

DEPARTMENT OF THE AIR FORCE
Thomas N. Barnes Center for Enlisted Education (AETC)
Maxwell AFB, AL 36118

5 Feb 15

AIRMAN LEADERSHIP SCHOOL
STUDENT GUIDE

PART I
COVER SHEET

LESSON TITLE: SA05, LEADER INFLUENCE

TIME: 8 Hours

METHOD: Guided Discussion/ Informal Lecture/Experiential

REFERENCES:

Air Force Instruction (AFI) 36-2618. *The Enlisted Force Structure*, 27 February 2009.

Air Force Doctrine Volume 2, *Leadership*, 4 November 2011

Department of the Air Force. *United States Air Force Core Values*, 1 January 1997.

DuBrin, Andrew J. *Essentials of Management*, 5th ed., Boston: South-Western, Thompson Learning, 2000.

Gebhardt, Joan E. and Patrick L. Townsend. *Five-star leadership: The Art and Strategy of Creating Leaders at Every Level*. New York: John Wiley & Sons, Inc., 1997.

Hersey, Paul, and Kenneth H. Blanchard. *Management of Organizational Behavior: Utilizing Human Resources*, 6th ed., New Jersey: Prentice-Hall, Inc., 1993.

Meilinger, Phillip S. *The Ten Rules of Good Followership*. Military Review, Vol. 74 Issue 8, p32, 6p, Government Printing Office, 1994.

Mitchell, William R., Capt. USAF. *The Study of Followership*. Air University, Maxwell AFB, AL, 1962.

Johns, Gary and Saks, Alan. *Organizational Behavior: Understanding and Managing Life at Work*, 8th ed., Pearson Canada, 2011

INSTRUCTIONAL AIDS: Whiteboard, SA05AI1, and SA05H01

STUDENT PREPARATION:

1. Read student guide SA05SG prior to the lesson.
2. Be prepared to discuss the traits and characteristics of leaders that have influenced you, positively and/or negatively.
3. Reading assignments (approx 5,800 words, 45 minutes).

PART IA

GENERAL LEARNING OUTCOME: Students who graduate from Airman Leadership School are prepared to perform first-level supervisory tasks/responsibilities, effectively lead individuals and work center teams as evidenced by their comprehension of Leader Influence concepts.

SUPPORTED COMPETENCIES/DIRECTIVES:

The *Leader Influence* lesson supports the following Air Force Institutional Competencies:

- Leading People – Develops and Inspires Others
- Embodies Airman Culture – Followership

The *Leader Influence* lesson provides information necessary to effectively execute the assigned responsibilities in AFI 36-2618, *Enlisted Force Structure*.

TERMINAL COGNITIVE OBJECTIVE: Comprehend *Leader Influence* concepts and their impact on NCO, unit, and mission effectiveness.

TERMINAL COGNITIVE SAMPLES OF BEHAVIOR:

1. Explain *Leader Influence* concepts and their impact on NCO, unit, and mission effectiveness.
2. Give examples of *Leader Influence* concepts and their impact NCO, unit, and mission effectiveness.
3. Predict the impact of *Leader Influence* concepts on NCO, unit, and mission effectiveness.

AFFECTIVE OBJECTIVE: Value *Leader Influence* concepts and their impact on NCO, unit, and mission effectiveness

PART IB

ORGANIZATION PATTERN: Topical

ASSOCIATED LESSONS: CF04, *Full Range Leadership Development*, CF05 *Self-Awareness*

PART IC

LESSON OUTLINE:

CONTENT
INTRODUCTION: Attention, Motivation, and Overview
MP 1. Definitions and Concepts <ul style="list-style-type: none">A. LeadershipB. Followership
MP 2. Follower/Leader Traits <ul style="list-style-type: none">A. Followership TraitsB. Leadership Traits
MP 3. Competencies of Leadership <ul style="list-style-type: none">A. DiagnosingB. AdaptingC. Communicating
MP 4. Powers and Influence <ul style="list-style-type: none">A. Position and Personal PowerB. Influence and LeadershipC. Influence and Followership
MP 5. Developing Others <ul style="list-style-type: none">A. Set Up PlanB. Monitor the Plan
MP 6. Personal Leadership Development Plan <ul style="list-style-type: none">A. PLDP
CONCLUSION: Summary, Remotivation, and Closure

PART II

STUDENT READING

MP 1. DEFINITIONS AND CONCEPTS

Air Force Doctrine Volume 2 defines leadership as “the art and science of motivating, influencing, and directing Airmen to understand and accomplish the Air Force mission in joint warfare”¹. Effective leaders must always keep in mind two fundamental concepts: the mission and the Airmen. The primary task of a military organization is to perform its mission. A leader’s primary responsibility is to ensure organizational effectiveness and success. Unit Effectiveness is a direct result of the leader’s ability to lead people to accomplish the mission. Airmen at all levels play an integral role in unit effectiveness and mission success. As you develop your leadership philosophy, you must realize that everything you say and do sends a message to your followers. As a leader and role model, your people will look to you for direction, assistance, acceptance and more.

Understanding this responsibility is a heavy burden, but learning to apply the concepts of effective leadership makes it an easy one to carry. The more you seek out leadership opportunities, the more comfortable you will be with leading.

Leadership

Given the authority, any Airman can command, but leadership is more than simply giving orders and expecting results. Leadership requires the application of emotional intelligence and a willingness to understand your Airmen. NCOs are charged with the responsibility of accomplishing the mission while also ensuring the growth of the Air Force's newest Airmen. The core value "Excellence in All We do" encompasses not only excellence in personal ventures, but also applies to supporting and creating excellence in others. Leadership concepts are well studied and guidance is constantly in revision to ensure the Air Force’s leaders of tomorrow are trained appropriately. It may sound ironic, but to be a good leader, you must learn to follow. Learning to be a good follower prepares you for your role as a leader and supervisor.

Followership

According to Webster’s Ninth New Collegiate Dictionary, a follower is, “one in the service of another; one that follows the opinions or teachings of another; one that imitates another.” Characteristics that embody a good leader are similar to those associated with being a good follower. At all levels of the NCO tier, Airmen are responsible for leading and following the orders appointed by the officers above them. The key to followership is having an understanding of what is expected.

Great followers commit to the plan of the organization; requiring them to understand the mission and concurring with its goals. A common pitfall involves demanding blind obedience from their subordinates. Create an environment where subordinates want to follow you. Enabling committed followers requires effort from all sides.

MP 2. FOLLOWER/LEADER TRAITS

Followership Traits

Competence is our first followership trait. Competent followers know what their job is; know how to do the job, and meet or exceed standards set by their supervisors.

Integrity is the second trait. The act of doing what is right when no one is looking is essential to followership and as we all know, an Air Force Core Value.

Loyalty is our third trait. When displayed by followers, loyalty creates an environment of trust, teamwork, and continuous improvement. Loyalty also includes being faithful, obedient, and respectful. Let's look at each component of loyalty separately.

Faithfulness – Followers demonstrate loyalty by faithfully supporting a leader's decisions and actions. This involves refraining from complaining to others about your leader. One of the best ways followers can demonstrate loyalty to their leaders is by recognizing their weak areas and compensating for them whenever possible.

Obedience – A willingness to submit to those in positions of authority is crucial for military followers. Effective leadership is not possible without obedience.

Respectfulness – Followers adopt an attitude of respect for those in authority and behave in accordance with that attitude. This means putting aside your personal likes and dislikes in respect to your leader. Respectful followership enhances leadership.

A good follower abides by certain actions that enhance their role and position. Loyalty can take good followership to a very high level and when paired with our next trait, can potentially enhance an entire team.

Initiative is the final trait of followership. Making decisions or taking action without the help or advice of others. Followers, who have an understanding of mission direction, know when to take action. Not all decisions are critical enough to move up a chain of command.

Remembering the acronym "CILF" will help you recall these followership traits.

The following ten guidelines provide additional direction to effective followership.

1. Know your abilities and seek self-improvement.
2. Be technically proficient.
3. Obey orders and initiate appropriate actions in the absence of orders.
4. Develop a sense of responsibility, and take responsibility for your actions.
5. Make sound and timely decisions and recommendations.
6. Live the example and set the example for others.
7. Be familiar with your leaders and their jobs; anticipate their requirements.
8. Keep your leaders informed.
9. Preserve your ethics, morality, and integrity when performing every task.
10. Be a team player.

Leadership Traits

Leaders display many of the same traits of a follower but the application of each trait differs slightly.

Selflessness is sacrificing personal wants and needs for a greater cause. Find courage to face and overcome difficulties. A selfless leader always thinks about how to make the unit, the Air Force, and the country a better place.

Loyalty is faithfulness to superiors, subordinates, and peers. According to Webster's Dictionary, faithfulness is –keeping faith; maintaining allegiance; marked by or showing a strong sense of duty or responsibility.

Integrity is total commitment to the highest personal and professional standards. A leader with integrity is honest, sincere, ethical, and fair. This means knowing right from wrong and having the courage to act on that knowledge.

Commitment is complete devotion to duty; total dedication to the United States, the Air Force, and our comrades. Commitment requires us to do our best, in any condition, while performing our tasks and duties assigned.

Energy is enthusiasm and motivation to take initiative. Leading Airmen takes hard work and effort. Leaders who enthusiastically approach difficult tasks set a good example for others—an example Airmen aspire to be like.

Decisiveness is a willingness to make decisions and act on them. This trait also includes effectively communicating those decisions to others.

Remembering the acronym “SLICED” will help you recall these leadership traits. Being conscious of leadership traits you exhibit will help you be successful, and the incorporation of the Competencies of Leadership will enable you to apply them.

MP3. COMPETENCIES OF LEADERSHIP

“In leading or influencing, there are three general skills or competencies: (a) diagnosing – being able to understand the situation you are trying to influence; (b) adapting – being able to adapt your behavior and the other resources you have available to meet the contingencies of the situation; (c) communicating – being able to communicate in a way that people can easily understand and accept”²

Let's examine how Hersey and Blanchard's competencies of leadership apply to your goal of becoming an effective leader.

Diagnosing

As noted by Hershey, diagnosing is understanding what the *situation* is now and knowing what you can reasonably expect it to be in the future.³ In the Air Force, the leaders must constantly diagnose situations ranging from a change in the unit's mission/vision/goals to significant changes affecting all Airmen.

Adapting

Hersey continues by explaining that adapting is a *behavioral* competency. It involves adapting your behaviors and other resources in a way that helps to close the gap between the current situation and what you want to achieve.⁴ "The only way the Air Force will continue to adapt to the current climate is through the innovative Airmen who power it" – General Mark A. Welsh III, Chief of Staff, US Air Force.

Communicating

According to Hersey, communication is a *process* competency. This process of diagnosing, adapting, and using the resources available to you depends on a leader's ability to communicate effectively. The tools you learn in *Supervisory Communication*, when practiced, will help you become a more effective communicator.

The use of continuous feedback in today's Air Force is essential. Constant engagement with your Airmen enables you to monitor their progress, rewarding met or exceeded standards and correcting unsatisfactory performance immediately when applicable. Also, give advice to your Airmen. Hearing personal stories, scenarios, or even just simple guidance from a supervisor can vastly impact an airman's development.

Mastering the competencies of leadership is an important part of being able to influence your subordinates; however, it is not the only part. Effective leaders also use their 'powers' for the good of the work center and the Airmen.

MP 4. POWERS AND INFLUENCE

Power is the capacity or ability, to direct or influence the course of events. Furthermore, power is the capacity to influence the behaviors of your Airmen. Influence is something leaders strive to achieve with their followers. **NOTE:** "Power" is not negative in this context. Power becomes negative when it is overused, misused, or neglected. If followers do not perceive you as being influential, your power weakens, making you less powerful, and less effective. There are two basic sources of a leader's influence; a leader's *position* in the organization and his/her *personal attributes*. We label these influences position power and personal power.

Position Power

Position Power is derived from your rank and position within the organization and gives you a specific level of authority the capacity to influence others who are in a state of dependence. For example, a commander has positional power and authority over all personnel assigned to him or her. As an NCO, you have position power over the Airmen you supervise. As an NCO, you also have positional power and authority over Airmen you outrank. However, you must understand the limits of your authority as it relates to your

position in the organization. Positional Powers are broken down further into four distinct categories:

Connection Power is developed by networking and growing relationships with people who can connect you to resources, opportunities, growth and development. Make connections with people outside of your AFSC, community, base, etc. You never know when this connection power can help you or your Airmen. For example, you are supervising an Airman who is having trouble being paid for their recent PCS. You contact the Sergeant who assisted you with filing your voucher and ask for help for your Airman.

Reward Power comes from the ability to reward/recognize your Airmen. This is a great way to motivate and stimulate performance. Letters of appreciation, 1-day passes, and medals are all examples of reward powers. This power is most effective when used appropriately. If your Airmen are motivated by time off, then rewarding them with a letter of appreciation would be an ineffective use of reward power.

Legitimate Power is the power you derive from your formal position held within the hierarchy of the organization. Think about the legitimate power you have according to the Enlisted Force Structure. The Airman Tier focuses on development of your own technical skills and military proficiencies. Once you are a part of the NCO Tier, your focus must shift to developing the Airmen below you. As you progress through the ranks, your legitimate power will change based on the different duty titles you hold.

Coercive Power is dependent on fear, suppression of free will, and/or the use of punishment or threat. Your ability to enforce discipline with repercussions such as counseling, administering paperwork (LOC, LOR, etc.) and recommending punishment as a supervisor can enhance or deteriorate your influence. Coercive Power should not be your sole method for gaining influence with the Airmen you lead.

Balancing the use of your positional powers with your Airmen is vital to increasing your influence. The overuse of one or more powers may have a negative impact on the Airmen you lead.

Personal Power

Countless leaders of the past were not necessarily in positions of great power but they possessed great personal power. Take Dr. Martin Luther King, for example. He had a vast amount of personal power, but never held an elected office. Dr. King is considered one of the greatest leaders of the Civil Rights movement through his role as a pastor. His charisma propelled the success of the American Civil Rights movement from central Alabama to the national stage. While charisma can excite a crowd, a leader's ability to show knowledge of their job propels them further. Personal power is broken down further into three distinct categories:

Referent Power is personal charisma or likeability characteristics that a person displays. This type of power lies in the relationships you develop with your subordinates. A supervisor who is admired by his or her Airmen is an example of someone with referent power. While it is a good characteristic to have, if you rely on it too much it can negatively impact your leadership, others, and the organization. Have you ever heard an Airman say, "My supervisor is a good person; he just doesn't know how to lead"? Great leaders know how to balance their referent power.

Information Power occurs when a leader possesses knowledge that others want or need. A leader's information power is also the perceived access to important data and useful information, like reenlistment information or promotion statistics. Leaders should be willing to share accurate information with their Airmen to answer the questions they may ask.

Expert Power is a leader's special knowledge or skills related to the job. A leader has expert power when he or she knows the most about a job or task. Expertise can be demonstrated by reputation or by offering appropriate credentials certifying expertise i.e. degrees, certifications, skill level, etc. As a leader, your followers look to you for more than just direction. Displaying expertise in a task builds credibility, followership, and enables you to effectively lead.

Balancing the use of your personal powers with your Airmen is also vital to increasing your influence. Leaders who rely solely on their personal power to lead and motivate Airmen may have limited effectiveness.

Influence and Leadership

There are many definitions for the term "leadership"; however, the word "influence" is a common factor among them all. Leaders must recognize the importance of influencing Airmen to accomplish the mission. Misusing powers, or relying on just one power, can have a negative impact on the work environment and cause a breakdown in trust between supervisors and Airmen. Effective leadership involves influencing an Airman's behavior by applying both positional and personal powers. When leaders self-evaluate their ability to influence followers, they must remember followers have influence too.

Influence and Followership

There are certain things we can do as followers that will have a positive effect on the amount of influence we have with our leaders. Demonstrating the traits mentioned earlier is only the beginning. Keep in mind there are a few other factors to consider when gaining influence as a follower.

First, you should try to understand the world from your supervisor's point of view. A fundamental rule a follower must remember is that every leader is also a follower. Your supervisor is often operating under someone else's set of rules and agendas. Have you ever felt that you had been given an unrealistic suspense or an impossible task? A task may be just a small part of the bigger picture. A successful follower adapts to his or her supervisor's way of thinking. This is not blind obedience, but rather realizing that supervisors are in a position of authority and must set agendas for their followers. Open communication between a follower and leader is an important aspect of the leader-follower dynamic. Followers can gain more influence by openly communicating with their leaders, keeping their leaders informed and by asking for clarification or explanation when needed.

Followers must sometimes put personal feelings aside to accomplish the mission. As a follower, you may not know (or have access to) all the information your supervisor uses to make his or her decision(s). Trust in your supervisors, support his/her decisions, and understand his/her point of view. A supportive and understanding follower has a better

chance at earning a position of influence. Meeting a supervisor's expectations, communicating with your supervisor, and setting a good example for others, are ways of gaining trust and respect.

Another way to increase your influence as a follower is by knowing who you are as a person. Be conscious of how you act and how you react to various situations. As followers, we often find ourselves in situations we do not favor; because of this, we must know ourselves well enough to control our emotions and behaviors that may lead us to act inappropriately. This is especially important when you find yourself in a situation where you disagree with your supervisor's decision, policy, etc.

Disagreeing with a supervisor's decisions can be an intimidating experience; however, supervisors are human and sometimes make mistakes. The type of relationship you have with your supervisor is based on mutual trust and respect. If you must disagree with your leader on a particular issue, it is acceptable to present your views tactfully. The amount of support and understanding you have previously demonstrated to your leader will influence your success at changing a policy or decision. Adhering to the following tips gives you a better chance of influencing change:

1. Control your emotions. Remain calm and rational. Present your opinions in a mature and adult manner to ensure a better chance of acceptance.
2. Offer proposed solutions to problems. If you feel a problem is important enough to bring to your supervisor's attention, chances are you have given it some thought already. Take time to think of a way to fix the problem. Even if the supervisor does not accept your solution, he or she will appreciate the fact that you presented a solution instead of merely complaining about it.
3. Recognize the importance of timing. Choose a good time to discuss an issue and refrain from this when there are others present. Choosing an inappropriate time to address issues could potentially damage your supervisor-subordinate relationship.
4. Use the chain of command properly and try to resolve issues at the lowest level first. Work through problems with your immediate supervisor first; if your supervisor is unable (or unwilling) to help, and you feel the issue is important, advise your supervisor (in a non-threatening way) of your intent to discuss it with the next person in the chain of command. If your supervisor IS the problem, you should still try everything within your power to work it out with him or her before going higher in the chain of command.

MP 5. DEVELOPING OTHERS

Developing our Airmen is an ongoing process that requires leaders to:

1. Recognize and assess the unique capabilities of each Airman in their work center using the same skills described in this lesson. Those capabilities may include any skills, talents, experiences, personality temperaments, etc. each Airman may have that can contribute to current and future mission accomplishment.

skills, talents, experiences, personality temperaments, etc. each Airman may have that can contribute to current and future mission accomplishment.

2. Evaluate the developmental needs of Airmen and then assist them with personal and professional developmental needs that fulfill current or future job roles and responsibilities.
 - a. Professional developmental needs may include off-duty education, PME, specific skill training, additional training, professional development seminars/courses, communication skills, etc.
 - b. Personal developmental needs may include relationships, interpersonal skills, communication skills, supervisory skills, off-duty education, etc. Leaders can use the same diagnosing skill described previously (taking a look at the situation, environment, and person) to determine what is happening with an individual, which will help with diagnosing their developmental needs.

Here are some factors to consider when determining the developmental needs of Airmen.

Aspirations are what an individual hopes to attain or has to desire to accomplish. As leaders, you should communicate with Airmen to find out what their aspirations are, which will help you develop their needs and desires.

Personality is how an individual usually behaves or thinks (analytical, theoretical competitive, passive). Being mindful of your traits and cognitive preferences can aid you in making active adjustments to suit how your Airmen will accept direction or feedback. Refer back to your self-awareness assessments.

Self-Concept is based on how individuals may think and feel about themselves and on feedback from external sources (how others see them). By knowing how people see themselves and how they believe others see them, we can gain insight into the actions they take.

Attitudes and Values- Attitude is when an individual responds positively or negatively to a person, place, thing, or situation, and values are beliefs that an individual regards as very important.

Once you have determined the developmental needs of your Airmen, you should create a deliberate development plan with each individual. Before moving on, look at the definitions of deliberate, develop, and plan according to Webster's Dictionary:

Deliberate - To think about or discuss issues and decisions carefully.

Develop - To create or produce especially by deliberate effort over time; to expand by a process of growth.

Plan - A method of achieving an end; a detailed program.

EPME Academic Affairs uses the following working definition for deliberate development plan:

“To carefully think about and discuss strengths, areas of improvement, current and future roles, and responsibilities with followers for the purpose of creating a detailed plan (or expanding an existing one) that intentionally and methodically develops personal and professional growth over time.”

Creating a deliberate development plan includes assessing the whole person and targeting specific areas that need improvement and/or need expanding in order to fulfill current or future roles and responsibilities. Examples of current or future roles and responsibilities include but are not limited to:

Team Leader/NCOIC	Church Volunteer	Youth League Coach
Ceremony Emcee	Recruiter	Honor Guard
Scout Leader	PME Instructor	Various Additional Duties

Consider the Airman who is quite comfortable speaking to small groups, but struggles in front of larger groups or when speaking with higher-ranking individuals. In order to improve his/her public communication skills, this individual needs planned opportunities to speak to large groups and high-ranking individuals. He/she also needs your encouragement as he/she gradually develops his/her communication abilities.

Set Up Plan

Set up a plan to begin the development process. This includes sitting down with the individual, going over your diagnosis of his/her capabilities and developmental needs, and establishing milestones and deadlines to cover a specific period. It also includes identifying and securing any resources needed to allow the Airman to fulfill current or future roles and responsibilities more effectively.

In order to do this, a leader must know about and tap into various resources which may include:

- Other people who have skills and who are willing to mentor
- Knowing about the organization’s budget, including the process for requesting funds and other types of support
- Various outside agencies (Airmen and Family Readiness Center, Family Advocacy, AMS for special duty opportunities, etc.)
- PME requirements, seat availability, and opportunities (e.g. instructor, adjunct instructor, etc.)

Monitor the Plan

Consistently check progress against milestones/deadlines and adjust as necessary. For example,

After diagnosing her unit and her subordinate, SrA Wilson, SSgt Smith helps Wilson create a deliberate plan that postures her for the unit's additional duty trainer position when it comes open in 12 months. The plan may include attending base training and certification courses, off-duty education (writing, speaking, and curriculum development courses), and shadowing the current training NCO. The plan includes milestones and deadlines for completing the training and certification course, the off-duty courses, and so forth. Smith monitors the milestones and deadlines and when they come up, she meets with Wilson to check progress and to adjust the plan if needed.

Deliberate development plans should include things that will help Airmen fill current and future roles and responsibilities and that help Airmen gain desired skills while in current and future positions. For example,

TSgt Smith's other subordinate is SSgt Gray, who loves the Air Force and shows it through her enthusiasm and energy. Smith feels Gray would make an outstanding ALS instructor, and after discussing it with Gray, she learns that Gray would enjoy the challenge. However, Gray's verbal and nonverbal communication needs improvement. Smith wants Gray to be successful. Together Smith and Gray develop a six-month plan including speech classes, joining the local toastmasters club, and ensuring Gray qualifies for the Developmental Special Duty program. Speech class and a membership to the local toastmasters club will ensure a smoother transition into being an instructor. By laying the foundation for growth, Gray can focus on furthering development in other areas such as time management, organizational skills, and self-discipline.

It is important to remember that deliberate development plans differ from one Airman to the next. Each one must be unique and designed to meet the specific needs of the organization and, whenever possible, the personal needs of the Airman.

Interpersonal sessions are a great way to communicate deliberate developmental plans. The skills taught during the *Interpersonal Communication* lesson will assist you with this portion of the plan. You can utilize the new Airmen Comprehensive Assessment Worksheet (ACA) as a road map or starting point for your subordinate's development. This session will serve as an opportunity to communicate with your subordinate on a more personal level. Relay your expectations; plan to help your Airmen develop and achieve those expectations, along with their personal goals and aspirations. Remember, the process does not end just because the plan is in place. It takes continuous monitoring to give and receive feedback and to adjust the plan.

MP 6. PERSONAL LEADERSHIP DEVELOPMENT PLAN

During your time at the Airman Leadership School, you will create a Personal Leadership Development Plan, or PLDP. This assignment will challenge you to think about your development as a leader and help you create a plan with goals/milestones you will agree to meet over the next couple of years. After you graduate from the ALS, you are encouraged to share your PLDP with your supervisor and/or mentor for feedback and assistance with your plan. Periodically review your plan and make changes (as necessary) to your personal copy of your PLDP. You will review the evolution of your PLDP during the NCO Academy and the SNCO Academy.

PERSONAL LEADERSHIP DEVELOPMENT PLAN

Format:

- Cover page
- Narrative style writing (no bullets)
- Times New Roman – 12 point font
- Double spacing between paragraphs
- Each section must start on a separate page
- PLDP file will be saved in the following format:
 - Class X-X_Last Name_First Name_Middle Initial_(Student ID Number)
 - Example: Class 12-A_Smith_ John_ S_(ALS1234567)

Instructions:

- This assignment consists of four parts:
 - Part I: Personal Values
 - Part II: Leadership Vision Statement
 - Part III: Strengths and Improvement Areas
 - Part IV: Development Action Plan
- Students turn in a copy of the PLDP to their instructors NLT DOT 20. On DOT 23, instructors meet with each student individually to provide feedback on the plan. At a minimum, instructors must cover the following during their feedback:
 - Did the student capture all elements of the plan?
 - Does his/her action plan meet the intent of the assignment?
 - Did the instructor identify problem areas that are not on the plan, but should be?
 - Reinforce the importance of adjusting the plan as needed.

Content:

- The PLDP must address the following:
 - Part I: Personal Values
 - List your top 5 personal values in order of importance (i.e., compassion, teamwork, etc.) and provide a brief description of what the value means to you and how each value impacts your life and your potential leadership effectiveness

- These 5 values should be in addition to the AF Force Core Values. While the core values are extremely important, they are 'organizational' values. The student must focus on 'personal' values.
- Part II: Leadership Vision Statement
 - In a vision statement of 300-400 words, capture the type of leader you want to be and what you want to accomplish as a leader
 - Visualize yourself as a leader in the future
 - Use the personal values you identified in Part I as a foundation
- Part III: Strengths and Improvement Areas
 - Based on the information you learned about yourself in this course from the lesson concepts, self-assessments, and peer and instructor feedback:
 - List 3 personal strengths and briefly explain why each is a strength
 - List 3 areas of improvement and explain why each area needs work
- Part IV: Development Action Plan:
 - Using the information from Part III, compose an action plan to help guide your development over the next 3-5 years. Focus your attention on your 3 strengths and 3 improvement areas you would like to work on. When developing your action plan, answer the following questions:
 - What are you going to improve/continue to develop?
 - How are you going to improve/continue to develop the area?
 - Timeframe? How long do you need to work on that area?
 - Resources needed? Do you need any resources to help (i.e., additional training)?
 - How will you measure success?
- While completing Part IV, make sure all elements of the Development Action Plan are SMART:
 - Specific – What, when, why and how
 - Measurable – How are you going to know if you have met your goal?
 - Acceptable – Can you do it?
 - Realistic – Is your plan really going to work?
 - Timeframe – How long is it going to take you?

¹ Air Force Doctrine Document (AFDD) Volume 2 Leadership, 4 November 2011

² Paul Hershey and Kenneth Blanchard, *Management of Organizational Behavior*, 6th edition, pages 5-6

³ Ibid

⁴ Ibid