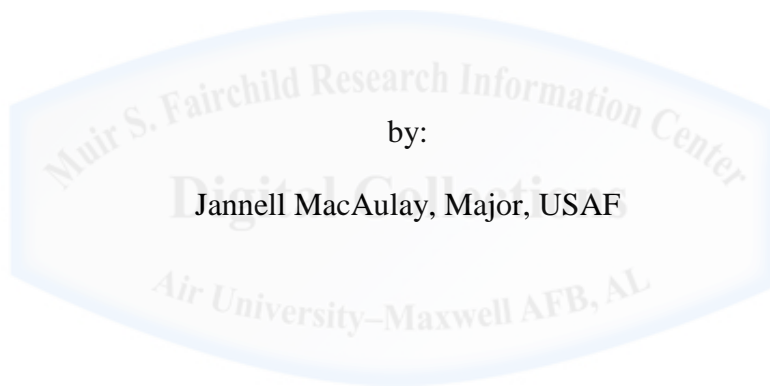


AU/ACSC/MACAULAY/AY11

AIR COMMAND AND STAFF COLLEGE

AIR UNIVERSITY

THE LEADERSHIP JOURNEY



Maxwell Air Force Base, Alabama

April 2011

DISCLAIMER

The views expressed in this academic research paper are those of the author and do not reflect the official policy or position of the US government, the Singapore government, the US Department of Defense or the Singapore Ministry of Defense. In accordance with Air Force Instruction 51-303, it is not copyrighted, but is the property of the United States government.

Leadership is a journey, not a destination. It is a marathon not a sprint. It is a process, not an outcome.

- John Donahue, President/CEO of eBay Inc.

Numerous annual training requirements exist for today's Air Force members. Annual Human Relations training? Check. Annual Anti-hijacking training? Check. Annual Human Trafficking Training? Check. Annual Leadership training? Crickets...there is no annual leadership training requirement nor any applicable guidance for the informal leadership development of Air Force members. The Air Force formal training programs touch on leadership, but unfortunately they only occur at various Professional Military Education (PME) milestones which are four to six years apart. How is it possible that an organization that prides itself on developing the future leaders of our nation's military provide such little guidance in regards to individual leadership development? According to President John F. Kennedy, "Leadership and learning are indispensable to each other."¹ But, how and where is the leadership learning taking place in the Air Force today? I argue that it is not happening throughout most of the Air Force, as many commanders and supervisors are just "too busy" to develop individuals below them or to continue learning and improving on their own leadership skills. Unfortunately this apathetic attitude towards leadership limits the potential pool of future Air Force leaders, to only those who were lucky enough to have been exposed to a boss who made leadership learning a priority. Can the Air Force afford to accept luck as the primary mode of leadership development? Is this lack of leadership learning contributing to an Air Force culture focused more on the development of managers instead of leaders?

Air Force Leadership Defined

Air Force Doctrine Document (AFDD) 1-1 defines leadership as the "art and science of influencing and directing people to accomplish the assigned mission."² This definition provides

the framework for the Air Force's leadership development program, primarily consisting of PME milestones, academic education, and the Air Force mentoring program. Simply put, the program is a mechanism for achieving a formal education in leadership and military studies. Although the leadership development program is essential, it is incomplete and fails to recognize the importance of maximizing leadership potential by developing leaders in an informal setting, during the accomplishment of our daily mission. Leadership is a journey and true Air Force leaders separate themselves from managers, go beyond the academic programs, and embody communication, relationships, empowerment, and character as daily tenets in the dynamic leadership process.

Leadership and Management

We live in a world of limited resources, overworked and undermanned units, and fast paced deployment tempos, which unfortunately has resulted in a shift in focus from leading to managing throughout all levels of the Air Force organization. Management is defined in business as “the organization and coordination of the activities of an enterprise in accordance with certain policies and in achievement of clearly defined objectives.”³ As a byproduct of today's strategic challenges, the Air Force has developed efficient managers, individuals who get the job done and mark the appropriate formal educational leadership boxes along the way. Efficient managers are necessary, but effective leaders are vital. As a service, we need to capitalize on our efficient managers by developing a process to enhance their formal leadership education with a practical implementation method to be used on a daily basis. With the proper guidance, all Air Force members can reach their full potential in leadership development, as opposed to only a lucky few. AFDD1-1 describes leadership as a deliberate process, but fails to give leaders a tangible means for implementing leadership development into daily practice. It

focuses on force development of the organization as a leadership development tool rather than focusing on the development of the individual members. If Air Force doctrine provided a means for leaders to exercise continuous individual leadership development, in turn the Air Force as an organization would flourish and develop exponentially. The Air Force needs good management, but leadership is a key component of who we are as an organization. Both leaders and managers manage things; however managers simply focus on directing people to accomplish the mission, while effective leaders inspire and motivate their people to get the mission done through purposeful leadership learning.

There is a plethora of leadership information in Air Force doctrine, civilian leadership books, and various on-line blogs and articles. These guides identify leadership attributes and provide a checklist of items required of a leader. But, how do we harness that knowledge and actually apply it to leadership development opportunities in our everyday lives? All Airmen can be leaders, but the process starts with the commander. Effective leaders manage efficiently but also realize leadership is a process. They recognize day to day interactions as opportunities to guide and develop the leadership skills, and not just the management skills, of individuals within their organization. True leaders understand there is no destination, that the privilege of command is not the end result, but the opportunity to enhance their personal skills, develop future leaders, and ultimately, give the gift of the leadership journey.

The Leadership Journey

What is the leadership journey? The journey is the practical application of leadership education into daily activities at all levels of an organization using the four tenets of communication, relationships, empowerment, and character. This journey happens daily by seizing every interaction as an opportunity to learn and develop future leaders, all the way down

to the youngest Airman. When leadership is instituted as a daily practice it becomes an intuitive process at the subconscious level. A leader who is internally passionate about their journey will subconsciously provide a powerful example, which sets the standard for leadership development within their unit.

There are four critical tenets that leaders must incorporate into their daily environment in order to maximize the experience of the leadership journey. By focusing on communication, relationships, empowerment, and character, a leader can continue to develop their own leadership while also building leaders throughout their organization. Each tenet poses a daily two-part question for the leader: How can I improve my own leadership abilities in these four areas today? How can I motivate and inspire the members of my organization on their own leadership journey? Each and every day, from the commanders at the highest levels, to the Airman just entering service, leadership, and not just management, should become ingrained in our culture and executed in our daily practice.

Communication: Leaders set clear expectations, develop an innovative and focused vision, give honest, constructive, and timely feedback, while also accepting feedback, thus improving the individual and the organization as a whole.

Developing excellent communication skills is absolutely essential to effective leadership...If a leader can't get a message across clearly and motivate others to act on it, then having a message doesn't even matter.

– Gilbert Amelio, President & CEO of National Semiconductor Corp.

Clear communication is a critical tenet of leadership. A lack of communication can lead organizations down a road of inefficiency and frustration. Ultimately, poor communication can destroy unit morale and effectiveness. Leaders must accurately communicate and empathetically listen to keep their unit going in the right direction. Clear communication is vital and a leader ensures organizational success by communicating effectively, promoting an environment that's open to communication, and keeping his unit off the "Road to Abilene."⁴

The family is comfortably playing dominoes on a porch, until the father-in-law suggests that they take a trip to Abilene [53 miles north] for dinner. Jerry's wife says, "Sounds like a great idea." Jerry, despite having reservations because the drive is long and hot, thinks that his preferences must be out-of-step with the group and says, "Sounds good to me. I just hope your mother wants to go." The mother-in-law then says, "Of course I want to go. I haven't been to Abilene in a long time." The drive is hot, dusty, and long. When they arrive at the cafeteria, the food is as bad. They arrive back home four hours later, exhausted. Looking to spark some discussion, Jerry says, "It was a great trip, wasn't it." The mother-in-law says that, actually, she would rather have stayed home, but went along since the other three were so enthusiastic. Jerry says, "I wasn't delighted to be doing what we were doing. I only went to satisfy the rest of you." The wife says, "I just went along to keep you happy. I would have had to be crazy to want to go out in the heat like that." The father-in-law then says that he only suggested it because he thought the others might be bored. The group sits back, perplexed that they together decided to take a trip which none of them wanted. They each would have preferred to sit comfortably, but did not admit to it when they still had time to enjoy the afternoon.⁵

"The Road to Abilene" emphasizes two important points in regards to the breakdown of communication- the failure to accurately communicate desires and an individual fear of rocking the boat. The organizational tone is set by the commander and if the environment is one where individuals are afraid to speak up and communicate their opposition, it could lead to dangerous

situations. Many times individuals might notice a better way of doing things or want to question a course of action, but don't accurately communicate their desires because a "we've always done it this way" organizational environment exists. Even when no one within the organization can answer the question as to why they've always done it that way! Or a leader who alienates their followers might make it impossible for an individual to speak up out of fear of punishment, reprisal or humiliation. This type of leader is exemplified by the story of the old crusty airline Captain:

An old crusty airline Captain ordered his co-pilot to bring a large rock on board and place it in between the two of them on the flight deck. Just before engine start he said, "This half of the cockpit is mine" as he pointed from the center of the panel around to his left shoulder. Then he said, "This half of the cockpit is OURS" as he pointed from the center of the panel around to the co-pilot's right shoulder. Finally he said, "And if you have anything to say to about anything, you can talk to the rock."

A leader's job is to set the tone for the communication and information flow throughout their organization. They need to be able to identify the barriers to effective communication, remove them, and keep the unit on track to success; they definitely shouldn't be the barrier themselves!

Effective communication is essential. If a message is passed in an unclear, hostile, incomplete, or unreliable manner, it will be misunderstood and inhibit effective cohesion within a unit. Leaders must be able to demonstrate confident and credible communication skills, to ensure the correct message is received throughout their organization. Successful leaders use their effective communication skills to set clear expectations and accurately describe their vision for the unit. However, successful leaders know that communication also operates in two directions. They effectively communicate, but also understand the importance of listening carefully, empathizing, and understanding the needs of others. One-sided communication is not effective. By listening, as well as transmitting, a leader can ensure the correct message is being

heard throughout their unit. Leaders, who listen and demonstrate a genuine concern for the inputs of others, create an environment where followers feel like they have a stake in the organization.

Leaders spend a majority of their day communicating in some way or another, thus the ability to capitalize on effective communication is critical to the leadership journey. Whether a leader is speaking at a commander's call setting unit expectations and vision, conducting an informal feedback session, or receiving feedback themselves, a true leader understands how important clear and purposeful communication is to the leadership process and the overall success of an organization.

Setting Expectations. One of the most important items a leader needs to communicate to an organization is their expectations and standards. Great leaders set clear expectations, effectively communicate those expectations, and then reinforce the expectations for the people they lead.⁶ This is vital to ensuring an organization knows exactly what is anticipated of their efforts and how their role fits into the larger picture of mission accomplishment. Without clear goals an organization will be wrought with inefficiencies, inconsistencies, and confusion. If members don't have specific, measurable, and achievable expectations and standards set by their leader, how will they know if they are on the right track? Or how can they develop the right expectations within their own sections? This lack of proper expectation and goal setting can be detrimental to the success of an organization. A unit is no longer a cohesive team when the goals, standards, objectives, and expectations differ amongst its members. This point is demonstrated by the following example:

If the conductor of an orchestra fails to effectively communicate his expectations for the musical program, each individual musician is going to perform within their specific bias and talents. This will create a chaotic musical catastrophe. But when the conductor offers a standard beat to play against, all musical team

members begin operating with the same standard and expectation. The result? A musical masterpiece.

Operating as a unified team, with the same expectations, goals, and objectives, is especially important in the Air Force, since our organization extends all over the world. Whether a unit is geographically separated in different buildings on base, or portions of the unit are deployed to different parts of the world, it is critical that a leader sets clear expectations ensuring that all unit members are part of the same cohesive team, regardless of physical location.

Leaders must foster a culture within their unit that ensures all members know what needs to be accomplished, the deadline for accomplishing it, and the desired end result. A true leader communicates specific expectations and standards from the beginning, and then consistently reinforces them with the members of their organization. A leader who embraces leadership as a process will take every opportunity to reinforce their expectations, emphasizing their importance, and keeping them in the forefront of the minds of the people they lead.⁷ This will in turn, keep an organization focused on meeting or exceeding those expectations, at all levels, while also developing future leaders with the ability to set and reinforce expectations and standards of their own.

Vision. Jonathan Swift said, “Vision is the art of seeing the invisible.”⁸ A true leader takes that notion one step further. Not only does a leader develop a vision out of the invisible and make it possible, but they communicate that vision clearly to their organization. This includes communicating the proper planning, goal-setting, and priority-setting required for the successful accomplishment of the mission and the future development of leaders within their organization.⁹ By developing a clear vision for their unit and effectively sharing it with others, leaders help their people avoid being bogged down by minute details and assist them in seeing the big picture. It’s important for individuals to be focused on their tactical expertise, but it’s

vital for a leader to help those individuals see the “forest through the trees,” so that they can fully appreciate and understand their role in the grand scheme of the organization. For example:

A tanker aircrew spends approximately 300 hours flying over the combat zone during the course of a deployment. That crew will most likely pass over a million pounds of fuel to US and coalition fighter aircraft conducting close air support missions in conjunction with combat ground forces. From twenty-thousand feet and after multiple 18-hour days of flying endless orbits it’s difficult to understand the direct impact of the crew’s efforts. An effective tanker commander understands that she must properly convey the unit’s vision to her aircrew, and effectively communicate its relationship to the future, enabling them to see the important role they play in the overall war effort. By sharing news articles related to heroic stories of troops on the ground and by creating intelligence data that tracks post-refueling effects, the tanker crews can begin to visualize the other parts of the “forest” and understand how their contributions are essential to the accomplishment of the US war-time mission.

A leader with a solid and clear vision for their organization, over the long-term, ensures a cohesive team effort focused on creating a better organization for tomorrow. When Air Force leaders operate only as managers, focused on the short term efficiencies of their organizations in accomplishing the mission, they forget “to anticipate, to look around corners, and to see the future before others see it.”¹⁰ A leader who embodies the leadership journey into daily practice, will have an innovative and solid vision for their organization that is clearly communicated. Through their long-range planning and goal-setting, these leaders instill a focus on the long-term success of an organization and as a byproduct of this leadership will develop subordinate leaders who can visualize the organization’s future and effectively communicate it to all levels of the unit.

Individual Subordinate Feedback. According to Air Force Instruction 36-2406, “Feedback is mandatory for all officers...and enlisted personnel.”¹¹ However, the majority of AF members do not receive the required initial and midterm feedback sessions. In an informal survey conducted amongst USAF members with seven to twenty years of service, only 37.6% of

their supervisors gave them formal feedback, in accordance with the regulation.¹² With the outliers removed, the percentage drops to 35.5% of supervisors. Assessing the data by career field, it was interesting to note that maintenance and intelligence officers had a higher percentage of supervisors providing feedback, while operators received an overwhelming lack of feedback from their bosses. Prior enlisted officers also had received more feedback during their enlisted time as compared to the amount of feedback received while in the officer corps. Is it in the Air Force's best interest that only one third of its members are lucky enough to have supervisors who make formal feedback a priority?

In order to understand why formal feedback is not enforced among AF leaders, the root cause must be examined. The reality of our overworked and undermanned units get the best of us and commanders fail to prioritize the people part of leadership, instead focusing primarily on the accomplishment of the mission. This promotes a managerial environment within the unit. How much of a priority will a flight commander or senior non-commissioned officer (SNCO) place on feedback sessions for their troops when they themselves don't receive feedback from their own commander? Maybe some consideration should be given to the possibility of eliminating the formal requirement that 62.4% of leaders are already disregarding?

But, feedback is still essential to effective leadership. Maybe commanders should prioritize formal feedback, set the example by conducting feedback sessions with their own subordinates, and then track its accomplishment as a unit metric? The AF cannot accept that over half of its leaders are failing to accomplish a mandatory task. If a supervisor doesn't have time to provide mandatory individual subordinate feedback, should it be assumed that very little, if any, other leadership development is occurring? Possibly. It is true that some individuals are lucky enough to have leaders that provide feedback in informal settings, rather than using the

formal process. Approximately 50% of the survey respondents acknowledged that some of their supervisors would blow off the formal process and just provide informal feedback. For example, pilot supervisors provide informal feedback on flights and maintenance supervisors provide it during daily meetings. Fitting informal feedback into daily schedules is easy, and the opportunities already exist throughout the workday. The Air Force can take advantage of these opportunities by promoting a culture change that embraces the leadership journey at all levels; ensuring all supervisors are educated on the feedback process and given the tools to provide productive informal feedback to their subordinates on a daily basis and formal feedback as required by regulation.

Feedback is important and there is no excuse for AF leaders not to make it a priority. By taking the time to emphasize its importance within a unit, a leader will develop a culture where feedback is the rule rather than the exception. While feedback itself is important, high-quality feedback is critical. Providing honest, constructive and timely feedback to the members of an organization is vital for maximizing the leadership development of the individual and the organization as a whole. A leader who is fully engaged in the leadership process will enforce mandatory feedback sessions and seize daily opportunities to provide additional honest feedback within their organization. Whether its praise or reprimand, honest and timely feedback is essential and only takes a minute.¹³ A one minute correction is quick and allows mistakes to be fixed right away and everyone to move forward quickly. A simple “thank you” or praising a “job well done,” takes less time than sending an email, and is simple, immediate, and encouraging feedback that will truly make a difference to a subordinate. Feedback is a natural occurring byproduct of human interactions and is a key component to the communication tenet of the leadership journey.

360-degree Feedback. An assessment from multiple raters can provide pertinent data regarding an individual's current leadership strengths or reveal areas requiring further training or emphasis.¹⁴ The 360-degree assessment is especially important for the leadership development of the leader themselves. Communication is a two-way street and leaders who constructively provide feedback to the members of their organization, also readily accept and incorporate constructive feedback themselves.

The US Army began a pilot program in 2004 to test the value of the 360-degree assessment.¹⁵ The results showed that “97 percent of participants believed the program concept is worthwhile” which led to the Army adopting the Multi-Source Assessment and Feedback Program (MSAF).¹⁶ According to the US Army's 2009 posture statement, the “purpose of the MSAF is to promote self-awareness and individual development based on 360-degree feedback provided to the leader...it is an investment in an individual's professional development and encourages leaders to grow.”¹⁷ The US Army leadership understands the importance of multi-rater assessments and has implemented the program from the top levels down, maximizing the development of every leader within their organization.

The current Air Force feedback system does not require any type of 360-degree multi-source assessment, unfortunately to the detriment of our leadership development. As Lt Col Hancock mentioned in his 1999 Air War College research report, 360-degree feedback, “will provide airmen the opportunity to obtain feedback from all directions to improve self-awareness” which is a “prerequisite for improving their ethical behavior and living the Air Force core values.”¹⁸ Lt Col Hancock recommended that the Air Force explore options for incorporating 360-degree feedback into our existing program. A 2006 study involving 15 USAF members, conducted by Capella University, revealed that “360-degree performance feedback did positively

impact the leadership development of the core participants by promoting self-awareness, improving confidence, promoting team development...and recommended the USAF adopt this form of feedback.”¹⁹ However, our current system still only includes supervisors as the sole source for feedback. Supervisory feedback is essential, but is incomplete. The limited perspective of the supervisor makes it difficult to assess accurately the complete leadership of an individual. As a service, we are overlooking the importance of peer and subordinate feedback in the development of our leaders and should actively consider including 360-degree feedback in our formal feedback process.

However, similar to formal individual subordinate feedback, 360-degree formal feedback would require the buy-in of high level leaders to maximize its effectiveness throughout the Air Force organization. If it is a priority at the top, it will be a priority at all levels. Together with the formal feedback process, Air Force leaders should also include the concept of 360-degree assessments into their daily interactions. This does not necessarily require an extensive amount of extra time or effort on the part of the commander, because the proper tools and resources are made available through the leadership journey. Informal, respectful, and non-attribution feedback from subordinates and peers is a critical component of leadership development. An effective leader, leads by walking around their unit, getting to know their people, and opening up communication channels allowing them to share both positive and negative feedback about the organization. A commander can use beverage calls, Friday socials, or unit picnics to informally communicate with their people and feel the pulse of their unit. Anonymous assessment tools, such as Unit Climate Surveys or boxes collecting feedback forms, can offer valuable critiques for commanders, allowing a self-reflection on their leadership. Obtaining 360-degree feedback does

not necessarily require extra time, it just requires a leader to communicate with their people and recognize their daily interactions as opportunities for development.

Feedback from all sources is essential to leadership development and does not stop with the achievement of command; it becomes even more vital to the commander. In order to obtain an accurate assessment on the pulse of the organization, ensure the correct vision is reaching everyone and guarantee members are staying on task, a leader needs feedback from those around them. With or without a formal change in the AF feedback program, if leaders lived the leadership journey they would already be incorporating and practicing 360-degree feedback in day to day activities at every level.

Effective communication is a foundational pillar of the leadership journey. It facilitates positive leadership learning during the daily interactions between a leader and their people, and it limits the potential for inaccurate, mixed, or misunderstood messages to be passed. It is extremely vital to the relationships, the next tenant to be discussed, as clear communication between individuals permits the development of healthy and positive connections between a leader and their followers.

Relationships: Leaders build relationships, by listening and understanding individual personal motivations they build trust and credibility, by acting as trusted counselors they continuously challenge subordinates to reach their own leadership goals, and by connecting with the members of their organizations at an inter-personal level they touch a person's heart before asking for their hand;²⁰ ultimately leaders have to be humble enough to listen and courageous enough to enact change.

You have not lived a perfect day...unless you have done something for someone who will never repay you.

– Ruth Smeltzer

Relationships are powerful. They are important personally and professionally. The leadership history of the USAF founding fathers was shaped in part by their ability to develop relationships. General Hap Arnold would not have been as successful in pioneering the independence of the USAF itself without his personal relationship skills and his talent for connecting with people at an individual level.²¹ He had a gift for relationships and knew how to personally connect with people and move them with emotion. He was a passionate leader who used these relationships to develop the next generation of leaders and to successfully create the USAF. The ability to effectively relate to one's supervisors, subordinates, and peers is undeniably a critical tenet of leadership development and is a skill that separates leaders from mere managers. Effective leaders connect with each individual member of their organization; they touch a person's heart before asking for their hand.²² Building connections and relationships on a personal level, allows a leader to see people as individuals, each with their own goals, desires, and strengths. By connecting on this emotional level, relationships build within an organization promoting leadership development, loyalty, strength, and trust. This allows a leader to better understand the motivations of their people, to capitalize on their skills, and maximize their contributions.

There are two types of relationships that a leader can have with their followers; one built on respect for the rank and one built on respect for the individual. In the military, our rank

system automatically provides the first type, but it's the leader's job to develop and enable individual respect to grow. An individual might have respect for the boss' position, but due to a lack of interaction they may be indifferent or negative toward their boss as a person. A leader can develop the individual respect of their followers through daily interactions. After all, relationship growth occurs through personal contact. Some critics will say that subordinates "don't have to know me or like me in order to accomplish the mission." That may be true in some cases, like short duration taskings, but negative relationships sometimes do more harm than good and can create barriers to long-term success within an organization. By simply interacting with the individuals in their unit, asking about their families, and taking the time to get to know their people, a leader will grow positive relationships and build trust. As the old saying goes, "You can catch more flies with honey than vinegar," through positive and personal interactions effective leaders will find themselves successfully developing both types of respectful relationships with their followers.

How does an effective leader connect with their people and build important relationships? They do it through the daily practice of the leadership journey. Relationships are enabled through accessibility, developed through one-on-one mentoring, coaching, and teaching, and are built on trust, empathy, and humility. Through daily interactions and the development of inter-personal relationships, a leader enhances their own leadership journey while developing the leadership of those around them.

Accessibility. How can a leader properly enable mentoring, coaching, and teaching relationships? First and foremost, a leader must be accessible. By being accessible to their people on a daily basis, a leader can foster the development of relationships. If a leader closes their door for multiple hours of the day, fails to respond to emails/calls, and/or doesn't venture

out to talk with their people, they directly inhibit relationship building and rob their people of a valuable resource: THEMSELVES. Accessibility is a critical component of the leadership journey and is essential to the development of relationships. Leaders develop other leaders, but they can't if they are inaccessible and fail to establish relationships with their people. All leaders would love to have a constant open-door policy, attend every squadron/group/wing function, and walk through every section daily. But, there are only so many hours in the day and the mission needs to be accomplished. However, being available and enabling the formation of relationships is not as difficult or as time consuming as one might think. Leaders living the leadership journey take subordinates with them to meetings, interacting while traveling to and from, using the one-on-one opportunity to mentor or teach. They maximize the use of personal "eye mail" instead of impersonal "e-mail" by getting out of their offices to directly communicate with the individuals in their unit. They organize working lunches, whether they are with peers, subordinates, or supervisors, they use the time to learn more for themselves and share wisdom with others. They have their doors open more than closed, and see every visitor as an opportunity to teach rather than an unwelcome distraction. Accessibility is fundamental to relationships. Daily interactions build the necessary relationships for mentoring, teaching, and coaching through the use of trust, empathy, humility, and the servant leadership concept.

Trust. In order to build relationships, the members of an organization must have trust. This is an especially important characteristic to a military organization where lives are on the line. Effective leaders create a healthy climate of trust within their organizations which is critical to both leadership development and mission accomplishment. Trustworthy leaders share the credit for a job well done, admit when they are wrong, act with integrity, and are genuinely concerned about the people and the organization. If the inter-personal relationships within an

organization are based on trust and mutual respect, the unit is better suited to achieve optimum performance and high morale. This is because sharing credit fosters teamwork, humility demonstrates that the leader thinks of others and not just themselves, integrity validates the relationships, and genuine concern reveals a leader's humanity. A culture of trust and mutual respect sets an organization up for a positive and healthy professional environment conducive to the development and maintenance of critical relationships.

Trust is the glue that binds relationships together. If a leader loses trust, the bonds of the relationship are broken. Without trust, leaders cannot be effective in building and maintaining professional working relationship, let alone developing coaching, mentoring, and teaching ones. Effective leaders build an organization of two-way trust with their people. They trust their people to get the job done and don't micromanage. Likewise, they have integrity and are trusted to lead the people and the organization towards success. This mutual respect develops the trust skills of leaders at all levels of an organization. Trust is an essential component of the leadership journey, and is required in order to maximize relationships and advance the leadership development of the members of one's unit.

Empathy. The capacity to listen conscientiously and understand an individual's perspective is a key skill for today's leaders. Many times people just want to know that their concerns and emotions are understood and acknowledged. Good leaders attentively listen to their people and are fully present and encouraging. How many times have you had a conversation with your boss while they were typing on their computer or reading their blackberry? This type of behavior has a negative impact on the individual, creates a culture of apathy, and subsequently harms the organization as a whole.

Empathy is the ability to put yourself into someone else's shoes; to understand behavior and anticipate how they will respond to you.²³ Leaders are personal and empathetic; they understand their people and have the ability to sense thoughts, feelings, emotions, and motivations of others. Empathy allows a leader to fully understand the motivations, desires, and beliefs of their people in order to adjust their leadership style for maximum effect. Managers are more impersonal, tend to lack empathy, and relate to members solely through their roles in the organization.²⁴ As an Air Force, where part of the job is developing leaders, it's critical that our leaders have the ability to empathize with their people. Even if it is not a natural trait for an individual, the capacity to empathize can be developed through the example of those around them. If an airman or lieutenant has a commander who listens and empathizes from day one of their Air Force experience, they will most likely develop into a leader who has empathy for the other members of their organization.

Humility. Partnering with empathy in the inter-personal relationships tenet of the leadership journey is humility. Leaders must have humility for their own journey; "a special blend of genuine personal humility and intense professional will."²⁵ Humility is the ability to realize leadership is not only about the leader, it's about the people they lead. A humble leader understands that when things go well, it's the hard-working team of individuals that deserves the credit.²⁶ Subsequently when things go wrong, instead of blaming people, a leader uses self-reflection to determine the cause of the organization's failure. Humility should not be seen as a negative trait linked to a lack of self-confidence. It's actually quite the contrary. As Ken Blanchard writes, "People with humility don't think less of themselves; they just think of themselves less."²⁷

For some commanders, the opportunity to command is a destination or the end result and a reward for reaching a certain level of leadership development. They take the credit for organizational successes and reprimand their people for failures. They end up abusing the power of their position making them blind to the disconnect that exists between themselves and their people and they allow their egos to get wrapped up in their position. This type of leadership is just about power. True leadership power, and authority, does not come from a position it comes from the people, and leaders “with humility don’t deny their power; they just recognize that it passes through them, not from them.”²⁸ Humble leaders separate themselves from the position and personal gain of command; they temper their authority, encourage their followers, and exhibit self-awareness. They aren’t threatened by their people or afraid to be told that they are the emperor without any clothes on because they don’t let their ego dominate the way they lead. Successful leaders embracing the leadership journey demonstrate humble leadership and put it into daily practice. Ultimately, humility begets humility.

Servant Leadership. It would be remiss not to discuss servant leadership and its link to trust, empathy, and humility in developing relationships. Servant leadership is focused on developing confident subordinate leaders as well as the leadership of oneself. Effective leaders use relationships and encouragement to produce longer lasting results for an organization because they develop future leaders who believe in themselves and their leadership abilities.

Servant leaders have a desire to serve, and are servants first who then make a conscious choice to aspire to lead.²⁹ The servant leader concept was based on the following story from Hermann Hesse’s *Journey to the East*:

The central figure of the story is Leo, who accompanies the party as the servant who does their menial chores, but who also sustains them with his spirit and his song. He is a person of extraordinary presence. All goes well until Leo disappears. Then the group falls into disarray and the journey is abandoned. They cannot make it without

the servant Leo. The narrator, one of the party, after some years of wandering, finds Leo and is taken into the Order that had sponsored the journey. There he discovers that Leo, whom he had known first as servant, was in fact the titular head of the Order, its guiding spirit, a great and noble leader.³⁰

A servant leader is one who can also be led. They are interested in the best ways to accomplish things, rather than their own way. But when required they will be the first to initiate leadership, accepting that the risk of failure may be equal to the possibility of success.³¹ They would never ask their people to do something they aren't willing to do themselves. People want to follow these types of leaders and they put their trust in their leadership. Take the following example:

There was a bleak and cold day in which George Washington stepped out of his headquarters. It was cold so he drew on his great coat, turned up his collar and pulled his hat down to shield his face from the cold, blowing wind. He walked down the road to where the soldiers were fortifying a camp and no one recognized this tall muffled man who was in fact the commander of the army. He came across a group of soldiers who were under the command of a corporal. They were building a breast work of logs and the corporal, all filled with himself as being important and superior, kept on barking orders. "Up with it," he cried. "Now altogether push!" They were trying desperately to push this final log up on top of the crest. Each time they tried just at the last moment, the thing would fall back. They were exhausted. The corporal would again say, "Up with it! What ails you? Up with it!" The men would tug again and again and the log came crashing down because they weren't quite strong enough to do it. Finally, the third time when he starts barking at them, Washington himself goes up to them and exerts all his strength to push the log and it falls into place. The exhausted men were about to thank this unknown soldier and at that point he turned to the corporal and said, "Why don't you help your men with the heavy lifting when they need another hand?" The corporal replied, "Don't you see that I'm a corporal?" Washington said, "Indeed," as he opened up his coat and revealed his uniform, "I'm the Commander-in Chief. The next time you have a log too heavy for your men to lift, send for me!"³²

George Washington provides an excellent example of a servant leader who isn't filled with illusions of self-importance. Servant leaders are people builders who help their people to grow, they lift them up instead of pushing them down, and they lead from the front instead of barking orders from the rear. Servant leadership is "deeply personal and inherently collective" and it's most effective when it's distributed throughout an organization.³³

With a revolving door of command opportunities, all Air Force leaders need to leave their organization better than when they started. Accomplishing the mission is critical, and is of vital importance to managers. However, Air Force members are more than managers; they are leaders. As James Hunter discusses in his book, *The World's Most Powerful Leadership Principle: How to Become a Servant Leader*, he describes the military member perfectly: "Management is what we do. Leadership is who we are."³⁴ However, the managerial culture that exists within the Air Force has allowed our service to forget who we are. Air Force leaders must bring leadership to the forefront, exercise servant leadership as a part of their daily leadership journey, and focus on the development of leaders at all levels within our organization. The Air Force depends on future leaders that have the confidence and leadership capabilities to guide our service through the next generation of challenges, but those leaders need to be developed today by current servant leaders embracing the leadership journey.

Mentoring. Similar to the Air Force feedback program, regulation guidance exists for mentoring; however, AF leaders are so busy with the managerial task of mission accomplishment, mentoring has become the exception rather than the rule. Unfortunately, the lack of mentoring across the AF leads to the uneven development of the leadership within our service. A young captain or staff sergeant who has been mentored since day one will have an enormous advantage in both career progression and leadership development versus one whose leaders have been too engrossed in the "daily grind" to take the time to develop the Airmen below them. Is this fair? If all Airmen are leaders shouldn't they all have the same opportunity for development? Regrettably, many superior Airmen with leadership potential find themselves in organizations with leaders who either don't have time to mentor or don't know how to mentor. This is unfortunate. Senior leaders, from the top down, need to emphasize the importance of the

mentor relationship by carving out time in their schedules to mentor and develop future Air Force leaders. This will have a cascading effect throughout the Air Force organization. The wonderful thing about mentorship is that it's not isolated to supervisor-subordinate relationships. Mentoring itself is a relationship, called mentorship, which can develop between individuals on similar career paths and does not stop once members have moved on to new units. Today's technology enables mentorship to continue the development process for both the mentor and mentee, regardless of location or position. Through email, phone calls, and even social networking sites like Facebook, mentorship remains a continuous part of leadership development, with limitless growth potential for the future.

Mentoring provides career guidance, professional development and, knowledge of Air Force history and air power.³⁵ It is an important means of developing relationships and the inherent responsibility of all Air Force leaders.³⁶ Leaders need to act as trusted counselors by offering daily mentorship, both formal and informal, and continuously challenge subordinates to reach their own leadership goals.³⁷ This can be as informal as a spontaneous discussion with unit Company Grade Officers (CGO) or as formal as bringing a flight commander to a SNCO Academy graduation ceremony. Regardless of the method, mentoring plays an important role in the daily leadership process.

Coaching. Coaching is another interaction categorized as a relationship in leadership development. A coaching relationship can be developed between supervisors and subordinates or between peers, and they can be individual or team-based. While mentoring is focused more on individual professional development, coaching presents a series of options in professional and leadership development. Coaching skills can be used by leaders to help subordinate leaders “prepare for increased responsibilities, accelerate their acclimation to a new challenge or to

widen their ability to address complex challenges.”³⁸ Coaching also develops and increases teamwork within an organization by focusing every member toward the organizational goals. It’s important for coaches to be trusted, authentic, and motivated. Coaches need to listen intently and engage with the people they are coaching in order to properly aid their leadership development. The leaders of coaching relationships support, motivate, and encourage their people to take initiative. They promote creative and innovative ways to accomplish the mission. They help people extract vital lessons from life experiences and challenge them through goal-setting and critical thinking about leadership development and mission accomplishment. Coaching at all levels of an organization is critical, but it will have the most impact when it becomes part of the organizational culture.

Developing a coaching culture would be highly beneficial to the Air Force and its leadership development. Coaching prevalence in “day-to-day work relationships signals a move toward a high-commitment, collaborative culture” that fosters teamwork and continuous learning.³⁹ If senior AF leaders made a commitment to coaching teams and individuals it would set the expectation that “leaders would cascade their coaching throughout the layers of the organization.”⁴⁰ This example would institutionalize coaching as a form of relationship building and leadership development throughout the entire Air Force. But, it needs to begin from the top and it needs to be practiced and incorporated into the daily leadership journey of all Air Force leaders. Coaching can be implemented easily into various initial and upgrade training programs and/or various unit action teams. One area requiring increased collaboration and the development of a peer coaching relationship is between parallel units. How many comparable organizations across the Air Force end up re-inventing the wheel for their unit, when cross-collaboration and peer coaching relationships between leaders would have been beneficial?

These relationships would have saved time, money, and effort for the organization and offered continuing leadership development opportunities for both leaders. If coaching relationships existed between commanders at various levels of the Air Force organization, common challenges could be identified and mutually solved, and universal successes could be shared, benefitting the organization as a whole.

Teaching. Teachership is an integral part of leadership development because it teaches subordinate leaders to be leaders themselves while developing specific skill sets relative to the organization.⁴¹ Teachership is a skill specific relationship between existing supervisors and subordinates, as opposed to mentorship which is focused on individual professional development, can continue past the original supervisor-subordinate relationship, or develop between individuals on similar career paths. To cultivate teaching relationships Air Force leaders must be willing to “teach skills, to share insights and experiences, and to work very closely with people to help them mature and be creative.”⁴² By doing this, leaders inspire, motivate, and influence all members within their organization to be better, achieve more, and develop themselves as leaders.⁴³ Teachership by commanders focuses on teaching subordinate leaders the necessary skills to someday become a commander themselves. Ultimately, they are developing young leaders today, ensuring the future success of the organization.

While managers may teach followers how to accomplish the mission, an important distinction is that leaders develop subordinate leaders through teaching and then encourage further growth and development by allowing their leadership to blossom. An effective leader is not threatened by the success of his subordinate’s leadership; in fact an effective leader encourages them to reach their goals and pushes them for leadership opportunities, even if they are outside of their unit. Specifically, effective leaders don’t build kingdoms. They are

constantly teaching and growing individuals for future leadership positions because it will improve the organization as a whole. These leaders understand their role as a teacher is to share their wisdom, knowledge, and experience with subordinate leaders and then to release them for further challenges and development. Air Force commanders sometimes get too focused on mission accomplishment and wanting to keep the best people as members of their kingdom, they stifle the development of the individuals in their unit. A truly effective leader and teacher would allow those individuals to flourish elsewhere in the organization and welcome the opportunity to expand their teaching to the next echelon of young leaders.

Effective teachership enhances effective leadership. There are numerous opportunities for leaders to exercise teachership. Staff meetings and newcomer's briefs are two opportunities where a leader can introduce teaching into the relationship. Why not have biweekly staff meetings to discuss organizational business and biweekly meetings for teaching leadership development? Teaching members of an organization how to properly give feedback, knowledge about the promotion process, or award package writing skills will pay huge dividends to the organizations success with a minimum amount of extra effort. A leader can easily teach a flight commander or Non-Commissioned Officer (NCO) about the Article 15 or Letter of Reprimand process by engaging them in the real world event. They can bring a subordinate leader to various group and wing level meetings, teaching them about the inner workings of the wing organization. A leader can review performance reports, award packages and recommendation letters with subordinates, providing valuable one on one time as well as instruction on the proper procedures for various Air Force forms. Teaching can be as simple as carbon copying subordinate leaders on e-mail correspondence to enhance their communication skills in writing and conversing within the organization. These ideas wouldn't add any extra time to a leader's schedule, but

would have an enormous impact on the leadership development of the flight commanders or NCOs within their unit. In addition, leaders would enhance their own development, as Joseph Joubert said in 1842, “To teach is to learn twice.”⁴⁴ By truly embracing the leadership journey, a leader doesn’t have to necessarily make extra time for teaching they just need to take advantage of the opportunities that already exist in their day to day lives.

Relationships are inevitable byproducts of human interaction. An effective leader makes a conscious choice to develop healthy relationships that have a positive effect on the organization. Relationship building does not require excessive amounts of extra time or effort for individuals on the leadership journey. Through the use of e-mail, conference calls, training videos, social networking, and even sharepoint websites, technology fosters the continued development of relationships encountered in our daily lives. Empowerment, the next tenant to be discussed, relies on the leader’s ability to communicate and develop mutual trust and respect with their people. Using effective communication and positive relationships as foundational pillars, leaders can successfully empower their people and aid leadership development throughout their unit.

Empowerment: Leaders empower their people by giving them responsibility and holding them accountable. Instead of giving directions, leaders give direction allowing their subordinates to surprise them with creative methods that get results.⁴⁵ Leaders provide the vision, expectations, resources, knowledge, and skill sets to prepare subordinates for good decision-making, while also allowing them the freedom to grow from their mistakes.

Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.

– George S. Patton

The concept of empowerment can invoke fear in some leaders. It's been said that empowerment, "contradicts military hierarchy, and removes leaders from leading," and that "not all commanders are so eager to deprive themselves of any portion of their power and its attributes."⁴⁶ Unfortunately, leaders who see empowerment as a "loss of power or control, a reduction in authority, and contradictory to basic military order," do not understand the true concept of empowerment because they are too focused on leadership as a destination, which is their achievement of the position of command.⁴⁷ By embracing the leadership journey, leaders don't view empowerment as a loss of their power, it's seen as a powerful development tool for both leaders and followers. They give people direction, not directions, a well understood goal and the resources, equipment, and training, to accomplish required tasks with a minimal amount of supervisor involvement. True leaders delegate responsibility and authority, they allow subordinates to take ownership and accountability, and they develop themselves while building up others into leaders through the use of empowerment.

Historically, war-time military leaders have attributed their successes to empowerment. Vice Admiral James Stockdale said, "Strange as it sounds, great leaders gain authority by giving it away," and Field Marshal Sir William Slimm said, "acting without orders, in anticipation of orders or without waiting for approval, yet always within the overall intention must become second nature."⁴⁸ Even General Patton himself, as quoted above, had a clear understanding for

the concept of empowerment. If empowerment plays a critical role in war-time, doesn't it make sense to incorporate its practice into the leadership development of our everyday lives?

Effective leaders encourage their people to grow and be innovative. However, in today's Air Force, this is a challenging concept and part of the reason the Air Force is mainly developing future managers rather than leaders. As described in an article by Tim Kane in the January/February issue of *The Atlantic*, "The Pentagon doesn't always reward its innovators...rebels in uniform suffer at the expense of their ideas," and it all started with our founding father, Billy Mitchell.⁴⁹ Despite the fact that our country runs on the success and strength of individual ideas, the Air Force culture is still resistant to developing individual future leaders who have grown through empowerment and subsequent critical and innovative thinking. If the Air Force organizational culture shifted our focus, from the top down, and incorporated leadership development into our daily lives, our service would promote empowerment and innovation, and ultimately, optimize our organization as a whole.

Too often in the Air Force commanders who don't understand their role in the leadership development of their organization, stifle creativity, micromanage, and fail to empower their troops in decision-making. Ultimately, this puts those troops at a disadvantage when compared to individuals who were lucky enough to have a commander that allowed them to flourish and grow through empowerment. Is this the best and most effective way for an organization to operate? A 2010 article in *Joint Forces Quarterly* identified a culture crisis in the Air Force due to the lack of inductive thinkers at the top levels of the Air Force.⁵⁰ The authors argue that the Air Force must "demand more of our officers- not in terms of time or energy...but in terms of how they *think*," and propose that a "greater demand for excellence throughout the continuum of learning and experience" will offer a greater pool of potential leaders.⁵¹ Their concept is exactly

right, and the culture change needs to start with Air Force top leaders prioritizing leadership development into their daily interactions. In order to develop inductive thinking in our future leaders, today's leaders need to empower, and encourage creativity, innovation, and confidence throughout their organization.

Effective leaders give direction toward the vision and never give directions to the destination. Using the concept of the leadership journey, leaders can easily empower individuals because they set expectations, share a clear vision for the organization, and equip followers with the resources, knowledge, and skills necessary to make good decisions.⁵² With these tools, a subordinate can be empowered to accomplish tasks using their own innovation and creativity, and optimizing their individual skill sets all the while contributing to their own development as future leaders. Leaders on the leadership journey promote accountability, ownership and teambuilding, and help to grow their subordinates by allowing them the freedom of action to make mistakes. These leaders empower unconditionally and avoid micromanagement, or controlling the small details of a task, to keep the overall organization healthy and productive.

Putting it all together--for a leader that develops relationships with their subordinates, through coaching or teaching, who effectively communicates their vision and expectations, and who has built trust within their unit, it's easy to prioritize and determine the level of empowerment to provide to the individuals in their organization. It doesn't require a lot of extra effort because an effective leader is knowledgeable about individual capabilities and through daily interactions ensures their subordinates are equipped to meet the increased challenges that come with empowerment.

Dynamic Leadership Growth. As previously mentioned, trust is a critical component of the relationship tenant, but it also plays a key role in empowerment and dynamic leadership

growth. President Abraham Lincoln shared high levels of trust with his subordinates, and it was this mutual trust that allowed him to empower his generals. His followers trusted that he would not lead them astray, while he trusted them to try their best, and if they did not succeed he would view their failures as “mistakes, learning events, or steps in the right direction.”⁵³ Through empowerment he enabled his generals to grow as leaders. By making mistakes and learning lessons, individuals gain an invaluable life experience that enhances their development as leaders. Just as a pilot training instructor allows their student to make mistakes in order to enhance learning, develop flying skills, and create confidence, Lincoln allowed mistakes and then encouraged and supported his generals to enhance their leadership development and build up their confidence for the next battle.

Throughout all levels of an organization, leaders must be “an example of empowerment if they want to successfully empower their employees.”⁵⁴ Leaders must allow their subordinates to make mistakes, be courageous, and take risks, just as they themselves must have the freedom from their supervisors to do the same. Intelligent risk-taking is an essential part of empowerment. The realization that mistakes will happen as part of an invaluable learning experience, and that it is okay not to be perfect, instills the courage and confidence required to be a risk taker. Taking risks builds experience and enhances leadership growth. An empowered leader understands the concept and its importance to leadership development. On the other hand, it is highly unlikely that an un-empowered leader can empower followers. An un-empowered leader is fearful, risk averse, and afraid to empower followers because of a fear of personal repercussions. This fear radiates through the organization, and creates an unhealthy environment of passivity and inefficiencies. “A show of courage by a leader inspires” and leaders who are empowered will, in turn, motivate their followers to be bold, courageous, and confident.⁵⁵

Our dynamic working environment offers many opportunities for leaders to empower followers and allow them to learn from their mistakes. For the leader, the critical part of this exercise is to allow subordinates to make an error, but to be there to catch them, teach them, and enable a leadership lesson. A pilot training instructor would never let a student fly the plane into a tower on a low-level flight, just as a commander wouldn't allow a lieutenant to completely mismanage squadron resources. But in both cases, they can empower their followers to attempt the tasks and then help them learn from any mistakes, by acting as trusted teachers in the empowerment process. Law enforcement officers use a technique called the "FTO half-step" to put this concept into practice. During training, the Field Training Officer (FTO) will walk alongside the trainee at a half-step pace. They allow the trainee to arrive at the situation first, and then they act as a teacher guiding them through the completion of the task. Since every individual requires different levels of guidance, the FTO adjusts their inputs based on the situation. There are many opportunities for an Air Force leader to incorporate this leadership development technique into their daily lives. Distinguished visitor events, change implementation and unit taskers are perfect occasions for empowering and showcasing the capabilities of followers. By staying a half-step behind their subordinates, effective leaders can empower them to be innovative and gain confidence, while also taking on a teaching role to guide them through the learning process.

Empowerment is powerful--it's about leaders developing themselves through the development of others. When leaders empower, they liberate talent and encourage individuals to grow, which also helps a leader to grow. The dynamic process of empowerment, taking risks, and learning from mistakes helps leaders accomplish more, discover more, and become better leaders on their own journey.

Ownership. Empowerment is most successful when partnered with ownership and accountability. By giving individuals ownership of their tasks, they will have a sense of self-determination, “they can make choices about what they do, how they do it, and when they need to get it done.”⁵⁶ This, in turn, promotes independent and critical thinking within organizations and enables individuals to surprise leaders with creative ideas that produce results. Accountability allows individuals to feel responsible and important and gives them ownership into the organization’s success.

An organization without accountability can be detrimental to its own success. For example, a commander who continually allows their troops to turn in incomplete paperwork and then silently finishes it alone, ultimately hurts themselves, their troop and their unit. In the absence of individual accountability, members will lower their performance to the lowest possible level the leader will accept. An individual who knows they can get away with inappropriate or unprofessional behavior, will continue to perform at that incompetent level in the absence of accountability.

In the civilian world, best practice firms’ leadership development is anchored in performance and reward systems based on accountability.⁵⁷ Individuals are empowered to be creative and to make decisions, and they are rewarded for their efforts. Top companies are meritocratic organizations that encourage innovation, empower their people, hold them accountable, and promote the most qualified and deserving individuals. Unfortunately, the perception of the military promotion system is that it is closer to a “government bureaucracy with a unionized workforce than...a cutting-edge meritocracy.”⁵⁸ Many Airmen can ride out a career based on the receipt of a distinguished graduate award from a five week professional military education course. Regardless of their actual daily performance, they are treated with the

“halo effect” and can reap the benefits for years to come. In a survey done for an article in The Atlantic, only 30 percent of those surveyed agreed that the military personnel system “does a good job promoting the right officers” and only seven percent agreed that it “does a good job retaining the best leaders.”⁵⁹ If military members feel the efforts of their daily job performance have little impact on their future potential, what incentive do they have to perform at their best and help the organization succeed? Changing the existing atmosphere definitely depends on a culture change from the top. Just think how more effective the Air Force would be if individuals were empowered, encouraged to be innovative, and held accountable for their daily job performance from the start of their careers, coupled with a promotion system that recognized effort and merit on a scale larger than just their performance in a five week professional military education course.

Accountability of performance and ownership of effort is extremely critical to an organization’s success. If individuals understand their efforts will be acknowledged and rewarded, they will perform exceptionally. Effective leaders engage with their troops on a daily basis, they give them the responsibility and the tools to do their best. But, most importantly, effective leaders hold their troops accountable, and it’s the accountability that drives them to perform even better.

Effective communication, together with strong relationships, and subordinate empowerment form the pillars of development in the leadership journey. All three are vital to maximizing the leadership development of a commander and their followers, but the level of success depends on the personal qualities of the individual leaders. Therefore, the foundational core of the leadership journey resides in the character of the leader, the final tenant to be discussed.

Character: Effective leaders know that their leadership is rooted in their character. They inspire the members of their organization by setting a positive example for their people to emulate and they motivate their people by helping them to believe in themselves and the organization. They hold themselves to a high standard, embrace their position as a role model, do the right thing, and instill a passion for the success of their people and their mission.

Leadership is a combination of strategy and character. If you must be without one, be without the strategy.

– Norman Schwarzkopf

Character is defined as “the aggregate of features and traits that form the individual nature of some person or thing.”⁶⁰ It is essential for an effective leader to have a strong character. To complement General Schwarzkopf’s quote, character is more important than strategy, talent, or skill. It is the backbone of an individual and if “fundamentally flawed, marked by duplicity or insincerity,” it will be perceived as dishonest and manipulative, and in the end, will prevent a leader from being successful.⁶¹ Followers need to trust that a leader is reliable, loyal, and fair. Essentially, if a leader’s character is flawed people will not follow. In the military this leads to inefficient and ineffective organizations and a lack of leadership development throughout.

Strength of character is essential to leadership and is a foundational part of the leadership journey. In order to round out an *effective* leader, one who communicates well, develops relationships, and empowers their people as previously mentioned, a leader must also have a solid character and development as a *good* leader. Retired Brigadier General, Dr Wakin, challenges us to develop effective leaders with good character in his article, “Does Good Leadership Require Good Character?” He notes that “leaders of every description can influence the development of the desired virtues...by the example that they themselves provide.”⁶² Good leaders have integrity, a passion for their own journey, they are competent and confident, they are role models and they inspire and motivate those around them. These leaders provide a

positive example of good character, through their daily example and interactions with their followers. In order for these characteristics to become fully ingrained into the character of an individual they must be consistently practiced. The leadership journey enables that practice and development from the beginning of an individual's career and facilitates the continued practice and development of the leader. Like most things, "one has to practice until the skill develops and then continue to practice until it becomes a habit."⁶³

Integrity. According to AFDD 1-1, "integrity is the single most important part of character" and it is "the inner voice, the voice of self-control, the basis for the trust imperative in today's Air Force."⁶⁴ Military members are expected to hold themselves to a higher standard, both on and off duty, and regardless of whether anyone is watching or not. They need to be trusted professionals whether they fly aircraft, fix aircraft, balance the budget, build the runway, or secure the main gate. Integrity is the first of the Air Force core values and is a critical characteristic of an effective leader.

Integrity is doing the right thing, even when it's difficult. Many military members have probably worked for a commander who wanted to have the best unit, even if it meant cutting the corners every once in a while. This type of commander gets so focused on the success of the organization, they allow lapses in judgment to compromise their integrity. It's important to understand that as a commander you are always scrutinized and need to be aware of the message your actions send to the members of your unit. The following is an example:

The Air Force Form 1206 is the nomination form, used to submit packages for awards at all levels of the Air Force. It is signed by the unit commander, as a verification that all the information included on the form is accurate and correct. To quote the advice of an exceptional mentor, "Only sign your name in pen, and only sign it when you mean it." Three different squadron organizations submitted packages to the next level hoping to be the wing's nominee for this prestigious award. However, when reviewing the packages it was found that the information one of the squadrons had submitted was filled with incorrect and falsified bullet

statements. Upon notification that this particular 1206, submitted with his signature, contained false, inaccurate, and blatantly wrong information, the commander of that squadron faced a big decision. Knowing that he willingly signed a form without confirming the facts had put his integrity on the line. Not just that, but how does he handle the fact that his unit had attempted to cheat on an award submission? He has two choices; 1- keep the information quiet, fix the errors on the form, and resubmit the package, or 2- create a learning opportunity by self-eliminating his squadron from the competition, admitting the mistake, and demonstrating zero tolerance for breeches of integrity. The easy choice would be to pretend as if it didn't happen and never address the situation with the unit, to "save face" as a commander. But is that doing the right thing? A good leader will admit mistakes and accept responsibility for their actions and the actions of those within their organization. This situation is a true test of integrity--of doing the right thing, even when it's difficult.

Unquestionably, leaders must have integrity; they must have the courage to do the right thing instead of just doing things right. Leadership expert, Peter Drucker has said, "Management is doing things right; leadership is doing the right things."⁶⁵ Since every Airman is a leader, according to Air Force doctrine, this is what should set us apart. We need to be more than managers, and take pride in ourselves for being an organization of leaders who do the right thing. Most managers will do things right, based on the rules or the order, and mainly act within an isolated rule set. A leader on the other hand, will do the right thing, based on a humanistic and flexible approach. Leaders do things right, but are humanistic thinkers who look at the big picture, verify information, and can reason through challenging issues by using their integrity to ensure they are doing the right thing. Two examples can illustrate this point:

The pilot of a fighter/bomber aircraft on an interdiction mission is given orders to destroy a school building that is a suspected command and control base for the enemy. As she approaches the target, she notices non-threatening activity outside the building that appears to be children at play. Doing things right would instruct the pilot to fire at the assigned target under the assumption that intelligence sources have confirmed its value and are 100% correct in the assessment. But doing the right thing would entail waiting, retrieving more information, and obtaining further evaluation of the target to ensure non-combatant school children would not fall victim to a missile attack. By using her logical thinking skills as a leader, and guided by her "moral compass," she did the right thing and ultimately, prevented unnecessary collateral damage and the subsequent international media event it would have most likely created.

A young airman steals a package of diapers from a store. He is caught and brought in to the unit commander for discipline. Regardless of the situation, a manager would be non-flexible toward the airman and push for the maximum punishment. If that airman was a constant trouble maker, who liked to steal and had a record of previous offenses, the maximum punishment and dismissal from the Air Force would be the correct call. However, what if that airman stole for the first time in his life out of desperation? What if he was an outstanding airman who just happened to be low on money, had four kids to take care of and a wife who just lost her job? While it's no excuse for stealing, and some type of punishment is necessary, the right thing to do would be to also refer him for help and to try to solve the root cause of the problem. A leader would analyze the complete situation, using a humanistic approach, to ensure the right thing is being done versus just doing things right.

According to General Ronald R. Fogleman, former USAF Chief of Staff, "integrity and leadership are inextricably linked" and form the backbone of a successful organization.⁶⁶

Integrity binds an organization together through all levels of leadership and is essential to mission success. General Fogleman says that a commander who lacks internal integrity "cannot build organizations capable of withstanding the unique challenges of military life, much less the trials of combat."⁶⁷ It plays a crucial role in the combat environment, because when lives and resources are at stake a leader must know the difference between doing things right and doing the right thing, especially when the right thing is difficult. Therefore, character built on integrity must be instilled and practiced during peace time. With integrity as the foundation of good character, military members separate themselves from mere managers and develop into truly effective leaders.

Passion. Passion can manifest itself in many ways. It can be perceived as radical or an excessively emotional appeal, as in the passion Brigadier General Billy Mitchell expressed in the early days of air power development. Passion can also be used effectively when an individual demonstrates an emotional connection to their work. The passion invoked from the individual is hard to resist and promotes a connected emotional response in others. This type of passion has

been exemplified by powerful leaders such as, Martin Luther King Jr, Mother Theresa, and Ghandi. All three were transformational leaders who were able to affect great societal changes during their time. What was the key factor in their rise to greatness? It was the passion for their cause that enabled the success of their leadership.

Some leaders embrace passion, while other attempt to stifle it. In the book, *Transforming Work: The Five Keys to Achieving Trust, Commitment, and Passion in the Workplace*, the authors argue that “instead of chastising the passion of employees, we need to help them understand what they love to do.”⁶⁸ By fostering passion within an organization a leader keeps their followers engaged with the mission, excited about their future, and provided with a greater sense of meaning in what they do. At our core, the majority of military professionals are selfless and dedicated individuals. An effective leader is able to go even further to shape their troops by tapping into “their deepest sense of personal purpose and values [to] harvest a wealth of passion focused on reaching mutual goals.”⁶⁹ Passion is important to leadership and should be embodied within the character of a leader and cultivated among followers.

The leadership journey can exponentially develop leaders throughout the Air Force that strive for expert leadership performance and increase the success of the organization. Achieving expert performance in leadership requires deliberate practice, for both a leader and their followers. As much as a leader needs to empower their people in order to develop their leadership skills, they need to ensure they continue to practice and develop their own skills as well. The repetitive practice of a skill requires motivation and individuals find that motivation through passion. The most effective leaders in our society are passionate students of leadership who practice because they are doing something they love. As a four-star general Stephen Lorenz still studied and wrote about leadership because he was passionate about his role as a

commander and he understood that one “must never, ever stop trying to be the best leader you can be.”⁷⁰ His various stories serve as a shining example of how the leadership journey is applicable to every member of the Air Force organization. Even as a general his leadership was developing right along with the hundreds of troops he interacted with on a daily basis. Like General Lorenz, when an individual is passionate about what they do, and a big part of what the Air Force does is leadership, they put in the required time needed to excel in it. Fortunately, the leadership journey is a daily, dedicated practice that a passionate leader can easily fit into their work day.

Effective leaders understand that command positions are a privilege, not a right, and that their continual development in leadership is just as important as the development of their followers. They have a passion for their job and leadership that’s balanced with sound judgment and good situational awareness, steering clear of overly expressive or radical emotions. They are passionate about learning, exploring new things, and finding ways to make their lives meaningful. The most effective leaders have a passion for their own journey. It is this passion that can motivate and inspire the surging effects of leadership development throughout an organization.

Motivation. In the military, leaders can order subordinates to do something, but the results will be short-lived. The mission will be accomplished, reluctantly, and without passion or any vested interest on the part of the followers. But a commander who leads by motivation will find greater organizational success. Their followers will internalize the task at hand because the “work will matter—to their boss, to their teams, and to themselves.”⁷¹ Motivation comes from within the individual and it’s the leader’s job to know their people and to create an environment conducive to self-motivation on the part of the followers. Normally, an individual is motivated

by the balance of three things: job satisfaction (happiness), job recognition (pat on the back), and job significance (importance). They are internally motivated by balancing their desires between enjoying their job, receiving acknowledgment for their efforts, and understanding their impact on the organization, or even society as a whole. An effective leader will motivate people by helping them to believe in themselves, their contributions, and the significance of their role within the unit. Once a leader successfully taps into the internal motivators of an individual they will *want* to achieve and succeed, for themselves, and for the organization.⁷²

It is important for leaders to motivate, and they must be able to teach subordinate leaders to do the same. In a Harvard Business Review article, Daniel Goleman defined motivation as “a passion for work...and a propensity to pursue goals with energy and persistence,” regardless of money or status.⁷³ When people love their jobs for the work itself, they feel committed to the organization. Motivated members are optimistic, eager to succeed, and willing to exert extra effort to achieve success. A truly effective leader will ensure this motivation spreads to the followers throughout all levels of their unit, increasing the performance level and productivity of accomplishing unit tasks.

The ability to motivate is an essential character trait of a leader on the leadership journey. Once a leader finds out what motivates the individuals of their organization, they can seek out daily interactions to create opportunities that tap into their passions. By motivating individuals toward things in their job that they are passionate about, they develop a vested interest, a desire to achieve, and aspirations toward success. If a subordinate is passionate about exercise, putting them in charge of the squadron fitness program empowers them to find enriching ways to execute their task. A follower who enjoys cooking and social events would find pleasure and satisfaction in running monthly squadron barbeques, or an individual with a passion for flying

would happily fly multiple instructor sorties each week and would make an excellent addition to the formal training unit cadre. Finding out what motivates individuals is not difficult for an effective leader. They communicate with their people, develop relationships, and really get to know the people in their organization, so when opportunities arise they can honestly say, “I’ve got the perfect individual for that.”

Setting the Example. Leadership is akin to being a celebrity—people are always watching and forming judgments. Some may be false and some may be true, but opinions are rooted in what people see their leaders do. What a leader says matters but what a leader does matters more.⁷⁴

Imagine yourself walking through a park, on a warm spring day. It’s early and the park is empty, you are free to enjoy the peace and serenity offered by your surroundings. While enjoying your leisurely stroll you come upon a trashcan that has been tipped over, with large pieces of trash strewn across the beautiful landscape. What do you do? Continue walking or pick up the trash and clean up the park? Now, imagine... would your choice be any different if you were not walking alone, but with your 4 year old daughter?

Effective leaders understand that leading by example is one of the most powerful forms of leadership. Being able to “walk the walk” is an extremely critical leadership trait because it is a commitment that translates intention into reality. It’s not what one says that makes them a great leader, it’s what they do. There is a lot of power in leading by example and it’s something that everyone can do. Gandhi once said, “You must be the change you wish to see in the world.”⁷⁵ Whether it’s a better world or a better organization, individuals have the power to accept responsibility and make a difference. According to Gandhi everyone can lead by example, no matter their position within the organization, or the world, for that matter. That’s because leading by example is a character choice—to do the right thing, to be the person you want to be, and to not just “talk the talk.”

A leader who continuously sets the example is a positive role model and is already embracing the leadership journey. They embody the character traits and exhibit the leadership behavior which followers should emulate. Effective leaders are the first to volunteer for unpleasant duties, they are fit to fight, they rarely whine or make excuses, and they would never ask their people to do something that they themselves wouldn't do. They are constantly aware of their surroundings and recognize the impact that their behavior and example will have on those around them. They are role models who seize daily interactions as opportunities to demonstrate positive leadership behavior, regardless of who may be watching. Take the following example:

Imagine yourself as the flight-line maintenance officer in charge of the afternoon C-130 sorties. Everything seems to be going off without a hitch until you're called to a specific aircraft to speak with the aircraft commander who is refusing to fly the plane in its current configuration. He explains he feels the aircraft is unsafe to fly because he is not comfortable with the partially mission capable status of some of the onboard equipment. Many other aircraft commanders have flown the aircraft in this configuration, but this particular individual does not want to fly it and the discussion is turning heated. You calmly explain to him the acceptable status of the aircraft and politely request that he reconsider. This causes him to become antagonistic and derogatory, and soon a heated argument is on the verge of erupting. This argument has the potential to invoke the exchange of angry statements in the form of accusatory stereotypes against operators and maintenance personnel. What do you do? Do you allow the discussion to develop into an escalated confrontation, redirect the discussion and accept his decision, or agree to disagree and take the issue to your respective commanders? Now, imagine...would your actions be any different if your altercation was occurring in front of two young Airmen—a young enlisted loadmaster and a level three maintenance troop?

Just as the right decision in the first scenario is to pick up the trash, an effective leader would not allow a heated argument to develop in the flight-line scenario. Whether being observed or not the decision should be the same, because leadership behavior is rooted in individual character traits and doing the right thing. Setting an example for others should be the subconscious byproduct of the way a leader conducts themselves on a daily basis—a leader puts their hat on

when they are outside, regardless of the time of day or whether anyone is around, because they are the leader and it's the right thing to do.



The Leadership Journey: Communication, Relationships, Empowerment, and Character

Alone, each tenet is a critical principle in leadership development, but once applied together they provide the powerful framework for the leadership journey. Effective communication skills enhance relationships and character traits that inspire growth and motivation promote a culture of empowerment. The process starts with a commitment to wholeheartedly embrace the principles of this dynamic leadership process in daily life. Eventually, it will become second-nature and the existing culture of Air Force managers will change. As they start putting the interests of their people first, innovating ways to help their followers grow and develop, and encouraging their subordinates to take on more responsibility—they will cease to be only managers, they will truly become effective leaders.⁷⁶ Management is important and is part of what we do, but developing leaders is the key to future success as an organization.

Defining the Next Generation of Leadership

Effective leaders view leadership as a privilege and an honor. They embrace the gift of leadership and respect the journey, not just for themselves and their own personal gain, but for the betterment of the organization and its people. By helping others to succeed, they themselves become better leaders...and ultimately, better individuals. While mission accomplishment is extremely important to the Air Force, most effective leaders will describe the best part of their careers as the interpersonal relationships they developed along the way. They recollect the impact those relationships had on their lives and they acknowledge their most meaningful experiences as those where they were instrumental to an individual's growth into an effective leader. They are proudest of the moments that touched their hearts, like those times when they did the right thing and took care of their people. This is the true power of the leadership journey.

Fully integrating the leadership journey into the daily lives of Air Force members will require a culture change within the organization. According to AFDD 1-1, “any Air Force member can be a leader,” but in order for that to become a reality the leadership journey must be added to the existing leadership development structure.⁷⁷ The implementation of the leadership journey into the Air Force culture requires continual reinforcement and will challenge commanders on a daily basis. A complete culture change will take a significant amount of time and commanders must remember leadership is focused on the long-term; it’s a marathon and not a sprint. It’s an investment into our organization’s future and the Air Force does not need efficient managers that look like leaders on paper, it needs effective leaders that successfully execute leadership development in daily practice.

Let’s go from good to great and start that culture change now. All Air Force members should be good managers who are able to get the job done. But what will make us better as an organization is the fact that every one of us can also be an effective leader. Ultimately, an organization without effective leadership stifles creativity, initiative, innovation, growth, and the future potential of an organization. The current managerial environment of the Air Force tends to emphasize mission accomplishment over leader development. Air Force leaders need to place an equal amount of focus and attention on developing the leaders below them; otherwise we will continue to simply develop managers and followers. I challenge every Air Force commander to try to incorporate the leadership journey into their daily lives for 30 days. Make a conscious effort to think about the four tenants daily, asking yourself: How can I improve my own leadership abilities in these areas today and how can I motivate and inspire the members of my organization on their own leadership journey? By incorporating the concept into daily practice for one month, leaders throughout the Air Force will develop a subconscious habit for leadership

development and the culture change might happen faster than we think! There is nothing to lose, and so much to gain. The explosive power of incorporating the leadership journey into daily practice, will take our organization from good to great with passionate and dedicated leaders at every level.

If on a daily basis the tenets of communication, relationships, empowerment, and character became ingrained in the Air Force culture, the effects would provide exponential results. Efficient management is necessary, but effective leadership is vital. To ensure a future force operating at its fullest potential with leaders at every level, Air Force members from the top down need to truly lead by example, embrace the concept, and strive to live the continuous process that is, the leadership journey.



Part Two: Implementation

The first step in implementing the leadership journey throughout the Air Force is to change the way Air Force doctrine defines leadership. Vince Lombardi said, “Success is based upon a spiritual quality, a power to inspire others.”⁷⁸ Leaders do more than influence; they motivate their followers through inspiration. When individuals are inspired they are “encouraged toward greater effort, enthusiasm, or creativity.”⁷⁹ Effective leaders can use the leadership journey—relationships, communication, empowerment, and the strength of their character—to inspire their followers to succeed as individuals and motivate them as members of the organizational team. To influence, on the other hand, is to “use the power that somebody has to affect other people’s thinking or actions.”⁸⁰ AFDD 1-1 defines leadership as, “the art and science of *influencing* and directing people to accomplish the assigned mission.”⁸¹ There is an obvious problem with the AFDD leadership definition: A leader inspires, while a manager influences. A leader doesn’t need to use power or position to *get* people to accomplish the mission, like a manager would, because a leader’s inspiration drives his followers to *want* to accomplish the mission. An effective leader inspires individuals and successfully motivates them with passion towards mission success. In order to accurately characterize the future of Air Force leadership as a continual development process, building leaders rather than just managers, the Air Force should adjust the AFDD definition and replace the word influence with inspire.

Together with a change in the doctrinal definition of leadership, the Air Force needs to provide leaders with the tools for effectively incorporating the leadership journey into their daily lives. First, the Air Force must enable an increased flow of daily leadership knowledge and information throughout the organization. Using today’s technology we can develop message boards and blogs where leaders of comparable units, at all levels not just commanders, can share

ideas and seek advice on similar issues. Virtual conferences could be set up linking these units and allowing them to share benchmarked ideas and enabling peer coaching relationships. The possibilities are endless, but the key is finding a way to standardize and distribute the tools for successful leadership development. However, a disconnect currently exists between the formal leadership doctrine and education centers at Air University, and the leaders accomplishing the daily mission in the operational Air Force. What links the academic environment to the front line leaders? The Air Force should set up a separate leadership development branch that works directly for the Secretary of the Air Force or the Chief of Staff of the Air Force, which can collect ideas, remain engaged with current leadership hot topics, and then filter leadership development programs, education, and knowledge out to the operational units. When Squadron Officer School updates its leadership training program, it would be the Air Force Headquarters (HQ) leadership branch that informs operational commanders of any changes introduced to their unit captains. In addition to the Chief of Staff reading list, the leadership branch could provide standardized team building exercises, leadership training videos, immersion events, conferences, quarterly book reviews, and monthly leadership topics. The possibilities truly are endless. What ideas do you have for enhancing daily leadership development within your organization or the Air Force as a whole?

There are already a few changes going on in the Air Force that are bringing a priority focus to leadership development, but it's only scratching the surface of our potential. The US Air Force Academy (USAFA) has recently made strides in their leadership development. In 2009, they renamed the Center for Character Development to the Center for Character and Leadership Development and have acknowledged that "since most character and leadership development takes place in routine, daily interactions, it is critical these daily events are

complementary, synchronized, and developmental.”⁸² Along with a refocused energy towards character and leadership development, they’ve started a biannual periodical entitled, “Journal of Character and Leader Scholarship” with a goal of uniting the study of character and leadership. This is a huge step in the right direction; however, its impact is limited to those individuals attending USAFA or those officers on assignment as faculty. What about the rest of the Air Force?

To emphasize the importance of leadership development to the organization as a whole, the AF should develop an annual Leadership Continuing Education requirement for every member. This will not be an additional computer based training (CBT) event, required for completion of annual training requirements, it would be at a practical application level in the form of hands on training. Technical specialists, like aircrew and doctors, accomplish yearly training events to refresh their basic skill sets, improve their knowledge in their specialty, and stay apprised of any advancements within their field. Leadership is a specific skill set that also needs to be refreshed and exercised so why should leadership training and enrichment be any different? The HQ Air Force leadership branch could develop annual leadership training webinars, which would be followed by wing commander facilitated leadership training events. The webinars could be offered once per month, allowing every Air Force member twelve opportunities for event completion. This option includes AF standardized leadership training as well as a commander specific portion allowing units to tailor some of the training towards particular unit leadership goals.

In order to implement the leadership journey into the Air Force culture, it needs to begin from the top and flow down to the lower levels. If Air Force leaders posted the four tenets on AF leadership boards and reflected daily on the importance of communication, relationships,

empowerment, and character to the leadership of their organization, the example would be set and the leadership journey would cascade down throughout the Air Force. Leadership culture change will take some doctrinal updates, possibly the development of a specific HQ leadership branch, and trend-setting AF leaders eager to accept the 30 day leadership journey challenge. Change is necessary in order to maximize our leadership potential; and the future of the Air Force depends on the development of effective leaders today.



-
- ¹ Kennedy, BrainyQuote.com.
- ² Air Force Doctrine Document (AFDD) 1-1, *Leadership and Force Development*, 1.
- ³ Definition according to BusinessDictionary.com
- ⁴ Harvey, “The Abilene Paradox: The Management of Agreement,” 17.
- ⁵ My Strategic Plan. “How to identify groupthink: An introduction to the Abilene Paradox.”
- ⁶ Bilanch, “The Common Sense Coach.”
- ⁷ Ibid.
- ⁸ Swift, BrainyQuote.com
- ⁹ Smith, *Rules and Tools for Leaders*, 9.
- ¹⁰ Ibid.
- ¹¹ Air Force Instruction 36-2406, *Officer and Enlisted Evaluation Systems*, 12.
- ¹² MacAulay, Informal Leadership Survey.
- ¹³ Blanchard and Johnson, *One Minute Manager*, 24.
- ¹⁴ Van Velsor, McCauley, and Ruderman, *The CCL Handbook of Leadership Development*, 102-103.
- ¹⁵ US Army posture statement, 2009.
- ¹⁶ Ibid.
- ¹⁷ Ibid.
- ¹⁸ Hancock, *360-Feedback: Key to Translating Air Force Core Values into Behavioral Change*, 3-4.
- ¹⁹ Cunningham, *Perceptions of the impact of 360-degree feedback on United States Air Force personnel*, 1.
- ²⁰ Maxwell, *The 21 Irrefutable Laws Of Leadership*, 101.
- ²¹ Wolk, *Cataclysm*, 46.
- ²² Maxwell, 108.
- ²³ CS, ACSC.
- ²⁴ Benton, “Promoting Leadership in the Air Force’s Management Environment,” 2.
- ²⁵ Collins, Jim, “Level 5 Leadership: The Triumph of Humility and Fierce Resolve”, 136-146.
- ²⁶ Blanchard, *Leading at a Higher Level*, 275.
- ²⁷ Ibid.
- ²⁸ Morgan, Harkins, and Goldsmith, *The Art and Practice of Leadership Coaching*, 129.
- ²⁹ Greenleaf, *Servant Leadership*, 27.
- ³⁰ Ibid, 21.
- ³¹ Ibid, 29.
- ³² Boa, www.bible.org
- ³³ Greenleaf, 359.
- ³⁴ Hunter, 32-33.
- ³⁵ Air Force Policy Directive (AFPD) 36-34, *Air Force Mentoring Program*, 1.
- ³⁶ Ibid., 2.
- ³⁷ Ibid., 1.
- ³⁸ Van Velsor, McCauley, and Ruderman, 126.
- ³⁹ Ibid., 143.
- ⁴⁰ Ibid., 144.
- ⁴¹ Smith, 203.
- ⁴² Ibid., 4.
- ⁴³ Ibid.
- ⁴⁴ Joubert, Quotegarden.com.
- ⁴⁵ Johnson, “Giving Direction can Shape Airmen,” 6.
- ⁴⁶ VonBerge, *Empowerment: Quality Air Force’s Biggest Hurdle*, 7.

-
- 47 Ibid., 9.
- 48 Maxwell, 128 & VonBerge, 11.
- 49 Kane, "Why Our Best Officers Are Leaving," 4.
- 50 Bethel, Prupas, and Ruby, 88.
- 51 Ibid., 88.
- 52 Hughes, Ginnett, and Curphy, *Leadership*, 537.
- 53 Phillips, *Lincoln on Leadership*, 138.
- 54 Hughes, Ginnett, and Curphy, 541.
- 55 Maxwell, 41.
- 56 Hughes, 538.
- 57 Linkage, *Linkage Inc. 's Best Practices in Leadership Development Handbook*, 63.
- 58 Kane, 2.
- 59 Kane, 2.
- 60 Dictionary.com definition
- 61 Maxwell, *Developing the Leader Within You*, 178.
- 62 Wakin, "Does Good Leadership Require Good Charaacter?" 45.
- 63 Ibid.
- 64 AFDD 1-1, 5.
- 65 Drucker, BrainyQuote.com.
- 66 Fogleman, "The Leadership-Integrity Link."
- 67 Ibid.
- 68 Boverie *Transforming Work: The Five Keys to Achieving Trust, Commitment, and Passion in the Workplace*, 5.
- 69 Ibid.
- 70 Lorenz, "Lorenz on Leadership Part 2".
- 71 Baldoni, *Great Motivation secrets of Great Leaders*, xiii.
- 72 Ibid.
- 73 Goleman, "What Makes a Leader?"
- 74 Baldoni, *Lead By Example: 50 Ways Great Leaders Inspire Results*, 205.
- 75 Gandhi, BrainyQuote.com
- 76 Baldoni, *Lead By Example: 50 Ways Great Leaders Inspire Results*, xv.
- 77 AFDD 1-1, 1.
- 78 Lombardi, *What It Takes to Be #1*, 195.
- 79 Encarta dictionary definition
- 80 Ibid.
- 81 AFDD 1-1, 1.
- 82 Norton, "Character Corner: Why CCLD?"

Bibliography

- Air Force Doctrine Document (AFDD) 1-1. *Leadership and Force Development*, Chapter 1, Interim change to 18 February 2004, 18 February 2006.
- Air Force Instruction (AFI) 36-2406. *Officer and Enlisted Evaluation Systems*, dated 15 April 2005, certified current on 17 Feb 2007.
- Air Force Policy Directive (AFPD) 36-34, *Air Force Mentoring Program*, 1 July 2000.
- Baldoni, John. *Great Motivation Secrets of Great Leaders*. New York, NY: McGraw-Hill, 2005.
- Baldoni, John. *Lead By Example: 50 Ways Great Leaders Inspire Results*. New York, NY: AMACOM, 2009.
- Benton, Major Jeffrey C. "Promoting Leadership in the Air Force's Management Environment." *Air University Review*, March-April, 1982.
- Bethel, Scott A., Aaron Prupas, and Tomislav Z. Ruby. "Change Culture, Reverse Careerism." *Joint Forces Quarterly* 58, 3rd Quarter 2010: 82-88.
- Bilanich, Bud "The Common Sense Coach." Retrieved December 4, 2010, from BBilanich Blog. Website: http://www.bbilanich.typepad.com/blog/2006/12/leadership_sett.html. December 2006.
- Blanchard, Ken. *Leading at a Higher Level*. Upper Saddle River, NJ: Blanchard Management Company, 2007.
- Blanchard, Ken and Spencer Johnson. *The One Minute Manager*. New York, NY: Morrow, 1982.
- Boa, Kenneth. "Servant Leadership, Part 2." Retrieved April 2, 2011 from Bible.org Website: <http://bible.org/seriespage/servant-leadership-part-2>.
- Boverie, Patricia. *Transforming Work: The Five Keys to Achieving Trust, Commitment, and Passion in the Workplace*. Cambridge, MA: Perseus Publishing, 2001.
- Businessdictionary.com, <http://www.businessdictionary.com>. Retrieved September 1, 2010.
- Collins, Jim. "Level 5 Leadership: The Triumph of Humility and Fierce Resolve." *Best of HBR*, July-August, 2005.
- Colvard, James E. "Managers vs. Leaders." *Government Executive*, July 2003, Vol. 35, Issue 9.
- Cunningham, James A. *Perceptions of the impact of 360-degree feedback on United States Air Force Personnel*. Capella University, 2006.
- Dictionary.com. <http://www.dictionary.com>. Retrieved 15 March, 2011.
- Drucker, Peter. BrainyQuote.com. Retrieved 10 March, 2011, from BrainyQuote.com. Website: <http://www.brainyquote.com/quotes/quotes/p/peterdruck131069.html>.
- Encarta Dictionary. <http://dictionary.msn.com>. Retrieved 10 March, 2011.
- Fogleman, Ronald R. "The Leadership-Integrity Link." AU-24, *Concepts for Air Force Leadership*. Air University: AL.
- Gandhi, Mohandas. BrainyQuote.com. Retrieved 1 April, 2011, from BrainyQuote.com. Website: <http://www.brainyquote.com/quotes/quotes/m/mohandasga109075.html>.
- Goleman, Daniel. "What Makes a Leader?" *Harvard Business Review*, original 1998, reprinted in January 2004. <http://hbr.org/2004/01/what-makes-a-leader/ar/1>.
- Greenleaf, Robert. *Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness*. Mahwah, NJ: Paulist Press, 1977.
- Hancock, Lt Col Thomas S. *360-Degree Feedback: Key to Translating Air Force Core Values into Behavioral Change*. Maxwell AFB, AL: Air University Press, 1999.

- Harvey, Jerry B. "The Abilene Paradox: The Management of Agreement." *Organizational Dynamics*, Summer 1988, 17-43.
- Hughes, Richard L., Robert C. Ginnett, and Gordon J. Curphy. *Leadership: Enhancing the Lessons of Experience*. New York, NY: McGraw-Hill, 2006.
- Hunter, James. *The World's Most Powerful Leadership Principle: How to Become a Servant Leader*. New York, NY: Crown Publishing Group, 2004.
- Johnson, Carol. "Giving Direction can Shape Airmen." *Travis Tailwind*, 9 July 2010.
- Joubert, Joseph. Quotegarden.com. Retrieved December 5, 2010 from Quotegarden.com. Web site: <http://www.quotegarden.com/teachers.html>.
- Kane, Tim. "Why Our Best Officers Are Leaving." *The Atlantic*, January/February 2011. <http://www.theatlantic.com/magazine/print/2011/01/why-our-best-officers-are-leaving/8346>.
- Kennedy, John F. BrainyQuote.com. Retrieved March 1, 2011, from BrainyQuote.com Website: <http://www.brainyquote.com/quotes/quotes/j/johnfkenn130752.html>.
- Linkage, Inc. *Linkage Inc.'s Best Practices in Leadership Development Handbook*. San Francisco, CA: Pfeiffer, 2009.
- Lombardi, Vince. *What It Takes to Be #1: Vince Lombardi on Leadership*. New York, NY: McGraw-Hill, 2001.
- Lorenz, Stephen R. "Lorenz on Leadership, Part 2." *Air and Space Power Journal*, Spring 2008. <http://www.airpower.au.af.mil/airchronicles/apj/apj08/spr08/lorenz.html>.
- MacAulay, Jannell. Informal Leadership Survey. Conducted from 25 Feb- 1 March via email and facebook. Air Command and Staff College, 2011.
- Maxwell, John C. *Developing the Leader Within You*. Nashville, TN: Thomas Nelson, Inc., 1993.
- Maxwell, John C. *The 21 Irrefutable Laws of Leadership*. Nashville, TN: Thomas Nelson, Inc., 1998.
- Morgain, Howard, Phil Harkins, and Marshall Goldsmith. *The Art and Practice of Leadership Coaching: 50 Executive Coaches Reveal Their Secrets*. Hoboken, NJ: John Wiley and Sons, Inc., 2005.
- My Strategic Plan. Strategically Speaking Blog: "How to identify groupthink: An introduction to the Abilene Paradox." Retrieved April 2, 2011 from mystrategicplan.com. Website: <http://mystrategicplan.com/resources/how-to-identify-groupthink-an-introduction-to-the-abilene-paradox/>.
- Norton, John. "Character Corner: Why CCLD?" USAFA Commentary, 10/5/2009. Website: <http://www.usafa.af.mil/news/story.asp?id=123171164>.
- Phillips, Donald T. *Lincoln on Leadership*. New York, NY: Warner Books, Inc., 1992.
- Smith, Major General Perry M. *Rules and Tools for Leaders: A Down-to-Earth Guide to Effective Managing*. New York, NY: Penguin Putnam, Inc., 2002.
- Swift, Jonathan. BrainyQuote.com. Retrieved September 1, 2010, from BrainyQuote.com Website: <http://www.brainyquote.com/quotes/j/jonathansw122246.html>.
- United States Army. "2009 Posture Statement." 2009.
- Van Velsor, Ellen, Cynthia D. McCauley, and Marian N. Ruderman. *The Center for Creative Leadership Handbook of Leadership Development*. San Francisco, CA: Jossey-Bass, 2010.
- VonBerge, Gerald C. *Empowerment: Quality Air Force's Biggest Hurdle*. Maxwell AFB, AL: Air University Press, 1995.

Wakin, Malham M. "Does Good Leadership Require Good Character?" *Journal of Character and Leader Scholarship*. Volume 1, Issue 1, December 2009: 43-46.

Wolk, Herman S. *Cataclysm: General Hap Arnold and the Defeat of Japan*. Denton, TX: University of North Texas Press, 2010.

