

VOLUME THREE INDIRECT LEADERSHIP

# LEARN TO LEAD

CIVIL AIR PATROL CADET PROGRAMS



CHARACTER  
AIR FORCE TRADITIONS  
LEADERSHIP THEORY  
COMMUNICATIONS  
CRITICAL THINKING



CIVIL AIR PATROL USAF AUXILIARY

*“Be the change that you want to see in the world.”*

**GANDHI**





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# LEARN TO **LEAD**

**CIVIL AIR PATROL** CADET PROGRAMS



*“Only the man who knows how to obey can understand what it is to command and give orders when the spears are coming at him and his time to lead has come.”*

SOPHOCLES

*“There are no secrets to success. It is the result of preparation, hard work, and learning from failure.”*

COLIN POWELL

*“Few men are willing to brave . . . the wrath of their society. Moral courage is a rarer commodity than bravery in battle.”*

ROBERT F. KENNEDY

*“Only those who will risk going too far can possibly find out how far one can go.”*

T.S. ELIOT

*“The medals don’t mean anything and the glory doesn’t last. It’s all about your happiness.”*

JACKIE JOYNER-KERSEE

*“Miss Jean Louise, stand up. Your father’s passin’.”*

HARPER LEE



MAJOR S. ROCHELLE “LEX” KIMBRELL, USAF  
FIRST BLACK FEMALE FIGHTER PILOT &  
FORMER CAP CADET

**LEARN TO LEAD**

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# LEARN TO LEAD

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## 9

## CHAPTER 9

**THE CADET OFFICER****LEADERSHIP CAN BE YOUR VOCATION.**

The most successful and personally satisfied professionals do not think of leadership as a mere occupation. Rather, leadership can be a calling, a vocation, a profession that engages the heart, mind, and soul.

What might be the “calling” for cadet officers? Perhaps continuous self-development, or community service, or the mentoring of younger cadets, or all three challenges and more.

The first section of this chapter examines the history of the officer corps and the view that leadership can be a vocation.

**CHAPTER GOALS**

1. Appreciate the opportunities and responsibilities of officership.
2. Recognize the officer’s challenge to be a moral leader and teacher.
3. Understand the leader’s role in resolving conflict.



## OFFICERSHIP

### HISTORY OF THE OFFICER CORPS

#### OBJECTIVES:

1. Describe how officers' professional expectations rose with the birth of the modern military.
2. Discuss how the concept of a meritocracy guides militaries in the selection of officers.

**Weak Leaders in Command.** Today, the U.S. military's officer corps is respected tremendously within the armed forces and by the public at large. But for centuries, military officers were not respected for their special knowledge and skills. In fact, the concept of an officer – that is a professional, an expert soldier, a true and learned leader – was not to be found in any nation until the early 1800s.

*“Wealth, birth, personal and political influence dictated the appointment and advancement of officers. Children and incompetents frequently held high military rank. Nobody of professional knowledge existed. Consequently, no institutions, except for a few technical schools, were available to impart military knowledge, and there was no system for applying that knowledge in practice. Officers behaved and believed like aristocrats... In brief, the military profession was simply nonexistent.”<sup>1</sup>*



### CHAPTER OUTLINE

In this chapter you will learn about:

- Officership
  - History of the Officer Corps
  - Indirect Leadership
  - Public Trust
  - Respectful Dissent
- Moral Reasoning
  - The Leader as Philosopher
  - Moral Relativism
  - Moral Objectivism
  - Virtue Ethics
  - Duty Ethics
  - Utilitarianism
- Character Formation
  - Character Ed. Through Behaviorism
  - The Developmental Perspective
- Conflict Resolution
  - Five Types of Conflict
  - A Model of Interpersonal Conflict
  - Cooperative Negotiation
  - Speak Up! Against Everyday Bigotry
- Conclusion

#### Career Officers

The generals who won WWII were all career officers who possessed formal military training and climbed the ranks via their merit as leaders. Here, seated left to right are Simpson, Patton, Spaatz, Eisenhower, Bradley, Hodges, and Gerow; standing are Stearley, Vandenberg, Smith, Weyland, and Nugent.

**Rise of the Meritocracy.** Why did nations abandon the idea that who your father was or how much money you had would be the most important considerations in selecting officers? After the American and French revolutions, **egalitarian** ideals took root. Wealth and ancestry, and later race and gender, no longer were viewed as fair or honorable measures of a leader. Each individual is equal, at least in dignity. Egalitarian ideas naturally led to the concept of the meritocracy. In a meritocracy, merit rules. The smartest, most creative, most expert, most accomplished individuals are able to rise to the top and earn the most prestigious and rewarding positions.

**Rise of Technology.** At the same time that old biases fell to egalitarian and meritocratic ideals, warfare became more complicated. The 19<sup>th</sup> century gave rise to the Industrial Revolution, producing game-changing new technologies. Military leaders realized that to master new technologies like iron-clad ships, rifling, flintlock cannons, mechanically-fused land mines, railroads, battlefield medicine, and more, officers would have to undergo specialized training. Any random rich son of a prominent father wouldn't necessarily be suited to the demands of the increasingly technical and complex demands of military leadership. Officers were not born; rather, they were educated and trained for the profession of arms.

**Birth of the Modern Officer Corps.** The rise of the meritocracy and the new complexity of warfare gave birth to the concept of the modern officer corps. This Prussian government decree from 1808 summarizes that new view of officership, a view that remains dominant even today:

*“The only title to an officer’s commission shall be, in time of peace, education and professional knowledge; in time of war, distinguished valor and perception. From the entire nation, therefore, all individuals who possess these qualities are eligible for the highest military posts. All previously existing class preference in the military establishment is abolished, and every man, without regard to his origins, has equal duties and equal rights.”*<sup>22</sup>

### egalitarian

Relating to the principle that all people are equal and deserve equal rights and opportunities.

### The Service Academies

The United States maintains service academies to train and educate an officer corps. The academies reflect the ideals of an officer corps constituted upon merit, not birthright.



USMA West Point



USNA Annapolis



USAFA Colorado Springs



USCGA New London



## OATH & COMMISSION

### OBJECTIVE:

3. Defend the requirement for officers to swear an oath of office.

Where do officers come from? Air Force doctrine talks of leaders being made through experience, education, and training.<sup>3</sup> But what mechanism creates an officer? The U.S. Constitution declares, “the President... shall commission all the officers of the United States.”<sup>4</sup> Because of this constitutional principle, new officers first make an oath of office and then receive a certificate of commission.



The oath of office professes what an officer will do and to whom she will swear her allegiance. Responsibility should always accompany authority, so the oath (a profession of responsibility) comes before the actual commission. In 21<sup>st</sup>-century America, it's easy to take the oath's principles for granted. Thankfully, we've never experienced a group of rogue military officers conspiring to overthrow the republic.

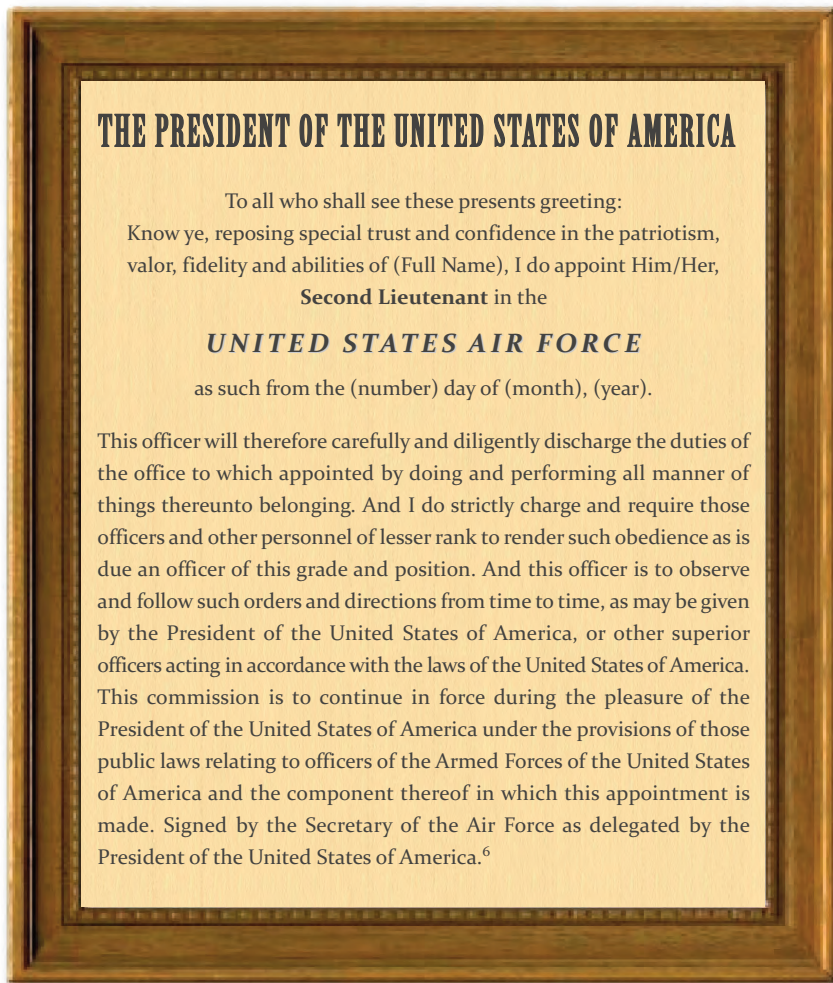
The oath's key principle is the officer's promise to support the Constitution against all enemies. Recall that in chapter 1 we discussed how armies of the Old World swore allegiance to their particular lord or general. Although the president is the military's commander in chief, officers do not pledge to do whatever they want; rather, even the president's authority is **circumscribed** by the Constitution.

**circumscribe**

To restrict within certain limits.

Each officer is commissioned. That is, they receive a legal document designating them as officers and granting them authority to lead. Again, it's easy to take this concept for granted. “You're an officer? Who says?” The president delegates authority to the officer through the certificate of commission. This physical document is a visible sign of the president's trust in the individual officer and the basis for that officer's authority.

Having professed the oath of office and received a commission, the Code of Conduct – the warfighter's essential duties – now compels the officer “to guard our country and our way of life, and to give [his] life in [its] defense.”<sup>5</sup>



**OATH OF OFFICE**

I (name), having been appointed a (grade), United States Air Force, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter, (so help me God).<sup>7</sup>

**PATHS TO A COMMISSION**

**This table shows the path that new active duty lieutenants and ensigns followed to obtain a commission in all branches in 2009.<sup>8</sup>**

Service Academy	17%
ROTC Scholarship	18%
ROTC Non-Scholarship	12%
Officer Training School	29% (about 20% of these are prior enlisted)
Direct Appointment	17% (lawyers, physicians, chaplains, etc.)
Other / Unknown	7%

**In 2011, the Air Force awarded ROTC scholarships to students pursuing the following majors:<sup>9</sup>**

Scientific or technical field of study	70%
Foreign language	20%
All other majors	10%

**Profile of the "average" AFROTC scholarship recipient:<sup>10</sup>**

Class Rank	Top 12%
Grade Point Average	3.77
SAT	1260 (out of 1600)
ACT	27



Per tradition, newly-minted officers present a silver dollar to the first enlisted person who salutes them

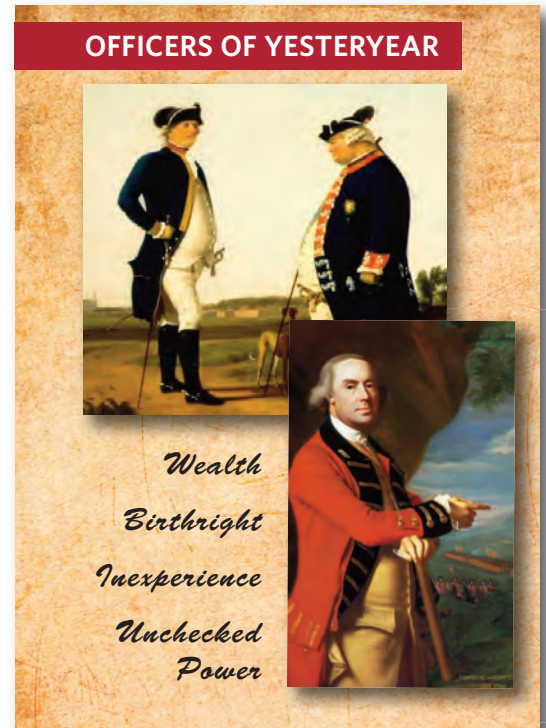


## THE OFFICER CORPS TODAY

Officers are professional leaders, entrusted with serious responsibility. Officership has evolved. More than ever, America demands that its officers be highly educated. One Secretary of Defense put it this way:

*“Once it was enough that the military leader excel in strength and stamina and courage. The range of talents required of [officers today] is infinitely broader...We need military leaders who understand this complex world in which we live... the scientific revolution... the techniques of managing bafflingly complex organizations... combined with qualities of character that inspire others...”<sup>11</sup>*

The cadet officer’s task then is to try to emulate these hallmarks of officership. Though not legally bound by an oath of office or formally commissioned by the President, cadet officers can still think of themselves as pursuing a vocation of leadership and service.



## TODAY’S OFFICERS: “INFINITELY BROADER TALENTS”



**INSPIRATIONAL LEADERSHIP**



**adaptability for a complex world**



**a range of talents**



**scientific competency**



**CHARACTER**





## PORTRAIT OF AN OFFICER: MASON MATHIAS<sup>12</sup>

Lt Robert Mason Mathias was the leader of the second platoon, E Company, 508<sup>th</sup> Parachute Infantry Regiment, U.S. 82<sup>nd</sup> Airborne Division. At midnight, June 5/6, 1944, he was riding in a C-47 Dakota over the English Channel, headed toward the Cotentin Peninsula of Normandy.

**Lt Mathias discreetly offered his counsel, but never intruded. He made allowances, but never compromised his standards.**

The Germans below were firing furiously at the air armada of 822 C-47s carrying the 82<sup>nd</sup> and 101<sup>st</sup> Airborne divisions into battle . . . As the C-47 lurched this way and that, a consequence of the pilot's futile attempts to escape the flak, the men behind Mathias were calling out, "Let's go," or "Jump, damn it, jump."

Mathias had his hands on the outside of the doorway, ready to propel himself into the night the instant the green light went on. A shell burst just beside him. Red-hot flak ripped through his reserve chute into his chest, knocking him off his feet. With a mighty effort, he began to pull himself back up. The green light went on.

It was the kind of action his men had learned to expect from Bob Mathias. He was immensely popular

**Bob Mathias was absolutely fair, totally dedicated. On a 25-mile march, one of his men gave out. Mathias picked him up and carried him home.**

with his platoon and fellow officers. For two years he had been preparing himself and his platoon for this moment. He was known to be absolutely fair, totally dedicated. He was the best boxer in the regiment, and the best marcher. On one twenty-five-mile march, an intraplatoon competitive hike, when everyone was pushing the limit, one of his men gave out. Mathias picked him up and carried him the last three-quarters of a mile home.

Mathias was a devout Catholic. He went to Mass as often as possible and did all he could to make church attendance convenient for his men. He never swore. His company commander said of him, "He can hold more than his own with the toughest man alive; yet you won't ever hear him use hell or damn."

When a man in the second platoon had a problem, Mathias could sense it. He would discreetly offer his counsel, but he never intruded. One of his privates recalled, "He made allowances, but

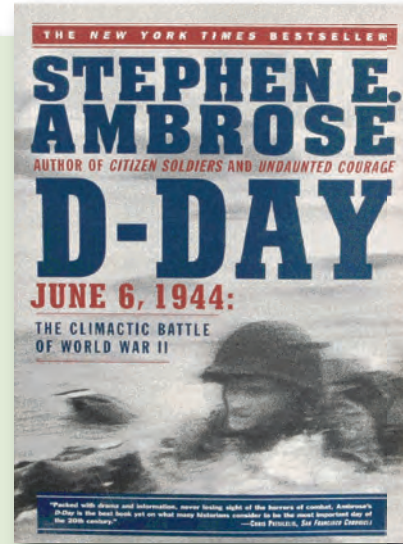
never compromised his standards. He seemed deeply hurt on the few occasions we failed to meet his expectations, but he never lost his temper."

He had prepared himself in every way possible for the upcoming struggle. He was a student of military history. He had mastered every weapon and skill necessary to a rifle company. He had studied German weapons, organization, and tactics. He had learned the German language well enough to speak it fluently, and French well enough to ask directions. He had taught his men German commands and French phrases. "Valuable lessons," Cavanaugh remarked.

When Lieutenant Mathias was wounded from the shell burst and the green light went on, he had enough strength to push himself out of the way, so that the men behind him could jump. Had he done so, the crew of the C-47 could have applied first aid and —perhaps— gotten him back to England in time for a life-saving operation. Later, every man in his stick was certain that Mathias must have had that thought.

Instead, Mathias raised his right arm, called out "Follow me!" and leaped into the night. Whether the shock from the opening parachute, or the shock of hitting the ground, or excessive bleeding from his multiple wounds was the cause, no one knows, but when he was located a half hour or so later, he was still in his chute, dead. He was the first American officer killed by German fire on D-Day.

Excerpted from Stephen E. Ambrose, *D-Day, June 6, 1944: The Climactic Battle of World War II*, (New York: Touchstone, 1995), 22-24. ISBN: 0-671-67334-3 Reprinted with permission.



**"Follow me!"**





## INDIRECT LEADERSHIP

### OBJECTIVE:

4. Compare and contrast direct leadership with indirect leadership.

When you became an NCO, you transitioned from “one who is cared for to one who cares for others.”<sup>13</sup> Now as a cadet officer, you must transition from the tactical to operational arena, from one who leads directly to one who leads in concert with and through other leaders. Being a mid- to high-level leader in an organization requires skill in indirect leadership.

As a new cadet officer, does your changing leadership role mean less fun and excitement? No, it’s just the opposite. You’ll enjoy increased authority, tougher challenges, and an opportunity to make a bigger impact on the team. All told, your leadership experiences will really make you stand out in life when compared with your non-cadet peers. It’s only now as a cadet officer that you’ll truly begin to mature as a leader.

See chapter 4 for a review of the leadership arenas: strategic, operational, and tactical.

This section discusses the concept of indirect leadership. The closely related issue of how to delegate authority will be discussed in chapter 11.

## FORMS OF INDIRECT LEADERSHIP

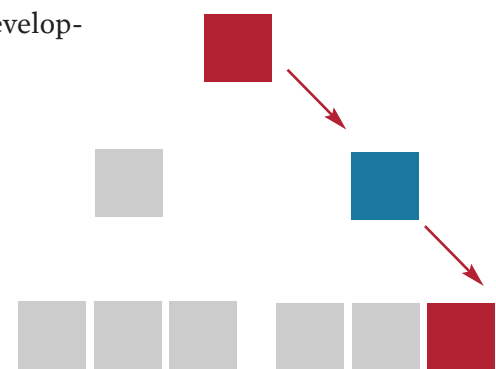
### OBJECTIVES:

5. Describe the four forms of indirect leadership.
6. Explain what the term “link” means in the context of indirect leadership.
7. Defend the principle that upward influence can be a positive form of indirect leadership.

Indirect leadership is visible in at least four forms: leadership from a distance, leadership through a link, leadership through creations, and upward influence.

**Leadership from a Distance.** Leaders who are concerned with the development and performance of individuals who do not directly report to them are said to be indirect leaders who lead from a distance.<sup>14</sup> Take a cadet representative to the wing Cadet Advisory Council, for instance. CAC representatives hope to influence the wing’s cadet corps. They have no command authority over those cadets. If the wing is large, it’s unlikely that the representatives will even meet every single cadet whom they hope to affect. Still, by speaking out on cadet issues and advising the wing commander on how to make the Cadet Program better, the representatives are leaders: indirect leaders working from a distance.

**Leadership through a Link.** Leaders who work through subordinate leaders are indirect leaders. The military-style chain of command familiar to cadets is a great example. Squadron commanders lead through flight commanders and element leaders in an effort to influence the in-ranks cadets. In this example, the flight commanders and element leaders are the “links” who relay messages to lower levels.



An illustration of leadership through a link. Here, the blue leader represents the link through which the top red leader exerts influence.





Indirect leadership then requires less task-related competence and more conceptual skills (the leadership matrix presented in chapter 4 illustrates this point).<sup>15</sup> Researchers found that leading through a link means you can't be there to personally direct every subordinate all the time, so your personnel selections are important. "We try to direct through picking the right people," observed one military officer.<sup>16</sup> Another added, "I'm not so spontaneous and direct as I was before."<sup>17</sup> Indirect leaders have to be more thoughtful and self-controlling than direct leaders. Therefore, it's no surprise that in decision-making, indirect leaders who work through a link are more cautious and deliberative. One officer explains, "It may be the case that I need to know more before I [make decisions and] confirm that it's OK to go ahead."<sup>18</sup>

**Leadership through Creations.** Artists, philosophers, inventors, poets, and the like lead indirectly. Mark Zuckerberg's Facebook revolutionized how people stay in touch, and yet apart from Facebook's employees, he's not the boss of anybody. Leaders of this stripe make their influence felt indirectly, through the symbolic products they create.<sup>19</sup> No surprise that one expert believes indirect leadership requires comfort with chaos. Chaos signifies "freedom and productivity, while direct leadership is terrified by disorder."<sup>20</sup>

Even formal leaders like corporate executives can lead indirectly through creations. After all, the indirect leaders who sit atop big organizations use slogans, logos, and mission statements to steer culture, just like musicians and writers do in their own way as indirect leaders.

*"Through the use of organizational stories, rites and rituals, symbols, slogans, logos and other cultural elements, the leader provides...a picture of the organization. As the definers and givers of culture, leaders set the tone, atmosphere, and philosophy for the organizations...Leaders are the source of cues about reality, expectations, and information for others at levels removed from him or her."<sup>21</sup>*

**Upward Influence.** The best leaders are so expert they are able to influence even their boss. Think of upward influence simply as direct leadership in reverse – the subordinate leads the superior, instead of vice versa. Thus, leadership can be "top-down and direct, and bottom-up and indirect."<sup>22</sup> And why shouldn't a leader be receptive to influence from a follower? Maybe that follower has the right idea. Upward influence will be seen only in organizations where bosses truly show they are willing to listen to subordinates, and when those subordinates are truly made to feel that their input is valued.<sup>23</sup>

### Leadership By Example

When leaders simply model the right behavior, they're leading indirectly. There's no direct instruction at work, but followers naturally watch how the leader behaves and take their cues accordingly.



### Leadership through Creations

Mark Zuckerberg transformed social life, and his creation - Facebook - helped people organize the "Arab Spring" revolutions. Pictured above, protestors in Cairo's Tahrir Square demand President Hosni Mubarak's resignation in 2011.





One comic example of upward influence is found in the old sitcom *Hogan's Heroes*, set in a German prisoner of war camp during WWII. The Allies, led by Colonel Hogan, are guarded by a bumbling incompetent, Sergeant Schultz. Through misdirection, the power of suggestion, reverse psychology, and other tricks, Col Hogan makes Sgt Schultz inadvertently reveal secret information or carry out some innocuous task that makes it easy for our heroes to sneak in and out of camp and sabotage the Nazi war effort. In truth, Col. Hogan's antics are examples of manipulations, not pure leadership, but the basic point remains. The POWs exerted an upward influence upon their captors / superiors.



## CHARACTERISTICS of INDIRECT LEADERSHIP <sup>24</sup>

### Two-way communication is more difficult for indirect leaders

*The colonel is physically separated from the airman; captains and sergeants are intervening links between the colonel and the airman*

### The indirect leader and follower are less likely to know one another personally

*With one hundred or more cadets at a summer encampment, the cadet commander might meet every single cadet, but won't really know each cadet individually*

### The number of followers per leader increase

*The colonel is an indirect leader of several hundred airmen, but a direct leader to a handful of majors*

### Fewer short-term issues are to be resolved by indirect leaders

*Direct leaders handle short-term, on-the-spot, routine issues*

### Spontaneous action and reaction are impossible for indirect leaders

*The CAP National Commander wants everyone to tune in to a special report on tonight's news, but getting that message out to 60,000 members takes a lot of time*

### The indirect leader is faced with problems beyond his or her control

*The colonel can't be on scene to ensure every airman is properly trained; he or she has to trust the direct leaders and the system to work as designed*



## The AIR FORCE SYMBOL as a LEADERSHIP TOOL

"Once a Marine, always a Marine."

"The few, the proud, the Marines."

Those slogans have instant recognition, and moreover, a sense

of unity. Ask the infantryman what he is and he'll answer: a Marine. The F/A-18 pilot: a Marine. The supply sergeant: a Marine. The finance officer: a Marine.

Air Force Chief of Staff Gen Michael Ryan looked with admiration upon how a single culture permeates the Marine Corps. But he believed the Air Force lacked that instant brand recognition.

Moreover, Gen. Ryan worried that because the Air Force never formally adopted an official symbol, logos like the Strategic Air Command's gauntlet and lightning bolts or the Tactical Air Command's winged sword had more influence on the troops than the master brand.<sup>25</sup>

Who cares? What's it matter which logos are seen most often? Gen Ryan found that the lack of an official Air Force symbol resulted in people identifying themselves as, "I'm fighter mafia," or "I'm a missileer," never the more unifying label, "I'm an Airman."

Therefore, Gen Ryan ordered the creation of the Air Force Symbol. As an indirect leader, he used that creation, that cultural element, to unify the "total force."

A single, ubiquitous Air Force Symbol set a new tone for the organization.



## IMPLICATIONS FOR CADET OFFICERS

What do the principles of indirect leadership mean to you as a cadet officer? Your leadership role is changing. You'll need to learn how to lead others from a distance, to lead through a staff of NCOs, to lead through creations and innovations, and to employ an upward influence on your boss. In short, an entirely new set of leadership skills are needed as you transition from straightforward direct leadership to the more complex, challenging, and rewarding form of indirect leadership.

## PUBLIC TRUST

### OBJECTIVE:

8. Explain why organizations and leaders are expected to honor a public trust.

*"...That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed..."*

THE DECLARATION OF INDEPENDENCE

*"If men were angels, no government would be necessary."*

MADISON, FEDERALIST 51

Power requires consent. The entire American civilization, not only American government, is built upon the belief that just powers (that is, all powers that are morally right and fair) come from the consent of the governed. The public rules.

Taken more broadly, leaders who find themselves in powerful positions have an obligation to the public at large. Even private companies are subject to scrutiny. Because men are not angels (to borrow from Madison), the public, the news media, watchdog groups, and the courts take an interest in the actions of organizations and the leaders who head them. (See *Deepwater Horizon spill, BP*. See *\$182 billion bailout, AIG*. See *crash, ValueJet flight 592, etc.*)



America expects its organizations and leaders to honor the public trust.

### Deepwater Horizon

The actions of a private company, BP, led to a major disaster called "Deepwater Horizon." An offshore oil rig exploded. For three months, oil flowed unabated, affecting the US Gulf Coast region. As a result of the massive disaster, BP lost the trust of an outraged public.

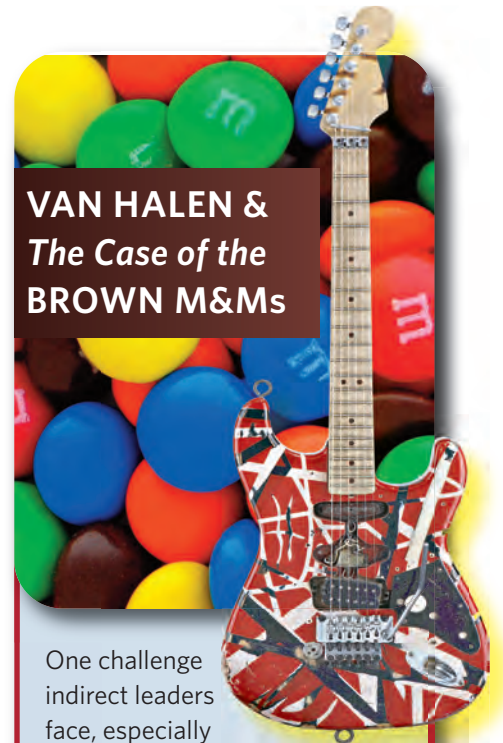
## VAN HALEN & The Case of the BROWN M&Ms

One challenge indirect leaders face, especially when leading through a link, is ensuring their intended message reaches the rank-and-file. How does a colonel know, for example, that the captains and sergeants are relaying the right message to the airmen?

The classic rock band Van Halen believed they faced such a situation. So much goes into a rock concert: lighting, sound systems, security, ticketing, and maybe even dangerous pyrotechnics.

Therefore, Van Halen buried a special requirement in the fine print of its contract. The concert promoter had to provide the band with M&Ms to snack on, but "*absolutely no brown M&Ms*" could be included.<sup>26</sup> In other words, a low-level backstage staffer would have to buy a bag of M&Ms, then manually find all the brown ones and toss them out (or eat them himself)!

Why? Van Halen reasoned that by checking their M&M supply, they could quickly see if the concert promoters were paying close attention to the band's instructions. A bowl full of non-brown M&Ms meant the promoters were prepared and Van Halen could perform a great show.







## CORPORATE SOCIAL RESPONSIBILITY

### OBJECTIVE:

#### 9. Describe sample issues relating to corporate social responsibility.

Corporate social responsibility (CSR) is a term describing this intersection between corporations and the public trust. Some organizations prefer the term “corporate citizenship.” CSR is “how companies manage the business processes to produce an overall positive impact on society.”<sup>27</sup> CSR principles state that corporate executives have a duty to run their business “in a manner that meets or exceeds the ethical, legal, commercial, and public expectations that society has of business.”<sup>28</sup> It’s worth noting that CSR principles are self-imposed, not generally mandated by law. What are some CSR issues?

**Corruption.** Corruption is the abuse of entrusted power for private gain.<sup>29</sup> It’s the antithesis of “Service Before Self.” Perhaps the most familiar form of corruption is bribery, but it’s also seen when a leader pockets the group’s money, and in conflicts of interest when a leader allows his or her personal interests to interfere with what’s best for the organization.

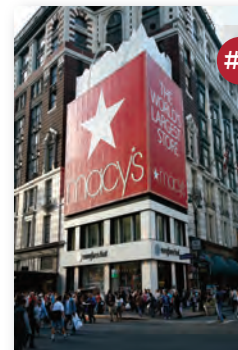
**Stewardship.** All members of an organization, especially its officers or leaders, are expected to be good stewards of the organization’s resources. Stewardship involves the careful management of what is not yours. When a CAP pilot treats a \$550,000 rescue-equipped *Sky-lane* as if it were her own, she is practicing good stewardship. A for-profit example would be an executive taking care to manage the company so that it will continue to succeed for years to come, even if that means sacrificing short-term gains for long-term stability.

**Philanthropy.** Today, corporations go to great lengths to share their profits with worthy charities. *Forbes* magazine, famous for compiling an annual list of the 400 richest individuals on earth, is also compiling an annual ranking of the most generous corporations. Whether companies give because they truly want to or because it makes them look good, the result is the same: good causes win.

**Sustainability.** Sustainability or green business is a key issue in CSR. Sustainability means the organization acknowledges the limits of nature and tries to take a long-term systems view as to how it impacts the environment.<sup>30</sup> Hikers have long been familiar with the sustainability concept through their “leave no trace” mantra. In the for-profit world, Subaru won enormous praise for committing one of its factories to a zero-landfill policy: any waste left over after making cars is either recycled, reused, or converted to energy.<sup>31</sup>

### CSR Matters

According to *Forbes*, the business magazine, the top three most generous companies in 2011 were Kroger, Macy’s, and Safeway.<sup>32</sup> The fact that *Forbes* tracks corporate generosity illustrates the growing importance of CSR.



**Human Rights.** If you sell a product, are you responsible for how that product was made? Ask talk show host Kathie Lee Gifford. Her clothing line was revealed to be manufactured using child laborers under deplorable conditions in Honduras. The public outcry was huge, especially because Mrs. Gifford had been admired as a sunny, wholesome TV personality. She ordered her manufacturers to change their ways. Claiming a human rights victory, one activist said, “The whole Kathie Lee [scandal] literally changed the way people do business.”<sup>33</sup>



**Transparency.** “Sunlight is said to be the best of disinfectants,” wrote one Supreme Court justice; “electric light the most efficient policeman.”<sup>34</sup> Transparency is the principle that those affected by a business or organization should be allowed to know about its operations and practices.<sup>35</sup> Because of the principle of transparency, organizations have their funds audited so stockholders or taxpayers or donors can see how their money was spent. Political contributions are a

matter of public record in the U.S., because of a belief that transparency in campaigns leads to good government. CAP routinely streams its board meetings live over the web, in respect for the principle of transparency.



**Kathie Lee Gifford**

The upbeat TV personality did not know her line of clothing was being made in sweatshop conditions.

### CSR CASE STUDY: THE TYLENOL MURDERS

It's 1982 and you're Tylenol's chief executive. You're told that seven people have died after having taken your popular medicine. Why? A madman has laced the pills with deadly cyanide.

The FBI learns that the poisoning had taken place after the Tylenol reached the shelves of Chicago-area supermarkets. Surely your company can't be blamed for what happens to Tylenol after it leaves your factory. And how many other bottles of Tylenol in Chicago, in Illinois, in the United States have been poisoned? No one knows.

What do you do?

Johnson & Johnson, the makers of Tylenol, made their decision. They voluntarily recalled all 31 million bottles of the medicine from every shelf in every store across America. The recall cost them over \$100 million.<sup>36</sup> Why? It was the right thing to do. Before shipping Tylenol products back to stores, the bottles were redesigned with three layers of protective packaging.

Johnson & Johnson exceeded the public's ethical and legal expectations for a drug company, and in so doing, set a new standard for corporate social responsibility.



## PROFESSIONAL RESPONSIBILITY

### OBJECTIVES:

10. Describe why professionals often join professional associations.
11. Explain why most professional associations adopt a code of ethics.

Professionalism, if you recall from chapter 4, is not the job you do but how you do it. In their efforts to honor the public trust, professionals join professional associations. A professional association is a group that seeks to further a certain career field, help members succeed in that profession, and uphold the public trust. Airmen might join the Air Force Association, businesspeople might join the American Management Association, and engineers could join the American Institute of Aeronautics and Astronautics.

One way professional associations advance their field and earn the public's trust is by adopting a professional code of ethics. Sometimes aspirational, sometimes prescriptive, codes of ethics identify moral standards that all members of the profession are expected to honor.<sup>37</sup> While CAP and the Air Force have Core Values, professional codes of ethics tend to be less general and more particular about the ethical issues one can expect to encounter in a particular profession. For example, a code for psychiatrists will certainly address patient confidentiality. A code for zoologists will undoubtedly address how animals are to be treated when conducting scientific research.

Leaders who think of themselves as professionals will naturally see merit in their profession adopting a code of ethics. But self-interest plays a part, too. Groups that do not adopt codes of ethics or police themselves are more likely to become vulnerable to external regulation. The movie rating system is a good example. Ratings are not matters of law, but ethical practices that the studios and theaters pledge to uphold. If Hollywood had not created a movie rating system, it's likely that many local governments would have created a patchwork of regulations, with each town censoring films in its own way.<sup>38</sup>

But if membership in a professional association is voluntary, how do codes of ethics really work? Some professionals, such as attorneys, are required to belong to an association and to follow that group's code in order to maintain their license to practice law. Deviate from the bar association's code of ethics and your livelihood is in jeopardy. In other professions, leaders who fall short of the code's requirements might be censured or reprimanded, assigned remedial courses in ethics, or be expelled from the group.<sup>39</sup> Social stigma can be a powerful motivator.

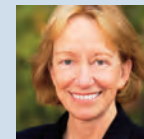
### Not illegal, but still wrong: PROFESSIONAL MISCONDUCT

Not all misdeeds are crimes. Presented below are four notable tales of highly successful professionals whose colleagues rebuked them for professional misconduct.



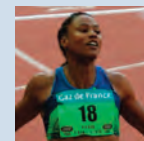
Journalist [Jayson Blair](#) of the *New York Times* was discovered to have made-up several of his news stories.

*Times* editors were so embarrassed by the scandal they published a 7,000-word apology and correction of his reporting. The *Times* demanded his and his boss's resignation.<sup>40</sup>



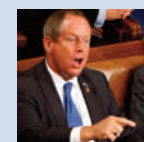
Historian [Doris Kearns Goodwin](#) failed to properly credit her sources when writing a book about the

Kennedy family. Although an unintentional error, the incident brought discredit to the Pulitzer Prize-winning author.<sup>41</sup>



[Marion Jones](#) won five Olympic medals in track and field, but upon her testing positive for performance-

enhancing drugs, she was called a "cheat" and made to forfeit her three Gold and two Bronze medals.<sup>42</sup>



The US Congress voted to reprimand [Rep. Joe Wilson](#) for shouting "You lie!" during President

Obama's speech to a Joint Session of Congress. The House said his outburst "degraded its proceedings."<sup>43</sup>



## CODES OF ETHICS

Shown below are sample codes of ethics, taken verbatim from major professional associations.



### *Airline Pilot*<sup>44</sup>

An airline pilot will keep uppermost in his mind that the safety, comfort, and well-being of the passengers who entrust their lives to him are his first and greatest responsibility.

- He will never permit external pressures or personal desires to influence his judgment, nor will he knowingly do anything that could jeopardize flight safety.
- He will remember that an act of omission can be as hazardous as a deliberate act of commission, and he will not neglect any detail that contributes to the safety of his flight, or perform any operation in a negligent or careless manner.
- Consistent with flight safety, he will at all times operate his aircraft in a manner that will contribute to the comfort, peace of mind, and well-being of his passengers, instilling in them trust in him and the airline he represents.
- Once he has discharged his primary responsibility for the safety and comfort of his passengers, he will remember that they depend upon him to do all possible to deliver them to their destination at the scheduled time.
- If disaster should strike, he will take whatever action he deems necessary to protect the lives of his passengers and crew.



### *Engineer*<sup>45</sup>

Engineers, in the fulfillment of their professional duties, shall:

1. Hold paramount the safety, health, and welfare of the public.
2. Perform services only in areas of their competence.
3. Issue public statements only in an objective and truthful manner.
4. Act for each employer or client as faithful agents or trustees.
5. Avoid deceptive acts.
6. Conduct themselves honorably, responsibly, ethically, and lawfully so as to enhance the honor, reputation, and usefulness of the profession.



### *Aviation Maintenance Technician*<sup>46</sup>

"As a certified technician, my performance is a public service and, as such, I have a responsibility to the United States Government and its citizens. I must ensure that all citizens have confidence in my integrity and that I will perform my work according to the highest principles of ethical conduct. Therefore, I swear that I shall hold in sacred trust the rights and privileges conferred upon me as a certified technician. The safety and lives of others are dependent upon my skill and judgment, therefore I shall never knowingly subject others to risks which I would not be willing to assume for myself, or for those who are dear to me."



## "WE'RE GONNA BE IN THE HUDSON."

USAirways flight 1549, an Airbus A320 mid-size airliner, lost power moments after take-off from New York's LaGuardia Airport in January 2009.<sup>47</sup> Perhaps due to a birdstrike, both engines failed as the jet was over Manhattan with just 10,000 feet of altitude.

Listen to the audio of Captain Sully's communications with air traffic control and you won't hear any panic in his voice. As the controller quickly but confidently suggested runway options for an emergency landing, Captain Sully brushed those ideas aside with a matter of fact reply, "We're gonna be in the Hudson."

Somewhat puzzled by that declaration, the controller asks for clarification. But Captain Sully doesn't offer any. Why? He was too busy trying to prepare a fully-loaded jet for an emergency water landing.

Captain Sully's training taught him the proper ordering of priorities: (1) aviate, (2) navigate, (3) communicate.

Captain Sully's quick thinking, calm under pressure, and consummate professionalism resulted in a smooth landing on the Hudson River. His professionalism saved 155 souls on board.



## RESPECTFUL DISSENT

### **OBJECTIVE:**

#### 12. Define the term "dissent."

Throughout this chapter we've emphasized that an officer owes allegiance to more than her direct supervisor. There's allegiance to the mission, allegiance to the larger organization, allegiance to the law or Constitution, allegiance to a personal code of honor, and other high callings. What happens when an officer's principles conflict with the supervisor's directions?

Dissent is the expression of opinions contrary to the official view, and a means for a leader to call attention to obligations that are higher than the duty to follow orders. Even in a military organization with a strict chain of command and concept of direct orders, dissent is a necessary feature of leadership. After all, organizations need to learn quickly, and leaders who welcome dissenting views allow useful, if unpopular, ideas to be heard.<sup>48</sup>

## DISSENT & TEAM DYNAMICS

### OBJECTIVE:

13. Explain why dissent is important for the team's success.

Thinking back to the “Abilene paradox,” or the paradox of the false consensus (see chapter 4), it's clear that teams sometimes pretend to be cohesive when in reality team members harbor alternative views. People who have serious concerns about a plan of action avoid stating those dissenting views, preferring to go along with watered-down compromises.<sup>49</sup>

And who can blame them? It's not easy being the dissenting voice. Many individuals who go against the “official” view are punished or marginalized.<sup>50</sup> And in a rank-conscious environment like the military, it's natural for potential dissenters to simply keep silent.

**Businesses & Government Organizations.** Historians of failed businesses and crumbled civilizations have often found that knowledgeable insiders – potential dissenters – knew of the organization's weaknesses or impending doom:

*Powerful empires collapse, often in remarkably short periods of time. Like failing organizations, most of those inside the empire sense that all is not quite right, but their instincts are to more strongly defend their traditional ways of doing things rather than to question them – let alone develop the capacity to change those ways.<sup>51</sup>*

Is it surprising that the Soviet Union appeared to be the number one or two superpower in the 1980s, and yet was nonexistent after 1991? Or that the stock of Wall Street giant Bear Stearns traded at \$68 per share one day, but exactly one week later the firm was sold for just \$2 per share? In hindsight, these collapses make perfect sense. But partly because of a culture that discourages dissent, organizations cannot easily see impending threats, nor encourage mid- or low-level leaders to express their unconventional viewpoints.<sup>52</sup>

### Empires Crumble

(a) The British used to say the sun never set on their empire. But by the end of WWII, the UK no longer ruled over so many lands.

(b) Rome ruled nearly the entire known world. Legend has it that their Emperor Nero fiddled as the “eternal city” burned.

(c) Financial giant Bear Stearns traded at \$68 per share one day, a week later \$2, and then: oblivion.

(d) The Soviets built the Berlin Wall, but eventually Berliners shouted the wall down, and with it fell the “evil empire.”

Might these organizations have held on to their success by heeding the advice of dissenters who forsook the coming collapses?



(a)



(b)



(d)

(c)



## DISSENT IN THE MILITARY

### OBJECTIVE:

#### 14. Defend the claim that dissent should be valued within the military.

But isn't the military special? We can't have troops questioning orders or refusing to obey them. That undermines the chain of command, right?

**The Nuremberg Defense.** After World War II, captured Nazi officers claimed they were innocent of war crimes because their superiors had ordered them to commit atrocities during the war. The Allies utterly rejected this so-called "Nuremberg defense" (so named because the Nazis were tried in Nuremberg, Germany). Leaders cannot escape moral responsibility for their actions simply because they were "following orders."

Still, disgraced leaders attempt to save themselves with the Nuremberg defense, only to lose every time.

Lieutenant William Calley, an Army infantry officer, was convicted of the premeditated murder of 22 residents of My Lai, a village in Vietnam, in 1968. Historians say the number of victims is actually over 500.<sup>53</sup> During his trial, Calley claimed his superior ordered him to shoot the civilians. The court rejected Calley's Nuremberg defense.

### Nuremberg

Nazi officers defended themselves by crying, "But I was just following orders . . ." Unmoved, the world found them guilty.



### Guilty

During the Vietnam War, Lt William Calley murdered civilians. His "Nuremberg defense" failed.



**The Admiral Burke Award.** If Calley and captured Nazis were blind to the need for dissent in the military, Admiral Arleigh Burke was not. He made a plaque and promised to award it to the first person who "knowingly disobeyed an order but did the right thing."<sup>54</sup>

The great strategist Napoleon understood that due to the "fog of war," lower ranking officers often have a better vantage point than the generals. Napoleon told his lieutenants that they were required to challenge the instructions of higher authority if they became aware of information that made the orders senseless.<sup>55</sup>

Although the military relies upon its chain of command and the duty to follow orders, the Air Force was itself born through the dissent of a single officer, Billy Mitchell. Wondering where our "Mitchells of today" can be found, one military commentator advised, "In the US, the worry may not be of losing controls to military mavericks (by allowing too much dissent), but rather a shortage of risk-taking dissent."<sup>56</sup>

### Dissenting Father

Largely because of Billy Mitchell's persistent challenges to the military thinking of his day, the United States eventually created an independent air force. The Air Force was born from dissent.



**America needs an independent AIR FORCE!**



## PRINCIPLES FOR RESPECTFUL DISSENT

### OBJECTIVES:

15. Identify principles for dissenting with respect.
16. Identify principles for encouraging and receiving dissenting views from subordinates.

**How to Respectfully Dissent.** If dissent is so vital to a team, how do you dissent respectfully? Leaders offer a variety of practical advice. Use the chain of command. Stay professional and in control of your emotions. Recommend solutions; don't just complain about problems. Pick your battles, recognizing the difference between matters of style and matters of principle. And do not claim the right to criticize an idea unless you can summarize that idea in such a way that someone espousing the opposing view would admit your summary is fair.



**Please listen, ma'am,  
I have something  
important to say!**

**How to Encourage Dissent.** As an officer, you're apt to be on the receiving end of dissent, too. How do open-minded leaders handle dissent?

First, be mindful that if you outrank someone, that person could be reluctant to dissent in the first place. One expert observes, "How easy it is for a boss to send a signal that a worker should keep quiet."<sup>57</sup> Therefore, the leader's role is to create an environment that welcomes dissent. And, how you handle dissent today will affect whether others dare to dissent tomorrow.

Practical advice includes being mindful of your stress reactions and defensive behaviors. Don't take it personally if someone challenges your views. Assume good faith. Grant that the dissenter is trying to help the team, not make trouble. Thank people for being brave enough to speak up. Better still, if you do change your view, give credit to the person who helped you see the issue in a new light. If you rarely hear dissenting views from your subordinates, ask yourself if you've been unconsciously shooting them down.



### The Open Door Policy

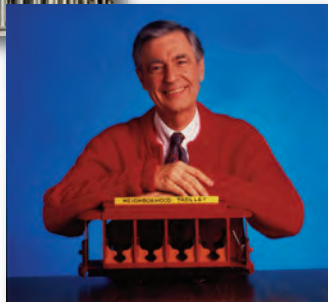
Many leaders maintain an "open door policy," allowing everyone access to the boss. This is supposed to encourage the free flow of ideas, including dissents. But despite the promise of an "open door," people may hesitate to speak their mind. They still wonder, "Will I get into trouble for dissenting?"

This painting by Edward Hopper suggests an oceanfront "room by the sea," but if you step out that open door, will you fall into shark-infested waters?





## MISTER ROGERS GOES TO CONGRESS



"All right, Rogers, you've got the floor." With that brusque introduction, Senator John Pastore opens a committee hearing on Capitol Hill.<sup>59</sup> It is 1969, and Fred Rogers is not yet the beloved, 5-time Emmy-winning star of children's educational programming. He is on Capitol Hill to ask that the PBS television network's funding be restored - \$20 million for PBS overall, including a mere few thousand dollars for his own program, *Mister Rogers' Neighborhood*.

The kind man who would become a hero to millions of kids begins his testimony with disarming calmness. If a different leader were on the receiving end of Senator Pastore's abrasiveness, perhaps they would become combative, but not Mr. Rogers.

In the interest of time, Mr. Rogers volunteers to keep his remarks brief. "You've promised to read this statement later," Mr. Rogers gently reminds the senator, "and I trust what you have said, that you will read it."

When gentle Mr. Rogers speaks of trust, grumpy Senator Pastore's heart remains hardened. "Would it make you happy if you read it?" asks the senator. You can hear the patronizing swagger in his voice.

Mr. Rogers explains that for only \$6,000, he can produce an episode of *Mister Rogers' Neighborhood* - less than the cost of 2 minutes of violent

cartoons. And he pauses to acknowledge that he knows Senator Pastore shares his concerns about what programs kids watch on TV.

Shares his concerns? Based on Senator Pastore's demeanor, one would imagine the man eats boiled puppies for dinner. But Mr. Rogers sees something that we do not.

"I'm trying to understand the inner needs of children," Mr. Rogers continues. "We don't have to bop someone over the head to make drama...We deal with such things as getting a haircut, or the feelings about brothers and sisters and the kind of anger that arises in simple family situations. And we speak to it constructively."

Just 2 minutes into the hearing, Senator Pastore quietly asks, "How long a program is it?" You see that his posture is relaxed and open. The senator's entire persona is visibly softened. Fred Rogers has dissipated John Pastore's fierce cynicism.

After a few more minutes' testimony, Mr. Rogers concludes.

"I think it's wonderful," remarks Senator Pastore. "I think it's wonderful! Looks like you just earned your 20 million dollars."

With that, the audience laughs because they have seen an uncommonly calm, unassuming educator of small children defeat all that hostility. No, not defeat, win over through that same kindness he showed kids throughout his career.

If you loved Mr. Rogers as a child, now as a young adult and aspiring leader you ought to reconsider the man's visionary leadership and deft skill at handling conflict.

## MARINE'S DISOBEDIENCE GARNERS HIM THE MEDAL OF HONOR<sup>60</sup>

And soon, the patrol was pinned down, taking ferocious fire from three sides. Men were being wounded and killed. Americans were surrounded. Four times, Dakota Meyer asked permission to go in; four times he was denied. It was, he was told, too dangerous.

But one of the teachers in his high school once said, "When you tell Dakota he can't do something, he's going to do it." And as Dakota said of his trapped teammates, "Those were my brothers, and I couldn't just sit back and watch."

The story of what Dakota did next will be told for generations. He told his friend Juan that they were going in. Juan jumped into a Humvee and took the wheel; Dakota climbed into the turret and manned the gun. As President Obama explained, "They were defying orders, but they were doing what they thought was right."

Defying orders. Doing what was right.

Again, the President: "You did your duty, [Sgt Dakota Meyer USMC], above and beyond, and you kept the faith with the highest traditions of the Marine Corps that you love."

Dakota Meyer's disobedience to orders was followed by a heroic act that saved thirty-six people.



DAKOTA MEYER



## MORAL REASONING

“There is always a philosophy for lack of courage.”

ALBERT CAMUS<sup>61</sup>

“Cowards can never be moral.”

GHANDI<sup>62</sup>

### OBJECTIVE:

17. Defend the claim that leaders must be skilled in moral reasoning.

## THE LEADER AS PHILOSOPHER

Are answers to ethical questions unchanging? Or are they determined by the circumstances? This is the age-old question of objectivism\* versus relativism, just one of the difficulties you confront as a leader attempting to “be the change that you want to see in the world.”

Because officers play a special role in resolving problems that have ethical dimensions, they need to develop their capabilities in moral reasoning. This includes the need for each officer to study and wrestle with competing frameworks for determining right and wrong. This study can strengthen a leader’s integrity. Its end result is that the leader rationally chooses an ethical framework and strives to apply it consistently.

## MORAL RELATIVISM

### OBJECTIVE:

18. Summarize the case for moral relativism.

Moral relativism denies that there are certain kinds of universal truths. In ethics, this means there are no universally valid moral principles.<sup>64</sup> Right and wrong depend on either the culture of a particular civilization at a particular moment in history, or simply on one’s personal judgment.

Where does one find evidence to support moral relativism? Simply look at history. Judgments of right and wrong have varied over time. According to this line of thinking, ethics is really a matter of cultural acceptance. Perhaps this viewpoint sounds democratic. In the 21st century United States, slavery is deemed morally repugnant because every respectable person says it so; they “vote”

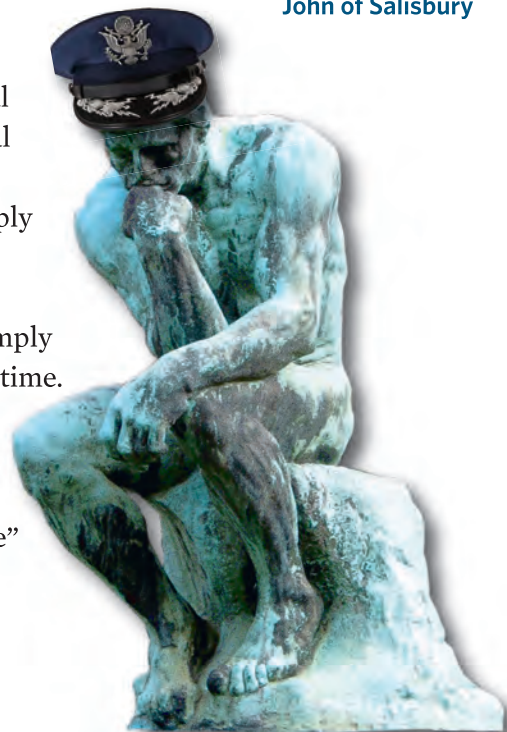


“Valour and Cowardice”  
Alfred Stevens

\*Note: Some authors use the term “moral absolutism” where we prefer the term “moral objectivism.”

A leader who is familiar with “numerous diverse opinions on a subject does not merely parrot the arguments of others, but develops his own. He becomes a capable disputant, and modifies whatever does not seem well said.”<sup>63</sup>

John of Salisbury





with their beliefs. In contrast, in early American history, a great many leaders believed slavery was a necessary institution that was somehow good for those enslaved, as well as their owners.

Other thinkers and leaders arrive at relativism not by looking at what a society pronounces as right or wrong but by looking inward. “So far, about morals,” mused Ernest Hemingway, “I know only that what is moral is what you feel good after and what is immoral is what you feel bad after.”<sup>65</sup> Put another way, the relativist claims right and wrong are matters of individual judgment based on how the behavior makes you feel. Author George Orwell illustrates how an intense feeling in his heart changed his view on the rightness of capital punishment.

It was about forty yards to the gallows. I watched the bare brown back of the prisoner marching in front of me...And once, in spite of the men who gripped him by each shoulder, he stepped slightly aside to avoid a puddle on the path.

It is curious, but till that moment I had never realized what it means to destroy a healthy, conscious man. When I saw the prisoner step aside to avoid the puddle, I saw the mystery, the unspeakable wrongness, of cutting a life short when it is in full tide.<sup>66</sup>

– GEORGE ORWELL

Orwell’s observations and feelings taught him something about morality. Does Orwell’s experience mean that moral relativism is the best way to approach ethical situations? Not necessarily. One critic of moral relativism contends that if you really think about it, relativism is itself absolute in its rejection of absolutes.

## MORAL OBJECTIVISM

### OBJECTIVE:

19. Summarize the case for moral objectivism.

Objectivism is the belief that despite cultures disagreeing about ethics across human history, some moral principles have universal validity.<sup>68</sup> There is a truth independent of human opinion that makes something morally right or wrong. Under this view, for example, no one can claim the authority to destroy an innocent human being. The direct and voluntary killing of an innocent person is always gravely immoral.

It is objectivism, an appeal to some kind of immutable and crystal clear notion of right and wrong, that gives the victim the moral status to speak out against grave injustice. Confronted with the incomprehensible crime of the Holocaust, an objectivist would say

### IRONIC PERSPECTIVE:

#### The “Dictatorship of Relativism”

Relativism, that is, letting oneself be tossed here and there, carried about by every wind of doctrine, seems the only attitude that can cope with modern times. We are building a dictatorship of relativism that does not recognize anything as definitive and whose ultimate goal consists solely of one’s own ego and desires.<sup>67</sup>

– JOSEPH RATZINGER



.....  
 \*Fine Print: Again, we use “moral objectivism” where others use “moral absolutism.” Absolutism never admits any exceptions. “Killing is always wrong” is an absolutist statement. In contrast, moral objectivism allows for exceptions to be built into the description of the action. For example, “killing is wrong, except in self-defense or as a last resort to maintain peace,” is an objectivist statement.  
 .....





that the mass extermination of Jews was and is morally evil. There never could be a situation where the Holocaust would be justified. Don't tell me that you personally feel genocide is okay, cries the objectivist. Don't tell me that in your particular society at a particular moment in history the Holocaust can be considered moral.

The Jewish and Christian faiths offer a good example of moral objectivism. In the Torah, or Old Testament, Moses presents Israel with the Ten Commandments.<sup>69</sup> The faithful believe God issued these moral imperatives, and therefore they are valid to all people at all times. In modern times, the Air Force adopted Core Values that it claims are universal and timeless, thereby situating the Core Values squarely within the objectivist tradition.<sup>70</sup>

The problem facing objectivists is: Who or what determines right and wrong? How are we to know what the moral absolutes are? And why should notions of right and wrong bind those who reject the standard of truth they represent?

## VIRTUE ETHICS

### OBJECTIVE:

#### 20. Summarize basic principles of virtue ethics.

The acorn becomes a tree. A girl, a woman. Cadets, leaders. According to Aristotle, "All things are to be understood in terms of the ends toward which they aim."<sup>71</sup> Philosophers use the term **teleological**. Everything that is conscious is goal-directed and working toward some kind of transformation. For mankind, that teleological idea is man's own happiness. Virtue leads us toward that end.

**Authentic Happiness.** What is happiness? According to Lucy from the comic *Peanuts*, "happiness is a warm puppy." A dollar store motivational poster says, "happiness is spending a day with friends." In virtue ethics, happiness is not merely feeling good or having a lot of fun. Rather, happiness is about fulfillment – the type of fulfillment that stays with you and doesn't evaporate. Put another way, happiness is a flourishing, the self-satisfaction you get by living up to your potential.<sup>72</sup> For example, what distinguishes humanity from the other animals is our capacity for reason. Therefore, we ought to develop our reason and really try to become rational beings. If we do that, we will be fulfilling our potential and flourishing as persons. We will achieve an authentic happiness that no one can take away. In virtue ethics, "happiness" is this high-minded flourishing, not a cheap and momentary sense of enjoyment.

**Virtue as the Path to Happiness.** What is virtue? Excellence in all its fullness, and the perfection of the soul. Virtue is the habitual disposition toward the

### Always Wrong?

"The blacks are immeasurably better off here than in Africa . . . The painful discipline they are undergoing is necessary for their further instruction as a race."

Gen Robert E. Lee  
*making a relativist defense  
of slavery*<sup>73</sup>



**"IF SLAVERY IS NOT WRONG,  
NOTHING IS WRONG."**

**LINCOLN**

*making an objectivist argument  
against slavery*<sup>74</sup>

### teleological:

Something that is working toward a final goal or result; from the Greek *telos* for distant and *logos* for thought.



Good for its own sake.<sup>75</sup> Put still another way, a virtue is an excellence of your moral character that helps you become all that you can be. No wonder that the Air Force sees “excellence” as a virtue or Core Value. When someone is lazy or mediocre at his job, we object because we know he can be better. It’s wrong not to do your best. It’s wrong not to have a habit of striving toward goodness for its own sake. Perhaps our slacker will get into trouble at school or work and eventually disappoint everyone in his life, including himself. So the slacker’s life lacks virtue and produces misery, while the focused achiever achieves virtue and becomes happy in the process. Virtue and happiness go together.



**The Pursuit of Virtue.** The quest for virtue is a heroic adventure and pursuit of the good life. “Men are good in one way,” teaches Aristotle, “but bad in many.”<sup>76</sup>

**Right Desire.** Good conduct presupposes that you have the right desire.<sup>77</sup> Have you ever heard of someone anonymously donating money to a charity? The donor remains secret because her desire is simply to help the charity. That desire is proper. But perhaps you’ve also seen someone do something nice only for the recognition. In that case, the desire is improper because it aims at recognition, not at the virtue of generosity.

**True Reason.** Men and women have the capability to think. Therefore, their teleological end is to be rational thinkers. You always have to be in deep thought to be virtuous because you’re trying to live your life in accord with reason. The fact that people debate and philosophize and persuade one another shows that we believe good reasoning is important.<sup>78</sup>

**Balance.** Recall that in chapter 3, we discussed Aristotle’s golden mean. Virtue lies between two extremes. For example, it’s wrong to be a nosy neighbor. It’s also wrong to be so aloof that you don’t know your neighbors. It’s best to be friendly with your neighbors while still respecting their privacy. This idea of balance is not just theoretical, it is something each person can discover on his or her own, through reason. A person who is inclined to shyness becomes virtuous by being a bit more outgoing and daring to accept a public speaking assignment. A person who is inclined to be an outgoing chatterbox (the opposite of our shy person) becomes virtuous by listening more carefully and acting with a bit more reserve.

**Discipleship.** Right and wrong is whatever produces and expresses character of a certain sort, the type of character we call virtue. In this way, each person is a disciple, a disciplined follower of an “ideal man.” For example, regardless of its religious message, the “WWJD” bracelets some Christians wear (“What Would Jesus Do”) illustrate the principle. These individuals are saying that they measure their actions against an idealized figure, in their case, Jesus. As such, they are pursuing virtue ethics. Likewise, Air Force lore is filled with idealized figures, paragons of virtue. Air Force Academy cadets, for example, study the steadfast loyalty and valor of Capt Lance Sijan, a

Is Lucy from Peanuts right that “happiness” is simply a warm puppy? Or is it something more?



Lance Sijan

The Medal of Honor recipient sets the standard for loyalty and valor. Asking, “What would Sijan do?” is a pathway toward virtue.

Medal of Honor recipient. When confronted with a physically painful obstacle, Academy cadets might draw upon Capt Sijan's heroism as inspiration, thereby propelling themselves toward virtue.

**Habits of Character.** Most of all, virtue is supposed to be a habit of character. Practice virtuous acts enough and you're sure to really "own" those virtues. Virtue will flow from you naturally in all you do. When the virtuous person stubs her toe, she cries "ouch!" not "fu#&a@!" Why? Because the habit of using only proper language and avoiding cuss words has taken root.

## CRITICISM OF VIRTUE ETHICS

Who can argue against virtue ethics? Temperance, prudence, fortitude, and justice are all good things. Who could be against them?

One criticism is that virtue ethics simply does not square with how people live. The constant over-analysis of desire, reason, and balance is a chore. On a spectacular Friday afternoon, you feel the urge to play hooky and go do something fun. But wait, would that action be situated on the midpoint between sloth and frenzy? The question is preposterous. Critics contend that Aristotle's ethics repress young people of energy and feeling. Most of us want to live morally, but also with gusto and occasional abandon.<sup>79</sup>

Second, virtue ethics depends upon rational self-analysis. Many of us are poor judges of our own shortcomings. We are either too easy or too hard on ourselves. We're simply not in a position to be a truly reasonable and dispassionate observer of our own life. Consequently, it is difficult for us as individuals to find the golden mean between two extremes.

## DUTY ETHICS

### OBJECTIVE:

21. Summarize basic principles of duty ethics.

Can we articulate a pure system of ethics, one built upon reason alone, not religion or personal feelings or semantics? That was the goal of Immanuel Kant.

**The Concept of Duty.** Kant's system of ethics begins with the concept of duty, what a person is obligated or required to do.<sup>80</sup> Kant reasoned that there are positive duties – I have a duty to act, a duty to yell, "Fire!" if the building starts to burn. And there are negative duties – I have a duty not to act, such as not to kill an innocent person. Along the same lines, there are perfect duties – duties that are always in

### Virtue Ethics: No Fun Allowed?

If you must constantly analyze your actions, how can you ever have fun?



effect and offer no wiggle-room or margin for personal preference. Again, the duty not to kill an innocent is a good example. And finally there is an imperfect duty, a duty to act, but with a degree of leeway or personal preference. You have a duty to honor your parents, for example, but you can go about that in many different ways.

So, if you always do your duty, you're an ethical person? Not necessarily. Kant believed duty must be fulfilled for the sake of duty. As a free person, if you act only because of your obligation, you are effectively taking refuge in slavery.<sup>81</sup> You'd be acting out of a desire to comply with the law or not get into trouble. In that case, your desire, not your reason, is in charge. However, the person who chooses to act for the sake of duty exercises his or her freedom and is living in accordance with reason.

**The Categorical Imperative.** Kant's most important contribution to ethics is his idea of the categorical imperative. "Act only on that maxim which you can at the same time will as a universal law."<sup>82</sup> Imagine if you were proclaimed King of the Universe. Everything you did, how you treated people, whether you lied or stole, whether you respected others or took advantage of them, became the law of the universe. Everyone had to follow your example. Kant reasoned that to discover if a course of action is moral you should simply ask, "What if everyone did this?"

**The Practical Imperative.** Our final Kantian point about ethics is sometimes called the practical imperative. "Act so as to treat every rational being... never as a means only, but always also as an end."<sup>83</sup>

People are not things. Their reason gives them dignity. In fact, it is reason that commands morality. Therefore, we ought to respect reason.

What does this mean? Don't "use" people. Sure, you can "use" a friend by borrowing her computer with her permission. Friends "use" one another all the time, while remaining friends. However, you cannot only "use" her for the computer. That's disrespectful of her dignity. That's not friendship. She would rightly feel "used" because she does not matter to you except as a means to a computer. The practical imperative also teaches that people have inalienable rights that even the majority cannot take away. As we'll see, this idea is completely opposed by utilitarianism.

## CRITICISM OF DUTY ETHICS

Okay, sure, act from duty. Act as if what you do becomes the universal law. Treat everyone as an end in themselves, never use someone. On paper, those are fine ethical principles. But real life is messy. Often, one duty comes into conflict with another. What then? If



Immanuel Kant

### King of the World

In duty ethics, you "pretend" that your actions make the rules for the whole world.

#### \*Fine Print:

The Categorical vs.  
The Practical Imperative

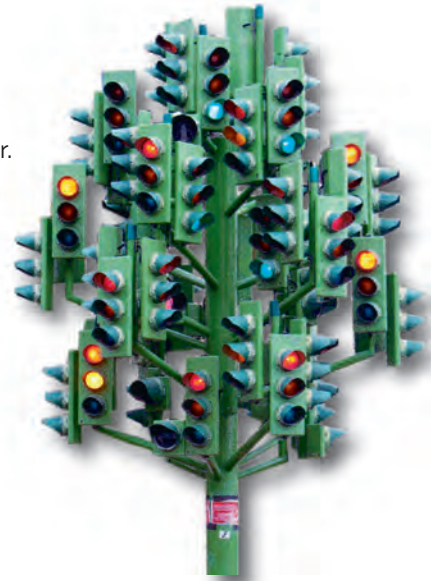
A technical distinction may be helpful here. Note that the categorical imperative is a negative statement. ("Act only if..."). In other words, the categorical imperative says, "Do NOT act unless..." In contrast, the practical imperative familiar to most everyone as "the golden rule," is a positive statement. "Do unto others as you would have them do unto you."



racing a bleeding person to the hospital, is it okay to speed? To run red lights? Moreover, Kant was only half right when he said we are rational beings. We are also emotional beings. Our feelings are a very real part of what makes us human. But for Kant, emotion is not helpful in solving ethical problems. Kant's perfect world is governed by pure duty, not soft, irrational feelings or sympathies.

### Stop. Go? Stop? Go!!

Duties can come into conflict with one another. Observe your duty to stop at all the red lights, or race through them in fulfilling your duty to bring your dying mother to the hospital?



## UTILITARIANISM

### OBJECTIVE:

22. Summarize basic principles of utilitarian ethics.

Ethics is a matter of producing the greatest amount of happiness for the greatest number of people. That is the basis of utilitarianism, a philosophy developed by Jeremy Bentham and John Stuart Mill.

Like duty ethics, utilitarianism values human reason. We will measure happiness using reason, almost mathematically. Eating an ice cream sundae gives me 12 happiness points, for example, while taking a vacation in the mountains gives me 90 happiness points. The system is called "utilitarianism" because you measure moral goodness based on its utility, its usefulness. An act is morally right if it produces utility, if it produces pleasure.<sup>84</sup>

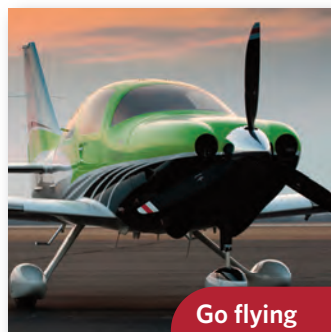
**An Ethic of Selflessness.** The heroes we celebrate are often selfless individuals who put the group's needs ahead of their own. Lieutenant Michael Murphy was fighting in Afghanistan when his SEAL team came under heavy fire. He tried to call back to the base for help, but could not get through due to the rugged terrain. In the face of almost certain death, he fought his way into the open to gain a



**Backpacking**  
34 happiness pts.



**Rock concert**  
41 happiness pts.



**Go flying**  
58 happiness pts.

**Drink & drive**  
- 500 happiness pts.



### Happiness for Utilitarians.

In virtue ethics, we made a point of defining happiness as a fulfillment or a flourishing. We said happiness was not mere enjoyment. But the utilitarians say happiness is exactly that – enjoyment, fun, personal contentment, a subjective feeling of joy. Further, utilitarians sometimes try to rate their possible actions mathematically, as these photos show.







better position to transmit a call. The deliberate, heroic act deprived him of cover, exposing him to direct enemy fire. Finally making contact with his headquarters, Lt Murphy maintained his exposed position while providing his location and requesting help. He then continued to fight the enemy until mortally wounded.<sup>85</sup> Perhaps this was utilitarian ethics in action. One man heroically gave up his life so that so many more men could live.

We can only try to imagine what motivated Michael Murphy's selfless actions. Perhaps his conscience as a Naval officer, sworn to protect and defend the constitution of the United States, played a role. But it's of no matter to utilitarians. They are not concerned with motives. All that matters to them is the result. One way or another, Murph saved a bunch of guys for the price of one life (his own), so mathematically speaking, happiness is maximized, and the utilitarians approve. But Murph's family and friends would tell you that the utilitarians dishonor his memory because his motives were *everything*. His motivation to be a selfless servant going above and beyond the call of duty is what made him a hero.

**Justice.** Utilitarianism is concerned not only with your individual happiness, but with justice, too. Mill wanted to order the world such that together we would produce the greatest happiness for the greatest number of people. What does he mean by "justice"?

"Justice implies something which is not only right to do, and wrong not to do, but which [someone] can claim from me as his moral right."<sup>86</sup> For example, you're a victim of a car accident. The offending driver must pay to make you whole again because that is your moral right, even though his paying you will reduce his own happiness. For justice, society will compel a person to do just acts.<sup>87</sup> Our courts will force a divorced parent to pay child support, for example, and will even send the offender to prison if necessary. "Only with justice and binding rules of obligation," wrote Mill, "can man achieve the greatest happiness for the greatest number."<sup>88</sup> Utilitarians seek justice because humankind is happier in a just society than in an unjust one.



**One Life for the Whole Unit**  
Lieutenant Michael Murphy heroically sacrificed his life in Afghanistan so that his fellow Navy SEALs could survive.



#### **A Leader for America's Least Powerful**

With enormous conviction, informed by her deep personal faith, Eunice Kennedy Shriver (second from right in this painting) labored on behalf of America's least powerful people, the mentally retarded. Her most celebrated accomplishment was her founding of the Special Olympics, an institution that is a pure reflection of objectivist ethics in championing dignity for all. Ronald Reagan presented her with the Presidential Medal of Freedom.



## CRITICISM OF UTILITARIANISM

Earlier we considered the happiness point values of ice cream sundaes and mountain vacations. Who can really say ice cream is worth 12 points and not 14 or 20 or 43.875? What wins the happiness battle: poetry or new sneakers? Critics say that utilitarianism is too subjective, too prone to a biased person's faulty "guesstimates."

Moreover, this point system becomes even less reliable when the moral problem involves the happiness of several people. Utilitarianism depends upon your having a fair and honest way to quantify and weigh the happiness of everyone affected.<sup>89</sup>

Perhaps an even tougher criticism of utilitarianism is that it leaves us wondering how to balance the happiness of the individual against the happiness of another or of the group. A peeping Tom gets satisfaction by watching his victims, who do not experience any dissatisfaction because they do not know they are being watched. The peeping Tom supposedly creates happiness! Most people would say that's absurd. We just know that creeps are morally repugnant.

Your needs and wants might conflict with the group's needs and wants. Therefore, utilitarianism must explain how far beyond the call of duty you must go to satisfy the group. Lt Murphy is undoubtedly a hero. But was he morally obligated to give up his life so that his friends would survive? Utilitarians say yes, unreservedly. One life for ten is mathematically a bargain. So much for human dignity and the belief that every person is of unique and irreplaceable value.

One thing is certain: utilitarianism may not be a perfect moral philosophy, but it does raise some troubling questions.

## CONCLUSION: The MARK of an ETHICAL LEADER

Ethics encompasses so many theories because so many sincere, honest men and women have invested lifetimes of brainpower to the great conversation of moral philosophy. No one theory seems to be a silver bullet. As an aspiring young leader, you must figure out what makes one action right and another action wrong. What is your criteria? Is that criteria rational? How are you going to live in accordance with that criteria? It seems there is more to integrity than what you first learned as an airman.

The mark of an ethical leader is a willingness to take moral challenges seriously, to think deeply about a personal code of ethics, and to apply that code consistently. We return to the warning posed in this section's opening epigraph: "There is always a philosophy for lack of courage."



### Peeping Toms

If utilitarians value personal happiness, how would they argue against peeping Toms?





## CAN WAR BE MORAL?

### OBJECTIVE:

23. Summarize the principles of “just war theory” according to Aquinas.

“Thou shall not kill.” Over one billion Christians and Jews try to live by that commandment, and billions of others try to abide by it as well. And yet human history is marked by war. Is it conceivable that war could actually be justifiable? Yes, but only under very stringent conditions, according to “Just War Theory.” Summarized below are the “just war” principles of Thomas Aquinas, which have provided a moral framework for war for over 700 years.<sup>90</sup>

**War is moral only if waged as a last resort.**

Diplomacy must be given every opportunity to save the peace.

**War is moral only if waged by a legitimate authority.**

A democratic government wages the war, not a band of outlaws.

**War is moral only if it pursues a just cause.**

Those attacked must deserve it in response to their crimes; the attacked have the right of self-defense.

**War is moral only if it is fought with right intentions.**

Violence is permitted only to redress an injury; revenge and anger are not honorable intentions.

**War is moral only if it can be fought with a reasonable chance of success.**

What separates heroism from madness is the fact that the hero believes victory is possible, while the madman knows it is not.



*Al-Qaeda's attack of 9/11 was indefensible because it violated the principles of just war theory. It was an unprovoked, sneak attack by a band of stateless terrorists against civilians of a nation that would not surrender – an attack that would bring more war, not a new and lasting peace.*

**War is moral only if its goal is to re-establish peace.**

Rational individuals and nations seek justice, so to be just, warfare must produce a better and more lasting peace than the current situation.

**War is moral only if the pain inflicted is proportional to the injuries suffered.**

Nuclear weapons cannot be used to counter a small-scale attack.

**War is moral only if every effort is made to spare the lives of the innocent non-combatants.**

Hospitals and schools are not legitimate targets.

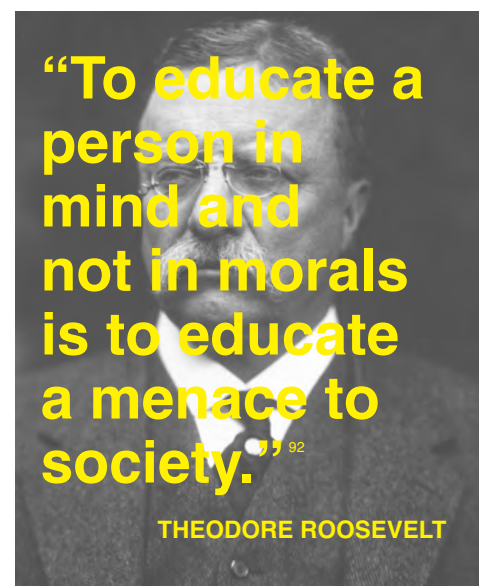
## CHARACTER FORMATION

### OBJECTIVE:

24. Define the term “character education.”

What is character education? For our purposes, character education is any program designed to shape directly and systematically the behavior of young people. Further, character education must promote nonrelativistic values that lead to good habits and responsible citizenship.<sup>91</sup>

How can cadet officers help junior-ranking cadets develop character? Moreover, as indirect leaders who exert their influence through NCOs and first-line supervisors, how can cadet officers form character from afar?





## CHARACTER EDUCATION THROUGH BEHAVIORISM

### OBJECTIVES:

25. Define the term “behaviorism.”
26. Give examples of a behaviorist approach to character education.
27. Describe the strengths and weaknesses of behaviorism.

What if you had some levers that could influence your team members’ character? Turn this knob, flick that switch, and perhaps your team members would know, feel, and display the sorts of values you’d like them to.

In character education, behaviorism is a belief in systematically employing rewards and punishments to control behavior.<sup>93a</sup> For example, students who follow the rules and aren’t referred to the principal might earn the privilege of watching movies on Friday. Merit and demerit systems used at some CAP encampments are another example, at least when they try to affect individual character.

Do reward systems or merit and demerit systems really work? Many experts believe they don’t. One reason is that it’s easy to give demerits and concoct punishments for them, but it’s difficult to find genuine reasons to award merits. After all, aren’t people supposed to be staying out of trouble? Why should that earn a reward? Moreover, real life is not a reward system: you will not always win points for being honest. Therefore, it’s foolish to believe that a reward system will produce virtuous people. One theorist explains:

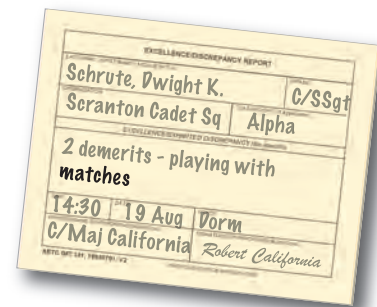
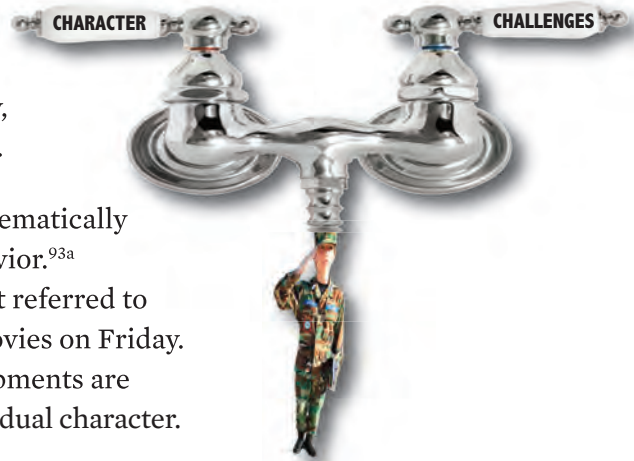
*We want [people] not to do unethical, hurtful things because they know these things are wrong and because they can imagine how such actions will affect other people. Punishment doesn’t contribute at all to the development of such concerns.*<sup>93b</sup>

Another method of character education through behaviorism is called modeling. Through modeling, people are exposed to role models who engage in valued behaviors.<sup>94</sup> Much of the cadet experience is based on a belief that leadership by example, for instance, produces good and trustworthy followers. But modeling and leadership by example is not foolproof. No one is ever a perfect role model. And with youth in particular, if the role model isn’t “cool,” that role model will not be able to develop a strong enough rapport to be effective.

Perhaps the least effective way to do character education is sermonizing. Every teen knows how to tune out those nagging, preachy-style lectures.

### Manufacturing Character

Turn the knob and out comes more character and virtue. Does the behaviorist approach have the right idea on how to build character?



### Merit & Demerit Systems

The “341” used in many cadet and Air Force training environments is an example of character education through behaviorism.

### Awesome Role Models

Behaviorists would tell leaders that their status as role models is their most powerful tool in developing character in others. Here, one of the most decorated Pararescuemen of all time, CMSgt Wayne Fisk, (RIGHT) encourages two cadets. Chief Fisk is a former cadet from Alaska Wing.





## THE DEVELOPMENTAL PERSPECTIVE

### OBJECTIVE:

28. Summarize the concept of “developmentalism” as it relates to character education.

If reward systems, role models, sermonizing, and other forms of behaviorism are imperfect, what’s a better approach?

In contrast to the behaviorists, the developmentalists are concerned with how individuals systematically mature in their approach to moral and character issues over the life span. It’s an appreciation for the growing capacity of independent thought.<sup>95</sup>

For example, the developmentalists believe that the central theme of being a teenager is the question of identity. Who am I? What do I really believe? What do I truly stand for? Every teen consciously or unconsciously tries to work these questions out.

*Young people in their teens are faced with certain basic tasks in their growth as persons. They must find out who they are, what they believe in, and what kind of people they want to be. They must decide what kind of world they want to live in and how they are to be part of that world. Toward these ends, it is desirable that they consciously choose a set of values, interiorize them, and through choices and repeated acts strive to live in a manner consistent with those values.<sup>96</sup>*

Instead of rewarding and punishing people, if we want to help them develop into mature people who are choosing a set of values and striving to live up to those values, we need to be mindful of how moral development works. What stages do people pass through along their journey toward a mature moral sense?



### FIRST THINGS

“Who am I? Why am I here?”<sup>98</sup> Two questions that most vice presidential candidates don’t use when opening a debate.

But James B. Stockdale was no ordinary candidate.

Not understanding the significance of his rhetorical questions, many people thought Admiral Stockdale was a lost, crazy old koot, not a Stanford-educated philosopher and Medal of Honor recipient.

“Who am I? Why am I here?” Consider those profound questions. No leader can embark on a campaign before wrestling in the existential and developmental arenas.

### Graduated Privileges

Our society’s practice of granting certain privileges to young people at certain ages is an example of developmentalism.

The thinking is that individuals become progressively more mature and therefore capable of meeting more challenging responsibilities.

Little kids are held to one standard of conduct. Teens another, and adults another still.



### The Key to Wisdom

Did the Ancients have it right? The oracle of Delphi put forth “know thyself” as the key to wisdom. That’s close to how one developmentalist put it: “Teens . . . must find out who they are, what they believe in, and what kind of people they want to be.”<sup>97</sup>

### 1 First Cell Phone



### 2 Driver's License



### 3 Right to Vote



### 4 Legal Drinking Age





## KOHLBERG'S STAGES OF MORAL DEVELOPMENT

### OBJECTIVES:

29. Identify the six stages in Kohlberg's theory of moral development.
30. Explain how leaders might apply Kohlberg's teachings as they try to mold the character of subordinates.
31. Describe some criticisms of Kohlberg's theory and/or developmentalism in general.

Lawrence Kohlberg found that each person passes through a series of six stages in the course of their moral development. He believed these stages are sequential; that is, you don't ever skip a step in your development. Think of Kohlberg as being like a Maslow for morals. In brief, the six stages are:<sup>99</sup>

**Obedience and Punishment:** "How can I avoid punishment?"

A toddler will sit still only to avoid being punished. He or she makes no appeal to "fairness."

**Individualism:** "What's in it for me? What do I get for following the rules?" Children at this level struggle as they learn about sharing. There's no thought paid to the needs and feelings of other people.

**Interpersonal Relations:** "I want to be liked and I'm learning that means I have to treat others as I want to be treated." School-age kids and younger teens are here. This level involves the individual's attempt to conform to the group's values, or the expectations of authority figures.

**The Social Order:** Reasoning from a law-and-order perspective; right and wrong is a matter of rules and laws and other externals. Older teens and most adults are here. Something is right or wrong if it complies with or runs against the law.

**Social Contract:** Concern for individual "rights," majority rule, and democratic principles that are higher than mere written law. Individuals at this stage are willing to set aside the law, if they believe it to be unjust. They ask, "What makes a good society?"

**Universal Principles:** Living in accordance with conscience, regardless of external pressures; working from timeless principles of moral choice. Few, if any, individuals consistently reach this level. Kohlberg later removed this stage from his scoring manual.



### Do Dogs Read Aristotle?

Chewy knows the rules. He can sit and stay until called. He knows not to eat a treat until given permission. You might argue that dogs do indeed have something like a moral intelligence. Chewy may learn some more tricks and rules, but the kind of moral intelligence he possesses will develop no further.

Brian is learning some rules. Give him your palm and he'll give you "five." His moral intelligence will grow and mature immensely. Someday he'll read sophisticated philosophies.

Because human beings naturally develop a sense for high-level moral concepts, Kohlberg argues that the right way to build character in people is to recognize this process of maturation and to help each person grow toward the next level.



## A CHRISTMAS STORY



### “But the bell rang!”

Ralphie wants to help his pal Flick get his tongue unstuck from the icy metal pole. But how can he? The bell rang!

At Ralphie’s stage of moral development, THE RULES matter most. He simply isn’t aware of a higher duty to help a friend in need. The scene is Kohlberg in action.

But Ralphie’s learning. Later on he allows Schwartz to skip a step when issuing the famous Triple Dog Dare.

Perhaps Ralphie’s growing moral intelligence convinced his dad to buy him that official Red Ryder BB gun with a compass in the stock, and this thing which tells time.<sup>100</sup>

**Kohlberg’s Principles for Character Education.** The experience gained by wrestling with moral issues is what Kohlberg believed makes people grow in wisdom. The process of discussing and debating ethical questions causes people to rethink and refine their initial and immature positions, thereby propelling them up Kohlberg’s stages.<sup>101</sup> Therefore, leaders who want to conduct character education should challenge the weak spots of their followers’ logic, or help them see other dimensions to moral issues that appear simple at first glance. Through that approach, individuals display a more mature judgment, and a more considered and reflective approach to moral issues. To clarify, Kohlberg acknowledged that right and wrong are often obvious. However, his system recognizes that in adult life, moral difficulties are complex, and therefore a mature reasoning will perceive the complicated intersections formed when multiple virtues and multiple vices collide.

**How Leaders Apply Kohlberg.** No lectures, no sermons. No manipulations, no contrived merits or demerits. Instead, leaders try to assist their followers or students in reaching the next stage of their moral development. As mentioned above, this is largely a matter of Socratic discussion. In group settings, the goal is not for everyone to arrive at the same “answer,” but to engage in some mental gymnastics as they wrestle with the issues and think deeply about them.

**Criticism of Kohlberg’s Theory.** Have you ever met someone who talks a good game, but in real life has no actual integrity? At least one critic believes Kohlberg’s stages measure intellectual development, not a person’s actual commitment to Core Values. “Kohlberg’s scale has to do with moral thinking, not moral action...People who can talk at a high moral level may not behave accordingly.”<sup>102</sup>

## PRACTICAL WAYS TO APPLY KOHLBERG’S DEVELOPMENTALISM

- Challenge your followers’ or students’ assumptions
- Ask your follower to explain the situation from another person’s perspective
- Make your follower predict likely outcomes
- Have your follower identify the rights, virtues, and goods at stake
- Have your follower identify the vices, temptations, treachery that might come into play
- Modify the problem or situation by asking “What if...?”
- Ask your follower to identify the weakest link in their own argument
- Examine the precedents; has a similar issue come up before and how was it handled?
- Go beyond the rules or the laws. Will those rules and laws, even if enforced perfectly, reflect our ideals of fairness?



**The Military Perspective.** Is Kohlberg just something kindergarten teachers worry about as they teach little kids to share? Hardly. His theory of moral development closely follows the perspective of one noted author and retired Air Force general:

*Ethical decisions become ever more complex as individuals grow in power, prestige, and rank. Good moral values will sometimes be in conflict. You must apply ethics with wisdom and maturity. This may be the greatest challenge and the greatest opportunity for the enlightened leader.<sup>103</sup>*

## CONFLICT RESOLUTION

### OBJECTIVES:

32. Define the term “conflict,” in the context of “interpersonal conflict.”
33. Defend the claim that leaders must possess good conflict resolution skills.

In everything human, conflict is inevitable. This fact is obvious to most everyone. And yet, people typically do not study interpersonal conflict in a serious manner. So many otherwise responsible adults are unaware how to reconcile incompatible thoughts and behaviors between themselves and others.<sup>104</sup>

How severe is this problem? One researcher found that “even when it comes to important issues, people only recall about 35% of what they [discussed] the previous hour.”<sup>105</sup> In other words, most people lack conflict management skills and tend to get so wrapped up in their particular conflicts that they aren’t entirely sure what they are saying.

Leaders, therefore, face a challenge. Leaders are expected not only to be proficient in managing the conflicts that arise in their lives, but in helping others manage conflict as well. If you wish to lead, you will need to acquire special expertise in resolving conflict.



### The **World’s Institution** for **Conflict Resolution**<sup>106</sup>

“WE THE PEOPLES  
OF THE  
UNITED NATIONS  
DETERMINED

to save succeeding generations  
from the scourge of war. . .

to reaffirm faith in fundamental  
human rights. . .

to establish conditions under  
which justice and. . .international  
law can be maintained. . .

to unite our strength to maintain  
international peace and security. . .

do hereby establish an international  
organization to be known as the  
United Nations.”

SIGNED IN SAN FRANCISCO IN 1945 BY

CHINA

FRANCE

UNION OF SOVIET SOCIALIST REPUBLICS

UNITED KINGDOM OF GREAT BRITAIN  
AND NORTHERN IRELAND

UNITED STATES OF AMERICA







## FIVE TYPES OF CONFLICT

### OBJECTIVE:

34. Describe each of the five types of conflict.

To reduce or resolve conflict, first we need to understand it. What does conflict look like? In what kinds of shapes, sizes, or flavors is it found? For our purposes, we will consider five types of conflict.<sup>107, 108</sup>

**Parallel Conflict** has an objective basis. That is, the matter upon which the parties disagree is a real thing. Moreover, the two (or more) disagreeing parties accurately perceive what is in conflict. This shared understanding of the conflict is why it is called “parallel.” If mom asks what two kids want for lunch, perhaps the boy wants a warm bowl of beef stew because it’s cold outside, while the girl wants to keep it light and just have a salad. Each understands the other’s position. The conflict is clear, but unresolved, and is said to be parallel.

**Displaced Conflict** also has an objective basis. (Again, the conflict is “real” and “verifiable.”) In these situations, there is the true, underlying conflict, but attention is paid to the manifest or apparent conflict. More simply, in a displaced conflict, people argue about the wrong thing. Suppose you are developing a steady relationship that your mom disapproves of. Your mom begins to complain that by spending too much time at the mall, your grades are suffering. In response, you argue about grades, time at the mall, whether you get your homework done, etc. All the while, the real issue is your mom is unhappy that you hang out at the mall with your potential boyfriend or girlfriend, but that conflict is not addressed. The conflict is displaced.

**Misattributed Conflict** happens when the conflict is inaccurately perceived such that it is attributed to the wrong person. Perhaps one of the parties is simply confused about what’s at issue, or perhaps someone is manipulating events behind-the-scenes to deliberately cloud their judgment. Consider a trio of friends, Amanda, Becci, and Cherry, for instance. For some reason, Amanda becomes jealous of the others, so to “get even” she whispers hurtful things to each, making Becci think Cherry hates her (Becci), and vice versa. Becci and Cherry will come into conflict, each believing she has a gripe against the other. In fact they should be mad at Amanda, but they don’t realize that. The conflict is misattributed.

A poet wonders about the roots of conflict . . .

### Harlem

by Langston Hughes<sup>109</sup>

#### What happens to a dream deferred?

Does it dry up  
like a raisin in the sun?  
Or fester like a sore—  
And then run?  
Does it stink like rotten meat?  
Or crust and sugar over—  
like a syrupy sweet?

Maybe it just sags  
like a heavy load.

Or does it explode?



.....  
**Note:** Recall that we define conflict as a disagreement through which individuals perceive a threat to their needs, interests, or concerns.<sup>110</sup> In chapter 6, we introduced the concept of interpersonal conflict. In this chapter we take a deeper look into the field.  
.....





**Latent Conflict** is that which should be occurring, but is not. Do you like dealing with conflict? Lots of people don't. In fact, many of us avoid conflict if at all possible. Latent conflicts may go away on their own, continue for years, or eventually explode. Suppose a new, energetic senior member has not quite learned how to relate to the cadet staff. He monopolizes classroom discussions and interrupts you when you are training junior-ranking cadets. You hate this. But confronting an authority figure is so unpleasant, you decide to suffer in silence. In turn, the senior member's domineering style continues for weeks. The conflict is real, but you are keeping it under wraps. The conflict is latent.

**False Conflict** is the tragic case of disagreements that have no basis in reality. Surely you've been mad about something, only to find out that your anger was not justified. Misunderstandings produce false conflicts. Suppose an officer were to advocate that cadet training include anti-bullying, equal opportunity, and anti-discrimination topics. Another leader objects, insisting that cadets be trained in Core Values. Although they do not realize it, both parties want the same thing. Their use of jargon is causing confusion. After all, the Core Value of "Respect" suggests that bullying, discrimination, and the like are simply not tolerated. In truth, there is no disagreement here. This is a false conflict.

## LESSON FOR CADET OFFICERS

Some conflicts reflect real problems, while others reflect perceived problems. Sometimes one party is misguided, sometimes both. Because there is no single type of conflict, there is no single approach or solution to conflict. The successful leader must be adaptable and carry a mixed bag of tools for resolving conflict.

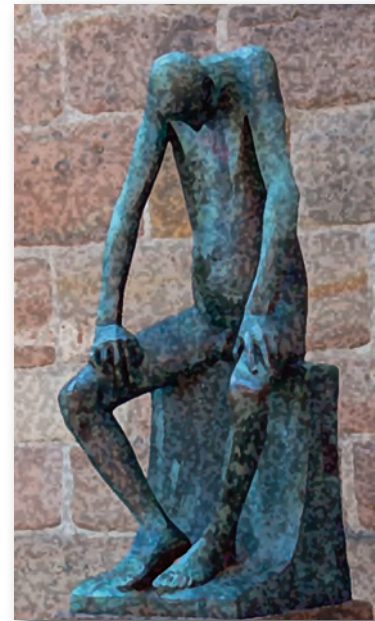
## A MODEL OF INTERPERSONAL CONFLICT

### OBJECTIVES:

35. Describe what occurs during each of the five phases of the model of interpersonal conflict.
36. Describe some of the key points for managing conflict effectively.

What's really going on inside an interpersonal conflict? If we try to look at interpersonal conflict scientifically, what do we observe? So far we've discussed the important role leaders play in resolving conflict, and five different types of conflict. Next we'll consider a model that explains the contexts, interactions, and outcomes that are found in interpersonal conflict.<sup>111</sup>

**Distal (Background) Context.** There's always a context to a conflict, a setting or a history that shapes the conflict from the beginning. The



### Suffering in Silence

Conflict can be so unpleasant that many of us will avoid it at all costs. When a conflict should be occurring but is not, the situation is said to exhibit latent conflict.

This section studies the anatomy of conflicts. For tips on mediating conflict, see chapter 6.



people involved in the conflict carry these circumstances into the conflict event. Imagine that you have surpassed the cadet who recruited you and now you outrank him. If you preside over his next promotion board, there might be some animosity. He used to know lots more about CAP than you, but now you're the superior and he's the subordinate. These circumstances set the stage for the event and provide context.

Some sources of distal context include national culture, family situation, individual personality and experiences, history of the communicators' relationship with one another, and the maturity and wisdom of the communicators.

Leaders need to be aware that a distal context can be shaping an interpersonal conflict. They should be mindful of how past events and memories of conflicts from of old can shape the conflicts of today.

**Proximal (Immediate) Context.** If you have a long history with someone — a sibling or best friend, for example — your relationship will have a rich distal context. But your proximal or immediate context is more pressing on the conflict you're faced with today. Proximal context refers to the immediate circumstances affecting the conflict. It includes the communicator's goals — "I want to win this fight over what we'll watch on TV" — and the emotions that come into play. Proximal conflict also includes the cause-and-effect of the conflict, the communicator's sense of what is causing the problem and what effect it is having on people.

"Perception is reality" is an old saying that describes proximal context. A communicator brings to the conflict his or her perceptions about its immediate context. Those perceptions may be terribly mistaken and heated by strong emotions, but they are real, at least in one person's perspective.


**Top 10 Conflict Areas Between Teens and Parents**<sup>112</sup>

- Fighting with siblings
- Doing homework
- Getting up in the morning
- Cleaning the bedroom
- Putting clothes away
- Eating habits
- Helping out around the house
- Talking back to a parent
- Going to bed on time
- Turning off the lights

.....

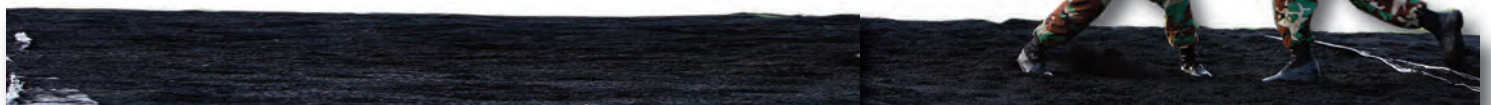
**Noteworthy by their absence:**

- Drugs, alcohol, and tobacco
- Dating and sex
- Choice of friends
- Getting in trouble at school
- Clothing choices



**Model of a Conflict Episode**

CONTEXTS			OUTCOMES	
Distal Context	Proximal Context	Conflict Interaction	Proximal Outcomes	Distal Outcomes
The immediate circumstances that affect the conflict.	The long-term history framing the conflict.	The give-and-take of the conflict itself, including the message tactics and strategies employed.	Initial thoughts and feelings about the conflict; its immediate results.	Long-range results of the conflict. Today's distal outcomes form tomorrow's distal context when the next conflict arises.



Adapted from William R. Cupach, et al., *Competence in Interpersonal Conflict*, 2d ed., (Long Grove, IL: Waveland Press, 2010).

Leaders should remember that good leadership is thoughtful, not a “seat of your pants” endeavor. The proximal context will affect how the conflict will unfold. Therefore, it’s important to remember that knee-jerk, shoot-first/ask questions later attitudes will spin a conflict into further chaos.

**Conflict Interaction.** Welcome to the event. The conflict interaction is the focal process of the conflict, the moment when the two or more communicators butt heads. While distal and proximal context are often only partially visible, the conflict interaction is the conflict’s most visible feature. During these moments of give-and-take, the communicators deploy their message tactics and strategies to “win” the conflict. The element of surprise has a part to play, too. The tactics and strategies that the other person deploys causes you to react, and the unexpected can spin the conflict into surprising directions.



**Proximal Outcomes.** Immediately following the conflict, we see the proximal outcomes, the immediate outcomes. During this phase, the communicators take stock in what just happened. They sort through their thoughts and feelings. Did I “win”? Did I achieve what I wanted? These initial thoughts and feelings shape the communicator’s opinions about the conflict episode. Of course, those opinions may or may not agree with reality. Emotions might still be running high.

But not all conflict is loaded with emotions, ready to explode. If a communicator feels that the other side listened well and behaved responsibly, the proximal outcome will be at least somewhat positive. People appreciate having their voices heard. We all want to “have our day in court.”

Leaders should know that how we feel immediately after a conflict episode will change. It’ll look different tomorrow. Proximal outcomes are not the end of the story.

**Distal Outcomes.** A single conflict episode may have a lasting effect. The conflict’s effects might slowly emerge as time goes by and the thoughts, feelings, and practical results of the conflict settle down. These distal outcomes concern the long-term maintenance or deterioration of the various individuals’ relationships.

What becomes of distal outcomes? Today’s distal outcomes form tomorrow’s distal context. The old saying, “don’t burn your bridges” illustrates the importance of distal, not just proximal, outcomes.

Leaders think long-term. Know that it is shortsighted to try to “win” every conflict no matter what the cost. The concept of distal outcomes should remind wise leaders that how they resolve conflicts today can build good relationships tomorrow, or make it impossible to work effectively with others in the future.



#### Leaders & Distal Outcomes

A single conflict episode may have a lasting effect. How well leaders respond to attempts at peaceful interpersonal conflict can determine if the distal outcome – the long-term future – is peaceful or escalates into violence.

## KEY POINTS FOR MANAGING CONFLICT<sup>113</sup>

How conflict is managed can lead to the creation (or not) and maintenance of relationships that provide for better coordination and responsiveness. Effective conflict management involves the following steps:

1. **Describe** what you see through factual observation.
2. **Explore and consider** the universe of interpretations to the event/behavior.
3. **Map the dimensions of the conflict**, participants, and process.
4. **Evaluate** your interpretation and identify if there are positive and negative reactions to the event/behavior.
5. **Analyze** the causes of the conflict in light of:
  - Relationship Issues – the “who” of the disagreement.
  - Substantive Issues – the “what” of the disagreement.
  - Procedural Issues – the “how” of the disagreement.
6. **Allow** each party to voice her perspective and experience, which validates each party’s worth and right to be part of the discussion.
7. **Reframe** a fuller definition of the problem based on an understanding of multiple perspectives.
8. **Develop** a constructive strategy for dealing with the conflict, via:
  - Developing a collaborative planning process.
  - Building constructive working relationships.
9. **Develop** a range of alternative approaches or solutions and collectively test them for viability.
10. **Achieve** solutions that take into account interests, not positions.



### Weak Leaders & Conflict

Is it any wonder that the Civil War erupted? The three presidents who preceded Lincoln are regarded as among our least effective leaders. If you can't manage conflict, get ready for the conflict to grow worse.



## COOPERATIVE NEGOTIATION<sup>114</sup>

### OBJECTIVES:

37. Define the term “negotiation.”
38. Summarize the leader/negotiator’s role.

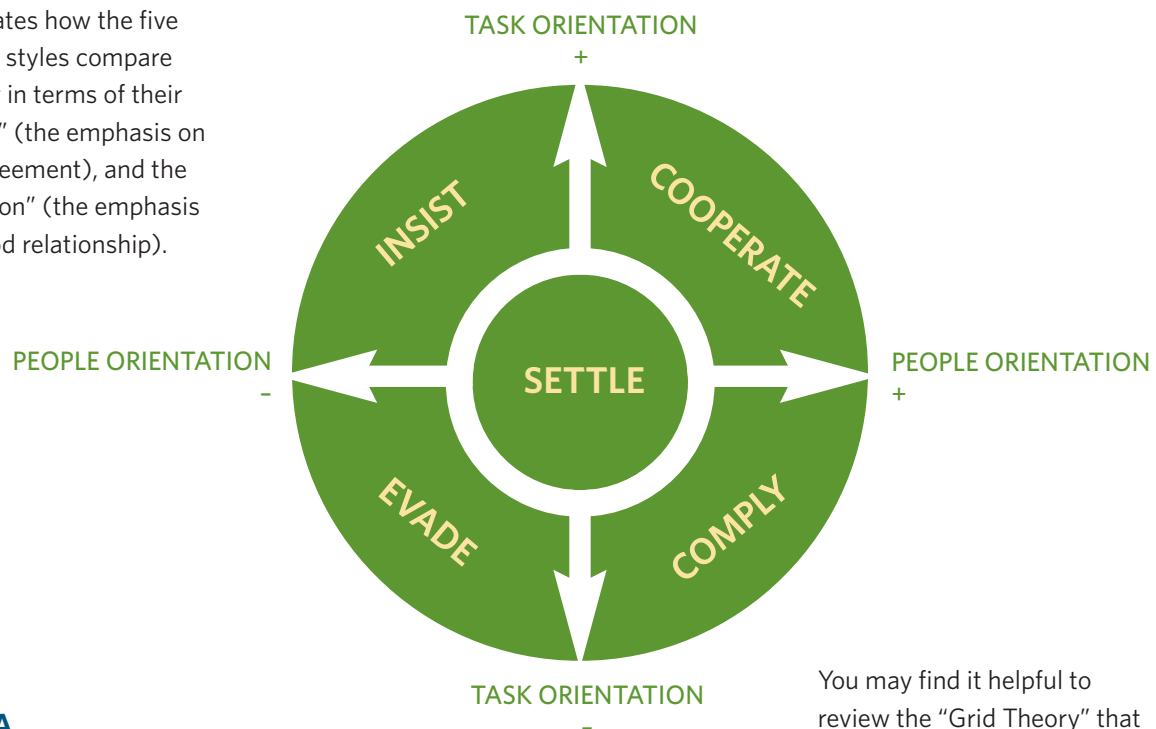
Negotiation is a deliberate process for two or more people or groups to solve a difference or problem.<sup>115</sup> We have discussed interpersonal conflicts. Next we’ll consider negotiation as a way to resolve conflict. Through negotiation, the parties strive to reach agreement on issues or courses of action where there is some degree of difference in interest, goals, values, or beliefs. The job of the negotiator is to build credibility with the “other side,” find some common ground or shared interests, learn the opposing position, and share information that will persuade the “other side” to agree to an outcome.<sup>116</sup>

The majority of this section on negotiation (pp. 45-49) is excerpted from Dr. Stef Eisen, “Shortcuts to Cooperative Negotiating Strategies,” Air Force Negotiation Center of Excellence, 2011, used with permission.



## NEGOTIATION PREFERENCES & STYLES CHART

This chart illustrates how the five main negotiation styles compare with one another in terms of their “task orientation” (the emphasis on coming to an agreement), and the “people orientation” (the emphasis on building a good relationship).



### BATNA

#### **OBJECTIVE:**

39. Define the term “BATNA.”
40. Explain why BATNA is a significant element in the negotiation process.

You may find it helpful to review the “Grid Theory” that you studied in chapter 7, because this chart includes the same “task orientation” and “people orientation” axes.

If you only have time to do one thing in preparing to negotiate, always know your Best Alternative to a Negotiated Agreement (BATNA) and protect it. Simply stated, the BATNA is what you would do if negotiation would fail. If the other side insists on an idea that is less than your BATNA, there is no point in your continuing to negotiate. Likewise, always estimate the opposition’s BATNA and find ways to influence it. Your BATNA can often be used to motivate the opposite party to stay in a negotiation. You can often convince the opposition to engage further in the negotiation when you reveal that you’d hate to go back to your boss and admit failure – and ask him how his boss would react upon hearing the same news.

### FIVE BASIC STRATEGIES

#### **OBJECTIVE:**

41. Describe each of the five basic negotiation strategies.
42. Defend the claim that negotiating skills are important to leaders and cadet officers in particular.





**1. Evade Strategy:** The Evade strategy is a passive, unassertive strategy where you don't have any motivation to work your expectations or meet their expectations. When might you “evade” or “kick the can down the road”? Perhaps if the issue at hand is totally unimportant to you, you have higher priorities, or you lack the energy and drive to tackle the problem. Often the status quo is actually preferred to any envisioned solution. Also, you may use the Evade strategy if you are faced with an overwhelmingly competitive opponent and this forestalls an outcome that would definitely not satisfy your needs.

Evade may be useful when trust is low, you have no need for information beyond what you have, you have the power to resist the opposition's strategy, and the option of the status quo is the preferred option for you.

**2. Comply Strategy:** The Comply strategy tends to delegate the responsibility for the conflict's resolution with the other person or party. This (along with the “Evade” strategy) is a passive approach to negotiations. This strategy is preferred when preserving the relationship between you and the other party is the paramount concern, even if it is at the “expense of the task.” The result of this strategy is that the more assertive party gets what they want and you, as the compliant side, give up whatever is at stake or grant a concession to the opposition.

Evade may be useful when trust is low to moderate, you have no need for information beyond what you have, you do not have the power to resist the opposition's strategy, and the option of giving in to the other side's interests may create a favorable situation for the next engagement with your opposition.

**3. Insist Strategy:** The Insist strategy is useful when you believe that obtaining your objective is paramount, regardless of the cost to the opposition's interests or the relationship. The Insist strategy is usually associated with a position and declared with a demand that leaves little room for movement and/or compromise. Information is usually hoarded and withheld. Relationships are usually put at risk and any long-term negotiating relationships are difficult to maintain. This style is preferred when a “winner takes all” requirement is sought.

Usually the Insist strategy is used when there is a single issue (like price or security), and the likelihood of further interaction between the parties is unlikely or winner's residual power after the negotiations will allow for more use of the Insist strategy. The Insist strategy is quick, and there's usually one outcome: one party “wins” and the other “loses.” (Recall the “zero sum game” from chapter 6.) At issue is which party gets to play the victor or the vanquished. Usually, the party with the greater amount of power is the victor.

If the five negotiation strategies had their own bumper stickers:



Let's split the difference and call it a day!



The **SETTLE STRATEGY** bumper sticker

Yes, absolutely, let's do it YOUR way!

The **COMPLY STRATEGY** bumper sticker

Take it or leave it!



The **INSIST STRATEGY** bumper sticker

Not now, can u come back l8r?



The **EVADE STRATEGY** bumper sticker

LET'S WORK TOGETHER & MAKE IT EVEN BETTER!



The **COOPERATIVE STRATEGY** bumper sticker





Some suggest this winner-take-all approach is a misunderstanding of negotiations. It is not a misunderstanding, but a specific strategy available to achieve specific goals. The value of this strategy lies in appropriately selecting it to meet the conditions. Because it is short-sighted and does not consider relationships, etc., once the confrontation is won, the opposition is not likely to deal with you again. Perhaps they will not be willing to execute the plan, or will generally be a troublesome partner. The Insist strategy perhaps requires the most careful monitoring of the post-agreement compliance.

Insist may be useful when trust is low, you have no need for information beyond what you have, you have the power to overcome the opposite's strategy, and the only option you will consider is your option.

**4. Settle Strategy:** The Settle strategy may be useful when you seek resolution to a situation, but see little chance for you to really get it "your way" (e.g., the Insist Strategy), or you don't want to "give in" (e.g., the Comply Strategy) to the opposition.

By using the Settle strategy, you may minimally satisfy both side's task interests through the process of splitting whatever difference is separating you from the opposition, usually in the form of splitting the difference "somewhere down the middle." The Settle strategy usually opens not with a demand (a hard position with no wiggle room), but a softer "offer" (a position leaving some room for you or the opposite to maneuver the other to a solution). Each party "gets something," but usually not what you really need or what fully satisfies you. Additionally, the people orientation is not strong, as you expect the opposition to take care of their interests as you are taking care of yours. It is not antagonistic; neither is it nurturing.

Settling usually results in a quick negotiation (Settle is an efficient process), but rarely an optimal outcome (Settle is usually not an effective process). Also, the Settle strategy is usually most useful where only one variable is at stake or being considered (like price). A quick tutorial on the Settle strategy is available in any segment of *Pawn Stars* or *American Pickers* series on cable television.

Settle may be useful when trust is low to moderate; you have most of the information you need, but not all to conclude the deal; you have about equal power with your opposite; and you are willing to give a little on your desired option to close the deal.

**5. Cooperative Negotiating Strategy:** CNS is the Air Force Negotiation Center of Excellence's enhanced version of the business world concept known as Interest-Based Negotiations.



#### The Warrior / Negotiator

When US troops operate in a coalition with other nations, commanders have to convince (not order) coalition partners to operate in a way that is consistent with U.S. strategy, or vice versa. The Air Force asserts that today "warrior / negotiator" is no longer an oxymoron. Negotiation skills are becoming a larger part of professional military education.



#### Negotiation TV

Everyone gets something with the "Settle" strategy because you and the opposition basically split your differences down the middle. Two TV programs – *Pawn Stars* and *American Pickers* – offer good examples of Settle in action.





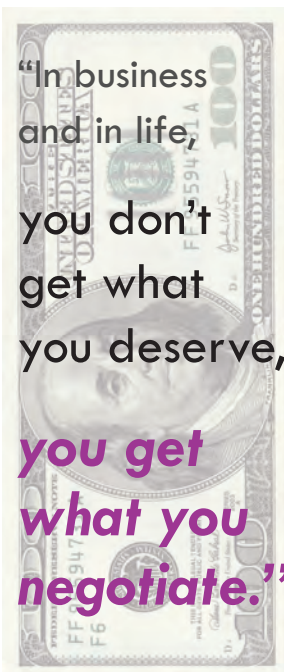
CNS depends on each party's desire to achieve both a mutually satisfactory outcome while simultaneously managing the relationship. For this to occur, trust must exist between the parties and they must be willing to share information and decision-making power and suspend judgment on possible solutions. The AF NCE also suggests that all five negotiation strategies discussed in this section are "interest-based" and none should be disregarded when contemplating a negotiation. For example, in certain situations your "interests" must predominate (such as using the Insist strategy in a crisis). In other situations, your interest may be for the opposite to "have it their way" (using the Comply strategy to build a relationship).

CNS, however, has the potential to address multiple issues within a negotiation. The basic premise is that the "game" is not inherently zero-sum, as in the Insist strategy, but there is a potential to create new value for each party involved while building an enduring relationship to handle the inevitable problems that crop up while executing nearly every negotiated agreement. CNS is particularly effective in a diverse situation, such as the military environment. Agreements in the military must be reached with people and groups that are often very different — culturally, socially, politically, etc. To get beyond the obstacles to an agreement, CNS suggests focusing on the underlying, basic, and perhaps common interests behind each party's initial positions. From these interests arises the potential to also find common ground and generate opportunities to create new value. Reduced to its essentials, CNS proposes that two groups working together will come up with a solution qualitatively better than what either party could generate on its own.

CNS may be useful when trust is moderate to high, you know you do not have the information you need, you have about equal power with the opposition, and you are willing to consider many options that might meet your interests as well as your opposition's interests.

### IMPLICATION FOR CADET OFFICERS

Negotiation is an aspect of leadership. Both are matters of influence, involve goal-setting, and require collaboration. Cadet officers will find the need to negotiate as they cooperate with senior members in leading their units, try to resolve disputes among cadets, obtain favorable pay and time-off conditions with potential employers, work with college officials on financial aid packages, and more. In business and in life, "You don't get what you deserve, you get what you negotiate."<sup>117</sup>



### Key Questions to Ask When Preparing for Negotiation<sup>118</sup>

- What pre-assessment has been done before getting together?
- What are the existing relationships between the parties?
- What is the history of the issues?
- What is the collaboration history and style of the parties and the organizations they represent?
- What are the represented organizations' approaches to negotiation?
- What issues are likely to be raised within the process?

#### Representation

- Who are the parties, the representatives, and the decision-makers?
- Can the right people be brought to the table?
- What is the best way to convene the parties?

#### Mandates and Influences

- What are the institutional constraints of each party?
- Do the parties have the authority to negotiate and make decisions?
- What are the political constraints of each party?
- What are the general and specific mandates of participating agencies and others and how might they conflict?

#### Resources

- How will the negotiation be financed?
- Who is the lead on financing and developing the budget?
- What time and personnel investments are required?

#### Management

- Who will manage the process?
- How will communication be managed?
- How will the group make decisions?
- How will coalition dynamics be managed?

*Note that these questions should also be revisited when the group comes together.*



## SPEAK UP!

### Six Steps to Speaking Up Against Everyday Bigotry<sup>119</sup>

#### OBJECTIVES:

43. Identify the six practical steps for speaking up against everyday bigotry.
44. Defend the claim that leaders should not allow bigotry to go unchallenged.

Whatever situation you're in, remember these six steps to help you speak up against everyday bigotry. In any situation, however, assess your safety, both physical and emotional. There is a risk, and that must be acknowledged as you make your own choice to speak up.

This section is excerpted from "Speak Up!" by Teaching Tolerance, tolerance.org. Used with permission.

#### BE READY

You know another moment like this will happen, so prepare yourself for it. Think of yourself as the one who will speak up. Promise yourself not to remain silent.

"Summon your courage, whatever it takes to get that courage, wherever that source of courage is for you," said Dr. Marsha Houston, of the University of Alabama.

To bolster that courage, have something to say in mind before an incident happens. Open-ended questions often are a good response. "Why do you say that?" "How did you develop that belief?"

**BE READY**

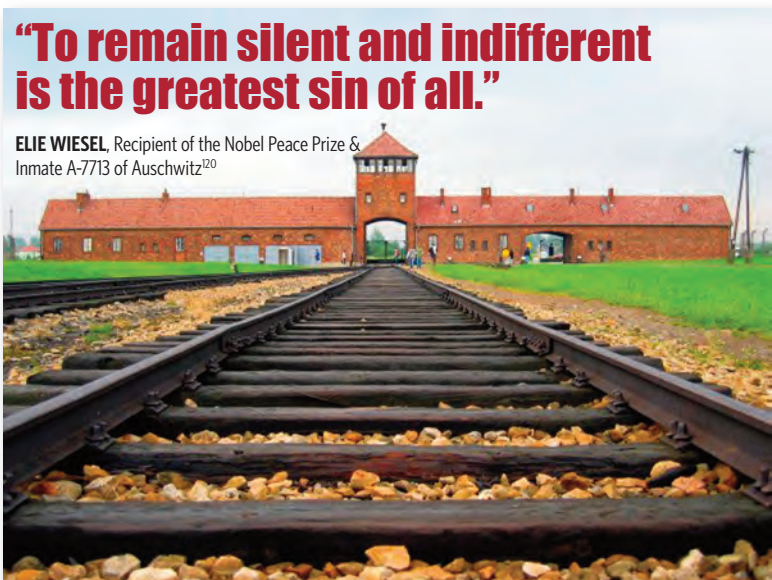


#### IDENTIFY THE BEHAVIOR

Sometimes, pointing out the behavior candidly helps someone hear what they're really saying: "Janice, what I hear you saying is that all husbands are lazy" (or whatever the slur happens to be). Or, "Janice, you're classifying an entire ethnicity in a derogatory way. Is that what I hear you saying?"

When identifying behavior, however, avoid labeling, name-calling or the use of loaded terms. Describe the behavior; don't label the person.

"If your goal is to communicate, loaded terms get you nowhere," said Dr. K.E. Supriya, an expert in the role of gender and cultural identity in communication. "If you simply call someone a racist, a wall goes up."



## APPEAL TO PRINCIPLES

If the speaker is someone you have a relationship with — a sister, friend or coworker, for example — call on their higher principles: “Bob, I’ve always thought of you as a fair-minded person, so it shocks me when I hear you say something that sounds so bigoted.”

“Appeal to their better instincts,” Houston said. “Remember that people are complex. What they say in one moment is not necessarily an indication of everything they think.”

## SET LIMITS

You cannot control another person, but you can say, “Don’t tell racist jokes in my presence anymore. If you do, I will leave.” Or, “My workspace is not a place I allow bigoted remarks to be made. I can’t control what you say outside of this space, but here I ask that you respect my wishes.” Then follow through.

“The point is to draw a line, to say, ‘I don’t want you to use that language when I’m around,’ ” Bob Carolla, spokesman for the National Alliance for the Mentally Ill. “Even if attitudes don’t change, by shutting off bad behavior, you are limiting its contagion. Fewer people hear it or experience it.”

## FIND AN ALLY / BE AN ALLY

When frustrated in your own campaign against everyday bigotry, seek out like-minded people and ask them to support you in whatever ways they can. And don’t forget to return the favor: If you aren’t the first voice to speak up against everyday bigotry, be the next voice.

“Always speak up, and never be silenced out of fear,” said Shane Windmeyer, founder and coordinator of Campus PrideNet and the Lambda 10 Project. “To be an ally, we must lead by example and inspire others to do the same.”

## BE VIGILANT

Remember: Change happens slowly. People typically make small steps, not large ones. Stay prepared, and keep speaking up. Don’t risk silence.

“There’s a sense of personal disappointment in having not said something when you felt you should have,” said Ron Schlittler, acting executive director of the national office of Parents, Families and Friends of Lesbians and Gays.

Carolla put it this way: “If you don’t speak up, you’re surrendering part of yourself. You’re letting bigotry win.”

## I PLEDGE TO SPEAK UP!

*In pledging to respond to everyday bigotry, I will:*

Speak up when I hear or see bigotry;

Question and identify bias when I see it;

Be mindful of my own behaviors;

Promote and appeal to higher principles;

Set limits on what is said or done around me;

Seek help and help others to work against bigotry;

Remain vigilant and persistent.



## CONCLUSION

During this chapter entitled “The Cadet Officer,” we have considered four main topics: officership, moral reasoning, character formation, and conflict resolution. At first glance, these topics may appear to be a hodgepodge. But upon reflection, you should recognize that the common theme is integrity.

Officers place integrity at the forefront of their concept of officership. Officers study integrity in depth to increase their capacity for moral reasoning. Officers develop integrity in others through character formation. And officers apply integrity in their attempts to resolve conflicts. Being an officer is a challenging vocation, but a rewarding one, too.

## NOTES

<sup>1</sup> Samuel P. Huntington, *The Soldier & The State* (Cambridge MA: Harvard University Press, 1985 ed.), 28.

<sup>2</sup> Quoted in *ibid.*, 30.

<sup>3</sup> US Air Force, AFDD 1-1, *Leadership & Force Development* (Maxwell AFB, AL, 2006), vi.

<sup>4</sup> *Constitution of the United States of America*, Article II, Section 3.

<sup>5</sup> Executive Order 10631, *Code of Conduct for Members of the Armed Forces of the United States*, as amended, 1988.

<sup>6</sup> Department of Defense, DD Form 1, *Officer's Commission*, 2000.

<sup>7</sup> U.S. Air Force, AU-24, *Concepts for Air Force Leadership* (Maxwell AFB, AL: Air University Press, 1996), 5-6.

<sup>8</sup> Office of the Undersecretary of Defense for Personnel & Readiness, *Population Representation in the Military Services*, Fiscal Year 2009.

<sup>9</sup> Author's interview with the AFROTC vice commander, December 2010.

<sup>10</sup> U.S. Air Force ROTC, “High School Scholarships,” <http://afrotc.com/scholarships/high-school/eligibility/> (accessed Feb 2011).

<sup>11</sup> Secretary of Defense Melvin Laird speaking at the Armed Forces Staff College in 1969, quoted in *USAF Air Command & Staff College* (Maxwell AFB, AL: Air University, 2011), chapter 1, unit 5.

<sup>12</sup> Stephen E. Ambrose, *D-Day: The Climactic Battle of World War II* (New York: Touchstone, 1995), 22-24. Reprinted with permission.

<sup>13</sup> US Army, AFM 7-22.7, *The Army Noncommissioned Officer Guide* (US Army, 2002), 1-32.

<sup>14</sup> Francis J. Yammarino, “Indirect Leadership: Transformational Leadership” in *Improving Organizational Effectiveness Through Transformational Leadership*, Bernard Bass & Bruce Avolio, eds. (Thousand Oaks, CA: SAGE Publications, 1994), 27.

<sup>15</sup> Gerry Larsson et al., “Indirect Leadership in a Military Context,” in the *Leadership & Organization Development Journal*, vol. 26, no. 3, (Dec 2004): 215.

<sup>16</sup> *Ibid.*, 222.

<sup>17</sup> *Ibid.*, 224.

<sup>18</sup> *Ibid.*, 224.

<sup>19</sup> Howard Gardner, *Leading Minds* (New York: Basic Books, 1995), 293.

<sup>20</sup> Cage Innoye, “Indirect Leadership,” at <http://diversephilosophy.blogspot.com> (accessed Feb 2011).

<sup>21</sup> Yammarino, 40.

<sup>22</sup> *Ibid.*, 40.

<sup>23</sup> *Ibid.*, 30.

<sup>24</sup> *Ibid.*, 44.

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The LEARN TO LEAD series  
is dedicated to the memory of  
Lance Corporal **JEFFREY S. HOLMES** USMC,  
a former cadet from New Hampshire Wing  
who grew from a small, uncertain cadet into  
a strong man and a Marine,  
all the while keeping his infectious cheerful attitude.  
He was killed in action on Thanksgiving Day, 2004,  
during the Battle for Fallujah, Iraq.  
He was 20 years old.  
*Requiescat in pace.*



## Appreciations

WE WAITED FOR OUR RIDE IN THE PITCH BLACK, 4:30 in the morning, and it was wicked cold. I climbed into the back of a pickup truck en route to Wing Headquarters for my first sarex. Nearly thirty years later, from the Deep South of all places, here I am thanking a great team for incredible support upon our completing *Learn to Lead*.

Looking back, it's bewildering to realize that the text you are holding was but a dream that **Rob Smith** and **Dr. Jeff Montgomery** and I sketched out at lunch one day. I remember that lunch well: I had a grilled cheese. Rob and Jeff helped with volumes 1 and 2, but not 3 and 4, yet still they top my list. Thank you.

Everyone on our growing Cadet Team contributed to the volume 3 and 4 effort. My thanks to **Joe Curry** who is now an expert on getting permissions for photos of Yoda, the poetry of Langston Hughes, sixty-year old articles by Tooey Spaatz, or just about any intellectual property a leadership textbook could need. **Margaret Probst**, our intrepid DDR specialist, kept so much of the day-to-day business afloat while others focused on L2L. As he did with the earlier volumes, **Neil Probst** distinguished himself as a key contributor, particularly in preparing volume 4's collection of readings. He's one of the finest copy editors you'll find. Moreover, he's been the workhorse behind the written tests and online systems that augment these texts. Our rookie education manager, **Becci Sundhagen**, hit home runs every time at bat. Her fingerprints are all over the good stuff you find in volumes 3 and 4. I'm indebted to her for helping us make connections across chapters, for making sense out of some half-formed ideas we had for volume 4, and for great service in editing. **Steven Trupp** helped with permissions, editing, vetting test questions, and a dozen other tasks that sprang up. As a long-time field guy and DCP, Steven was always ready with intelligent perspectives from the cadets' and seniors' points of view.

Throughout this long process my bosses **Jim Mallett** and **Don Rowland** provided every last resource and bit of encouragement we could ever want, while giving me free reign to take L2L where I wanted to go. Thank you, sirs.

Once again, **Barb Pribulick** came to our aid with vital Quark and Photoshop support, and her boss in Creative Services, **Jim Tynan**, ensured the physical book

you're holding would be a high-quality glossy treasure.

Three outside consultants came to our rescue. **Dr. Kalynne Pudner**, a visiting professor

at Auburn University, reminded me that my knowledge of ethics was pretty rusty, and helpfully corrected more technical inaccuracies than I care to admit. **Capt Chad Grondahl**, a flight commander at the USAF Squadron Officer College and longtime CAP member, brought a wealth of subject matter expertise to the effort – our Jeter coming off the bench. **Dr. Ashley Davis** crafted a huge bank of multiple choice test questions.

Anyone who is the least bit familiar with CAP knows that the organization's real work is not done in Gill Robb Wilson Hall but in the airport hangars, church basements, and gymnasiums where cadets meet on Tuesday night. We collected innumerable great ideas from the conference circuit and our friends online. My thanks to the dedicated **Cadet Programs Officers** and **Cadet Advisory Councils** in the field for their expertise. Most especially, my former volunteer counterpart, **Lt Col Ned Lee**, and current counterpart, **Col Craig Treadwell**, tirelessly championed L2L throughout. It's a pleasure working with guys whose hearts are as pure as their minds are wise.

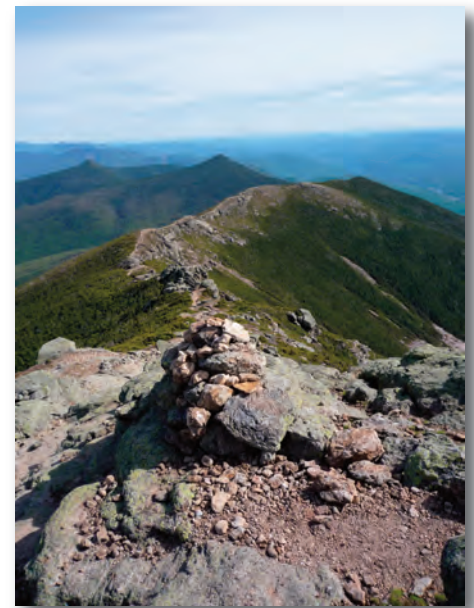
My buddy **Major Jason Smith** always offered great advice and feedback during our long phone calls. Whenever I work a cadet project, I ask for Jason's input.

Most of all, I say that that girl who married me for some strange reason, **Amanda**, made it all possible. She's a tremendous editor and counselor, and now according to the toddler who patrols our home, a perfect mom, too.

Regardless of this mighty arsenal of brainpower, any shortcomings with the curriculum or errors of any sort that remain are the fault of yours truly.

If you're a cadet and you're reading this, know that yesterday's generation of cadets wants you to become the leaders America needs you to be. We're confident that, aided in small part by L2L, you will set the new standard.

Semper Vigilans,  
*Curt LaFond*



## THE CADET OATH

I pledge that I will serve faithfully  
 in the Civil Air Patrol Cadet Program  
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 participate actively in unit activities  
 obey my officers  
 wear my uniform properly  
 and advance my education and training rapidly  
 to prepare myself to be of service  
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