

Adaptive LEADERSHIP

Navigating Change with Agility



Sajet SOLUTIONS

ADAPTIVE LEADERSHIP

Navigating Change with Agility

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It's Their Perception, Not Your Position

Situational awareness is a common phrase used in relation to aviation safety, but how aware are you of the entire situation when it comes to your leadership? Do you pick up on your own nuances and the irregularities of your crew, or are you surprised when things go awry? Are you better at leading yourself or leading your team? Are you using the same old outdated goal metrics or have you by-passed setting goals altogether? Perhaps it's time for a refresh.

This course, customized specifically for the NBAA Leadership Conference, combines the three-legged stool model – self, team, passengers – with Reason's "Swiss Cheese Model" to investigate the causes of lapses in leadership and explore solutions. Exchange ideas with fellow business aviation professionals on topics including: critical thinking and thinking processes; lifelong learning; brain science; assessing and evaluating your results; and leadership behavioral silos.

Join in dynamic, peer-to-peer discussions where you will be presented with questions to expand your thinking and broaden your perspective. You will leave with a variety of methods to guide and propel your crew towards your desired result. After all, your success is based on your crew's success, right?

This course fulfills NBAA PDP Objectives Leadership L2 and L4.



L2/L4 Leadership PDP **Syllabus**

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- L2: Challenges in Setting Goals
- L2: Purpose of Setting Goals

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Mod 4: COMMUNICATION & LEADERSHIP

- Communication - see separate handout "Workplace Communication"
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- L2 & L4: Conclusion

NBAA L2 LEADERSHIP PDP



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In the long run, men hit only what they aim at. Therefore, though they should fail immediately, they had better aim at something high. - Henry David Thoreau

Introduction

The basic building blocks of any organization are its employees. Each employee's behavior is reflected in their decisions and affects the company. Productive employees, working in the best interest of the department and company, increase company's and the department's bottom lines. Toxic employees working against company standards and processes drain the company's and department's energy, resources and finances and reputation.

You know your people are the most critical asset in your flight department. It is imperative that you communicate with them to capitalize on their talents. A variety of assumptions and biases can cloud their motivation; perceived unwarranted criticisms and dissatisfaction are some of the uncertainties that accompany this process. Expectations that are not clearly understood and agreed upon can create serious problems in your relationship with your team members. In addition, think of the wasted time, expenditures and other resources because the tasks had to be re-done.



Discussion question: What has been your experience in setting goals? Positive with positive results? Positive with negative results? Negative yet positive results? Negative and negative results? What worked, what did not and what improvements would you make?

Goal Planning Performance

“Goal setting is the process of establishing desired results that guide and direct behavior Goals help crystallize the sense of purpose and mission that is essential to success at work.” [Nelson & Quick]

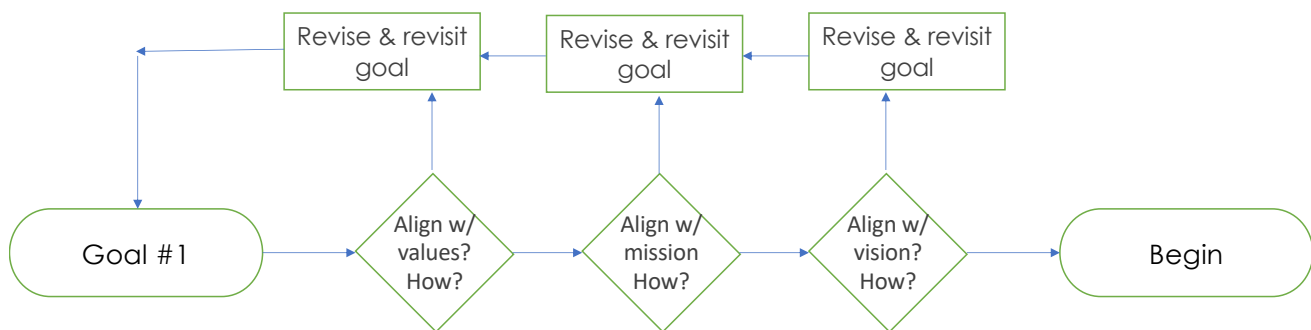
Successful performance rarely ‘just happens. Think of all the times you achieved your desired outcome, whether it was safety related, team related, conflict related or performance related. You planned for it when you were in a non-emotional and rational state. You had a goal - the result you wanted and/or needed to achieve - and you laid out the steps necessary for you to achieve that result. That describes perfectly what goal planning performance is. We can reframe ‘goal setting’ to ‘your flight plan with periodic checklist check-ins’.

Your goal setting process should be the same for all flight department members — the director/s, mechanics, pilots, flight crew, schedulers and dispatchers, and administrative personnel. As the boss or influencer, your attitude and input are critical to how your department views and implements this process. You need to have a method to measure the professional development of each member of your department, which helps with reinforcing your department’s and company’s values and your succession planning efforts.

Why is it that organizations and people who set realistic goals and actively pursue them succeed far more than those who don’t? Goal setting is much more than simply deciding what you want and scribbling it on a piece of paper. You must determine where you are going, how and when you’ll get there, and what you’ll do once you arrive at your destination. Depending on the goal you set, you may need to adapt to the changes that that achievement brings.

Overall, you will need to stay focused on achieving your goals while keeping your team focused on theirs. Begin with making sure this outcome (goal) is what you actually want. You can have numerous decision points in your path (see below). These decision points serve as a pace to ask yourself “Am I closer to my intended goal?” And, more importantly, ‘Is this goal still significant to me or relevant to my life?’ At your decision points, ask yourself “does it bring me closer to my goals?” If the answer is ‘yes’, you’ve made the right decision. If the answer is ‘no’ or ‘not sure’, stop wasting your time and direct your energy into actions that will advance you towards your goals.

Individual goal setting should dovetail into your organization’s overall goals and



objectives. Individual goals that are not met can affect team, department and company goals that rely on achieving those goals. Individual and department goal-setting processes separate the successful individuals and organizations from those who choose not to complete the process. Goal setting carries additional, long-term benefits, beyond the attainment of the goals themselves. It:

- Increases efficiency – “doing things right” and in line with company and department vision, mission and value statements
- Increases effectiveness – “doing the right things” and in line with company and department vision, mission and value statements
- Reduces stress and anxiety by providing clarity about the desired outcome and simplifies the decision-making process
- Determines mid- and end-targets and provides focus, directions, paths, and time frames to ensure accomplishing objectives

- Defines and solidifies actions, which helps cement it in your brain, as opposed to wishful thinking
- Enables everyone to track their progress and adjust actions and milestones when and where needed

There are potential consequences when you reach your goals. These consequences may include a desired promotion resulting extensive travel and longer work hours or raise in salary, leading to jealousy from family and friends. Another consequence could be a tremendous sense of accomplishment that will propel you to seek and set additional goals that may be a bit more difficult or require a more concentrated effort on your part. By properly preparing yourself for any result, you will not let these affect your motivation and deter you from setting your next set of goals.

“Goal setting is the process of establishing desired results that guide and direct behavior Goals help crystallize the sense of purpose and mission that is essential to success at work.” [Nelson & Quick]

Challenges of Setting Goals

If your flight department has a high retention rate, it may be difficult for your team members to set meaningful and worthwhile goals. They may see the traditional goal-setting process as irrelevant, a waste of time, an act of futility. The connection between goals and your department's vision, mission and values statements may be lost or broken. It is up to you to breathe life into this process and use it as a professional (and personal) development activity.

One of the biggest challenges is recognizing and overcoming your own mental models. Mental models are how you believe the world works. From this belief, conjectures are made and your rationale is laid on what will happen next. Although useful, you also need to recognize the “what-if’s” and biases that influence your model. These flaws, or gaps, need to be included in your goal setting / planning documents.

Other challenges include:

- Believing that a goal or outcome will be achieved without writing it down. That is like preparing to give a speech or presentation and not talking aloud. The process of writing them down helps your brain visualize it, and your brain will then play an active role in achieving it.
- Becoming confident of the details of your future (note the word 'details'), and of the steps and outcomes at each step. The more confident you are, the more likely you are to become derailed because you may be losing your objectivity. Your original goal path may become destabilized. Preparing for alternate outcomes (Plan B, Plan C, etc.) is essential to continuing your goal success path.
- Not realizing, understanding, acknowledging and accepting that in the pursuit of this achievement, you yourself may and probably will change. It may be a shift in your attitude or perspective (which will cause a change in your actions and behaviors), or a shift in how others perceive and interact with you. How will you handle or adapt to that? Remember that these shifts may occur along the way and not only at the end of your goal journey.



Discussion question: *How can or will you do this?*
(Meet regularly, praise often, visible dashboard?)



The Purpose of Setting Goals

Setting meaningful goals and intended outcomes requires utilizing two different areas of your brain: the functional process utilizes your left / logical brain, and the creative and visualization uses the right / creative side of your brain. It:



- Is *the* visual map to get you where you want to be (remember your brain remembers pictures more so than words)
- Guides and directs behaviors, department-wide
- Reduces stress by providing non-conflicting direction at decision points
- Documents what is currently important and how you will get there
- Provides higher standards that can be evaluated on
- Increases work motivation and improves accuracy of work performed because of the visualization
- Helps your executive brain work towards successfully accomplishing these goals.

What do successful leaders consider when setting their own goals? Note that it is perfectly acceptable to modify a goal or to completely relinquish it; with good reason of course. They ask themselves these questions, which are also appropriate for their team members:

- Where can I improve myself?
- What areas / subjects / projects cause me to procrastinate or waste time?
- Where have I focused my energy during the past year and why? If I diverted my energies, were they to fight fires? For unplanned emergencies? Unavoidable personal issues? Or were they a diversion of my own choosing or procrastination?
- Did I obtain satisfactory results? How can I improve?
- What areas will make a difference and require my focus?
- Where is the process bottleneck?

- How can I decrease expenses without sacrificing safety or service?
- How did the industry change in the last year? How do we need to change as a result?
- How am I dealing with the most significant factors in the problem?
- Which of these ideas or concepts is the most important?
- What's next?

You can also use the Universal Intellectual Standards as a broader range of questions.



Discussion question: *Keep these questions in mind as you plan your strategy for the next year. How will you address these issues?*

Remember that others (team members, peers, bosses) are watching and following your behaviors. These questions can offer a different angle when crafting your own goals (and working with your direct reports to set their goals):

- What behaviors do I consistently model? What impact has that had on the team and on individual members?
- Which behaviors do I use less often? What impact has that had? What has kept me from modeling those behaviors?
- If I were to tackle two new behaviors, what would they be? How would those behaviors help achieve my department's and my personal success?
- How do the answers to the above questions factor into crafting my next set of goals? What is important to helping my team members set and achieve theirs?

Owning Your Goals

“Striving to be the best is a mistake. It creates an illusion of an endpoint ... Striving to be better shifts the focus from victory to mastery. You’re competing with your past self and raising the bar for your future self” [Adam Grant]

Deciding what you’d like to achieve is not enough to be sure you achieve those outcomes. You must write it down; documenting your milestones and goals convinces your brain to take ownership of your goals. Writing down your goals:

- Serves as a contract with yourself and is the first step on the way to achieving them
- Makes them more concrete, hence motivates you to obtain them
- Provides a constant reminder and forces you to identify the steps necessary to attain your goals
- Helps prioritize work activities and deadlines
- Greatly improves your chances to accomplish them

In addition to owning your goals, you need to be sure to add ‘life’ and relevance to your goal. Try this exercise to keep them top of mind for you:

In your mind, picture how you will look and feel after you have achieved it. Your brain remembers pictures clearer and more vividly than words and/or numbers.

When you write it down, you clarify it and begin to give it life. Your brain does not know the difference between what you are visualizing and your current reality.

With every action step you take towards achieving your goal, you give your goal another injection of energy that adds color to your mental image.



Goal Components: Milestones

One of the hardest parts while working toward your goals can be staying on track. How do you keep yourself moving forward and motivated? That's where milestones can help.

Milestones are pre-determined targets on your goal achievement path. They serve as checkpoints and encourage you to do a periodic progress review. This also is a time to evaluate how you accomplished your milestones so far, celebrate your progress, and to reassess the way forward.

Milestones...

- Divide large projects into bite-sized, attainable task, giving you a boost of motivation. Think of your check-list or to-do list.
- Encourage working through smaller, manageable objectives on the way to achieving your goal
- Offer you the flexibility of changing direction when your needs change. Think of it as avoiding bad weather or changing your flight plan.

Milestones are also reasons to celebrate; places to take a breather; and mileposts are illustrations to measure achievements (how far you've come).



Goal Setting Methods

S.M.A.R.T Goals

Milestones alone are not enough to assure reaching a goal. For a goal to be well focused and achievable, it must have certain characteristics. A popular set of criteria, bearing the acronym S.M.A.R.T, was coined by the former retailer Sanger-Harris:

Specific: the more specific and detailed your goal is, the greater the chance you'll achieve it. State the "who, what, when, where why".

Measurable: determine how to evaluate your success in obtaining that goal. Use concrete and quantitative words.

Action Oriented: make sure your goal states what you will do and how you will do it. Look for action verbs in the appendix.

Relevant: you are more likely to stay motivated to complete your goal when you can see how it fits into your bigger picture, including your own personal and professional long-term plans and the objectives of your flight department and company.

Timed: give your goals a beginning and an end date. Working on a goal without time constraints turns it into a dream. Remember that 'life happens' Be sure to add extra time to accommodate the unexpected.

Many companies have added a sixth component to SMART goals: "B" for **B**ehavior. Since goals can be achieved by intimidation, skirting procedures and actions bordering on unsafe practices, that is not the manner that companies want these achieved. Your actions toward achieving your goals should be professional, ethical, and in the best interests of yourself, your department, and the company.

For example, Joe arrives in plenty of time to review the aircraft status and complete all necessary tasks before the trip. He creates his own checklist to keep on track. David rushes in at the last minute, takes his time talking and begins his work much later than expected. As a result he does not always reference the manual or double-check his work. He expresses frustration when he is questioned. Who would you rather work with?

CLEAR GOALS

Another way to set goals is to use the CLEAR method:

Concise: Under 11 words, 15 at most. Too many words leads to mis-interpretation and muddled results. Easy to remember. Think of reciting your mantra.

Linked to Time: How long will it take you to achieve this goal? No time boundaries? Then it is merely a dream, a wish.

You know the adage “I’ll do it tomorrow” You also know that ‘tomorrow never comes’.

Easy to measure: Not complicated to determine the current status. Did you achieve it - yes or not? Milestones can provide the percentage of achievement.

Action oriented: You need to do something to make progress. Beginning with an action words propels activity. Look for action verbs in the appendix.

Relevant: Why is it important for you to achieve? What’s the mental picture you will use to remind yourself of the relevance?

The CLEAR goals format is similar to the SMART goals format in that they pinpoint the key elements in setting goals. It is a personal or departmental preference on which one to use. Use the process that will gets you and your team member the necessary results.





GROW Model

Another way to guide performance for professional development is called the GROW Model. This is an alternative to setting goals or can complement your goal-setting process. This model incorporates SMART goals along with creating a more substantive action plan. It encourages critical thinking and can be tied into performance criteria.

You can use the following checklist to create each person's GROW plan:

Goals: SMART goals are the basis for the GROW model. You can also use the CLEAR goals method. This section states the purpose of the goal, whether it is intrinsically or extrinsically initiated, how it aligns with department's strengths and identifying what role will this goal fall under.

Reality: What are any obstacles, potential risks or points of failure or fears/concerns that may be encountered? How can those be mitigated? What assumptions am I making? What biases do I have? What will I sacrifice in the pursuit of this goal? Where does it fit in my life? Am I taking on too much by pursuing this goal now? Who could alert me to additional barriers? Is this goal feasible to achieve?

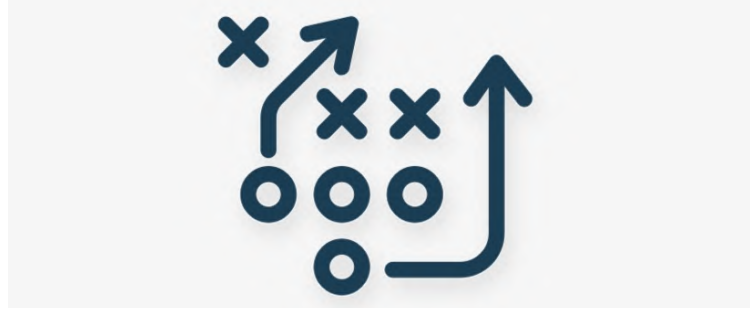
Options: What different ways can I reach this goal? Am I using a variety of methods or what I've always done? What else can I do? What factors will I weigh in my decisions? How could I ask for help? Who will be in my support network?

Way forward/Will: Why is this goal meaningful to me? How will I achieve this goal – what are my first three steps? When will I take these steps? Do I really want to do this? How do I know? Is this a learning or a performance goal? How will I measure success?

By detailing steps toward a desired outcome, you and others will know what is expected from them (raising accountability) and how they as an individual contribute to the success of the flight department/company. This satisfies the need for new and specific steps, and forces non-detail thinkers to lay out a viable plan.

SWOT Analysis

The final way to increase the chances of success is to do a SWOT analysis on your goals. This analysis can help you pinpoint where the goal-achieving process can go astray so you can enact countermeasures:



Strengths – provide an example that includes the importance or relevance of your strength. Can it be improved upon? What character traits will propel you forward?

Weaknesses – provide an example that includes the importance or relevance of this weakness. Should it be improved upon? What character traits will hamper you?

Opportunities – provide an example of an opportunity that can be capitalized upon once you achieve this goal. What can it bring you and can you make your own opportunities?

Threats – provide an example that would threaten your achieving your goal. How can you use your strengths to mitigate this?

	Person	Task/Goal
S - Strengths	Your character traits that will propel you towards the goal	How will achieving this improve the department or organization?
W - Weaknesses	What could affect your momentum	What are downsides to this success?
O - Opportunities (for growth)	Both personal and professional	New ways to use results, progress and promotion
T - Threats (derailments)	Character traits that can sabotage your efforts	What obstacles can surface?



Discussion question: Can you think of a goal that would fit one format better than the others? Explain your thinking process.

Department Goals

Setting Goals

Setting department goals is much like setting individual goals in that the process is the same. The difference is your departmental goals rely on everyone in the department contributing to that result. There may be more give-and-take and working together to ensure that what your department sets out to achieve is met or exceeded.

Long-term goals establish direction and define success.

Short-term goals impact daily behavior.

Look at the goals and mission statement put forth by your flight department or company. Your department goals must dovetail the company's goals, and your own goals must align with the departmental goals. Reviewing your prior years' department goals allows a sense of continuity between years. Discuss in a team meeting where the department fell short and why, where you exceeded those goals and why, and where those goals were 'just met' and why. (Remember to add 'no judging' to your ground rules.) Use forward-future thinking – where does your department want to be one year from now? Three years? Five years (which is a stretch; think of it as bringing your vision statement to fruition). Having an end-state or a destination in writing can help you craft achievable and realistic department goals that everyone can envision.

At this point you might consider adding the *how and why* to your department goals. The *how* includes who (position or role, not individual names) can take the lead in accomplishing that goal, or at a minimum be a point of contact. Someone must have this goal on their radar; otherwise 'someone else' will be responsible and that goal may not be achieved. The *why* is important to keep everyone motivated; this allows for creativity and innovation to emerge.

While you are setting your department's goals, you might also consider looking at how your current year's actions and decisions will affect next year's departmental goals

and expected outcomes (second- and third-order effects)? You probably exercise the same type of thinking in your daily life. Be certain to apply that type of thinking (some consider it 'logic') when crafting your department and individual goals.

As with your individual goals, you might consider grouping your departmental goals into categories such as training, budget, quality of life, etc. This allows everyone in the department to focus on the big picture, while incorporating individual goals into the plan. It is not necessary for every team member to match one of their goals to each of the departmental goals categories.

How specific do departmental goals need to be? It depends on the individuals within your department. Departmental goals may not be as detailed as individual goals, however at a minimum the point of contact needs to document others (pilots, mechanics, scheduler, cabin crew) will be involved and an overall methodology that will be taken. This information can be pulled from those individual goals. Every department goal must be supported by individual goals within your department. You can use the same format for both your individual and departmental goals; the difference will be in the details and supporting documentation.

Compare that to your current department goals and adjust as necessary. Much like creating/revising your mission statement, this is a give-and-take collaboration. It needs to have buy-in and agreement from everyone. You will revisit those goals when everyone has completed documenting their own goals. All must align for the department (and company) to succeed.

ACTIVITY: Acting as a department, the group will set departmental goals and use that to set individual goals. The intent is to show why different views and collaboration are needed to set departmental goals. These results can also serve as a foundation for you to take back to your own department.

Communicating Goals

As with any dialogue, ideas and concepts must be spoken in such a way that the listener easily understands and can see the WIIFM aspect. That includes how you approach the other person and the words you use to describe or explain. Many of us have been brought up to employ The Golden Rule; I challenge that and encourage you to use The Platinum Rule. That Rule shifts the emphasis from you to the other person.

All employees should be aware of the company's (and department's) mission, vision, values, and goals. Every person and department in the company has their own roles to play in achieving company and departmental goals. These behaviors need to be modeled every day.



***Discussion questions:** How can you help communicate and uphold your company and your departmental goals?*



Steps in Setting Goals

Setting a goal is not the main thing. It is deciding how you will go about achieving it and staying with that plan. [Tom Landry]

Setting goals is a continual process. To reap the benefits, you need to follow certain steps.

To begin, write down your goals, disregarding grammar and spelling. Note what fears, anxieties or obstacles are standing in your way. Include the importance of achieving this goal, or the results of this goal. When you have completed this, arrange them into categories, and prioritize each goal within your categories. No one needs to see this except you.

Next, using the above as your starting point, select three to five goals you will focus on:

1. Be specific and describe your desired outcome in as vivid detail as possible
2. Have both a specific beginning and ending date for each goal
3. Where are you now? [can use SWOT if applicable]
4. What is standing in your way? fears / anxieties / obstacles
5. Why do you want this goal / how will you benefit from achieving it?
6. Do I believe you can achieve it? Will you actually reach it?
7. Do you need additional resources such as support people, knowledge?
8. What is your action plan—where is your GROW model?
9. How will you evaluate this goal? How will you know when you have reached it?
10. Lastly, every day what will you do to get one step closer to achieving your goals?

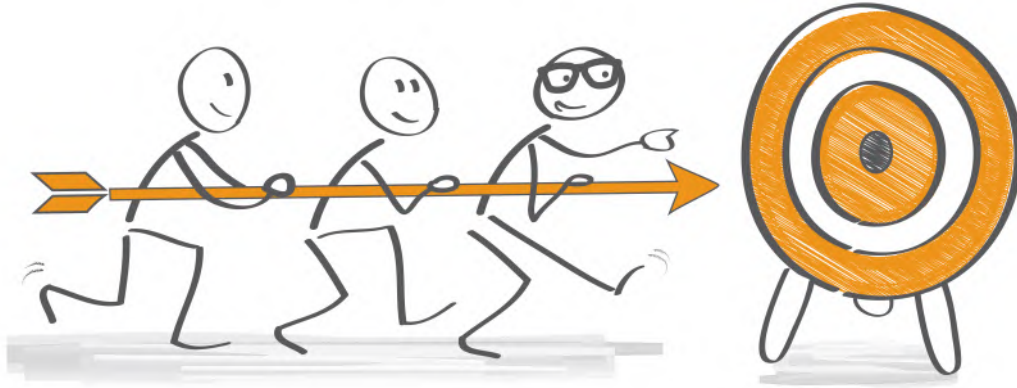
The final step is more for your clarification purposes and to help your unconscious mind work towards your success:

I agree to work toward <goal>

I know it is relevant because <reasons>

I know I can do it because <reasons>

I need to be aware of <issues, possible conflicts>



It will be completed by <date>

My next goal in will be <anticipated next goal>

EASY WAYS TO KEEP ON TRACK: Post them in a visible location, Enlist the support of others. Be aware of eventually merely 'seeing' the posting and not consciously acknowledging it.



Individual Activity: Select one goal and complete the above ten steps for that goal.

Group Activity: Complete the six sentences for each person's goal.

Setting goals helps the company realize its vision and accomplish its mission while maintaining its core values

Unrealized Goals

Goals are either outcome-based or performance-based. Outcome-based goals are evaluated on the outcome achieved, not necessarily how that outcome was attained. Be mindful of the behaviors used to achieve that outcome. Extenuating circumstances may affect or prohibit a person from achieving those goals. The outcome may not be within your control, and failure to achieve it may discourage further goal setting. Consider how the pandemic locked down many activities and disrupted promotion and/or training goals. That was out of your control.

Performance goals, on the other hand, are evaluated throughout the goal-achieving process. These are the goals that can be measured, improved upon, and share with to inspire others. The factors affecting achieving performance goals are:

- Goals are set too high (unrealistic) or too low (not challenging enough).
- The situation which prompted them changed and the goal was not revisited and revised if necessary.
- There is not enough motivation and focus, resulting in unsystematic, un-prioritized, sporadic, and disorganized goals. As a result, goal setting no longer seems beneficial.
- Benefits are not measurable, specific enough, or not worth the effort.

Failures are excellent lessons on the way to success. Think of previous goals you have set that you failed to complete:

How far did you get before you gave up?

Why did you give up? Was it your choice or someone else's?

What was missing? Incentives? Rewards? A plan?

Do you still want to achieve those goals? Why or why not?

Are you sabotaging yourself? What can stop you now?

When the unexpected occurs (and after the initial raw emotions have subsided), it behooves both the goal setter and the leader to objectively review what happened.

Looking at the positives and asking the questions below regarding the unrealized goal can release the emotional brain from working overtime and allow the executive brain to take over. This stops the reactivity and places the mind on a more objective path to resolution:

- What did you learn from and during the process?
- What can you take away from these learnings?
- Do you need to adjust your expectations? If so, what expectations and why? If not, why not?
- How can you apply what you did learn to future actions and/or goals? In other words, put this in a wider context.

Banish 'should have', 'could have' and 'if I would have' from your vocabulary. Are those statements based on outdated beliefs? It's ok to let those beliefs go if they no longer apply. It's also ok to let go of guilt because you did not meet your stated or intended goals. Reassess, reframe, and move forward.

Revisit your expectations. Were they unrealistic? If so, why? Out of your control (outcome goals)? Were you trying to do 'the impossible' – even for you? Take stock of where you set your goalposts.

Not achieving a goal or reaching a milestone is rarely an all-or-nothing event. Find the middle ground, reassess where you are and resume your forward progress.



Reinforcement

Reinforcement boils down to one point: consequences, known ahead of time, influence behavior. Reward increases positive behavior, while punishment decreases behavior, or encourages avoidance of negative behavior. You, as their leader, have a tremendous amount of influence over your team members. You can help them realize their potential, or you can keep them squashed in their current role. Remember that they will mimic your behaviors – if your response is positive, they will in turn be positive with others. If you respond in a negative or derogatory fashion, they will do the same with others.

The type of reinforcement will depend on the personality and behavior traits of your team members. Some of your team members will begin their own type of reinforcement and explain in detail what they are doing; others will rationalize their actions to save face. Identifying the fears and motivators for each person can help them achieve their individual goals and your departmental goals.

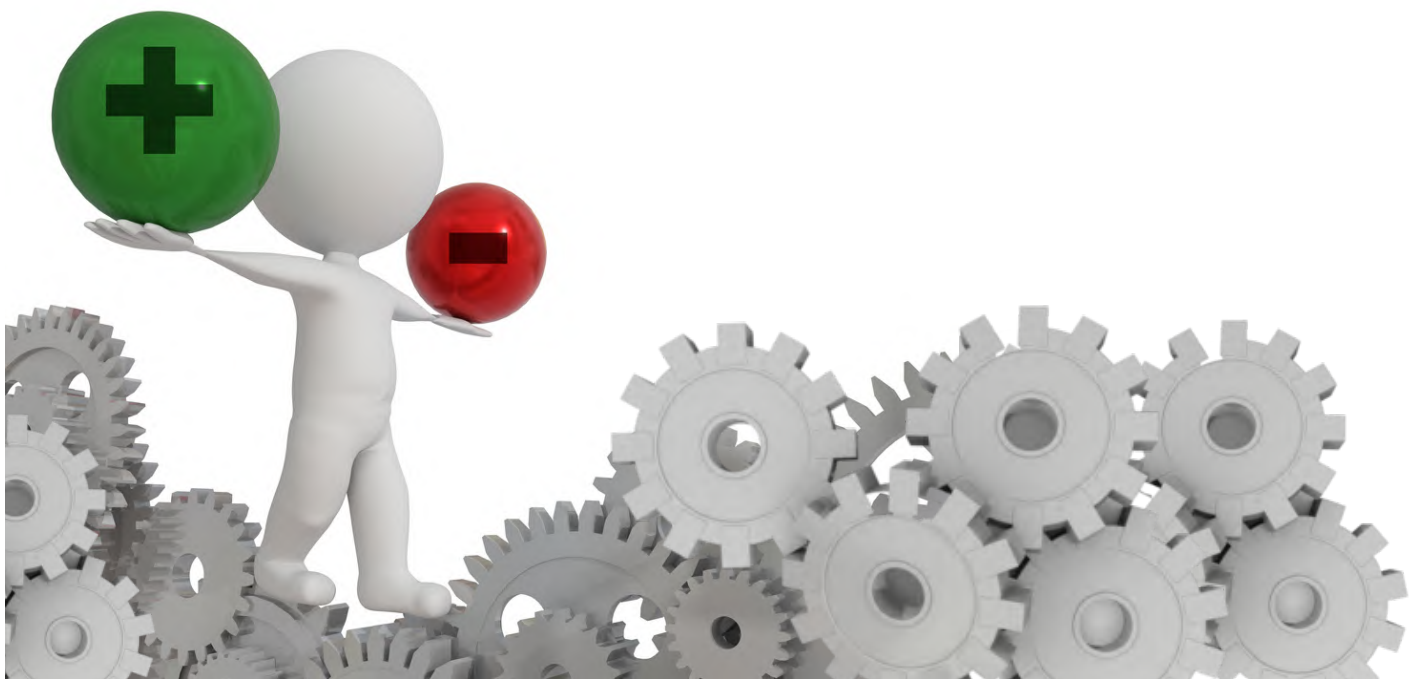
1. Behaviors that support goals:

- a. Positive behavior is rewarded. Rewards enhance the likelihood of repeated desirable behavior. For example, a scheduler receives a bonus for saving time and money during a sequence of trips.
- b. Negative behavior is discouraged by allowing escape from unwanted outcome. A common example is avoiding IRS penalties when filing taxes or extension by deadline.

2. Behaviors that cripple goals:

- a. Dissolution - withdrawal of positive reinforcement. Behavior which is no longer reinforced is usually stopped. Not engaging in an argument with a passive aggressive person can stop that person's actions.
- b. Punishment [negative penalty for behavior] reduces the likelihood of repeated undesirable behavior. It may only stop the negative behavior temporarily or lessen it, and it may lead to negative side effects and stress.

You can also use words to keep you, or others motivated. Using positive, forward thinking, or moving words can reinforce feelings of accomplishment and achieving your goals. Use 'will' or 'can'; do not use 'try'. 'Try' is another word for not doing what you say you will do. It's a ready-made and previously stated excuse. Rephrase 'I have to' to 'I get to' – the former puts someone else in control of your actions, the latter keeps you in control. If you are 'stuck', reframe your thinking and shift your view to 'what can I do to move forward, even if it's only one step?' Watch what you say to yourself – both in words and tone.



Assessing & Evaluating Your Results



Without continual growth and progress, such words as improvement, achievement and success have no meaning. [Benjamin Franklin]

Now that you have set your department and individual goals, have a plan to adhere to your milestones and meet with the appropriate parties on a regular basis, you'll need a method to measure and interpret your results.

Your baseline criteria are your originally set goals (which in part are based on your position description along with any additional agreed-upon responsibilities), regardless of which model was used, and your milestones. Milestones help you document and make any course corrections along the way.

Do your goals allow for a 'range' (good/better/best or below/met/exceeded, or to rate yourself on a scale from 1-5 or 1-7)? If so, how will you know when you accomplished that goal? For example, if you have 'training' as a goal – you attended that training, so you met that goal. Documenting the results of implementing what you learned at the training would be exceeded. 'Training' others in the department or mentoring/coaching others using those techniques could be considered a notch above 'exceeded'. How would each of those be measured? If you trained or shared that knowledge with others, does that become a new department baseline; that is, would everyone who attends training be expected to do the same upon their return?

Remember the performance indicators you used when documenting and reviewing your performance evaluations? Those have a clear link to assessing your results. It would be beneficial to document any cause-and-effect or symbiotic relationships that you notice or can identify.

It's important to not use ambiguous words such as frequently, often, rarely or other non-quantifiable words when reviewing your results. Using the action verbs at the end of this workbook can help you more clearly determine your standing in achieving your

goals. There are levels and/or different meanings associated with each of these words, i.e., 'accelerate' is faster for an action-oriented person vs. a task-oriented person; 'deal with' can be interpreted as authoritarian or collaborative – the outcome may be the same however the process can be entirely different; how deeply does a person need to 'identify' issues or challenges to claim success in meeting that goal?

Finally, it is permissible to modify your goals, or to remove them entirely. Thinking back to the COVID pandemic and lockdown, your goals of training, or serving on a committee, or even building up your relationships, may have been tossed to the wayside. Instead of attending PDP courses at NBAA events, you may have had to take courses using NBAA's On Demand resource or reached out to individual providers (aviation and others) to take the course. The committee you volunteered to serve on may have put many of their objectives on hold, and you participated far less than planned. You may have wanted to increase your network at NBAA events (BACE, Regional Forums, Local & Regional Group meetings), and those events were modified to adjust to the lockdowns. Document what you did get from those events (if you participated), and/or keep them as part of your next year's goal strategies.



Activity: *Examples of meeting goals and not will be used as a basis of 'role playing' how a leader would address these challenges.*

In Conclusion

Setting goals can be a mundane, routine, and worthless activity. Setting goals can also be a strong motivator and provide a sense of accomplishment and pride – an achievement to be celebrated and recognized. This process is dependent upon personal motivators and, perhaps more importantly, how you as the leader (official or unofficial) approach this process. Even if you are not a leader, you can be a tremendous inspiration to your fellow teammates in helping them achieve their goals and ultimately raise the standards in your flight department.

React and the situation manages you. Respond and you are in control™

It's not what you said, it's what they think they heard™

- Dr. Shari L. Frisinger

Appendix 1

Goal	Purpose	Internally or Externally initiated	How does it align with character strengths	What role will this goal fall under?
Reality	Is this goal feasible to achieve?	What are the potential risks / points of failure and how can these be mitigated?	What will you sacrifice in pursuit of this goal?	Where does it fit in your life?
Opportunities	What are your intermediate goals / benchmarks?	How often will you re-evaluate this goal	Who is in your support network?	What are your concerns or fears about pursuing this goal
Will	How will you achieve this goal? (First 3 steps)	Is this a learning or performance goal? How will you measure success	Is this meaningful to me?	Are you taking on too much by pursuing this goal now?

Appendix 2: Goal Action Verbs

Accelerate	Achieve	Acknowledge	Acquire
Adapt	Add depth	Address	Adjust
Align	Analyze	Arrange	Assess
Avoid	Balance	Behave	Bolster
Cascade	Challenge	Choose	Clarify
Combine	Conclude	Confidence	Connect
Construct	Create	Cultivate	Cut
Deal with	Decrease	Deliver	Demystify
Develop	Diagnose	Diagram	Discover
Diffuse power struggles		Distinguish	Divide
Drive	Eliminate	Embrace	Employ
Enhance	Ensure	Examine	Expand
Explain	Explore	Express	Following
First, then, therefore	Foster	Free up	Furnish
Gain*	Grow	Heighten	Identify
Implement	Improve*	Increase*	Influence
Interpret	Irrational exuberance		Learn
Make sense	Manage	Maximize	Minimize
Monitor	Motivate	Negotiate	Move to action
Operate	Overcome resistance		Package
Persuade	Prepare	Present	Prevent
Promote	Propose	Provide	Provoke
Raise	Recognize	Reduce*	Rely
Resonate	Review	Revitalize	Save*
Scrutinize	Select	Sequence	Shape [content]
Show advantages	Shrink	Speed up	Squeeze
Strengthen	Structure	Teach	Techniques
Therefore/Conclusion	Uncover	Understand	Utilize



Dr. Shari L. Frisinger
@2022/2024

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Introduction

Is leadership an art? A science? A theory? Magic? A fantasy? Based on reality? As you have no doubt experienced, leadership is a hands-on set of shifting actions while staying true to your values and your ethics. What we do know about leadership is that there is no 'one-size-fits-all', and theories are not to be taken as gospel and followed implicitly. Theories and examples need to be adjusted and massaged to fit your individual situation, your individual communication style and EQ, and your department's safety culture. Leadership also involves others – remember the adage if a leader has no followers, they are merely taking a walk. Other people will influence your leadership effectiveness. This course provides real-world backed research along with a variety of discussion questions that can help you broaden your perspective and become a more successful leader.

Critical Thinking

How do you know what you need to do to increase your professional knowledge and continue your learning journey? What tools can you use to be sure you are on the 'right path'? You can ask friends, family, industry leaders, , mentors or coaches, associations, universities, assess your own leadership acumen, rely on your gut instinct or you can just plain guess. Essential tools and thinking patterns are critical thinking, Socratic questioning, and asking the Universal Intellectual Standards questions.

Two of the most effective and extensive resources to assist you in grasping the overall picture (which is essential are leadership) is critical thinking and Socratic Questioning. For clarity purposes, let's define these terms:

Critical thinking:

- a. According to the Cambridge dictionary: "The process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you".
- b. "Is a kind of thinking in which you question, analyze, interpret, evaluate, and make a judgment about what you read, hear, say, or write" from the Monash.edu website

c. "Is a self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. People ... are keenly aware of the inherently flawed nature of human thinking when left unchecked. They strive to diminish the power of their egocentric and sociocentric tendencies. They use the intellectual tools that critical thinking offers – concepts and principles that enable them to analyze, assess, and improve thinking" as defined by the Critical Thinking Organization

In short, according to Richard Paul, "Critical thinking is the art of analyzing and evaluating thinking with a view to improving it."

There is one more term that needs to be defined:

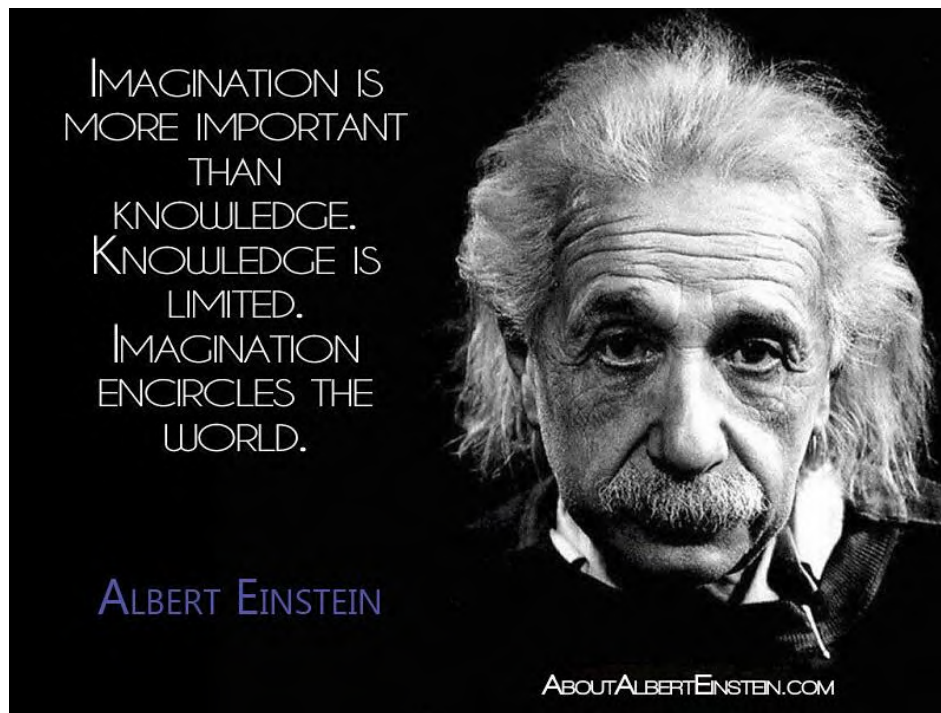
Socratic questioning: a method of critical thinking that uses a disciplined, reflective, and thoughtful interchange of ideas and concepts to further a discussion, understand complex ideas, mitigate misunderstandings, and clarify assumptions and that which we do not know. It entails asking a series of directed and open-ended questions that encourage introspection.



Discussion question: On a scale of one to 10 where one is low and 10 is the best, rate your level of critical thinking? Support your statements with examples.



Let's review these videos about critical thinking: [What is Critical Thinking](#) and [The Intellectual Standards](#)



Universal Intellectual Standards

The intellectual standards are questions used to determine the depth of your thought process. According to Paul and Elder (2006), these questions can improve and enhance your reasoning. The intellectual standards include (all these categories may not apply to every situation):

Standard	Possible Question	Possible Question	Possible Question
Clarity:	Could you elaborate?	Could you illustrate what you mean?	Could you give me an example?
Accuracy:	How could we check on that?	How could we find out if that is true?	How could we verify or test that?
Precision:	Could you be more specific?	Could you give me more details?	Could you be more exact?
Relevance:	How does that relate to the	How does that bear on the question?	How does that help us with the issue?
Depth:	What factors make this difficult?	What are some of the complexities of this question?	What are some of the difficulties we need to deal with?
Breadth:	Do we need to look at this from another	Do we need to consider another	Do we need to look at this in other

Logic:	Does all of this make sense	Does your first paragraph fit in	Does what you say follow from the
Significance:	Is this the most important problem	Is this the central idea to focus on?	Which of these facts are most
Fairness:	Is my thinking justifiable in	Am I considering the thinking of	Is my purpose fair given the situation?

Further information can be found at [University of Louisville's Critical Thinking Framework](#) webpage.

Keep these questions in mind as we progress through this course.

Why do we bring this up? What relevance does it have to these course objectives and to leadership overall? Let's explore further:

- a. Conflict resolution: Understanding the root cause of the conflict (including individual perceptions and interpretations) can only be achieved by asking questions that engage the objective and sensible mind and disengage the emotional and creative brain.
- b. Strategizing or planning: The best course of action entails seeing the 360* view of the situation, including second and third order effects. This is best achieved by asking the proper questions.
- c. As we know, setting goals and a personal growth plan takes thought and a well-defined blueprint. Asking questions that provide insightful responses can aid in the motivation of those achievements.

The Universal Intellectual Standard questions can help ensure nearly all avenues have been considered. This is especially beneficial when creating new processes, revising existing procedures, or considering any type of change.



Discussion question: What application or process can you see using these questions? How would they be beneficial to use?

Take a moment and jot down several actions you will consider implementing based on this discussion.

Knowledge and Expertise



Discussion question: What are the benefits of gaining valid and trusted knowledge?

One study has shown that increasing knowledge focuses an individual on their own personal and professional career enjoyment. Learning provides the confidence to tackle challenges and to take control of their lives, which motivates them to do more of the same. In addition, it expands thinking enough to provide creative and innovative solutions.

There are two primary types of knowledge: explicit [facts, or information that is either true or false and can be readily explained] and tacit [knowledge gotten from experiences and repetition]. Other sources expand on these two types to include factual, conceptual, procedural, and metacognitive. We mention this only to make you aware of these types.

Let's start with the basics as it helps to define the terms we will use in this course.

These definitions came from the Cambridge dictionary:

Knowledge: understanding of or information about a subject that you get by experience or study, either known by one person or by people;

Expertise: generally, a high level of knowledge or skill.

Askdifference.com defines them similarly:

Knowledge: General understanding or familiarity with a subject, place, situation, etc.; a state of having been informed or made aware of a situation.

Expertise: Great skill or knowledge in a particular field; advice, or opinion, of an expert

From an opinion piece in the journal Frontiers in Psychology, "expertise is consensually defined as elite, peak, or



exceptionally high levels of performance on a particular task or within a given domain” (p. 1). From the Collins Dictionary, expertise is gained through ‘training, practice or study’.

If you trust or consider these as valid sources, professional knowledge can be trivial, slight, limited, moderate, usable, a foundation; or inaccurate, indefinite, believable, or solid. It can be theory or real-world based. The results of knowledge can be untested, experimental, a guess, dependable or trustworthy.

Expertise, on the other hand, can be equally vague or ambiguous. Who defines ‘great skill’ or ‘high level of knowledge’ or even ‘exceptionally high level of performance’? There is no doubt that expertise increases your personal power.



Discussion question: What is your definition of professional knowledge? Professional expertise? Are they the same?

Professional knowledge

Depending on your end goal and your learning style, different types of where to gain knowledge may suit you better. Is it the academic degree you are desiring (in a specific field or study), or would a specific certification such as the CAM be more advantageous to your career? Are you looking for a wide breadth of information or specific topics? Do you prefer to ‘go wide’ or ‘go deep’? Your professional and personal standards and the structure and processes you work in contribute to how and what you monitor in your field, and in safety overall.

As a leader, it is your duty to strengthen your professional expertise as well as the expertise in your team members and direct reports. Encourage them to seek additional knowledge and education in their current role and the role they aspire to achieve. In this manner, you will be passing on your high-performance standards and the necessity to continue learning and cultivating curiosity.

Below are a few sources where you can gain professional knowledge:

- Schools
 - o Academic degrees – bachelor’s, master’s, doctorate in aviation business, leadership

- A&P
- Certified dispatcher
- NBAA PDP courses in Business Management, Human Resources, Leadership, Aircraft Maintenance and Operations
- Conferences & conventions: seminars, presentations and speeches
 - BACE / EBACE
 - Other NBAA conferences
 - Heli-Expo
- Industry associations
 - AOPA courses
 - FAA courses
 - FlightSafety Foundation
- Industry publications
 - Business Aviation Insider
 - AIN/AINOnline
 - ProPilot
 - FlightSafety Foundation's AeroSafety World



Consider courses (including MOOC's) in other industries; health care has been compared to business aviation; specifically, the OR/ER operations (behaviors and reactions) and the relationship to safety. Remember CRM began with studies in psychology (and many pilots at that time considered it 'psychobabble'). Emotional intelligence has roots in neuroscience and behavioral science. Art and creativity have been linked to relaxing and maintaining your composure. Sports and muscle memory are connected. You do not have to become proficient or a subject matter expert in these areas. Learning about other disciplines can help your subconscious mind relate to your current role (both personal and professional). Be curious – without being judgmental. Some information you can immediately disregard, while other material you may need to mull over before accepting or rejecting that information.

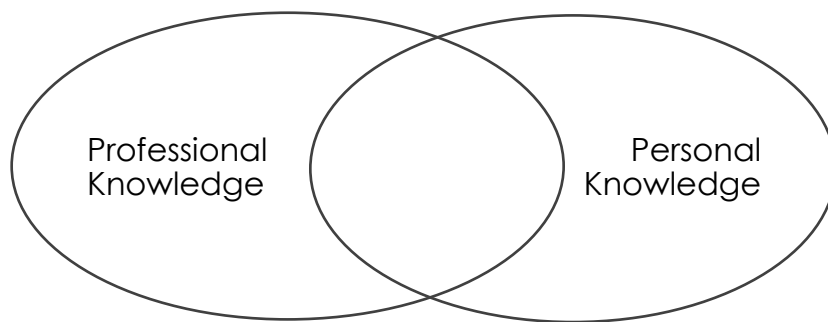
At what point does knowledge morph into expertise? How do you maintain your professional expertise? Your team's professional expertise?



Discussion Question: Is there a difference in a professional certificate, professional certification, and an academic degree?

Personal Knowledge

Now let's stay in the realm of 'knowledge' yet shift to personal knowledge. This encompasses far more than professional knowledge. It also overlaps with professional knowledge. Common knowledge seeps from one area to another. Think of a Venn Diagram



As much as we believe we can compartmentalize and/or multi-task, these are simply fallacies and misnomers. What happens in your personal life influences your professional life, and what happens in your professional life influences your personal life. Think about this: you become aware at work that you interrupt others and do not allow them to finish their thought. You are now conscious of that behavior at work. Do you interrupt any family member or friend in the same manner? You are having money challenges at home – your child needs money for college or one of your parent's health is failing. Do you get preoccupied with those situations throughout your work day, especially when your mind is not actively engaged in an activity that requires your full attention?

Is your definition of personal knowledge limited to your likes and dislikes, or your tangible assets? Would you include your communication style? Your triggers? How you react to stress? Your level of situational awareness? What satisfies you? What makes you happy? How you de-stress? How you study? Why you want or need to improve? Your learning preferences (by seeing pictures and diagrams, by doing or moving, by hearing the words, by reading or writing, or a combination of these)?

As you can see, the lines between strictly professional and strictly personal can be blurred. The overlap between professional careers and personal lives continues to grow, especially when crew members spend days with each other. Because we cannot multi-task nor can we compartmentalize for very long, our professional habits and behaviors can become more like our personal habits and behaviors.



Discussion Questions [individually or in groups]:

1. *What is your definition of personal knowledge? Knowledge of what? Does it include how well you know yourself?*
2. *Are you more effective with a higher degree of professional expertise or personal knowledge?*
3. *Is it better or more important to have professional expertise or personal knowledge?*
4. *Does mentoring or coaching enhance your professional or personal expertise? Why? How? Why not?*

Take a moment and jot down several actions you will consider implementing based on this discussion.

Enough of these questions for now. Let's shift mental gears.



My mission in life is not merely to survive, but to thrive; and to do so with some passion, some compassion, some humor, and some style. – Maya Angelou

Lifelong Learning

What does lifelong learning or lifelong learners mean to you? What are you learning? How are you learning it? Are your lifelong learning pursuits 'creating new skills' or 'improving existing skills'? An October 2021 Harvard Business Review article states it's the former, not the latter, that is considered lifelong learning. One criterion of acquiring this type of knowledge or skills is a healthy dose of curiosity. Real, lasting learning drives creativity and innovation, as current knowledge and skills can be quickly outdated and replaced. Practicing lifelong learning is not a fear of losing your job or being passed over for a promotion. It's a strong "passion of the explorer" according to HBR. This passion consists of:

- The commitment to take as long as it takes to complete their 'project', regardless of what that 'project' is
- Unforeseen encounters only serve to fuel their passion. Lifelong learners see these encounters as opportunities to learn more and to make a larger impact
- They are not shy in asking others who have experience in this area. Although lifelong learners enjoy the trial-and-error process, at some point they want to progress faster to bring their vision to reality. That's where expertise comes into play.

According to Utah State University, a lifelong learner enjoys learning to improve their personal and professional knowledge and skills. It is not necessarily a formal-type education; it can be a creative endeavor if it is pleasurable and it means something to you. Lifelong learning boosts a person's self-esteem and confidence, along with their thinking processes and memory; it also builds social connections and the motivation to continue to expand one's efforts.

Lifelong learning is not only for the knowledge-based industries; it's also for the information seekers and inquisitive investigators. These types of people have a strong urge to fulfill their internal destiny – to make their lives more fascinating (if only to themselves). They are curious and enjoy following rabbit trails and 'what if' scenarios. Their view of failure is not demoralizing or a step backwards; it's 'one more way they did not succeed'.

In summary, lifelong learning encompasses both personal and professional knowledge. It's the strong desire fueled by curiosity, resourcefulness, imagination, willingness to fail, and to connect with others in this pursuit.



Discussion questions: In your view or experience, what are some characteristics of a lifelong learner? What else would you call a 'lifelong learner'?

Take a moment and jot down several actions you will consider implementing based on this discussion.

*Passion is energy. Feel the power that comes from focusing on what excites you.
-- Oprah Winfrey*

Allowing passionate employees to venture off on another direction to solve a problem or create a new process or innovation may go against your company's or department's culture of efficiency and standardization. "This is the way we've always done it", "that is not our process" and other types of phrases are motivation-killers to those passionate creative types. It is best to pinpoint one area of your processes or your department that has a major or semi-major performance issue, or even an area that you believe would be beneficial to be improved. Perhaps it is a safety issue that has been around for a while, or a bottleneck in a process, or information redundancy between pilots, schedulers, maintenance personnel and/or the admin staff. Think of the excitement that can be generated, and the loyalty and value your team will feel by being a part of the process solution.

How do you get started?

It depends on you, your learning style and where you are in your pursuit. You can search TED or TEDX videos, or any of the MOOC platforms. If you have access to a university's library (perhaps you are an alumnus), you can search for more academic and research-based information. If there is an association that caters to your interest (NBAA for business aviation, professional associations for a variety of industries), you can search their website or reach out to their president or executive director for directions and options. Universities have extension offices that offer workshops and webinars on a variety of topics.

As with all resources on the internet, be cognizant of the credentials of the author or the company when reading content; you want to be certain they are valid, legitimate, accurate and credible. Remember the CRAAP test: Currency (how recently was it written or researched?), Relevance (does this information directly or indirectly apply to my question?), Authority (who is the author? The publisher? Was there any payment involved? If so, who or what company/association funded the research?), Accuracy (was the evidence or examples presented support their assertions? The Universal Intellectual Standards are excellent resource questions), and Purpose (is the information fact or opinion? Why was the article written?). After answering these questions, you then know how reliable the information is, or if you should take it with a grain of salt.

Let's end this section with some dialogue:



Discussion questions and share your rationale:

1. *Do you believe lifelong learning is possible? Why or why not? Give examples.*
2. *Can you have professional expertise without being a lifelong learner?*
3. *Is there a benefit for a logical, process-driven thinker to embark on a creative endeavor such as painting? Is there a benefit for a creative person to take up a logic-driven venture such as drafting a timeline or systematically trouble-shooting a problem?*
4. *Can you convince or motivate someone to be a lifelong learner?*
5. *As a leader, what are your responsibilities to yourself and your team regarding life-long learning?*
6. *Where can you apply life-long learning to develop your professional expertise?*
7. *Where can you apply life-long learning to increase your personal knowledge?*
8. *What value will life-long learning bring to you and your team members overall?*

Take a moment and jot down your take-aways based on this discussion.



Personal and Professional Growth Plan

Jim Bailey, CEO of the Americas company, hires “for a set of characteristics that allows the individual to pivot as the world evolves...critical thinker, fast learner, work well in teams and cultural adaptability And reinvention”

As we have done with other topics, let's begin with a basic definition of this type of growth plan; you can modify it to fit your organization and your life. Personal and professional development is a means of consciously and deliberately improving yourself, your habits, and your behaviors. It is the energies you put into this self-improvement, whether it be in your career, lifestyle, life's outlook, relationships or other areas. Self-motivation drives your activities, along with the quest to enhance your character, career path, or expertise/knowledge. It is not a one-shot activity; these behaviors can be practiced throughout your life. It's a trial-and-error and exploring methods to improve habits and quality of life. As with many other quests, it can be the journey that provides the most insight and satisfaction. Your growth plan is a means to achieve this end.

Why should you or your team members create a personal/professional growth plan? For one, writing down your aspirations helps cement those desires into your mind, and this works with your unconscious mind to achieve those aspirations. Secondly, it can give you a feeling of control over your future and helps direct your thoughts and actions. It can give you a roadmap when faced with decisions on what course of action to take. Having a set goal can improve how you manage your time, insuring you are

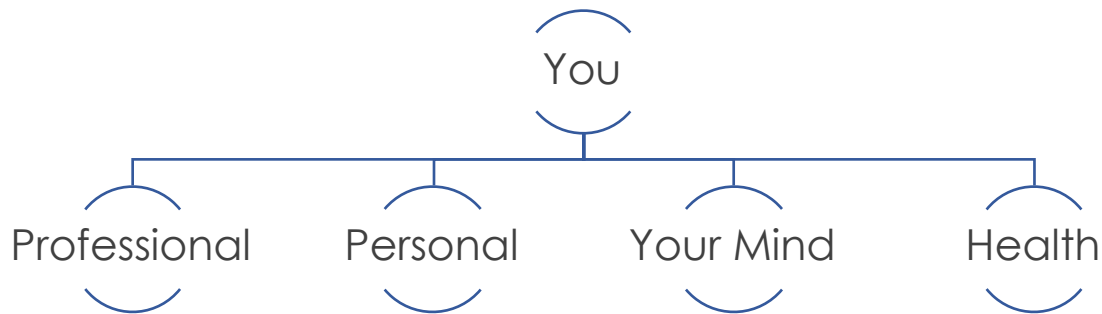
focused on the activities that will bring you the most value for your time [known as high value activities]. Lastly, having a written plan of action provides you with an overall picture, which can decrease your stress, recover and maintain balance in your life and increase your self-assurance.

An additional benefit of a personal / professional growth plan is to shift our mindset to consider our challenges in a different light. We cannot change our situation if we continue to address it with the same solutions or look at it the same way as we always have. Remember the definition of insanity? Think of the challenge when an 18-wheeler was too high to go under a bridge. The fastest solution was to let some of the air out of tires so the vehicle would not be as tall. The engineers did not think about that – they were focused on the bridge. Looking at a situation with fresh eyes or asking someone's opinion that is not involved can provide a springboard to different solutions. We can be more long-term solution-focused that truly addresses our challenges. Look at these challenges and situations as opportunities for growth and expect a positive outcome, not a situation to quickly resolve so you can go on to the next one.

There are a variety of formats and options to create, document, and revise your personal [or professional] growth plan. No matter which plan or method you use, the first question you should ask yourself is 'what format or program can I use that will be the easiest way to keep me on track?' Along with that question is 'how will I remind myself of my plans and goals?' Putting post it notes around (your bathroom mirror and other places you visit daily) has been suggested – the challenge with that is your brain will get accustomed to seeing them and they become 'white noise'. They become part of your daily landscape. You can move them or use colored paper or ink; anything that will draw your conscious attention to them. Your primary focus throughout this should be 'what is important in my life?' That question will guide your goals, plans and dreams, and easily provide the answers to any other questions or situations that might arise.

You can segregate your growth plan into types: professional [short- and long-term plans], personal relationships [further segregated into family, friends, work], your mind [keeping your cognitive skills sharp] and your health. Seven different categories have

been suggested: personal skills, personal growth, personal power, personal improvement, personal empowerment, and personal objectives. We have found that these four below encompass all the other categories.



Discussion questions: What are the elements of what you consider a personal / professional growth plan?

One of the more popular models is the GROW model. Created in the 1980's by Performance Consultants International to create stronger, more effective leaders, this method has benefitted leaders of all types and in a variety of industries across the world for decades. This model incorporates SMART or CLEAR goals with a more substantive action plan. It encourages critical thinking and addresses character strengths and underlying issues. Couple this with nearly any type of assessment (DiSC, MBTI, EQ), you can create a plan tailored specifically to you and further enhance your chances of success.

While standard goal setting can become mundane and irrelevant, especially when goals are 'handed down' from corporate or HQ, or there is no incentive to set or meet them, this model encourages looking at second- and third-order effects along with identifying potential obstacles and individual motivation killers. This approach uses questions [think of the Universal Intellectual Standards questions] that require forethought and pre-planning. Most people can and will deal with anything if they know about it beforehand. This model raises those types of actions to the surface. The transparency of progressing through these questions can result in additional motivation, the ability to course correct real-time, opportunities to brainstorm

strategies, reflection on strengths and their benefit in this endeavor, and the importance of viable, yet flexible, action plans.

Gone are the days where people lived to work, and work dictated their lives. Work-life balance has risen in priority. As we have discussed, it can be difficult to strike that balance and not feel guilty about neglecting one area or preferring one area over another. This model makes it easy to identify what areas, if any, are lacking in your plan. More importantly, it raises visibility so alterations or mindsets can be adjusted ahead of time.



Discussion questions: What roles do you play in your life? Think in terms of "I am a"

This model has four sections: (1) what do you want to achieve? (2) what stands in your way? (3) how can you circumvent roadblocks? and (4) how do you stay motivated?

Let's discuss each section individually:

Goals: You can use any goal-setting method you prefer; SMART or CLEAR goals are the most popular. This section details the desired outcomes and is the basis for this model. The following questions can be helpful:

- What do I want to be remembered for?
- What would make me feel that this time has been well spent?
- What will I be doing in five years that I can prepare for now? 10 years?
- What challenges am I facing now that additional skills can help with?
- What is my purpose for setting this goal? Why is it important to me?
- Is this goal internally or externally initiated?
- What role will this fall under?
- Is this a learning or performance goal?
- How will I know that I have achieved this goal?

Reality: Recognizing the subjectivity and allowances for mediocrity and/or procrastination is the first step in gaining an objective, non-judgmental perspective.

- What are the obstacles that I may encounter?
- What assumptions am I making and what apprehensions or hesitations do I have?

- What has not worked so far, and what excuses have I used for not making progress?
- What parts of my life will be impacted by achieving this goal?
- Is it feasible for me to achieve, or is it a pipe dream of mine or someone else's?
- What are the points of failure and how can I mitigate them?
- What will I sacrifice in pursuit of this goal?
- Where does it fit in my life?
- What is the effect of what I am doing?

Options/Opportunities: We feel less overwhelmed when we are in control. Part of feeling – or being – in control is having options. Brainstorming options give way to opportunities.

- What strengths can I use to move forward?
- What are different ways that I can achieve this goal?
- If someone else came to me with this obstacle, what would I tell them?
- Am I using a variety of methods or simply doing what I've always done?
- Is the process or the outcome more important?
- If failure was not an obstacle, how would I approach this?
- Who could help me answer these questions and alert me to additional barriers?
- What are my concerns or fears about pursuing this goal?
- What are the upsides and downsides of each option?

Way forward/Will: As you have seen, this process is not for the weak-willed; it cannot effectively be rushed. It can also quickly lead to overwhelm. This section lays out a 'go forward' plan, including initial steps and identifying your support groups.

- What are my first three steps and when will I take them?
- Whatever my first steps are, can I think of anything that might stop me from taking them?
- How do I want to be held accountable?
- Who do I need to include in this journey to cheer me on or as an objective observer?
- What else do I need to consider before starting?
- Do I really want to do this? How do I know?

- How is this meaningful to me?
- Am I taking on too much by pursuing this now?
- What could stop my forward progress?

By detailing steps toward a desired outcome, everyone will know what is expected from them (raising accountability) and how they as an individual contribute to the success of your flight department / company. You can use this to increase initiation with your team members.

One final point: be sure to include the 'why' in your response to many of these questions. Why do you really want to do this? Why is it feasible to achieve? Why is now the best time to begin this pursuit? Why is this important and how will it affect your life? This can keep you motivated and adds additional insight and thought into this process.



Discussion questions: What's the value in creating a GROW plan? How can it best be used? Based on what you know now, would you recommend having a personal GROW plan different from a professional GROW plan, or could they be in the same table?

It's about being intentional and not leaving your future to chance



Completion Checklist

What exactly is the process or the checklist to complete this plan?

1. Reflect on your personal and professional life as it currently exists. What do you want? Where do you want to be in XX years? How can you give back to biz av, your department, company, your community, your family, or NBAA? Look at the outcome, not the process – that will come later. The clearer and more vivid you can define your outcome, the less confusing the rest of this process can be.
2. With each outcome, define your 'why'. Why is it important? Don't take your first or even your second response. Keep asking yourself '...and...?', or you can ask yourself 'why?' several times, to get to the true reason that outcome is important. The closer to that reason you can get, the better your chances of succeeding. The more compelling your reason 'why', the better chance there will be of your goal pulling you towards that outcome. Of course, once you discover the real reason 'why', it may become irrelevant, and you drop the goal.
3. Determine if you have any inner conflicts with these goals. Is there a disconnect between your goal and your passion? Are you pursuing this because someone else wants you to or has recommended it, or because you really want to bask in the success glow of that achievement? Is there hesitation, apprehension, or a lack of confidence in your ability to achieve this goal? These may be difficult answers to admit to yourself; however, doing so early in this process is better than wasting your time and resources on an activity that may be irrelevant.

This self-reflection can be done while you are in the car, waiting for a meeting to happen, exercising, or in your moments of 'downtime'. It does not have to be a formal declaration. Even though it is not a formality, it does need to be documented for your future reference.

Using the table below, add some of the questions above or your own questions to begin your professional / personal grow plan. I have added one question in each column as an example and to get you started.

<i>Goal</i>	<i>Reality</i>	<i>Opportunities</i>	<i>Will/Way Forward</i>
What is my purpose for setting this goal?	What parts of my life will be impacted by	Is the process or the outcome more	What are my first three steps and when



Discussion question: Would you share your GROW plan with others such as your family or your team members? Why or why not?

Individual then group activity: Individually, each person completes their first iteration. Group discussion: 2-3 people to share theirs from each category/box. Include the why it's important and anticipated results.

Take a moment and jot down your take-aways based on this discussion.



Recognizing individual employee needs

As a leader, the responsibility for grooming, training, and enhancing your employees' rests on your shoulders. We know the adage 'people join because of the company's reputation, and they leave because of their manager'. You do not want to be that manager or that leader that causes any of your team members to leave. Remember even though our industry is quite large in terms of number of people employed and the amount of dollars we generate, it is quite small with regards to individual reputations. You do not want yours sullied.

To help determine individual needs and wants, consider using a version of a SWOT analysis for each of your team members. They can do it themselves and then review it with you. Assessments can also shed light on this activity. The following questions can help create this document:

Your Strengths:

- What role do you typically play in a group setting?
- Are you a better idea person or worker bee?
- What makes you a valuable team member?
- What do others consistently compliment you on?
- What words would others use to describe you?
- What is your strongest or most evident attribute?
- What do you value most and how do you demonstrate those values?
- What personality traits do you have that benefit you?

Your Weaknesses:

- What roles do you typically shy away from?
- What tasks do you delay doing?
- What area would you like to improve the most in?
- What trait or action do you admire in others that you don't believe you possess?
- If time or money were no object, what one area would benefit your improving upon?
- What resource gaps do you not have available to you?

- What stops or prohibits your progress in your performance or relationships?
- What personality traits do you have that impair you?

Your Opportunities:

- How can you expand your perspective and capitalize on unforeseen opportunities?
- What role do you aspire to?
- Who can help you reach that role?
- What changes could affect your pursuit?
- What types of training could expose you to additional opportunities?
- What is your Plan B for unexpected obstacles?
- How can technology help or hinder your pursuit?
- What personality traits can open up additional opportunities?

Your Threats:

- Do you sabotage yourself?
- Do you have the full support of family, friends, team members and your boss?
- Can any opportunity you identified turn into a threat?
- What resources might be difficult for you to obtain?
- What industry changes can impede your pursuit?
- What other action can hamper your efforts?
- What will you do when your motivation lags or falters?
- What personality traits can threaten your pursuits?

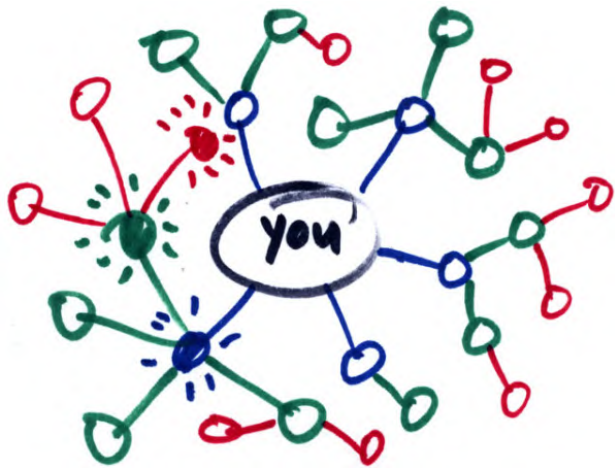


Discussion question: What else can you see that would be a strength, weakness, opportunity or threat for you or your team members?

Individual then group activity: Individually, list team members and yourself, and 2-3 needs you can identify. Where is your evidence? Group discussion: Share your list with your group without mentioning names. Discuss how you would approach your team member about your thoughts, and how to phrase it so they take it constructively? What tools can you use to provide evidence?

Take a moment and jot down your take-aways based on this discussion.

Let's connect the dots ...



So far, we have talked about and defined critical thinking, Socratic questioning, the Universal Intellectual Standards, the categories and some applicable questions. We moved on to personal knowledge and professional expertise and how to increase competency in each. Lifelong learning was our next topic, which tied in nicely to creating your own growth plan. The SWOT framework is a tool you can use to identify employee needs.

Even though these were introduced as separate topics, they are not mutually exclusive of one another and, used collectively, create a powerful and effective tool for overall self-improvement. There is one additional area to cover that some people consider necessary and others consider merely 'icing on the cake'. It's the level of your emotional intelligence.

Emotional Intelligence: EI or EQ

Emotional Intelligence was first 'discovered' decades ago by Dr. Bar-On; he researched this as his dissertation topic. Dan Goleman brought it mainstream, and others (such as Mayer-Salovey) helped promote it with their models. Even though EI has evolved over the years, three primary sections remain: self-awareness, self-expression, and interpersonal skills. Nearly all research agrees that the first, self-awareness, sets the foundation for one's EQ. If you are not aware of your own behaviors and how those behaviors affect others, how can you change?

Simply put, EI is recognizing and managing your own emotions, sensing what others are feeling, and using that information to achieve the most beneficial outcome.

Breaking it to specific elements:

1. Self-awareness: identifying your own emotions or shift in attitude *at the time you are experiencing them*, the source, and the reason for those emotions. It is imperative that you do not judge yourself or make excuses.
2. Self-expression: voicing your emotions with the appropriate mix of emotionality, subjectivity, and objectivity. Watch your tone of voice and the words you use and do not use.
3. Interpersonal skills: being cognizant of the stated or unstated emotions or shift of attitude or demeanor of others and responding appropriately to validate their perspective. In doing so, emotional issues are raised and understood, and the parties can progress through the situation towards the shared goal. Emotions must be addressed and expressed before logic and objectivity can enter the discussion.

Each of these has sub-elements that comprise the higher-level competencies.

- By understanding your emotions, you can identify the words or actions that cause frustration, anger, or other unproductive or untimely emotions. You can then prepare yourself to avoid over- or under-reacting.
- When you accept your emotions without judgment, you can raise your self-confidence while improving your emotional reactivity.
- By managing your emotions, you curtail your initial reactive impulses. You then can objectively assess the situation, acknowledge any assumptions, and respond to the situation calmly and rationally.
- Monitoring how others perceive your reactions gives you flexibility to adapt your emotions and behaviors to the situation, minimizing defensiveness. Remember that we judge ourselves by our intentions and we judge others by their behaviors. Others judge us, and make decisions about our character, by our actions, not our intentions.
- Uncovering and diffusing the emotional source or root cause of the conflict allows for a higher level of creativity between team members.
- Appreciating how others feel, especially during challenging times, demonstrates respect for the other person and strengthens your relationship.

Some researchers have disputed the validity or the effectiveness of emotional intelligence. They challenge the soundness and legitimacy of any instrument when one

assesses themselves; how accurate can a perspective be if emotions and reactions are viewed through a person's own lens? Others have decided that the study of emotions is not a serious research topic. While the former may be true, the latter has been proven erroneous as emotions are studied by leadership, psychology, and neuroscience disciplines. What has been generally agreed upon is that EI is a separate intelligence in which the level varies from individual to individual; it can develop as a person ages and can be learned and improved upon.



Discussion question:

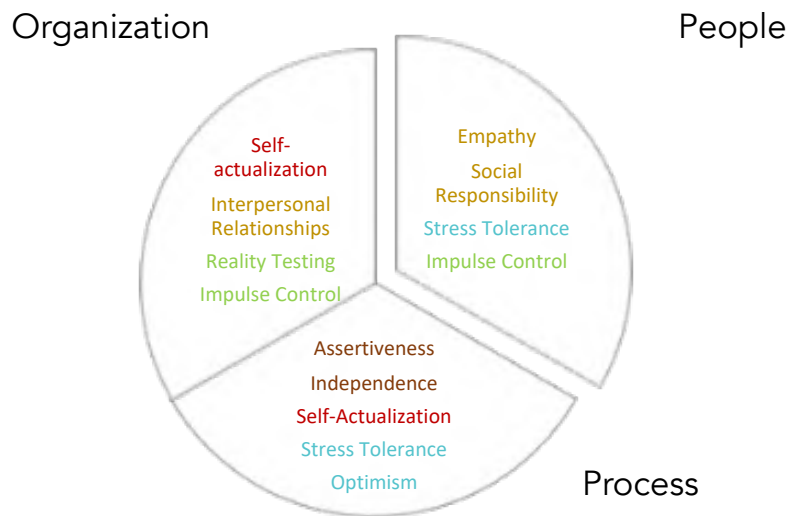
Recently, United Airlines CEO took a private jet from New Jersey to Denver since he was unable to book a commercial flight. He paid for it himself. Based on that one action, how would you rate his EQ? Provide examples and alternate action to support your statements.

How does his actions compare to Frank Siller, the Chairman/CEO of Tunnel to Towers?

Leadership Orientation

Most leadership activities can be in one of three focuses: people, process or organizational. The areas listed below are part of the EQi2 assessment.

1. **People Focused:** How you handle conflict interactions and regain high performance and momentum. Empathy, Social Responsibility, Stress Tolerance (not stress management), and Impulse Control are indicative of this ability.
2. **Process Focused:** How you manage tasks, projects, and goals efficiently. Assertiveness, Independence, Self-Actualization, Stress Tolerance and Optimism contribute to this ability.
3. **Organization-Focused:** Identifying the organization's culture to achieve goals, including utilizing physical resources that can be accessed and relationships/alliances within the organizational or departmental hierarchy to achieve "buy-in" from others. Self-Actualization, Interpersonal Relationship, Reality Testing, and Impulse Control promote these.



Self-awareness and self-confidence are considered 'interacting with self' traits. With these two, you can exert self-control when others are demonstrating the fight-flight-freeze reactions. Those are the foundations of a successful and effective leader. Mastering the interactions with others is next. Why? You can master your interactions with others to achieve the results that you know need to be realized. It is then that you can create your own future, and you can guide others to creating their own future. Lastly, with these combined, creating your future can become clearer and accomplished more easily.

This is especially important when you are faced with unusual or out-of-the normal circumstances. These two combined are the pulse of your leadership abilities. It is the voice that tells you 'now is the time for self-control and remember how others will view your actions'. It allows you to plan your course of action, not react to external environmental forces. It provides your team with a sense of trust and security in you.

If you are distressed by anything external, the pain is not due to the thing itself, but to your estimate of it. This you have the power to revoke at any time. – Marcus Aurelius, Roman emperor, 2nd C A.D.

Leadership Behavioral Towers

The same model offers four leadership 'towers' regarding leadership behavioral tendencies.

- A. Centered and Grounded: Overall control of your thoughts, actions, and emotions, along with accepting your strengths and weaknesses. Stress Tolerance, Impulse Control and Optimism contribute to this tower.
- B. Action-Taking: Effective leaders know when and how long to think things through, then take the appropriate action. Assertiveness, Independence, and Optimism are part of decisiveness.
- C. Participative: Putting yourself in another person's shoes to relate to them in the way that's most comfortable to them can build or strengthen loyalty, relationships, and alliances. Empathy, Interpersonal Relationships, and Impulse control are elements of this tower.
- D. Tough-Minded: The ability to keep calm and composed in challenging situations, along with staying focused on the desired outcome. Self-Regard, Stress Tolerance (not stress management) and Impulse Control are building blocks to this tower.



Think of the great leaders of our time and of times past: Captain Al Haynes and Major Ernest Shackleton immediately come to mind as illustrating these traits. They both reined in their impulsive reactions, and they maintained their composure and assertiveness without 'barking' orders. Even though they were aware of the possible devastating outcome, they supported and verbalized the notion of survival.



Discussion question: Select either the Orientation categories or the Tower elements. Rank the bullet point areas from most important to least. Explain your thinking.

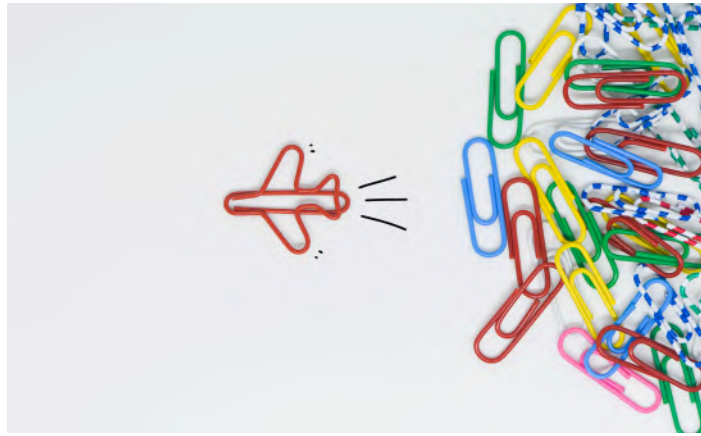
Individual activity: Review the above seven bullets and jot down one instance where you either excelled and one where you could have done better. Provide evidence to support your statements.

Take a moment and jot down your take-aways based on this discussion.



Striving for Perfection

Many people I have encountered believe that earning the highest possible score is what they should strive for. In many assessments, that is not the case. Scoring high, almost to exclusivity, on one item can mean that you score lower, almost to exclusivity, in another area. That applies specifically to any type of personality or communication assessment (MBTI, DiSC, brain dominance, etc). Although that does not necessarily



apply to your emotional intelligence. It does apply to second- and third order effects in scoring high in any of these areas.

For example,

- Scoring too high in stress tolerance could be interpreted as your not completely understanding the severity of the situation
- An individual scoring too high on the independence scale may not see a need to be a team player
- An individual that scores high in flexibility may appear indecisive
- Scoring too high in assertiveness may be seen as inflexible and stubborn

Let's go back to professional expertise. Give an example and 'act it out' when an individual is considered an expert and scores high in aggressiveness and low in self-awareness. How about Captainitis? That person scores high in what areas and low in what areas?



Discussion questions: What traits, EI and otherwise, influence the success in setting and achieving strategies to increase professional expertise in the aviation department? What traits further lifelong learning?

What elements have the greatest impact on influencing and leading others? Research has shown a 'star performer' scores higher in assertiveness, empathy, happiness, self-awareness and problem solving. Agree or disagree? Give examples.

Our reaction or response to an event is a progression of our perception of the event, our beliefs about the people and the event, and our perception of the consequences of taking specific action. What elements contribute to each of these?

How will you now approach your own personal growth plan, and that of your employees?

In Conclusion

We trust that you have expanded your thinking and have successfully (albeit a bit uncomfortably) implemented some new behaviors. We are confident that you will become more proficient in these different ways to think and to approach situations, and that will result in your mentoring your team members.

Feel free to reach out to me if you have questions or challenges. I have numerous articles on all these topics and more. I wish you much success!

*Try not to become a person of success,
but rather try to become a person of value ~ Albert Einstein*



*React and the situation manages you. Respond and you are in control™
It's not what you said, it's what they think they heard™*