I HAVE ANSWERED MY NATION'S CALL.**

**I AM AN AMERICAN AIRMAN.
MY MISSION IS TO FLY, FIGHT, AND WIN.
I AM FAITHFUL TO A PROUD HERITAGE,
A TRADITION OF HONOR,
AND A LEGACY OF VALOR.**

**I AM AN AMERICAN AIRMAN.
GUARDIAN OF FREEDOM AND JUSTICE,
MY NATION'S SWORD AND SHIELD,
ITS SENTRY AND AVENGER.
I DEFEND MY COUNTRY WITH MY LIFE.**

**I AM AN AMERICAN AIRMAN.
WINGMAN, LEADER, WARRIOR.
I WILL NEVER LEAVE AN AIRMAN BEHIND,
I WILL NEVER FALTER,
AND I WILL NOT FAIL.**



“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.”

Theodore Roosevelt
26th President of the United States

AIR FORCE CORE VALUES



INTEGRITY FIRST

SERVICE BEFORE SELF

EXCELLENCE IN ALL WE DO



Leader Development Course for Squadron Command

Day 1: Know Yourself to Lead Yourself

Overview



Day 1 Summary Course Objectives

1. Value the importance of culture and climate to organizational success and the positive impact a squadron leadership team can have on a squadron's culture
2. Comprehend the scope of diversity within the Air Force (race, gender, education, geographic, generational, and cognitive) and how this diversity effects unit performance
3. Value the skill of recognizing differences between personal bias/perceptions and those of others and their influence on squadron leadership
4. Understand there are multiple personality types which affect the way Airmen processes information, and impact perception and judgment
5. Comprehend how to understand others, develop a roadmap for success when developing teams, and build meaningful connections

Teams Solve Problems Faster When They're More Cognitively Diverse

By Alison Reynolds and David Lewis

Looking at the executive teams we work with as consultants and those we teach in the classroom, increased diversity of gender, ethnicity, and age is apparent. Over recent decades the rightful endeavor to achieve a more representative workforce has had an impact. Of course, there is a ways to go, but progress has been made.

Throughout this period, we have run a strategic execution exercise with executive groups focused on managing new, uncertain, and complex situations. The exercise requires the group to formulate and execute a strategy to achieve a specified outcome, against the clock.

Received wisdom is that the more diverse the teams in terms of age, ethnicity, and gender, the more creative and productive they are likely to be. But having run the execution exercise around the world more than 100 times over the last 12 years, we have found no correlation between this type of diversity and performance. With an average group size of 16, comprising senior executives, MBA students, general managers, scientists, teachers, and teenagers, our observations have been consistent. Some groups have fared exceptionally well and others incredibly badly, irrespective of diversity in gender, ethnicity, and age.

Since there is so much focus on the importance of diversity in problem solving, we were intrigued by these results. If not diversity, what accounted for such variability in performance? We wanted to understand what led some groups to succeed and others to crash and burn. This led us to consider differences that go beyond gender, ethnicity, or age. We began to look more closely at cognitive diversity.

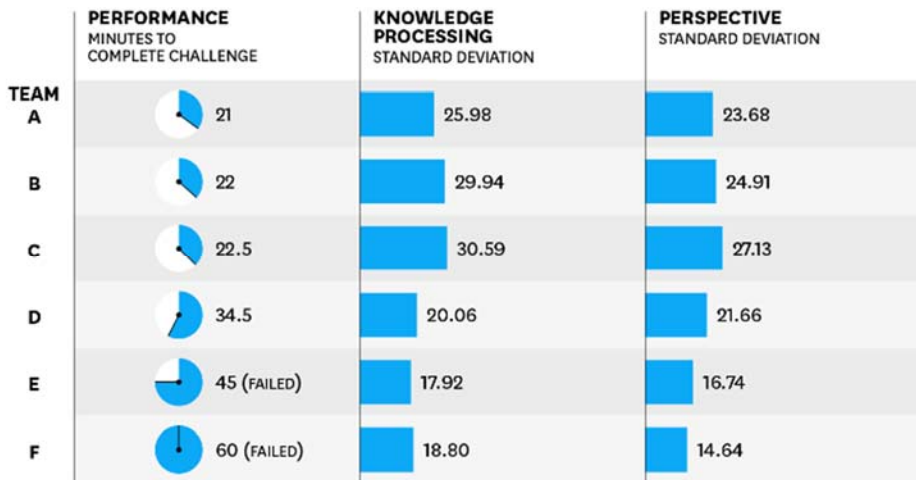
Cognitive diversity has been defined as differences in perspective or information processing styles. It is not predicted by factors such as gender, ethnicity, or age. Here we are interested in a specific aspect of cognitive diversity: how individuals think about and engage with new, uncertain, and complex situations.

The AEM cube, a tool developed by Peter Robertson, a psychiatrist and business consultant, assesses differences in the way people approach change. It measures:

- Knowledge processing: the extent to which individuals prefer to consolidate and deploy existing knowledge, or prefer to generate new knowledge, when facing new situations
- Perspective: the extent to which individuals prefer to deploy their own expertise, or prefer to orchestrate the ideas and expertise of others, when facing new situations

Having run the strategic execution exercise over 100 times and observed such big differences in the performance of teams, we decided to use the AEM cube to measure the level of cognitive diversity in groups undertaking the exercise. Our analysis across six teams who recently undertook the exercise shows a significant correlation between high cognitive diversity and high performance, as shown in the table below:

Higher Cognitive Diversity Correlates with Better Performance



NOTE: COGNITIVE DIVERSITY IS CALCULATED AS STANDARD DEVIATIONS IN THINKING STYLES PRESENT ON EACH TEAM.
SOURCE: ALISON REYNOLDS AND DAVID LEWIS USING THE AEM CUBE, A TOOL THAT ASSESSES DIFFERENCES IN THE WAY THAT PEOPLE APPROACH NOVEL SITUATIONS

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The three teams that completed the challenge in a good time (teams A, B, and C) all had diversity of both knowledge processes and perspective, as indicated by a larger standard deviation. The three that took longer or failed to complete (D, E, and F) all had less diversity, as indicated by a lower standard deviation.

Intuitively, this makes sense. Tackling new challenges requires a balance between applying what we know and discovering what we don't know that might be useful. It also requires individual application of specialized expertise and the ability to step back and look at the bigger picture.

A high degree of cognitive diversity could generate accelerated learning and performance in the face of new, uncertain, and complex situations, as in the case of the execution problem we set for our executives. Based on these indicative findings, we are continuing our research with a larger sample.

These cognitive preferences are established when we are young. They are independent of our education, our culture, and other social conditioning. Two things about cognitive diversity make it particularly easy to overlook.

Cognitive diversity is less visible.

First, it is less visible than, for example, ethnic and gender diversity.

Someone being from a different culture or of a different generation gives no clue as to how that person might process information, engage with, or respond to change. We cannot easily detect cognitive diversity from the outside. It cannot be predicted or easily orchestrated. The very fact that it is an internal difference requires us to work hard to surface it and harness the benefits.

We worked with a startup biotechnology company. When its R&D team members tried our strategy execution task, they performed terribly. The team, mixed in terms of gender, age, and ethnicity, was homogeneous in how it preferred to engage with and think about change. These were PhD scientists who had been attracted to biotech to explore their specialties. But, with little cognitive diversity, they had no versatility in how to approach the task. They never finished.

On another occasion, we worked with a group of IT consultants on the same exercise. If we had not called a halt, we would have had to cancel dinner. All activity ceased, as each individual tried to work out a solution in their own head.

Conversely, we have observed siblings of the same sex, generation, and schooling, typically considered a low-diversity group, demonstrate a high degree of cognitive diversity and solve the task at speed. Recently, two teams of European middle-aged men went head-to-head on the challenge. One failed to complete it; the other succeeded. The difference? The successful team had much higher cognitive diversity.

There are cultural barriers to cognitive diversity.

The second factor that contributes to cognitive diversity being overlooked is that we create cultural barriers that restrict the degree of cognitive diversity, even when we don't mean to.

There is a familiar saying: "We recruit in our own image." This bias doesn't end with demographic distinctions like race or gender, or with the recruiting process, for that matter. Colleagues gravitate toward the people who think and express themselves in a similar way. As a result, organizations often end up with like-minded teams. When this happens, as in the case of our biotech R&D team, we have what psychologists call functional bias — and low cognitive diversity.

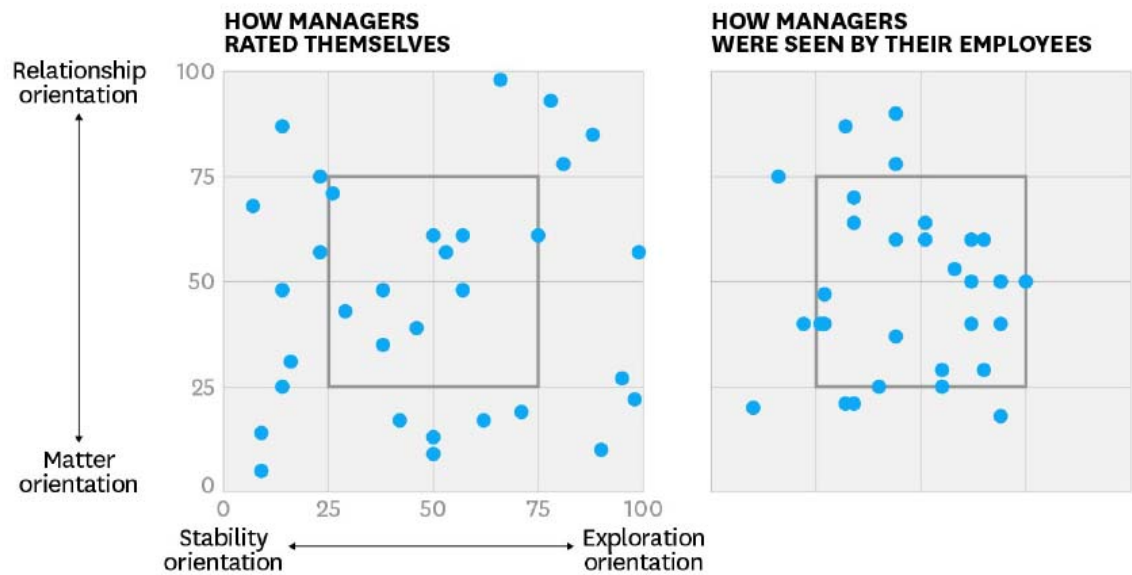
Functional bias is a problem for teams facing new uncertain and complex situations because, with little cognitive diversity, the team will have limited ability to see things differently, engage in different ways (e.g., experiment versus analyzing), or create new options. Similarly, when organizations initiate change programs, they often seek out and identify advocates or change agents to support activities. Those selected often have a similar approach to change. This lack of cognitive diversity has two impacts. First, it reduces the opportunity to strengthen the proposition with input from people who think differently. Second, it fails to represent the cognitive diversity of the employee population, reducing the impact of the initiatives.

To overcome these challenges, make sure your recruitment processes identify difference and recruit for cognitive diversity. And when you face a new, uncertain, complex situation, and everyone agrees on what to do, find someone who disagrees and cherish them.

If you look for it, cognitive diversity is all around — but people like to fit in, so they are cautious about sticking their necks out. When we have a strong, homogenous culture (e.g., an

engineering culture, an operational culture, or a relational culture), we stifle the natural cognitive diversity in groups through the pressure to conform. We may not even be aware that it is happening. The chart on the left below shows, according to the AEM cube, the self-assessed cognitive diversity of a group of 32 managers from an organization executing a new strategy. The chart on the right shows how the same managers were perceived by their direct reports. A lot less diverse!

The Cognitive Diversity of a Group of 32 Managers



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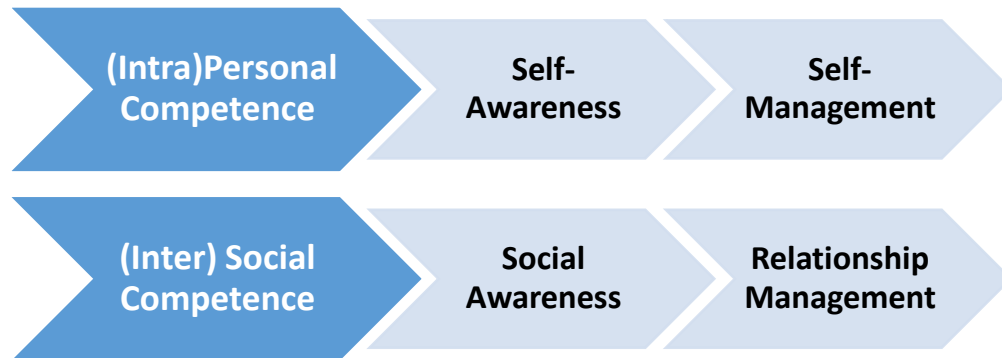
If cognitive diversity is what we need to succeed in dealing with new, uncertain, and complex situations, we need to encourage people to reveal and deploy their different modes of thinking. We need to make it safe to try things multiple ways. This means leaders will have to get much better at building their team's sense of psychological safety.

There is much talk of authentic leadership, i.e., being yourself. Perhaps it is even more important that leaders focus on enabling others to be *themselves*.

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David Lewis is Director of London Business School's Senior Executive Programme and teaches on strategy execution and leading in uncertainty. He is a consultant and works with global corporations, advising and coaching board teams. He is co-founder of a research company focusing on developing tools to enhance individual, team and organization performance through better interaction.

66 Emotional Intelligence Strategies



Self-Awareness

- Quit treating feelings as good or bad
- Observe ripple effect of emotions
- Lean into your discomfort
- Feel your emotions physically
- Know who/what pushes your buttons
- Watch yourself like a hawk
- Keep a journal about emotions
- Don't be fooled by a bad mood
- Don't be fooled by a good mood, either
- Stop and ask yourself why you do the things you do
- Visit your values (and beliefs)
- Check yourself
- Spot your emotions in books, movies, and music
- Seek Feedback
- Get to know yourself under stress

Self-Management

- Breathe right
- Create an Emotion vs. Reason List
- Make your goals public
- Count to ten
- Sleep on it
- Talk to a skilled self-manager
- Smile and laugh more
- Set aside time in your day for problem-solving
- Take control of your self-talk...and make it positive
- Visualize yourself succeeding
- Clean up your sleep hygiene
- Focus your attention on freedoms rather than your limitations
- Stay synchronized
- Speak to someone NOT emotionally invested in your problem

Learn a valuable lesson from everyone you encounter

Put a mental recharge into your schedule

Accept that change is just around the corner

Social Awareness

Greet people by name

Watch body language

Make timing everything

Develop a back-pocket question

Catch the mood of the room

Don't take notes at meetings

Plan ahead for social gatherings

Clear away the clutter

Live in the moment

Go on a 15-minute tour

Practice the art of listening

Go people watching

Understand the rules of the culture game

Text for accuracy

Step into their shoes

Seek the whole picture

Catch the mood of the room

Relationship Management

Be open and curious

Enhance your natural communication style

Avoid giving mixed signals

Remember the little things that pack a punch

Take feedback well

Build trust

Have an open-door policy

Only get mad on purpose

Don't avoid the inevitable

Acknowledge the other person's feelings

Compliment the person's emotions or situation

When you care, show it

Explain your decisions, don't just make them

Make your feedback direct and constructive

Align your intention with your impact

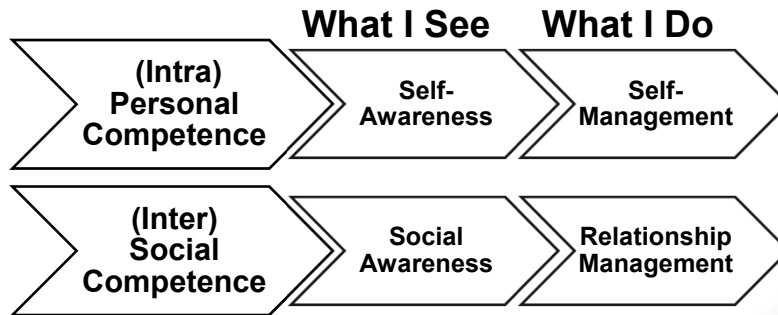
Offer a fix-it statement during a broken conversation

Tackle a tough conversation



Understanding Emotional Intelligence

What EI is Made of

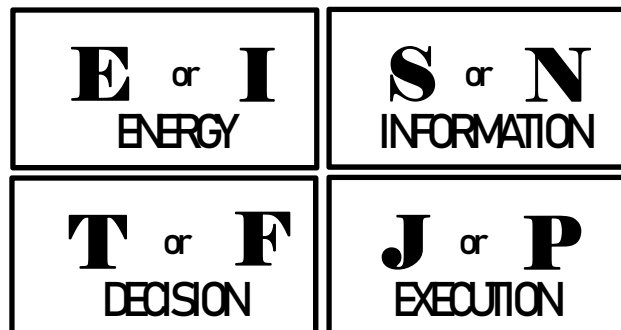


(Goleman, 2015)



Leadership and Personality Types

Key Word Approach





ENTJ >> Personality Profile

STRENGTHS

- They ask challenging and critical questions to better understand their reality and envision the future.
- They love to lead and enjoy taking responsibility for others.
- Natural leaders, brilliant at aligning people, systems and resources to achieve strategic objectives.
- Natural competitors who love to win big.

CHALLENGES

- Their competitiveness and abrasive personality often make them hard to love.
- They always appear to be working, even social interactions appear calculated and strategic.
- Colleagues and subordinates can often feel like pieces on their strategic chessboard.
- They respect strength and sacrifice, often failing to extend compassion and care to those who are struggling.

SUGGESTED GROWTH OPPORTUNITIES

- Learning to develop relationships with people where you are not their leader.
- Learning how to be present with people without any particular agenda or need to recruit people and resources for a new vision.
- Developing empathy and compassion for those less fortunate than you.
- Serving people who can never repay you or add to your expertise and knowledge.
- Recognize that you may present your ideas too forcefully, effectively shutting out other's opinions.

MODERATE STRESS

- You become more and more demanding and controlling of your team.
- You begin to drive yourself and others to the limits of capacity and endurance.
- Drawn to your competency and charisma people start to fear your displeasure.

EXTREME STRESS

- Because of failure in your vision, and/or physical burnout, you start to withdraw and internalize your emotions.
- Begin asking, "Does anyone really care about me or like me?"
- Experience guilt and regret for having placed the task before relationships.



ENTP >> Personality Profile

STRENGTHS

- They love to explore the future and dream big picture possibilities.
- Natural leaders and entrepreneurs who are often multi-talented.
- Tenacious and resourceful in solving new and complex challenges.
- They are always challenging the status quo; things can always be improved!

CHALLENGES

- Their love of argument and debate can often wear people out.
- They struggle to stay consistent and disciplined in their external communication.
- They often struggle to follow through on the ideas and innovations they develop.
- They struggle to discipline their talents, it's all too easy for them to trade on charisma and avoid the hard work.

SUGGESTED GROWTH OPPORTUNITIES

- Self-awareness! Understand how much you dominate conversations and how little you truly listen to others. Discipline and discretion!
- Developing healthy rhythms of exercise, work, sleep and recreation, it's easy to get stuck in multi tasking!
- Learning how to be emotionally present with people and take a genuine interest in the lives of others.
- Practically serving those who live on the margins of society, the poor, those who struggle to get by.

MODERATE STRESS

- You become more reactionary and find it hard to switch off from work.
- You are constantly searching for solutions to get you out of the hole you are in.
- You are physically present and increasingly appear to be emotionally absent.
- You become impatient and want to try something new, burning your people and resources.

EXTREME STRESS

- Start to withdraw away from the external world of creativity and ideas.
- You order your physical world—put files back into their folders, clean your desk.
- Physically exhausted you use sleep to dull the pain of your latest idea having failed.
- Seek to lose yourself in sensory escapism, over eating, exercising, drinking.



ENFJ >> Personality Profile

STRENGTHS

- They hold in tension a desire to strategically shape the future with a deep love and compassion for people.
- They love relational problem solving and helping others fulfill their potential.
- People trust their character and they engender a huge sense of loyalty from those they lead.
- They love to be at the center of social activity and enjoy hosting events.

CHALLENGES

- They often wonder if they should be more serious and committed to career ENFJs are natural people pleasers and can often struggle to say no.
- As pressure increases from over commitment they can be tempted drop everything and run.
- They can be overly sensitive to criticism, real or imagined.
- Can find themselves working for hard driving charismatic visionaries who take advantage of them.

SUGGESTED GROWTH OPPORTUNITIES

- Learning how to prioritize people and tasks and developing the ability to say no. Often having a filter between the request and your response helps.
- Honest appraisal of your current load - both of people and tasks. You need to learn when to release those you have been caring for.
- Recognizing how gifted you are at leading teams and creating environments where others can thrive.
- Embrace the idea that sometimes disharmony, and even conflict, can be necessary and helpful.

MODERATE STRESS

- You struggle to say no and become overly responsible for people and tasks.
- You finally recognize you have over committed yourself to both people and task.

EXTREME STRESS

- You have the capacity to drop everything and run.
- Start to question why everyone takes from you while no one ever seems to care for you.



ENFP >> Personality Profile

STRENGTHS

- Visioning the future so that people can truly fulfill their potential.
- They have boundless energy for people and new ideas it's hard to keep an ENFP down for long!
- Naturally talented at just about everything.
- Natural connectors, when they believe in something they are able to get everyone else excited about it.

CHALLENGES

- They find it difficult to discipline their talent and remain committed once the initial excitement has worn off.
- They struggle to stay consistent and disciplined in their external communication.
- In their enthusiasm and passion they will often over promise and under deliver.
- All critique feels personal and they are easily discouraged.

SUGGESTED GROWTH OPPORTUNITIES

- Discretion and Discipline in when, where and how you share your ideas!
- Finding one area of your life where you commit to aligning discipline and natural talent. Once you see the results you will be amazed.
- Being prepared to challenge others even when you feel uncomfortable doing it. Preventing passive aggression building up towards particular individuals.
- Committing to apprenticing others in what you are good at. This takes time and ENFPs often want quick wins!

MODERATE STRESS

- You generate more and more ideas and rarely allow time for any to come to fruition.
- You become desperate for affirmation from the authority figures in your life.
- You become passive aggressive towards those you feel are not fully on board.
- Ideas come on thick and fast, and the team becomes exhausted with the constant change.

EXTREME STRESS

- Start to withdraw from people and to doubt yourself.
- Become self-critical, over-analyzing your mistakes.
- Seek sensory escapism through over eating, over drinking, sexual escapism.



ESTJ >> Personality Profile

STRENGTHS

- They ask detailed, often awkward questions that bring clarity to the tasks and challenges of organizations.
- They bring order, structure and efficiency to the world around them.
- They are like cruise missiles. They would rather die than fail to deliver on agreed objectives!
- Incredibly conscientious and fiercely loyal to their leaders and team.

CHALLENGES

- They have strong perfectionist tendencies and thus effective delegation is always a challenge.
- They find their primary identity in work and task achievement; they often wear people out by being always on!
- They struggle to value people who do not contribute to the task or project.
- Learning how to value rest and recreation, simply being with others.

SUGGESTED GROWTH OPPORTUNITIES

- Learning to balance the demands of work, family and friends.
- Not defining your worth purely through your competence and ability to get the job done!
- Continuing to learn new skills even though you would rather remain in areas of existing competence.
- Developing interests outside of your work where you can enjoy participation rather than feeling you have to win or be the best!

MODERATE STRESS

- You become more focused than ever on delivering the task you feel responsible for.
- Relationships take a back seat as the fear of missing the deadline looms!
- You become short and dictatorial with your team and family.

EXTREME STRESS

- Triggered by impending or actual failure you start to withdraw into yourself and question your value and worth.
- Begin to question whether anyone really cares about you.
- Not hearing truth about yourself can easily lead to a downward spiral of depression.



ESTP >> Personality Profile

STRENGTHS

- They are able to store vast amounts of factual data in subjects and topics that interest them.
- They are adrenalin junkies who love the challenge of meeting apparently impossible targets and deadlines.
- Natural troubleshooters who enjoy the intellectual challenge of solving complex practical problems.
- They thrive in competitive environments; it brings out the best in them.

CHALLENGES

- Routine and repetitive tasks bore them.
- They may enjoy working under last minute pressure but it can often be highly stressful for those they live and work with!
- They struggle to maintain long-term relationships that are not at the center of their immediate task world.
- They often drive their teams, dislike weakness and can often appear hard and demanding.

SUGGESTED GROWTH OPPORTUNITIES

- Learning how to establish healthy repeatable patterns for work, exercise, friendships and recreation.
- Own your need to temper your impulsive tendencies and desire to keep pushing yourself until you break.
- Learning how to connect and empathize with people who are wired completely different from you.
- Planning in advance so you can delegate tasks effectively
- Committing to apprentice others is another key moment in your development.

MODERATE STRESS

- You become a hard driving taskmaster, pushing yourself and others.
- You start to survive on adrenaline and little sleep.
- Others on your team become casualties of the pace and constant challenge.
- Seek hedonistic escape as a means of disengaging from the pressure of work.

EXTREME STRESS

- Triggered by failure, you start to withdraw and begin catastrophizing the future.
- You internalize a sense of failure and loss, assuming this will now define you.



ESFJ >> Personality Profile

STRENGTHS

- Natural gatherers of people, they invest heavily in the key relationships of their life.
- Fiercely loyal and protective of those within their circle of care.
- They are conscientious, disciplined, hard working and very keen to please.
- Strong desire to serve and protect others, natural team players.

CHALLENGES

- Fiercely self-critical and will often question whether they are doing enough for others.
- They struggle to say no and will often find themselves exhausted trying to please everyone.
- Perfectionist tendencies mean they rarely reach a place of peace where rest and recharge have been earned.
- They dislike relational conflict and frequently avoid giving challenge even if it is clearly needed.

SUGGESTED GROWTH OPPORTUNITIES

- Understanding your perfectionist tendencies and recognizing that good enough is often OK!
- Learn that you don't have to be responsible for everyone's needs and that saying no sometimes is actually liberating.
- Recognizing that your children and those in your teams often learn most through failure. ESFJs struggle when they see others in pain and naturally want to take them out of it.
- Taking time for yourself is not self indulgent or selfish, it's an essential part of recharging your batteries so you can effectively care for others again.

MODERATE STRESS

- You are becoming over controlling and over protective of those closest to you.
- You start to over analyze your actions and how you could have caused offense.
- You hate to let others down so you over commit and exhaust yourself.

EXTREME STRESS

- Becoming physically exhausted you start to withdraw and retreat into your closest relationships.
- Start to become critical and judgmental of others, questioning their motivations.
- Seek to push away from those closest to you, testing if they truly care for you.



ESFP >> Personality Profile

STRENGTHS

- Natural team players, they love creating environments where others thrive and fulfill their potential.
- They love to play and share experiences with those they care most about. The very best gift givers!
- They stop things becoming too serious; they bring a sense of fun and enjoyment to any team they lead or in which they are a part.
- They care deeply for people and make great friends in a crisis.

CHALLENGES

- They often wonder if they should be more serious and committed to career advancement.
- They make reluctant leaders often struggling to carry weighty responsibility for an extended period of time.
- They tend to over personalize critique and judge themselves harshly.
- Being overly responsive to present demands and needs can mean they fail to consider long-term consequences.

SUGGESTED GROWTH OPPORTUNITIES

- Believe how competent you actually are and how much people enjoy working with you.
- You need to feel confident playing the role you were created for - bringing life and fun wherever you go. Not letting people take themselves too seriously or believing that accomplishing tasks is the only thing that matters!
- Believing you have the capacity and talents to lead effectively; resisting the temptation to abdicate and run when the pressure builds.
- You need to know when to be serious and when you can have fun!

MODERATE STRESS

- You look for a way to escape responsibility and pressure.
- Sensory escapism is your default – shopping, eating, drinking, partying, etc.
- You refuse to be serious and accept responsibility.

EXTREME STRESS

- Withdraw from the external world and internalize a sense of guilt and failure.
- Question whether you were ever the right person for the job.
- You stare into the future and assume it will never be as good again.



INTJ >> Personality Profile

STRENGTHS

- They are incredible conceptual thinkers and love to envision the future.
- They are able to express their insights and vision in clear concise strategic plans.
- They enjoy solving complex analytical questions and invariably come out top of the IQ scores.
- Their capacity to remain cool under pressure and control external communication means they are natural poker players and skilled negotiators.

CHALLENGES

- INTJs tend to develop vision and strategy on their own without others input.
- They find it hard to be empathetic and can miss the non-verbal cues others are giving.
- They invariably gravitate towards those whose competency they respect and can easily ignore the contributions of others.
- Their love of intellectual combat can make them appear overly competitive and insensitive.

SUGGESTED GROWTH OPPORTUNITIES

- Build deep friendships with people outside of your immediate task world.
- Take opportunities to practically care for the poor or those less fortunate than you.
- Create ways for your team and those closest to you to access your current thinking and involve them in visioning the future.
- Establish healthy rhythms that prevent work taking over - planning time for rest, exercise, friends, family and recreation.

MODERATE STRESS

- You are feeling locked in micro detail and too many relationships with people.
- You start to ask more and more critical questions, forgetting relational niceties.
- People begin to feel like pawns on your chessboard.

EXTREME STRESS

- You are unable to find the necessary space away from the front lines to think and process.
- You feel destabilized and unable to see the future and build strategic plans.
- You start to lose yourself in hedonistic sensory escapism.



INTP >> Personality Profile

STRENGTHS

- Powerful conceptual thinkers, they love the challenge to create new and innovative ways of doing things.
- Their internal world is so rich they are rarely swayed by trends in popular culture or ideology.
- Incredibly clever, they have the capacity to think outside the box and flow against the tide of prevailing wisdom.
- They ask profound and penetrating questions in their desire to help people and teams find the truth.

CHALLENGES

- INTPs have a limited need for people and often struggle to communicate genuine warmth and invitation to relationship.
- Even to their teams they can often appear hard to read and distant.
- Most of the deep thinking and analysis happens inside their heads - they only come back to the team when they have their solution.
- Their default engagement is to critique and what comes out first is rarely what they meant to say!

SUGGESTED GROWTH OPPORTUNITIES

- Learning to share your thoughts and feelings with those closest to you.
- Invite others into your world and create regular opportunities for your team to hear what you are currently thinking and dreaming about.
- Choose to apprentice others in your skills and expertise, thus forcing you to think through how to make your unconscious competence available to others.
- Learn to value and affirm the contribution of others who see the world through a different lens.

MODERATE STRESS

- You find yourself less patient with people and no longer value the contributions of others.
- You don't get adequate time alone to process the possibilities.
- You lack significant relationships with those on your team/organization.

EXTREME STRESS

- You start to speak your doubts out loud, and question your own worth.
- You question whether or not you are the best person to lead the team.



INFJ >> Personality Profile

STRENGTHS

- INFJs are life long learners and are always studying something new.
- Highly relational and deeply committed to those in their circle of care.
- People of integrity and humility - willing to serve the needs of the wider team in any role required of them.
- They make exceptional coaches and mentors, setting high standards for themselves and those they are training.

CHALLENGES

- INFJs always question whether they know enough to be truly expert in what they do!
- They have strong people pleasing tendencies.
- As they struggle to say “no”, they can easily end up physically exhausted and feeling like they have let others down.
- They often struggle to verbalize their inner insights in a way others can hear and understand them.

SUGGESTED GROWTH OPPORTUNITIES

- Scheduling time in your daily and weekly schedules for time away from people to re-energize and re-align with the big picture vision for your life.
- Own your people pleasing tendencies and the struggle to say “no” - build a filter system that prevents you responding instantly.
- Realize how much you do know and how much life and energy you get from developing and mentoring others.
- Own the challenge to lead and not simply settle for being a number 2 all your life. If you have a vision you should at least try!

MODERATE STRESS

- You are not getting the time away to see the big picture and set course again.
- You are overextending yourself because you find it hard to say “no.”
- You become your own harshest critic and tears are not far from the surface.
- You start to overanalyze your engagement with other people.

EXTREME STRESS

- The future seems unclear and you are constantly critiquing yourself.
- You are tempted to dull the pain with retail therapy or hedonistic pleasure.



INFP >> Personality Profile

STRENGTHS

- They care deeply about the imbalances and injustices in our world; they want their lives to make a difference
- They are able to scan the future for potential opportunities and dangers no one else has seen.
- People value their integrity and trust their character.
- They are incredibly loyal and deeply committed to their families and close friends.

CHALLENGES

- They are internal idealists and often hold themselves to impossibly high standards.
- They can find it difficult to clearly communicate the future ideas, possibilities, and dangers that they see so clearly.
- They struggle to bring appropriate challenge fearing relational disharmony.
- They quickly get bored with the present and with repetitive routine.

SUGGESTED GROWTH OPPORTUNITIES

- Understand where your idealistic tendencies come from and allow yourself to enjoy life, however imperfect.
- Have the confidence to trust your intuition and believe it's a valuable resource for your the team and organization.
- Allow others to speak truth and encouragement into your life regularly - you need to hear it!
- When it comes to communicating your creative ideas recognize you will need others to help you and you will have to ask them to "Pull".

MODERATE STRESS

- You withdraw from people and over-analyze whether you are living up to your own impossible standards.
- You are asking yourself, "Am I being the best parent? Friend? Colleague? Boss?"

EXTREME STRESS

- Become judgmental and critical of those closest to you.
- Question people's motives and whether your loyalty is being abused.
- When the anger subsides you feel even worse wondering what is happening to you.



ISFJ >> Personality Profile

STRENGTHS

- Selfless and self-sacrificial, they take genuine delight in the success of others.
- They oil the wheels of relationships inside families, teams and organizations.
- Highly competent, incredibly conscientious and hard working.
- Natural mediators, people trust their judgment and character.

CHALLENGES

- ISFJs have perfectionist tendencies. Sleep is the one place they are able to truly rest.
- They tend to be their own harshest critics - always wondering whether they could have done more.
- They can find it difficult to assert their own needs in a combative team environment.
- They struggle to bring appropriate challenge even when it's required.

SUGGESTED GROWTH OPPORTUNITIES

- Create a daily and weekly rhythm that allows time to recharge your batteries and care for your own needs.
- Recognize you don't have to care for everyone in need - there are others who are prepared to share the caring load even if you can't see them!
- Receive compliments and start to see yourself as the competent professional that others do.
- Enjoy being in the present with those you love and not feeling guilty that you should be doing something!

MODERATE STRESS

- You begin to seek solace in bringing order to the world most immediate to you.
- Prepare meals, bake, buy presents months in advance of when needed.
- You struggle to take time for yourself and become physically worn out and ill.

EXTREME STRESS

- Start to catastrophize the future.
- Push away from those closest to you and internalize your own sense of failure.
- Question whether you can do anything well - easily becomes a downward spiral.



ISFP >> Personality Profile

STRENGTHS

- ISFPs are highly relational and deeply committed to those closest to them.
- They live in the present and see the practical needs of the people around them.
- They are people of enormous integrity and invariably choose to live in places where they can serve the needs of those they feel called to.
- Artistically creative. Most world famous composers were ISFPs!

CHALLENGES

- ISFPs are internal idealists who often question their own worth and whether they are doing enough to help those around them.
- Reluctant leaders who would often rather roll up their sleeves and get on with the work.
- They struggle to keep projects on time and on budget, strategic thinking and project management is a challenge.
- Present needs can easily overwhelm them and mean they don't take time to recharge their own batteries.

SUGGESTED GROWTH OPPORTUNITIES

- Understand how your idealistic tendencies can easily set you up for disappointment and failure.
- You need to own your own limitations and set realistic goals for the serving of others. You can't rescue everyone!
- Invite external voices you trust to speak the truth in love; it's easy for you to slip into the negativity spiral of self-criticism.
- Learn how to take time for yourself and establish healthy rhythms that allocate time for friends, rest, and recreation.

MODERATE STRESS

- You continually hold yourself to impossible standards.
- Begin to question your own worth and whether you are doing enough for others.
- You experience deep frustration that you are unable to meet everyone's needs.
- Fatigue and self-criticism begins to lead you into a negative spiral of depression.

EXTREME STRESS

- You become extremely critical of those closest to you.
- You ask, "Why does no one else see the needs around them?"
- Your anger passes and you are left wondering where that came from.
- You are now convinced you have failed in yet another area.



ISTJ >> Personality Profile

STRENGTHS

- Incredibly conscientious and hard working, everyone trusts them to deliver.
- They see the details of tasks and projects and enjoy bringing order and structure to them.
- Incredibly disciplined in their approach to all aspects of life.
- They are not swayed by spin and charisma, they ask critical questions in order to ascertain what is true!

CHALLENGES

- They possess strong perfectionist tendencies and find it hard to play until the work is finished, that would be irresponsible.
- Delegation is never easy for an ISTJ. “Who can do it as well as me?”
- Their focus on achievement means few see them as warm and friendly in a work environment.
- Their focus on succeeding in the task can make them appear distant from even those closest to them.

SUGGESTED GROWTH OPPORTUNITIES

- Learn to recognize that relationships are as important as the task!
- Understand your identity and self worth are not totally defined by the success or failure of the task.
- Learning that good enough is often good enough, and that delegation is an essential part of effective leadership.
- If it’s worth doing it’s worth doing badly! Those you are training and developing will never do it as well as you do it!

MODERATE STRESS

- Your immediate environment, tasks, and close relationships feel messy, chaotic.
- You take on more tasks and/or projects than can reasonably be completed.
- You are becoming more and more task focused, driving yourself, overworking.

EXTREME STRESS

- You have failed to deliver on an agreed on objective.
- You start to communicate negatively and the future becomes bleak.



ISTP >> Personality Profile

STRENGTHS

- ISTPs love adventure, competition and exploring the limits of their physical capacity. Many are gifted athletes.
- They are natural troubleshooters and love the challenge to solve complex practical challenges.
- They readily assimilate concrete data and logically compute the most rational and strategic next steps.
- Fiercely practical, they enjoy getting their hands dirty and taking things apart to understand them.

CHALLENGES

- Repetitive, routine work, day after day is not life giving.
- ISTP's dislike imposed structure or being told how they are going to live.
- They struggle in highly interdependent team environments and do not easily delegate work to others.
- They often struggle to connect with those outside their inner circle.

SUGGESTED GROWTH OPPORTUNITIES

- Learning how to connect emotionally and share your fears with those closest to you, particularly your spouse, family and close friends.
- Recognize people lead in different ways and that by example is just as valid as by great speeches and oratory.
- Refuse to be defined by your school reports and recognize that the current educational process doesn't suit your preferences.
- Accept that things can be true and valid without needing to be factually proven. Discovery and new inventions happen when people push conceptual boundaries!

MODERATE STRESS

- You are unable to get away from people and pressing demands to process the data you are taking in.
- You are doing work that is repetitive and routine day after day.
- You get lost in detail and become critical and judgmental towards others.

EXTREME STRESS

- You start to question your own worth and become overly emotional.
- You question outloud whether you have been a good parent, colleague, etc.



Leader Development Course for Squadron Command

Day 1: Know Yourself to Lead Yourself

Recap



Day 1 Summary Course Objectives

1. Value the importance of culture and climate to organizational success and the positive impact a squadron leadership team can have on a squadron's culture
2. Comprehend the scope of diversity within the Air Force (race, gender, education, geographic, generational, and cognitive) and how this diversity effects unit performance
3. Value the skill of recognizing differences between personal bias/perceptions and those of others and their influence on squadron leadership
4. Understand there are multiple personality types which affect the way Airmen processes information, and impact perception and judgment
5. Comprehend how to understand others, develop a roadmap for success when developing teams, and build meaningful connections

Reflections on Day 1

1. Now that you know your personality preference, how can this new insight help you better lead your Airmen?
2. How might cognitive diversity help you be a better leader, and craft a cohesive & effective squadron?
3. How might you improve the climate and culture in your squadron?
4. What is the source of most organizational cultures? Are organizational cultures influenced by only leaders? What impact do followers have on their organization's culture? How can you leverage this information to create a healthy organizational culture?



Leader Development Course for Squadron Command Day 2: Know Your Team to Lead Your Team Preparation



Day 2 Summary Course Objectives

1. Understand the 5 Voices model; distinguish between the different voices as it applies to emotional intelligence, leadership, and self-awareness; and, explore how it applies to squadron command
2. Comprehend the personal voice tendencies and triggers, including the “Weapons Systems” associated with the foundational voices and leadership styles, and demonstrate their impact on leader communication and interactions
3. Understand how a commander can enhance their ability to reach and sustain peak human performance while also actively motivating and leading Airmen to do the same
4. Understand energy management and the 5 Gears model and its impact on leader effectiveness

Preparation for Day 2

1. Think about how you currently manage your energy, health & presence as a leader

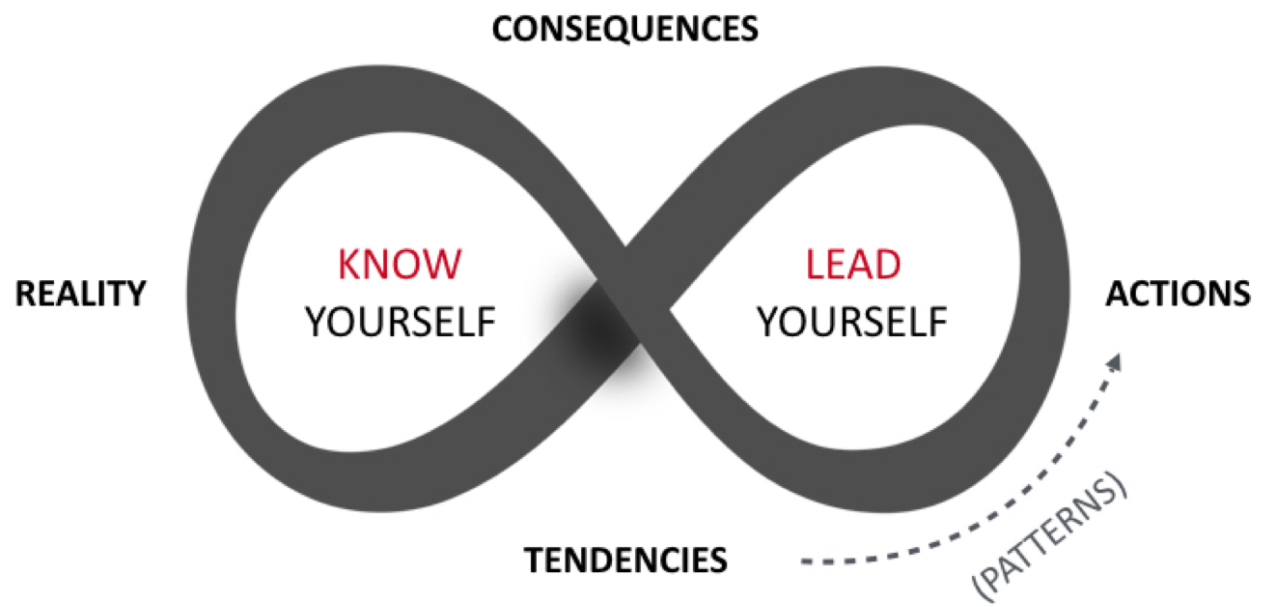


SECTION

1

KEY TOOLS

Know Yourself to Lead Yourself



The 5 Voices





SECTION

2

THE NURTURER



Exercise | Nurturer Voice Assessment

RATING KEY

Read the descriptors below and then circle the color you think best fits you based on the rating key provided here.

- Green:** My foundational Voice; my default pattern of communication and thinking
- Yellow:** Not my foundational Voice, but I value it and it's easily accessible
- Red:** Not my foundational Voice, I find it hard to value and hard to access

- They intuitively feel how an organization will react to a new idea
- They defend values - people will always come before profit
- They function as the relational oil inside teams and organizations
- They are pragmatic realists who ask "has this really been thought through?"
- They take genuine delight in celebrating the achievements of others
- They are natural team players
- They can become overly resistant to change and demonstrate passive aggressive tendencies
- They rarely value the contribution they make

What color did you rate your Nurturer Voice and why?



Champion of...
People, relational harmony and values

43%
Population

Watch out for...
Nurturers have a fear of conflict and often won't speak out, beware of silence

Empower them by...
Let them speak first, affirm their competence and the genuine value of their contribution



SECTION

3

THE CREATIVE



Exercise | Creative Voice Assessment

RATING KEY

Read the descriptors below and then circle the color you think best fits you based on the rating key provided here.

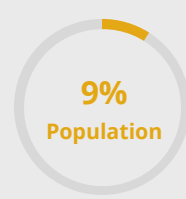
- Green:** My foundational Voice; my default pattern of communication and thinking
- Yellow:** Not my foundational Voice, but I value it and it's easily accessible
- Red:** Not my foundational Voice, I find it hard to value and hard to access

- They are the conceptual architects and love to think outside the box
- They function as an “early warning radar system” for teams, often seeing the opportunities and dangers long before everyone else
- They are never satisfied with the status quo - they inherently believe things can always be better
- If the vision is compelling the word “can’t” is not in their vocabulary
- They often struggle with the fact that “people never seem to fully understand my ideas”
- They exhibit a strong social conscience and desire for personal and organizational integrity
- Being internal perfectionists they can often fail to celebrate the 90% that has been achieved, focusing instead on the 10% that hasn't!

What color did you rate your Creative Voice and why?



Champion of...
 Future ideas, innovation and organizational integrity



Watch out for...
 Creatives can struggle to communicate effectively and have idealist perfectionist tendencies

Empower them by...
 Don't judge them on what they say first, help them communicate their ideas. Let them know it's ok to be wrong sometimes



SECTION

4

THE GUARDIAN

Exercise | Guardian Voice Assessment

RATING KEY

Read the descriptors below and then circle the color you think best fits you based on the rating key provided here.

- **Green:** My foundational Voice; my default pattern of communication and thinking
- **Yellow:** Not my foundational Voice, but I value it and it's easily accessible
- **Red:** Not my foundational Voice, I find it hard to value and hard to access

- They have a relentless commitment to ask the difficult questions
- They will always seek to honor the past as teams look towards the future
- They accept as personal the commitment to deliver projects on time and on budget
- They have the ability to detach decision-making from personal sentiments
- They are naturally risk averse asking "is it worth the risk and investment?"
- They respect and value logic, order, systems and repeatable processes
- Their desire for truth and right decisions can sometimes override the feelings of others

What color did you rate your Guardian Voice and why?



Champion of...
Due diligence, resources, and efficient systems and processes



Watch out for...
Guardians are risk averse, can be negative and bring excessive critique

Empower them by...
Welcome their challenging critique and commitment to due diligence



SECTION

5

THE CONNECTOR



Exercise | Connector Voice Assessment

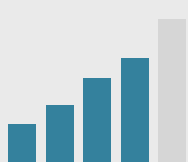
RATING KEY

Read the descriptors below and then circle the color you think best fits you based on the rating key provided here.

- Green:** My foundational Voice; my default pattern of communication and thinking
- Yellow:** Not my foundational Voice, but I value it and it's easily accessible
- Red:** Not my foundational Voice, I find it hard to value and hard to access

- They are persuasive and inspirational communicators - rallying people to causes and things they believe in
- They are incredibly resourceful - "Whatever we need, I can get it or I have a source"
- They have the capacity to maintain a large number of relationships
- They know how to connect with people and their aspirations
- They need appreciation and credit for making key connections - "Are you aware of what I've done?"
- Their people-pleasing tendencies mean they often struggle to bring effective challenge
- They often struggle to hear or engage fully with critical feedback

What color did you rate your Connector Voice and why?



Champion of...
Relational networks, collaboration, and effective communication



Watch out for...
Connectors always interpret challenge of their ideas as personal

Empower them by...
Give them time to share their ideas and passions, appreciate before you critique



SECTION

6

THE PIONEER



Exercise | Pioneer Voice Assessment

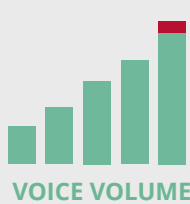
RATING KEY

Read the descriptors below and then circle the color you think best fits you based on the rating key provided here.

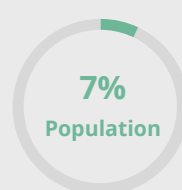
- Green:** My foundational Voice; my default pattern of communication and thinking
- Yellow:** Not my foundational Voice, but I value it and it's easily accessible
- Red:** Not my foundational Voice, I find it hard to value and hard to access

- They approach life with an “anything is possible!” attitude
- Visioning and shaping a scalable future is always the highest priority
- Their strategic military thinking makes them incredibly effective at aligning people, systems and resources
- Winning is a massive driver, they hate to give up and will drive their team long after others would have given up
- They are powerful communicators, using logic and rationality to provide an attractive and compelling vision of the future
- The immature Pioneer can often appear very arrogant with a “me focused” agenda
- They quickly dismiss the contributions of those they don't believe to be competent or experienced

What color did you rate your Pioneer Voice and why?



Champion of...
Strategic vision, results-focused, and problem-solving



Watch out for...
Pioneers lack sensitivity, can be unwilling to listen, and perceived as arrogant

Empower them by...
Don't worry - they empower themselves. Just affirm their competence



SECTION

7

5 Voices ORDER

Exercise | Rate your Voice order

Summarize Your Results

Step 1: Complete the “Color Rating” to record the color you rated each Voice.

Step 2: Using the color rating as a guide, order each of the 5 Voices from 1 to 5. 1 is what you believe your Foundational Voice to be (your default pattern of communication and thinking), and 5 is your least natural Voice, which you find hard to access and value.

Voice	Color Rating	Voice Order



SECTION

8

LEADERSHIP INSIGHTS

LEADERSHIP INSIGHTS FOR A **NURTURER**

1. When you speak you represent 43% of people - your views and opinions truly matter!
2. People see you as a highly skilled professional - it's time you started to believe that
3. People chose you to lead because they believe in you - act knowing that you belong
4. Learn to challenge the views of other Voices in your team when you believe they are wrong
5. Embrace change and help lead it - don't be passive and function as a victim of it
6. People trust your judgment and genuinely want to hear your opinion - use that as a springboard for influence, you can speak the truth kindly
7. When people challenge your views and opinions they are trying to help - it's not a personal attack
8. Pioneers are not as insensitive and arrogant as you think - they just see the world differently to you

LEADERSHIP INSIGHTS FOR A **CREATIVE**

1. Learn to celebrate the win even if the result wasn't quite as perfect as you hoped
2. When members of your team critique your vision and ask for the details they are genuinely trying to help
3. Don't play safe - give yourself permission to think outside the box
4. It's ok to be wrong sometimes - it comes with the territory of creativity and imagination
5. What you see as an imminent opportunity or threat may actually be further away than you think
6. Financial realities are important - good enough may have to be good enough sometimes
7. People are not deliberately ignoring your ideas - it's hard to truly hear a Creative
8. You don't have to prove your worth to team mates - relax and trust the unique contribution you bring

LEADERSHIP INSIGHTS FOR A **GUARDIAN**

1. How you communicate is important (volume and sensitivity) - it's possible for you to be right and wrong at the same time
2. Learn to value the future orientated Voices - they drive innovation and progress
3. Sometimes goal posts move on projects and it's not anyone's fault
4. Learning to compromise is a healthy part of team life
5. Be careful, constantly driving yourself and your team will eventually lead to burnout and resentment
6. Take time to invest in your key relationships today - you are not defined by task achievement alone
7. Your team knows you are competent, do they know you care?
8. Networking events and social media platforms are not a waste of time

LEADERSHIP INSIGHTS FOR A **CONNECTOR**

1. When people reject your idea it's not as personal as it sometimes feels
2. Hinting at your frustrations with team mates does not guarantee anyone has truly heard you
3. People will critique your ideas - try and avoid becoming overly defensive too soon
4. It's ok to be you - when you believe something passionately never be afraid to share it
5. When you speak complete your sentences, and stay focussed on one idea at a time
6. Be consistent in your external communication - avoid the temptation to sell to individuals ahead of the meeting
7. Be intentional - take time to think through how you can create a culture where other Voices can bring their best
8. Be patient with those whose due diligence process is rigorous, painful and time consuming

LEADERSHIP INSIGHTS FOR A **PIONEER**

1. Beware the intellectual superiority complex - you don't have all the best ideas, sometimes you are actually wrong
2. Take time to truly hear the views and opinions of others on the team
3. Beware of the power of your Voice - in a moment of frustration you can do a lot of damage to others
4. Only 7% of people view the world through your eyes - remember winning is not the driving motivation for most people
5. Your team knows you are competent - they are not convinced you know anything about them or their life outside of work
6. Find a Nurturer and ask them to mentor you in how they see the world
7. Take time each day to encourage someone who doesn't deserve it
8. If you are wrong, fight your initial instinct to justify your decision and deflect blame - you will earn respect and influence if you own up to your mistakes



SUMMARY TABLE & NOTES

Voice	Rank Order	Nature
Nurturer		
Creative		
Guardian		
Connector		
Pioneer		

Guardian / Nurturer 1. Guardian 2. Nurturer 3. Pioneer 4. Creative 5. Connector Often test as an ISTJ	Nurturer / Guardian 1. Nurturer 2. Guardian 3. Connector 4. Creative 5. Pioneer Often test as an ISFJ	Creative / Connector / Pioneer 1. Creative 2. Connector 3. Pioneer 4. Nurturer 5. Guardian Often test as an INFJ	Pioneer / Creative 1. Pioneer 2. Creative 3. Connector 4. Guardian 5. Nurturer Often test as an INTJ
Guardian / Creative 1. Guardian 2. Creative 3. Pioneer 4. Nurturer 5. Connector Often test as an ISTP	Nurturer / Creative 1. Nurturer 2. Creative 3. Connector 4. Guardian 5. Pioneer Often test as an ISFP	Creative / Connector / Nurturer 1. Creative 2. Connector 3. Nurturer 4. Pioneer 5. Guardian Often test as an INFP	Creative / Pioneer 1. Creative 2. Pioneer 3. Guardian 4. Connector 5. Nurturer Often test as an INTP
Guardian / Connector 1. Guardian 2. Connector 3. Pioneer 4. Nurturer 5. Creative Often test as an ESTP	Nurturer / Connector / Creative 1. Nurturer 2. Connector 3. Creative 4. Guardian 5. Pioneer Often test as an ESFP	Connector / Creative / Pioneer 1. Connector 2. Creative 3. Pioneer 4. Nurturer 5. Guardian Often test as an ENFP	Pioneer / Connector 1. Pioneer 2. Connector 3. Creative 4. Guardian 5. Nurturer Often test as an ENTP
Guardian / Pioneer 1. Guardian 2. Pioneer 3. Nurturer 4. Connector 5. Creative Often test as an ESTJ	Nurturer / Connector / Guardian 1. Nurturer 2. Connector 3. Guardian 4. Creative 5. Pioneer Often test as an ESFJ	Connector / Creative / Nurturer 1. Connector 2. Creative 3. Nurturer 4. Pioneer 5. Guardian Often test as an ENFJ	Pioneer / Guardian 1. Pioneer 2. Guardian 3. Creative 4. Connector 5. Nurturer Often test as an ENTJ

Voice order overview

1st voice	Easy to access, feels natural, is highly valued. "Doesn't everyone think this way?"	Unconscious	Competence	This voice is primarily how others experience us
2nd voice	Easily accessed, but not as natural as 1st voice	Conscious	Competence	This voice modifies the expression of the 1st voice significantly
3rd voice	We value this voice but can only access it in specific contexts	Conscious	Competence	The expression of these voices is determined by the 1st and 2nd voice combination
4th voice	Most people start life thinking they are better at this one than they really are	Unconscious	Incompetence	
5th voice	Toughest to value, appreciate, or access. Usually obvious that this is not our natural bent or preference.	Conscious	Incompetence	



HUMAN PERFORMANCE & THE COMMANDER

“Engaging Life, Duty, & Command at Peak Performance”

TRUTHS TO CONSIDER:

- 1) Our Nation, families, and fellow Airmen deserve no less than our best as we engage life, duty, and Command.**
- 2) The Commander enforces a “standard every day with actions, words, and deeds,” and is therefore key to setting an organizational tone (culture) for health and performance readiness.**
- 3) Optimizing human performance across an organization can enhance mission impact, as well as produce a higher *Esprit de Corps* and overall pride in the unit and our Air Force.**
- 4) Peak human performance facilitates a higher quality of life, stronger resiliency (longevity), and an enhanced capacity to create broad mission impact.**

ALSO CONSIDER THIS:

Most people can excel for a day... or a week... but, it’s not about doing something right... something world-class once... it’s about doing something world-class against the toughest challenges (both internal and external), day after day, week after week, all year long. THAT’S what makes the best become better... You become better.

Now let’s press forward... aggressively.

Engaging life, duty, and Command at peak performance can be achieved through *Mindset, Movement, Nutrition, and Recovery*

MINDSET... Purpose & Dedication



Enhancing our lives begins with mindset and a powerful mindset starts with identifying our true “*why*”... that reason we keep pressing forward... that motivation and fuel to engage. Is it your family... your duty... your ideals... your goals... someone or something specific? Whatever “*it*” is, latch onto it with your heart and mind to keep your focus and momentum.

We also must *build a mindset* for how our actions align with our goals. Mindset is the outlook we have and our awareness of our thoughts that impact our actions. Our surroundings may change, but with the right attitude and grit, it does not matter what conditions you’re in... your mindset always goes with you.

Mindfulness, an aspect of mindset, is the basic human ability to be fully present, aware of where we are and what we’re doing with all of our senses fully engaged in the moment... while not being overly reactive or overwhelmed by what surrounds us. Below, are some breathing techniques that can enhance our mindfulness and thus our overall health.

*Recommended reading: “*10% Happier*” by Dan Harris

STAYING A STEP AHEAD – Performance Breathing Techniques (by EXOS)

Slowing down your respiratory rate to 6-8 times per minute will help enhance your cardiovascular function, improve your sleep, help your mind stay relaxed to better handle stress, and increase your concentration. Use these quick-but-conscious techniques for at least two minutes every day to make permanent changes:

Wake up tired: 6 – 2 – x

Wake up anxious: 6 – 4 – 10

Periodically during the day: 4 – 2 – 6

Moments of tiredness: 4 – 0 – x

Meditating: 8 – 4 – 12

Bedtime: 6 – 4 – 12

In – Hold – Exhale (Seconds)

x = Explosive

1. Select a tempo you’d like to try for one week.
2. Set aside two minutes each day for your breathing practice. Choose a time such as after you brush your teeth or on your drive to work.
3. Practice just two minutes a day for one week.
4. The next week increase to two minutes twice a day.
5. If after a week you don’t feel any difference, experiment with a new tempo.



MOVEMENT... *Move More/Move Better*

Ultimately, we move to survive and we move to thrive. Rather than limiting our perception of fitness and movement to just exercise and sport, ask yourself: is my entire body prepared to move when and how I need it to? What are the general movements we need to live? Now, how can I train high-quality movements to meet the demands of daily life (physical labor; sports)?... and at what intensity and duration do we need to perform these movements? The answer to these questions helps lead to understanding how to intelligently approach human performance in any context.

NUTRITION... *Eat with Purpose*



Simplify nutrition by eating with purpose. We eat to *sustain mental & physical energy* throughout the day; and we eat to *boost our immune system* and speed up *recovery* processes.

Aim to Sustain – Hydration and eating early and often (~1.5 to 3 hrs depending on amount consumed) helps sustain energy, lower stress (stable mood/sharp focus), and boost metabolism.

Fuel for Impact – Keep food choices and portion sizes simple... think clean sources with minimal processing. With portions, take one single moment right before placing food on your plate to think of what you truly need and you'll be surprised how that easy, brief, conscious thought can impact your daily intake.

Plan Mindfully – Travel and demanding duty days often facilitate missed meals/snacks/etc. Have portable food stashed (i.e. dried seeds & fruits; bars; nuts; etc.).

Live – ... and don't forget: EAT TO LIVE... enjoy variety of spices, fruit, vegetables, lean meats... simply enjoy food.

RECOVERY... *Be Deliberate*



The fourth foundational area of human performance is Recovery... allowing the body and mind to recharge and prepare for the next day's challenges.

We know lack of sleep impacts our focus, but it can also interfere with memory and mood... and may increase your risk for heart disease and stroke. With that, regeneration can be prioritized by creating an ideal sleep environment:

Make a checklist – Write down all the things you need to do before your head hits the pillow (close blinds, turn down thermostat, etc.) and review the list each night. Also, write down what you plan to accomplish the next morning to allow your thoughts regarding the next day to slow down and rest.

Unplug – Do you need help remembering to turn off electronics or lower the temperature? Put a sticky note near your bed as a reminder to power down.

Chill out – Drop your thermostat to a comfortable temperature between 65 and 72 degrees.

Breathe – Use a breathing technique to tame your heart rate, blood pressure, and stress levels. Inhale for 6 counts through your nose, hold for 3 and exhale for 6. Repeat this series 4 more times.

Additionally, find ways to prioritize the *Power Hour* and the *Restorative Hour*, which are the crucial beginning and end of each day. Many of us have the tendency to start each day without any thought to physically, mentally, or spiritually preparing for the day... we dive in... setting the right tone for the day should be deliberate. That first hour, try this simple step: wake up, drink at least 16 oz of water immediately (rehydrates, enhances circulation, and kicks digestion in gear for the day); as you drink, slow your mind and focus for a few seconds on one part of your life that you are thankful for (this naturally puts the day's challenges in perspective).

For the final hour of your day, the restorative hour... deliberately wind down and slow thought processing by writing out three things you need to accomplish the next day... this “offloads” running thoughts... preparing for a more restful sleep.

Engage... Make it Happen... Repeat. Consistency is what makes a peak performance lifestyle flourish... As mentioned at the beginning, most people can excel for a day... or a week... but, it's not about doing something right... something world-class once... it's about doing something world-class against the toughest challenges (both internal and external), day after day, week after week, all year long. THAT's what makes the best become better... You become better... and understand that the four foundational areas when approached comprehensively, amplify each other and ultimately produce life-enhancing impact that lasts.



Leader Development Course for Squadron Command Day 2: Know Your Team to Lead Your Team Recap



Day 2 Summary Course Objectives

1. Understand the 5 Voices model; distinguish between the different voices as it applies to emotional intelligence, leadership, and self-awareness, and explore how it applies to squadron command
2. Comprehend the personal voice tendencies and triggers, including the “Weapons Systems” associated with the foundational voices and leadership styles, and demonstrate their impact on leader communication and interactions
3. Understand how a commander can enhance their ability to reach and sustain peak human performance while also actively motivating and leading Airmen to do the same
4. Understand energy management and the 5 Gears model and its impact on leader effectiveness

Reflections on Day 2

1. Consider how understanding your foundational Voice can make you a more effective leader. What behaviors and insights from your foundational Voice would you enhance or develop further?
2. Now that you have a working knowledge of all 5 Voices, how can you leverage this understanding to develop your followers?
3. Effectively managing your personal energy and presence can create deeper relationships, authentic connections, and greater overall mission impact



Leader Development Course for Squadron Command

Day 3: Strategic Alignment



Day 3 Summary Course Objectives

1. Define personal values, determine why they are important to leading Airmen, and learn how to align personal leadership styles with team and organizational goals
2. Recognize and understand how a leader's personal values align with Air Force and squadron values
3. Understand how and why a commander must establish “clarity of purpose” to enhance squadron vitality
4. Understand how commander’s communication can significantly enhance mission success & overall impact when it is constant, clear, purposeful, connecting, & inspiring
5. Understand the purpose of negotiations as an engaged leader
6. Understand how to communicate values and take risk with resource management
7. Develop a plan to communicate your values, priorities, and clarity of purpose

Preparation for Day 3

1. Think of the ways your current squadron leadership communicates to accomplish the mission



Leader Development Course for Squadron Command

Day 3: Strategic Alignment Recap



Day 3 Summary Course Objectives

1. Define personal values, determine why they are important to leading Airmen, and learn how to align personal leadership styles with team and organizational goals
2. Recognize and understand how a leader's personal values align with Air Force and squadron values
3. Understand how and why a commander must establish “clarity of purpose” to enhance squadron vitality
4. Understand how to communicate values and take risk with resource management
5. Develop a plan to communicate your values, priorities, and clarity of purpose

Reflections on Day 3

1. How do your personal values impact your leadership behaviors? What organizational values influence your leadership behaviors?
2. When Airmen know their “why,” the “what” becomes more impactful because they are then walking towards their purpose
3. What is your plan for tackling this evening's escape room challenges?



Leader Development Course for Squadron Command

Day 4: Connect Team to Mission



Day 4 Summary Course Objectives

1. Understand the purpose of negotiations as an engaged leader
2. Understand how commander's communication can significantly enhance mission success and overall impact when it is constant, clear, purposeful, connecting and inspiring
3. Apply week's lessons in a practical exercise which challenges you to align your squadron's mission with the group and wing, make resource-based decisions, provide radical candor/constructive feedback, and realize the ramifications of decision or indecision

Preparation for Day 4

1. Think of ways your current squadron leadership communicates to accomplish the mission

Engaged Feedback Checklist

I know I'm ready to give feedback when:

- 01 I'm ready to sit next to you rather than across from you.
- 02 I'm willing to put the problem in front of us rather than between us (or sliding it toward you).
- 03 I'm ready to listen, ask questions, and accept that I may not fully understand the issue.
- 04 I want to acknowledge what you do well instead of picking apart your mistakes.
- 05 I recognize your strengths and how you can use them to address your challenges.
- 06 I can hold you accountable without shaming or blaming you.
- 07 I'm willing to own my part.
- 08 I can genuinely thank you for your efforts rather than criticize you for your failings.
- 09 I can talk about how resolving these challenges will lead to your growth and opportunity.
- 10 I can model the vulnerability and openness that I expect to see from you.



Leader Development Course for Squadron Command Day 4: Connect Team to Mission Recap



Day 4 Summary Course Objectives

1. Understand the purpose of negotiations as an engaged leader
2. Understand how commander's communication can significantly enhance mission success and overall impact when it is constant, clear, purposeful, connecting and inspiring
3. Apply week's lessons in a practical exercise which challenges you to align your squadron's mission with the group and wing, make resource-based decisions, provide radical candor/constructive feedback, and realize the ramifications of decision or indecision

Reflections on Day 4

1. An authentic leader who values the power of effective communication can produce a culture of trust, inspiration, and commitment to a cause and the mission
2. What did you learn this week that you can apply this weekend?

Inspire and Equip to Thrive in Command



Leader Development Course for Squadron Command

Day 5: Command Decisions - Accountability



Day 5 Summary Course Objectives

1. Comprehend the commander's ownership and their sole accountability for everything that happens or fails to happen in their squadron
2. Refine your own decision-making style.
3. Understand and acknowledge cognitive bias.
4. Understand the enormous responsibility and central role of commanders in the military justice system.
5. Understand the roles of the Staff Judge Advocate, First Sergeant, Superintendent, superior commanders, and outside advisors in the discipline process.
6. Appreciate the inherent tensions built into the military justice system, and the ethical challenges faced by commanders
7. View squadron-level justice and discipline challenges from the perspective of a wing command team

Preparation for Day 5

1. Through the lens of accountability, review the course pre-work reading, *Sharing Success Owning Failure: Preparing to Command in the Twenty-First Century Air Force*, by General David Goldfein, dated October 2001
2. Through the lens of accountability, review the course pre-work reading, AFI 1-2, *Commander's Responsibilities*, dated 8 May 2014
3. Think of questions you would like to ask the wing command team

Air Force fires three Laughlin AFB commanders over 'chronic leadership failures'

By COREY DICKSTEIN | STARS AND STRIPES | Published: October 31, 2018

The Air Education and Training Command announced Wednesday, Oct. 30, 2018, that the 47th Flying Training Wing Commander Col. Charles Velino, right, was relieved of command. The announcement also said the wing's operations group commander and a flying training squadron commander were relieved of duty. Col. Robert Pekarek, seen at left, was the 47th Operations Group commander.



WASHINGTON — The Air Force removed three top commanders at Laughlin Air Force Base on Wednesday citing concerns about dangerous and threatening behavior at the major pilot training installation in Texas, the service's Air Education and Training Command announced.

The chief of AETC, Lt. Gen. Steven Kwast, fired Col. Charles Velino, the commander of the 47th Flying Training Wing, and the commanders of its operations group and flying training squadron citing “chronic leadership failures” raised in an investigation into widespread officer misconduct within the unit, according to an Air Force statement released Wednesday. The statement did not name the commanders of the operations group or the flying training squadron.

However, Col. Robert Pekarek had been in command of the operations group since June 2017, according to Air Force records. An Air Force spokeswoman declined to name the flying training squadron commander who was relieved of duty.

“The prior command team chronically failed to appropriately care for people and the mission,” Kwast said in the statement. “They failed to correct an evolving situation that led to an environment where some airmen did not feel safe or respected.”

Velino had served as the 47th Wing's commander since June 2017 after serving two years as the commander of the 15th Wing's Operations Group in Hawaii, according to his official biography. He has served in the Air Force since 1995 and has logged 3,700 flight hours piloting a variety of aircraft including C-17 Globemaster III cargo jets.

Maj. Gen. Patrick Doherty, the commander of the 19th Air Force, which oversees the 47th Wing, ordered an inquiry into the command team after misconduct allegations were raised. The investigation substantiated those claims revealing instances of heavy alcohol consumption and improper treatment of some student pilots, according to the Air Force.

In 2017, the 87 FTS celebrated 100 years of flying. (US Air Force photo of the 87 FTS in 2017)



The investigation did not reveal toxic command climates at other units within the 19th Air Force, Kwast said.

The 47th Flying Training Wing includes more than 1,400 service members and is responsible for training Air Force, Air National Guard, Air Force Reserve and allied nations' pilots, according to the Air Force. The wing flies some 80,000 hours each year using T-6 Texan II, T-38 Talon and T-1A Jayhawk training aircraft.

Air Force Col. Lee Gentile was named the wing's new commander. He was most recently the vice commander of the 71st Flight Training Wing at Vance Air Force Base in Oklahoma, according to the Air Force statement.

Report: Laughlin AFB officers were fired for alcohol-related misbehavior, lack of leadership

By ROSE THAYER | STARS AND STRIPES | Published: January 3, 2019

In a June, 2017 file photo, Col. Charles Velino, incoming 47th Flying Training Wing commander, speaks to those attending the wing's change of command ceremony at Laughlin Air Force Base, Texas.



AUSTIN, Texas — Following an Air Force investigation that led to the firing of three commanders, new leadership at Laughlin Air Force Base in Texas said they are working to make all personnel feel accepted and respected.

Col. Lee Gentile, who took over the 47th Flying Training Wing following the Oct. 31 firing of the previous commander Col. Charles Velino, said leaders are working to “create a culture shift” at the Del Rio, Texas, base.

Absent and unsafe leadership and poor oversight of alcohol consumption at unit-sponsored events were cited as part of the training wing’s troubling recent history, according a newly released report by the Air Force’s Air Education and Training Command. The 47th training wing’s root issue for officer misconduct was described in the Dec. 20 report as “leadership improperly assessing the environment and missing opportunities to establish a culture of dignity and respect.”

The 47th’s primary mission is to conduct specialized undergraduate pilot training for the Air Force, Air Force Reserve, Air National Guard and allied nation’s air forces using T-6, T-38 and T-1A trainer aircraft.

Lt. Gen. Steven Kwast, commander of Air Education and Training Command, commissioned the investigation Sept. 10, covering events from February 2017.

Col. Robert Pekarek, the operations group commander, and Lt. Col. Tom Allen, a flying training squadron commander, were fired alongside Velino on Oct. 31 based on the findings of the investigation, which is dated for the same day. Each of the officers still serves in the Air Force in non-command positions, officials confirmed.

“We have developed a wing-wide professional development plan that includes subject matter experts speaking on a wide range of topics ranging from violence prevention to sexual assault awareness and response to relationship building to understanding the importance of taking safety precautions in all aspects of our daily lives,” Gentile said in an emailed statement. “Also, individual commanders have hosted commanders’ calls to discuss key aspects of fostering and protecting a culture of dignity and respect.”

A heavily redacted copy of the report released Dec. 20 offers only a glimpse of what was going on within the unit. Nearly 60 pages of the background section are completely blacked out, as are the names of the investigating team and other large chunks of information. Officials declined to release a less redacted copy of the report.

It does provide a brief description of unsafe supervision of drinking at two unit events – a piano-burning ceremony, which is not further described, and a naming ceremony, when new pilots receive their call sign nicknames.



During the naming ceremony, students were given calls signs while drinking shots of liquor, the San Antonio Express News reported. One female pilot was reportedly given a vulgar name. Kwast told the San Antonio paper it was that incident that led to him ordering the investigation.

Enlisted personnel told investigators they believed that officers drank more than enlisted service members and often got away with misbehavior related to drunkenness. Enlisted personnel also described student pilots as “frat boys.”

Meanwhile, the report stated Velino was absent on the job, because he participated in flying upgrade and command training after taking on the command role. During his first six months as commander, he spent four and a half months at pilot instructor training at Joint Base San Antonio. This did not allow him to set expectations or learn about the challenges and opportunities within the 47th, the report said.

Investigators listed 19 recommendations to improve the organizational and training culture, institutional policies, the leadership environment and oversight, and barriers to reporting for students and instructors. The recommendations range from embedding various learning methods in the course syllabus to developing an anonymous feedback and reporting tool.

“Senior leaders have accomplished an in-depth review of various policies and made various changes in order to set the appropriate conditions for a work environment where our students, enlisted force, officer corps and civil servants feel respected, protected and connected,” Gentile said. “We will continue to aggressively work through and implement each of the recommendations from the investigation.”

Air Force Thunderbirds commander removed over loss of confidence

By COREY DICKSTEIN | STARS AND STRIPES | Published: November 29, 2017

U.S. Air Force Lt. Col. Jason Heard, commander/leader of the Thunderbirds Air Demonstration Squadron.



WASHINGTON — The Air Force has removed the commander of the high-profile Thunderbirds demonstration team due to a loss of confidence in his abilities to lead the touring squadron of F-16 fighter jets, the service announced Wednesday in a statement.

Lt. Col. Jason Heard was dismissed Nov. 20 as commander of the Thunderbirds – officially known as the U.S. Air Force Air Demonstration Squadron – and pilot of the team’s No. 1 jet. Brig. Gen. Jeannie Leavitt, commander of the service’s 57th

Wing, dismissed Heard, citing a loss of confidence in his “leadership and risk management style.”

“This was an incredibly difficult decision to make, but one that is ultimately in the best interests of the Thunderbird team,” she said in the statement. “I am personally grateful for Jason’s dedication to the 2017 season.”

On Nov. 4, the Thunderbirds, based at Nellis Air Force Base in Nevada, completed their 2017 season, which included more than 70 air shows. The team pulled out of a scheduled air show in June following the crash of one of the unit’s jets during training prior to a two-day performance at the Dayton Air Show in Ohio.

Air Force investigation determined the June 23 crash was avoidable. The F-16 was traveling too fast and had insufficient stopping distance as it landed on a rain-soaked runway before it overturned, destroying the \$29 million aircraft, according to the Air Force Accident Investigation Board’s report released earlier this month.

The board found the pilot failed to follow proper braking procedures and his vision was impaired by rainwater on the cockpit’s canopy. The pilot suffered minor injuries.

However, Tech. Sgt. Christopher Boitz, a spokesman for the Thunderbirds, said the crash was not the reason Leavitt dismissed Heard.

He said Leavitt had concerns that Heard’s leadership style was resulting in unnecessary risk within the Thunderbirds’ demonstrations, “which eroded the team dynamic.”

Thunderbird jet overturned in Dayton, OH on June 23, 2017, after landing during a practice ahead of an airshow.



“We are on the road together more than 200 days per year, executing flying operations with absolutely no margin for error,” Boitz said. “As a result, absolute trust and teamwork in both our professional and personal dynamics are foundational to our mission.”

Leavitt determined the team was better off with new leadership as it begins preparing for its 2018 schedule, according to the Air Force.

Lt. Col. Kevin Walsh, who has served as the Thunderbird’s operations officer since 2016, was temporarily named commander of the unit until the Air Force selects a new permanent

Thunderbird officers typically serve two-year assignments with the popular demonstration team, according to the Air Force. Heard had taken command of the unit in January.

Heard commissioned into the Air Force in 1999 after graduating from the University of Texas at Austin, according to his Air Force biography. He served as an F-15 weapons systems operator before becoming a pilot. Heard had previously served as commander of an F-15 squadron and had logged more than 3,000 flight hours including nearly 800 combat flight hours over Iraq, Afghanistan and Libya. His awards included the Distinguished Flying Cross.

In an Air Force profile of Heard published on the Thunderbirds’ website, when he took command of the squadron, the pilot described the unit as an inspiration to many people. “To me, service as a Thunderbird is both an honor and a privilege,” Heard said. “It requires significant sacrifice rewarded by the trust our fellow airmen place in us to represent them to the public. I promise to provide adaptive leadership, maintain the standards and fly a safe show.”

The Thunderbirds 2018 schedule is set to begin Feb. 18 with a flyover at NASCAR’s Daytona 500 in Florida. The squadron’s first air show for the year is set for March 10 and March 11 at Luke Air Force Base in Arizona.

Thunderbirds commander was fired after grabbing neck of another pilot in bar argument

By: Stephen Losey | Air Force Times | Published: November 20, 2018

The Thunderbirds perform a flyover at FedEx Field in Landover, Maryland, before the start of the Washington Redskins home opener Sept. 10, 2017. Thunderbirds pilots thought their former commander, Lt. Col. Jason Heard, carried out this flyover at a far lower altitude than was safe -- one in a series of instances when pilots felt Heard violated flying regulations. (SrA Delano Scott/Air Force)



Months of tension over former Thunderbirds commander Lt. Col. Jason Heard's perceived risk-taking leadership style boiled over in a "physical altercation" in a Maryland bar last September, in which Heard put his hands on another Thunderbird pilot's neck.

Heard was relieved of command last November after a commander-directed investigation found he "did exhibit aggressive physical contact towards his subordinate," an unnamed member of the U.S. Air Force Air Demonstration Squadron, on Sept. 11, 2017, at an Irish pub in National Harbor, Maryland.

The report, obtained by Air Force Times via the Freedom of Information Act, said that on that evening, the unnamed pilot was "agitated" by how Heard was leading Thunderbirds flights, and felt he was not following the "rules," or flying regulations. Multiple witnesses told investigators that they were concerned about the relationship between Heard and that pilot, and that the pilot told several teammates he thought Heard "was going to kill him" while flying.

The "tense relationship" erupted in the bar last September, the day after the Thunderbirds conducted a flyover for the Washington Redskins home opener at FedEx Field in Landover Maryland.

Seven witnesses observed the altercation, the report said, and "witness testimony was consistent that Lt. Col. Heard placed his hands around [the unnamed pilot's] neck." Witnesses told investigators that both Heard and the other pilot had consumed alcohol that evening. One of the witnesses, who was closest to the two, intervened and broke it up, the report said.

That pilot wasn't the only one who felt Heard was breaking the rules. Multiple witnesses testified that Heard "compromised safety and violated Air Force flying regulations and FAA regulations," the report said.

Lt. Col. Jason Heard was relieved of command of the Thunderbirds on Nov. 20. (Air Force)



Witnesses testified that when Heard led the Thunderbirds delta formation flyover above the Redskins game Sept. 10, 2017, they were flying at an altitude well below the minimum for a populated area, the report said.

Heard also intentionally took a diamond formation of Thunderbirds supersonic while en route to the Royal International Air Tattoo, the world's largest military air show, in July 2017, witnesses told investigators. And in a third incident of perceived unsafe behavior, witnesses told investigators Heard attempted a loop on takeoff at an airshow in Boise, Idaho, even though the weather conditions were too overcast.

Multiple witnesses also told investigators that they perceived Heard's leadership style to be "hostile," the report said.

The report concluded that as commander and leader of the Thunderbirds, Heard was "charged to maintain good order and discipline in the squadron he commands. By exhibiting aggressive physical contact toward his subordinate, [redacted], he demonstrated a lack of judgement [sic] and ability to effectively command his unit."

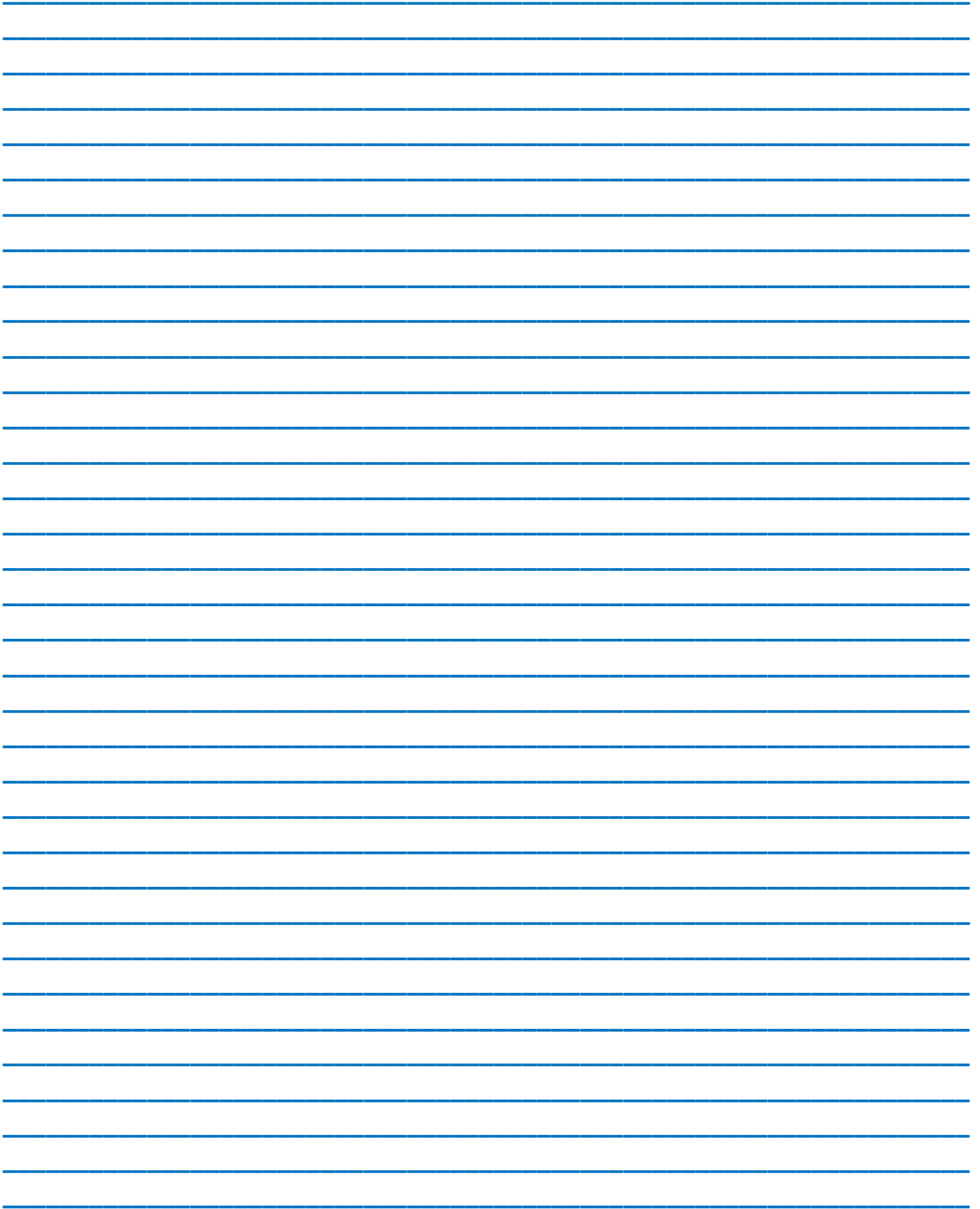
Heard took command of the squadron Jan. 6, 2017, and was relieved at the conclusion of the season Nov. 20, 2017, by Brig. Gen. Jeannie Leavitt, former commander of the 57th Wing at Nellis Air Force Base in Nevada.

"This was an incredibly difficult decision to make, but one that is ultimately in the best interests of the Thunderbird team," Leavitt said at the time. "I am personally grateful for Jason's dedication to the 2017 season."

The Air Force said in a release last November that "Leavitt lost confidence in his leadership and risk management style [and] determined that new leadership was necessary to ensure the highest levels of pride, precision and professionalism within the team."

Thunderbirds spokesman Maj. Ray Geoffroy went on to say last November that "concerns arose that his approach to leading the team was resulting in increased risk within the demonstration, which eroded the team dynamic. ... We are on the road together more than 200 days per year, executing flying operations with absolutely no margin for error. As a result, absolute trust and teamwork in both our professional and personal dynamics are foundational to our mission."

When asked for comment Tuesday, Geoffroy referred to last year's statements. It is unclear what Heard's current assignment is.



The Range of Levels of Proof



- Beyond a Reasonable Doubt
- Clear and Convincing Evidence
- Preponderance of the Evidence
- Probable Cause
- Reasonable Suspicion

Personnel Actions

Spectrum of Command Response



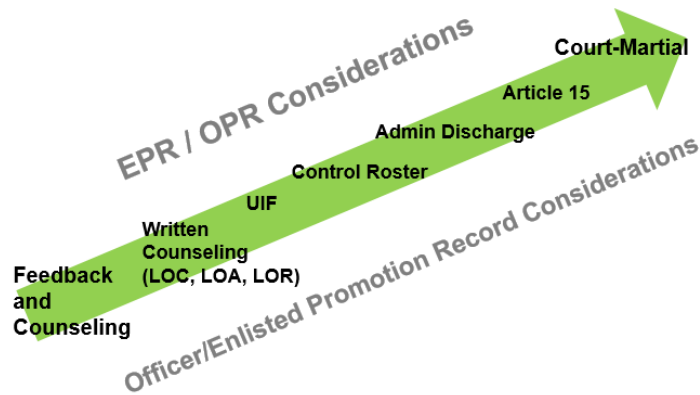
The often overlooked
Provide them a safe environment
Reinforce internal and external audiences by showing the system works

Deter...push towards the green

Prevent, punish, separate or rehabilitate

Discipline

*Viewed on a Continuum
From Feedback to Courts-Martial*



Unit Commander/First Sergeant Checklist for Airmen Under Investigation or Involved in the Military/Civilian Criminal Justice/Legal Systems

Initial Actions (Within 48 Hours of Notification)	
1	Inform Unit Commander (CC), 1st Sgt , OIC and Supervisor
2	Ensure “Warm Hand Off” after investigative interviews IAW AFI 90-505, <i>Suicide Prevention Program</i>
3	Reinforce to the member that he/she remains a valued member of the unit.
4	Provide assurances that due process will be followed and advise the member of his/her right to consult with the Area Defense Counsel
5	Ask key personnel and the member about current coping and encourage help-seeking via local resources. Ask directly about suicidal thoughts and contact the installation Director of Psychological Health/Mental Health Flight Commander to seek consultation on assisting/supporting the member as necessary
6	Inform the member of the Limited Privilege Suicide Prevention Program (LPSP)/Refer to Mental Health clinic on a voluntary basis
7	If member is unwilling to receive MH care & does not meet criteria for CC-Directed MH evaluation, encourage engagement with Behavioral Health Provider in Primary Care, Chaplain or Military OneSource
8	Direct 1st Sgt or Flt/CC and supervisor to check in with member to determine coping, social support, thoughts of self-harm & access to lethal means
9	<p>If personal safety is a concern and the member has access to lethal means:</p> <ul style="list-style-type: none"> • Encourage member to voluntarily secure personal firearms w/ friend/armory • Consult with medical/mental health regarding management of medications • Restrict access to duty weapons via Do Not Arm roster if necessary <p>For members residing on base or in off-base privatized housing:</p> <ul style="list-style-type: none"> • CC may have authority to order member to temporarily turn over personal firearms to mitigate immediate threat(s). • CC must engage installation SJA prior to taking action in this regard
Follow-up Actions (72-Hours and Beyond)	
10	Ensure supervisor/designee has frequent check-ins with member & that unit leaders meet regularly with the member until legal action is resolved
11	Have member and supervisor/designee develop activity plan for off duty time, i.e., weekends, leaves & holidays
12	Have leave (outside local area) requests reviewed/coordinated at the Sq/CC level
13	1 st Sgt should meet weekly with the member to discuss any safety/coping concerns and provide support
14	Encourage continued engagement in unit & community activities if appropriate
15	Encourage hope & acknowledge positive changes, behaviors or contributions made by the member regardless of current allegations or pending legal actions

Notes:

General:

- Use of this checklist is **mandatory** upon notification that an Airmen, defined as those subject to the UCMJ, is under investigation under the UCMJ or a civilian jurisdiction for a criminal offense.
- Use of this checklist is **recommended** for all Airmen (as defined above) who may benefit due to current recent or anticipated investigation(s) or legal issues of any type
- If the Unit Commander is preferring charges, tasks can be delegated. For Commander Directed Investigations (CDIs) the checklist will be activated when the member is informed of the CDI
- **The checklist is initiated only after the member has been apprised by AFOSI or other investigative agency of the investigation** (Consult with SJA for guidance as needed)

2. AF Investigative Interview Policy. Per AFI 90-505, para. 3.1.6.2. "Following any subject interview, the AF investigators (e.g., AFOSI, IG, SF, and EEO) must hand-off the accused directly to the member's commander, or 1st Sgt through documented person-to-person contact." For ARC units, when the commander or first sergeant is a traditional guardsman/reservist and unable to be contacted, the senior ranking unit member (E-7 or higher) on active status will receive the hand-off and make notifications to the 1st Sgt and commander. The investigator will notify the unit representative that the individual was interviewed and is under investigation.

6. Limited Privilege Suicide Prevention Program (LPSP). LPSP provides the highest level of confidentiality available in mental health care, ensuring that a member's statements to a mental health provider cannot be used against him/her in legal proceedings and removing a potential barrier to help-seeking. All members under investigation under the UCMJ are eligible due to the effects of legal involvement, including shame, loss of status/esteem, social isolation, relationship and financial problems. Consult with SJA and mental health for application of the LPSP program.

9 Access to Lethal Means. Access to lethal means may put a member at increased risk. If personal safety is a concern, encourage the member to voluntarily relinquish firearms temporarily to be secured in the armory or to a trusted friend or unit member. (consult with SJA as needed)

10. Frequent Check ins. Check-ins (daily to 2-3x weekly) may be accomplished in person, via telephone or text at the discretion of the Commander. Weekly contacts with the 1st Sgt should occur face to face. Ensure that these are "caring contacts" vs. becoming a punitive requirement.

12. Leave Requests. Leave requests, especially outside the local area should be carefully considered in light of case status and the member's coping abilities. Commander review should be conducted in conjunction with MH, SJA and supervisor input, as appropriate.

10-15. Ensure that the member does not feel "written off" by the Commander, chain of command or peers. Airmen under investigation must continue to meet applicable standards and should be given opportunities to contribute to the mission and interact with peers through formal/informal squadron functions unless there are specific reasons to exclude them from such activities. Feared loss of career is a severe stressor. Social exclusion and feeling like a burden to others are identified suicide risk factors. Keep the member integrated and productive to every extent possible.



DEPARTMENT OF THE AIR FORCE
OFFICE OF THE CHIEF OF STAFF
UNITED STATES AIR FORCE
WASHINGTON DC 20330

MEMORANDUM FOR ALMAJCOM-FOA-DRU/CV
DISTRIBUTION C

MAR 22 2017

FROM: HQ USAF/CV
1670 Air Force Pentagon
Washington, DC 20330-1670

SUBJECT: Implementation of Commander/First Sergeant Checklist for Airmen Under Investigation

Our Airmen are incredible—the heart of our Air Force and the core of our capability. They fly, fight, and win every day, make sacrifices to defend our nation, and uphold our core values and accomplish the mission. We, as leaders, work hard to take care of them so they can continue to take care of the mission. While there are many options available to us to help us care for our Airmen, some do still face challenges with coping and problem solving that, when unchecked, can erode morale, undermine relationships, and deprive them of a sense of belonging and purpose.

Airmen under investigation may feel particularly overwhelmed or even hopeless. The attached checklist provides commanders and first sergeants a tool to help provide support to Airmen in difficulty. Use of the checklist is mandatory for Airmen under investigation under the Uniform Code of Military Justice or civilian criminal justice system. It is recommended for others who may benefit due to existing or impending legal problems.

Thank you for all you do to care for our Airmen. Leadership at all levels is key to making a difference in Airmen's lives. My point of contact for this issue is Lt Col David Linkh, AF/SG3/5, (703) 681-7603, or, email david.j.linkh.mil@mail.mil.

A handwritten signature in black ink that reads "Stephen W. Wilson".

STEPHEN W. WILSON
General, USAF
Vice Chief of Staff

Attachment:
Commander/First Sergeant Checklist

RECORD OF NONJUDICIAL PUNISHMENT PROCEEDINGS (AB thru SSgt)

TO (Name, Rank, Organization, SSN, and Major Command of Service Member)	ATCH(S)
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1. Offer of Nonjudicial Punishment.

a. (Commander initials one block):

(1) I am considering whether I should punish you under Article 15, Uniform Code of Military Justice (UCMJ).

(2) I am considering whether I should recommend that _____
punish you under Article 15, UCMJ. (See Note 1)

b. Your alleged misconduct is in violation of the punitive Article(s) of the UCMJ as listed in item 14.

c. You have the rights listed on Page 3 under "Rights of Member," including the right to consult a lawyer before making any decision, and to have a lawyer assist you throughout the proceedings. You have an appointment scheduled with the Area Defense Counsel, in bldg _____, (phone) _____, at _____ (time), _____ (date). ADC consultation is not mandatory and if you choose not to consult Defense Counsel, you should cancel the scheduled appointment.

d. If you accept nonjudicial punishment proceedings and are found to have committed one or more of the offenses alleged, the maximum punishment the commander taking action may impose on you is listed on Page 3.

e. You will notify me of your decision by _____ (time), _____ (date) unless I grant you an extension of time. (See Note 2)

NAME/RANK/ORGANIZATION OF COMMANDER	SIGNATURE	DATE
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2. Service.

NAME/RANK/ORGANIZATION PERSON SERVING MEMBER (See Note 3)	SIGNATURE	TIME SERVED	DATE SERVED
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3. Member's Acknowledgement and Elections. I understand the rights listed on Page 3 of this form and acknowledge the recoupment statement on Page 3. (Member initials one block on each line)

a. I have consulted a lawyer.	I have not consulted a lawyer.	
b. I waive my right to court-martial and accept nonjudicial punishment proceedings.	I demand trial by court-martial in lieu of nonjudicial punishment.	
c. I have attached a written presentation.	I have not attached a written presentation.	
d. I request a personal appearance before you and that it not be public.	I request a personal appearance before you and that it be public.	I do not request a personal appearance before you.

NAME/RANK OF SERVICE MEMBER	SIGNATURE	TIME	DATE
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4. Commander's Decision.

a. I have considered the evidence, including any matters you have presented, and find that: (Commander initials all appropriate blocks)

(1) Nonjudicial punishment is not appropriate or you did not commit the offense(s) alleged. I hereby terminate these proceedings.

(2) You committed one or more of the offenses alleged. I lined out and initialed the offense(s), if any, for which I determined nonjudicial punishment is not appropriate or which you did not commit. I hereby impose punishment as listed in item 14.

b. Reductions in grade, forfeitures in pay, and suspensions of any punishment are effective immediately. All other punishments take effect when you are notified of the punishment, unless otherwise stated.

c. You must notify me by _____ (time), _____ (date) whether you appeal, unless I grant you an extension of time. You are entitled to advice of counsel in making this decision. You must notify me of your appeal decision and submit any matters you wish considered within the time provided or your right to appeal is waived. Any documents supporting your appeal must be submitted at the same time you make your appeal decision. Your decision not to appeal is final. (See Note 4)

NAME/RANK/ORGANIZATION OF COMMANDER	SIGNATURE	DATE
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5. Member's Acknowledgement. I acknowledge receipt of the punishment and my right to appeal.

NAME/RANK OF SERVICE MEMBER	SIGNATURE	TIME	DATE
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6. Member's Appeal Decision. (Member initials one block) Member's decision ends the time limit to appeal.

- a. I do not appeal.
- b. I appeal and submit matters in writing.
- c. I appeal and do not submit matters in writing.

NAME/RANK OF SERVICE MEMBER	SIGNATURE	TIME	DATE
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7. Commander Action on Appeal. (Commander initials one block) After considering all matters in your appeal, I hereby deny your appeal; grant your appeal; grant your appeal in part, as shown in item 14, (See Note 5)

NAME/RANK/ORGANIZATION OF COMMANDER	SIGNATURE	DATE
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8. Appellate Authority Action on Appeal. (Appellate authority initials one block) After considering all matters presented in your appeal, I hereby deny your appeal; grant your appeal; grant your appeal in part, as shown in item 14.

NAME/RANK/ORGANIZATION OF APPELLATE AUTHORITY	SIGNATURE	DATE
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9. Unfavorable Information File (UIF) Action. (Commander initials one block) This action will be filed in your UIF; will not be filed in your UIF. (See Note 6)

10. Member's Acknowledgement. I have been informed of the UIF decision. I have seen the action taken on any appeal.

NAME/RANK OF SERVICE MEMBER	SIGNATURE	DATE
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11. Servicing SJA Legal Review. Record is legally sufficient and the action is final.

NAME/RANK/ORGANIZATION OF REVIEWING ATTORNEY	SIGNATURE	DATE
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12. MPF and AFO Distribution. Copy received by MPF on _____ and AFO on _____.
(date/initials) (date/initials)

13. GCMCA SJA Administrative Supervisory Review. Record is in compliance with AFI 51-202 and Part V, MCM.

NAME/RANK/ORGANIZATION OF REVIEWING ATTORNEY	SIGNATURE	DATE
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14. (See Note 7)

SERVICE MEMBER'S LAST NAME & SSN:	DATE OF COMMANDER'S OFFER:
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RIGHTS OF MEMBER

1. You have all the rights specified in Article 15 of the Uniform Code of Military Justice (UCMJ), in part V of the Manual for Courts-Martial (MCM) and in Air Force Instruction (AFI) 51-202, Nonjudicial Punishment. These rights are summarized below:
 - a. You have the right to consult a lawyer before making any decisions, and a lawyer may assist you throughout the proceedings. A military defense counsel is available to advise you, free of charge, or you may retain civilian counsel at your own expense.
 - b. You have the right (1) to accept nonjudicial proceedings under Article 15, UCMJ, in which case your commander (or the commander to whom this action is sent) will decide whether you committed the alleged offense, or (2) to demand trial by court-martial which requires proof of guilt beyond a reasonable doubt. You have 3 duty days to make this decision, unless you request an extension of time and the commander grants the extension. Your acceptance of nonjudicial punishment proceedings is not an admission that you committed the alleged misconduct. The commander will make that decision only after you present your evidence or statement in defense, if you choose to do so.
 - c. If you demand trial by court-martial, charges could be referred for trial by a special or general court-martial. You have a right to be represented by counsel at a court-martial. You have additional rights at a trial by court-martial which you should ask your lawyer to explain.
 - d. You have the right to examine the evidence against you before you make any decisions. Your lawyer may assist you in making a statement and/or obtaining evidence in your defense, and for use in extenuation and mitigation.
 - e. If you accept nonjudicial punishment proceedings, you have the right (1) to make a full oral and/or written presentation to the commander (or a designee, in some cases) who will decide your punishment, (2) to present witnesses who are reasonably available, and (3) to be accompanied by someone to speak on your behalf. You may request the proceeding be open or closed to the public, but the commander makes the decision.
 - f. You do not have to make any oral or written statement regarding the offense(s) of which you are accused and any statement made may be used as evidence against you in a later proceeding. See Article 31b, UCMJ.
2. If the commander imposes punishment, you have 5 calendar days to appeal to the next superior commander. You have the right to consult with a lawyer before deciding whether to appeal and to assist you in your appeal. In your appeal, you may present additional written matters.

Note 1: If a personal appearance is made to someone other than the commander who will impose punishment, that person sends, by separate indorsement, a summary of the appearance and copies of all documents presented, to the imposing commander.

Note 2: The date and time in item 1e must be a minimum of 3 duty days (including weekends and holidays if normally scheduled duty days for the member) from the date and time the member is notified in item 2.

Note 3: The initiating commander may direct a subordinate, senior to the member, when practicable, to notify and serve the member. The person serving the member, whether the commander or subordinate, signs and annotates the date and time of service.

Note 4: The date and time in item 4c must be a minimum of 5 calendar days from the date and time the member is notified in item 5.

Note 5: If the imposing commander grants less than the full relief requested, the commander must forward the appeal to the appellate authority through the servicing Staff Judge Advocate. See AFI 51-202, paragraph 4.6, for further guidance.

Note 6: See AFI 36-2907, Unfavorable Information File (UIF) Program, for further guidance.

Note 7: A continuation page may be used if necessary. Identify the information by the item number.

MAXIMUM PERMISSIBLE PUNISHMENTS

1. If the commander imposing punishment is a:
 - a. Lieutenant Colonel or above : Forfeiture of one-half month's pay per month for two months, 60 days restriction, 45 days extra duty, 30 days correctional custody, a reprimand, and reduction of one grade; E-4 and below may be reduced to E-1.
 - b. Major: Forfeiture of one-half month's pay per month for two months, 60 days restriction, 45 days extra duty, 30 days correctional custody, a reprimand, and reduction of one grade for E-5; E-4 and below may be reduced to E-1.
 - c. Lieutenant or Captain : Forfeiture of 7 days pay, 14 days restriction, 14 days extra duty, 7 days correctional custody, a reprimand, and reduction of one grade for E-5 and below only.
2. Restriction and extra duties may be combined to run concurrently, but the combination may not exceed the maximum imposable for extra duties. Correctional custody may not be imposed in combination with restriction or extra duties. If reduction is imposed, forfeiture of pay is based on the grade to which the member was reduced, even if the reduction was suspended. See Part V, MCM, for additional guidance.

STATEMENT OF UNDERSTANDING REGARDING RECOUPMENT OF EDUCATION ASSISTANCE, SPECIAL PAY, OR BONUSES

I understand that the Air Force may be entitled to recoup a portion of education assistance, special pay, or bonus money which I received, if any, if I separate before completing the period of active duty I agreed to serve. I understand this recoupment applies regardless whether I voluntarily separate or I am involuntarily discharged. I further understand: (1) the recoupment in all cases is an amount that bears the same ratio to the total amount or cost provided to me, as the unserved portion of active duty bears to the total period of active duty I agreed to serve; and (2) that if I dispute that I am indebted for educational assistance, a board or other authority will make findings and recommendations concerning the validity of the indebtedness.

ADVISEMENT OF RIGHTS *(For military personnel)*

I am _____ (grade, if any, and name), a member of the (Air Force Security Police/AFOSI). I am investigating the alleged offense(s) of _____ of which you are suspected. I advise you that under the provisions of Article 31, UCMJ, you have the right to remain silent, that is, say nothing at all. Any statement you make, oral or written, may be used as evidence against you in a trial by courts-martial or in other judicial or administrative proceedings. You have the right to consult a lawyer and to have a lawyer present during this interview. You have the right to military legal counsel free of charge. In addition to military counsel, you are entitled to civilian counsel of your own choosing, at your own expense. You may request a lawyer at any time during this interview. If you decide to answer questions, you may stop the questioning at any time. Do you understand your rights? Do you want a lawyer? (If the answer is yes, cease all questions at this point). Are you willing to answer questions?

Superseded AFVA125-19, Mar 88
Distribution: F

AFVA 31-231
1 January 1999

ADVISEMENT OF RIGHTS *(For civilian personnel)*

I am _____ (grade, if any, and name), a member of the (Air Force Security Police/AFOSI). I am investigating the alleged offense(s) of _____ of which you are suspected. I advise you that under the Fifth Amendment to the Constitution you have the right to remain silent, that is, say nothing at all. Any statement you make, oral or written, may be used as evidence against you in a trial or in other judicial or administrative proceedings. You have the right to consult with a lawyer and to have a lawyer present during this interview. You may obtain a civilian lawyer of your own choosing, at your own expense. If you cannot afford a lawyer, and want one, one will be appointed for you by civilian authorities before any questioning. You may request a lawyer at any time during this interview. If you decide to answer questions, you may stop the questioning at any time. Do you understand your rights? Do you want a lawyer? (If the answer is yes, cease all questions at this point). Are you willing to answer questions?

Superseded AFVA125-19, Mar 88
Distribution: F

AFVA 31-231
1 January 1999



Leader Development Course for Squadron Command

Day 5: Command Decisions - Accountability

Recap



Day 5 Summary Course Objectives

1. Comprehend the commander's ownership and their sole accountability for everything that happens or fails to happen in their squadron
2. Refine your own decision-making style.
3. Understand and acknowledge cognitive bias.
4. Understand the enormous responsibility and central role of commanders in the military justice system.
5. Understand the roles of the Staff Judge Advocate, First Sergeant, Superintendent, superior commanders, and outside advisors in the discipline process.
6. Appreciate the inherent tensions built into the military justice system, and the ethical challenges faced by commanders
7. View squadron-level justice and discipline challenges from the perspective of a wing command team

Reflections on Day 5

1. How will you hold members of your unit accountable? Yourself?
2. What decision processes have you used in the past? Do any of the models discussed speak to you?
3. How will your personality/voice preferences effect your judgment in making military justice decisions?



Leader Development Course for Squadron Command Day 6: Command Decisions - Development and Crisis



Day 6 Summary Course Objectives

1. Exposure to command responsibilities within the Enlisted Forced Distribution Process
2. Provide practical learning and experience in the enlisted promotion process to include discussions on the importance of clearly stating expectations and ensuring commanders reward those who exceed the stated expectations
3. Understand that one of the primary jobs of a leader is to develop the next generation of leaders; and learn the tools and best practices of deliberate development
4. View squadron-level challenges from the perspective of a wing command team
5. Comprehend the internal and external resources available to a commander to assist in leading Airmen in a crisis
6. Comprehend command considerations in dealing with a crisis a squadron may experience - stabilize the situation, respond to the immediate concerns, and restore mission capability.

Preparation for Day 6

1. Consider how you might leverage communication skills, decision-making processes, and cognitive bias as you lead the Enlisted Forced Distribution Process.
2. Reflect on any good or bad deliberate development programs you have seen in your Air Force career. What made them particularly noteworthy?
3. Think about crisis scenarios have you seen at the Squadron level. Were they handled "well"? Why or why not?

Record Review: Enlisted Forced Distribution

Promotee 1

Promotee 2

Promotee 3

Promotee 4

Promotee 5

Promotee 6

Promotee 7

Table 4.7. Static Close-out Date (SCOD) Enlisted Chart for AD, ARC AGR, and Stat Tour

RegAF Personnel	
RANK	SCOD
SrA and Below	31 Mar
SSgt and SSgt selects	31 Jan
TSgt and TSgt selects	30 Nov
MSgt and MSgts selects	30 Sep
SMSgt and SMSgt selects	31 Jul
CMSgt and CMSgt selects	31 May

Table 4.8. Static Close-out Date (SCOD) Enlisted Chart for AFR and for ANG Non AGR

AFR and for ANG Non AGR Personnel	
RANK	SCOD
SrA and Below	31 Mar (Even years)
SSgt	31 Jan (Odd years)
TSgt	30 Nov (Even years)
MSgt	30 Sep (Odd years)
SMSgt	31 Jul (Even years)
CMSgt	31 May (Odd years)

Table 4.12. Accounting Dates for Static Close-out Date Evaluations.

Rank (includes selectees)	Static Close-out Date	Accounting Date
SrA and below	31 Mar	3 Dec
SSgt	31 Jan	3 Oct
TSgt	30 Nov	3 Aug
MSgt	30 Sep	3 Jun
SMSgt	31 Jul	3 Apr
CMSgt	31 May	3 Feb
Note: Accounting dates are approximately 120 days prior to each SCOD and are established as the 3rd of the month for consistency.		

Table 4.2. Instructions for Preparing AF Forms 910, Enlisted Performance Reports.

33	Promotion Recommendation	<p>This section is to be completed by Forced Distributor only when the member is eligible for a promotion recommendation.</p> <p>Do Not Promote: Not recommended for promotion based on unacceptable performance, failure to adhere to established AF standards and expectations, or actions that may be incompatible with continued AF service. DNP evaluation must have already been referred based on comments reflective of the commander’s “Do Not Promote” recommendation, e.g., negative comments, derogatory information, or any performance assessment ratings of “Met some but not all expectations”.</p> <p>Not Ready Now: Not considered ready for promotion at this time based on the need for additional grooming in the current grade, or where Airmen may require specific attention with regard to performance of established AF standards and expectations. NRN evaluations do not necessarily constitute a referral, provided the report contains no negative comments, derogatory information, or any performance assessment ratings of “Met some but not all expectations”.</p> <p>Promote: Recommended for promotion based on performance at or above established AF standards and expectations. Performs with the majority of Airmen and at a level commensurate with peers. RegAF Airmen receiving a “P” receive a promotion advantage relative to their peers.</p> <p>Must Promote: Recommended for accelerated promotion based on stellar performance well above established AF standards and expectations. Designated for outstanding performers who perform at a level higher than their peers. RegAF Airmen receiving a “MP” receive a distinct promotion advantage over their peers.</p> <p>Promote Now: Recommended for immediate promotion based on exemplary performance that far exceeds established AF standards and expectations. Reserved for elite performers who perform well above other Airmen in their peer group. RegAF Airmen receiving a “PN” receive a significant promotion advantage over their peers.</p>
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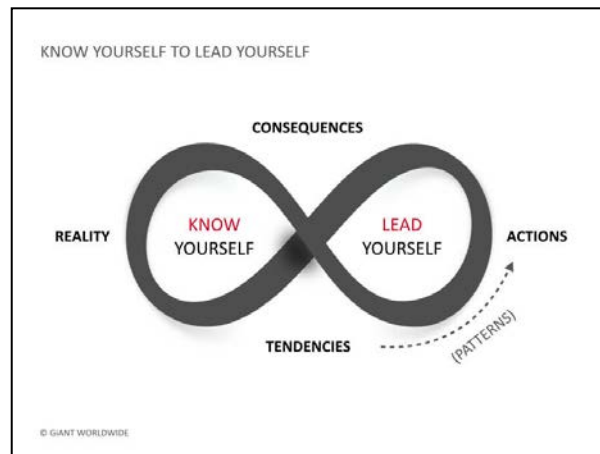
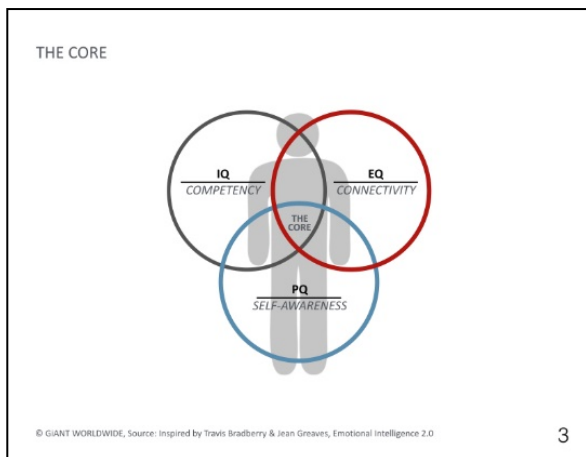
Table 4.1. EFDP Scale

Score	Potential
10.0	Absolutely superior
9.5	Outstanding
9.0	Few could be better
8.5	Strong
8.0	Slightly above average
7.5	Average
7.0	Slightly below average
6.5	Well below average
6.0	Lowest

Leading a Squadron in Crisis

Command Considerations

1. **Stabilize Situation:** This may involve such actions as accounting for personnel, responding to injuries, communicating with superiors or outside organizations, reporting strength numbers, or other immediate actions and concerns.
2. **Respond to Immediate Concerns:** This may involve arranging for immediate medical care, repairing immediate-use equipment, obtaining urgently needed supplies, communicating with parts of the organization, and communicating with support agencies.
3. **Restore Mission Capability:** This may involve re-establishing routine supply lines, rotating personnel in and out of the duty area, arranging for long-term medical care, and re-establish expected routines and organizational norms.



Standard Operating Procedure for Postvention¹

POLICY AND DIRECTIVE

A Standard Operating Procedure (SOP) for postvention is included in Air Force Vice Chief of Staff's directed initiatives to improve suicide prevention, intervention, and postvention policies, procedures, and practices across the Air Force. SOPs are a leadership tool to execute the Department of Defense Instruction (DoDI) 6490.16, *Defense Suicide Prevention Program*.

PURPOSE

Leading through postvention following a death by suicide is a challenge for leaders at all levels. The term leaders includes but is not limited to commanders, senior enlisted leaders, First Sergeants, and supervisors. This SOP provides postvention essential steps, key considerations, and resources.

- **Postvention** refers to supportive actions to maintain resilience undertaken for individuals, family members, and the unit following a suicide. Postvention may involve religious support, mental health support, leadership messages, and other actions to facilitate healing and decrease contagion.

Postvention activities may be undertaken following the death of an Airman or the suicide death of a spouse, significant other, or family member.

Prepare: A death by suicide is an extraordinarily stressful event and can be chaotic

- **Developing authentic relationships with the Airmen you lead is essential to prepare to effectively leading through a crisis**
 - This involves leaders at all levels getting to know their Airmen and creating an environment where people feel valued and secure
 - Set the example by getting out and getting to know Airmen in the field doing the job every day
- Prepare contingency plans with your leadership team and communicate to subordinate leaders about the plans before a death or crisis occurs to avoid missteps during the crisis
- Be familiar with the mortuary process at your base - before something happens
- Develop an internal and external communication plan, including the event spokesperson, on suicide in advance
 - Things will happen quickly through social media—it often can't be stopped—so have social media and email templates ready to use. The most difficult time to create supportive messages for dissemination is in the immediate aftermath of the suicide
- Use situational exercises with your leadership team to prepare
- Build a close partnership with your unit Religious Support Team for personal advisement and spiritual care for the unit. When your RST is integrated into the unit and has your confidence, it will facilitate rapid and effective care and support when a crisis occurs. Chaplains and Religious Affairs Airmen may have significant postvention experience and insights to share
- **Seek out another leader who has experienced a suicide crisis to learn from their experience**

Coordinate: Contain the crisis by ensuring that law enforcement is able to preserve the scene of death for investigation and that next of kin are not inadvertently notified by informal means.

- **Key Consideration:** Accidental or poorly executed notifications can have lasting negative impact on the family's healing and confidence in the Air Force.

Get Centered: Meet with a trusted helper to get emotional clarity and shape your message to those affected. Leaders must often process their grief more quickly than others in order to effectively lead through postvention. Briefly processing the loss immediately following the event will initiate this process and help you communicate clearly and compassionately.

- **Key Consideration:** Set a meeting with your unit Religious Support Team (RST). A core capability of the Chaplain Corps is to advise leaders on religion, morale, morals, and ethics. Your unit RST offers everyone privileged communication, including leaders.

Notify: Protect the privacy of the decedent by ensuring appropriate notification is made to the next of kin.

Address contagion. A suicide death can exacerbate suicidal risk in others. Address this risk by setting a respectful tone when communicating about the decedent without memorializing the decedent in sensational ways.

- **Key Consideration:** It is critical to the healing of a unit to honor the decedent's life and contributions; so, although care should be taken in commemorating the individual, memorials and other common ways of honoring a lost Airman should be conducted. Consult with other leaders and helping agents for support and guidance.

Dispel Rumors. Manage rumors by accurately, respectfully, and carefully communicating information about the death in a timely way. This can be challenging when some unit members witnessed the suicide or were involved in finding the decedent. Use communication plans that were developed in advance.

Support: Provide practical assistance to those affected, including unit members and family members.

Link affected individuals to support resources. Consult with base support services – Mental Health, Chaplain, Airman and Family Readiness Center, and others – to identify methods to provide support. Provide a list of local and national resources and crisis hotlines, including the Employee Assistance Program. Foster a culture of help-seeking.

- **Key Consideration:** Airmen experiencing other life stressors may be particularly vulnerable following a death by suicide. Ensure that these individuals are aware of and have access to support services. Check in with them regularly to monitor their service usage and well-being.
- **Don't forget...** responders, support staff, and frontline service members who may have been involved in photographing the death scene or in death scene clean up may require additional support. Check in with them and/or their leaders (if in a different unit) regularly to monitor their service usage and well-being.

Comfort: Grief processes are individualized and complex. A wide range of emotions may be experienced. Normalize the grief experience, provide guidance on healthy coping mechanisms, and check-in with members more often than usual. **Model healthy grieving.**

- **Key Consideration:** Research has shown that unit and family members believe that a suicide death is often handled differently by leadership than other deaths. They are often unsatisfied with the leadership response compared to other deaths. This means that leadership teams must be mindful of the bias to handle suicide deaths differently and focus on promoting a healthy grief process, communication, and healing within the unit.

Restore: Allow Airmen space to grieve and heal and move the work center back to stability and productivity. To make this transition, leaders must be attuned to their own self-care and that of their teams. Exercise flexibility where possible to help your teams return to optimal functioning.

- **Key Consideration:** Leaders may choose to conduct a memorial service for the deceased Airman as a means of closure and restoration for the unit. Memorial services following a suicide must be managed with great sensitivity to balance the honoring the life of a fellow Airmen with the dangers of memorializing the suicide event itself. Leaders should consult with their unit Religious Support Team and the installation Senior Religious Support Team prior to making the decision for a memorial service and throughout the preparatory process.

Lead: Reinforce and build trust in leadership by making unit members feel cared about, supported, and secure. Leading competently and compassionately through a crisis increases unit cohesiveness.

Honor: Prepare for milestones and anniversaries of the death. During these times, those affected may be more likely to experience negative emotions or traumatic memories. Preparation helps prevent negative reactions. If key leadership will PCS before a milestone, ensure that incoming leadership is aware.

- **Key Consideration:** Honoring and celebrating the life of an individual who died by suicide can facilitate healing for those affected. Activities should follow safe memorialization practices, such as not glamorizing the death, not erecting a permanent structure, giving unit members a safe space to remember without reliving the death. Unless customary to include the entire unit in an anniversary-related event, those most affected, including family members, should conduct such events privately.

Foster a Culture of Resilience: Consult with your installation helping agencies about effective steps you can take to foster a culture of resilience, help-seeking, and suicide prevention in the unit.

- **Key Consideration:** Ensure that helping agencies receive feedback about the quality and timeliness of the support that was provided to ensure that postvention responses are improved and optimized over time.

These related resources are available on the Resilience website at [https:// www.resilience.af.mil](https://www.resilience.af.mil)

- Post-suicide checklist
- Beyond Surviving
- Postvention as prevention
- Casualty Affairs checklist: <https://www.afpc.af.mil/Benefits-and-Entitlements/Casualty-Operations/>
- Guidelines for Memorials
- Communication Templates
- Reserve Component Suicide Postvention Plan:

https://dmna.ny.gov/r3sp/suicide/resources/Suicide_Postvention_Toolkit.pdf

¹ Content adapted from *A Manager's Guide to Suicide Postvention in the Workplace: 10 Action Steps for Dealing with the Aftermath of Suicide*

CRISIS SUPPORT RESOURCES

AMERICAN RED CROSSARC (Phone #)
CASUALTY SERVICESCS..... (Phone #)
CHAPELCH..... (Phone #)
FAMILY ADVOCACYFAP..... (Phone #)
AIRMAN AND FAMILY READINESS CENTERA&FRC (Phone #)
LEGALJAG..... (Phone #)
MENTAL HEALTHMH..... (Phone #)
MILITARY PERSONEL SECTIONMPS (Phone #)
MORTUARY AFFAIRSMA (Phone #)
PUBLIC AFFAIRS.....PA (Phone #)
SECURITY FORCESSFS..... (Phone #)
SQUADRONSQAs applicable

CRISIS SUPPORT MATRIX

	CH	FAP	A&FRC	MH	MA	CS	ARC	SFS	PA	JAG	MPS	SQ
Casualty Notifications	X		X	X		X						X
Child Abuse		X		X				X		X		
Domestic Conflict		X		X				X				X
Elder Care	X	X	X	X								
Emergency Communication	X		X	X			X					X
Emergency Leave							X					X
Family Death Travel Assistance			X		X	X	X					
Family Separation	X	X	X	X								
Financial Assistance			X				X					
Fire* (family assistance)	X		X									
Food	X		X									
Grief Support	X	X		X								
Information/Referrals	X	X	X		X	X	X		X			
Kidnapping	X							X		X		
Lawyer Referral	X									X		
Missing Persons										X		
Mortuary Affairs	X				X							
News Reports/Rumors	X		X				X		X			
Rape	X	X	X	X				X		X		
Spouse Abuse	X	X		X				X		X		X
Suicide Threats/Behavior	X			X				X				X
Survivor Benefits			X		X	X					X	X
Theft								X				
Traffic Accidents								X				
Volunteer Resources	X		X				X					

After duty hours, contact the above resources by calling the Base Command Post at _____.



Leader Development Course for Squadron Command

Day 6: Command Decisions - Development and Crisis

Recap



Day 6 Summary Course Objectives

1. Exposure to command responsibilities within the Enlisted Forced Distribution Process
2. Provide practical learning and experience in the enlisted promotion process to include discussions on the importance of clearly stating expectations and ensuring commanders reward those who exceed the stated expectations
3. Understand that one of the primary jobs of a leader is to develop the next generation of leaders; and learn the tools and best practices of deliberate development
4. View squadron-level challenges from the perspective of a wing command team
5. Comprehend the internal and external resources available to a commander to assist in leading Airmen in a crisis
6. Comprehend command considerations in dealing with a crisis a squadron may experience - stabilize the situation, respond to the immediate concerns, and restore mission capability.

Reflection on Day 6

1. What things can you start doing now to better care for your Airmen through the evaluation and promotion process (i.e. improve writing skills, how to communicate action/impact/results, provide leadership opportunities, seek feedback, etc.)?
2. What are some of your biases and/or tendencies that could impact how you will prioritize your squadron's deliberate development program?
3. What future squadron crises can you prepare for now?
4. What natural tendency of yours is most likely to impair your response to a squadron in crisis?
5. Consider how you might leverage communication skills, decision-making processes, and cognitive bias as you lead the Enlisted Forced Distribution Process.
6. Reflect on any good or bad deliberate development programs you have seen in your Air Force career. What made them particularly noteworthy?



Leader Development Course for Squadron Command Day 7: Creating the Squadron Environment



Day 7 Summary Course Objectives

1. Apply previous lessons in order to inspire and equip your team through the lens of the challenges of the Tuskegee Airmen
2. Understand the importance of inclusion and diversity to maximizing unit effectiveness toward a common purpose
3. Comprehend resources, opportunities and organizational behaviors which contribute to establishing a safe, secure and positive environment with trust and innovation at all levels
4. Apply leadership coaching techniques to empower Airmen

Preparation for Day 7

1. Think about some examples of when there was a break down or lack of trust in your unit or with your commander/supervisor and be prepared to describe the situation
2. Think of some examples when there was a lack of empowerment. What was it like and how did it affect the mission?
3. Think of an instance when innovating helped solve a problem in your organization. What inspired it, who was responsible, and how was it executed?

The GROW Coaching Model



Way Forward

- What are the actions?
- Commit to action
- What are the steps?
- Timing and action plan

4

Options

- What can you do to bridge the gap?
- What are the options?
- Who can help you?
- What do you need?
- Brainstorm

3

Reality

- Where are you now?
- What is the reality?
- Ask for self-assessment
- Get feedback

2

Goal

- What do you want to achieve?
- What is the ideal?
- What are your objectives?

1



Leader Development Course for Squadron Command Day 7: Creating the Squadron Environment



Day 7 Summary Course Objectives

1. Apply previous lessons in order to inspire and equip your team through the lens of the challenges of the Tuskegee Airmen
2. Understand the importance of inclusion and diversity to maximizing unit effectiveness toward a common purpose
3. Comprehend resources, opportunities and organizational behaviors which contribute to establishing a safe, secure and positive environment with trust and innovation at all levels
4. Apply leadership coaching techniques to empower Airmen

Reflection on Day 7

1. If placed in their shoes, how would you have fared enduring the challenges and hardships of the Tuskegee Airmen?
2. Understand the commander sets the environment for trust, empowerment, and innovation at all levels. innovation starts with a problem to be solved. Have a vision - a clarity of purpose - and make sure that it is constantly and continuously communicated and reiterated
3. Thinking of your home unit, who would benefit from your professional coaching?



Leader Development Course for Squadron Command Day 8: Capstone Experience and Course Review



Day 8 Summary Course Objectives

1. Recognize traits and characteristics of bad leaders, and recall course concepts which might be effective for "leading up" in difficult or toxic environments
2. Reinforce key course tenants to prepare students for future squadron command
3. Apply course knowledge by walking in the shoes of a squadron commander through an immersive mixed reality commander experience utilizing leadership tools and realistic human domain tactics, techniques, and procedures (TTPs)
4. Complete course critique and feedback

Preparation for Day 8

1. Review journal entries and products you have produced in class.

Toxic Leader Behaviors

Destructive Behaviors

- Leaving their followers worse off than they found them
- Violating the basic standards of human rights of their own followers*
- Consciously feeding their followers illusions that enhance the leaders power impairing the follower's effectiveness*
- Playing to the fears and needs of the followers*
- Stifling constructive criticism*
- Misleading followers*
- Subverting structures and processes*
- Building regimes*
- Failing to nurture other leaders*
- Pitting followers against each other*
- Treating their own followers well, but turning them against others*
- Identifying scapegoats*
- Promoting incompetence, cronyism, and corruption*

(Lipman-Blumen, 2005, pp. 19-20)

Dysfunctional Personal Characteristics

- Lack of integrity*
- Insatiable ambition for power and glory*
- Enormous egos*
- Arrogance (not acknowledging their own mistakes)*
- Amorality*
- Avarice (extreme greed)*
- Reckless disregard for the costs of their actions to others*
- Cowardice*
- Failure to lead effectively*

(Lipman-Blumen, 2005, pp. 21-22)

The Nathan Solution to the Bathsheba Syndrome

The failure of success revisited
by CDR Dan Stallard & Maj Kurt Sanger

Tom Vanden Brook reported in a July 2013 *USA Today* article that the Department of Defense's Inspector General substantiated 88 cases of personal misconduct by military leadership between October 2012 and March 2013.¹ Furthermore, in an article in the *Naval War College Review* titled "The Navy's Moral Compass: Commanding Officers and Personal Misconduct," Navy CAPT Mark Light stated that "the U.S. Navy has an integrity problem in the ranks of commanding officers."² CAPT Light noted that 23 Navy commanding officers (COs) were detached for cause in 2010, with at least 50 percent from misconduct such as adultery, sexual harassment, drunkenness, and/or fraternization. The Marine Corps is not immune from moral and ethical misconduct and failure in leadership.

What is the cause of moral and ethical failure among military leaders? Did GEN David Petraeus wake up one morning and randomly engage in an adulterous affair with his biographer? Senior leaders being relieved due to personal misconduct is a significant leadership problem.

Some conclude that leaders' moral and ethical failures are a matter of abuse of power. An article written by Al Lewis identified that the size of one's office, desk, and chair may lead to moral and ethical failure—even committing a crime.³ Lewis based this idea on peer-reviewed research by leading universities titled "The Ergonomics of Dishonesty: The Effect of Incidental Posture on

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Stealing, Cheating, and Traffic Violations." The researchers discovered that work environments that "expand the body can inadvertently lead us to feel more powerful, and these feelings of power can cause dishonest behavior."⁴ Are the moral and ethical failures of leaders the result of having offices that are too big? Or are their failures the result of other factors such as personal hubris, institutional corruption, or something more subtle like the success of leadership?

This article reexamines the phenomenon of moral and ethical failure due to personal misconduct, not from the perspective of the "big office" syndrome, but as a result of the "Bathsheba Syndrome." By recalling the key findings of the leadership article by Dean C. Ludwig and Clinton O. Longenecker titled "The Bathsheba Syndrome: The Ethical Failure of Successful Leaders," the story of David and Bathsheba is recast from Nathan the Prophet's perspective.⁵

This article is *not a theology lesson* in leadership, but instead uses the story of Nathan to demonstrate a leadership principle: *Every leader needs a trusted cadre of reprovers within his circle of trust, just as Nathan was to David.* Also, we

present two professional perspectives on this subject—one from a Navy chaplain and the other from a Marine judge advocate. The article concludes with recommendations for leadership training and education within the Marine Corps in order to strengthen moral resilience and warrior readiness.

The authors are very mindful that the overwhelming majority of COs keep their honor clean and live out the Navy's and Marine Corps' core values and uphold the law as expressed in Title 10.⁶ However, we are just as mindful that personal misconduct in Marine Corps leadership weakens the Corps' warfighting capability and tarnishes our Corps' honor. Misconduct can be prevented.

The Bathsheba Syndrome: Success as an Antecedent to Failure

Ludwig and Longenecker's Bathsheba Syndrome article focused on civilian corporate leadership. Before examining the key findings of the article, let's recall the story of David and Bathsheba in order to explore the role of Nathan as a reprover.

David was the youngest son of Jesse, chosen by God to be the King of Israel and Judah. As a boy, David was a shep-



Nathan admonishes King David. (Photo from christianworker.us from an article written by Kerry Clark, "Nathan," 2011.)

herd who courageously protected his sheep from predators and was a skilled musician who could soothe the souls of others. When David was a young teen, he defeated, with God's help, the giant Goliath. Subsequently, David was called into the service of King Saul who became ruthlessly jealous of David, especially after the King's son, Jonathan, befriended David and abdicated the kingship to David.

David was a man after God's own heart—upright, industrious, handsome, and brave, a war hero, and a natural born leader. The people loved David; his military would die for their King and the people of Israel prospered under his benevolent monarchy. However, David's success as a leader became a source of his failure. As Ludwig and Longenecker noted, David was a principled leader with a strong sense of moral discernment and came to power as a humble person, but something went very wrong.

Ludwig and Longenecker identified four lessons from the David and Bathsheba story found in II Samuel 11:

- *Personal and organizational success allows leaders to become complacent and*

lose strategic focus, diverting attention to things other than the management of their organizations. When other kings were out to war, David stayed home and took his eyes off the strategic objective as a commander in chief and put his eyes on Bathsheba.

- *Success often leads to privileged access to information, people, and objects.* While David's army under Joab was fighting their nation's war, David directed his staff to inquire about Bathsheba. Knowing she was married to one of his warriors, David had her brought to him. David then committed adultery with Bathsheba, leading to her pregnancy.

- *Success often leads to unrestrained control of organizational resources.* David utilized his staff and resources to commit adultery with Bathsheba. He abused his authority as commander in chief to pull Uriah from the line, thinking that if Uriah went home from battle and slept with his wife, he would think he was the father of the child. Yet Uriah's loyalty to the King would not yield to David's cover-up and dishonest plan.

- *Success can inflate a leader's belief in his personal ability to manipulate or control outcomes.* When David's plan for Uriah to sleep with Bathsheba failed, David manipulated the battle plans and sent Uriah to the frontlines where he died in combat.

Nathan: David's Reprover

Who was Nathan and why is he a role model today? Nathan was a 10th-century B.C.–era prophet during the reigns of David and his son, Solomon. II Samuel 7 and 12; I Kings 1 and 4; and I Chronicles 2 and 29 describe Nathan and the role he performed in the life of Judah and Israel.

Nathan was in David's circle of trust as a trusted adviser, and when needed was a reprover of the King. Nathan had the nation and King's interests in mind at all times. Nathan was loyal and desired to see the nation thrive and David succeed. However, Nathan did not shirk from his responsibility to confront David when he committed wrongdoing with Bathsheba. Nathan demonstrated moral courage to confront the King. The following narrative from II Samuel 12 demonstrates how Nathan tactfully but directly reproved the King after David's adultery with Bathsheba:

- 1 So the LORD sent Nathan to David. When he arrived, he said to him: There were two men in a certain city, one rich and the other poor.
- 2 The rich man had a large number of sheep and cattle.
- 3 But the poor man had nothing except one small ewe lamb that he had bought. He raised it, and it grew up, living with him and his children. It shared his meager food and drank from his cup; it slept in his arms, and it was like a daughter to him.
- 4 Now a traveler came to the rich man, but the rich man could not bring himself to take one of his own sheep or cattle to prepare for the traveler who had come to him. Instead, he took the poor man's lamb and prepared it for his guest.
- 5 David was infuriated with the man and said to Nathan: "As the LORD lives, the man who did this deserves to die!"

6 “Because he has done this thing and shown no pity, he must pay four lambs for that lamb.”

7 Nathan replied to David, “Thou art the man!” (Authors’ emphasis.)

This encounter between David and Nathan reveals insights into human nature and its propensity toward wrongdoing; we learn that good people can make very bad decisions that have devastating outcomes. Nathan was a valuable member of the King’s leadership team; he was part of the commander’s inner circle. Nathan performed the role of a trusted adviser to the commander, and when the King stepped over the line, he reproved the King. *A reprover is someone who strongly but quietly criticizes or corrects someone for the greater good of the individual and institution.* A reprover in a CO’s trusted circle could be the executive officer, sergeant major, a mentor, a peer, a trusted friend, or other professional.

A Chaplain’s Perspective: The Nathan Adviser (The Quiet Reprover)

Often there is the assumption that chaplains only provide religious ministry such as Divine services and prayers; however, chaplains perform a unique role organic to a command. Chaplains are religious ministry professionals (RMPs) with extensive education, experience, and core capabilities that support the commander to enhance force readiness. Also, as RMPs, chaplains support the commander as a competent staff officer. One of the chaplain’s core capabilities and staff officer roles involves being a trusted adviser to the commander and command.

Chaplains serve as advisers to commanders, senior leaders, personnel, and their families. This advisement is extensive per *Secretary of the Navy Instruction 1730.10, Chaplain Advisement and Liaison* (Chief of Naval Operations, Washington, DC, 2009). Chaplains as RMPs respect the dignity and rights of those served and ensure that confidentiality, as defined in *Secretary of the Navy Instruction 1730.9, Confidential Communications to Chaplains* (Chief of Naval Operations, Washington, DC, 2008), is afforded to those they counsel and

advise. Chaplains should be approachable and have direct access to the commander. The chaplain’s role as a trusted adviser involves, but is not limited to, matters pertaining to religion, spirituality, spiritual fitness, moral and ethical decisionmaking, and the resolution of religious, moral, and ethical dilemmas. The commander potentially has a great asset in his command chaplain, and in order to fully utilize the chaplain, the commander can do the following:

- Establish a leadership environment where their circle of trust is strong but not impenetrable.
- Discuss with the chaplain his roles and responsibilities within the command based on Title 10, Secretary of the Navy Instructions, Marine Corps Orders, and Marine Corps doctrine.
- Empower a chaplain to be a reprover by simply saying, “Chaplain, I need your support. If you see me or a member of my command stepping over an immoral or unethical line, you will come to me in trust and confidence and I will listen to your advice and take action.”

Chaplains serve as advisers to commanders, senior leaders, personnel, and their families.

Caveat 1. Not all chaplains operate at the same level of expertise, and for many junior battalion chaplains, this will be their first naval officer and chaplain assignments. Chaplains are qualified; they have the education, religious ministry experience, and endorsements of their religious organizations, but they need to be mentored to become more competent staff officers. Supervisory chaplains provide mentoring, training, and education to their subordinates; however, as an experienced leader, you can take advantage of mentoring and developing your chaplain as an RMP.

Caveat 2. If it sounds too good to be true, then it probably is not true. Your chaplain should be a trusted adviser,

but what happens when a commander is getting ready to step across the line of indiscretion and the chaplain goes to the commander as a reprover? Is the chaplain obligated to report this to higher authority? Chaplains have a burden to bear because they are bound by regulatory policy to keep confidential all matters pertaining to their advice and counsel to a commander. This does not mean the chaplain is a passive observer of a violation of law, and his silence is inaction; chaplains should remain on task to ensure the commander receives the support necessary to make a prudent decision while maintaining confidentiality.

A Lawyer’s Perspective: The Nathan Obligation (Legal Requirements and Affirmative Obligations)

We are required to defer to our commanders and those above us in the chain of command. We follow their orders. We anticipate their requirements and attempt to fulfill them before being asked. We expect them to have the best interests of the Nation and their missions at heart, as well as the interests of their subordinates.

This is what makes any confrontation with a superior difficult, especially when one becomes aware of potential misconduct. We do not join the Service expecting to confront a situation in which a superior does something unwise, much less immoral or illegal. We join the military knowing we might come home broken, or not at all, but we do not expect, and have every right not to expect, to learn a superior has done wrong and then have to struggle with what to do about it.

Nevertheless, it happens. GEN Petraeus’ resignation from the Central Intelligence Agency due to an extramarital affair, GEN William Ward’s demotion to major general for using government resources for personal agendas, and BG Jeffrey Sinclair, currently pending general court-martial for several sexual misconduct-related charges are public examples of moral and ethical failure. It seems this list is perennially refreshed by senior officers and enlisted servicemembers who, after honorable careers without blemish,

commit misconduct worthy of relief and perhaps prosecution.

Many of these acts were witnessed or suspected by subordinates. Perhaps there was an officer who noticed that GEN Petraeus spent too much time with his biographer behind closed doors. Many staffers facilitated the personal dealings of GEN Ward and must have been aware that they were being used improperly.

It takes moral courage to challenge a superior, but what if one of GEN Ward's staffers had confronted him when he made the first personal requests? Would the general have reevaluated his conduct and decision? Could his career and reputation have been saved by a subordinate who proved him? We cannot know the answer, but what we know is that a four-star general's misconduct was enabled by personnel who should have known better.⁷

The obligation to report misconduct arises under Navy Regulation 1137. The relevant portion of the regulation states, "Persons in the naval service shall report as soon as possible to superior authority all offenses under the Uniform Code of Military Justice which come under their observation."⁸ This rule obligates each servicemember to report potential misconduct. Failure to comply subjects the observer of the offense to prosecution for failure to obey a lawful order or regulation. The regulation does not mention rank, either of the person directed to make the report or of the person suspected of committing the offense.

Exposing the potential wrongdoing of a senior servicemember takes honor, courage, and commitment, but it should not have to. Regulation 1137 relieves servicemembers of having to make a choice. It relieves us by imposing an affirmative obligation to report, regardless of rank, relationship between the offender and observer, or any consideration other than that an offense may have occurred.

The threshold obligating a report is low, and though the language of the regulation seems open to interpretation, it was interpreted by at least one court to compel the observer to report under many circumstances. The court inter-

preted "observation" to include awareness of an offense without requiring visual observation of the misconduct.⁹

Hopefully no commander will ever commit an offense; however, if a commander does, he should understand that a subordinate who becomes aware has no choice but to report it to that commander's superior. Ultimately we are sworn to uphold and defend the Constitution, not the men and women who lead us. Though we may be bound to superiors through respect, fear, admiration, or some combination thereof, we are required by law to report wrongdoing.

A misconduct report requires tact, discretion, and objectivity. Before reporting a potential offense, an individual should gain perspective by seeking the counsel of a trusted peer or mentor. If a question as to the motivation behind a report of misconduct arises, there is a possibility one might be perceived to be reporting vindictively. It would be best to seek out another person who would be in a better position to assess the situation. Unless one is above reproach, the counsel of a third party best serves an allegation of misconduct.

Many concerns will arise in the minds of those who know of a superior's misconduct: loyalty, retribution, trust, ostracism, and more. It is important to remember that when faced with these apprehensions, we must be loyal to more than those closest to us. We must be loyal to the Corps and our Nation. We must remember victims of misconduct who have not seen justice because their assailants were protected by someone who chose loyalty over integrity.

We must foremost understand that failure to report is a crime under Article 1137, for which each servicemember can be held liable. In a Nation in which the rule of law is the highest value, living up to the obligations of the article trumps all other considerations. After fighting so hard for the rule of law in Afghanistan and Iraq, the courage necessary to report misconduct should be easily found.

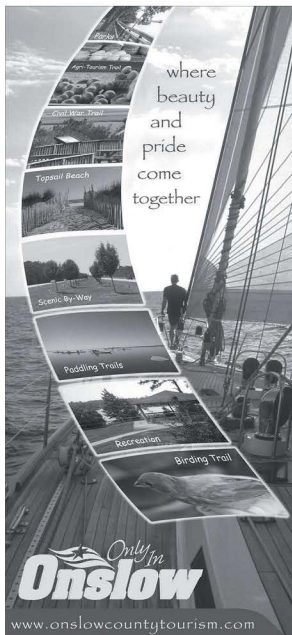
Before conduct reaches a level in which law must be invoked, it would be wise for commanders to seek counsel and be open to receiving guidance.

Likewise, a Marine in the position of providing counsel to a superior must have the courage to be candid and persuasive. If a leader gives any indication that he will even come close to committing misconduct, that leader's counselors must not only raise the issue, but also have the fortitude and intelligence to make recommendations that are convincing.

In some ways, reminding a leader that he is being watched from above and below could be the best duty a subordinate can fulfill. Imagine if GEN Petraeus or GEN Ward had such advice—perhaps their names would still be associated solely with honor.

Conclusion: Training and Education in the Marine Corps on Values, Ethics, and Morals

The Marine Corps has an illustrious heritage in which "uncommon valor was a common virtue." Starting in boot camp or at Officer Candidates School,



Marines are taught values, ethics, morals, and decisionmaking. Recently the Commandant ordered that every Marine read *Marine Corps Warfare Publication 6–11, Leading Marines*, and *Marine Corps Reference Publication 6–11D, Sustaining the Transformation*, in order to “reawaken” our souls intellectually, physically, and morally so as to “refocus on our ethos and values,” “a refocus on ‘who we are’ . . . and ‘what we do.’”^{10 11 12}

Another good doctrinal resource is *Marine Corps Reference Publication 6–11, Marine Corps Values*, which defines and describes the inculcation process of teaching core values from entry-to-unit-level training.¹³ In the introduction of *MCRP 6–11*, Gen Rusty Blackman makes the following comment:

The Nation expects more of the Marine Corps than just success on the field of battle. America requires its Marines to represent her around the globe as a symbol of the might, resolve, and compassion of our great country. Feared by enemies, respected by allies, and loved by the American people, Marines are a “special breed.” This reputation was gained through

and is maintained in a set of enduring core values that form the bedrock and heart of our character.

Part of belonging to the Marine Corps Team involves incorporating the values of the team into the daily lives of its members. We understand and subscribe to our Corps’ values: honor, courage, and commitment. There are other values that we honor as defenders of the Constitution: the ideals of democracy, fairness, faith, and freedom. These values and the basic concept of right and wrong are cornerstones in building Marines.¹⁴

Every generation needs to discover for themselves what they believe. Right and wrong do not change, but the moral and ethical complexity of the world has. All Marines must be trained and educated on how to make good decisions when faced with moral challenges.

Marines at every level should receive values, morals, and ethics instruction. Small unit leaders must be equipped to reinforce this education and training, especially in association with warfighting, such as the Law of Armed Conflict, trafficking in persons, and the many other moral and ethical issues faced in battle or in garrison.

Keeping our honor clean is not optional—it is our way of life. Being a Marine means always doing what is right. Ethical and moral education and training can strengthen moral resilience and warrior readiness. When Marines at all levels of leadership embody the values, ethics, morals, and character that the Marine Corps holds high, the probability of leadership failure due to personal misconduct can be eradicated.

>Authors’ Note: The genesis of this article was an inspirational speech to senior Navy chaplains by RADM Margaret Grun Kibben, Chaplain of the Marine Corps. We are grateful for her moral, ethical, and spiritual leadership.

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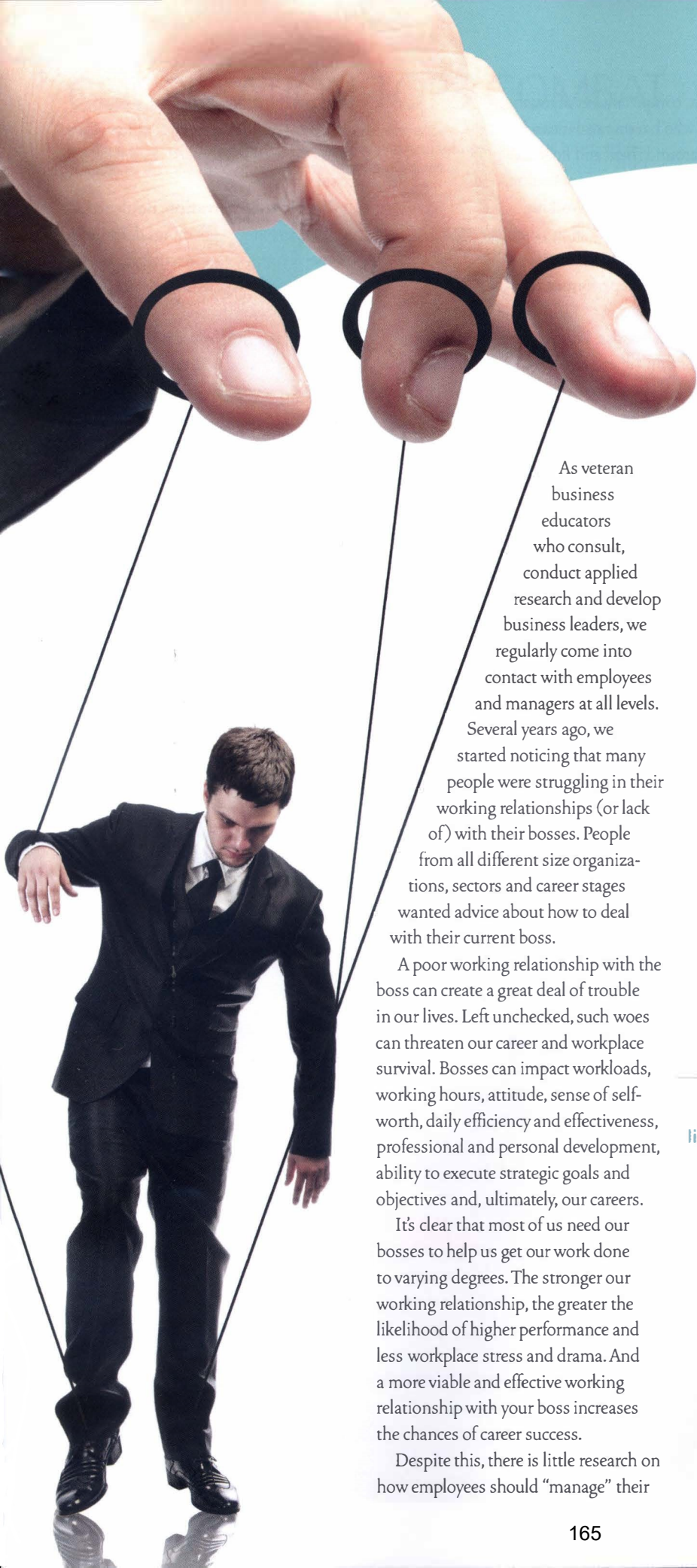
A hand wearing a black glove is pointing towards the left. The background is a teal color with a white curved shape on the right side. The hand is wearing a black ring on the index finger.

EXECUTIVE SUMMARY

The literature is replete with case studies and examples of how to manage your workforce. But lists of tips for managing your boss are quite lacking. And that's a shame, because after all, your relationship with your supervisor is important for your job and future. As one veteran manager in this article's series of focus groups stated, "To be honest, the onus for making this relationship work is on me."

Managing your boss in the 21st century

BY CLINTON O. LONGENECKER AND LAURENCE S. FINK



As veteran business educators who consult, conduct applied research and develop business leaders, we regularly come into contact with employees and managers at all levels. Several years ago, we started noticing that many people were struggling in their working relationships (or lack of) with their bosses. People from all different size organizations, sectors and career stages wanted advice about how to deal with their current boss.

A poor working relationship with the boss can create a great deal of trouble in our lives. Left unchecked, such woes can threaten our career and workplace survival. Bosses can impact workloads, working hours, attitude, sense of self-worth, daily efficiency and effectiveness, professional and personal development, ability to execute strategic goals and objectives and, ultimately, our careers.

It's clear that most of us need our bosses to help us get our work done to varying degrees. The stronger our working relationship, the greater the likelihood of higher performance and less workplace stress and drama. And a more viable and effective working relationship with your boss increases the chances of career success.

Despite this, there is little research on how employees should "manage" their

bosses and little, if any, formal education and training available. Fostering a solid and productive working relationship with our boss leaves us pretty much on our own to learn survival tactics or rules of the road.

So we started chronicling the concerns and frustrations that people had in their working relationships with their superiors. This process has included a wide variety of applied research projects investigating good and bad bosses and their impact on their employees.

The awful 13

This research has documented the accompanying unhealthy and counter-productive working relationships that result when "bad" bosses interact with their subordinates. Each type of problematic boss produces his or her own sets of frustrations. Here is the list of 13 "bad boss archetypes" that research has uncovered, along with the corresponding employee frustrations:

1. Mystery bosses: Leaders who fail to clarify expectations and direction, leaving employees with no clear sense of where they are headed or what should be done to get there.

Employee frustration: Employees are wracked with uncertainty, have no clear focus and never know if they are doing the right activities, working on the right projects or attacking the right issues.

2. Egomaniacal bosses: Leaders who are egocentric, narcissistic, disrespectful of others and who make everything about themselves – yes, everything.

Employee frustration: Employees are openly disrespected, don't have a voice and are crushed by the boss' ego-driven behavior.

3. Emotionally unintelligent bosses: Leaders who have horrific people skills and frequently approach

There is little research on how employees should "manage" their bosses.

working relationships with brute force, indifference and no real concern for others.

Employee frustration: Employees lack any kind of interpersonal relationship whatsoever with their boss, causing a host of other workplace problems.

4. Dr. Jekyll/Mr. Hyde bosses:

Leaders whose moods are highly unpredictable and who demonstrate emotional instability, as these managers provide few clues as to when he/she is “approachable” or how they will react on a particular day.

Employee frustration: Employees are constantly under stress and walking on eggshells because they do not know what to expect day in and day out.

5. Noncommunicative bosses:

Leaders who fail to communicate with the people around them, creating a communications vacuum that does a poor job of sharing information, listening and creating an environment where workers know what’s going on.

Employee frustration: Employees operate without needed information and don’t have a voice to ask questions, share concerns and offer suggestions about how to improve performance.

6. Clueless bosses: Leaders who are

incompetent, completely out of touch with reality, who have no real idea what is going on around them and float above the intricacies of running an operation.

Employee frustration: Working for a person incapable of adding value to the enterprise and whose behavior is damaging drains both performance and morale on a daily basis.

7. Firefighting bosses: Leaders who do not plan or think ahead and tend to create crises of their own making by their ongoing lack of forethought and preparation for operational and individual workplace activity.

Employee frustration: It becomes impossible to effectively plan, prioritize and take advantage of opportunities when everything is an “emergency.” This leads to inefficiency, poor performance and fatigue.

8. Unrealistic bosses: Bosses who consistently set overly aggressive stretch goals, establish unrealistic timelines and make promises and commitments that cannot be realistically kept.

Employee frustration: Employees are discouraged, disengaged and disappointed as they feel set up to fail. They are demoralized to be working on goals and projects that are unreachable.

9. Indecisive bosses: Leaders

who avoid making decisions, solving problems and addressing conflicts. They are beset with the paralysis by analysis syndrome.

Employee frustration: Bottlenecks and an inability to get things done result as their bosses create inactivity and stalemate because of their inability to make a timely decision.

10. Status quo bosses: Leaders who are stagnant, resist and even fight change, process improvement initiatives or any effort to alter an organization’s current modus operandi.

Employee frustration: Employees are stymied when they attempt improvements because they have a leader who prefers to sit back and keep doing what they have always been doing, whether it is working or not.

11. Lone Ranger bosses: Leaders who do not understand the importance of teamwork and cooperation and who perform their own job with little or no concern for others.

Employee frustration: A lack of teamwork and cooperation make it more difficult to get work done and improve team performance.

12. Jealous bosses: Leaders who are threatened by their subordinate’s strong performance and who take credit for

A lack of teamwork and cooperation make it more difficult to get work done.



every success but are quick to cast blame on others for failure.

Employee frustration: Employees feel cheated because their superior takes credit for their ideas and work. The workforce constantly is treated unfairly and kept off balance.

13. Unscrupulous bosses: Leaders who are unethical, overly political and who constantly operate with hidden, dark or overly personal agendas.

Employee frustration: Doubt, uncertainty and fear crop up as employees are constantly worried of being on the wrong side of the organization's best interest, ethical practices or even the law.

These categories do not operate in isolation, as a bad boss can demonstrate more than one of these archetypes. But all the frustrations these bosses generate make it easy to understand why bosses are still the number one reason why employees voluntarily leave an employer. Every one of these categories of bad bosses can destroy employee morale, teamwork, communications, creativity and innovation, organizational culture, performance and careers.

Whether you have a good boss or a bad boss, you must take proactive steps to ensure a viable and effective working relationship. So let's look at what we can do to make this happen.

Filling in the missing data

Researching the literature on the subject did not yield much useful information. There were many opinions based on anecdotal data and individual life experiences, along with a few academic pieces in fabricated laboratory settings. But real-world feedback from working professionals was minimal.

So as part of a management development program, we conducted a series of focus groups with a cross-section of nearly 300 business leaders and professionals. We asked participants, "Based on your experience, what do you consider to be the practices that are most important in creating an effective working relationship with your boss?" Participants were asked to

respond to this question individually. Then they were assigned to five-person focus groups to share their individual findings, discuss the importance of each and come to a consensus on the most important factors.

Each focus group was asked to identify no more than 10 factors, which were content analyzed to identify common ground. We collated the results into 11 lessons below. Each lesson includes a key question that you can ask to assess the quality of your own working relationship with your boss.

Look carefully at what participants identified as most important in having a solid working relationship with their boss, as they had a strong consensus around these key practices. Think about what you need to do to improve and better manage your working relationship with your boss and learn from the collective wisdom of these focus groups.

1. Accept the fact that you cannot change your boss. It is virtually impossible for employees to upwardly impact their boss' approach to doing business, personality, management style or interpersonal and decision-making skills. Stated more simply, most of us are not in a position to change our boss. This is reality, not fatalism. Our sample agreed that each employee must adjust behavior to accommodate the shortcomings and bad boss tendencies of superiors. As one participant said: "It might not be fair, but I need to adjust my style to better sync up with the style of my boss. Otherwise things could go south quickly."

Key question: Are you adjusting your style and approach to your work and workplace to accommodate your boss' style and even shortcomings?

2. Put yourself in your boss' shoes. It is imperative to understand your boss' performance goals and what your organization expects your boss to deliver. Understanding these challenges and pressures can affect you and your fellow co-workers in powerful and dynamic ways. When you know your boss has overly aggressive goals,

too much on their plate, unrealistic timelines, or maybe even a bad boss herself, it can make you more empathetic and put you in a better position to offer help. To gain this understanding requires emotional intelligence and great situational awareness, and such knowledge can help you put together a game plan to work better with your boss.

Key question: Do you really know and understand what your boss is being paid to deliver and the pressures that he or she is under from superiors?

3. Get on the same page with your boss. Once we know what our boss is being held accountable for, it is our job to get on the same page and identify the results that we need to deliver. Where there is ambiguity, each of us may need to help our boss clarify what our job entails and what results are needed to help our bosses be successful.

When bosses are busy, it is not uncommon to find drift between the boss' and the employee's performance expectations and priorities. And while formal performance planning sessions are important, it is a great practice to create regularly a list of all the things you are working on and results you are pursuing for their review. Then schedule a meeting with your boss to make sure that you are properly aligned. You want to make sure that you succeed in a way that contributes to your boss' success – and that the boss clearly understands this linkage. The more dynamic your workplace, the greater the need for this ongoing alignment.

Key question: Are you proactively realigning your goals, roles and responsibilities with your boss to make sure that you are operating in concert with them?

4. Work hard to know and understand your boss' strengths and weaknesses. You and your boss are linked together whether you like it or not. So it's really important to pay attention to his or her work habits, management style and how they operate.

Do you know what motivates your boss? Have you assessed your boss' emotional intelligence? Have you taken

Do you really know and understand what your boss is being paid to deliver?

the time to figure out your boss' personality quirks and idiosyncrasies? Do you know and understand the things that set off your boss?

This information should put you in a better position to use your own emotional intelligence to find more effective ways to communicate and interact with your boss. Failing to know your boss in this regard puts you at a disadvantage when developing strategies that will allow you to both play to your superior's strengths and deal with your boss' weaknesses.

Key question: Do you truly know your boss' strengths and weaknesses and understand his or her idiosyncrasies?

5. Regularly assess the overall quality of your relationship with your boss and conduct an annual SWOT analysis. It is important to evaluate the strengths, weaknesses, opportunities and threats to your ongoing working relationship with your boss.

Here are some important questions to guide your assessment. What does your boss do that helps your productivity and performance? What does your boss do that hurts your ability to deliver desired results? What specific things represent opportunities that could be used to improve your working relationship? Are there any specific threats to your working relationship that could create real problems for you?

Our research shows that people are quicker to assess working relationships with their peers and subordinates but often fail to see the value in assessing their working relationship with their boss. Taking the time to understand what is working well and what needs work is an important tactical step to identify ways to better manage your boss.

Key question: Do you take the time to think through and assess the quality of your current working relationship with your boss and specify things you need to do to improve that relationship?

6. Communicate using your boss' rules. Learn how and when to

communicate with your bosses and how best to keep him or her informed. Most bosses have a preferred style of communication and preferred channel for communicating. It might be team meetings, one-on-one discussions, emails, managing by walking around or talking on the phone.

The important point is that you understand what your boss prefers and demonstrate initiative to keep your boss informed about the status of projects, important performance metrics and information that puts your supervisor in a better position to make decisions. A byproduct of demonstrating this initiative will be an increase in two-way communication, which is almost always a very good thing.

And while there are exceptions, it's generally not a bad thing to be confident enough to ask your boss how things are going for her, how was his weekend or even share a good book or a movie. Fostering an appropriate personal side can normalize communications and make it easier to talk about important work-related things.

Key question: Do you know and understand your boss' communication patterns, habits and practices, doing your best to communicate with them on their terms?

7. Be proactive and keep aligned. Another important practice was that of staying proactive and conducting regular alignment sessions with your boss to keep on track. Regular alignment sessions create an opportunity to keep our bosses coaching and providing us with the input we need to be effective.

Scheduling such regular meetings to discuss your performance, what you are working on and solicit your boss' input is one of the best things that can improve your working relationship. Many bosses don't always take the time to provide feedback and coach their employees, and many are not comfortable doing so. So meeting with your boss once or twice a month can do wonders to normalize discussions about performance.

Key question: Do you proactively

schedule regular alignment meetings with your bosses to review and prioritize your workload and give them an opportunity to provide you with input and feedback?

8. Establish your brand and make it a practice to under promise and over deliver. Our focus groups continually discussed the importance of developing a reputation (your brand) as a person who knows how to deliver desired results the right way.

What are you known for at work? Are you known for being easy to work with? Having a great attitude? Being a great team member? Being a strong communicator? Being a high performer? Knowing and understanding how people at work, especially your boss, perceive you can help you manage your relationship with your boss.

Along the same lines, make it a practice to under promise and over deliver. Most bosses appreciate when their people exceed expectations. Our long-term career success is contingent on developing a track record of consistently delivering desired results. So when you deliver what your boss expects on an ongoing basis, it establishes your credibility as someone your boss can depend on. And much research makes it clear that once people depend on us, our influence with them increases quickly, which is critically important in our relationships with our superiors.

Key question: Are you known to be a person who is easy to work with and who consistently delivers desired results? If not, why not?

9. Be a problem-solver. Our participants offered a strong piece of advice: Never identify a problem or a complaint without bringing your boss a potential solution that you have thought through. Otherwise, you will be perceived as a complainer or doomsayer.

Most bosses have a fair number of problems and issues on their plate. Don't be surprised if you get less than a warm reception when you bring your boss another problem or troublesome issue. If your boss needs to know something, use your knowledge of

Do you know and understand your boss' communication patterns, habits and practices?

his or her modus operandi to decide on the best time and place. Make sure you properly frame the issue to make it easier for your boss to understand the problem and why it is important.

Then offer up your ideas or your potential solution(s) – it helps if you have written up a concise document. We all take things more seriously when they are put forth in writing. The document tells your boss that, whatever the issue is, it is serious and you have invested the time to jump-start the problem-solving process.

Key question: Are you known by your boss as a person who is a problem-solver or are you perceived to be a complainer or malcontent?

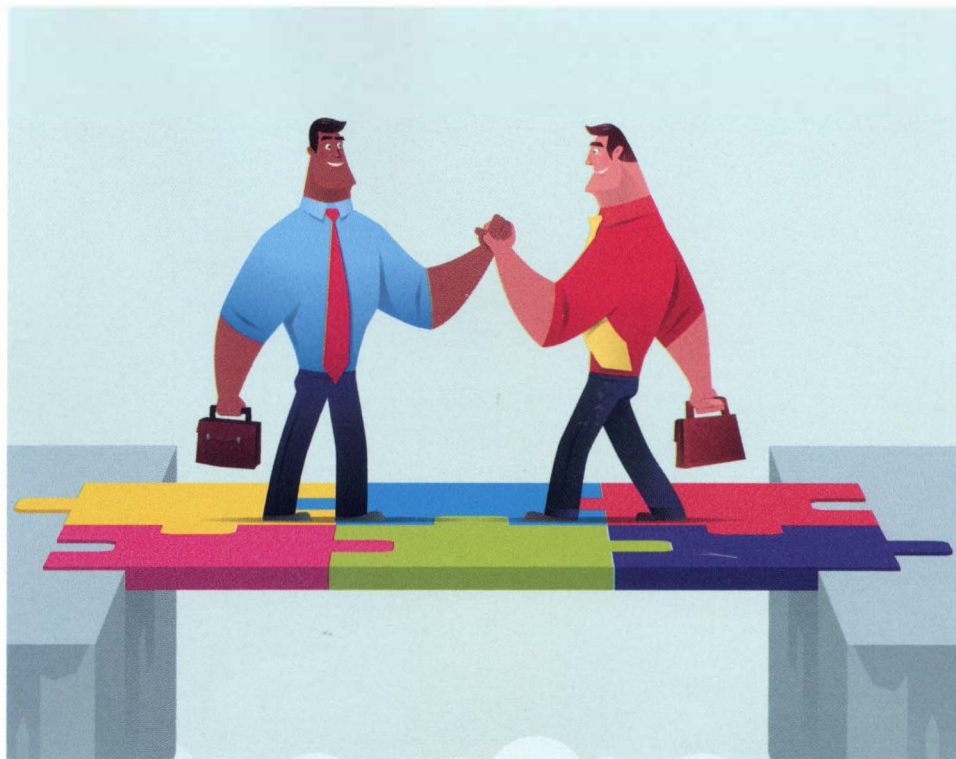
10. Show respect for your boss even if your supervisor might not deserve it.

When you work for a bad boss, remember that this relationship is not taking place in a vacuum. While people may not like your boss, they also are looking at you and assessing how you respond. Always show respect for your boss. Don't engage in gossip, backbiting, character assassination or making your boss look bad behind his or her back.

Many workers lead dual lives and have multiple personalities when it comes to their bosses. To the boss' face, they are upbeat, compliant, obedient, obliging, accommodating, helpful and respectful. Yet, behind the boss' back they are the opposite, making fun of him, mocking her and demonstrating open contempt and resentment.

We understand why people engage in such practices, but here are a couple of warnings. First, these things never happen in a void, as other people are watching and listening. When word of bad-mannered behavior gets back to the boss, it can spell career disaster for the backstabber. Second, it sets a terrible example and can have a demoralizing effect on other people. And finally, it causes other people to wonder what you say about them when they are not around.

So, as the old adage goes, if you don't have something good to say about



your boss, it's probably best not to say anything.

Key question: Do you demonstrate respect for your boss regardless of how bad he might be and resist the temptation to act in a fashion that might undermine her?

11. Know when it's time to go.

Our final lesson circles back to our first lesson: You can't do much to change your boss. So if your boss is prone to extreme mood swings, or has a destructive personality or is openly disrespectful of you and the members of your team, maybe it's time to go. If you're stressed out and feel nauseous when you come to work or your job is hampering your health, maybe it's time for a change. And, in particular, if your boss is engaged in dubious and illegal activities, you may need to remove yourself from the situation quickly.

Key question: Is your current boss performing in a fashion that makes it clear that your work situation is no longer viable? If so, what is your exit strategy and timeframe?

A call for action

One focus group participant provided us with a great closing thought. He said: "For me to be successful, I need to

have great working relationships with my peers, and especially with my boss. I need to do the things I can do to make the relationship with my boss work, and it really comes down to managing expectations, focus, communications and knowing and understanding each other, which is not always easy but is required. I need to do the things that I can do to make it work. And if I can't, I have to be smart enough to realize that maybe I'm not in the right place."

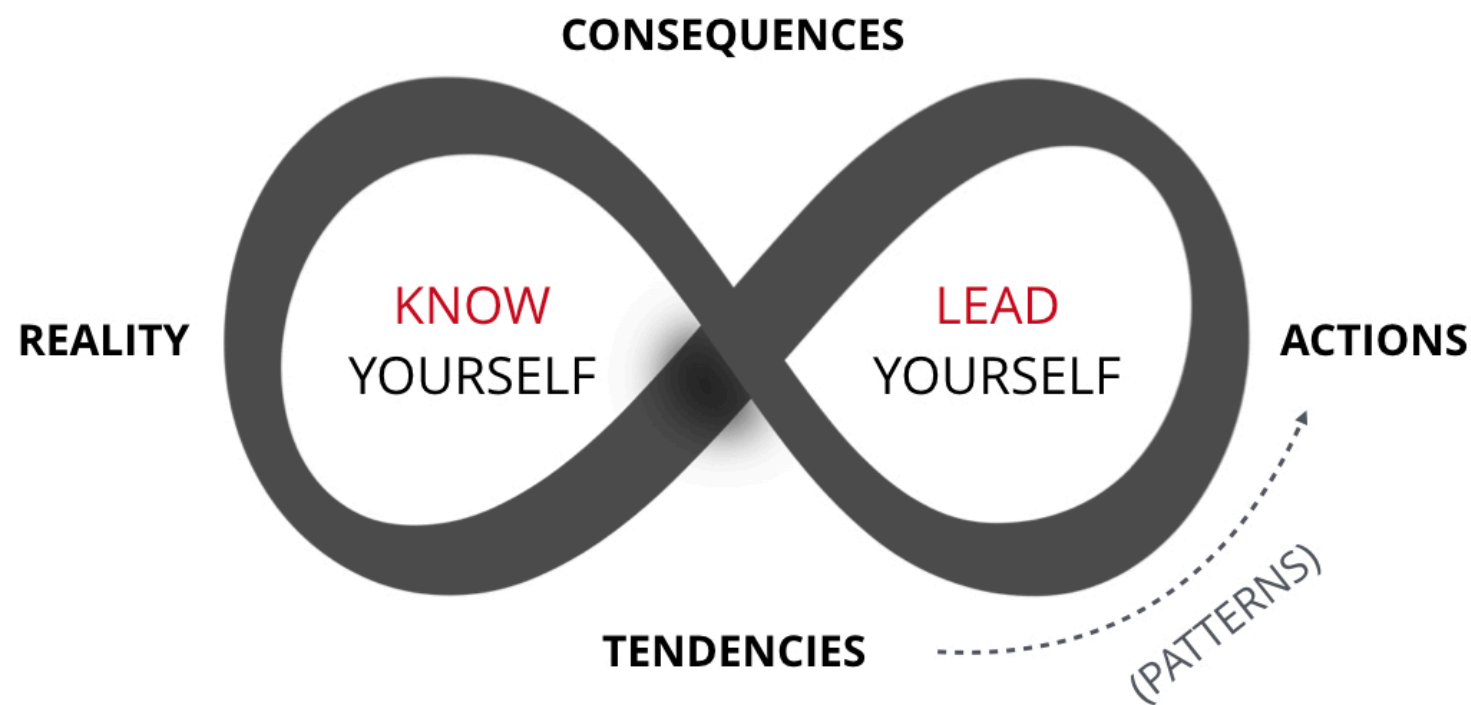
Regardless of the type of boss you work for, each of you should review the questions we have proposed and take action. Implementing these important lessons can make life easier and put you in a better position to deliver results, which is the cornerstone of career success.

For most of us, taking these proactive steps to improve our working relationship with our boss is simply a good thing to do. We need to remember that we need our bosses if we are to be successful. And they need us if they are to be successful.

So make it a priority to assess your working relationship and develop a plan to make that relationship better, stronger and more productive. Your career depends on it. ❖

Are you known by your boss as a person who is a problem-solver?

KNOW YOURSELF TO LEAD YOURSELF



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Tool Summary:

- Know Yourself to Lead Yourself (KSLY) is a mirror intended to help you ask and answer the questions: “What does it feel like to be on the other side of me?” and “Do I know myself in order that I may lead myself more effectively?”
- KSLY addresses the problem that 1) leaders are not as effective or self-aware as they may think and 2) leading through influence, versus positional authority, is the currency in our modern world and in the VUCA environment that is the Profession of Arms.
- Environment and culture are heavily influenced by the tendencies and patterns of behavior of the leader.
- Reality on this tool is defined by the results of our actions, aka consequences. Consequences can have a positive or negative impact shaping our reality.
- Consequences are the product of actions. And our actions are a product of choice, as well as our natural tendencies and patterns of behavior.
- Tendencies are those things that are hard-wired parts of our personality. For example, a Nurturer has a tendency to reframe negative questions in a positive light, because they have a preference for relational harmony.
- Tendencies create patterns of behavior that impact how we act, our decision-making processes
- The infinity loop represents the repetition of patterns of behavior and actions we tend to follow. Increasing our self-awareness allows us to examine what is working, and discover issues that may be like “broccoli in the teeth,” or contributing to a negative reality.
- The secure, humble leader asks, “What is the reality of my leadership? Where do I need to be intentional to interrupt a negative pattern of behavior that has shaped a reality I’d like to change?”

Companion Tools

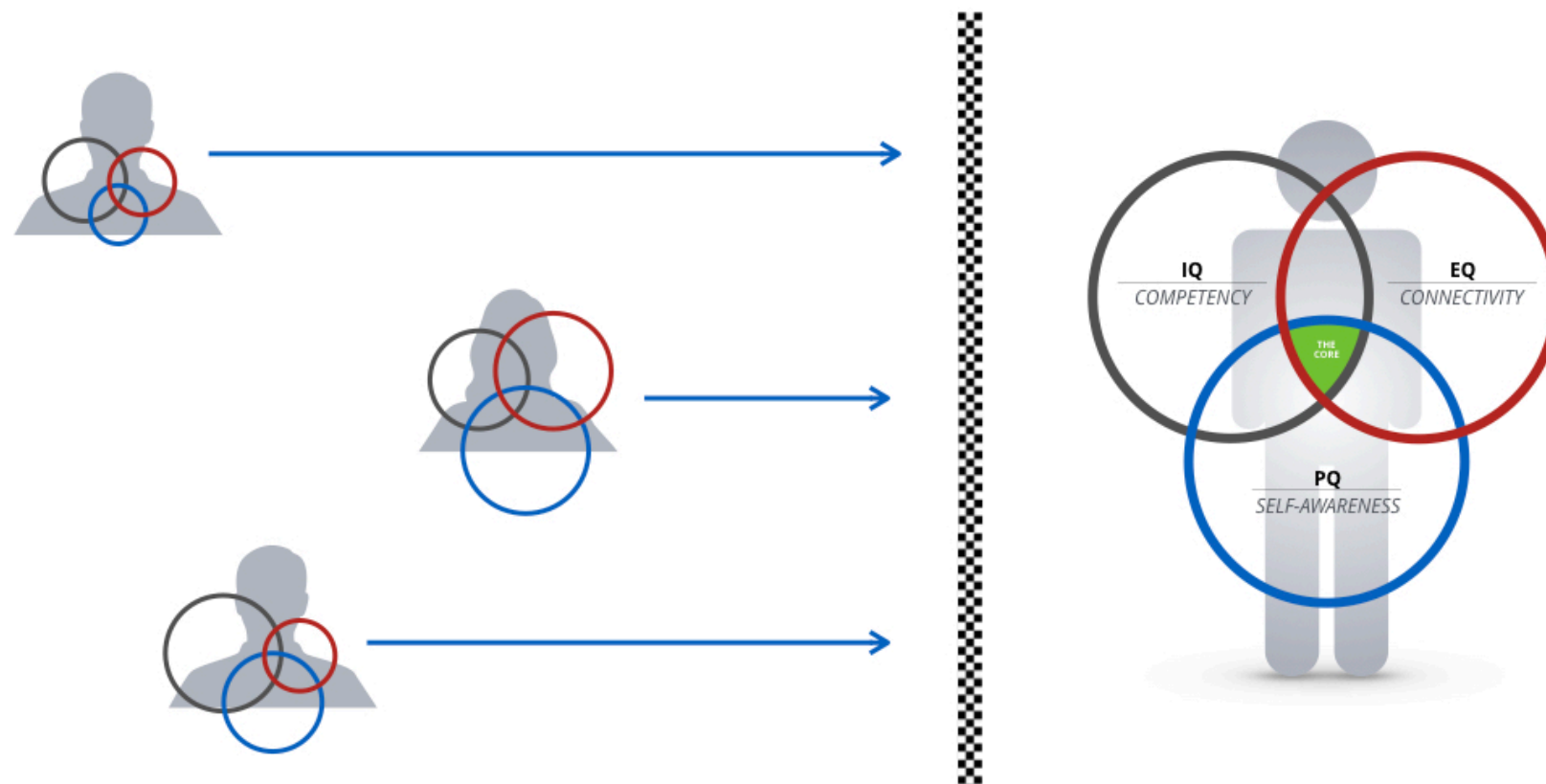
For deeper understanding, consider the connection of Know Yourself to Lead yourself to these tools:

- Leaders Define Culture
- The Core
- Support Challenge Matrix

Toolkit Video Library

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KNOW OTHERS TO LEAD OTHERS



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Tool Summary:

- Know others to Lead others is a helpful tool to remind you, as leaders, that strengthening the core issues (IQ/EQ/PQ) of your people is an essential part of shaping healthy culture and climate.
- The tool is visualizing how far the members of your team are from where you need them to be. We call that the “unconscious competence” - that they can do the things they need to do with almost not needing to think about it.
- When you look at where your team members are, one of the helpful lenses is to overlay the Core Tool on top of each individual and to ask yourself, “Where do I see the greatest opportunities for growth?” “What are the IQ, the hard skills that my team needs to master and learn?” What about the EQ, what are the issues with their Connectivity, their emotional intelligence? What are the things they do that cause them to disconnect from others? And then self-awareness and PQ – Do they really know what it is like to be on the other side of them? All of those things will give you a measure from where they are to where you want them to be.
- In the visual, each person on the slide has a different issue based on the size of their circles corresponding to the Core tool.
- Installing common language and visual tools such as the Core, the C.O.R.E. process, and the support and challenge matrix will help you to increase efficiency as you develop Airmen

Companion Tools

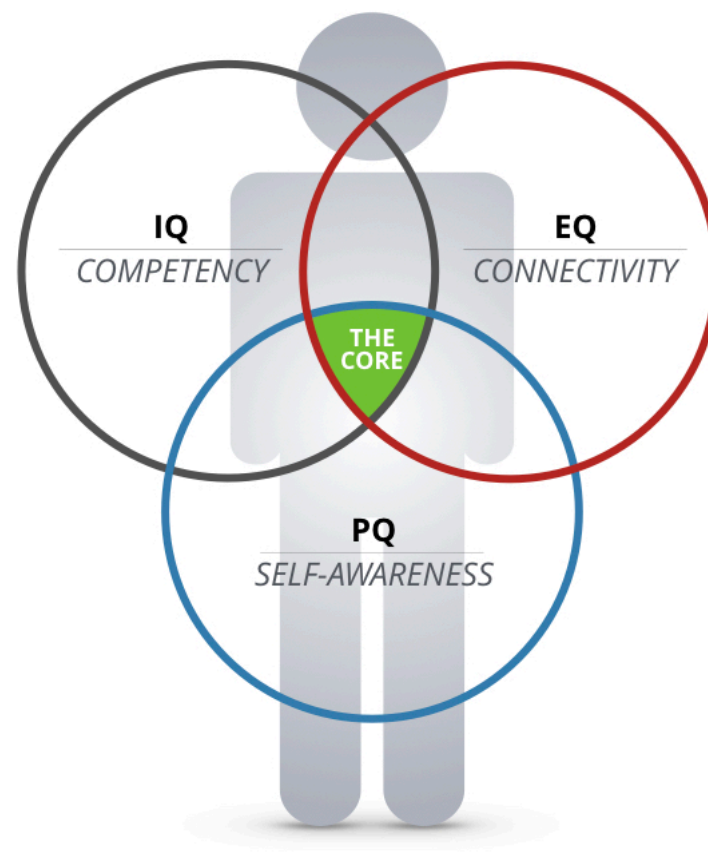
For deeper understanding, consider the connection of Know Others to Lead Others to these tools:

- The Core
- Support and Challenge Matrix

Toolkit Video Library

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THE CORE



Source: Inspired by Travis Bradberry & Jean Greaves, Emotional Intelligence 2.0

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Tool Summary:

- This is a model for healthy leader development. It's a simple visual based on the premise that effective leadership in the 21st Century requires more than mere knowledge or skills: leaders with the competitive advantage in our modern world also possess a high degree of self-awareness and emotional intelligence.
- The green intersection of the 3 outer circles of the Venn diagram represents the core of leadership:
 - IQ is a leader's competency. It's your expertise, knowledge and experience — hard skills in other words. Credible competency is what gets us hired. So we tend to focus on our education and training to build our resumes and CVs.
 - PQ is self-awareness. It's your personality wiring, tendencies, natural behavior patterns and recognizing the potential for both positive or negative impact on others. PQ asks the question, "What does it feel like to be on the other side of me?"
 - EQ is emotional intelligence, which is your capacity to apply what you learn through self-awareness as you communicate and connect with others. For example, if I'm a gregarious Connector and have a tendency to constantly interrupt others in my excitement to share a new idea, raising my EQ means I take my awareness of said tendency and practice active listening and discipline myself to let others speak first.
- We tend to focus on IQ, our hard skills, with our own development and in our management of others. However, it's a well developed PQ and EQ that gives leaders in our modern world the competitive advantage. And officers tracking towards command will be more effective if they develop a healthy core in all three areas.
- Intentional development in all of three areas results core strength, and a strong core is what enables leaders to flourish and have the ability to create cultures and environments where others can flourish as well.

Companion Tools

For deeper understanding, consider the connection of The CORE to these tools:

- Leaders Define Culture
- Know Yourself to Lead Yourself
- Know Others to Lead Others
- Support Challenge Matrix

Toolkit Video Library

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CORE PROCESS



Source: Williamson, Kubicek, Cockram

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Tool Summary:

- C.O.R.E. process (Call It, Own it, Respond, Execute) is a coaching tool that enables others to identify the core problem and execute on that with accountability.
- Call It: (Answers the “What?” Question) This is the first thing we do (the “what”). We name it... *“This is my challenge right now. This is the leadership issue I am engaging with.”* And you allow others to come into that process with you.
- Own It: (Answers the “Why?” Question) The second thing we say is you have to own it. You must ask, *“Why did this happen?”* You have to let others understand your tendencies, your wiring, why these things are going on. It is critical to go to the core issue. That process of going deeper is about Knowing Yourself and owning the fact that the only way we know of The growing is owning that place of conscious incompetence.
- Respond: (Answers the “How?” Question) We begin with the help of others to make a response. We formulate a plan where we say, *“If that was my issue, if that is what is going on, if that is why it has been happening, I am going to choose to respond differently. I am going to make a plan for moving forward that I want to be accountable for, that I want others to encourage me in, to ask me how I am doing.”* In essence, we are saying, “What is different in moving forward?”
- Execute: (Answers the “When” Question) I am not only going to have a great plan, I am going to implement that plan. And I want the other leaders I am walking this journey with to know that there is a specific date and time I am going to have it done by (accountability).
- When you learn how to repeat it and use it inside your team, inside your family, inside your organization, everyone will begin to use the same vocabulary and language. It then becomes perfectly normal to ask, *“What is the leadership issue for you right now? Where are you in the Core Process, what was the response you have decided to make, and have you actually acted on yet?”*

Companion Tools

For deeper understanding, consider the connection of the CORE Process to these tools:

- Leaders Define Culture
- The Core
- Support Challenge Matrix

Toolkit Video Library

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5 CIRCLES OF INFLUENCE



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Tool Summary:

- The 5 Circles of Influence tool shows us the target where we realize the maximum return (ROI) on our leadership development. If we work on ourselves (core), if we know ourselves to lead ourselves, what we find is a ripple effect takes place in all of our circles of influence. What we find is our relationship improves with our family and friends. The capacity to lead your team and your organization increases, and a growing influence in the wider community.
- You can't be a hero in one circle of influence, a disaster in another and hope it goes well. Neither will it work in reverse. A lot of people are looking for strategic insights to maximize the profitability in their organization. Those things are good, but the reality is influence only goes outward. it works from the inside out. So if you want to have intentional influence in all of your spheres, you have to begin with you.
- You'll know of leaders who are amazing at what they do in their organizations. In the wider community they are revered and loved, but sometimes when you dig in you find they are on their third marriage and their children really don't want to know them. This points to inconsistency in leadership and is often the result of being accidental.
- There is a huge difference between being Intentional or Accidental in our leadership in every circle. If we are accidental some things will go well and some things will not. What we are saying is you have to be intentional and deliberate, and actually have a plan to know yourself to lead yourself at work, home, team, and organization, in every aspect of our lives.
- The reality is to be a leader worth following we have to be consistent in all five circles of influence. The only way I know how to do that is to keep working on me, to keep working on the core of who I am, and recognize that the impact will ripple out from that place.

Companion Tools

For deeper understanding, consider the connection of the 5 Circles of Influence to these tools:

- Know Yourself to Lead Yourself (SELF)
- Build the Bridge (Team)
- Performance Diagnostic (Team/Organiztation)
- Organizational Clarity (Organization)

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SUPPORT CHALLENGE MATRIX



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Tool Summary:

•The Support and Challenge Matrix serves three key purposes:

1. Leadership – it's a simple way of showing how we want people to use support and challenge in order to become liberators.
2. Culture – it captures how to create a culture of empowerment and opportunity and brings out the downsides of failing to do so.
3. Feedback – it gives a framework for raising issues and understanding what help people need

•Using it with those you lead creates an environment where people are given permission by their leader to provide feedback and can then explain what support and challenge look like to them. This insight then helps the leader to calibrate support and challenge appropriately for each individual.

•Our aim is to enable people to be the best that they can be – this can only be achieved by focusing on operating as a Liberator.

•We all have a natural tendency to be either a Protector (i.e. providing support without calibrating healthy challenge), Dominator (i.e. providing high challenge that is not healthy, or not calibrating high support), or Abdicator (i.e. providing neither high support nor healthy, high challenge). None of those are good places to stay and no one is a natural Liberator.

•We all spend time in each quadrant each day. Only by concerted effort are we able to bring the right levels of support and challenge to the people in our lives and result in empowerment and opportunity.

•Support without challenge (Protector) doesn't give people the challenge they need to become better.

•Challenge without support (Dominator) doesn't help people deal with the challenge that is being brought.

•Appropriate levels of support and challenge vary by individual and by the situation they are in – don't assume that what looks like support and challenge to you, is the same for other people.

•The art of being a liberating leader is to calibrate the levels of support and challenge for the person you're dealing with.

•It's not a hierarchical thing – support and challenge are equally valid and helpful when it comes from peers or those who work for us. None of us are perfect and the only way we can get better is if people care enough to tell us what we can do better and help us as we try and improve



SUPPORT CHALLENGE MATRIX, continued

Companion Tools

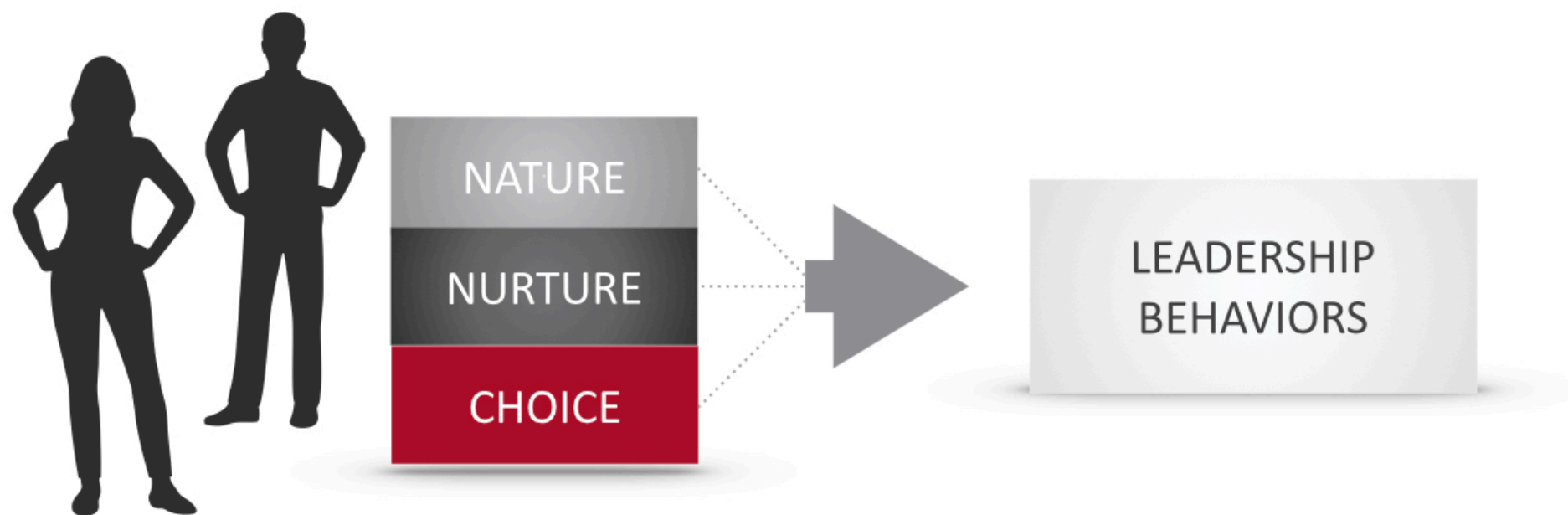
For deeper understanding, consider the connection of the Support Challenge Matrix to these tools:

- Liberating Others
- The Liberator's Intent
- 5 Circles of Influence
- The Influence Model/Self-Preservation
- Leaders Define Culture

Toolkit Video Library

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WHAT DRIVES BEHAVIOR?



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Tool Summary:

- This tool explains what drives our behavior. Most of us have taken some kind of personality assessment at some point in our careers and given a report that says, “This is who you are.” The reality, and the reason why we are often left feeling frustrated with what reads as a narrow definition of us, is that we are all a dynamic and complex mix of Nature, Nurture and Choice. So when we ask the question, “What does it feel like to be on the other side of me,” it’s not a one-dimensional answer. What others experience in relationship with us is actually the combination of three important components. And to develop into healthy leaders who create healthy culture, we have a responsibility to examine the shaping impact of all three of these elements:
 - Nature is our personality wiring, our DNA, the way we were made. Personality theory suggests we are born with certain preferences and tendencies that are observable in our outward behavior. This is static.
 - Nurture is our environment and all of the external influences that have shaped us in ways that we may not be aware. Cultural expectations (aka the “oughts and shoulds”) of family, work environment, the communities where we live all have an impact on how others experience us. This is dynamic and can change as our circumstances change.
 - Choice is also dynamic. We make choices to do certain things that may have a positive or negative impact on how others experience us.
 - For example: With the exception of the ambidextrous population, all of us are born with left- or right hand dominance. We function optimally when we learn to use both hands, but we naturally use our left for primary functions like writing. Our Nature is similar. Someone with a natural preference for Introversion will likely value and need time to be on their own, apart from others to recharge or consider how they think or feel about a situation. If that person finds themselves in a role where they have to be “on” most of the time to do their job, engaging with others in extroverted ways may leave them drained of energy. Rather than seeing this as weakness or incompetence, awareness of Nature (that they need intentional time to think and recharge) enables them to be intentional and recalibrate. Further, when we choose or are placed in roles that cause us to flex and stretch beyond our nature, we adapt and grow. That’s the upside to Nurture and Choice. When we aren’t aware of what we need, and we work or live outside of our preferences most of the time, that’s when we may experience burnout or negative outcomes.



WHAT DRIVES BEHAVIOR, continued

Companion Tools

For deeper understanding, consider the connection of What Drives Behavior to these tools:

- Leaders Define Culture
- The Core
- Support Challenge Matrix
- Know Yourself to Lead Yourself
- 70/30 Principle
- 5 Voices

Toolkit Video Library

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5 VOICES and WEAPONS SYSTEMS



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Summary:

- The 5 Voices tool works as a lens to help us understand ourselves, our strengths and our challenges, as well as the strengths and challenges of others. We're able to bring our best contribution in our spheres of influence when we know what we're capable of, both on the positive and negative sides of impact. And knowing others' Voices makes it possible for us to help them develop their capacity, as well.
- The tool pictured above provides a snapshot of each voice, and what each voice champions is a key strength.
- On the challenge side, growth for all of the Voices comes from not only recognizing what we don't do well, but also that a strength can translate as a weakness or be a blindspot that we don't see. Choosing to be self aware helps us see the "broccoli in our teeth," where that relates to tendencies that can have negative impact on our leadership and influence. Emotional intelligence increases our capacity to leverage what is positive and minimize collateral damage from the negative.
- In addition to a lack of self-awareness and low emotional intelligence, which we would characterize as immaturity, negative impact can also come from stress, And each Voice responds differently under stress.
- Understanding stress behavior at a depth level according to personality theory is a complex undertaking. To simplify, the analogy of a weapons system can help us make sense of our potential stress-related negative behavior and, thus, minimize collateral damage, predict how we and others may behave under stress and allow us to avoid undermining our influence.
- Each Voice comes equipped with its own unique weapons system, which may show itself in our behavior at times, particularly if we're under stress. Maturity is about becoming self-aware of our potential for negative behavior and raising our emotional intelligence to regulate and mitigate undermining tendencies.
 - **The Bomber is the Pioneer weapon.** This is experienced by those on the receiving end as harsh, verbal critique and aggressive posturing - a "back me or fight me" type of mentality. The scorched earth that follows in the wake of an attack is damaging when the verbal missile or bomb is launched indiscriminately or out of frustration



5 VOICES and WEAPONS SYSTEMS, continued

or anger. Incompetency in others, having one's visions threatened, having their own competency called into question or personal insecurity are examples of what might trigger a Pioneer to launch a verbal attack. An arsenal of bombs launched at log jam interfering with the mission can have good results. But a weapon thoughtlessly launched at a Connector's proposal (i.e. "that's an idiotic idea") can make the other person feel threatened, hurt or unsafe.

- **Cyber Warfare** is the weapon for the **Connector**. This is experienced by others as passive aggressive behavior, or seen as subtle negative comments that plant a seed of doubt about the competency or character of someone who's offended the Connector. Having an idea rejected, not being acknowledged for their contribution or someone else taking credit for their idea, as well as insecurity are examples of what might trigger a Connector to engage in cyber warfare.
- **Interrogation** is the weapon for the **Guardian**. This is experienced by others as excessive, stacked potentially aggressive questions and information gathering that can make the other person feel as though they are on the witness stand in a courtroom. Incompetency in others, perceived incompetency of self, fear of failure of a project or the mission, wasted time or money, or their own insecurity are examples of what might trigger a Guardian to begin interrogating others. Questions to understand and solve the problem are helpful. Questions that feel to another as though ammunition is being gathered is damaging to relationships and influence.
- **Explosives** are the weapon for the **Creative Feeler**. Under normal conditions, the Creative Feelers are the quiet champions of organizational integrity and move about their lives seeing innovative possibilities for people and working to bring those to life — which is far from being explosive. Feeling under pressure or misunderstood for a long time, seeing or sensing that values or integrity of the organization or their people have been violated in some way, or personal insecurities are examples of triggers that can cause an explosive reaction in a Creative Feeler. It can be shocking to both the Creative and those around him or her.
- **The Sniper Rifle** is the weapon for the **Creative Thinker**. Others experience this as a swift, verbal critique, possibly in the form of sarcasm, that seems to come out of no where. A take-down shot that is calculated, in other words. Creative Thinkers know in their minds what they believe the solution to be, so incompetence in others, dismissal of their idea, arrogance in others, exaggeration of the truth or their own insecurity are examples of triggers than cause the Creative Thinker to use their sniper rifle of critique.
- **Withdrawal of Care** is the weapon for the **Nurturer**. The image for this is a medic taking care of a wounded soldier, which sounds like caregiving given that they are normally champions of people and relationships. However, what people experience as negative behavior from a Nurturer under stress, when they or their people's values have somehow been violated is transactional behavior without their normal warmth or sense of caring. In addition to values violation of self or others in their care, personal insecurities or having over-served and not taken care of self can trigger this behavior. On occasion, withdrawal of care might also come with a scalpel of negative critique, also evidence of stress.

Companion Tools

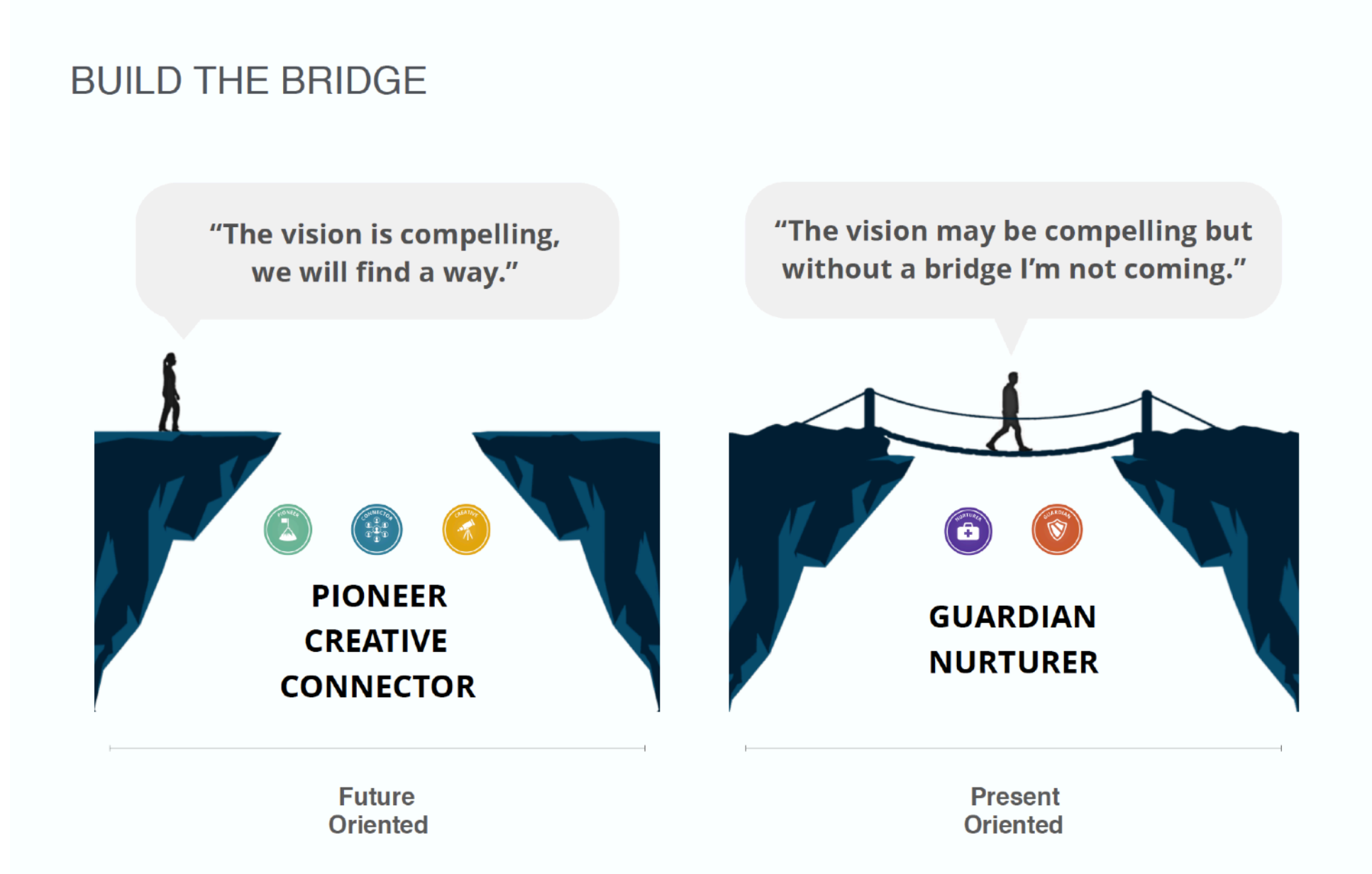
For deeper understanding, consider the connection of 5 Voices Weapons System to these tools:

- Leaders Define Culture
- Know Yourself to Lead Yourself
- Support Challenge Matrix
- 5 Circles of Influence
- The Core

Toolkit Video Library

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Summary:

- When you are leading change, how do you help others come along on the journey?
- Assume we are dealing with 2 sides of a ravine with one side representing your compelling vision for the future that the leader is excited about and the other side, the people you are wanting to bring along who are evaluating whether or not the vision is exciting and compelling.
- If you are a Pioneer, Creative or Connector, you believe, "If the vision is compelling, we will find a way." We may have to swim or fight the sharks as we go. This reflects a mindset of building the bridge as we go and comprises 30% of the people.
- If you are a Guardian or Nurturer, you believe, "The vision may be compelling but without a bridge, I'm not coming." This reflects a mindset of having a bridge in place before we go and comprises 70% of the people. This group needs to know that it is going to be safe. If I bring all the people and resources needed I am responsible for, will we be safe to move from our present reality to the future without being eaten by the sharks? Past performance will be taken into account as they have likely lost in the past and vowed they will never do that again.
- If you are a Pioneer/Creative/Connector: Collaborate with Guardians and Nurturers to build a bridge. It will take more time and resources to do this. It is best to invite Guardians and Nurturers to evaluate a pilot program so that they can bring the rest of the organization along. Let them see it in the small so they can then see it within the larger organization. That way, your leadership feels more safe and secure and ultimately, more productive.

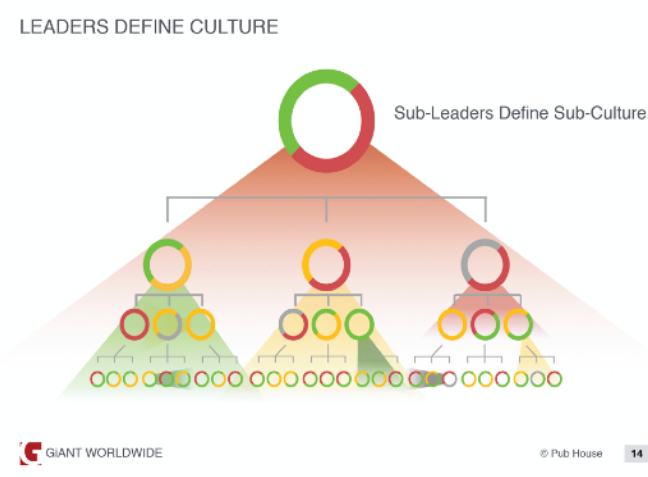
Companion Tools:

Five Voices
 Communicating Vision
 Leading Effective Change
 Pass the Baton

Toolkit Library:

<https://vimeopro.com/giantworldwide/giant-visual-tools-v5/video/288657797>

Leaders Define Culture



Tool Summary:

- This tool pictures the reality that leaders create culture, but sub-leaders create sub-culture. Green represents healthy, values consistent culture, yellow represents inconsistent/somewhat unhealthy culture, and red represents consistently unhealthy/toxic culture. When participants have the support/challenge matrix language and coloration down, you can connect the green to liberator, red to dominator, and yellow to protector.
- This tool creates a rationale for why work on common language in visual tools throughout a unit/organization. Language creates culture and gives a standard by which to determine health.
- This tool, similar to “know yourself to lead yourself” is more of an axiom that can spur a lot of conversation rather than an in-depth tool to teach.
- Article defining culture and sub-culture: <https://smallbusiness.chron.com/levels-culture-subculture-managing-organizations-34254.html>

Companion Tools

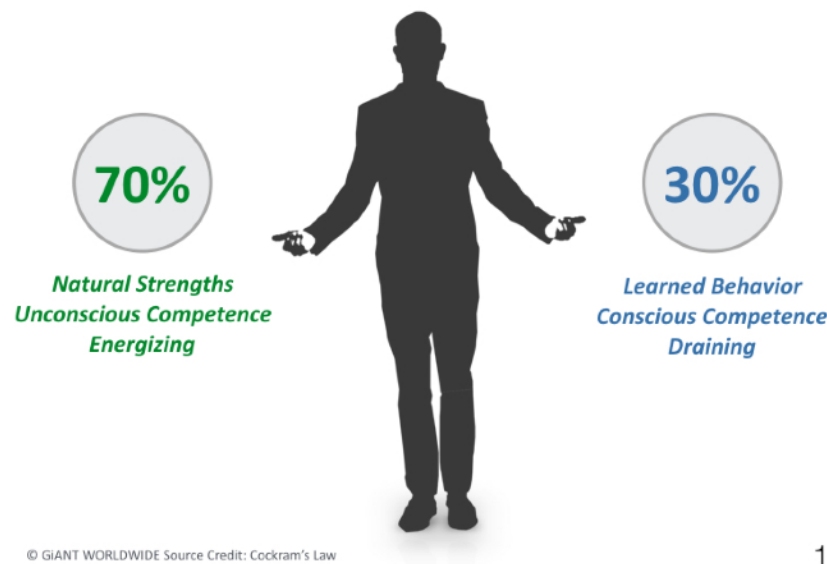
Support and challenge matrix
Creating Healthy Culture

Toolkit Library

<https://vimeopro.com/giantworldwide/giant-visual-tools-v5/video/265640370>

70/30

70:30 PRINCIPLE



13

Tool Summary:

- This tool was designed to show why certain things are energizing (come most natural) and why certain activities are a challenge. If you can spend 70% (1st, 2nd, 3rd voices) of your time as a leader in the things that come the most natural to you, you will be able to spend 30% of the time in those things that are learned behaviors (4th and 5th voice) and are draining.
- The 70% are areas of Natural Strengths, Unconscious Competence, Energizing.
- The 30% are areas of Learned Behaviors, Conscious Competence, Draining.
- When you find you are working outside this principle, you will always head to a place where you will run out of energy (e.g., 60:40, 30:70). Work can become something that you have to do, leading to burnout and bitterness.
- Giving participants the opportunity to assess where they are at right now and what direction it is trending is a very helpful exercise. We stress that while every job has unique demands that will require us to do things we are not naturally wired to do, we can lead ourselves to function at our best through self-leadership, collaboration, and delegation.
- A great companion and research base for 70/30 is the Power of Full Engagement by Loehr and Schwartz, summary points here: <https://www.njlifehacks.com/power-full-engagement-book-summary/>

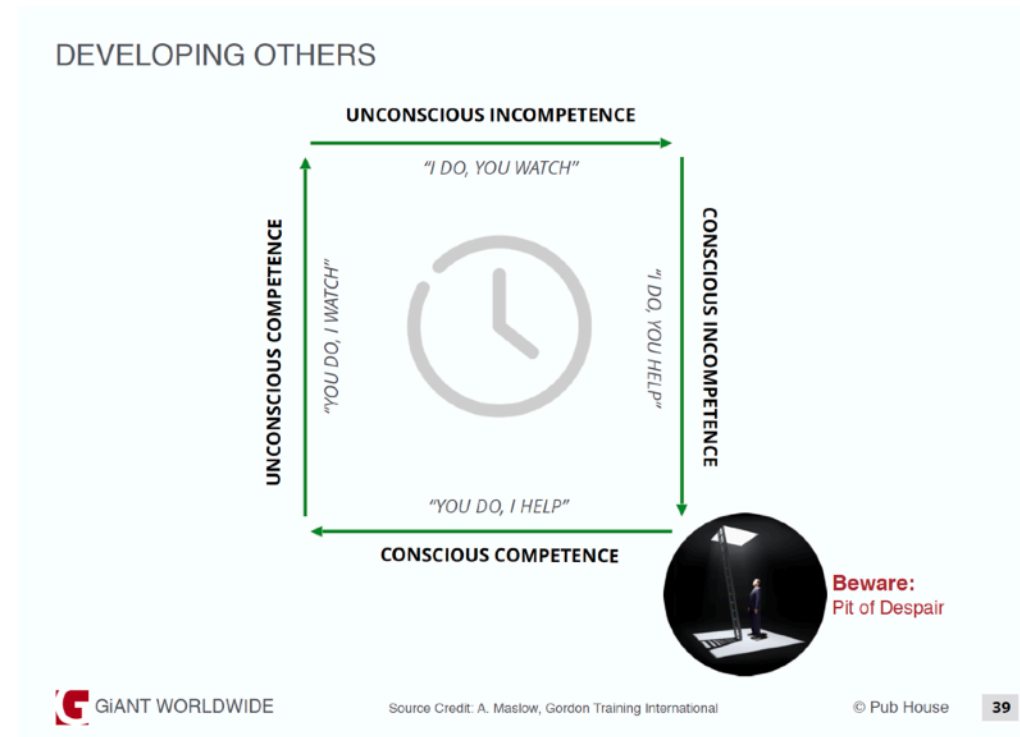
Companion Tools

Know Yourself to Lead Yourself
5 Gears

Toolkit Library

<https://vimeopro.com/giantworldwide/giant-visual-tools-v5/video/161134312>

Developing Others



Tool Summary:

- The Developing Others square gives a simple visual for the stages people go through in learning competency in a new skill, knowledge or expertise. It gives a simple language (taking someone around “the square”) that makes development more objective.
- It is never a linear process, but more like the arc of a pendulum. We spend time in Conscious Incompetence and swing to Conscious Competence. With time and repetition I became Unconsciously Competent.
- You will notice the Leadership Style needed for every stage – “I Do, You Watch.” “I Do, You Help.” “You Do, I Help.” “You do, I Watch.”
- None of us are naturally good at this. None of us are predisposed to investing the time and the energy, the effort and the resources it takes to bring people around the square.
- Too much time in conscious incompetence leads to the pit of despair. No one gets around that corner from Conscious Incompetence to Conscious Competence without a leader choosing to be attentive, calibrating support and challenge well.
- Unconscious Incompetence – Most of us when we start to learn something, start at a place we call unconscious incompetence. We begin to look at something and we see how easy it is, how natural it is for someone, and we think soon that will be us too. But it does not take long the first time we try it that we realize it is a lot more complicated than it looks.
- Conscious Incompetence – No one likes to be incompetent, especially in front of other people. We try to resist it all that we can. But you won’t grow as an apprentice, and you won’t make apprentices at what you do if you are not prepared to allow them to actually fail at times. You have to let them experience things going wrong, so not only will they be able to experience your wisdom, but also be able to learn themselves as to what is there.
- Conscious Competence – There is a wonderful moment, and it isn’t really a linear process, where the person you are developing actually learns that they can actually do it. They begin to develop the first glimpses of becoming consciously competent. They have to concentrate and have to focus on what they are doing. But, they are actually beginning to believe I can really do this. That is the place where the relationship begins to grow and deepen.
- Unconscious Competence – Then, eventually with repetition and many, many times of actually doing something, the one being developed gets to the point where they don’t need to really think about the task at hand. They reach the place of unconscious competence. And that is the place where they are getting ready to develop their own people as well.

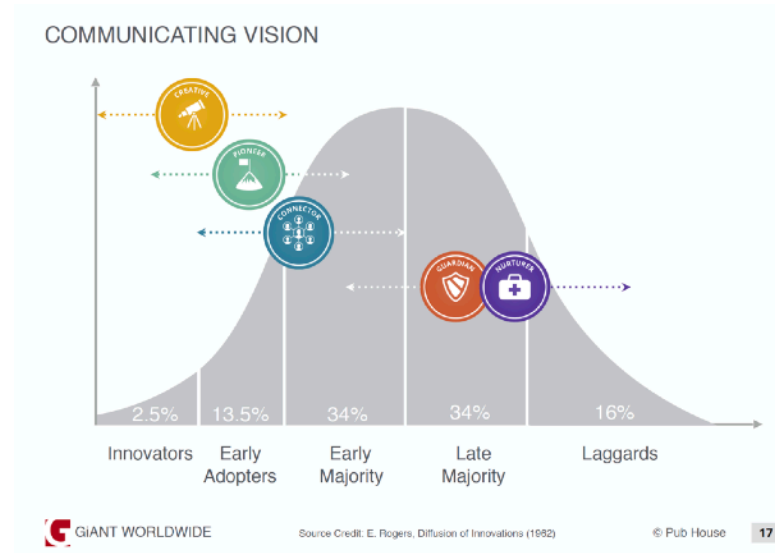
Companion Tools

Effective Learning
Pit of Despair
Intentional Multiplication
Investing Time

Toolkit Library

<https://vimeopro.com/giantworldwide/giant-visual-tools-v5/video/288657899>

Communicating Vision



Tool Summary:

- One of the most important skills of any leader to master is how to communicate your vision well, in such a way that all the people within your organization can engage fully with what it is you are proposing for the future.
- We have integrated some of Rogers' original thinking on the diffusion of ideas and overlaid it with the five voices. So leaders can begin to understand what do people really hear when they try to communicate vision. And strategically, whom do I need to empower to communicate what I am saying well?
- If you look at the diffusion of ideas, it basically says there is a bell curve of different people with different priorities.
- There are few innovators who see what the future might be: 2.5%. there are 13.5% of early adopters who love connecting and being at the forefront of things, then there are the early majority and the late majority who make up the largest group of people (68%), finally, you have the laggards who are the last to adopt any kind of innovation and change (16%) How does this help us as leaders?
- Each voice can only communicate two groups to the right.
- If you are a creative, this is the foundational voice that people hear. We have found you can only reach two groups to the right of you. So the creatives are able to speak only to the innovators and early adopters, which only represent 16% of people. Often, when other people hear creatives communicate their vision, it is often too conceptual and too forward looking for them to accept. And they often find themselves being confused by what has been shared.
- Pioneers only reach about half the innovators to half the early majority. Pioneers, those who are often big, loud, dominant, charismatic people, think they can usually reach everyone with their vision, simply by their charisma, their gifting, their capacity to inspire people. This shows that even with all their gifts, they can still only reach about 48% of the people with what they are trying to communicate.
- The Connectors are the people who allow the creative and pioneer voices to connect with where the majority of people are...to those in the early and late majority, where the nurturers and guardians are. The Connectors are extremely important. They are the people who allow the vision to be cascaded through the whole organization, so everyone feels they can engage.
- Lastly, we have the Guardians and Nurturers. They tend to make up part of the early majority and all of the late majority and laggards. 70% of people speak the foundational voice of Guardian or Nurturer. This is why change is so hard to take place when we rely on a charismatic, pioneering, creative to make that happen. They need to know a lot more of the details, the ability to ask difficult questions, and to be able to know it is safe for their people, building on the tradition that has been there before.
- When it come to communicating vision, know yourself and know what it feels like to be on the other side of you. Know your limitations no matter how gifted you are. And recognize that to really reach the majority of your organization, you need the Connectors. You need those people who get what you are saying, but can translate it in such a way others can see and hear.

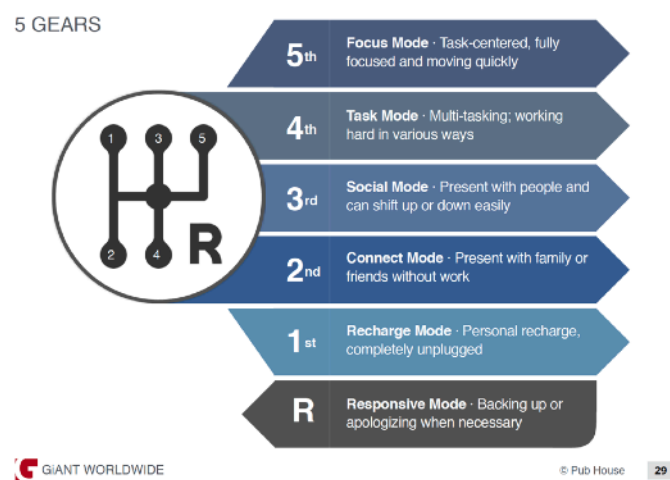
Companion Tools

Five Voices
Build the Bridge
Pass the Baton

Toolkit Library

<https://vimeopro.com/giantworldwide/giant-visual-tools-v5/video/212640188>

5 Gears



Tool Summary:

- There are parallels with shifting gears in a car and the rhythms and routines of our lives: The metaphor of 5 Gears focuses on being PRESENT (Gears 2-3) and PRODUCTIVE (Gears 4-5), and being recharged (Gear 1) to do all of the gears well when you need to. There is a right time and right place for each gear.
- Conversely, there is also a wrong gear and a wrong time. People who figure this out tend to drive smoothly and effectively. People who don't shift well tend to cause damage to all those around them—people and vehicles.
- Each gear has a purpose, and if you understand the purpose and apply this driving analogy to the way you “drive” your life, aligning the right gear with the right speed and situation of your day will allow you to have a smooth journey. Conversely, if you choose to skip a gear, as in my example, then you may rev to screaming levels and cause the engine of your life all sorts of problems.
- How will this help you be present and productive?
- With our metaphor, each gear represents a different mode of connecting through living, leading, working, and resting.
- Once you learn to use the gears consistently with those in your life, you will notice the common language that begins to form, enabling objectivity to characterize your conversation instead of the subjective judgment or condescension that becomes pervasive when each person is speaking a different “language.” With the gears, you will also be able to incorporate some shorthand sign language to describe what gear you are in with a hand signal, which makes conversations more efficient and effective among people who share the same language.
- It's helpful to understand where people go under stress:
 - 1st Gear - Leave me alone, I don't want to talk about it!*
 - 2nd Gear - At least my family and close friends love me!*
 - 3rd Gear - I party hard with my friends, I'm in denial!*
 - 4th Gear - Physically present but emotionally absent!*
 - 5th Gear - Nothing else matters until the work is done!*

Companion Tools

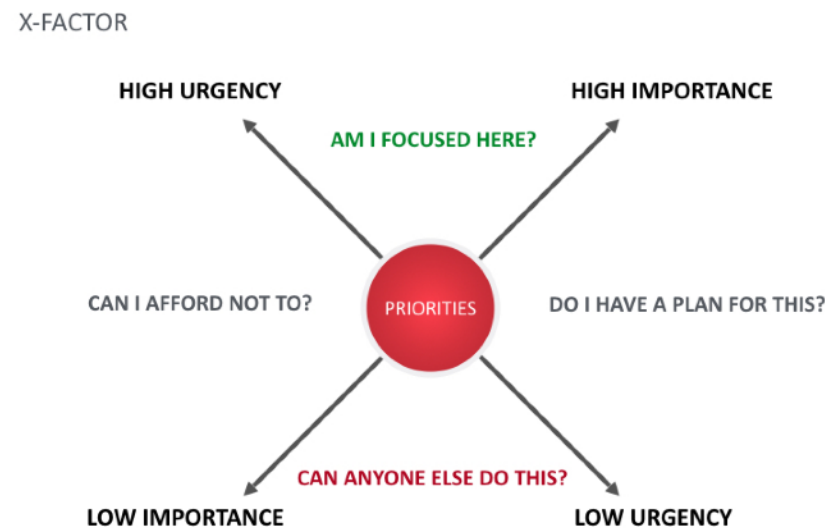
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Know Yourself to Lead Yourself

Toolkit Library

<https://vimeopro.com/giantworldwide/giant-visual-tools-v5/video/235401319>

X-Factor



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36

Tool Summary:

- Some of you are incredibly organized and are great at prioritization. Some of us struggle to balance the daily priorities of our lives in leadership being “time poor” with the demands for our time exceeding our capacity of supply. And, as we grow as leaders with greater influence, these demands will only increase, causing a greater imbalance as our time is finite.
- The X Factor helps us place our priorities and demands on what we view as High Urgent/High Important. What it does is give us a category on where to place the tasks that we face everyday.
- When the task is Highly Urgent and Highly Important I put into a list that says, “Am I focused here?” As a leader I want to spend most of my time on things that are going to give me the greatest return on investment, the things that will make the greatest difference in the lives of others and for my organization.
- When a task is Highly Important but Low Urgent I put into a quadrant that says, “Do I have a plan for this?” as this category is often neglected. I have already decided that it is important but I don’t have to do it right now, then I make sure that I am disciplined to allocate time in my leadership schedule so I know when I am going to deal with it.
- Then there is the temptation of the Highly Urgent and the Low Important. This is the one that we most get tripped up by because people are wanting something that they are demanding immediately. In our hearts we know it is not important but it is easy to get stuck there. So, I ask, “Can I afford not to?” I am not saying it does not need doing, but because time is the most precious resource I have as a leader, is this the best time and place to do it. And simply asking this question will help you with the “tyranny of the urgent”, the tyranny of the inbox, where you see those messages clicking in. If we are not intentional, as leaders, we will get stuck here.
- Lastly, there is Low Urgency and Low Importance so I ask, “Can anyone else do this?” It probably needs to get done, but someone else ought to be doing it, as it should not even be on my list. This will free up my time, allowing me to do what only I can (and should) do.
- So managing the tasks we are faced with everyday, using a very simply tool means, when it comes to my time, I ask, “Where do I want to focus my energy and time?” By doing this, I can be more effective in my leadership and my Circles of Influence. It will help clarify my priorities in allowing me to focus my time and energy in the areas that are of high importance and high urgency.
- The real growth of this one is most leaders spend most of their time in the High Urgent, responding to pressure, and they are responding to the immediate need around them. There is nothing wrong in working in the High Urgent, High Important. But the real growth is being able to see, “What is High Important to me and Low Urgent? And do I have a plan for this? This usually means scheduling time for it, being very deliberate in terms of when you are going to do it and how they are going to do it.

Companion Tools

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5 Gears

Know Yourself to Lead Yourself

Toolkit Library

<https://vimeopro.com/giantworldwide/giant-visual-tools-v5/video/102269182>

Organizational Clarity



37

Tool Summary:

- This tool is a simple “one stop shop” for organizational development. Using the questions underneath each category (Vision/Mission=category, questions is underneath), leaders can pull this up to do a quick scale of 1-10 diagnostic for each area represented in this model.
- Effective strategy always begins with clarity at the top and ends with effective communication throughout the organization. So before you rush through your next strategic planning meeting, or spend hours banging your head on the table in an effort to organize the planning process, use the “Organizational Clarity” tool.
- It’s best to think of this tool as a lens of sorts – a structured approach that empowers you to dive deeper into the important questions and intricacies of your organization.
- It is a conversational tool; you pull it up and let the tool do the heavy lifting for yourself from a self-awareness lens and also in conversation with those you are seeking input from.
- You’ll see the simple, scalable, and sustainable axiom. You can apply this filter to appropriate areas of the tool as a way to provoke even greater clarity about areas of strength and growth. It’s not enough to merely build a strategy, you must drill down until you reach a strategic plan that is simple enough to communicate, scalable enough to reach throughout the organization and provide growth opportunities, and sustainable enough to be attainable without going over budget, becoming unrealistic, or inhibiting effective operations.
- Ultimately, organizations don’t grow (healthily) by accident. Only the intentional leadership of leaders can empower organizations to do or achieve something that is much greater than its individual parts. Great leaders focus their time working ON the org. rather than IN the org.
- Using this tool along with those we are leading with is also a meaningful exercise wherein we can understand the perspective of others. This makes for a great “lunch and learn” style meeting where you just pull this up and walk through top to bottom and listen to the perspective of those you are leading.
- Great supplemental resource is Patrick Lencioni’s Four Obsessions of an Extraordinary Executive, summary thoughts and resources here: https://www.tablegroup.com/imo/media/doc/the_four_disciplines.pdf , <https://www.atiim.com/blog/summary-insights-four-obsessions-extraordinary-executive/> ,

Companion Tools

Intentional Multiplication
 Developing Others
 Five Voices
 Maximizing Team Performance

Toolkit Library

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Inspire and Equip to Thrive in Command