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CHAPTER 6

THE HUMAN ELEMENT

HOW CAN WE UNDERSTAND LEADERSHIP WHEN WE CAN HARDLY UNDERSTAND PEOPLE?

The great variable in the equation of leadership is the human element. Humankind has set foot upon the Moon, explored Mars, probed the solar system and beyond. And yet, nothing is so puzzling as what is immediately before us: the human mind. Shakespeare summed it up when he wrote, “What a piece of work is man!” Everyone is alike, and yet everyone is different. People are the problem, and people are the solution. People cause suffering. They hate. To get some to work, you must kick them out of bed. But people are Earth’s most warmhearted and hopeful animals. They built civilization, uncovered mysteries of science, and brought art and music to a cold universe. People are a paradox. Humankind, wrote one poet, is the “glory, jest, and riddle of the world!”



PERSONALITY

OBJECTIVE:

1. Define the term, “personality.”

Everyone is the same, and yet everyone is unique. This is the mystery of personality. No doubt you know someone who is said to have an outgoing personality, or another who is known for having a serious personality. But what is “personality”? In simple terms, **personality is the sum of the thoughts, feelings, and behaviors that make someone unique.**¹ Some features of personality are visible to all – it’s easy to find the clown in the group – while other features of personality lay under the surface, hidden from the outside world and perhaps even hidden from the individual himself.

What factors shape personality? How can we better describe personality? This section considers those questions and more. Leaders try to understand personality so that they might better understand people.

NATURE VS. NURTURE

OBJECTIVES:

2. Describe ways that nature influences personality.
3. Describe ways that nurture influences personality.
4. Explain why the nature vs. nurture debate is relevant to leaders.

Are you the way you are because you were born that way? Have your genes determined the type of person you have become? Is biology destiny? Or, have you been formed by your personal experiences? Have your parents, friends, school life, and the like molded you into the person you are? Welcome to a debate that is over 400 years old. In short, **the question of “nature vs. nurture” asks whether it is inborn qualities or personal experiences that shape who we are.** The classic question, “Are leaders born or are they made?” is closely related to the nature vs. nurture debate.

CHAPTER GOALS

1. Develop an understanding of what makes individuals unique and complex.
2. Appreciate how interpersonal relations affect the job of leading.
3. Defend the idea that diversity is a strength.

CHAPTER OUTLINE

In this chapter you will learn about:

Personality
Nature vs. Nurture
Birth Order Theory
Charisma
Johari Window
Myers-Briggs Type Indicator
Motivation & Behavior
Maslow’s Hierarchy of Needs
Hawthorne Studies
Classical Conditioning
Milgram Experiment
Conflict
Defense Mechanisms
The Inevitability of Conflict
The Leader’s Role in Managing Conflict
Leading in a Diverse Society
Diversity in the Military & CAP
America’s Increasing Diversity
Prejudice, Hatred, & the Leader
Five Ways to Fight Hate
Drill & Ceremonies

ARGUMENTS FOR NATURE

Consider a pair of identical twins. Biologists tell us that identical twins possess identical genes. Researchers have found that if identical twins are raised apart in different families, they will nevertheless grow up to be highly similar.² It seems that nature has programmed them a certain way. Although each twin was nurtured by different parents, nurtured at different schools, and nurtured by different friends and family, nature still found a way for the twins to grow up to be very much alike. Nature affected their personality, intelligence, interests, individual quirks and more.

“Are you the way you are because you were born that way? Or have you been formed by personal experience?”

Physical traits such as eye color, hair color, height, weight, and the like are controlled

by nature. Geneticists can tell a couple the likelihood of their children having blue eyes or brown. Down syndrome, cystic fibrosis, Huntington’s disease, and hundreds of other medical problems are the result of genetic disorders. In short, our parents’ DNA determines a great deal about who we are.³ No matter how carefully parents nurture a child, the laws of genetics will have their way.

ARGUMENTS FOR NURTURE

Consider two puppies. Put one through obedience training and do nothing to train the other. It will be no surprise which dog learns to sit, stay, and lay down, and which is utterly unable to perform at the same level. Nurturing has an effect. The same principle holds true for violence. Researchers have discovered that children who grow up around violence are apt to become violent themselves.⁴

The argument for “nurture” is best expressed by the concept of the blank slate, or *tabula rasa*, as it is called in Latin. ***The blank slate principle states that every newborn baby is born as if their mind were a blank slate onto which they write thoughts and experiences.***⁵ This argument asserts that we take-in information using our senses and are formed by our life’s events. “Man has no nature,” announced one writer, “what he has is history.”⁶

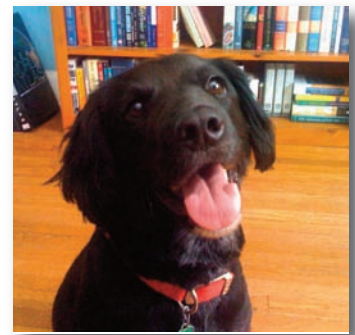
One researcher, John B. Watson, was so steadfast in his belief that nurture overpowers nature, he famously proclaimed:

Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select... regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors.⁷



Twins

Identical twins have identical genes. Indeed, they’re so alike that researchers have found that if raised separately, each twin is apt to grow up to become much like the other. It seems that nature is in control.



Good Girl!

What makes dogs able to sit, stay, and fetch on command? Training. Nurturing can produce powerful effects.

Tabula rasa.

Latin for “blank slate.”

NATURE VS. NURTURE TODAY

Today, most scientists reject the nineteenth-century doctrine that biology is destiny and the twentieth-century doctrine that the mind is a blank slate.⁸ ***We are affected by our genes. We are affected by our environment.*** “The brain,” explained one scientist, “is capable of a full range of behaviors and predisposed to none.”⁹ Nature and nurture are not mutually exclusive. Rather, nature and nurture affect one another.

IMPLICATION FOR LEADERS

What does the nature vs. nurture debate mean for leaders? Regardless whether nature dominates nurture or vice versa, we know that ***leaders cannot change human nature.*** But we also know that a person’s environment has an effect on how they develop, and ***a leader can have an effect on that environment.*** The key ingredient in the leader/follower environment is the leader’s own behavior. Once again the simple wisdom, “lead by example,” is shown to be leadership’s first commandment.

Nature vs. nurture teaches us that everybody is alike, and yet everybody is different. The wise saying, “know your people” comes round again. Cadet NCOs leading small teams must get to know their people as individuals. Only then can they discover what it will take to nurture, support, and lead those individuals.

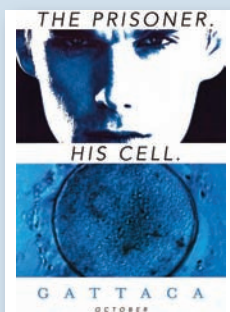


The Human Brain

According to one scientist, “the brain is capable of a full range of behaviors and predisposed to none.”⁸

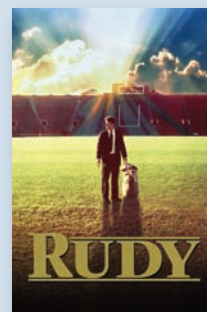


NATURE VS. NURTURE AT THE MOVIES



The film *Gattaca* imagines a future where your genes are your destiny. Seconds after birth, each baby is genetically tested. It is at this moment that the newborn’s station in life is determined. The babies with the best genes are selected to become astronauts. Those with

inferior genes are slated to become janitors. No matter how hard you work, how much you study, how many push-ups you can endure, in *Gattaca* society refuses to believe you can succeed if you have bad genes. *Gattaca* is a world where nature appears totally in control.¹⁰



Rudy Ruettiger stands 5’7” tall, tiny for a football player. Possessing average intelligence, he was not smart enough to go from high school straight into a prestigious college. The film *Rudy* tells the story of how through sheer willpower and nurturing, Ruettiger achieved his dream of playing

football for the Irish and graduating with honors from Notre Dame.¹¹ Rudy’s story rebuts the claim that nature trumps nurture. Today in real life, Ruettiger is a famous leadership coach. “Be the person you want to be,” he advises. “Make the decision to take action and move closer to your dream.”¹²

BIRTH ORDER THEORY

OBJECTIVE:

5. Describe birth order theory.

Birth order theory contends that a person's rank within their family can have an effect on their personality and intelligence. It is the idea that all first born children, for example, will hold certain experiences in common and that those experiences will mold their personality in a predictable way. Where a child places in the birth order – first born, middle, youngest, or only child – can have an effect on how he or she sees themselves.¹³

ARGUMENTS FOR BIRTH ORDER THEORY

Researches have uncovered some data to support the birth order theory. For example, one survey found that 43% of company presidents (not 33% as would be expected) were first born children, suggesting that being a leader of a little brother or sister may equip individuals to be leaders in adult life.¹⁴ Other researchers have found that first born children are over-represented in Congress.¹⁵ In contrast, a disproportionate number of last born children have been arrested

**“Will all first born children become successful?
Will the last born rebel?”**

as protesters, suggesting that the youngest members of a family are apt to be the most rebellious.¹⁶

Many people find birth order theory persuasive because it agrees with their common sense. The “tutor effect” is a good illustration.¹⁷ A first born child, for example, will have ample opportunity to develop leadership skills by acting as a tutor or boss to the younger siblings. Big brothers and sisters teach their little brothers and sisters how to tie shoes, throw a baseball, apply make-up, or add and subtract. In Norway, scientists attribute the tutor effect to their discovery that first born children have an IQ 2.3 points higher, on average, than children born second or last in their families.¹⁸

ARGUMENTS AGAINST BIRTH ORDER THEORY

But birth order theory has its opponents, too. Some scientists equate it with astrology, palm reading, pop psychology, or the like.¹⁹ They accuse it of the *post hoc* fallacy (see chapter 5). While birth order may have some effect on how we see ourselves and how personality develops, opponents argue that other factors are more important. The timing of economic shocks to the family, the timing of the family moving to a new city, or the timing of any number of major life events offers a better explanation of how personality develops than birth order does.²⁰

THE PRESIDENTS & BIRTH ORDER

Eight of the past ten presidents can be considered first born children. Advocates of birth order theory claim first borns have an edge in developing leadership skills.



44. Barack Obama
Only child



43. George W. Bush
Oldest child



42. Bill Clinton
Oldest child*



41. George H. Bush
Second child



40. Ronald Reagan
Last born



39. Jimmy Carter
Oldest child



38. Gerald Ford
Oldest child*



37. Richard Nixon
Oldest child†



36. Lyndon Johnson
Oldest child



35. John Kennedy
Oldest Child†

* Only child, but later became the oldest child in a mixed family
† Born second, but older brother died at a young age

RELEVANCE TO LEADERS

Why is birth order theory relevant to leaders, if at all? What are we to make of birth order theory when some scientists argue for it and others against it? ***Birth order theory is an easy way to begin thinking about how the environment a person grows up in can shape their personality.*** A familiarity with birth order theory may help a leader better understand why someone displays the personality traits that they do. It is yet another item in the leader's toolkit to give them a larger perspective about people.

TYPICAL CHARACTERISTICS OF INDIVIDUALS ACCORDING TO BIRTH ORDER THEORY²¹

Only Child

Spoiled
Used to getting all the attention
Self-centered and used to getting their own way
Over-relies on authority figures (e.g.: parents)
Feels stupid in early childhood because adults are always more capable
Not good at cooperating because they do not need to as much

First Child

Displays only child characteristics, at least for a while
Focuses on having control or authority over the younger children
Enjoys being right and having more knowledge and experience than the others
May feel jealous and neglected when second child is born
Strives to please
Strives to achieve and feels pressure to succeed

Middle Child

Frustrated due to not having the special qualities of being oldest or youngest
Feels left out, unloved, and forgotten
Feels life is unfair and that they receive only hand-me-downs
Rebels against perceived injustices
Seeks an identity outside the family
Learns the necessity of compromise
Struggles in always being compared to the oldest child

Youngest Child

Feels inferior to the bigger, smarter, stronger, older siblings
Remains "the baby," even into adulthood
Expects to be cared for and expects others to take responsibility for them
Behaves like the only child, at least for a time
Frustrated by a feeling they are not respected or taken seriously
Used to being the center of attention
Feels left out from the family for missing experiences from before their time

Possible Leadership Approaches*

Appeal to their sense of having special qualities and deserving special attention. "Cadet Curry, your color guard experience can really help us here..."
Challenge them to see how their personal goals match the team's goals.

Appeal to their desire to please and achieve. Challenge them to excel. "Cadet Curry, I just know you're capable of passing the challenging Wright Brothers exam, will you study hard next week so we can promote you to C/SSgt?"

Emphasize their sense of belonging to the team and the special honor of being a cadet. Challenge them to channel their rebellious attitude. Ask them to be innovators who discover new ways for the team to succeed.

Appeal to their sense of having special qualities and deserving special attention. "Cadet Curry, your color guard experience can really help us here..."
Take them seriously and challenge them to make their mark by doing something extraordinary for the team.

* The goal of this section on birth order is to help you understand that a person's rank within their family can have an effect on their personality. In most cases, especially in the adult workplace, leaders will not know the birth order of their followers.

CHARISMA

OBJECTIVES:

6. Define the term, “charisma.”
7. Explain why charisma can help a leader succeed.
8. Explain pitfalls leaders can face by relying too much on charisma.

*“Charisma is the sparkle in people that money can’t buy,” according to one author. “It’s an invisible energy with visible effects.”*²² Someone who has great charisma might be described as having a magnetic personality, a unique flair, a special quality that is hard to describe and even harder to imitate. Charismatic leaders have a profound emotional effect on their followers. In short, charisma is that special aspect of personality that makes someone truly unique.

WINNING HEARTS AND MINDS

What does charisma mean for the leader? Charismatic leaders find it easy to recruit new followers. In politics, candidates for office go to great lengths to appear likable. By putting their charisma on display, they hope to win voters. Moreover, because charismatic leaders have by definition a “profound emotional effect,” their followers will work longer and harder for the cause.²³ Having a strong charisma can make a leader appear heroic and larger-than-life, and therefore incredibly effective.²⁴ Name some beloved leaders – Martin Luther King, Ronald Reagan, Oprah Winfrey – and you’ll be naming individuals whose success is due partly to their extraordinary charisma.

A PERILIOUS SHORTCUT

Having good charisma, a sunny disposition, and being likable certainly makes leadership easier for the leader. But charismatic leadership is not necessary for an organization to succeed.²⁵ **Moreover, strong charisma can be counter-productive as it surrounds the leader with followers who are only too willing to flatter the leader and sweep problems under the rug.**²⁶ “Charisma becomes the undoing of leaders,” warns one expert. “It makes them inflexible, convinced of their own infallibility, unable to change.”²⁷ By being zealously loyal to the leader, both the followers and the leader alike can forget their duty to be loyal to the organization’s goals or core values. And when viewed from the perspective of a cadet searching for ways to develop leadership skills, charisma is a blind alley. You cannot make yourself more charismatic and stay true to yourself. Regardless, what one person finds attractive about a leader’s charisma might turn-off someone else.

THE RESULT OF LEADERSHIP

Is charisma the X-factor? Is it a magic potent that turns mere mortals into leaders? No. One expert said it best: “Charisma is the result of effective leadership, not the other way around.”²⁸

BILL CLINTON: THE PROS & CONS OF CHARISMATIC LEADERSHIP



Nobody works a crowd as well as former president Bill Clinton, one of America’s most charismatic leaders.

One journalist observed that Clinton had an uncanny ability to charm people. “When he shook a person’s hand, he leaned slightly forward, looked that person in the eye, and made that individual feel like he or she was the only person in the room.”²⁹ Clinton’s charisma influenced people, built support for his programs, and won elections.

But there was a dark side to that charisma. In a major scandal, he was accused of perjury. Clinton assured his cabinet that he was innocent, so they supported him.³⁰

When the truth finally came out and it was clear Clinton had lied under oath, his cabinet realized they had been betrayed.

Would his closest advisors have believed him had not his charisma been so powerful? What does the Clinton presidency teach leaders about the capabilities and dangers of charismatic leadership?

CHARISMATIC LEADERSHIP: TWO VIEWS

The Horror of Jonestown

What would it take to persuade you to sell all your belongings, leave your family, and move to a tiny camp of primitive huts in the jungle of South America? In the 1970s, one leader of extraordinary charisma, Jim Jones, was able to convince hundreds of people to do just that.

At first, Jonestown, as it was called, was a great success. A mesmerizing speaker, Jones used his incredible charisma to establish what seemed like the most peaceful, loving community on earth. People who had been miserable all their lives found happiness with Jones as their leader.

And then, tragically, one day Jones turned his charisma toward evil ends. Acting on his instructions, hundreds of his followers calmly and senselessly filled their cups with poison-laced kool-aid, drank it, and died.³¹

At its worst, charisma, according to one expert, is based in worshipful emotions of devotion, awe, reverence, and blind faith.³² A charismatic leader may find it easy to prey on people's weaknesses. The horrors of Jonestown illustrate that charismatic leadership can be deadly.

Forrest Gump and Charisma

There is nothing Forrest Gump would not do for his leader and friend, Lieutenant Dan.

At first, we have a hard time figuring out this relationship. Lieutenant Dan is just plain mean toward Forrest. He makes Forrest the butt of his jokes. No matter. Forrest responds by being even more kindhearted, and yet Lieutenant Dan makes fun of Forrest some more.

Why is this? As the film progresses, we see that Forrest admires Lieutenant Dan because of, not in spite of, his weird personality. In Forrest's eyes, Lieutenant Dan has charisma.



Murderous Charisma

Over 900 people senselessly ended their lives in an act of blind devotion to their leader, Jim Jones, in 1978.

JOHARI WINDOW

OBJECTIVES:

9. Describe the four arenas of the Johari window.
10. Explain how feedback and self-disclosure help leaders.

Do you know someone who has delusions of grandeur? Perhaps a cadet believes she is destined to attend the Air Force Academy, and yet her fellow cadets recognize she simply doesn't have the self-discipline to succeed or be happy at a service academy. At some point, reality will catch up with the cadet. Her "blind spot" is hindering her ability to reach her goals.

The Johari Window is a tool for exploring our self-perception.

What do we know and not know about ourselves? What do others know and not know about us? The Johari Window offers a way for exploring those questions. Its unusual name is a combination of the first names of the researchers who developed its framework, Joseph Luft and Harrington Ingham (Joe + Harry).³⁴

FOUR ARENAS

The “window” is a model that is divided into four “arenas.”³⁵

The **public arena** consists of those features of your personality that you know about yourself and that others know, too.

Those features become public thanks to good self-perception coupled with good communication.

The **blind arena** consists of those personality features that are unknown to you but are known to others. Poor self-perception is usually the root cause of developing a “blind spot.” For example, a team of people may all agree their leader is arrogant, and yet the leader may not realize his or her actions have created that impression.

The **private arena** consists of those personality features that are known to you but unknown to others. Because of good self-perception, these features are not blind spots. But, because of either poor communication or an unwillingness to share information with others, these features remain hidden to others. For example, a cadet may know he or she is affected by a tough home life that includes drugs and violence, but chooses to keep that information private.

The **unknown arena** consists of everything in your personality that is unknown to you and unknown to others. Poor self-perception may be one reason for a personality feature to remain unknown. Another reason is that personality is like an iceberg: we see a chunk of it rising above the water, but there’s so much more under the surface. Unconscious and subconscious thoughts, which are normal aspects of the human mind, inhabit the unknown arena. (See page 96 for more about the unconscious mind.)

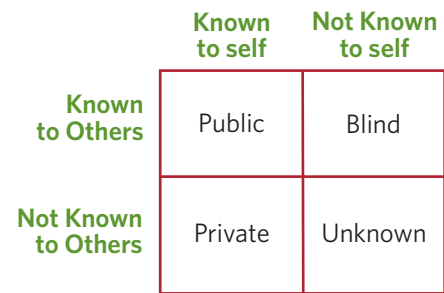


Diagram of the Johari Window

“The Johari Window is a tool for exploring issues of self-perception.”

THE ADJECTIVES GAME

How do you know which features of your personality inhabit each arena? The Johari Window makes use of a method that might be called “the adjectives game.” Working from a fixed list of adjectives, first you select a handful of adjectives you believe describe your personality. Next, your fellow cadets, family members, friends, etc., consider that same fixed list of adjectives and choose a handful that they see in you. Finally, the selections are compared. Are you really “inspiring” the way you think you are? Or, why does everyone think you’re “silly,” when you just know you’re an incredibly serious person? Through this process, an individual can determine what personality features inhabit their public, blind, and private arenas.³⁶



THE LESSONS OF THE JOHARI WINDOW

One lesson of the Johari Window is that “feedback is the breakfast of champions.” By paying attention to what people tell you in words and non-verbal cues about your behavior, you can avoid blind spots that hinder your success. Feedback allows you to expand what you know about yourself.³⁷

Second, the better other people know you, the easier it is for them to work with you and support you.³⁸ You do this through self-disclosure, the process of telling other people things about yourself that they did not know.

At first glance, self-disclosure may seem to require you to verbally reveal secrets about yourself and be “touchy-feely.” However, leaders tell people about themselves not only verbally but through their behavior. (Once again, we’re reminded to lead by example.) A leader’s actions, visible attitude, gestures, tone of voice, and the like are non-verbal means of self-disclosure.

The most successful teams are comprised of individuals whose healthy attitude toward self-disclosure has allowed them to become better known to their teammates.³⁹

THE MYERS-BRIGGS TYPE INDICATOR

OBJECTIVES:

11. Identify the four dimensions of type, according to MBTI.
12. Describe the eight preferences of type, according to MBTI.
13. Explain why MBTI is relevant to leaders.

Personality may appear to be a vague, shapeless, squishy, concept. To help people understand personality and talk about it intelligently, two researchers, Isabel Briggs Myers and her daughter, Katherine Cook Briggs, tried to bring order to the chaos by creating a model known as the Myers-Briggs Type Indicator.

According to the MBTI, there are sixteen personality types. Every person will fit into one. Which of the sixteen types is the best? None is. Personality type, according to Myers and Briggs, does not tell us who will be smart and who will be dumb, who will be charming and who will turn people off, who will find success in life and who will struggle all their days. Rather, the *MBTI merely attempts to describe our different flavors of personality.*⁴⁰



The character Batman lives squarely within the Johari window’s private arena. Bruce Wayne knows who he is, but many of his friends do not.

“It’s not who I am underneath, but what I do that defines me.”

BRUCE WAYNE
in *Batman Begins*

On Getting Lost in the Johari Window

“No man, for any considerable period, can wear one face to himself and another to the multitude, without finally getting bewildered as to which one is true.”

NATHANIEL HAWTHORNE

“MBTI helps people understand personality and talk about it intelligently.”

FOUR DIMENSIONS OF TYPE

To classify each individual's personality, the MBTI looks at four aspects or dimensions of personality. Each dimension is like an old-fashioned set of scales, with one personality preference on either side. Each person's personality will naturally rest on one side of the line or the other – sometimes on an extreme end of the line, or sometimes towards the middle. For example, one dimension asks, How do you make decisions? On one side of the dimension, we have thinking, on the other side we have feeling. If you're a very logical person, you're on the thinking or T side. If you make decisions more with your heart, you're on the feeling or F side. Let's look at each dimension of type.⁴¹

1. Extroversion vs. Introversion Where do you get your energy?

If you are **extroverted**, you prefer the world around you to the world within you. **Extroverts enjoy spending time with people.** The more interaction, the better. For example, extroverted students will study hard, but they prefer to study in groups. And rather than learning quietly on their own (such as through lectures), an extrovert would prefer to learn by doing some kind of group project. By being in the midst of all the action, extroverts get charged up. Because they are so outward focused, they often talk to think. If you don't know what an extrovert is thinking, you haven't been listening!

If you are **introverted**, you prefer the world within you to the hustle and bustle of the world around you. **Introverts prefer to direct their energy to ideas, their imagination, and their own inner thoughts.** Because they want to understand the world before they experience it, a lot of their world is mental. Returning to the arena of study habits, an introvert will be apt to prefer a quiet environment that allows them to concentrate fully. A common misconception about introverts is that they don't really like people. That is not necessarily true. However, after an active day around people, the introvert will look forward to time alone so they can recharge. An introvert will tell you what they are thinking, but you'll have to ask and you'll have to give them a moment to consider how they will answer you.

E - Extroverts

Act, then think

Get energy from being around people

Like to be in the midst the action

Talk to think

Vocal

I - Introverts

Think, then act

Get energy from spending time alone

Avoid being the center of attention

Listen more than talk

Quiet

WEIGHING THE DIMENSIONS OF PERSONALITY

The MBTI looks at four dimensions of personality. After taking a written test, each individual's personality within that dimension is "scored" or "weighed."

As seen below, people can find themselves at one extreme of the dimension or the other. You can be extremely outgoing and extroverted, for example, or only slightly so.

Keep in mind that there is no "correct" place to be on scale – MBTI merely describes your personality, it does not judge you as a person.



I - Introverted | E - Extroverted

Cadet Curry

I - Introverted | E - Extroverted

Cadet Arnold

I - Introverted | E - Extroverted

Cadet Feik

2. Intuition vs. Sensing

What kind of information do you naturally notice?

If you are a **sensor**, you are constantly taking in information using your five senses. For you, the world is real and concrete, here and now. **Sensors are interested in the specifics, the details.** They are known for having all the facts because they are literal-minded people who can recall information, especially if it is presented in black and white terms. In a cadet or military environment, the sensor will want to follow rules and regulations to the letter. A student who is a sensor is apt to prefer math and science because quite often there is clearly a “right” and “wrong” answer in those subjects.

If you are an **intuitive**, you take-in information by reading between the lines, looking for the “real” meaning that is not readily apparent to those looking only at surface level. Rather than focusing on the specifics or details of a situation, **intuitives look at the big picture.** The more abstract the concept, the better. In a cadet or military environment, intuitives will try to place rules and regulations in context and follow them in spirit, if not always literally. A student who is an intuitive is apt to prefer English and history because in those classes, the answers are open to discussion and debate.

S - Sensors

Trust what is certain and concrete

Practical and want to know how new ideas will apply to them in their daily life

Value realism and common sense

Are specific and literal - the world is black and white

Are grounded in the present

N - Intuitives*

Trust their own thoughts and power of deduction

Imaginative and enjoy thinking about and talking about abstract ideas

Value innovation, creativity, and “the pie in the sky”

Are general and figurative - the world is a million shades of gray

Are orientated toward the future

* Note that the letter “I” is already in use to represent introversion. Therefore, the letter “N” represents intuitives.

3. Thinking vs. Feeling

How do you make decisions?

If you are a **thinker**, logic, reason, and sober analysis are what you bring to the problem-solving process. **Thinkers are cool and collected, and seldom swayed by emotion.** To persuade a thinker to go along with your idea, you have to present your argument objectively and show that your plan is logical. Some may believe thinkers are heartless and uncaring. Not so. However, in the thinker’s mind, emotions should not be permitted to interfere with sound judgment. Suppose a homesick cadet wanted to leave encampment on the first

“Are you ready to take a study break?”

SPs ask themselves, do I feel like stretching now?

SJs ask themselves, is it time for a break, what does the schedule say?

NTs ask themselves, how will taking a break now affect the rest of my day?

NFs ask themselves, if I take a break now, will I feel better?

“Can Cadet Curry come with us to the airshow?”

SPs ask themselves, do I want her to join us now?

SJs ask themselves, does the regulation permit her to join us?

NTs ask themselves, how will her participation affect the trip?

NFs ask themselves, will her participation bring feelings of goodwill?

day. In counseling the cadet, a thinker might emphasize the logical consequences that would result from leaving early (no ribbon, no Mitchell Award, lost tuition, etc.).

If you are a feeler, you bring your heart to the problem-solving process. Feelers are careful to resolve problems in a way that is consistent with their understanding of basic fairness, right and wrong. Feelers do not see problems; they see people. ***If you are a feeler, you have a strong sense of empathy and prefer to consider a problem from the other person's perspective.*** Some may believe feelers are irrational, not serious, and emotionally soft. Not so. Feelers can think analytically, but they prefer to trust their heart in helping them make a decision that is “right,” if not perfectly “correct” or consistent. Returning to example of the homesick cadet, a feeler would try to empathize with the cadet, and highlight the potential for fun and camaraderie at encampment.

T - Thinkers

Value logic, objectivity, reason

Analyze situations and apply rules

May appear heartless

Consider it more important to be truthful than tactful

Motivated by a desire for achievement

F - Feelers

Value empathy, compassion, harmony

Empathize and find exceptions to the rules

May appear soft and sentimental

Consider it more important to be tactful than truthful

Motivated by a desire to be appreciated

4. Judging vs. Perceiving

How do you organize your life?

If you're a judger, life has a timetable. ***You value structure, order, predictability.*** The judger's desk is usually kept neat because everything has its place. When wrestling with a decision, the judger will push for closure – they prefer that matters be settled and dislike issues that remain in limbo. Constant list-makers, judgers are always trying to cross tasks off their lists so they can move on to the next scheduled project. It can be said only half-jokingly that a judger can indeed enjoy a spontaneous weekend, but only if the spontaneity has been scheduled in advance! Some fault judgers for being too goal-oriented, regimented, and resistant to change. A judger may reply that to get the most out of life you need a plan. If leading cadets on a tour of an Air Force base, a judger would be very careful to stay on schedule, observe all the rules and regulations, and not waste time dilly-dallying around the base.

THE ULTIMATE “F”



Agnes Gonxha Bojaxhiu, better known as Mother Teresa or “The Saint of the Gutters,” clothed, fed, and healed thousands of India’s poor, people so destitute society pronounced them “untouchable.”

Calling on the people of the world to follow her example, she once said, “If you can’t feed a hundred people, then just feed one.”⁴²

From a rationalist perspective, that makes little sense. Feed just one? That would not solve the problem of global hunger. But Mother Teresa, a feeler, knew in her heart it would make a difference to that one receiving help.

Likewise, she once marveled, “I will never understand all the good that a simple smile can accomplish.”⁴³

A leader admired more for her heart than her logic, Mother Teresa was awarded the Nobel Peace Prize in 1979.

If you are a perceiver, flexibility and spontaneity are your favorite words. *If you are a perceiver, you prefer to keep your options open.* You dislike feeling regimented or forced to live by a timetable, even one that you created. Because perceivers are so flexible, they are able to adapt to changing situations and may even enjoy a chaotic environment. Look at the perceiver's desk, and you're apt to find it cluttered. Some fault perceivers for not being goal orientated, for being procrastinators, and for having a wandering mind. In their defense, perceivers might reply that too much structure limits their ability to explore life's many possibilities. If leading the base tour mentioned above, a perceiver would keep their options open. They would allow successful tours to run over schedule. If exotic aircraft unexpectedly appear in the pattern, the perceiver will make time for the cadets to watch.

J - Judgers

Value structure, order, and regimentation

Set goals and proceed to fulfill them methodically

Feel good when finishing a project and crossing it off their list

Push for closure and are most comfortable only after a decision has been reached

Schedule time in their day to have fun

P - Perceivers

Value flexibility and spontaneity

May set vague goals and change them as new opportunities arise

Feel good when starting a new project and sensing its many new possibilities

Prefer not to feel pressured into making decision and are most comfortable when their options remain open

Allow time for fun even when others worry about deadlines

A SYSTEM DESCRIBING SIXTEEN PERSONALITY PREFERENCES

With four dimensions having two preferences each, the math works out such that there are sixteen combinations possible in the MBTI. This table shows the sixteen personality types, along with slogans that describe them.⁴⁵

THE MBTI IN CONTEXT FOR LEADERS

Cadets should not look at MBTI as the definitive statement about their personality. Each of us is more than what a 4-letter code represents. However, MBTI offers a useful way to talk

about personality. Its system of preferences helps explain why people favor certain approaches to life. *The MBTI supports a leader's development by helping the leader understand themselves so that they may be more effective in working with others.* Cadets in particular may find MBTI helpful as they search for careers that match their personality.⁴⁶

THE ULTIMATE "T"



"Live long and prosper" is his way of saying, "have a nice day."

Spock, from *Star Trek*, is one of the most logical, rational, unemotional characters ever created. In MBTI parlance, he is a thinker, a "T" to the extreme.

When he sees something he likes, Spock says, "Fascinating," indicating his intellectual interest in the subject.

Spock tries hard to hide his emotions. While others aboard the *Enterprise* let their feelings guide their decisions, Spock prides himself on his ultra-cool logic.

"You'd make a very splendid computer," observed Captain Kirk, to which Spock replied, "That is very kind of you, captain."⁴⁴

ISTJ "Doing what should be done"	ISFJ "A high sense of duty"	INFJ "An inspiration to others"	INTJ "Just ask and I can improve anything"
ISTP "Ready to try anything once"	ISFP "Sees much but shares little"	INFP "Quietly and nobly serving society"	INTP "A love of problem solving"
ESTP "The ultimate realists"	ESFP "You only go around once in life"	ENFP "Giving life an extra squeeze"	ENTP "One exciting challenge after another"
ESTJ "Happiness is following the rules"	ESFJ "Hosts and hostesses of the world"	ENFJ "The public relations specialists"	ENTJ "Everything's fine: I'm in charge"

MOTIVATION

In chapter four, we introduced the concept of motivation and defined it as the reason for an action, the “why” that causes someone to do something.

Building on that understanding, next we will consider what actually motivates people. Is it cold, hard cash? The warm feeling that comes from helping others? An electric shock? Rank and prestige? An understanding of what motivates people is essential knowledge for leaders.

MASLOW'S HIERARCHY OF NEEDS

OBJECTIVES:

14. Describe each of the five basic needs, according to Maslow.
15. Explain why Maslow uses a pyramid to describe his model.
16. Suggest ways a leader can help individuals fulfill each of the five basic needs.

Nothing else matters if you have a toothache. And for the world's poorest, the worry of finding a meal is the only thing on their mind.

Abraham Maslow was a psychologist who wanted to find a comprehensive scheme to explain what motivates people. ***His basic theory says individuals are motivated by unfulfilled needs.*** According to Maslow, there are five basic needs and they are arranged in the shape of a pyramid. Human beings focus on the lowest unfulfilled need. Once that need is met, higher needs emerge, and people work their way up the pyramid.⁴⁷

What follows is a description of each of the five needs in Maslow's hierarchy.⁴⁸

“According to Maslow, humans focus on the lowest unfulfilled need on his pyramid.”

PHYSIOLOGICAL NEEDS

A human being who is lacking everything in life will hunger most for food and water. Although this individual is lacking love, an education, success, or a trophy, it will be food and water that occupy his mind. Physiological needs also refer to the basic operation of the human body. America's first astronaut, Alan Shepard, began his mission with total focus. After numerous delays, all he could think about was his need to use the restroom. NASA engineers famously concluded they had to grant him permission to go in his spacesuit.⁴⁹ ***Unless the physiological needs are met, all other needs are forgotten or even denied.***

HE HAD TO GO



According to Maslow's hierarchy of needs, a person will focus on their lowest unfulfilled need.

In other words, you cannot expect to launch into space and achieve self-actualization if, like America's first astronaut Alan Shepard, all you can think about is your dire urge to use the restroom.

Although somewhat crude, this story illustrates an important principle. Leaders must help their teammates fulfill the lowest needs before the team will be motivated to reach its full potential.

SAFETY NEEDS

Once the physiological needs are satisfied, the need for safety emerges. **Safety includes freedom from fear, violence, and uncertainty.** The loud scary noises of a thunderstorm will cause a baby to cry out, illustrating the baby's fear and need for safety. Schedules, routines, and a familiar and comfortable home satisfies our need for safety, too. America's stable government and well-functioning society, where crime is minimal and no dictator can knock on our door in the night, also helps satisfy our safety needs.



Diagram of Maslow's Hierarchy of Needs

LOVE OR BELONGING NEEDS

"Take away love," wrote the poet Robert Browning, "and our earth is a tomb."⁵⁰ After achieving relative safety, Maslow argues that **we are motivated by a need for love or a basic connection with other people, a sense of belonging.** As a baby, you felt this need whenever mom was not close. The feelings we have for friends, family, boyfriends, girlfriends or spouses are expressions of the love or belonging needs. One reason people choose to join clubs and teams is to satisfy their social needs, their need to belong.

ESTEEM NEEDS

"I'm not the greatest, I'm the double greatest," proclaimed boxer Muhammad Ali.⁵¹ Clearly, Ali was a man who possessed self-confidence. Maslow's fourth need cuts two ways. First, the need for esteem focuses inward. Everyone wants to feel good about themselves. Second is an outward need for esteem. **We are motivated by a desire for attention, honor, appreciation, and a good reputation.** The esteem need is what motivates actors to strive for the Oscar, for cadets to compete for the Honor Cadet trophy.



Camaraderie

One reason people join clubs and civic groups is to satisfy their natural need for belonging. Therefore, in a volunteer organization like CAP, it's especially important for leaders to allow cadets to have fun and make friends.

SELF-ACTUALIZATION NEEDS

At the pinnacle of Maslow's pyramid is the need for self-actualization, the desire for self-fulfillment. In describing this need, Maslow said, **"What a man can be, he must be."**⁵² People who achieve self-actualization have truly lived up to their potential. Of all the wonderful, famous works of art he created, Michelangelo signed only one, the *Pieta*.⁵³ Maslow would say the *Pieta* represents Michelangelo finally achieving self-actualization. While you don't need to be the world's greatest at something to achieve self-actualization, Maslow believed that very few people fulfill the highest need on his pyramid because in modern society, basically satisfied people are the exception. Moreover, an individual may find self-actualization in one aspect of life but struggle to fulfill basic needs in some other area of their life.

MASLOW AND THE LEADER

What does Maslow's hierarchy offer the leader? *The hierarchy of needs gives leaders a framework for understanding what motivates people.* The pyramid shape reminds leaders that certain motivations are stronger than others and must be satisfied before the higher needs emerge. Maslow also shows us that while everyone is different, everyone shares the same basic needs.

HAWTHORNE STUDIES

OBJECTIVE:

17. Identify the key lesson of the Hawthorne studies.

A century or more ago, managers thought workers were like machines. They tried to use scientific principles to make the employees more productive, much like a 21st century technician might calibrate a robot.

In what became known as the Hawthorne studies, researchers tried to boost productivity in a factory by adjusting the lighting, rearranging the times when employees took their breaks, and tweaking the employees' work schedules. All these changes began as attempts to fine tune the work environment and find the best conditions to manufacture their products.⁵⁴

SURPRISING RESULTS

As the researchers made their adjustments, productivity increased. Was it really the fact that 100-watt light bulbs had replaced 60-watt light bulbs? Was high productivity a result of taking a break at 10 am instead of 10:30?

To test their hypothesis, the researchers returned the environment to normal. They plugged the old light bulbs back in and sent the workers to their coffee breaks according to the original schedule. To everyone's surprise, productivity kept climbing. Why?

A LESSON FOR LEADERS

*The lesson of the Hawthorne studies is that when leaders pay attention to their people and treat them as partners, people feel appreciated and will perform better.*⁵⁵ Because management was actually talking with the workers at the Hawthorne plant, the workers felt important. Instead of working only hard enough to not get fired, the employees were true collaborators. As such, they became more self-motivated and took greater interest in their jobs.

Good leadership is what motivated the employees and boosted productivity, not the light bulbs. One scholar called the Hawthorne studies, "the discovery of human beings in the workplace."⁵⁶

"The discovery of human beings in the workplace."

Hawthorne in Action

Think of your people as collaborators. That's the overall lesson of the Hawthorne studies. The Cadet Advisory Council is a good example of that principle in action. CAC representatives are consulted about major issues facing CAP.



CLASSICAL CONDITIONING

OBJECTIVES:

17. Define the term "stimulus."
18. Define the term "reflex."
19. Summarize what Pavlov learned from his dogs.
20. Define the term "classical conditioning."
21. Describe "positive reinforcement."
22. Describe "negative reinforcement."
23. Describe "punishment."
24. Describe "extinction."
25. Explain why classical conditioning is relevant to leaders.

If you have a dog, perhaps he comes running if he hears you open the cookie jar. Jingle his leash and Chewy knows it's time for a walk. We say our dogs are smart, but really they have simply learned to associate sights and sounds with certain actions.

PAVLOV'S DOGS

Ivan Pavlov studied the digestive system in dogs. He learned that dogs produced saliva to help them chew and swallow their food. Pavlov's breakthrough came when he noticed his dogs drooling even though no food was around. Why? He discovered that the dogs were reacting to his lab coat. Whenever Pavlov had fed his dogs, he was wearing a white lab coat. Therefore, show the dogs a lab coat and they'll assume it's time for supper.

Realizing he was on to something, Pavlov conducted an experiment. Moments before feeding his dogs, Pavlov rang a bell. If the bell sounded in close association with their feeding, the dogs learned to associate the sound with food. Eventually, Pavlov could make his dogs drool simply by ringing a bell. (As the old joke goes, Pavlov: Does that name ring a bell?)

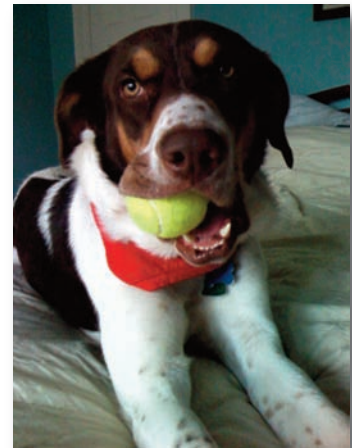
Pavlov's discovery was that environmental events (the things going on around the dog) that previously had no connection to a given stimulus (such as the sound of a bell ringing) could trigger a reflex (drooling). In short, ***Pavlov discovered what is called classical conditioning, the process whereby a living thing (ie: a person) learns to connect a stimulus to a reflex.***⁵⁷

IMPLICATIONS FOR LEADERS

What does Pavlov's discovery add to our understanding of leadership? If a leader praises people for a job well done, they are apt to continue working hard. The praise is said to ***reinforce*** the desired

Time to Play

Grab his leash and Chewy will know it's time for a walk. But how does he know? Classical conditioning. He's learned to connect a stimulus (sight and sound of the leash) to a reflex (run to the door and get ready to go outside).



"Pavlov learned that a stimulus can trigger a reflex."

behavior. But there is a downside to this style of leadership. It succeeds only when the individual is prepared to work for the reward offered.⁵⁸ For example, when you were little, perhaps you could be motivated by the promise of a cookie, but now in your teens, a cookie no longer motivates. At some point, praise becomes routine and fails to truly motivate.

Although Pavlov proved he could train his dogs to drool by ringing a bell, **leadership experts believe classical conditioning is too simplistic a method to motivate people to pursue a goal.**⁵⁹ It is the “carrot and stick” way of leading. Eventually, the leader will run out of carrots and/or the follower will lose his appetite for carrots and hunger for something more.

As discussed earlier, today’s leaders motivate by aligning personal goals with team goals. Or they may appeal to their followers desire for belonging, esteem, or self-actualization, as suggested by Maslow. There are several other more sophisticated ways to motivate, which we will discuss in later chapters. Pavlov’s bell worked on dogs. It is a mistake for leaders to believe they can use the techniques of dog obedience training to effectively motivate intelligent, complex people.

CLASSICAL CONDITIONING: FOUR WAYS TO CHANGE BEHAVIOR

Building on Pavlov’s discoveries, psychologists learned how to change behavior through more sophisticated ways of conditioning. Here’s a look at four approaches.⁶⁰

Positive Reinforcement happens when a pleasant reward is used to increase the frequency of a behavior.

Do X → Y happens → Feel good → Do X again

A student brings home straight A’s. His parents give him \$100. The student learns that good grades pay.

In a store, a child whines for mom to buy her a toy. To quiet the child, the mom buys her the toy. The child learns that if she whines, she gets what she wants. Unfortunately, mom reinforced the wrong behavior.

Punishment is any stimulus that represses or stops a behavior.

Do A → Z happens → Feel bad → Do A less

A teen texts his girlfriend dozens of times a day for a month. When the phone bill arrives, his parents are furious and he is grounded. He learns to not text his girlfriend so much.

Negative Reinforcement happens when an unpleasant stimulus is removed to encourage the desired behavior.

Do Z → Feel bad

Do X → Feel better → Do X again

A teen experiments with marijuana. The dope makes him sick and he gets in trouble. Instead of hanging out with trouble-making druggies, the teen joins CAP, participates in lots of great activities, and feels better. Wanting to keep feeling better, the cadet becomes even more active in CAP.

Extinction refers to the reduction of some response that the person had previously displayed.

Want Y → Do X → Don’t get Y → Stop doing X

A boy wants a girl to pay attention to him. He tells her dirty jokes. She’s not impressed and walks away. The boy learns that telling dirty jokes is not the way into a girl’s heart.

THE MILGRAM EXPERIMENT

OBJECTIVES:

26. Summarize the events of the Milgram experiment.
27. Identify the key lesson learned from the Milgram experiment.
28. Explain why the Milgram experiment is a warning for leaders.

How much pain will an ordinary person inflict on another, simply because they are told to do so? Welcome to the Milgram experiment.⁶¹

You and another volunteer, a stranger, enter a laboratory at a prestigious university. You are seated before a control panel with dials and switches. The other volunteer takes a seat in a nearby room. Wires are connected to his body, but then a curtain is drawn. You'll be able to hear this other volunteer, but can no longer see him. Your host, a researcher wearing a white lab coat explains he wants to conduct an experiment involving a study of memory and punishment.

RULES OF THE GAME

One person, the "learner," will be play a simple memory game, testing his ability to recall words in a certain order.

Another person, the "teacher," will test the student's ability to learn by administering an electric shock to the learner whenever the learner gets a question wrong.

You will act as the "teacher," and the second volunteer, whom you do not know, will be the "learner."

"If you were ordered to, would you torture someone?"

If the learner answers a question correctly, he will receive no punishment. But, if he answers incorrectly, you will administer an electric shock to punish him. The shocks will become more severe with every incorrect answer.

THE APPARATUS

Looking at the electrical apparatus that controls the shocks, you see a dial that has settings ranging from 15 to 450. The "15" setting is labeled as "Slight Shock" and the "435" is labeled as "Danger Severe Shock," and the "450" is simply labeled "XXX."

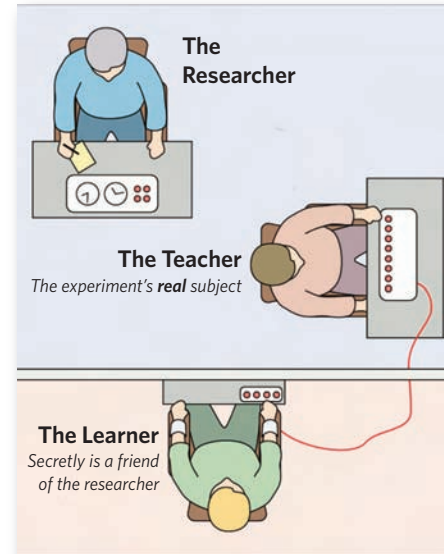
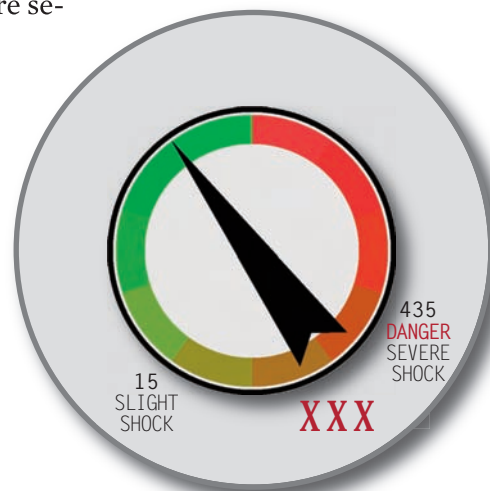


Diagram of the Milgram Experiment



HOW THE EXPERIMENT PROCEEDED

Ready to begin? Blue, sky, dog, cat... the learner tries to remember sequences of simple words like this. Sometimes he recalls the words correctly, sometimes not. Wrong answer: administer a shock.

When the shock dial reaches 75, the learner grunts audibly.

At 120, the learner says the shock is becoming painful. He's squirming in his seat. Sweat pours down his face.

"Please continue," the researcher instructs you.

At 150, he screams, "Get me out of here, I refuse to go on!!"

"The experiment requires you to continue," states the researcher.

At 180, the learner calls out, "I can't stand the pain!!" He's screaming louder, flailing his arms, in visible agony.

At 270, he howls. Literally. The man is in such pain, he howls.

"You have no other choice," the researcher informs you, "you must go on."

At 330, there is only silence.

"You must continue..."⁶²

Milgram's Apparatus

The "teacher" believed this machine really could deliver electric shocks to the "learner," but Milgram's apparatus was fake.



THE RESULTS

How severely would you be willing to shock the learner, a complete stranger? What percent of people would be willing to turn the shock dial all the way up, to 430, and then beyond, to its maximum at "XXX"?

*Researcher Stanley Milgram found that 63 percent of the men who acted as "teachers" were willing to carry this diabolical experiment to the end, turning the dial all the way up to "XXX."*⁶³

"Milgram discovered that obedience to authority is a powerful motivator."

Fortunately, the electrical shock apparatus was fake.

The "learner" was an actor. Only the individuals serving as "teachers" were unaware of what was really going on, that they were the real subjects of this experiment.

WHAT MILGRAM LEARNED

What does the Milgram experiment teach us? *Milgram discovered that obedience to authority is a powerful motivator.* Ordinary people, it turns out, can commit terrible atrocities simply because they feel duty-bound to obey authority figures.⁶⁴

Believing that the "learners" were experiencing tremendous pain, the "teachers" would sweat, tremble, stutter, groan, dig their finger-

nails into their own flesh. Nevertheless, nearly 2 in 3 people complied to the researcher's simple commands to continue. They were willing to torture another person, simply because a scientist in a lab coat told them to.

"The disappearance of the sense of responsibility is the most far-reaching consequence of submission to authority."

LESSONS FOR LEADERS

"Unthinking respect for authority," in the words of Einstein, "is the greatest enemy of truth."⁶⁵ The Milgram experiment reminds leaders that blind obedience is not real obedience. In the military, leaders study the concept of "lawful orders," and learn that disobedience to those in authority can in fact be obedience to the higher obligations of our democratic ideals and Core Values.⁶⁶ Moreover, *Milgram shows that leaders, in light of their power over their followers, bear some responsibility for the actions of their subordinates.* "The disappearance of a sense of responsibility," observed Millgram, "is the most far-reaching consequence of submission to authority."⁶⁷

INTER-PERSONAL CONFLICT

In any relationship there will be conflict. "Conflict is inevitable," observes one leadership expert, "but combat is optional."⁶⁸ The real measure of a leader then is how he or she handles conflict.

Even the strongest relationships will experience bumps along the way. It is naive to believe otherwise. At one time or another, interpersonal conflict will be present on every team, in every friendship, within every family. Nations rise and fall depending on whether their political system is equipped to resolve conflict fairly.

Therefore, leaders try to understand what can give rise to conflict so that they might steer clear of it, when possible. And leaders work to develop skills enabling them to manage conflict in a productive, ethical way.

Supreme Conflict

What's the ultimate method for resolving conflict in the United States? Taking the case to the Supreme Court. Here, cadets pose with Associate Justice Antonin Scalia. Nations rise and fall depending on whether their political system is equipped to resolve conflict fairly.



DEFENSE MECHANISMS

OBJECTIVES:

29. Define the term, "defense mechanism."
30. Explain why people naturally turn to defensive behavior.
31. Give examples of how some defense mechanisms play out in everyday life.
32. Defend the idea that a basic knowledge of defensive behavior is relevant to leaders.

What happens when someone cannot handle anxiety, stress, and pressure? What happens when the burdens of dealing with other people and our own feelings of guilt and failure become overwhelming? ***Defense mechanisms activate to protect us from psychological injury.***⁶⁹ People turn to their defense mechanisms especially when their sense of self worth is challenged by their own inner feelings or by the actions of other people.⁷⁰ In short, ***defense mechanisms are behaviors people use to deal with anxiety, stress, or pressure.***⁷¹

Defensive behavior is perfectly normal. It is a natural and often **unconscious** reaction to emotional pain.⁷²

When you were little, perhaps you were incredibly shy. Given the opportunity to meet someone new, you might have run and hid behind your mother. If making a big speech in front of a large group for the first time, you might try to use humor as a crutch to hide your nervousness. Because everyone experiences anxiety, stress, and life's pressures, everyone turns to their defense mechanisms from time to time, whether consciously or unconsciously. However, most people who are emotionally healthy come to a point where they face their problems and learn to rely less on their defense mechanisms.⁷³

Although defensive behavior is a natural reaction to emotional pain, it can become a problem because it changes the way we see reality.⁷⁴ It makes it hard for us to be honest with ourselves. No one enjoys holding a mirror up to themselves and looking for shortcomings. It is especially difficult to overcome a natural tendency to use defense mechanisms because they are often unconscious reactions.⁷⁵ After all, how do you learn about something you do not realize you are doing?

More specifically, defensive behavior can become habit forming. Just as a smoker is always used to having a cigarette between their fingers, it is possible for individuals to find themselves constantly relying on defensive behavior to deal with stress. In such cases, defensive behavior becomes unhealthy when it stops us from ever facing problems head-on. Moreover, when life is spent in a defensive crouch, when someone is always turning to their defense mechanisms,

"Defense mechanisms are behaviors people use to deal with stress."



The Unconscious Mind

Defense mechanisms are often **unconscious**. The human mind is like an iceberg. We're aware of many of our own thoughts. (We're conscious of the tip of the iceberg.) But there is much more invisibly lurking under the surface of our minds. We call the hidden mind the unconscious.

little energy is left over to do what they really want to do.⁷⁶ Who can be happy and successful when their mind is perpetually trying to withstand attacks?

TYPES OF DEFENSE MECHANISMS

Because defensive behavior is so common, psychologists disagree as to exactly how many different types of defense mechanisms exist.⁷⁷ Here's a sampling of some of the most common ones:

Displacement occurs when someone redirects feelings about something onto something less threatening.⁷⁸ For example, imagine you are angry at your teacher. You know that if you yell at her you'll get in trouble. Instead, you displace your anger by waiting until you get home, at which time you yell at your dog and push him away when he greets you.

Projection is the act of taking one's own unacknowledged thoughts or feelings and falsely attributing them to someone else.⁷⁹ Put another way, instead of facing the bad feelings you have about yourself, you try to say another person is struggling with those feelings. For example, a young cadet who is away from may home for the first time may deal with her fear by picking on another cadet: "You're a big baby. You probably miss your mommy and need a night light!"

Rationalization is when someone devises reassuring or self-serving explanations for their behavior.⁸⁰ They attempt to use fancy, twisted thinking to avoid facing a problem. It is the "sour grapes" defense. In Aesop's fables, the fox was hungry for grapes, but he couldn't reach them. "They were probably sour anyway," he rationalized, even though deep down he knew they would have been delicious.⁸¹

Intellectualization is similar to rationalization in that both use some form of twisted thinking. *Through intellectualization, a person tries to remove the emotional side of a situation and instead examines their problem in an excessively abstract way.*⁸² They withdraw into a scientific mindset out of fear of facing powerful emotions head-on. For example, if dumped by his girlfriend, a boy might avoid feelings of heartbreak by telling himself, "When one considers the median duration of high school romantic relationships in suburban America, one must conclude that my relationship had only a 76.4% chance of lasting through prom."

Denial, according to the old corny joke, is not just a river in Egypt. Rather, *denial is a mechanism in which a person fails to acknowl-*

TYPES OF DEFENSE MECHANISMS

Displacement
Projection
Rationalization
Intellectualization
Denial
Suppression
Withdrawal



Suppression

Have you ever had a problem so troubling you couldn't bear to acknowledge it existed? You refuse to let yourself see it, hear it, or speak of it. That's suppression.

edge facts that would be apparent to others.⁸³ When someone refuses to acknowledge what has or will happen, they are in denial. A cadet who is 80 pounds overweight, for example, might deny that he is in fact obese. “I’m a little chubby,” he might say, “but it’s no big problem.”

Suppression is when a person knows they have anxieties or problems, but they set them aside, choosing not to even think about them.⁸⁴ Suppose a boy left the restroom at school and did not realize he forgot to zip his fly. Upon returning to class, everyone notices, points, and laughs. That experience would be a good candidate for suppression. The unfortunate boy knows what happened, but prefers never to think about it again.

Withdrawal entails removing oneself from events, people, things, etc., that bring to mind painful thoughts and feelings.⁸⁵ For example, rather than face the fear of girls rejecting them at a school dance, a group of boys may withdraw to a corner of the room, hoping everyone forgets they are even present. Withdrawal can be a cause of loneliness and alienation, which in turn, brings about even more problems. In extreme cases, it can lead to alcohol or drug abuse.⁸⁶

DEFENSIVE BEHAVIOR AND THE LEADER

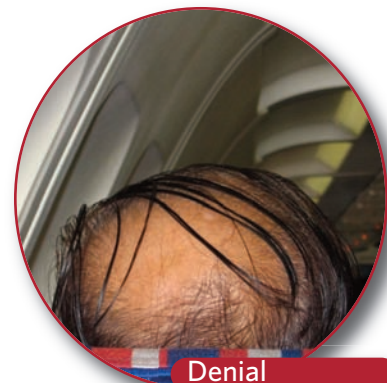
Why is an understanding of defense mechanisms important to leaders? Defense mechanisms mask problems; leaders help people overcome problems. **Knowing something about defensive behavior better enables the leader to spot anxiety, stress, and pressure among followers.** Moreover, this understanding can help leaders become more self-aware of their own individual feelings of guilt, frustration, or failure that are visible to others but invisible to themselves.

Withdrawing to a quiet spot can be a good way to cope with stress. But if this girl does not resume her normal activities soon, her withdrawal could become a problem.



This athlete is taking his anger out on the speedbag. Feeling defensive is natural in times of stress. At least this man is channeling his stress in a healthy way.

Uganda’s dictator, Idi Amin, awarded himself countless medals, badges, and sashes. Were those decorations his defense mechanism against a poor self-image?



This gentleman is obviously bald. The comb-over isn’t fooling anyone, except himself.

THE INEVITABILITY OF CONFLICT

OBJECTIVES:

33. Define "conflict."
34. Compare the people skills of "knee-jerk" and "deliberate" leaders.

"Man is harder than rock and more fragile than an egg."
- Serbian proverb

Where there are people, there will be problems. Conflict is unavoidable. ***Managing conflict is a normal and inevitable part of leadership.***⁸⁷

What is conflict? It is more than a mere difference of opinion. ***Conflict is a disagreement through which individuals perceive a threat to their needs, interests, or concerns.***⁸⁸ It develops when someone does not act as another wants. The most common conflicts cadet NCOs will be called upon to help resolve are personality conflicts, which are especially irrational. The individuals' perceptions and emotions take hold at the expense of logic and the sober grasp of reality.⁸⁹

PEOPLE SKILLS

According to one definition, leadership is the deliberate process of sharing values. That means leadership is supposed to be a conscious, intentional act. Leaders sometimes run into problems because they act without really thinking. This chart illustrates how our natural reactions are not always professional, and therefore can create conflict.⁹⁰ Are you a knee-jerk or deliberate leader?

Natural Reactions of the Knee-Jerk Leader

1. Reacts emotionally to bad news
2. Fights and acts defensively in the face of threats
3. Makes snap judgments about people, ideas, and events
4. Focuses on status, rank, and awards
5. Dwells on past successes
6. Relies on rank to get the job done, the "I order you to..." approach
7. Suffers from the "not invented here" syndrome
8. Displays the "we've always done it that way" syndrome
9. Runs to the boss to settle disputes
10. Gossips about other people, especially around subordinates

The Professionalism of the Deliberate Leader

1. Steps back, thinks, remains calm
2. Monitors own attitudes and defensive behaviors
3. Gives people the benefit of the doubt and carefully considers new ideas
4. Concentrates on doing a good job and trusts that awards will follow
5. Focuses on the future
6. Applies leadership skills to get the job done
7. Seeks good ideas no matter where they come from
8. Values innovation and creativity
9. Settles disputes without running to "mom"
10. Shows commitment to Core Values by refraining from gossip

CONFLICT IS CERTAIN

Three friends join CAP together, earning C/Amn at the same time.



PROGRESS & CHANGE

Some months later, the cadets are promoted to C/MSgt together.



FRICITION & CONFLICT

Now the three cadets compete for the flight sergeant position, but only one can win the job



COPE WITH CONFLICT

The cadets can choose to keep supporting one another or let the conflict destroy their friendship

THE LEADER'S ROLE IN MANAGING CONFLICT

OBJECTIVE:

35. Defend the idea that leaders have a role in managing conflict.

Leaders are interested in managing conflict because conflict destroys teamwork and therefore limits the team's ability to succeed. Our study of Maslow's hierarchy of needs illustrates that when two people fight, they are not satisfying all their needs. Leaders step in to resolve conflict so that the warring individuals might return to a path leading to self-actualization.

Moreover, *conflict often creates an inhospitable feeling that can affect everyone on the team*, even bystanders who are not directly involved. This is especially true when two leaders develop a conflict – their ill feelings are bound to poison their teams.⁹¹

POSSIBLE OUTCOMES

Think about what can result from conflict and you'll see that there are four possible outcomes:

WIN / WIN WIN / LOSE LOSE / WIN LOSE / LOSE

Although logic tells us this is true, leadership experts believe that *unresolved conflict is itself the enemy*.⁹² One expert observes, "There won't be any losers unless we all lose, and there won't be any winners unless we all win."⁹³ Former president Jimmy Carter once said, "Unless both sides win, no agreement can be permanent."⁹⁴

THE DUTY TO INTERVENE

In a formal organization like CAP, the military, a school, or business, leaders may have a legal obligation to manage conflict that arises among their subordinates. Conflict can take the form of sexual harassment, racial bigotry, or threats of violence. Democratic societies expect that those who have authority will discipline followers who break the rules. In short, *the leader has a duty to respond to conflict because the leader is responsible the team's behavior and its success*.

EAST & WEST GERMANY

After World War II, Germany was divided into East Germany, controlled by the Soviet Union, and West Germany, controlled by the U.S. and its allies.

As the people of the West grew into a prosperous democracy, the government of the East built walls to keep their people from leaving.

Fortunately, at the end of the Cold War in 1989, the East allowed protesters to tear down the Berlin Wall. Today, Germany is united as a single nation and boasts one of Europe's strongest economies.⁹⁶

UNRESOLVED CONFLICT IS THE ENEMY

Conflict is inevitable and natural. The real test of a leader is how he or she deals with that conflict. Therefore, one expert observed, "unresolved conflict is the enemy." The stories of Korea and Germany illustrate that principle.

NORTH & SOUTH KOREA

In the 1950s, war ravaged the Korean peninsula. Armies in the North were supported by communists. Armies in the South were supported by the U.S. and the United Nations.

When did the war end? It hasn't! Technically, North and South Korea remain at war to this day, though both sides signed a cease fire in 1953.

Today, South Korea is a prosperous democratic nation. A dictator rules North Korea and its people are starving.⁹⁵



North & South Korea remain divided



At night, it's easy to see the border between North & South Korea



Fall of the Berlin Wall, 1989

Berlin today, peaceful and prosperous



AT THE AIR FORCE ACADEMY: THE LEADER'S DUTY TO MANAGE CONFLICT

In the 1990s, the Pentagon faulted Air Force Academy leaders for failing to see the seriousness of sexual assault and harassment at the academy.⁹⁷

Women at the academy had reported 150 sexual assaults over 10 years. What the Pentagon's inspector general found most troubling was that commanders took little action until the accusations became public.

"We conclude that the overall root cause of sexual assault problems at the Air Force Academy was the failure of successive chains of command over the past 10 years to acknowledge the severity of the problem," wrote the IG. He added, "They failed to... change the culture until [the problem made national news]."⁹⁸

In short, eight leaders were made to share the blame for not stepping in when they should have.



No one suggests that those eight leaders personally condone sexual harassment or assault. Nevertheless they were held responsible because the problem happened on their watch. Leaders have a duty to manage conflict.

METHODS FOR MANAGING CONFLICT

OBJECTIVES:

36. Describe five basic approaches to managing conflict.
37. Outline a process for mediating a conflict between two people.

*In managing conflict, leaders focus on changing people's behavior.*⁹⁹

Outward actions count for more than inward feelings. Two teammates are not required to like one another, but they must be capable of working together. A leader may hope that each subordinate has good feelings about their teammates, and indeed good feelings can only help a team, but in the end, it's the ability to work together that is the mark of true professionalism.

BASIC APPROACHES

What are some basic approaches to dealing with conflict? What follows is a brief overview:

Avoidance occurs when leaders recognize conflict exists but they choose not to engage the problem.¹⁰⁰ In the best case, avoidance is about choosing one's battles wisely. In the worst case, avoidance will make the problem grow worse.

Denial is when the leader refuses to acknowledge the conflict exists.¹⁰¹ Denial represents a failure of leadership.

METHODS OF MANAGING CONFLICT

- Avoidance
- Denial
- Suppression & Smoothing
- Compromise
- Zero-Sum Game
- Mediation

Suppression and smoothing is a two-pronged approach. First the leader suppresses conflict, suggesting it is not as bad as it seems. Second, the leader smoothes over differences to suggest that both parties are aiming for the same goal. This technique may be successful for a while, but in the final analysis, it is a form of avoidance.¹⁰²

Compromise is an attempt to create a win/win situation.¹⁰³ To settle their differences, each side makes **concessions**. Every kindergartner understands compromise. It is part of our democratic heritage. Compromise can be problematic when individuals believe core principles are involved from which they cannot retreat.

The Zero-Sum Game sees conflict in only win/lose terms. One party must win and the other must lose an exactly equal amount.¹⁰⁴ For example, two cadets share a pizza that has eight slices. From a zero-sum game perspective, any slice eaten by the first cadet represents one slice that the second cadet cannot eat. Former president Clinton observed:

The more complex societies get and the more complex the networks of interdependence within and beyond community and national borders get, the more people are forced in their own interests to find non-zero-sum solutions. That is, win-win solutions instead of win-lose solutions.... Because we find as our interdependence increases that, on the whole, we do better when other people do better as well we have to find ways that we can all win, we have to accommodate each other.¹⁰⁵

Mediation is an attempt to resolve conflict by using a third party to facilitate a decision.¹⁰⁶ A mediator is like a judge. The mediator's decisions may or may not be binding. When leaders are called to mediate personality conflicts, they must maintain impartiality so that both sides accept the decision as fair. This fact underscores the importance of leaders not showing favoritism to their subordinates.

GROUND RULES FOR MEDIATING CONFLICT

1. Arrange to meet the two conflicting individuals in private, on neutral ground.
2. Allow only one person at a time to talk.
3. State that the discussion is to remain confidential. This encourages everyone to speak their mind.
4. Listen to understand. Try to identify the conflict's root cause.
5. Prohibit gossip or hearsay. Insist the discussion refer only to people who are present.
6. Focus the conflicting individuals on attacking the issues, not one another.

Concession: when one party yields a right or a benefit in hopes that the other will yield an equivalent right or benefit¹⁰⁷

A PROCESS FOR MEDIATING CONFLICT

1. **Set a positive tone.** Open by explaining you are not here to judge, but to facilitate a solution. Remind the individuals that no one can win unless everyone wins, and no one loses unless we all lose.
2. **Be mindful of appearances.** Even seating arrangements can inadvertently signal that one person has the upper hand.
3. **Allow the first person to talk** and explain their side of the story, without interruption.
4. **Allow the second person to talk** and explain their side of the story, without interruption.
5. **Summarize your understanding of the conflict.** In summarizing, focus on points of professional conflict.
6. **Begin the interview stage.** Direct specific questions to each individual. Questions should be logical and push the conflicting people beyond their tired old stories. Plant seeds for a solution.
7. **Ask each person how the conflict can be resolved,** especially in light of any lessons they may have learned as a result of the discussion.
8. **Ask each individual to make concessions,** if necessary.
9. **Aim for a consensus,** a general agreement that everyone can live with. Persuade both individuals to accept the solution that seems most fair.
10. **Conclude** by asking everyone to shake hands.

LEADING IN A DIVERSE SOCIETY

OBJECTIVE:

38. Define the term “diversity” in your own words.

*Having respect for diversity is a personal decision.*¹⁰⁸ As discussed in chapter one, CAP’s Core Value of respect is the price of admission into our organization. The Core Values teach us that every person is worthy of respect simply by virtue of their basic human dignity. Moreover, *as a nation of immigrants, America’s diversity is its strength.* Ignorance, insensitivity, and bigotry can turn that diversity into a source of prejudice and discrimination.¹⁰⁹

“Diversity is the greatest strength of our Air Force.”

Red-Tailed Devils

The Tuskegee Airmen were known for their aircrafts’ distinctive red tails.

DIVERSITY IN THE MILITARY & CAP

OBJECTIVES:

39. Defend the claim that diversity is important to the military and CAP

The armed forces were one of the first American institutions to racially desegregate. In 1948, President Truman ordered, “There shall be equality of treatment and opportunity for all persons [in the military] without regard to race.”¹¹⁰ The military broke the color barrier six years before public schools desegregated, and sixteen years before Congress made it illegal for private businesses to discriminate on the basis of sex, race, or religion. It can be said that the desegregation of the military helped launch the civil rights movement of the 1960s and that the military’s success made the business sector take notice.¹¹¹ “Diversity,” said a former Chief Master Sergeant of the Air Force, “is the greatest strength of our Air Force... The Air Force attracts men and women from all walks of life; we welcome these teammates and value their differences.”¹¹²



Tuskegee Airmen, 1941-45

During WWII, some believed blacks lacked the intelligence, skill, and patriotism to fly combat missions. The Tuskegee Airmen paved the way for diversity as one of the most successful fighter groups of the war.



Racial Desegregation: the overturning of laws that had required people of different races to live separately

CAP was founded upon a commitment to diversity.

The Patrol welcomed people who wanted to serve America during World War II but were unqualified for military service due to age or physical disability.¹¹³ CAP’s first national commander, Maj Gen John Curry, was particularly interested in recruiting females in a day when women’s opportunities were limited. Our first national commander was a progressive whose respect for diversity was ahead of its time.¹¹⁴



All-Female Crew, 2005

These six airmen flew a C-130 into combat over Afghanistan as the first all-female aircrew.



GENERAL VAUGHT & THE WOMEN'S MEMORIAL

Prior to 1967, it was against the law for a woman to become an Air Force general, but Wilma Vaught earned her star and went on to establish the Women In Military Service For America Memorial at the gateway to Arlington National Cemetery.¹¹⁵

Women have served during every one of our wars, a fact that surprises most Americans. When her husband was killed in battle, Margaret "Captain Molly" Corbin rushed to replace him at the cannon defending Ft. Washington during the Revolutionary War. From the Civil War through Vietnam, thousands of women served in the armed forces, often as nurses.¹¹⁶

Following the military's success with racial desegregation, opportunities also began to increase for women in uniform. The service academies admitted females beginning in 1976. In 1999, Eileen Collins commanded a Space Shuttle mission. Former CAP cadet Kim Campbell earned the Distinguished Flying Cross for heroism as an A-10 pilot in Iraq in 2003. Another former cadet, Nicole Malachowski, became the first woman to fly as an Air Force Thunderbird, in 2006.¹¹⁷

"When I graduated from college in the 1950s, women were supposed to be teachers, nurses, get married, be secretaries," remembers General Vaught. "What I wanted to do was be in charge, but I would never have a chance to move into management [in private industry]."¹¹⁸ While other organizations refused to recognize her abilities, the Air Force granted Vaught an opportunity to lead. She was one of the first female officers to earn flag rank, and General Vaught's record of achievement paved the way for other women to succeed.

The Women In Military Service For America Memorial honors all women, past, present, and future, who serve. In dedicating the \$22 million memorial, General Vaught said, "They are so proud and yet have not been recognized... We had to tell their story because it had to be told - it never had been told before."¹¹⁹



Brig Gen Wilma Vaught
USAF (Ret.) visiting with
CAP cadets



AMERICA'S INCREASING DIVERSITY

OBJECTIVES:

42. Defend the claim that America's diversity is increasing.
43. Explain how America's increasing diversity will affect leaders.

Respect for diversity will become even more important in the future. Demographics, the statistical study of people, shows that the United States is expected to become an older and more racially and culturally diverse population. Individuals who are uncomfortable in diverse environments today will need to become better skilled in working in a diverse culture. This sampling of data (see right) illustrates the point:¹²⁰

	2005	2050	Difference
Whites (non Hispanic)	67%	47%	- 30%
Hispanics	14%	29%	+ 107%
Blacks	13%	13%	unchanged
Foreign Born	12%	19%	+ 58%
Workers (Aged 18-64)	63%	58%	- 8%
Seniors (Aged 65+)	13%	20%	+ 53%
Total US Population	310 mil	440 mil	+ 42%
Total World Population	6.5 bil	8.9 bil	+ 37%

PREJUDICE, HATRED, AND THE LEADER

OBJECTIVES:

44. Define the term “prejudice.”
45. Define the term “harassment.”
46. Define the term “retaliation.”
47. Describe what role a leader has in fighting prejudice and hatred.

What is prejudice? The answer lies in the word itself. **To be prejudiced means to pre-judge someone.** Making assumptions about an individual just because they are male or female, black or white, Eskimo or Swahili, practice a certain religion, or display certain personal traits is a form of prejudice. Although assuming good thoughts about someone is a sign of prejudice – your older sister is athletic, I bet you’re athletic, too – when people speak of prejudice they are usually referring to a form of hatred and distrust.

Prejudice is important because hateful feelings too often give rise to hateful actions, like harassment. **Harassment is unwelcome conduct.**¹²¹ It’s the attitude that says, “I’ll make life difficult for someone.” In the workplace, or in a volunteer group like CAP, the organization can be made responsible for harassment, especially if it comes from a supervisor, like an NCO or officer.¹²² To clarify, petty slights and annoyances are usually not examples of illegal harassment, although most people consider them to be socially unacceptable.

Because America is built upon democratic values, society not only opposes prejudice and harassment, it opposes retaliation. **Retaliation is when someone seeks revenge against someone who objects to harassment or discrimination.**¹²³ When a boss or employer tries to fire, demote, or deny an award to someone who speaks out against discrimination, that boss or employer is guilty of retaliation.

Leaders are expected not to display signs of prejudice or harass or discriminate against other people. Further, **because leaders are responsible for their teams, leaders are expected to create an atmosphere that welcomes everyone.**¹²⁴ Supervisors who remain silent in the face of harassment and hatred can be held responsible for their failure to lead.

“Hateful feelings too often give rise to hateful actions.”

“First they came for the Jews, and I did not speak out because I was not a Jew. Then they came for the Communists, and I did not speak out because I was not a Communist. Then they came for the trade unionists, and I did not speak out because I was not a trade unionist. Then they came for me, and there was no one left to speak out for me.”

Rev. Martin Niemöller
Survivor of the Nazi concentration camp
known as Dachau¹²⁵



FIVE WAYS TO FIGHT HATE

OBJECTIVE:

48. Describe the five-step process for fighting hate.

Good leaders see the wrong in prejudice, but how can they effectively counter hatred and bigotry? This five step process can help leaders show their support for democratic traditions and CAP's Core Value of Respect:¹²⁶

1. **Rise Up.** *Inaction in the face of prejudice is almost as bad as the hatred itself.* When a leader fails to act, he or she signals, perhaps unintentionally, support for bigotry. Leaders need to not let hate go unchallenged.
2. **Pull Together.** Most people have been raised to reject hatred and bigotry. Leaders who see hatred can expect that at least some other members of the team, if not all, will oppose harassment and discrimination. *Sometimes it takes just one brave individual to rally others who have remained quiet in the face of hatred.*
3. **Speak Out.** *Leaders need the courage to act.* They can personally challenge the individuals who harass others. Sending the message that “we don’t condone that behavior,” or “those aren’t our values” is important. Also, speaking out means telling other leaders in positions of authority about the problem.
4. **Support the Victims.** *People who experience harassment and other types of hatred may need support.* Depending on the situation, that support can range from counseling and health or legal services to simply having someone they can talk to, following the wingman principle discussed in chapter two. As leaders try to help, it is important they not attempt to speak for the victim or allow their good intentions to re-victimize a victim.
5. **Teach Tolerance.** If there is a silver lining to prejudice and bigotry it is that *tough times give leaders an opportunity to teach tolerance.* School and the CAP Cadet Program are environments where young people can learn from their own and one another’s mistakes. Leaders ought not miss the chance to eradicate ignorance.

DRILL & CEREMONIES

As part of your study of this chapter, you will be tested on your ability to lead a squadron in drill and ceremonies. Ask an experienced cadet to help you learn the procedures governing the four areas of squadron drill listed below. For details, see the *Drill and Ceremonies Manual* available at capmembers.com/drill.

From the Air Force Drill & Ceremonies Manual, Chapter 5

- Forming the squadron in line
- Aligning the squadron
- Inspecting the squadron
- Dismissing the squadron

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