

CHAPTER 11

THE LEADER AS COMMANDER

command is to direct subordinates to perform duties toward the attainment of organizational objectives.¹ The notion of command presumes a military environment, where the command is established by and limited by law. If you believe that a commander is an all-powerful dictator, authorized to order the troops around as he pleases, you'd be wrong. In the western democracies at least, the age of tyrannical commanders has been dead for centuries. Therefore, command requires real leadership skill.





VOLUME THREE: INDIRECT LEADERSHIP

COMMAND RESPONSIBILITY

"You can't understand command until you've had it. It's the loneliest, most oppressive job in the whole world. It's a nightmare unless you're an ox."

Herman Wouk, The Caine Mutiny

The special challenges of command make it unlike any other leadership environment. Military commanders can fine and imprison troops who disobey them, and in wartime their orders could send troops to their deaths. With such awesome power comes awesome responsibility. What are some of the challenges and issues that frame command as an area of leadership?

PRIORITIES & GUIDELINES FOR THE NEW COMMANDER

OBJECTIVES:

- 1. Recall basic guidelines for a new commander.
- 2. Discuss priorities for the first 90-days of a command.

You're a new commander. What should you do? A respected Air Force study uncovered some basic priorities and guidelines that new commanders should heed.² Some highlights of the study include:

Stay away until you officially assume command. Incoming commanders distract the unit if they visit prior to the change of command, especially if not officially invited by the outgoing commander. Why? People will naturally want to meet the new boss, get a feel for her leadership style, and perhaps try to advance their own personal agendas. None of these effects helps the new boss take command when the time comes. Even more, the current, outgoing commander is made to appear an ineffective lame duck, and that's not good for the unit. If the new commander is already assigned to the unit (i.e.: a promotion from within), she should be especially mindful of not appearing to undermine the current commander. Respect the commander by honoring his authority, which remains in effect until departure.

CHAPTER OUTLINEIn this chapter you will learn about:

Command Responsibility

Priorities & Guidelines

Personal Challenges for New Commanders

Leading Through a Command Intent

The Commander & Human Capital

Leadership Tools for the Commander

Full Range Leadership

Delegation Skills For a Hectic World

Organizational Culture & Change

Organizational Culture

Changing Organizational Culture

Leadership for Safety

Measuring for Success

Measuring Individual Performance

Measuring Organizational Performance

Conclusion

CHAPTER GOALS

- 1. Discover leadership tools to combat the challenges a new commander will face.
- 2. Understand the role of the leader in setting and changing organizational culture.
- 3. Recognize the leader's need to measure performance of individuals and organizations.



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Make a clean break with your old job. Don't try to serve in your new command role while also trying to finish old business.⁴ This advice assumes the commander is in a full-time work setting, as in an Air Force operations officer being promoted to squadron commander on a different base. Geographical separation makes it nearly impossible to serve two units simultaneously. In a CAP or part-time volunteer environment, the principle may be less relevant because it is common for CAP officers to serve in multiple duty assignments. Simple necessity requires new CAP commanders to retain some of their previous responsibilities. Still, the underlying principle here is that command service requires a degree of concentration. A commander cannot lead with maximum effectiveness if he cannot devote his full attention to the responsibilities of command.

Prepare for new responsibilities. New commanders do their homework. When joining a new team, there is so much to learn. If charged with leading that team, the need to learn is that much more urgent. What is the unit's mission? Who are the key people on staff now and what are their backgrounds? How is the unit organized? What are some of the challenges facing the unit? What statistics are available to help you get a sense of the unit, its people, and its performance? Various command guides offer detailed checklists, but the essential point is that commanders should devote as much study and preparation to their command assignment as time permits, before assuming command. Some of these preparations are best made by talking with your soon-to-be new boss.

THE FIRST 90 DAYS: PRIORITIES FOR THE NEW COMMANDER⁵

- 1. Understand your new position, your roles and responsibilities, and your boss's expectations.
- 2. Become proficient in your mission knowledge and technical expertise.
- 3. Get to know your people and their backgrounds, experience, capabilities, and aspirations.
- 4. Ascertain the health of the unit.
- 5. Learn how your team fits into the larger team's mission (i.e.: how a squadron contributes to the wing mission).
- 6. Determine the direction you want your unit to take under your command. Establish priorities for leading the unit to a higher level of performance.

The Suits Are in Charge

For an example of the principle of civil control of the military, see chapter 3 on the feud between Gen. MacArthur and President Truman.

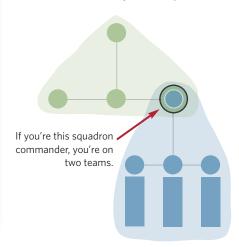
Command in the Civilian World

Metaphorically, the line managers of formal organizations, which we discussed in chapter 10, are something like civilian versions of military comanders. As you read this section on command, try to appreciate how the underlying principles apply to both the military and civilian settings.

YOU'RE ON TWO TEAMS

Suppose you command a unit. Therefore, you are a member of that team. Additionally, you, your commander, and your peers who command sibling units (e.g.: "sister squadrons") form a team as well. In effect, you're on two teams.

Commanders face a challenge of focus. They must keep their minds on the immediate needs of their own units, while simultaneously appreciating the bigger issues facing the teams led by their superiors.





LITERARY LEADERSHIP

MOBY-DICK

Captain Ahab is a portrait of anti-leadership or command gone morally wrong.

For several days after leaving Nantucket, nothing above hatches was seen of Captain Ahab. The mates regularly relieved each other at the watches, and for aught that could be seen to the contrary, they seemed to be the only commanders of the ship; only they sometimes issued from the cabin with orders so sudden and peremptory, that after all it was plain they but commanded vicariously. Yes, their supreme lord and dictator was there, though hitherto unseen by any eyes not permitted to penetrate into the now sacred retreat of the cabin.

Every time I ascended to the deck from my watches below, I instantly gazed aft to mark if any strange face were visible; for my first vague disquietude touching the unknown captain, now in the seclusion of the sea, became almost a perturbation.

It was one of those less lowering, but still grey and gloomy enough mornings, when that as I mounted to the deck at the call of the forenoon watch, so soon as I levelled my glance towards the stern, foreboding shivers ran over me. Reality outran apprehension; Captain Ahab stood upon his quarter-deck.

He looked like a man cut away from the stake, when the fire has overrunningly wasted all the limbs without consuming them, or taking away one particle from their compacted aged robustness. His whole high, broad form, seemed made of solid bronze, and shaped in an unalterable mould. Threading its way out from among his grey hairs, and continuing right down one side of his tawny scorched face and neck, till it disappeared in his clothing, you saw a slender rod-like mark, lividly whitish. It resembled that perpendicular seam sometimes made in the straight, lofty trunk of a great tree, when the upper lightning tearingly darts down it, and without wrenching a single twig, peels and grooves out the bark from top to bottom, ere running off into the soil, leaving the tree still greenly alive, but branded. Whether that mark was born with him, or whether it was the scar left by some desperate wound, no one could certainly say. By some tacit consent, throughout the voyage little or no allusion was made to it, especially by the mates. But once an old Gay-Head Indian among the crew superstitiously asserted that not till he was full forty years old did Ahab become that way branded. and then it came upon him, not in the fury of any mortal fray, but in an elemental strife at sea. If ever Captain Ahab should be tranquilly laid out - which might hardly come to pass - whoever should do that last office for the dead would find a birth-mark on him from crown to sole.

So powerfully did the whole grim aspect of Ahab affect me, and the livid brand which streaked it, that for the first few moments I hardly noted that not a little of this overbearing grimness was owing to the barbaric white leg upon which he partly stood. It had previously come to me that this ivory leg had at sea been fashioned from the polished bone of the sperm whale's jaw. "Aye, he was dismasted off Japan," said the old Gay-Head Indian once; "but like his dismasted craft, he shipped another mast without coming home for it. He has a quiver of 'em."

I was struck with the singular posture he maintained. Upon each side of the Pequod's quarter deck there was an auger hole, bored about half an inch or so, into the plank. His bone leg steadied in that hole; one arm elevated, and

holding by a shroud; Captain Ahab stood erect, looking straight out beyond the ship's ever-pitching prow. There was an infinity of firmest fortitude, a determinate unsurrenderable wilfulness, in the fixed and fearless, forward dedication of that glance. Not a word he spoke; nor did his officers say aught to him; though by all their minutest gestures and expressions, they plainly showed the uneasy, if not painful, consciousness of being under a troubled master-eye. And not only that, but moody stricken Ahab stood before them with a crucifixion in his face; in all the nameless regal overbearing dignity of some mighty woe.

Ere long, from his first visit in the air, he withdrew into his cabin. But after that morning, he was every day visible to the crew; either standing in his pivot-hole, or seated upon an ivory stool he had; or heavily walking the



deck. He became still less and less a recluse, but he seemed as unnecessary there as another mast. Nearly all whaling preparatives needing supervision the mates were fully competent to, so that there was little or nothing, out of himself, to employ or excite Ahab, now.

Nevertheless, even the barest, ruggedest, most thundercloven old oak will at least send forth some few green sprouts. More than once did he put forth the faint blossom of a look, which, in any other man, would have soon flowered out in a smile.



Among sea-commanders, the old greybeards will oftenest leave their berths to visit the night-cloaked deck. It was so with Ahab; only that now, of late, he seemed so much to live in the open air, that truly speaking, his visits were more to the cabin, than from, the cabin to the planks. "It feels like going down into one's tomb," - he would mutter to himself, - "for an old captain like me to be descending this narrow scuttle, to go to my grave-dug berth."

So, almost every twenty-four hours, when the watches of the night were set, when this sort of steady quietude would begin to prevail, ere long the old man would emerge, griping at the iron banister, to help his crippled way. Some considerating touch of humanity was in him; for at times like these, he usually abstained from patrolling the quarter-deck; because to his wearied mates, seeking repose within six inches of his ivory heel, such would have been the reverberating crack and din of that bony step, that their dreams would have been of the crunching teeth of sharks.

Stubb, the odd second mate, came up from below, and with a certain unassured, deprecating humorousness, hinted that if Captain Ahab was pleased to walk the planks, then, no one could say nay; but there might be

some way of muffling the noise; hinting something indistinctly and hesitatingly about a globe of tow, and the insertion into it, of the ivory heel. Ah! Stubb, thou did'st not know Ahab then.

"Am I a cannon-ball, Stubb," said Ahab, "that thou wouldst wad me that fashion? But go thy ways; I had forgot. Below to thy nightly grave; where such as ye sleep between shrouds, to use ye to the filling one at last. - Down, dog, and kennel!"

Starting at the unforeseen concluding exclamation of the so suddenly scornful old man, Stubb was speechless a moment; then said excitedly, "I am not used to be spoken to that way, sir; I do but less than

"Avast!" gritted Ahab between his set teeth, and violently moving away, as if to avoid some passionate temptation.

"No, sir; not yet," said Stubb, emboldened, "I will not tamely be called a dog, sir."

"Then be called ten times a donkey, and a mule, and an ass, and begone, or I'll clear the world of thee!"

As he said this, Ahab advanced upon him with such overbearing terrors in his aspect, that Stubb involuntarily retreated.

"I was never served so before without giving a hard blow for it," muttered Stubb, as he found himself descending the cabin-scuttle.

"It's very queer. How he flashed at me! - his eyes like powder-pans! is he mad? He might as well have kicked me, and done with it. Maybe he did kick me, and I didn't observe it. I was so taken all aback with his brow. somehow. It flashed like a bleached bone."



When Stubb had departed, Ahab stood for a while leaning over the bulwarks; and then, as had been usual with him of late, calling a sailor of the watch, he sent him below for his ivory stool, and also his pipe. Lighting the pipe at the binnacle lamp and planting the stool on the weather side of the deck, he sat and smoked.

In old Norse times, the thrones of the sea-loving Danish kings were fabricated, saith tradition, of the tusks of the Narwhale. How could one look at Ahab then, seated on that tripod of bones, without bethinking him of the royalty it symbolized? For a Khan of the plank, and a king of the sea, and a great lord of Leviathans was Ahab . . .

Condensed from Herman Melville's MOBY-DICK, chapters XXVIII through XXX



PERSONAL CHALLENGES FOR NEW COMMANDERS

"Beware of all enterprises that require new clothes."

Henry David Thoreau, Walden⁷

When assuming command of an organization, it's natural to have some fears about the challenges you will face. This section identifies some common pitfalls for new commanders to watch out for as they assume the top leadership role.

OBJECTIVES:

Identify three challenges a new commander may face when assuming command.

Be Yourself. People are not just hired; their individual judgment is hired, too. New commanders may feel that they need to transform their personality or fundamentally become someone else upon taking command. The experts say don't. "Don't change – you wouldn't be in command if you didn't deserve it." Or to paraphrase Thoreau, a self-confident commander does not don new clothes.

You're not one of "the guys" anymore. "The very nature of command separates you from everyone else." It's lonely at the top. Even if you had some supervisory responsibilities before becoming a commander, you now are officially authorized to hire and fire, discipline and reprimand, affect people's pay, reassign people to new duties, alter the basic way the unit does business, decide who wins certain awards, and referee interpersonal squabbles. "With power, you will be surprised by just how much silent scrutiny is focused upon you," confesses one first-time manager. "You won't notice it at first." A new boss will find that he is suddenly excluded from the old group, or in the very least, that relationships with old peers somehow become different.

Beware the temptations of ego. A major

challenge that new commanders or first-time leaders face is the temptation to wield their newfound power. A new boss asks for something, and it is done. They direct people, and "Hey look at that! The troops do as I ask." Power can be intoxicating, and its abuse is a sign of immaturity. Moreover, the "rank has its privileges" mindset is contrary to the principles of servant leadership. "Rank does not confer privilege or give power. It imposes responsibility." Being in charge means you

KING GEORGE I



Perhaps you've heard that upon completing two tremendously successful terms as our first president, George Washington was offered a crown, but selflessly turned it down.

Charming as it is, the myth is false. In May of 1782, seven years before Washington was first elected president, an obscure army colonel fancifully suggested that Washington start a new country to the west of the United States, and install himself as king there. The reign of George I was simply one bystander's halfbaked idea, and Washington immediately dismissed it. But like all good stories, this one took on a life of its own, and eventually lost all resemblance to the truth.¹³

But for aspiring leaders, the facts do not get in the way of the lesson. The mythical story of Washington rejecting a crown illustrates Americans' desire for selfless leaders. The myth demonstrates an American philosophy of leadership. Leaders have a job to do, and they shouldn't busy themselves by seeking special perks that aggrandize them. Egotism is a sin for American leaders; humility is a virtue. Washington was offered no crown, but his lesson of humility is nevertheless worthwhile.





THE PRESTIGE, PRIVILEGE & THE BURDEN OF COMMAND

The meditation below considers the challenges that naval skippers face on the high seas, but the overall theme is a useful illustration of the unique responsibilities of command.

Only a seaman realizes to what extent an entire ship reflects the personality and ability of one individual, her Commanding Officer. To a landsman this is not understandable, and sometimes it is even difficult for us to comprehend, but it is so. A ship at sea is a distant world in herself and in consideration of the protracted and distant operations of the fleet units the Navy must place great power, responsibility and trust in the hands of those leaders chosen for command.

In each ship there is one man who, in the hour of emergency or peril at sea, can turn to no other man. There is one who alone is ultimately responsible for the safe navigation, engineering performance, accurate gunfiring and morale of his ship. He is the Commanding Officer. He is the ship.

This is the most difficult and demanding assignment in the Navy. There is not an instant during his tour of duty as Commanding Officer that he can escape the grasp of command responsibility. His privileges in view of his obligations are most ludicrously small; nevertheless command is the spur which has given the Navy its great leaders.

It is a duty which most richly deserves the highest, time-honored title of the seafaring world: "CAPTAIN." ¹⁴



are responsible for helping subordinates excel; you serve their needs. A true servant will not become drunk with power. One Air Force chief master sergeant felt so strongly about this principle that he wrote a book for new lieutenants on the topic. Consider the chief's point of view:

Yeah, you're the lieutenant. At least in your mind, you're the boss. Get over it! You're still accountable, but you're not going to succeed unless your troops become your disciples. If you're cocky and try to impress them with your authority, you'll quickly find how lonely it can be at the top . . . If you're [in

command] to get promoted, watch out! Your troops will sense that in eight seconds and will make life hell for you.¹⁵

Misuse of power results in subordinates, peers, and superiors questioning the new commander's readiness to lead. One simple preventive measure is for new leaders to remind themselves of servant leadership principles.

For more on servant leadership, see chapter 3.





LEADING THROUGH A COMMAND INTENT

OBJECTIVES:

- 4. Describe the steps in developing a command intent.
- 5. List and briefly define the components of a command intent.
- 6. Recall three approaches for communicating command intent.

Commander's intent, as we learned in chapter 4, is the leader's concise expression of purpose.¹⁷ It is the lens through which followers view their individual jobs, make decisions regarding how they will contribute to the team's overall effort, and react to unforeseen challenges. Command intent provides at least a hint of a right response when a follower meets the unexpected. How do you develop a commander's intent? Communicate it? Work with others towards it?

Developing a Command Intent. The starting point for developing your command intent is the command intent you receive from your commander. Command intent at one echelon – say a squadron – must be consistent with the command intent of the higher echelon – the group or wing. 18 Second, the mission at hand will specify goals or objectives, of course, but command intent takes that mission synopsis a step further. It provides the *why*, the context for the mission that informs troops in the field as they use their best judgment in responding to changing circumstances. Therefore, command intent should include an assessment of what the opposition is trying to do and why your team is working against that aim. 19 Further, command intent should address the scope of authority that troops are empowered to exercise in the field. What types of decisions are prudent for them to make on their own, and what problems are so sizable that the decision ought to be elevated and made at a higher level? Command intent offers a view toward what types of risks are acceptable in pursuing the mission, and what types of risks are so potentially catastrophic as to send the mission back to the drawing board.²⁰

Communicating a Command Intent. How do you make your command intent known to your subordinates? Because leadership is an art, there are several potential "right" answers to this question.

The most formal approach is via a carefully prepared speech or written document. Executive-level leaders (e.g.: generals, presidents) often select this method because the challenges facing their teams are so complex that an offhand remark can send unintended messages. A written document has the advantage of staying power – people can refer back to it later. Either way, top-level leaders see the need to deliver a precise message.



A NEED FOR COMMAND INTENT

You're an Air Force combat controller deployed with Army infantry. Your team has been ordered to take a bridge, but when you arrive on scene, you see that the enemy has already destroyed it.

What do you do now? Should you hold and wait for your rear echelon to arrive, while defending the general area? Advance into the town to look for bad guys? Pursue a secondary objective? Call for instructions?

An order to merely "take the bridge" is insufficient. The leaders and troops on-scene need the fuller picture that command intent provides.





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A second approach involves the commander making informal remarks and simply talking through the situation and its challenges, perhaps even encouraging subordinate leaders to ask questions and engage in a give-and-take dialogue. A respected Navy text recommends skippers use the ship public address system each morning to communicate the command philosophy for that day's operations.²¹

A third method is suited to leaders who are weak communicators. Simply allow the passage of time to reveal your overall philosophies, expectations, and intentions.²² Communicate intent via simple example, trusting that actions speak louder than words. This final approach is unsuited to complex missions and situations where time is critical.

Cooperate & Imagine an Intent. Complex problems cannot be solved by a single team. A coalition of teams is needed. When multiple teams from different agencies, different military units, or different nations come together, it is possible that no single person will possess command and control authority.

Consider the Haitian earthquake of 2010. Haiti was already one of the most impoverished and least self-sustaining nations on earth. A 7.0 quake crippled Haiti, killing over 300,000 people by some estimates.²³ Fortunately, the world community came to the rescue. Iceland, China, and Israel sent help, in addition to Haiti's neighbor the Dominican Republic and of course the United States as the closest superpower. Who was in charge? No one really. Chaos reigned. One expert explains, "In many people's minds, command and leadership come together in one person. In practice, that is not always the case."24

Even if the commander's chair is vacant, the need for intent remains. It's up to the participants to figure out what that intent should be.

"Command intent is a reflection of a collective rather than an individual . . . Command intent is consistent with unity of purpose without the requirement for a single authority or unity of command. Using only the word *intent*[versus *commander*'s

intent] is best because it does not assume the origins of intent and hence allows one to focus on the function of intent. . . Intent is an expression of purpose. As such, the appropriateness of the purpose is a legitimate subject for deliberation."25

In other words, command intent is not always explicit. Different teams might imagine the intent in differently. Therefore, leaders who recognize the need for command intent work with their counterparts to build a consensus for a workable understanding of intent. Even without a commander, intent can be conceived.

COMPONENTS OF A **COMMAND INTENT**

- · A basic philosophy that is consistent with the superior commander's own command intent
- An explanation of the why of the mission matters
- An assessment of what the opposition is trying to do
- An assessment of the risks that the troops are likely to encounter
- A scope of empowerment the scope of issues that troops are empowered to settle on their own judgment and the scope of matters that should be decided at a higher level
- A tolerance for risk and a sense of when the risks outweigh potential benefits

Who's the Boss?

Two Brazilian officers operating under UN auspices confer with a US officer and a local civilian official during relief efforts following the 2010 quake in Haiti.







DEVELOPING THE MISSION STATEMENT

"If you don't know where you're going, you might not get there."26

Yogi Berra, baseball player & philosopher

OBJECTIVES:

- 7. Identify the components of a mission statement.
- 8. Describe the steps in developing a mission statement.

As we learned in chapter 3, the mission is the reason why the team exists.²⁷ Organizations carefully craft the expression of their mission. Done well, a mission statement inspires the team, defines what the organization does, and lays the foundation for a positive organizational culture.²⁸ The process of defining a mission and articulating a vision is the central function of leadership.²⁹ What goes into an effective mission statement? How do leaders go about crafting them?

Components of a Mission Statement

An Overarching Reason for Being. The mission of a business is to make money. A bomb squadron's mission is to drop bombs. End of story, right? Experts say that mission statements require a lot more specificity. If the mission is too abstract, it won't click with the team members. Therefore, a mission statement should offer an overarching reason for being. It ought to answer in a high-minded way the question, "Why are we here?" ³⁰ Consider how Northrop Grumman, maker of the F-35 and *Global Hawk* UAV, explains itself:

"Our vision is to be the most trusted provider of systems and technologies that ensure the security and freedom of our nation and its allies. As the technology leader, we will define the future of defense—from undersea to outer space, and in cyberspace."³¹

Such a well-rounded mission statement gives a full sense of why the company exists. Northrop Grumman's approach is so much more nuanced and informative than a possible alternative: "Make money by building weapons." Next, consider how the USAF Honor Guard perceives itself:

"The mission of the U.S. Air Force Honor Guard is to represent Airmen to the American Public and the World. The vision of the USAF Honor Guard is to ensure a legacy of Airmen who:

PROMOTE the Mission...
PROTECT the Standards...
PERFECT the Image...
PRESERVE the Heritage."32

Fine Print: Some organizations craft two statements, one defining the mission and another expressing a vision. A vision statement is the organization's "future picture," which we described in chapters 2 and 5. For our purposes here, we'll focus upon the mission statement and not dwell on the distinction between mission and vision.







If you thought the Air Force Honor Guard was merely a drill team, albeit a fancy one, you'd be wrong. Drill is what they do, but their business is the much broader task of representing airmen to the world and exemplifying the best traditions of the service. Taken together, their mission and vision statements offer a concise, but thorough, explanation of why the Air Force has an honor guard.

Human Connection. People read mission statements. People implement the mission. Consequently, an effective mission statement includes a human connection that suggests how real people connect with the organiza-

CAP MISSION STATEMENT

To serve America by performing Homeland Security and humanitarian missions for communities, states, and nation; developing our country's youth; and educating our citizens on the importance of air and space power.

CAP VISION STATEMENT

America's Air Force Auxiliary, Civil Air Patrol, building the nation's finest force of citizen volunteers-performing Missions for America.

CADET PROGRAMS MISSION STATEMENT

The Cadet Program transforms youth into dynamic Americans and aerospace leaders.

Force. You know what you're getting yourself into by joining the Honor Guard, just by reading the mission. Likewise, the human side of a mission statement provides a starting point for individuals to see how their personal goals mesh with organizational goals. If your dream is to see the world and be part of an elite team, the Honor Guard mission suggests that your goals are closely aligned with theirs.³³ In other words, an effective mission statement not only tells what the organization does, but also alludes to basic human needs including economic

tion. For example, the Honor Guard mission quoted above implies

or paycheck needs, social needs, the need for personal growth, spiritual fulfillment and personal satisfaction.³⁴

Logical Sequencing. Mission statements exemplify a natural logic. They bring order to chaos. Their specificity defines the organization and its activities. Why is this helpful? The natural way to accomplish something meaningful is (1) to specify a purpose, (2) identify the issues or challenges standing in your way, and (3) debate the ideas to find a workable solution.* A mission statement accomplishes steps 1 and 2 for you.³⁵ Going back to Northrop Grumman's mission, for example, step 1 tells us their purpose is to "provide systems and technologies" (a high-minded way of saying "build

weapons for the military). Step 2 tells us that some of the challenges include building weapons that are not only useful to our troops, but our allies as well, and that our troops need to fight in every possible battlespace – "from undersea to outer space...." Read the Northrop Grumman mission statement and you're ready to get to work on step 3, finding solutions.

that its members are called to represent the best traditions of the Air nior CAP leader achers / AEMs **ES** customers **Elected officials** Air Force leaders

People Write Mission Statements

Who implements the mission? People! Therefore people from every facet of the organization should have a say in developing the mission statement. Ignore people, and your mission statement becomes mere words that no one cares about.



^{*}Fine Print: We are speaking generally about the process of accomplishing goals. Do not read this as the definitive problem-solving process.



Measurable Achievement. How do you know if your organization is successful? A straightforward question calls for a straightforward answer. Successful teams accomplish the mission. Therefore, an effective mission statement is measurable.³⁶ Again, consider the Honor Guard. Is the Honor Guard consistently on-the-go, traveling and hosting performances? If not, they aren't "representing Airmen... to the world." Are their performances of world-class caliber? If not, they aren't "protecting the standards [and] perfecting the image." An effective mission statement offers the organization a vardstick for measuring its success.

The "How To" Process for Developing a Mission Statement

Knowing what a mission statement is supposed to do and how it does that work, the next question is, "How do you develop one?"

Involve the Troops. The first principle to keep in mind is that good leaders involve their people in developing the mission statement. Tap their minds for good ideas. In turn, they'll commit to it. The alternative - a mission statement developed by the top leaders and pushed downhill is likely to amount to nothing more than mere words on a page. "Many organizations have a mission statement," observes one

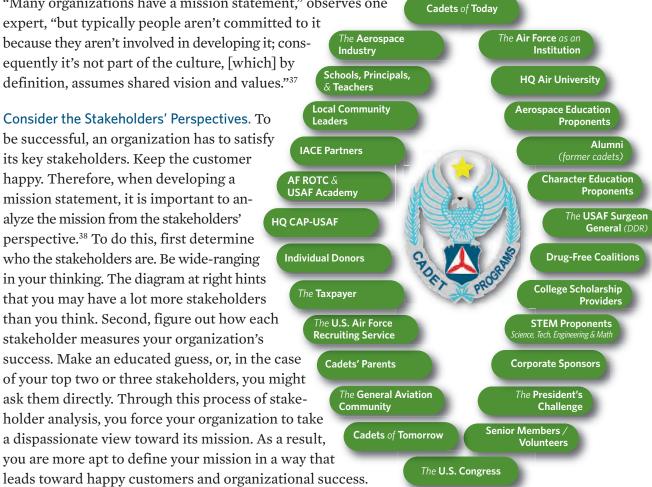
expert, "but typically people aren't committed to it because they aren't involved in developing it; consequently it's not part of the culture, [which] by definition, assumes shared vision and values."37

Consider the Stakeholders' Perspectives. To

be successful, an organization has to satisfy its key stakeholders. Keep the customer happy. Therefore, when developing a mission statement, it is important to analyze the mission from the stakeholders' perspective.³⁸ To do this, first determine who the stakeholders are. Be wide-ranging in your thinking. The diagram at right hints that you may have a lot more stakeholders than you think. Second, figure out how each stakeholder measures your organization's success. Make an educated guess, or, in the case of your top two or three stakeholders, you might ask them directly. Through this process of stakeholder analysis, you force your organization to take a dispassionate view toward its mission. As a result, you are more apt to define your mission in a way that

Who has a stake in the Cadet Program?

This diagram identifies some of the major and peripheral stakeholders in the CAP Cadet Program, in no particular order.



Fine Print: Notice that stakeholders can be a wide-ranging institution, represented here by "The Air Force," while also including subunits of that institution, represented here by "CAP-USAF," "Air Force Recruiting Service," and "AFROTC," etc. Think in terms of the future, too. The Cadet Program serves today's cadets, but its leaders have to ensure it will be ready for little brothers and sisters when they come of age.



Reflect Upon Questions That Get to Your Inner Core. Various experts advocate different procedures for developing the mission statement. But one thing is clear: the organization has to ask itself some tough questions and do some soul-searching.

- 1. Who are we? What does that imply? For example, we are cadets, and that implies patriotic young people who are proud to wear the uniform. Moreover, cadets are young leaders, but they are not children, so that fact helps locate the Cadet Program within a certain segment of society.
- 2. What are the basic needs we exist to meet? Again, stay high-minded and resist the urge to reply with a trite, "Make a profit." A cadet organization exists to help young people develop leadership skills, test-fly potential careers, have fun, stay away from drugs, and the like.
- 3. What do we do to meet those needs? In the Cadet Program, we teach leadership, go flying, do physical training, hold summer encampments, permit cadets to rub elbows with Air Force personnel, etc. Notice that the items here going flying or holding encampments for example do not represent the cadets' basic needs. Rather, these items are merely the means to achieve broader, more high-minded needs.
- 4. What are our values? This is an easy one for a cadet organization. We simply point to our Core Values. But recognize that different organizations espouse different values. We're all against lying and cheating. But to describe Apple's values, for example, words like creativity and innovation come to mind. Consider the IRS, and words like accuracy, fairness, and respect for the law are more appropriate. Why are values important in developing the mission? They drive the mission and help define the organization. Informed by its values, Apple's mission will speak to being a high-tech company. The IRS's mission will speak to its duty to enforce tax laws fairly and perform a public service.
- 5. What makes us unique? A mission statement ought to help one organization differentiate itself from similar organizations. Both the Army and the Air Force, for example, exist to defend the United States. Both do that by developing warfighters. Both espouse similar values of patriotism, honor, and valor. But, of course, the Air Force is unique in that it fights in air, space, and cyberspace, while the Army is primarily a ground force. This is an obvious example; what separates your organization from its competitors may be more subtle.

All told, crafting an effective mission statement requires leaders to do three things. (1) Involve the troops in the process, (2) think about the organization from the stakeholders' or customers' perspective, and (3) ask a series of tough, soul-searching questions.

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Culture & The Mission

The IRS & Apple are two totally different organizations, each trying to succeed in its own way.

Think of the IRS and what values might come to mind?

- Accuracy
- Fairness
- Respect for Law

Think of Apple and what values might come to mind?

- Creativity
- Innovation
- The Cool Factor

The lesson is this: Whatever an organization values will affect how it understands itself and its mission.





THE COMMANDER & HUMAN CAPITAL

Surround yourself with good people. Countless great leaders have echoed that proverb. Indeed, one of the key responsibilities of command is the task of recruiting a great team.³⁹ Human capital management is a term that insists that people are assets. The word "capital" is borrowed from economics, where it basically means "money in the bank." Therefore, the term "human capital" conveys a belief that good people are like gold. You want to find the most valuable people you can, and you want to hold on to them as you would a chest full of gold.

A person's knowledge, skills, values, and intangible personal qualities count as valuable assets. Likewise, the time, money, and energy an organization puts toward educating people and providing them with fair compensation and health care are not a drag on the organization but an investment. These are some of the principles suggested by the term "human capital."

What are some of the issues commanders face in regard to human capital? We'll look at job descriptions, job interviews, hiring decisions, and firing decisions.



Human Capital

The term "human capital" conveys the idea that having good people on your team is even better than having money in the bank.

JOB DESCRIPTIONS

OBJECTIVES:

- 9. List the questions that a good job description must answer.
- 10. Describe basic principles to follow when writing a job description.

"A job description is simply a clear, concise depiction of a job's duties and requirements." 41 It is the authoritative, indispensible definition of what a particular job is all about. A good job description will answer three basic questions: 42

- (1) Why does this job exist? What is the basic purpose?
- (2) What does the job accomplish?
- (3) How does this job relate to other jobs in the organization?

When developing a job description, keep the following principles in mind:

Joint Authorship. An authoritarian leader will merely present the subordinate with the job description and tell that person to get to work. In contrast, servant leaders take a more enlightened approach by recognizing the need for job descriptions to be documents of "joint authorship," at least after the subordinate acquires some experience and gets to know the job. After all, who really understands what needs to be done better than the person in the job? Using joint authorship to develop a job description helps ensure that boss and subordinate both agree on what the job entails.⁴³

Fine Print: In chapter 8, you learned how to write a résumé and prepare for a job interview. Now we'll consider the hiring process from the leader's perspective. At this stage in your life, you won't be doing much hiring, apart from selecting a staff in your home squadron or perhaps at encampment. Therefore, try to use this glimpse into the hiring process from the manager's perspective to round out your own job-seeking and interviewing skills. If you can appreciate the challenges that hiring managers face, you can be that much more successful when you interview for summer jobs, colleges, etc.





Job Functions. A job description lists the main functions of the position. It outlines the key responsibilities and offers a good sense of what the job is all about. For example, the job functions performed by a cadet flight sergeant include things like leading the flight in drill, instructing cadets on basic leadership topics, monitoring cadets' uniforms and enforcing standards, etc. Generally speaking, everything that the person does in the job should be traceable back to one of the functions outlined on the job description.

Performance Standards. We know the basic tasks entailed in the job, but we need more information. What are the standards of performance? Productivity quotas, acceptable rates of error, deadlines for completing projects, and the like define the job's minimum level of acceptable performance.44 Managers would want a supermarket cashier to give back the exact change for every transaction, but mistakes happen. Perhaps a fair standard is for the cashier's drawer to be over or under a maximum of \$1 at the end of the day. More abstract jobs like cadet commander of an encampment are harder to measure. Perhaps deadlines are the best performance standards. Deliver to the commandant a staff plan by March, a training plan by April, and a cadet handbook by May for the July encampment. Each job is different, but the principle is clear: a job description must list basic standards of performance so that the boss and the team member both know what counts as a job well done. And, going back to the idea of servant leadership, these standards can be jointly-authored. The servant leader's role is to ensure that high-speed team members do not set unrealistically high goals for themselves, and that timid folks learn that they will be expected to produce a bit more than they would if they set their own pace.⁴⁵

In the final assessment, a job description is a valuable leadership tool. It is a starting point for the boss and subordinate alike to agree upon what needs to be done and how well it must be done. Circumstances change as the team grows and pursues new goals, so leaders should revisit job descriptions periodically.⁴⁶

INTERVIEW SKILLS FOR THE HIRING MANAGER

OBJECTIVES:

- Identify challenges that an interviewer must overcome during a job interviewer.
- 12. Recall practical tips for conducting an interview.

The personal interview is the most important event in the hiring process. Leaders can read a résumé to form a general impression, but for a more thorough understanding of what a candidate has to offer, the interview is indispensible. Why? Interviews allow leaders to see candidates' people skills in action. Attitude is on display. The

Job Functions

A job description lists the main functions and key responsibilities for that position. A flight sergeant's job description will probably include functions like these:













give and take of discussion is a venue for gauging communication skills. Moreover, leaders can watch candidates think on their feet as the candidates consider and respond to the interviewer's questions. Whether candidates report on time or arrive late speaks to their professionalism, as does their dress and appearance. In short, the interview is the only place in the hiring process where a candidate's intangible qualities are on display.



Key Challenges for the Interviewer. Enduring a job interview is not an everyday experience. People are naturally nervous. It's normal for candidates to feel a little weird, and that awkwardness is bound to come through. What are some of the key challenges that interviewers encounter in the high-stakes environment of the job interview?

Candidates wear masks to interviews, and most people exaggerate their abilities.⁴⁷ General nervousness added to the pressure to present oneself in the best possible light equals inauthenticity. This is not to say candidates are inherently dishonest. But a key challenge for interviewers is to get behind the superficial personae.

A second challenge is to encourage the interview to be a two-way dialogue. It is in everyone's interest for the candidate to discern if the hiring organization is a good fit for his or her personal goals, as much as it is in the boss's interest to ensure the candidate is a good match for the job.⁴⁸ The boss interviews the candidate. The candidate interviews the organization.

Make a new friend and certain questions naturally come up. How old are you? Are you in a relationship? Do you go to church? What's your political affiliation? Each of those questions is inappropriate and illegal to ask during a job interview. Americans' belief in equal opportunity puts questions of that sort off limits. Therefore, a third challenge is to stick to questions that directly relate to the job.⁴⁹

The Interview is a Structured Process. From your studies in chapter 8, you know that job applicants must prepare for interviews. Likewise, interviewers must prepare by carefully designing the interview so that they can make well-informed hiring decisions. A boss who simply tries to "wing it" is apt to experience meaningless conversation, not an intelligent dialogue. For A good interview is structured around a series of thoughtful questions, with each question having some connection to the job description. This is not to say that an interviewer can't be spontaneous. However, every applicant deserves the opportunity to respond to the same questions. And for the sake of holding every applicant to the same standard, interviewers should rate the candidates against the same scorecard.

A Standard Scorecard for a Structured Process

Keep score during interviews. Scorecards help you evaluate each applicant against the same standard.

	9	1							
		A							
Job Search Scorecard									
	Curry	Arnold	<u>Feik</u>	Wright					
Relevant Experience 7 pts max	4	4	6	2					
Training & Education 5 pt max	3	2	4	1					
Interview Responses 5 pts max	2	2	4	1					
Communication Skills 3 pts max	1	3	2	1					
Other 3 pts max	2 Eager!	0	2 Smar	0 t!					
Totals	12	11	18	5					
San									





PRACTICAL TIPS FOR INTERVIEWERS

What are some trade secrets of successful interviewers? Here are some practical tips that have proven successful.^{53,54}

- Read the candidate's résumé before the interview. Highlight significant strengths and items you want to know more about.
- Warmly greet the candidate. Shake hands. Offer a bottle of water. Begin with easy chit-chat. Place the candidate at ease. It's in everyone's interest for the candidate to feel comfortable.
- Compliment the candidate by recognizing that he is obviously a good candidate by virtue of being invited to interview. Explain that the purpose of the interview is to see if he is a good match for what the organization needs at this moment, and whether the team is a good fit for the candidate's personal goals and needs.

- Really listen to the candidate. Practice chapter 2's active listening skills.
- Get beyond the canned, rehearsed answer. Use rolling "Why?" questions to probe deeper into the topic.
- Ask open-ended questions. "Why are you attracted to this job opening?"
 "Tell me about a time that you overcame a tough situation."
- Ask some situational questions. "If selected as our first sergeant, how would you handle a cadet whose hair was out of regulation for three weeks?"
- Take notes during the conversation, but not so many that you are unable to really listen. If interviewing more than a handful of candidates, it can be



easy to forget who said what, and what each candidate has to offer.

- Just before concluding, give the candidate a final opportunity to make final remarks. Ask, "Is there anything else you want us to know about your qualifications?" and "Do you have any final questions?"
- Shake hands and thank the candidate for her time.
- Immediately evaluate the candidate based on the criteria you listed on your scorecard.

MAKING A HIRING DECISION

OBJECTIVES:

- 13. List and briefly define four hazards a hiring manager must overcome with new hires.
- 14. Appreciate the principles of dismissing staff with dignity.

Hiring Authority. Who should make the hiring decision? Most experts believe that the person who will supervise the new hire ought to be empowered to decide which candidate is best. Acknowledging that a higher-level boss also has a stake in the decision, some experts suggest that the higher boss have veto authority over a subordinate leader's decision.⁵⁵

Hazards in Decision-Making. The hiring manager's challenge is to find the best possible candidate at the current moment. Before deciding who that person is, hiring managers need to be wary of some potential hazards.

Halo Effect. People have a tendency to favor people who come from a background similar to their own or share the same interests.⁵⁶ This is known as the halo effect because the person appears to be a "perfect angel" for no good reason. Hiring managers ought to demand specificity from themselves. It's not enough to say, "I am impressed by Candidate X." The manager should identify the candidate's precise qualities and connect those attributes to the job's needs.



The Halo Effect

Not going to happen! The absurdity of this example only underscores the point that the halo effect has no place in the hiring process. You just know that a 4-star is going to make hiring decisions based on job requirements, not shared hobbies. Clear-minded leaders select the candidate who is best prepared to fill the job's needs.





Attraction Bias. The cadet captain presents himself better than the other candidates in terms of appearance, but who knows, maybe that zombie is the best person for the job. Don't fault the undead for their ugliness, awful smell and unsightly wounds -that would be an example of attraction bias.

Attraction Bias. The best candidate is not necessarily a potential movie star. According to a well-respected study, "The bias in favor of physically attractive people is robust, with attractive people being perceived as more sociable, happier, and more successful than unattractive people." Another study found that obese individuals earn less than similarly qualified peers. Hiring managers need to be mindful of the attraction bias, and remember that good looks have nothing to do with the ability to perform the job well.

Impressive References. If a candidate showed you a letter of reference from a U.S. senator, would you be impressed? In reviewing letters of recommendation, look for insights into the candidate's experiences and personal qualities that are relevant to the job. The rank of the person giving the reference is not always relevant. Sometimes it merely indicates the candidate has friends in high places.

Nepotism. ⁵⁹ Hiring managers aren't supposed to play favorites. Nepotism is the practice of favoring relatives or friends in professional matters, especially in hiring. President John F. Kennedy was harshly criticized for naming his younger brother Robert F. Kennedy as U.S. attorney general. Congress enacted anti-nepotism laws as a result. The general rule is that family members should not be in the same chain of command. Big companies and government agencies have strict anti-nepotism rules. On the other hand, family-owned small businesses cannot avoid nepotism, simply by virtue of their being family-run. Likewise, a volunteer organization that encourages family participation, such as CAP, is apt to experience messy personnel situations that would never arise in the military, with its anti-nepotism policies.



The Family Business

Nepotism is the practice of favoring relatives or friends in hiring decisions. President Kennedy (right) picked his brother Bobby (left) to be attorney general. Another brother, Teddy (center), served in JFK's old Senate seat. 60 Leaders can be criticized for nepotism because merit, not personal connections, is supposed to guide hiring decisions.



A FAMILY TRADITION of **PUBLIC SERVICE**

The Old Man of the Mountain was a series of five granite cliff ledges that, when viewed from a particular angle, resembled a great stone face.

For 12,000 years this natural rock formation overlooked New Hampshire's Franconia Notch, but by 1905 it was apparent that he could collapse.

Turnbuckles, epoxy, and a special membrane of wire and cloth held the Old Man's massive features together. Each year, the official caretaker, Niels F.F. Nielsen Jr., and a team of volunteers, would give the Old Man a "shave and a haircut."

After 39 years of service, Nielsen could no longer perform the rough, physical work. By order of the governor, the position of Official Caretaker was transferred to Nielsen's son David.61

But wait. Don't most organizations, especially governments that are accountable to the people, have rules against nepotism? One might expect the state would advertise the position opening and interview multiple candidates before selecting a new caretaker. Instead, the governor and state legislature were content to allow the father to pass the torch to the son. Rather than cry, "Nepotism!," state officials were grateful that a second generation of Nielsens were willing to serve.

In volunteer settings like CAP and the caring for the Old Man, whole families get involved. On a basic human level that's a wonderful thing. From a leadership perspective, the challenge is to encourage and appreciate a family's noble service without singling them out for special treatment.

For example, everyone in CAP surely knows of a cadet whose mom or dad holds a leadership position. The Cadet Program could not continue if parents and their kids and those cadets' siblings were barred from



membership. Volunteer organizations cannot enforce the same strict rules regarding family members and the chain of command that are standard oractice in big companies.



Maintaining the team's harmony is difficult when some of the team members' relationships run deeper than others. It's a delicate balancing act, and further evidence that leadership in a volunteer setting is more challenging than leadership in a business or military setting, by virtue of the complex people matters and potential favoritism.

Returning to the story of the Old Man's upkeep, from a practical standpoint, only the family and a handful of other volunteers knew what the Old Man required, could identify the individual ledges that formed the profile, understood the triedand-true methods for keeping him together, or had the experience to perform work while suspended 1,400 feet above Profile Lake. This



was a family tradition of public service, not a scandal of one family's misuse of power. The state legislature was right to perpetuate the Nielsens' vocation.

Fittingly, when Niels F.F. Nielsen Jr. passed away, son David placed his ashes in the Old Man's left eye socket.

The Nielsen family's careful stewardship preserved the Old Man for 43 years, until the Old Man finally succumbed to the elements in 2003. The family's service enabled millions of people to enjoy the company of the Old Man, New Hampshire's most beloved citizen.





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In short, the hiring manager needs to consciously remember that she is not choosing a lunch partner or trying to make a new friend. Rather, the manager is responsible for selecting the best possible candidate on behalf of the organization.

Trade-Offs. One human capital expert advises, "Do not attempt to find the perfect candidate . . . Rarely, if ever, does that person exist." Therefore, hiring is a matter of making trade-offs, of weighing the pros and cons. The diagram at right presents a mix of imperfect candidates to illustrate the point. When using a standardized scorecard to rank candidates, the math makes the decision for the manager. And yet the intangible qualities of each individual somehow have a place, too. Hiring decisions are tough, and vital. A CEO of a major company observed, "Nothing we do is more important than hiring. . . At the end of the day, you bet on people, not strategies."





Good candidate but can't start right away

DISMISSING WITH DIGNITY

Our final topic on the subject of human capital is dismissal. Letting someone go is an unpleasant event for boss and subordinate alike. A real person is profoundly affected, and so is that individual's family. In the adult workplace, a human resources professional should be consulted before terminating an employee. For our purposes here, the goal is simply for you as a cadet officer to appreciate two principles:

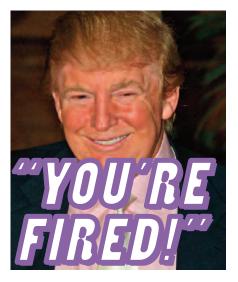
- The boss should treat the subordinate with perfect dignity.
- You can bounce back after being fired and find professional success elsewhere.

A Last Resort. Because dismissing someone has such an effect on their livelihood, termination should be a last resort. Experts frequently use the metaphor of "strike three." That is, leaders owe subordinates ample coaching, fair warning, added training, formal counseling, and the like before they are fired. The general mood ought to be that all alternatives have been tried. Except in the case of a single, egregious act (e.g.: workplace violence, theft), terminations should not come as a surprise. The sense of failure is mutual because, as one expert put it, "both parties share some responsibility for having chosen each other, and for making the relationship grow and succeed afterward." 64

Respect for the Individual. In the very least, the subordinate deserves to be terminated in private. Calmly and clearly tell the individual that you are letting them go and briefly state the reason, which should be no surprise. All money owed the employee should be delivered on the spot. Even more, because most bosses expect employees to pay them the courtesy of giving two weeks' notice before quitting, a terminated employee should receive at least two weeks' pay as severance. Suffice it to say that the tone throughout this unpleasant process must be one of politeness and empathy. Make no mistake: Donald Trump's famous catchphrase from *The Apprentice*, "You're fired!" represents terrible leadership, atrocious manners, and a mean spirit.

Leadership Lessons from a Bad Example

Donald Trump's famous catchphrase from *The Apprentice* does not show respect for the individual who is being dismissed, nor does it acknowledge that boss and subordinate alike share some responsibility for making their relationship work.









LEADERSHIP TOOLS FOR THE COMMANDER

In chapters 1-10, you were presented with a number of tools for leadership development. At this stage in your cadet career, it's time to tie all those concepts together using a single model: the Full Range Leadership Model. As your level of authority increases, so should your use of delegation. Effective delegation for commanders is another skill covered in this section.

FULL RANGE LEADERSHIP

OBJECTIVES:

- 15. Define the terms "laissez-faire," "management by exception," and "contingent reward" as used in the Full Range Leadership Model.
- 16. Describe each of the 4l's of transformational leadership in the Full Range Leadership Model.

So many principles inform our understanding of how we should lead. It would be helpful to bring those teachings together under a single framework so that we have an integrated model of leadership in all its stripes. Recognizing this need, scholars Bernard Bass and Bruce Avolio synthesized what they knew about leadership, based on scientific evidence, and produced a full range leadership model (FRLM).⁶⁶ This is a full spectrum of leadership, from its colorless vacuity to shining fulfillment. In visualizing the relationships between multiple leadership approaches, FRLM describes how leadership behaviors interact and can be used effectively across their full range.

Before examining FRLM, we should revisit a quote from chapter 3. "Bad leadership implies no leadership," according to James MacGregor Burns, the intellectual godfather to Bass and Avolio. "I contend that there is nothing neutral about leadership; it is valued as a moral necessity."67 FRLM accepts that premise. Moreover, it views authentic leadership as the flourishing of moral values. Real leaders lead by example. They embody the high-minded qualities they espouse. In this way, FRLM builds upon Aristotle's idea of the *telos* of happiness (think back to the earlier section on virtue ethics in chapter 9). As an aspiring young leader, you have some capacity to lead. Your leadership flourishes when you perfect that capacity by repeatedly choosing positive approaches to leadership. That striving for excellence leads to virtue. FRLM teaches that because you have the capacity to mentor, challenge, inspire, and model, you must lead in a way that brings forth those capacities. To do otherwise would be to waste your potential and embrace an impoverished sense of leadership.



An Air Force Perspective
The Air Force's Squadron
Officer College advocates
FRLM as the best tool for
development of successful
leadership behaviors.

Fine Print: Not all leaders are commanders, but all commanders must be leaders. This section on FRLM might fit nearly anywhere in Learn to Lead. In fact, back in chapter 7 you studied each component of FRLM without realizing it. We're including FRLM in this chapter on command because one theme we've been emphasizing is that the commander brings together disparate parts to form a team. In a similar way, FRLM shows that different expressions of leadership come together to provide us a complete view of the whole of leadership.



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AVOID	DIRECT			INFLUENCE			
ABSENT	TRANSACTIONAL			TRANSFORMATIONAL			
Laissez-Faire	Management by Exception		Contingent Reward	Individual Consideration	Intellectual Stimulation	Inspirational Motivation	Idealized Influence
	Passive	Active					
LF	MBE-P	MBE-A	CR	IC	IS	IM	II
"Delay"	"Fix"	"Control"	"Reward"	"Mentor"	"Challenge"	"Inspire"	"Model"
PASSIVE CORRECTIVE TRANSACTIONA				AL TRANSFORMATIONAL			

A full range leadership model, as depicted by the Air Force version of Bass's and Avolio's standard diagram.

ANALYSIS OF THE FULL RANGE LEADERSHIP MODEL

Examine the diagram above. FRLM is an adaptive approach to leadership that considers the leader, the follower, and the mission. The graphic shows a cafeteria line of leadership behaviors. On the left side, laissez-faire behavior represents an absence of true leadership. The center focuses on the effective but potentially manipulative brand of leadership called transactional. The far right side showcases a flourishing of leadership in transformational leadership. The goal is for every leader to develop skills that allow him to utilize transactional or transformational leadership to the highest effect. Put another way, FRLM is **not** a situational approach; the message is not to use laissez-faire in some situations or management by exception in others. Rather, FRLM presents multiple approaches across a spectrum. Those approaches becomes progressively more effective, yet more demanding of leadership skill.⁶⁸

Is FRLM really a full explanation of leadership? Maybe yes, maybe no. Bass and Avolio chose the term "full range" to nudge other scholars. If FRLM is not full range, what's missing?⁷⁰

ABSENCE OF LEADERSHIP

Laissez-faire (LF) is the absence of leadership. LF is a boss who plays hooky from work. It's the non-leader whose behavior shows no signs of being concerned about the mission, nor her people. ⁶⁹ No wonder our model regards LF as the most impoverished view of leadership.

TRANSACTIONAL LEADERSHIP

MBE is management by exception. MBE is a form of transactional leadership. You do something, and I react. Or I do something, and you react.

In one type of MBE called "passive" MBE or MBE-P, the leader waits for mistakes to happen, steps in to fix them, and then steps back again into an almost laissez-faire stance until some other problem

Absence of Leadership

"No, sir, l. . . erh, I wasn't napping. I was practicing laissez-faire leadership."

REPLY: "Nice try, cadet, but LF is an *absence* of leadership, so no training is required. Wake up!"



develops.⁷¹ This "leader" is like a robot that comes alive only when something goes wrong. Work for the MBE-P boss, and the only time you see him is when a team member goofs up. Your dealings with the boss are often accompanied by negative feelings, and you're definitely not inspired to up your game.

A second type of MBE is called "active" MBE or MBE-A. Here, the boss is not a slumbering robot like above, but is highly visible to the team and can often be found checking up on everyone's work, looking for errors. MBE-A is more effective than MBE-P because at least the boss is actively engaged in the team's efforts. The problem, though, is that the focus remains on the negative. The boss is more akin to a critic who is constantly on patrol than a leader who brings the team to higher levels.

Contingent Reward (CR) is a form of transactional leadership that focuses on getting things done. Here, the leader uses incentives to encourage people to do the right things. The leader sets goals for the team, but the leader/team relationship might be perceived as cold, impersonal, and seemingly defined by a contract (if not a real contract, an implied one). Meet the leader's goals, earn a cookie. Fail to meet the goals, no cookie. CR creates a predictable, consistent environment, and that sense of security fulfills an important need. Again, CR is basically positive; note that the emphasis is on rewarding performance, not in punishing non-performance. Experts have found that CR is "generally effective in building base levels of trust and commitment in followers." Fair enough, but don't you think good leadership involves a bit more?

Transactional Leadership: Final Analysis. Management by exception and contingent reward are valid tools available to the leader, especially when operating at the tactical and operational levels of leadership. However, FRLM insists that a transformational approach to leadership is superior. Scientific data bears that out. Moreover, displaying too much MBE and CR is not leading but working tit-for-tat, trying to pass off manipulation as a form of leadership.⁷⁵ The team will work just hard enough to get by. Only through transformational leadership can a leader truly bring the team to new accomplishments.

Contingent Reward

Leaders use incentives to encourage followers to perform in the CR approach. Meet the goals, get a cookie. Experts say that CR is generally effective in building a basic level of trust between leader and follower.



Management by Exception - Passive MBE-P

In the MBE-P variant of leadership, the boss is like a robot that comes alive only when something goes wrong.





TRANSFORMATIONAL LEADERSHIP

Now comes transformational leadership. From chapter 7 you know that transformational leadership is where the leader "strives to heighten the motivation and morality of himself and his followers." And of course, to "transform" something implies that you are changing it into something better. The leader is the midwife for new cultures and value systems. Within transformational leadership we have four components, the 4I's described below.

Individual Consideration (IC) is where the leader develops people. He or she listens to, coaches, and teaches the individual members. Put another way, IC means to mentor someone on a one-on-one basis. Instead of viewing team members as easily replaceable cogs in the machine, a leader who shows strong IC has empathy and sees each individual as a unique person.⁷⁷ Research shows that people respect a leader who treats them as individuals, and those good feelings translate into increased mission effectiveness.

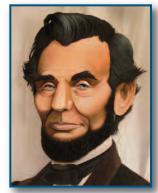
Intellectual Stimulation (IS) requires the leader to challenge team members to really think. Instead of the leader viewing himself or herself as the all-knowing source of all wisdom, he turns to the team members and engages their brainpower. The team wins because now there's not just the leader's











PROFILES OF TRANSFORMATIONAL LEADERS

More Than Cheerleaders

Transformational leadership has a lot to do with changing people's values for the better, but as the highest form of leadership, it goes well beyond mere cheerleading.

- IC: Develop other people
- **IS:** Promote the use of brainpower
- IM: Inspire confidence about the future
- II: Lead by personal example

JOHN GLENN

Set the pace and developed his fellow Mercury astronauts into a cohesive team

A champion of math and science to generations of young Americans

Supreme confidence in the face of danger showed that space exploration was worth the risks

A squeaky-clean character combined with brains and bravery – who wouldn't want to be like Glenn?

ROSA PARKS

Organized and developed the early leaders of the Montgomery Improvement Association

Nonviolence showed that the answer to democracy's challenges lay in reasoned discourse

Refusal to move to the back of the bus launched a nationwide civil rights movement

One of the few private citizens to lay in honor under the Capitol Rotunda upon death, thereby distinguishing her as a truly idealized American leader

JOAN OF ARC

A mere peasant and young girl, Joan had to convince many individuals in power to take her seriously

Quick-witted during a politically motivated trial, the uneducated teen stupefied her interrogators

Lead common soldiers and peasants in combat against a larger, better trained, and better equipped English force

Her purity, faith, and patriotism made her the national heroine of France and a saint

ABRAHAM LINCOLN

Developed and held together a cabinet, army, and navy to save the Union

One of the most learned and thought-provoking communicators of all time

How many millions recall words from his Gettysburg Address or Second Inaugural?

"In this temple, as in the hearts of the people for whom he saved the Union, the memory of Abraham Lincoln is enshrined forever"





IDEALIZED INFLUENCE on 9/11

Through idealized influence, the leader exemplifies, through consistent behaviors, what each individual should become.

Here's David Letterman, shortly after 9/11, paying tribute to the idealized influence of Mayor Rudolph Giuliani's leadership.

"If you're like me, and you're watching and you're confused and depressed and irritated and angry and full of grief, and you don't know how to behave and you're not sure what to do and you don't really... because we've never been through this before... all you had to do at any moment was watch the Mayor.

Watch how this guy behaved. Watch how this guy conducted himself. Watch what this guy did. Listen to what this guy said. Rudolph Giuliani is the personification of courage."⁷⁸

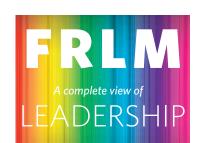
- DAVID LETTERMAN

intellect working on the problem, but everyone is contributing new thoughts and different perspectives.⁷⁹ Individuals win, too, because their work now engages their whole person, so they can really flourish in that Aristotelian sense mentioned earlier. Work means learning, and learning brings success, confidence, and personal satisfaction.

Inspirational Motivation (IM) calls on the leader to express confidence in the team and encourage its members to become better than they think they can be.⁸⁰ Put another way, an IM leader is a visionary who is not only able to articulate "headlines of tomorrow," but also to make the team believe those awesome accomplishments are within their reach. But do not be confused. A cheerleader is not an IM leader. Cheering and encouragement are great, but IM is about motivating people to accomplish a *well-articulated* vision.

Idealized Influence (II) is another way to say "leadership by example." The II leader is a role model. He or she exemplifies, through consistent, everyday behaviors, what each individual team member should become. Moreover, the followers know that the leader is having a deep effect upon them, and they attribute exhibited behaviors and attitudes to their leader/role model. If you want to learn the team's core values, simply watch the II leader because they'll be on display. This is the most excellent sense of leadership because the leader's espoused beliefs and actions are one and the same. The leader is a leader because she leads well. You can't be an authentic transformational leader if you only talk the talk; you have to walk the walk.

In the final analysis, FRLM presents a complete view of leadership. On the far left of the diagram, we see a pathetic excuse for leadership; then we see increasingly more active and positive expressions of leadership; until on the extreme right, the individual actually becomes, through personal actions, the very best example of what the team is aspiring to.







PRACTICAL APPLICATION: CADET OFFICERS & FRLM

Transactional leadership is about the mission and the present. At the individual level this is where the rubber meets the road for front-line leaders. Transactional leadership is not only effective and appropriate in many situations, it is often vital to employee satisfaction and mission accomplishment. Many people need a bonus, a ribbon, or a simple compliment to feel appreciated. Think of the civilian company that uses a bonus system to reward performance (CR) or how an in-ranks inspection (MBE) is used to validate standards. Those things cannot be replaced by transformational leadership alone.

Transformational leadership is about people and the future. At the individual level, this is the strategic development of leaders and followers, followers who will become the future leaders. The challenge is at the operational level, where balancing both transactional and transformational leadership is most often seen. Cadet officers, much like Air Force company grade officers, work primarily at the operational level. They are no longer front-line supervisors, but middlemanagers at the squadron level.

Consider the following guidelines when applying FRLM:

- At the tactical level, leaders typically employ transactional behaviors.
- At the operational level, leaders balance transactional and transformational behaviors.
- At the strategic level, leaders rely heavily on transformational behaviors.

Taken to its extreme, any FRLM behavior can be bad if used inappropriately or exclusively. MBE can become micromanagement, IM can become cheerleading, CR can become punishment, and on and on. Too much emphasis on transformational leadership can consume valuable time, especially at the operational and tactical levels.

In practice, the message of FRLM is simple: don't sleepwalk through your time as a commander, or in any capacity as a leader. Constantly evaluate your leadership behaviors in respect to the FRLM spectrum. If you find you are behaving as a laissez-faire or transactional leader most of the time, ask yourself how you might develop new behaviors to embody the 4I's of transformational leadership. Better still, map your 360-degree feedback (discussed later in this chapter) to FRLM to see what kind of leader others see you as. Further, go peoplewatching. Observe other leaders in action. Try to discern where their behaviors fall upon the FRLM spectrum. In short, FRLM is a great tool for comprehending leadership in its different gradations.

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DELEGATION SKILLS FOR A HECTIC WORLD 83

OBJECTIVES:

- 17. Describe what is meant by the leadership skill of delegation.
- 18. Define the term "vital shift."
- 19. Name some benefits of practicing effective delegation.
- 20. List and briefly define the three key words in effective delegation.
- 21. Recall the four steps to follow for effective delegation.
- 22. Name some common mistakes in delegation.

In the quote above, Roosevelt was in essence describing the art of delegation — a critical leadership skill indeed. As a supervisor, you'll have the managerial latitude of delegating authority to your people whenever you determine it necessary and in the best interests of your organization's mission. Using this privilege carefully can reap not only substantial benefits for your operation, but can generate meaningful advantages to you, your people, and the Air Force.

Delegation usually isn't as simple as just telling people to do work or giving orders. We have to learn how to delegate the work in such a way that people will accept it, appreciate the role they're in, and keep coming back for more. Delegation as a skill or process takes practice. In most instances, the delegation process involves more than simply saying "Joe, from now on you're in charge of keeping the car filled with gas." This chapter will give you an opportunity to learn about this skill — delegation.



WHAT IS DELEGATION?

Delegation is a leadership skill which involves the development of an understanding between a leader and a follower about how they'll share authority and responsibility for accomplishing their portion of the mission.

It seems obvious that even the worst supervisor should appreciate the importance of effective delegation practices and should be skilled at using them. Right? Wrong! Delegation is hard work and is a slippery skill to master. Delegation calls for planning ahead, coordinating activities, establishing goals, clearly drawing lines of authority and responsibility, and having the courage to give tasks to subordinates and trust in their ability to carry them out.

Many a well-meaning supervisor delegates improperly or avoids delegation altogether by reasoning that it's perfectly natural to:

- Do the job myself because it seems quicker and easier.
- Do it myself so I know it will be right.
- Keep a close check on the progress of a project since I have the experience and can speed up completion.

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Spell out in complex detail how subordinates should accomplish the task.

A variety of behaviors can be related to the delegation process, but not all of them necessarily lead to effective delegation. For example, a superior can turn a task over to a subordinate and then abdicate from any personal involvement, or at the other extreme, the leader may transfer authority and then over-supervise the follower. Therefore, it's necessary for leaders to learn effective delegation skills as well as to recognize the need to delegate as one moves up in a hierarchy.

DELEGATION BASICS

Definition. Delegation involves turning over enough authority and responsibility for doing a specific task to a subordinate who is held accountable for the performance of that task. What it boils down to is getting the tasks done through people. Delegation allows people to do the tasks they're trained to do. It occurs first at the direct supervisor level. The direct supervisor delegates work assignments to the doers. At this level, called the lowest level of supervision, the direct supervisor implements higher headquarters instructions or instructions from higher levels of management. As we move higher up in the management level, the supervisor is involved less with doing and more with using management techniques to steer the organization toward meeting its goals. These goals are met through the use of the management functions: planning, organizing, leading, and controlling.

Vital Shift. As people move up the management ladder, they should shift from "doers" to "managers." This is called the vital shift. However, a problem experienced by many supervisors is that as they move up the management ladder, they actually increase the level of "doing" rather than the level of "managing." This is a result of our work ethic. Our society values hard work, thus resulting in the need to keep busy. The functions of management—planning organizing, leading, and controlling—aren't considered working by some. Consequently, many managers spend much time "doing" what they should be managing. They fail to delegate the "doing" work so the management functions can be accomplished. Many managers neglect the concept of vital shift.

Delegation is the practice of turning over to a subordinate enough authority to do a specific task, and then holding that person accountable for the results.





The Vital Shift
As leaders move up
the organizational
ladder, they should
shift from "doers"
to "managers."

WHY IS DELEGATION IMPORTANT?

In your first job as a cadet officer, manager, or supervisor, you may have one or more subordinates working for you. Failure to delegate effectively may cause you to:

- Feel rushed and overworked.
- Neglect your own supervisory duties.



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- Limit the growth potential of subordinates.
- Hamper your unit in accomplishing the mission with maximum operational effectiveness.

What are some of the benefits to be gained by practicing effective delegation? First, what does the supervisor gain? Simply stated, it gets you away from the activity trap and allows more time to plan. It enables you to observe not only the mission being accomplished, but permits visits to subordinates and supervisors in their working environment. You'll have more time to think through problems—to be creative and reflective. Additionally, since you'll have the responsibility of evaluating the work of subordinates, delegation won't only challenge these skills, but will provide the opportunity for a more equitable evaluation.

Now, what about the advantages to the subordinates? First, the officer, manager, or supervisor has an opportunity to become personally involved with his/her job and will probably grow from that experience. Next, delegation offers a great deal of latitude in determining the methods for getting the job done. This could very well tap an unsuspected reservoir of creativity. The officer, manager, or supervisor becomes exposed to the challenges of decision making and develops executive abilities. When you find persons who aren't decisive in key decision-making roles, it may be that they developed in an atmosphere of limited delegation practices.

The person who has been delegated a piece of the action and has the authority to manage resources will invariably be held in higher regard by subordinates. When the lieutenant delegates to the sergeant, it communicates to the sergeant and others in the organization that the lieutenant *trusts* the sergeant. In a word, the lieutenant's delegation gives the sergeant "clout!"

There's one other important benefit of good delegation practices, and that's that the organization itself benefits. Think about the overall payoff that flows to the work section, squadron, or wing. Not only is morale higher, but the overall managerial effectiveness of the organization is enhanced. There's more time for good planning, which improves the decision-making process. Fewer decisions are overtaken by events; more tasks are handled in proper time. There's usually a reduction of internal paperwork. Many jobs previously handled by the commander are now handled by lower level supervisors. Instead of a middle manager submitting written recommendations (with a lot of details that would be required by a high-level decision maker), the middle manager conducts his/her own analysis, makes the decision, implements it, and keeps the boss in the feedback loop.

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Who Benefits from Delegation?



THE LEADER

- gains help in accomplishing the mission
- can focus efforts on other aspects of the mission
- develops followers into experts who may come to know more about a facet of the mission than the leader does



THE FOLLOWER

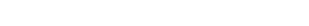
- enjoys an opportunity for personal growth
- finds job security by becoming the team's expert on a facet of the mission
- wins self-respect and the trust and respect of the team



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THE TEAM

- taps a reservoir of creativity
- accomplishes more simply because delegation is a "force multiplier"
- makes better decisions because problems are handled systematically, all in due time







The delegation process lends itself to mutual goal setting, improved communications, demonstrated trust, recognition, and higher morale. Collectively, all these things lead to one of the more important qualities an organization can enjoy — TEAMWORK!

HOW TO USE DELEGATION EFFECTIVELY

As we mentioned before, delegation is the turning over of both authority and responsibility for doing a job to a subordinate who is held accountable for the performance of that job. In defining delegation, three key words are used: authority, responsibility, and accountability. These are very important concepts in the delegation process. A good delegator must realize what authority he/she has, what responsibility really means, and the importance of holding someone accountable.

Authority. Let's discuss the first concept in the delegation process—authority. A good definition of authority is, "that influence one possesses at any point in time, which will cause someone to do what the authoritative individual wants them to do at that time." Authority can come from many sources. Many times when we delegate a task to a subordinate, he/she inevitably asks, "How much authority will you give me?" The reason most bosses don't delegate authority of position to their subordinates is because of the risk involved.

Whenever a boss delegates total authority of position to a subordinate, he/she is taking the risk that the subordinate will misuse that authority. When this occurs, problems develop. Thus, many supervisors and managers are reluctant to delegate the authority of position to subordinates. Authority is an essential ingredient of the delegation process, permitting the delegation to be carried out. Regardless of the skill and thoroughness with which the preceding parts of the

Yosemite

President Theodore Roosevelt (left) was one of America's great conservationists. So too was John Muir (right). Together they preserved the land that is now Yosemite National Park. The president had good sense enough not to get in Mr. Muir's way. Each leader supported the other in their mutual efforts to protect America's natural resources.

"The best executive is the one who has sense enough to pick good people to do what he wants done, and self-restraint enough to keep from meddling with them while they do it." 84

—THEODORE ROOSEVELT





delegation process have been handled, no delegation takes place if the subordinate isn't granted the authority to accomplish his/her goal. The authority required for effective delegation is characterized by several attributes:

- There must be a transfer of power from the superior to the subordinate.
- Authority must be specific enough for the subordinate to proceed without fear of exceeding his/her authority.
- Authority should be granted in advance, so the manager may plan his/her future course of action more effectively.
- Normally, authority should be delegated to the lowest organizational level where all information necessary for decision making and action come together, or is available.
- Above all, the degrees of authority must equal the extent of the subordinate's responsibility.

Responsibility. The next concept of delegation is responsibility. Just what's responsibility? Responsibility consists of the obligation to undertake a specific duty or task within the organization. When a person is made responsible for developing a policy or coming up with a plan, the boss who made that person responsible has delegated or assigned the task to the subordinate.

Recall that in chapter 10 (p. 75), we borrowed from an expert the definition of a manager as "someone who has responsibility for making a contribution." This section carries forward that definition of a manager.

Accountability. Accountability is another key concept in delegation. Accountability consists of assessing what and how a person did on a particular job (that is, were goals accomplished?). If a person has failed to do a job, that person has failed to develop and/or use the necessary authority, or that person hasn't shouldered the responsibility for accomplishing the job. Sometimes people don't accomplish their assigned task, or they accomplish it incorrectly. They always have an excuse, sometimes even a good excuse, for failing. But, good management principles, particularly those of effective delegation, hold a person accountable for failing to perform as required, irrespective of the reasons for that failure. It must be recognized that accountability is necessary for good delegation. If people aren't held accountable for failing to perform the work delegated to them, all discipline within the organization will be gone. Many supervisors and managers fail to delegate effectively because they stop short of accountability. They don't realize that accountability provides

"HECKUVA JOB, BROWNIE!"

Assuming that the federal response to the largest natural disaster in US history – Hurricane Katrina – was going well, President Bush commended FEMA Director Michael Brown (below, far right). "Brownie, you're doing a heckuva job," remarked the president.⁸⁵ Bush would later regret the praise.

In truth, Director Brown's performance was soon revealed to be abyssmal. Accordingly, he resigned amidst widespread, bipartisan charges of incompetence.

The case study teaches two lessons. First, the boss cannot assume his lieutenants always do a great job. Delegation requires follow-up. Second, when a subordinate is delegated authority to act, with that authority comes accountability. And so, Brownie had to go.







the feedback necessary to tell whether or not the delegated work has been accomplished. Corrective action can't be taken by the managers if they don't know how or if the work has been performed.

One of the main reasons managers fail to make good work assignments and delegate effectively is they don't use accountability to provide them with feedback concerning the progress of the jobs they have assigned. When this is the case they're reluctant to delegate, usually preferring to do the job themselves to be sure it gets done.

STEPS FOR EFFECTIVE DELEGATION

Now let's combine the concepts of delegation into a sequential pattern to make it work for us.

Define the Task. The first step in the delegation process is to determine what tasks are suitable for delegation; not all tasks are suitable, as we'll find out. Here are some examples of tasks which may be delegated:

- Routine, repetitive details.
- Duties that make you over-specialized.
- Tasks your subordinates are more qualified to do.
- Tasks that add variety to subordinates' jobs.
- Duties that help create a "whole" job concept for your subordinates. Avoid delegating parts of a task, if possible.

Assign the Task. In this step of the process, we initially seek to integrate the concepts of responsibility, authority, and accountability in the subordinate. We do it in the following manner:

- Choose the right person for the task. There may be certain criteria we seek in individuals when a task needs to be delegated, so it pays to choose wisely!
- Explain the purpose of the job. The superior should thor oughly explain the job and organizational policies associated with the job, so the subordinate is knowledgeable on those responsibilities required of him/her.
- Explain goals, obtain commitment. In this manner, we can obtain
 the necessary accountability for effective delegation. The suborddinate is aware of what his/her job's specific goals are and has
 pledged commitment towards meeting those goals.
- Encourage questions. You should, as a supervisor, encourage participation by your subordinates. By having an open, communicative style, ideas and problems can be discussed in a positive manner.

DELEGATION IN A NUTSHELL

- Define the Task.
- 2 Assign the Task.
- **3** Grant Authority.
- 4 Follow Up.



Assigning the Task Leaders need to take time to explain the purpose of the job and to describe what "success" looks like.





Grant Authority. A critical step of the delegation process is granting authority to the subordinate to accomplish the task or specific goal. There are degrees of authority, and it's a function of the level of training the subordinate has. An error many supervisors make

is to grant a higher degree of authority than the subordinate can handle or is required for the task. Examples of degrees of authority, from low to high:

- Look into the problem—report everything to superior so he/she can make the decision.
- Look into the problem—present the superior with a few alternatives; recommend one for his/her approval.
- Look into the problem—but don't take any action until you get the superior's approval.
- Look into the problem—let the supervisor know what you intend to do; do it unless he/she says no.
- Take action—let the supervisor know what you did.
- Take action—no further contact with the supervisor is necessary.

For different circumstances and different people you may use different degrees of delegation, but in all cases, subordinates need to know precisely what degree of authority you're giving them. Ideally, you as the superior should seek the highest level or degree of authority necessary for the subordinate to achieve his/her accountability towards the task. A key aspect is achieving this level, or degree of authority, in training. The superior must train his/her subordinate to use authority at its various levels or degrees.

Follow Up. The remaining step in the delegation process is follow-up action. Controls and feedback channels must be established to ensure the delegated tasks have been accomplished and standards have been met. Also, this periodic feedback check of the quality of the work lets

the workers know they're doing things right or wrong. Controls can be established by direct observation, quality controls, or progress reports. Some points to guide you include:

- Don't over-control subordinates.
 Don't smother employees by watching every little thing they do.
- Give positive feedback. Your subordinates need constructive comments to accomplish the task, and as the superior, you need to let them know.
- Be realistic. Don't bog your subordinates down in achieving stan-

Granting Authority

The military rank system illustrates the principle that granting authority is

a critical step of the delegation process. Higher ranking personnel have the authority to lead others in executing the mission.

Encourage Questions

Take the mystery out of delegated assignments. Encourage followers to ask questions and discuss their initial ideas with you so their work leads to success, not a dead end.





The final step in the delegation process is the follow-up. Here, the boss checks that the job was completed to

specification. (Most leaders see no need to follow up on minor, routine items assigned to proven performers.) This is also a time for positive, constructive feedback.







dards beyond their capabilities. As superiors, be concerned with "workable" solutions. You can cause more frustration in your subordinates when you demand unobtainable or difficult standards that go beyond "workable." This is the "Rolls-Royce" syndrome. It's nice to have the best solution to a task, but most people can fulfill the task with something less than the best. As superiors / supervisors you should encourage your subordinates to do their absolute best in all things, realizing that mistakes help them mature as followers.

• Have self-restraint. When a subordinate makes a mistake, as will definitely occur, will you get mad, blow up, or ignore it? None of these approaches is correct. When your follow-up uncovers a mistake, approach the subordinate with an attitude of, "It's normal to have some mistakes while learning. What can we do to correct the current mistake and prevent it from happening in the future?"



"Sir, i have everything under control. You may return to your donuts, erh, office, sir."



No "Helicopter" Bosses
Show self-restraint by giving followers
enough time and space to complete a
delegated assignment in their own way.
Don't hover around them like a helicopter.

TRAINING SUBORDINATES TO ACCEPT DELEGATION

Junior officers need the freedom of movement only good delegation techniques can provide, by making use of qualified assistants who can take over whenever needed. When authority is granted to our assistants, the degree of authority given is a function of how much training subordinates have received to accomplish the tasks required. Ideally, the movement from telling a subordinate, "Look into the problem—report everything to me so I can make the decision," to "Take action—no further contact with me is necessary," requires the superior to involve the subordinate in a detailed and evolutional training program to eventually end up at the highest level of authority, which is, "Take action" by the subordinate. How do we do that? How do we develop our subordinates to accept the increasing degrees of delegation? Here are some rules to follow:

- Subordinates must be thoroughly briefed about what's happening and what's expected of them.
- The assistants should give the superior frequent progress reports. This is part of the controlling aspect which is essential to delegation. How does a good progress report assist a superior in the delegation process? First, it gives accurate information about the current status of jobs. Second, it compares the progress of jobs against current standards. Next, the report gives information on a timely basis to appropriate corrective action may be taken, if required. Finally, it should state what type of corrective action is needed.
- Superiors need to develop a sense of responsibility in their subordinates. This can be done by constantly giving them additional responsibilities and holding them accountable. These subordinates should be encouraged to seek out as much responsibility as they can handle.





 Lastly, the subordinates must be shown their supervisors can be trusted. Subordinates need to know their bosses will back them up when necessary. If subordinates trust their superiors, they'll realize criticism isn't personal but for the good of the organization. Subordinates will learn the value of constructive criticism.

PROBLEMS IN DELEGATION

What Delegation Isn't. We've just discussed what delegation is. Now let's talk about what delegation isn't. Many supervisors confuse delegation with abdication. Delegation isn't abdicating responsibilities. Abdication occurs when the boss lets the doer take care of the problem without proper training or clearly defined decision-making authority. That is, they simply dump jobs on the doers and then hold them accountable for the subsequent performance of those jobs while giving them little or no guidance. They are "passing the buck." Delegation is a different process. It is giving a problem to a subordinate who has been trained to make the decisions involving that problem.

Many supervisors are guilty of abdication. They give a subordinate a task only because they want to get rid of it. They do this in the manner of delegation, but it's really abdication.

Tasks That Shouldn't Be Delegated. Problems in delegation arise when we as superiors or supervisors assign the wrong task to subordinates. The following are tasks that shouldn't be delegated:

- Conceptual Planning This is the responsibility of higher level supervisors and is the place where the functions of management are applied to steer the organization toward established goals and shouldn't be delegated to subordinates.
- Morale Problems It's the responsibility of the supervisor, not the subordinate, to oversee the morale and welfare of an organization's people.
- Staff Problems Higher management, not subordinates, needs to work these problems.
- Reviewing Subordinate Performance Reports The
 process of reviewing subordinate performance reports
 shouldn't be delegated. An integral part of a supervisor's job is to assess the performance of subordinates.
 The supervisor is also the only person who should
 be qualified to make a true assessment of a person's
 performance.
- Specialized Tasks Tasks that were given to a specific individual must not be delegated. Usually the supervisor has a good reason – training, development, or confidentiality – for making this request.





INESCAPABLE RESPONSIBILITY

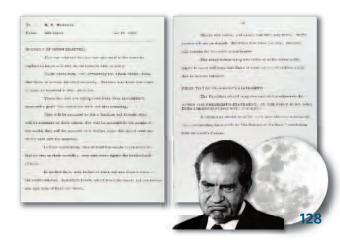
The most important tasks cannot be delegated. Only the boss can perform them. Delivering a major announcement that affects the whole team is such an example.

(Top) President Clinton admits to having an affair with a White House intern. The relationship was "wrong," he said. "I misled people, and I deeply regret that." 86

(Middle) President Obama delivers the good news that US troops located and killed Osama bin Laden.⁸⁷

(Below) A speech which, thankfully, never was. President Nixon would have delivered this address to the world, if Apollo 11 had stranded Neil and Buzz on the Moon.⁸⁸

None of these addresses could be delegated; each was too momentous.









- Confidential Tasks It's wrong to compromise the security of confidential information by exposing it to unauthorized persons.
- Pet Projects This is a misuse of company time and resources and must not be delegated. Also, pet projects don't contribute to accomplishing the overall goals of an organization.
- Parts of a Problem Parts of problems can't be delegated because
 of the difficulty in maintaining a standardization and consistency
 in solving the overall problem.

Why We As Superiors Fail to Delegate. Most of us don't delegate very much because of several fears. We'll discuss a few of the most common:

- Takes Too Much Time. We fear that, "It takes more time to show someone else how to do the job than to do it myself." This is probably true the first time or two you ask someone to do a job, but you should look upon delegation as an investment. The second or third time you ask a subordinate to do a job, you'll find it takes less time.
- Too Many Mistakes. We fear that, "If I delegate this task, the employee will not do it very well, and I'll look bad." The employee may not do the job as well as you can, especially the first few times. Try to reduce mistakes by delegating gradually, utilizing the steps in granting authority talked about before. Again, look upon this as an investment. Part of growing is making mistakes and learning from them. Allow your subordinates this privilege. They'll be better for it.
- Subordinates Show Me Up! We fear that, "If I delegate and my subordinate does a good job, it'll make me look bad." If your subordinates do well on a job, that is a mark of a good supervisor.
 People who get promoted rapidly have good, well-trained subordinates ready to step in. In general, job satisfaction is higher and complaints lower when supervisors delegate well.
- Lose Touch With the Job. We fear that, "If I delegate, I'll lose touch and wont' have the answers when my boss checks on how the job is coming along." You probably will lose touch with some details. That's part of the purpose of delegation.

You must be free of the detailed work so you can concentrate on the management functions, rather than on the "doing" tasks. Try to anticipate what questions your boss is likely to ask and structure your follow-up system to answer these questions. Don't be afraid to call your people in to answer your boss's request if you become stumped.

Common Mistakes in Delegation. Since delegation is a skill, we're likely to make mistakes. We can reduce our mistakes by being aware of the most common problems:

Unclear Delegation. We fail to enumerate the key areas of responsibility, authority, or accountability. You need to be very specific

SIGNS OF INADEQUATE DELEGATION

- The office comes to a standstill when boss is gone.
- Very rugged treatment of anyone who makes mistakes; weeping over errors.
- General scarcity of promotables when vacancies occur.
- Little orientation to management objectives.
- Absence of stated performance standards for bosses.
- "Routineness" sets in.
- Bottlenecks remain and nothing is done about them.
- Backlog of good ideas that never get implemented
- Turnover rate is high.
- Inequitable work load between various levels of management.
- Deadlines missed fairly often.
- Lots of "firefighting" and crash programs.
- Key people very occupied with details.
- Decision making centered on one or a few people.
- Proposed changes, once installed, seem never to work.
- Excessive use of committees and task forces because committees splinter responsibilities.
- Limited interest in managerial succession.
- Lack of delegation skills in people who are promoted.





of tasking, degrees of authority, standards, deadlines, and follow-up.

- Supervise Too Closely. If you stand closely over your employee's shoulder looking for a mistake, he/she will likely make a mistake for you. This way of supervising takes too much time and builds resentment. Once you've delegated, turn loose—let them do the job they were trained to do.
- Helps Too Much. When you're explained a job well and assigned it to an employee, get out of the way! Frequently employees will come back to you after a few minutes and ask for help or want you to make a decision for them. Let them work out the details, if you've delegated the task to them effectively. The only way you're going to build their confidence level up is to allow them to work on the task themselves.
- Rushed Delegation. Plan delegation well in advance. Subordinates shouldn't be surprised when you leave for a trip, take a vacation, or receive a promotion. Prepare for emergencies by having tenta tive delegations in mind.
- Improper Selection of Subordinates. Some supervisors select subordinates who are incompletely trained for the job, and these people are given levels of authority far in excess of their abilities.

ORGANIZATIONAL CULTURE & CHANGE

Visit the USAF Thunderbirds at their home in Las Vegas and, immediately, words like precision, excellence, and honor come to mind. You see those qualities all around you. It's in the air. Everything at Thunderbird HQ is in its rightful place, just like the F-16s they fly in tight formations at high speed. The Thunderbirds' conference table is so well polished it gleams.

Visit one of Google's campuses anywhere around the world and you'll find "bicycles or scooters for efficient travel between meetings, dogs, lava lamps, massage chairs, and large inflatable balls." Googlers, as they're called, say that they are so innovative because Google bosses make them comfortable about sharing ideas and opinions. The company is the opposite of stuffy. No one emphasizes title or rank – it's all about ability.

The paragraphs above describe organizations with two styles of excellence. The Thunderbirds and Google are world-class organizations, yet each gives off its own vibe, embracing its own unique culture. What is organizational culture? Fine Print: Some experts use the terms "culture" and "climate" interchangeably, while others see climate as "a manifestation of culture." For our purposes, climate and culture are one in the same.











ORGANIZATIONAL CULTURE

OBJECTIVE:

23. Define the term "organizational culture."

Organizational culture is "the commonly held values within a group of people." Even more, "norms, customs, values, and assumptions that guide behavior" form the organizational culture of any team, company, school, or military unit. 2 Culture runs deep. It permeates the whole organization. If the Thunderbirds have a staff meeting, you just know it'll be a methodical, highly-organized affair. Meetings at Google surely must be free-form, with even low-ranking newcomers taking the conversation into new directions. In short, culture is "the way things are around here." 3

Because culture is pervasive, any effort to transform an organization will result in mere tinkering around its edges, unless the leaders consider the organizational culture. For real change to stick, the culture has to change, too.⁹⁴ One expert explains why culture matters this way:

If we understand the dynamics of culture, we will be less likely to be puzzled, irritated, and anxious when we encounter the unfamiliar and seemingly irrational behavior of people in organizations, and we will have a deeper understanding not only of why various groups of people or organizations can be so different but also why it is so hard to change them.⁹⁵

Organizational culture explains the inexplicable. We glimpsed this principle in chapter 9 in the discussion of how the Air Force Symbol built a unifying sense of airmanship. In chapter 7, we studied a particular culture called the "learning organization," where everyone is constantly learning. We observed in chapter 3 that in America leaders succeed only if they respect our cultural heritage as a democracy. By studying organizational culture and its impact on leaders' efforts to change their teams and bring them to the next level of performance, "we will understand ourselves better and recognize some of the forces acting within us that define who we are."

WHERE WOULD YOU PREFER TO GO TO SCHOOL?

No windows, so no natural light within. No flowers to add color or carry sweet fragrances. No trees for shade, and no places from where birds might



sing. Even the door is puny.

Is this uninviting, sterile building (above) a warehouse? A prison? Actually, it's a middle school.

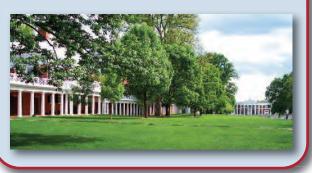
In the judgment of one social critic, the building "expresses to perfection our current social consensus about the meaning of education. It stares balefully at the street with the blank-faced demeanor of a [troubled] child preparing to explode in violent rage. It summarizes our collective aspirations about school as the unidentifiable contents of an inscrutable set of boxes."⁹⁷

For all we know, this school could provide a worldclass education. But what sense of the organization's culture do you get upon first glance? Would the sight of this campus make you excited about learning?

The University of Virginia campus (below) reflects its founder's sensibilities. Thomas Jefferson believed in a vibrant life of the mind. For him, learning was a lifelong endeavor, a shared journey toward universal truth.

Therefore, Jefferson's campus centers upon a Lawn, a physical and spiritual center where historians and poets, musicians and physicists, might encounter one another. Well-proportioned buildings frame this space, creating a sense of community. Atop The Lawn stands The Rotunda, a temple of knowledge in the style of the Roman Pantehon.

Jefferson knew that the design of the campus and the style of its buildings would signal the aspirations he had for his university, its faculty, and the young people who studied there. The University of Virginia is a world-class center of learning. No one could possibly mistake it for a warehouse or a prison. Even a casual visitor will immediately sense an organizational culture marked by free inquiry, community, and pride.







THE LEADER'S TOUGHEST JOB: CHANGING ORGANIZATIONAL CULTURE

OBJECTIVES:

- 24. Name the three phases in leading organizational culture change.
- Define two challenges that can occur during the unfreezing phase of culture change.
- List and briefly define eight principles to consider during the learning phase of culture change.
- 27. Identify four challenges to overcome during the internalization phase of culture change.

The ancient philosopher Heraclitus observed, "Character is destiny." For organizations, that maxim translates to "culture is destiny." A group's commonly held values will define what it is capable of becoming. Therefore, leaders will want to shape their organization's culture, and if the old culture impedes future success, change it. How do leaders do that? The process of leading organizational culture change consists of three phases. 99

UNFREEZING: CREATING THE MOTIVATION TO CHANGE

Phase one in the process of cultural change is called unfreezing because the organization is letting go of hard traditions and experiencing a motivation to change.

Survival Anxiety. Within this phase, the first step is the experience of "survival anxiety." Unless the team changes, something awful will happen. The team is beginning to realize this fact, and they don't like it. Fortunately, the silver lining to this grey thundercloud is that unpleasant feeling. Anxiety provides the energy for the team to change.

What causes survival anxiety? Someone has to douse the organization with that cold bucket of water called reality, to shock the system. The organization must experience disequilibrium, the uncomfortable feeling one gets when things that were in balance and harmony begin to wobble and collapse. A traumatic event triggers survival anxiety.

Until 9/11, not many Americans concerned themselves with the threat posed by terrorism. Yet, al-Qaida had attacked U.S. targets several times. ¹⁰⁰ In 1993, al-Qaida bombed the World Trade Center, causing some damage and killing six people. Despite some counterterrorism experts' warnings, we went on with our lives as usual. Al-Qaida attacked two U.S. embassies in African countries in 1998, killing more than 200 and wounding more than 4,000. Again, a small number of experts tried to awaken us to the growing threat, with little noticeable effect. In 2000, al-Qaida bombed the U.S.S. *Cole*, killing 17 sailors and



Survival Anxiety

Al-Queda attacked the USS *Cole* (top), but that event did not cause most Americans to consider terrorism as a national priority. Then 9/11 came (bottom) and the events of that awful day were so dramatic that the U.S. knew it had to "unfreeze" and change its posture toward terrorism.





injuring 39. Still, we lacked motivation to make counterterrorism a national priority. Then 9/11 happened. That traumatic event finally triggered survival anxiety. At last, we knew our inattentiveness toward terrorism had to change. We made that change, and it was painful indeed.

Unlearning. To unfreeze or get the team unstuck will require unlearning. Bad habits must die. The old mindset and old way of doing things must be forgotten or unlearned.

If you've ever watched someone struggle to quit smoking, you have some idea of how tough unlearning can be. Remember, in speaking of organizational culture, we're speaking of values that permeate the organization. Bad culture can't simply be washed away with a garden hose; the team's values, attitudes, assumptions, and ways of getting the job done are dyed in the wool. Therefore, even though the behavior is dysfunctional, it's hard to give up. Smokers have to unlearn the idea that being comfortable requires them to have a cigarette between their fingers. Alcoholics have to unlearn the idea that booze is a prerequisite for fun. Organizations have to unlearn their old ways of doing business. Leaders who try to change organizational culture are in for a very tough ride.



A Tough Habit to Kick

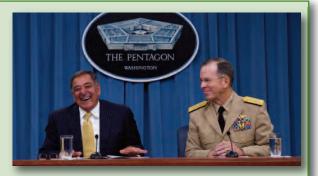
To quit smoking, you have to unlearn the habit. Overcoming the nicotine addiction is only part of the story. You have to unlearn the desire to have something in your hands, and unlearn the desire to smoke simply to pass the time while driving, for example. In changing a team's culture, leaders need to help the team unlearn the old behaviors.

LEARNING NEW CONCEPTS

Now that the organization is motivated to change, phase two begins. Here, the organization's leaders help people learn the new concepts that will bring the desired culture into effect.

Clear Articulation of Vision. Although the organization experienced survival anxiety, senior leaders must describe the organization's predicament with clarity and precision. What exactly is the threat? What is our current situation? Articulating that reality provides a context for change and ensures that everyone is aware of the threat. Further, the leadership team must articulate their vision for the future. What, specifically, does the new future look like? Official statements delivered by the boss are essential. These statements may take the form of open letters to the team, special announcements published in writing, a keynote address at a special assembly, or any means that signals a major break from routine.

Psychological Safety. The whole process of learning new concepts and embracing the new culture needs to be as positive as possible. A degree of psychological safety is required. "The learner must come to feel that



The SECDEF Leads a Cultural Change

As you read Secretary Panetta's announcement that the "Don't Ask, Don't Tell" law that barred homosexuals from military service is no longer in effect, notice how the Pentagon had been carefully planning for that major change. Leaders provided training so that everyone would understand the new cultural norms and expectations.

"Last December, [the Pentagon] began a careful and methodical process to prepare for the repeal of 'Don't Ask, Don't Tell.

"Since then, the Repeal Implementation Team has worked to coordinate the necessary changes to policy and regulations, and to provide training to service members.

"Today, as a result of strong leadership and proactive education throughout the force, we can take the next step in this process. [We hereby certify] that the implementation of repeal of 'Don't Ask, Don't Tell' is consistent with [military] standards."

SECRETARY LEON PANETTA





the new way of being is possible and achievable, and that the learning process itself will not be too anxiety-provoking or demeaning."¹⁰²

Consider CAP's transition to "glass cockpits," the GPS-enabled, digital flight instruments that are replacing the old steam gauges throughout general aviation. Experienced pilots might fear the change. "I was an expert with steam gauges, now I'm a rookie." "What if I make a fool of myself?" "What if I can't make the mental transition to glass?" "If I mess up, will I be punished? Injured?" These are psychological fears affecting individuals' sense of identity and prestige.

Smart leaders know that if they recognize fears and provide support, their people will feel a helpful sense of psychological safety.

The Right Metrics & Rewards. What's measured tends to be what gets done. To effect cultural change, leaders rethink how they measure success in their organization, and they ensure the reward

systems (pay, awards, promotions, atta-boys) are aligned with those new metrics. Consider the job of the grocery store stock clerk. What matters more, stocking the shelves or helping the customer? Here comes a customer in search of pignolia nuts. If shelf-stocking is the metric, the clerk says, "Lady, they're in aisle 3," and keeps on stocking. If service matters most, the clerk escorts the customer to aisle 3, stops halfway down on the right, reaches toward the top shelf, and says, "Here are your pignolia nuts, ma'am. Can I help you with anything else?" Whatever goal is desired, the metrics and rewards must be properly aligned. One expert puts it this way: "Restructure the rewards and sanctions to make them consistent with the new priorities, goals, and values. Reinforce the behavior you want." Leaders need to make clear what they will be monitoring, ignoring, measuring, and controlling. 104

Symbols & Physical Environment. Effective symbols are visual representations of reality. Once again, the story of the Air Force symbol providing a sense of service-wide unity is relevant. So, too, is the story of IBM's "think" motto in chapter 5. And the comparison of the prison-like middle school with the university campus suggestive of ancient Greece and Rome, made earlier in this chapter, shows how physical environment sets a tone that affects culture. However, the physical environment may be impractical to change, and symbols and slogans are ripe for mockery. Consider the short-lived slogan that the U.S. Army adopted in 2001, "An Army of One." The intention was to





Change in the Cockpit

Flying is flying, but if you are an older pilot, or someone who simply has difficulty transitioning from one system to another, switching to a glass cockpit might be daunting.

Good Metrics, with Psychological Safety

The purpose of metrics is to "make self control possible," not to arm managers with a stick with which to beat the workforce. According to the humanizing view of Peter F. Drucker, metrics should not be "weapons of internal secret police." As the organization transforms its culture and realigns its metrics, leaders ought to stay positive and provide "psychological safety."





champion the power of the individual and promote a culture where soldiers strive to be their best. But read that slogan with a snarky attitude, and its meaning is transformed or "deconstructed." One social critic observed that the slogan "represents a stunning reversal of attitude . . . respect from others [had been] more important than respect for yourself." ¹⁰⁶ If an army is anything, it is a team, and yet the slogan suggested the primacy of the individual over the team.

Training & Safety Nets. Although they have worked hard to unlearn the old, bad behaviors, team members still must learn the new behaviors, skills, and attitudes that the new culture demands. Therefore, leaders have to commit resources to training people so that they can make the change.

Time for learning, coaches to teach new skills, (metaphorical) practice fields where people can learn in a supportive environment, and helpful feedback are all necessary. Throughout this learning process, team members rightfully have a say in *how* they will meet the organization's new cultural expectations. However, the fact that the organization *is* making a change and *shall* transform itself is not open for debate. One expert suggests a tough-love approach: Be willing to sacrifice those people whose attitude and behavior could sabotage the culture change. Better to lose them than to put the whole organization's survival at risk. But, in a volunteer environment like CAP, tough-love tactics can do much more harm than good.

Stories to Communicate Culture. Push a car tire into upscale clothing store Nordstrom's, ask for a refund, and you'll get your money back. No matter that Nordstrom's doesn't sell tires!¹¹⁰ In the literal sense, Nordstrom probably does not issue many tire refunds, but Nordstrom executives encourage the exaggeration because it dramatically makes a point. Nordies (the name employees call themselves) are empowered to use their good judgment in satisfying the customer. Anecdotes have power. Stories help people learn. According to Air Force lore, General Curtis LeMay was inspecting a base. Local commanders had been told to watch for the general's car to come zipping through the gate at a certain moment of a particular day. Sentries at the gate were to let the general through without stopping to check IDs. Somehow, the airman at the gate did not receive those instructions. When Gen. LeMay's car barreled onto the base without stopping, this airman (so the story goes) shot out the car's tires and face-planted Gen. LeMay and his driver onto the asphalt, hands cuffed behind their backs. When the dust settled, Gen. LeMay fired the base commander for not passing along the instructions, but promoted the airman to sergeant on the spot. Did it really happen? Does it matter? If you worked for Gen. LeMay, you'd know that you had better



Safety Nets

Leaders need to commit resources to training people so they can meet the new standards and display the new cultural norms. That training and transitory period is like a safety net.

General Curtis LeMay

Did Gen LeMay, the legendary commander of Strategic Air Command, really fire the base commander and promote the sentry on the spot?

Does it matter?





-

pass along orders without fail. You'd also know that if you zealously enforced standard procedure, no one would ever second-guess you. A story conveys the organization's culture.

Teachable Moments. As leaders attempt to change organizational culture and usher in new attitudes and expectations, experts say that they should be on the lookout for "teachable moments."

A teachable moment is simply an unplanned opportunity enabling a leader to emphasize a principle that someone (or a group of people) have been trying to learn. Suppose you are trying to cultivate a safety-minded culture in your squadron. You've provided formal training in operational risk management (ORM) and mentioned the importance of imagining worst-case scenarios so that you can avoid them or at least plan for them. A week or two after teaching ORM, you hear that a cadet ran out of fuel while driving

on the highway. She was miles from a gas station and had forgotten her cell phone. That real-life occurrence presents a teachable moment, an opportunity to re-emphasize what you had been saying about ORM and really bring that point home.

Leadership By Example. Finally, culture change, like so much else in the field of leadership, requires leadership by example. Leaders must model those behaviors they wish to see in others. Normally, when discussing leadership, the first principle people mention is "lead by example." In a discussion of culture change, it is appropriate to save it for last because one individual leader's personal example is likely to be insufficient in changing the values, attitudes, behaviors, and standards of an entire organization. Vision, psychological safety, metrics and rewards, symbols, environment, training, stories, and teachable moments – a good mix of tools – are needed to effect cultural change at the organization level. Still, no change is possible without leaders modeling the desired behaviors.



On New Year's Day, millions of people go on a diet. By Groundhog Day, most have given up. These would-be dieters realized the need for change or "unfreezing" via phase one of the cultural change process. Many of them worked hard to learn and acquire new concepts, perhaps by exercising and watching what they ate – phase two. Still, the diet failed. The new culture didn't stick.

Characteristics of Lasting Commitments. Phase three of the organizational cultural change process involves internalization. Simply stated, internalization is what results when someone makes a lasting commitment to a principle. That commitment becomes almost sec-







Leadership by Example
There is no substitute for the leader's personal, visible commitment to cultural change.
You've got to be out in front.





ond nature. People who have internalized a commitment to the Core Values, for example, not only parrot the definitions of those values, but if given a choice to show integrity or its opposite, they <u>freely choose</u> integrity. If excellence is challenged, they will <u>justify</u> or <u>defend</u> it. When mentoring a new cadet, those who have internalized the Core Values will <u>invite</u> that newcomer to follow their lead. Notice that the <u>underlined words</u> are robust action verbs. ¹¹¹ Cultural change will not truly take root without the deep commitment called internalization.

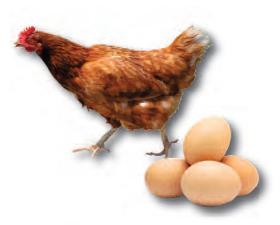
If individuals find it difficult to manage their personal cultural change, as so many frustrated dieters do, imagine how much more daunting it is for leaders to see an entire organization's cultural change through to its conclusion.

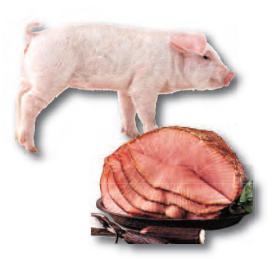
Out With the Old Behavior. In leading cultural change, the *individual* team members do not necessarily need to change, but their behavior does. It deally, no one is fired. However, everyone on the team must demonstrate through their actions a sustained commitment to the new standards and way of doing business. Veteran members of the team must change their behavior to remain with the team. By ceasing with the old, undesirable behavior, veterans display a sign of internalization. Likewise, adherence to the new culture is the new person's price of admission to the team.

Need for Success. One expert found that, "Old cultural elements can be destroyed by eliminating the people who 'carry' those elements, but new cultural elements can only be learned if the new behavior leads to success and satisfaction." In other words, the new cultural norms have to make the team "better." The team must "win," if the new culture is to stick and be internalized. Therefore, leaders should

Change & Commitment

Internalization – the act of making a lasting commitment – is like the old joke about ham and eggs. The chicken is merely *involved*. But the pig, he's *committed*.





THE METRIC SYSTEM'S LONG, SLOW DEMISE

If teams need incremental success to make change stick, does that mean cultural change should be a long, drawn-out affair? The evidence suggests the opposite.

In 1975, the U.S. Congress enacted a statement of federal policy whereby we would become a metric nation by 1992.¹¹⁴ Americans would have a generous seventeen years to gradually switch to the unfamiliar metric system.

By that time, highway signs would announce distance to the next city in kilometers. Weather forecasters would give temperatures in Celsius. Your identification cards would report your height in centimeters, your weight in kilograms.

Obviously that did not happen. Right or wrong, people resisted the change. The long, drawn-out period of transition did not make cultural change more likely, but rather helped the naysayers win through attrition.

Efforts at

change do need

to collect small
wins along their
march to final victory. But in
the judgment of one cultural
change expert, lasting change
is not so much a matter of
incremental victories, but a
fast-moving snowball effect.



"Deliver hard results in a hurry, and you buy some time for culture change to build momentum."¹¹⁵



done!

A Graduated Approach to Change

Hikers set intermediate goals before

summiting. Likewise, in cultural change, the team needs to collect a

become internalized.

Get atop the headwall

Into Tuckerman Ravine

few quick "wins" for the change to

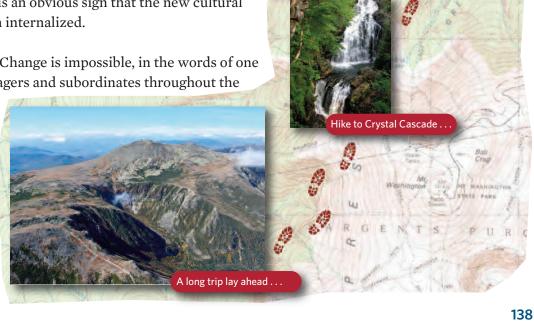
Bag the summitt. take a graduated approach to the change, moving toward full compliance over a reasonable period of time. As the team successfully reaches those milestones, team leaders can celebrate those successes with the team and reward the rank-andfile troops who helped lead the transformation. 116

Adversaries of Change. If change were easy, everyone would welcome it. Emerson's claim that "a foolish consistency is the hobgoblin of little minds,"117 mentioned back in chapter 5 in the context of creative thinking, speaks of resistance to change being something like a default setting in most individuals. One management expert states the obvious: "Disaffected employees will undermine their managers' credibility and well-designed plans."118

Change disrupts the troops' routine. In turn, some individuals reply by being disruptive in their own right. Why? Change seems to violate an unspoken social compact.¹¹⁹ "I do the job I was hired to do, and the company leaves me alone." But jobs change. Second, the law of inertia suggests that frustrated individuals can wait out the change attempt. In the federal government, for example, political appointees lead federal agencies for terms of less than four years, on average. Career civil servants may display an attitude of, "I was here before you and your change program, and I'll still be here when you're gone." Third, to the potential for general resistance, add the fact that no manager understands a job as well as the incumbent. Veteran members of the team can be enormously knowledgeable about their field and the organization's business. Consequently, they are capable of nitpicking attempts at change (versus first engaging the issues at the strategic level). In short, disruptive behavior is an obvious sign that the new cultural norms have not been internalized.

The Nuclear Option. Change is impossible, in the words of one expert, "unless managers and subordinates throughout the

organization are committed to the change."120 Some experts argue that leaders can and should work with those individuals who hesitate in the face of change, but those who attempt









to sabotage the effort or steadfastly refuse to change cannot be tolerated. The nuclear option is in order: termination or involuntary reassignment. Hard-core naysayers "will soak up most of your time, and still be an obstacle to the change effort," advises one expert. "You're better off (and they probably are, too) if you get rid of them . . . [or] position them where they will do the least damage." Yet the "nuclear option" runs contrary to a positive approach to leadership. No wonder that changing the organizational culture is arguably the toughest job a leader will face.

LEADERSHIP FOR SAFETY

OBJECTIVES:

- 28. Identify four pillars for safety leadership.
- 29. Recall practical ways to develop a pro-safety organizational culture.

Safety is a function of organizational culture. Unwritten rules, the way people act as a matter of fact, in spite of what they say they believe, have an enormous impact on whether a team keeps itself safe. One expert says it plainly: "Safety culture is how the organization behaves when no one is watching."

SAFETY & THE COMMANDER

What is the commander's role in organizational safety? The first requirement of command, according two Navy admirals, is to ensure your people are safe so that they can perform the mission.¹²⁴ Beyond an initial status check or preflight, the leader's challenge is cultural. What is the team's current attitude toward safety? Is that organizational culture truly pro-safety? If not, what needs to be done to lead the team toward a positive safety attitude?¹²⁵

FOUR PILLARS FOR SAFETY LEADERSHIP

What principles should guide commanders in their quest to develop a positive safety culture? Experts identify four basic pillars for safety leadership. 126

Safety Must Be Integrated. If you're building an airplane, you can't merely check for quality at the end of the assembly line. By then it's too late. You have to look at quality every step of the way. Quality is integrated into the process. Likewise, safety also must be integrated into everything an organization does. Will the equipment your team purchases contribute to safety? As you change your work environment, perhaps moving calisthenics to the morning instead of after dinner at encampment, what effect will that have upon safety? Do you have ways to identify safety hazards, and does everyone know they can



UKRAINE, 1986. The Chernobyl nuclear reactor explodes. Over 100 radioactive elements shoot into the atmosphere. The fire kills only two people at first, but hundreds develop fatal cancers over time. An area the size of Michigan is contaminated. All told, the Chernobyl disaster was 400 times more potent than the atomic bomb dropped on Hiroshima.¹²⁷

But one good thing comes out of this horrible event. Safety experts begin looking beyond immediate engineering and technical failures when analyzing accidents. They start to consider safety's human side, the psychology of why people behave as they do, and the social factors that shape beliefs and attitudes toward safety.¹²⁸

The workers at the Chernobyl reactor did not take safety seriously. Keeping the team safe is not just a matter of technology – the thickness of the steel around a reactor's core, the anti-lock capabilities of a car's brakes, the computerized terrain warning systems in airplanes. Individual and collective attitudes toward safety are also important.

Fine Print: A lesson on leadership for safety properly belongs under the heading, "Command Responsibility." Keeping the troops safe is a commander's sacred trust. We are placing this section here, following a discussion on organizational culture, because you will first need to understand what culture is before you can appreciate the commander's role as a leader for safety.



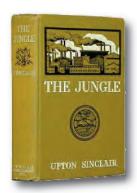


and must speak up when they see something wrong? Leaders have to find opportunities for the team to consider safety, and ensure team members have the time and resources to stay safe every step of the way.

Safety is a Right. Everyone in the organization has to buy into the understanding that safety is a basic right. Sure, there will always be risks in any job, but they must be managed responsibly. Sinclair Lewis's novel, *The Jungle*, depicted the horrors of the early 20th century industrial workplace. His descriptions of the Chicago stockyards so infuriated readers that Congress was pressured to pass the *Pure Food and Drug Act* of 1906 – less than six months after the book was first published.¹²⁹ The law was an important first step in making leaders responsible for safety in their organizations. A sampling of *The Jungle's* horrors:

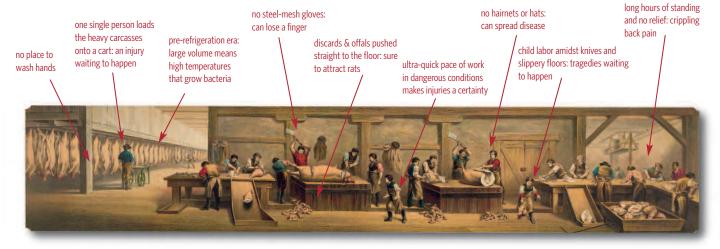
The meat would be shoveled into carts, and the man who did the shoveling would not trouble to lift out a rat even when he saw one . . . There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage . . . There were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels . . . In the barrels would be dirt and rust and old nails and stale water—and cartload after cartload of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. ¹³⁰ [emphasis added]

Everyone is Responsible for Safety. The price of admission to a safety-minded team is a willingness to accept responsibility for protecting one's own and the team's safety. The principles of systems thinking discussed back in chapter 7 come into play. No one member of the team can ensure the whole team remains safe. The interplay

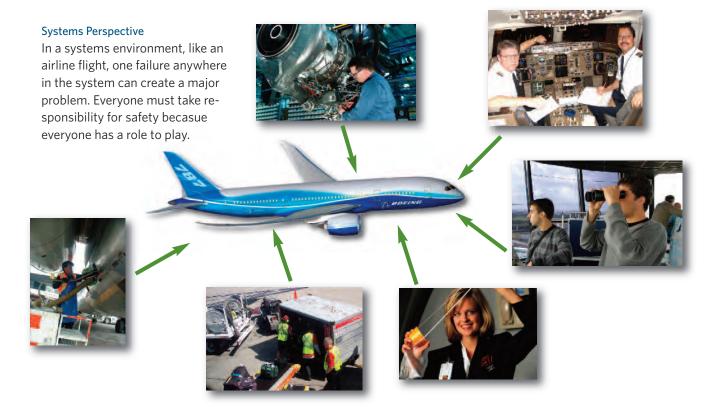


The book that alerted America to the dangers to its food supply and callously unsafe working conditions in the meatpacking industry. Sinclair's work sparked a new emphasis on safety and sanitation

An early 1900's illustration of the meatpacking industry, including its many safety and sanitation problems, during Sinclair's day. This depiction might be said to demonstrate a total lack of leadership for safety.







between individuals affects the whole system. Take a commercial airline for example. Ground crews carefully prepare the aircraft. Flight attendants brief the passengers and double-check the cabin. The pilot and co-pilot work through their preflight checklists, and the tower ensures the runway and departure area are safe before clearing the flight for take-off. We see safe habits on display all around. But if the maintenance mechanic chose not to check the torque on some hard-to-reach bolts, everyone else's attentiveness is for naught. Everyone must take responsibility for safety because everyone has a role to play. One failure by a single individual can trigger a system-wide failure.

Safety is a Value. Do the Core Values ever change? No. The whole point is that those values endure. Perhaps somebody will rephrase them, but the basic values are timeless and universal. If leaders want their organizations to maintain pro-safety attitudes and behaviors at all times, they must treat safety as a value, too. In contrast, mere priorities change based on the needs of the organization. Today's priority may be to cut costs. Tomorrow's is to upgrade our technology. Next week our priority is customer service. As the situation changes, so do our priorities, and rightly so. Leaders who declare that safety is a value, and explain what that idea really means, send a message that safety is important and can't be compromised.¹³²

DEVELOPING A PRO-SAFETY CULTURE

Safety requires the commander's leadership, and a pro-safety culture stands upon four pillars. But in practical terms, how do you go about developing a safety-minded organization?



Incentives. Perhaps incentives will work. If a team stays accident-free for a year, they earn some kind of incentive – a cash bonus, prestigious award, extra days off, etc. That approach is as ineffective as it is legally suspect.¹³³ Imagine a pilot who goofs the final approach. He makes a rough landing. A responsible airman will report that. What if the aircraft was damaged? It needs to get checked out. But might that pilot keep quiet? If he reports the mishap, his unit will lose its safety award. Therefore, incentives must encourage good behavior, not penalize bad behavior.¹³⁴ Catch people doing things right. If every member of the ground team has a compass and whistle, upon being spot checked by the first sergeant, for example, that team qualifies for the safety award or an incentive of some kind. The transportation officer places a small coupon on a van's spare tire. It reads, "Thank you for checking the air on the spare. Present this coupon for a small gift." Suggest a good idea for how to keep your team safe, and you qualify for some kind of perk. Incentives are effective motivators, but only if the program is based on positive reinforcement.

Trait Theory. In chapter 3, we discussed how early students of leadership simply watched good leaders in action to learn what leadership is. Likewise, we can learn fundamentals of safety leadership by studying the traits of leaders whose organizations have great safety records. Safety-minded leaders:¹³⁵

- Help solve problems and fix safety hazards, instead of fixing blame
- Train their people how to do the job safely
- Provide the time, money, and equipment that people need to do their jobs safely
- Encourage people to report and discard broken and unsafe equipment, and back them up
- Actively seek input from the troops, even the lowest-ranking and least experienced members
- Publicly recognize pro-safety attitudes and behaviors
- Practice "no fear reporting" by banning managers from retaliating against people who raise safety concerns
- Empower everyone, everywhere to command "All Stop!" upon noticing a safety hazard
- Lead by example personally comply with all safety rules, all the time

Once again, organizational culture is simply "the way things are around here." Commanders create the conditions for pro-safety attitudes and behaviors and foster a safety-minded culture, day in and day out. Merely tacking a "Be Safe" poster to the wall amounts to an abrogation of leadership responsibility.

HOW DO PRO-SAFETY LEADERS SUPPORT THEIR PEOPLE?















MEASURING FOR SUCCESS

"Count what is countable,
measure what is measurable,
and what is not measurable,
make measurable."

GALILEO¹³⁶

Among the responsibilities of command that cannot be delegated is the duty to ensure the team is pointed in the right direction. Leaders take bearings, mark a course, and track the team's movements across a map. Our common sense understanding of the infinitive, "to lead," is to physically bring someone to a new place. You cannot lead if you are unsure where you are going and how far you are from your intended destination. In this section, we consider how leaders measure success, first in regard to how well individual members of the team are performing, and second in how well the organization as a whole is fulfilling its aims.

MEASURING INDIVIDUAL PERFORMANCE

OBJECTIVES:

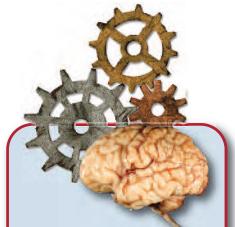
- 30. Define the term "performance appraisal."
- 31. Discuss advantages and drawbacks of using top-down performance appraisals.
- 32. Describe the characteristics of 360-degree feedback.

PERFORMANCE APPRAISALS

The classic example of measuring individual performance is the annual performance appraisal. A performance appraisal is the process of measuring how well an individual has fulfilled assigned duties and responsibilities. ¹³⁷ In some organizations, how well one scores on a performance appraisal can determine promotion prospects, annual bonuses, annual raises, and the like.

Philosophy of Appraisal. In a performance appraisal, the boss is in control. He or she communicates to team members or employees whether they are meeting expectations in terms of job performance. Organizations might soften this top-down flow of information by including some form of individual self-assessment, but the basic premise of a performance appraisal is that management communicates observed successes and shortcomings to each worker on an individual basis. The boss lets the underlings know where they stand.¹³⁸

Reference to Standards. To measure performance, obviously some kind of yardstick or standard is needed. As mentioned earlier, a well-



Appraising a Leader's Performance

Knowledge workers are people who work mostly with information or develop and use knowledge on the job. They are contrasted with manual workers.

A manual worker knows what is to be done. "I have to bag my customers' groceries, all day long." If you're a bagger at a grocery store, the job is obvious.

In knowledge work, the what is not clear. In fact, the job begins with the knowledge worker asking, "What should I do?"¹³⁹

A squadron cadet commander, for example, draws upon his or her expertise in deciding if recruiting should be the unit's top priority, or perhaps training, or maybe developing new weekend activities. The what is the job's big mystery.

Consequently, it is more difficult to evaluate a knowledge worker's than a manual worker's performance on the job.



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developed job description will be a source for those standards. The classic example is known as the "stopwatch standard." ¹⁴⁰ Did the team member/employee manufacture 100 widgets per hour? But in the 21st century economy, a growing number of people are knowledge workers and service providers. Their work does not lend itself to stopwatch standards. Few people find themselves in robot-like jobs so easily measured. If your job involves creative thinking, problem solving, or satisfying a customer, it can be difficult to find an objective standard against which to measure your performance. One expert counters that while precise standards are hard to find, clear, well understood (though imprecise) standards should not be. ¹⁴¹ The attitude here is that the supervisor observes the employee and notes whether that individual "warmly greeted the customer," or whether he or she completed the project in a "reasonable amount of time."

Management by Objective. The search for relevant standards points some experts toward a concept called management by objective, or MBO. The basic idea is that "performance in each position is measured in relation to the objectives of the person and those of the organization." Informed by the organization's long-term goals, the boss and subordinate agree upon a set of objectives – meaningful accomplishments the subordinate is expected to achieve within a period of time. These objectives may be tangible, "build a house by July 1st," or effects-based, "increase the cadet corps by 10%." The performance appraisal becomes a venue for evaluating if the subordinate fulfilled the agreed-upon objectives. We'll discuss MBO in more depth later in this chapter.

Weaknesses of Performance Appraisals. For boss and subordinate alike, a performance appraisal is often a socially awkward, unpleasant experience. Critics of performance appraisals argue that it amounts to a game of "Gotcha!" The boss is empowered to "hammer" the underling in a way that may satisfy the sadist, but is unlikely to help the subordinate improve. Moreover, by virtue of the appraisal being a boss-led exercise, the process contains a single-rater bias.144 That is, the overall assessment depends upon just one person's judgment, making fairness and broadmindedness hard to achieve. Further, performance appraisals not only reflect upon the subordinate, the purported subject, but reflect upon the boss/rater as well. "I am a good boss, so my team members deserve good ratings," and the reverse, "If I rate this subordinate poorly, that shows I am doing a poor job leading her."145 No wonder that many experts contend that performance appraisal systems often do not work as they are supposed to.146

Stopwatch Standard

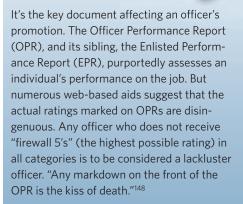
The classic example of a performance measurement is the stopwatch standard. Did the employee make 100 widgets per hour? That's a

straightforward standard.

The problem with stopwatch standards is that they don't have much applicability to knowledge work.

MILITARY PERFORMANCE APPRAISALS:

USEFUL TOOL OR SHAM?



OPRs and EPRs are often written in a code that makes the evaluated individual sound good on the surface, but those in the know get the intended message. "You can say just about anything you want about someone," advises the independent website," Air Force Writer, "but if you haven't qualified the statement by comparing him or her against their peers, you might as well not say anything at all. This is a great way of disguising your intent if your aim is to produce an ineffective EPR." Among the remarks suggested for 4th-tier performers, the bottom of the barrel are: "Outstanding," "Pure gold" and "MVP from day 1."¹⁴⁹

If the task of a performance appraisal is merely to signal to decision-makers whether a particular individual should be promoted or not, the military system, in its "up is down, hot is cold" doublespeak achieves its aim. 150 But if superlatives such as "superior" and "exemplary!" that are attached to low achievers are intended to help individuals develop and improve, the military appraisal system leaves much to be desired.



^{*} Excuse the crudeness, but the no-kidding technical term here is NIGYSOB, "Now I got you, son of a b%#ch!" 147



360-DEGREE FEEDBACK

The performance appraisal's tendency to become a game of "Gotcha!" subject to single-rater bias spurred the development of an alternative known as 360-degree feedback. Some of the characteristics of 360-degree feedback include:

Multiple Perspectives. The boss is not the only voice heard in the feed-back loop. Subordinates, peers, customers, and superiors (not the boss, but the boss's peers) contribute their perspectives on the participant's overall performance.¹⁵¹ Note that the person being rated is not called an employee or subordinate, but a participant, thereby emphasizing the nonthreatening/learning tone of the exercise.

Reality Check. Multiple perspectives provide the participant with a "reality check." In chapter 6, we discussed the Johari window and how certain qualities you have as a leader are sometimes known to you, and sometimes unknown. 360-degree feedback is a tool for discovering blind spots in your leadership behavior. You think you're a smooth-talking, persuasive leader. Is that really so? What if your subordinates, peers, and bosses tell you otherwise?

Note for Clarity: Participants know who their raters are, but they do not know how each rater responded.

Skill & Competency Focus. Instead of focusing exclusively on how well an individual performed her job, 360-degree feedback is more concerned with people skills, leadership, problem-solving, and similar intangibles. After all, the goal of feedback is not merely to help someone do their job better, but to develop the skills and knowledge needed to lift herself to the next stage in her career or a higher level of performance. 360-degree feedback centers upon developmental goals – helping people develop tools that will make them more effective contributors.¹⁵²

Self-Improvement. By carefully considering feedback from multiple raters, and through the guidance of a coach (not one's boss), participants tailor their own personal leadership development plan. One participant decides that her communication skills need work. Another participant decides to be more inclusive when making decisions. The overall idea is that each participant sets his own learning goals for the coming year. Some of the questions coaches ask participants in facilitating the feedback process and development of a

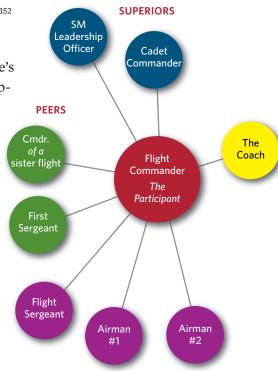
- Were you surprised by the data? Pleased? Disappointed?
- What overarching themes do you notice from the data?
- According to the data, what are your key strengths?
 Opportunities for development?

personal leadership plan include:154

- What changes are you motivated to make right now?
- What changes are you motivated to pursue in the coming months?

A Full Picture of Performance

360-Degree Feedback relies upon of the three main groups that encircle the participant: superiors, peers, and subordinates.



SUBORDINATES

(



Boss Relationship. In an effort to make the feedback process as psychologically unthreatening as possible, the participant "owns" the feedback data; the boss does not even see it in its raw form. Even the feedback coach (who is not the participant's boss) resists the urge to assume a position of authority. Rather, "the participants are the experts, deciding for themselves what to pay attention to and how to make meaning of the feedback."

Criticism of 360-Degree Feedback. If you have to seek input from multiple people, a 360-feedback process will be time consuming. Add to it the administrative challenge of constructing some kind of confidentiality screen so that raters can give honest feedback anonymously, without their critical comments pointing back to them. Moreover, 360-degree feedback is potentially expensive. The system depends upon a highly-trained coach to facilitate the feedback meetings and help the participants draft their own personal leadership plans. (Think "expensive consultant.") Finally, critics charge that because the boss is not the final rater who passes judgment on the feedback instrument, the whole exercise has no consequences. You can bomb with every rater, yet only you and the coach will know that, so you keep your job. Defenders of 360-degree feedback would counter that bosses have other methods to communicate to an employee that they "better start performing, or else!" 157 Besides, argue the proponents of 360-degree feedback, the purpose of feedback is not to fix blame but to assist people in doing better.

MEASURING ORGANIZATIONAL PERFORMANCE

OBJECTIVES:

- 33. Discuss basic philosophies of measuring organizational performance.
- 34. Describe the difference between processes and outputs.
- 35. Describe the process of managing by objective.
- 36. Discuss pros and cons of using management by objective.

How is our team doing? What information do we need to answer that question intelligently? Just as leaders appraise the performance of individual team members, they also appraise the team's overall success. Performance measurement is a tool within the control function of management. What are some of the fundamental philosophies that surround performance measurement?

PHILOSOPHY OF ORGANIZATIONAL PERFORMANCE MEASUREMENT

Continuous Improvement. Measurement helps you improve. Metrics help you figure out if you are on track to fulfill your goals and dis-

What's measured is what matters. What's measured, is what gets done.

Measure the number of gigs during uniform inspections, tie that figure to promotins, and you'll start seeing lots of spit-shined

boots.



Check homework daily, include homework in the students'

overall grade, and students will complete their homework.



Monitor sales but not quality, sales

will be high, but quality will be low.

Reimburse for medical tests but don't measure whether the patient actually gets healed, and you'll see lots of tests conducted without people necessarily getting healthier.

Count home runs but not strike outs, and sluggers will always swing for the fences, while striking out a lot.







cern if you are keeping up with the competition. Two proverbs of management speak to the need for performance management: "What's measured is what matters," 158 and "If you can't measure it, you can't improve it." 159

A System of Moving Targets. An organization is a system. It's like a machine made up of many moving parts. For this reason, measuring a team's performance is difficult because a single metric can be misleading. "Profits are up!" Sounds like good news. But if the profits came at the expense of quality, perhaps the customers will get angry and go elsewhere next time. The apparent good news suggested by a single metric viewed in isolation was actually a warning sign.

92% of Statistics Lie. If leaders are not careful, their performance metrics will stand upon shaky ground. Aggregation and timeline bias are two examples. Simply put, how you group measurements together can give you a misleading picture of the whole. Consider the stock market. These three charts suggest different market conditions, and yet the charts measure the same thing – an index called the S&P 500. Che left-hand chart's data is a segment of the middle chart's data, which is itself a segment of the right-hand chart's data. Look at the first chart and you'd think the market was climbing and doing great. The second chart suggests that we took a bad dip, but are climbing back out. The third chart shows good overall growth, despite some ups and downs. In short, if asked "How is the market doing?" your answer will depend upon how you aggregate the data or look at it over a certain timeline.



Be Approximately Right, Not Exactly Wrong

Although this may seem a paradox, all exact science is dominated by the idea of approximation. When a man tells you that he knows the exact truth about anything, you are safe in inferring that he is an inexact man. Every careful measurement in science is always given with the probable error... every observer admits that he is likely wrong, and knows about how much wrong he is likely to be.

BERTRAND RUSSELL,
 philosopher¹⁶⁴

Fine Print: You might see aggregation bias referred to as "ecological correlation" or a "level of analysis" problem. 165



Processes vs. Outputs. You've checked the weather, you've fueled the aircraft, you've completed your preflight. Each of these accomplishments is an important activity for an aircrew, but they are *processes* that merely enable *outputs*. Io3 What counts is actually flying the mission and locating the target; we measure success by asking if we have produced an output. Therefore, in measuring a team's performance, it is more important to focus upon outputs than processes.* We want to know what percent of targets we're able to find, not how many preflights we've completed. For another example, consider a cadet squadron that is required to complete an annual report of its aerospace education programs. The Red Squadron files the report on time, but the report itself basically says, "We did nothing in aerospace this year." Meanwhile, after much prodding from the wing, the Blue

*Fine Print: Outputs Yield Outcomes. Not to put too fine a point on it, but we are speaking of measuring a team's performance. Outputs are the key metrics. But above the team or operational level, strategic level leaders go a step above outputs by measuring outcomes. 166 A cadet orientation flight is an output. A cadet went flying – so what? The output matters only if it contributes to an outcome – today's young people becoming tomorrow's aerospace leaders.

What ought to count more, process or outcome?







Squadron files its report 3 months late. Their report lists dozens of awesome aerospace activities that they accomplished in the past year. Improperly focus upon processes, and you (wrongly) judge the Red Squadron as most successful. Properly focus upon outputs and you recognize the Blue Squadron sets the pace.

Benchmarking. The best source for goals is often outside the organization. Benchmarking is the process of examining the competitor's best practices and then trying to beat those measures. ¹⁶⁷ If buying a car, which metric would be more persuasive to you? The car model that is 5% more fuel efficient than it was last year, or the car model that is the most fuel efficient available anywhere? Because the makers of the first car improved a little from last year, that irrelevant metric may give them a false sense of security.

They went from awful to a little less awful. In contrast, the makers of the second car are right to be confident of their performance because their car beats all others in fuel efficiency. By looking outside their own team for goals and measures of success, teams open their eyes to levels of performance they never would have thought possible. ¹⁶⁸



MANAGEMENT BY OBJECTIVE

Informed by a basic philosophy on how to measure a team's performance, next we'll take a deeper look at a particular approach for determining team effectiveness. Management by objective (MBO) is a respected process for setting goals that cascade down into objectives, which, in turn, become the metrics for the team's overall success. ¹⁶⁹ How does MBO work?

Strategic Goals. First, a good mix of senior, middle, and low-level leaders come together to set overarching goals for the team. These first-tier goals, sometimes called strategic goals, are general or abstract in nature. Consider them outcomes, to borrow the terminology discussed in the previous section. The key here is that leaders and team members jointly agree upon the goals, and the goals fairly describe what the team is trying to achieve.¹⁷⁰

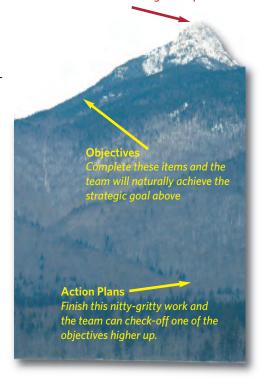
Objectives. Beneath each strategic goal, team leaders set sub-goals or objectives. The idea is that by completing this set of objectives, the team will naturally achieve the corresponding strategic goal. A simple, cascading logic is on display here. In contrast to the abstract strategic goals, the team objectives are specific and measurable.¹⁷¹

Action Plans. Cascading down even further to the nitty-gritty of the team's work, beneath the objectives stand action plans. These documents outline specifically who is going to do what and by when to complete the corresponding objective.¹⁷²

Recall that earlier in the chapter we introduced MBO as a tool for measuring individual performance.

The cascade of goals, objectives, & action plans

Strategic Goals
The team's highest aspirations







CAP Strategic Outcome	: "Dynamic America	ans and aerospace leaders"			This metric qualifies as an "outcome."
	ITEM	BENCHMARK or RATIONALE	OWNERS	METRICS	
Squadron's Strategic Goal (One of a handful of goals)	Achieve "best of class" cadet retention	 — Squadron retention last year: 51% — Top retention rate in Wing: 60% — Boy Scout retention rate in our county: 58% Our Target: 60% 	Squadron Commander Cadet Commander	At least 60% of cadets on roster as of 1 January renew their membership by 31 December.	This metric qualifies as an "output."
Squadron Objectives (These five objectives will lead us toward completing the strategic goal)	1. Meeting Schedule. Produce a written schedule for each squadron meeting. Must be coordinated among staff at least one week prior to the meeting	Exit surveys show that poorly planned weekly meetings are a major demotivating factor.	Cadet Commander & Deputy Commander (as approving authority)	Yes / No, examined monthly	Objectives 1-5 are "processes."
	2. Hands On Activities. Conduct at least one "hands-on" activity during every meeting. Excludes drill.	Exit surveys show that boring, lecture-based meetings are demotivating.	Aerospace Officer & Leadership Officer & Deputy Commander (as approving authority)	Yes / No, examined monthly	
	3. Special Activities. Offer at least one "Saturday" activity every month.	Great activities keep cadets motivated to participate in CAP.	Activities Officer & Cadet Commander	Yes / No, examined monthly	
	4. Flying. Provide every cadet with at least one orientation flight per year.	Surveys show that flying is a major motivation for cadets.	Operations Officer, in cooperation with Wing HQ	Percent completion, examined quarterly	
	5. Attendance. Track attendance weekly, and reach out to cadets who have been absent a month.	Failure to attend at least one CAP event per month is a leading indicator that the cadet will choose not to renew.	Cadet XO & First Sergeant	Attendance logs & follow-up phone calls, examined monthly	

MBO AS A SCORECARD

So how do you use MBO's system of cascading goals, objectives, and action plans to measure the team's performance?

Simply write down your cascading goals and objectives, and MBO provides a scorecard for tracking the team's accomplishments. Periodically, the team gets together and evaluates the status of the various objectives, updating the scorecard as they go.¹⁷³ Which objectives have been completed? Which are almost complete? Which remain undone? Moreover,

Recall the SMART goals approach briefly discussed in chapter 10 and explained more fully in *The Cadet Staff Handbook*.





which objectives are no longer relevant and need to be adjusted, due to fast-paced changes in the team's environment? Because of the cascading nature of the MBO system, leaders can be confident that if their teams are completing their objectives, they will eventually fulfill their overall strategic goals.¹⁷⁴ At least that's the theory.

The respected scholar who devised MBO sees its greatest strength as "making it possible for [people] to control their own performance." MBO enables leaders to "substitute management by self-control for management by domination" because each team member is empowered to complete his or her assigned objectives in whatever manner they deem best. 176

CRITICISM OF MBO

The MBO system dates back to the early 1950s.¹⁷⁷ It's no longer a buzzworthy, trendy way of determining team effectiveness. Of course, defenders reply that MBO has proven its worth and will continue to outlast the next generation of fads. What is more powerful is the charge that if you lead via MBO, you'll spend too much time writing and reading reports instead of actually doing the job. Individuals responsible for completing the various objectives will feel pressured to get those objectives done and may fudge the reports to suggest the objectives have been met. Moreover, if an objective is incomplete, MBO does not tell leaders why it is incomplete or what they should do next.

Worst of all, in MBO, you're saying that one goal cascades down into certain objectives, but how can you be sure the connection is truly relevant?¹⁷⁸ Just because you're keeping busy does not mean you're productive. Further, in MBO, you're still looking at metrics in isolation. Critics charge that you need to find a way to consider all the important measures together in a system known as a balanced scorecard, but that system is beyond the scope of our discussion here.¹⁷⁹

MEASUREMENT & THE LEADER

In his role as navigator-in-chief, the commander must carefully monitor how well individual team members and the collective group are proceeding toward their intended destinations.

Managers try to quantify their world. They try, admirably, to convert creativity, sweat, and perseverance into numbers and checkboxes on scorecards. After all, leadership is part science. But if the challenge of measuring the world seems daunting, that is because leadership remains part art as well.







CONCLUSION

Command is the pinnacle of leadership. In this chapter, we have considered the special duties that belong to commanders alone and not other, ordinary leaders. We've examined matters like articulating a command intent and developing the team's human capital. To enlarge the commander's understanding of the full system of leadership, we studied the full range leadership model (FRLM) and principles of delegation. We discussed two other areas of leadership that properly belong on the commander's desk – leadership of the organizational culture, and the measurement of organizational effectiveness. Throughout this chapter, our theme has been that command is a leadership challenge like no other, and that among its responsibilities are areas of leadership that cannot be delegated. Having studied this diverse and challenging topic, are you ready for the challenge of command?

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