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@2023 Dr. Shari

NBAA BACE **PDP L3 & L4**

Elevating Your Leadership Versatility and Influence

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L3 & L4 Objectives

Exercise effective leadership to achieve aviation department goals and company objectives.

- a. Recognize characteristics of an effective leader (e.g., leadership styles and strategies)
- b. Recognize and apply multiple motivational theories and techniques (e.g., Theory X and Theory Y, Maslow's, Alderfer's, Herzberg's, McClelland's, etc.)
- c. Recognize and apply multiple mentoring strategies
- d. Utilize sources of expertise within the department, company and industry
- e. Assemble effective teams and recognize group dynamics (e.g., meeting management, interpersonal skills, conflict resolution, trust building, decision making)
- f. Integrate diversity principles to maximize individual and group potential
- g. Employ current principles to maximize performance (e.g., Just Culture, industry best practices, SMS)
- h. Practice ethical, moral and legal behavior, both internally and externally to the company
- i. Practice effective communication techniques (e.g., listening, speaking, correspondence, feedback, 360-degree communication)

Enhance personal and professional knowledge.

1. Employ strategies to increase professional expertise in the aviation department (e.g., technical, educational, and professional certifications; conferences; publications; local, regional, and national associations; and legislation)
2. Promote lifelong learning concepts to improve expertise
3. Recognize Individual employee needs
4. Develop personal growth plan



About this course

Leadership today has evolved from the “do as I say!” Captaintitis-authoritarian style to a more flexible people-, company- and stakeholder-focused style. Toxic behaviors, petty conflicts, and hidden agendas have no place in today’s competitive business aviation environment. Every team member brings their own unique set of characteristics to the department; and the responsibilities to maximize one’s potential, job satisfaction and safety procedures have evolved to encompass both the leader and the team member. The leader sees the view from the balcony, directing and orchestrating the team to adhere to safety standards, exceptional customer service, and collaboration (where appropriate) for the benefit of all. Emotional Intelligence is an integral part of effective leadership.

This PDP course will add numerous tools to your toolbox: an understanding of interpersonal interactions along with a variety of methods to mentor or be mentored, capitalize on group dynamics, maximize performance, charting a personal and professional plan of growth, assess the ethics of actions, and communicate clearly to everyone with whom you interact.



Introduction

Talented and hard-working individuals are essential to a company's existence. It is the teamwork that creates the company's vitality. Just like the orchestra utilizes the conductor's leadership pulling together to create a complete, harmonious product, teams and departments need leaders to direct, motivate and empower its members, advancing the company's interests. The leader who successfully guides employees to achieve objectives and goals must have good communication and people skills and must be versed in the arts of mentoring and coaching.

Every team member brings their own unique set of characteristics to the department; and responsibility to maximize potential, job satisfaction and safety procedures have evolved to encompass both the leader and the team member. The leader sees the view from the balcony, leading and orchestrating the team to adhere to safety, customer service, and collaboration.

In this course, we will discuss empowered and toxic leadership elements and examine various communication styles. We will learn what makes an effective team, and will investigate the difference between managing and leading, review the perils of miscommunication and misinterpretation, and how ethical behaviors are not as clear-cut as they appear. All these are the many facets of empowered and resonant leadership.



Discussion questions:

How does learning more about oneself and improving non-technical skills lead to better performance? Or doesn't it – in other words, are technical skills all that is needed to be an empowered leader?

To get us started, let's hear more about 'opportunity is manufactured'

[VIDEO LINK](#)

Leadership ... From the Beginning

Over the past century, leadership has been sliced in a variety of ways: function (administrative and behavioral), roles (interpersonal, informational, decisional), perceptions (heroes, technocrats, ringmasters, illegitimate leaders) and behavior

(transactional vs transformational, relations-oriented vs task-oriented, authoritarian vs. participative), along with a variety of strategic focuses.

There are some similarities between the above leadership styles:

1. Helps set and clarify mission and goals
2. Energizes and directs others to achieve goals
3. Provide the structure and support necessary to achieve goals
4. Assists in resolving conflict and disagreements
5. Evaluates all efforts and contributions to the organization

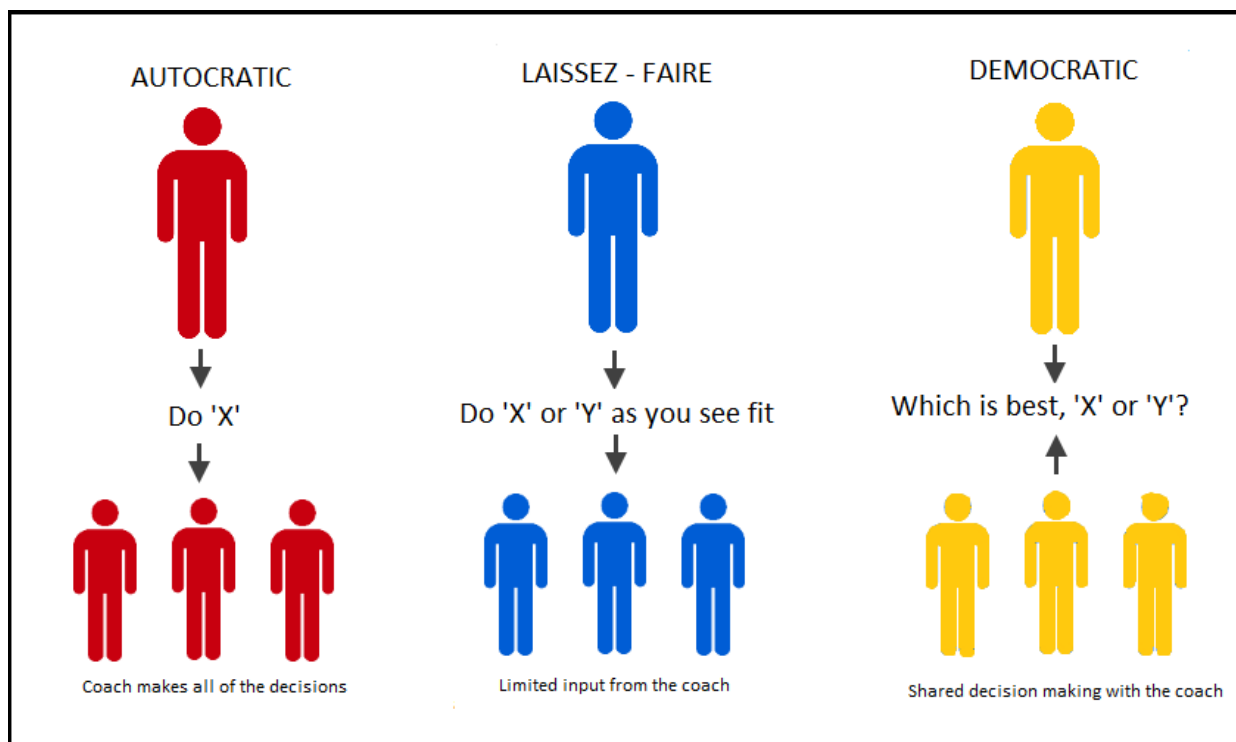
The Great-Man and Trait Theories of leadership avowed that certain traits were required to be a leader. These theories grew to include cognitive (task and problem-solving abilities), social competency (inter-personal skills and the ability to motivate and work well with others), emotional (emotional intelligence, self-confidence, optimism along with arrogance, narcissism, and rigidity) and character (integrity, honesty, and discipline). There have been several leadership paradigm shifts from leadership traits to emphasizing the situation and context, and then from traditional styles to charismatic, transformational and complexity leadership styles.

The current 'traditional' styles of leadership are:

- Autocratic-authoritarian (Captainitis) and democratic: dictates the way power is distributed, whose needs are met and how decisions are made. Autocratic works best when decisions need to be made quickly and the leader has control of the necessary resources. This can also be inked to Theory X where managers believe that workers do a minimal amount of work and base their level of work on a sustainable income and their own self-interest; they have little motivation to do otherwise. The democratic style works best when the leader has the skills to conduct discussions, they have a high level of trust with their team and their team supports the organization's goals. My captainitis video <https://youtu.be/Ec4ZDW1GB64>
- Directive and participative: focuses on how decisions are made. A directive leader plays an active role in discussions and expects their team to abide by their decisions. Theory Y was the foundation for setting goals and is driven by an

individual's intrinsic interests (self-esteem, pride, ego). Participative leaders engage others in the discussion by asking questions and soliciting opinions and concerns. The decision is made by consensus.

- Task and relations oriented: determines whose needs are met. Task-oriented concentrates on the means to achieve the goal; focus is on achieving goals and objectives and high performance. Relations oriented leaders vocalize concern for others to reduce emotional conflict and promote harmony within the team.
- Initiation and consideration: affects how decisions are made and how tasks and goals are structured. Initiation (of structure) emphasizes the activity, from organizing to completion. The leader maintains safety standards and adhering to budgets. A considerate leader expresses thanks for good work, promotes job satisfaction and bolsters the self-esteem of their crew.



In addition, there are several enhanced leadership styles that have evolved from the movement from a manufacturing-based environment to a knowledge-based economy:

- Charismatic: strong principles, determined, self-confident and emotionally expressive along with others need to connect with this leader on a personal basis
- Transformational: inspires others to do more than what they believed they could do, looks to a higher purpose, drastically changes the culture or existing methods
- Complexity: encourages conflict and chaos to foster creativity and innovation, builds strong relationships, relinquishes control to allow emergence
- Servant: putting the needs of others before your own needs; acting as a servant to help others grow. This is perhaps the most unselfish of all leadership styles as it promotes the serving and development of others before oneself.
- Authentic: contrary to the adage “be true to oneself”, authentic leaders have a high degree of emotional intelligence; specifically, aware of how their own behaviors affect others. They stay true to their goals and visions; the added dose of watching how their words and behaviors influence others and responding accordingly is what sets this leadership style apart from others.

This is not an all-inclusive list. New leadership theories are being test frequently, and the research will certainly continue as both scholars and practitioners seek the leadership style ‘holy grail’.



Discussion Question: What leadership style do you use most often? Why?

Quotes from successful leaders

- Herb Kelleher: “We’ll train you on whatever you have to do, but the one thing Southwest cannot change in people is inherent attitudes.”
- Lee Iacocca: “...people accept a lot of pain if everybody’s going through the chute together.”
- George Washington: “Achieving results is directly proportional to a leader’s willingness and ability to interact with people.”

- Eleanor Roosevelt: "Empower others by honoring their ideas with your serious attention and interest"
- Malcolm Gladwell: "Much of what people can do — if they are happy and well-rested — can be accomplished in some fraction of the time they currently spend on the job."
- Robert Sumwalt: "...Leadership is about influencing others. You must also be constantly trying to improve. You need a leadership obsession."

Here's a short clip on risk-taking attitudes

[VIDEO LINK](#)

Remember: It all starts with you

Group discussion & debrief: Identify 2-3 merits and 2-3 shortcomings of your style. What other style could you use in certain situations?



Emotional Intelligence

As our business interactions encompass a wider variety of people, our social intelligent skills become more important. Emotional Intelligence is the science of awareness: awareness of your own emotions, awareness of the emotions of others and using this information to capitalize on the emotional energy to complete the tasks and objectives. It is the ability to manage one's own emotions, astutely recognize the emotional mindset of others, and appropriately handle situations to achieve the best possible outcome.

[VIDEO LINK](#)

[VIDEO LINK](#)

The emotional intelligence model I used for my dissertation included problem-solving, optimism, flexibility, stress tolerance, impulse control, and decision-making

[VIDEO LINK](#)

There are several popular models; all of them have three areas in common: self-awareness, self-expression, and social interactions.

What is EI?

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 down 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.
2. Self-management: expressing your emotions with the proper mix of emotionality, subjectivity, and objectivity.
3. Managing relationships: being cognizant of the stated or unstated emotions or shift of attitude or demeanor of others and responding appropriately to validate their perspective.

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 'negative' emotions. You can then prepare yourself to avoid over- or under-reacting.
- 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.

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 agreed upon is that EI is a separate intelligence in which the level varies from individual to individual and can be learned and improved upon.

As leaders, it is imperative that you recognize, manage, and learn from your emotions. Emotions are merely data that can or should be considered when deciding. They are neither 'good' nor 'bad', 'positive' or 'negative'. Think of them as being either 'effective' or 'ineffective', or 'appropriate' or 'not appropriate' in that specific situation. Reactions are based on perceptions and removing the label from your emotions and the situation can help objectify your perceptions.

You make decisions based on emotion and justify them with logic

Self-Awareness

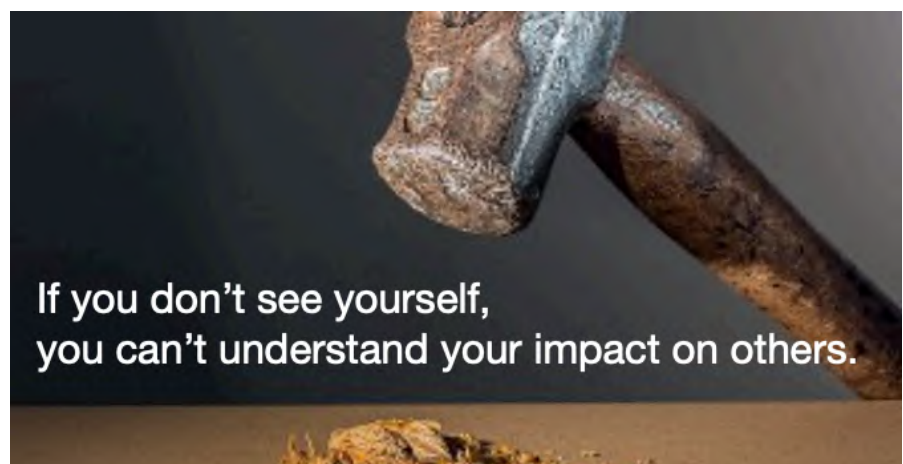
A critical piece of leadership is reflecting on your thoughts and actions. To be effective, you will need to be objective and non-judgmental when reflecting on your emotions and their effect on your thoughts and actions. First, you need to be aware of your emotions – self-awareness has been called the foundation of effective leadership.

This component influences behaviors and interactions and plays a critical role in empowered leadership. We define self-awareness as the ability to recognize what you are thinking and feeling at the time you are thinking and feeling it and to objectively and non-judgmentally assess the appropriateness of those thoughts and emotions in your current situation. It is an awareness of behaviors and the subsequent analysis of the 'why' behind those behaviors.



Discussion Question: think of the above leadership styles. How would you rate each of those levels of self-awareness?

Individual Reflection & debrief: On a scale of 1-7, how aware are you of the root cause of your thoughts and actions?



TEA Tornado™

The TEA Tornado™ is the effect you have on your environment when you lose your sense of self-awareness and self-control. Your thoughts trigger your emotions. When your thoughts get out of control, your emotions fuel your thoughts, and both emerge as your actions and attitudes.

Your Brain Behind Your Mind (pdf'ed article)

To get a clearer understanding of emotional/social intelligence, a foundation of how your brain has and has not evolved is necessary. The attached article explains how your brain functions, which may not appear rational despite being predictable. It drills down to the root cause of thoughts and behaviors.

Individual Reflection: There is a strong connection between your thoughts, your emotions and your actions and attitude. What we tell ourselves about the event commands how we feel about it, and subsequently our reactions to that event. What event brought about a deep or intense emotional reaction from you? What triggered them?



Toxic Leadership vs. Resilient Leadership

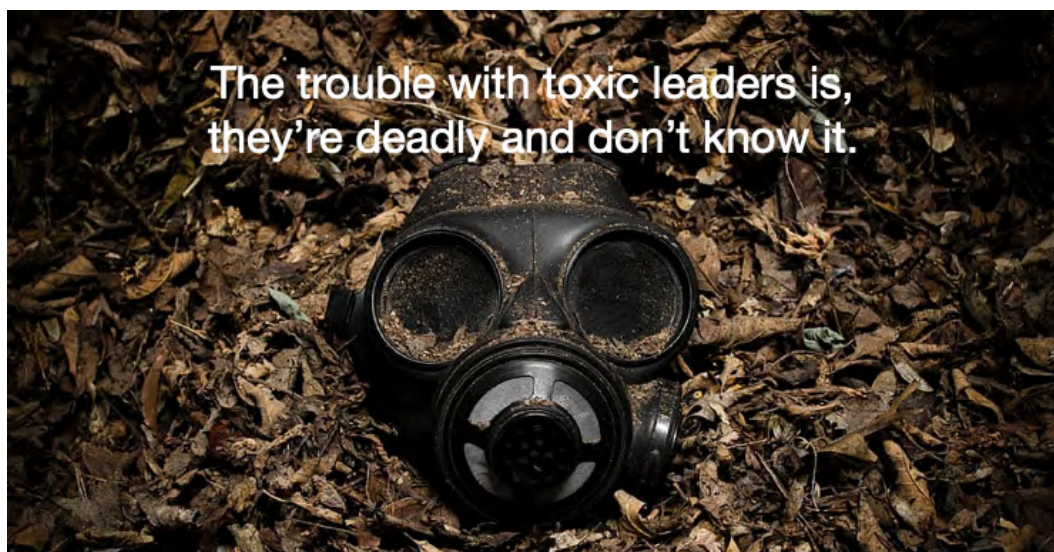
Toxic leaders are motivated primarily by self-interests – what can they do to make themselves appear more influential, intimidating and/or more powerful. They are poor

listeners, lack empathy, impressed with their own importance, arrogant, exaggerate their achievements and are driven by their own perceived status.

Toxic leaders can be synonymous with dissonant leaders. Dissonant leaders drive negative emotions; they destabilize the emotional footing that encourages people to shine. They can demotivate others by portraying a false bravado, offering no consistency in their thoughts or actions, fostering unhealthy competition, and demonstrating favoritism. The dissonant leader provides an unpleasant and harsh environment – they encourage and promote a lack of harmony. Their goal is to keep alive the toxic environment and their control of the environment, and foster a dissonant culture, with a total disregard to safety.

A toxic leader neglects their people's wants and needs, resulting in their people forgetting what makes them great. Those thoughts and actions are replaced with apathy, mindless actions and no pride in their work – all of these behaviors contribute heavily to a safety threat. This type of leader does not have to be abusive to be toxic; that is extreme and obvious. Whatever actions this leader takes, those actions are destructive to both their people and the environment. These actions can cause an inordinate amount of stress, frustration, worry, hopelessness, and values degradation.

According to FlightSafety AeroSafety World, March 2012, a toxic leader has a "strong character, heightened ego, authoritative and domineering attitude with subordinates, ..., deficiencies in situation awareness ..." (p. 40). They will make



excuses and justify their thoughts and actions under the guise of 'getting the job done'.



Discussion question: Is toxic leadership a series of conscious or unconscious actions? Are they behaviors and decisions intentional and deliberate, or unintentional and hasty? Is there a relationship between unconscious actions and a lack of self-awareness?

Toxic behaviors can be considered a defense mechanism. Do any of these defensive behaviors look familiar?

Avoid others either at work or at home	Work longer hours
Become short-tempered and take it out on others	Say 'yes' to every request
Consider others as obstacles in the way of your success	
Push yourself to excel	Blame the situation on others
Refuse to see any positive aspects and focus on the negatives	
Rehash the situation along with 'oh poor me'	Don't accept help
Sleep and not eat, or eat and not sleep	Any other behaviors

Recognizing what defensive behaviors you unconsciously revert to and exploring the 'why' behind your behaviors is the only way to change your reactions. What are you defending? What are you defending yourself against? Are your actions helping or hurting your relationships with others?

There are a multitude of ethical issues associated with toxic leadership:

Incompetence and inadequacies: The depth and breadth of competencies and responsibilities can be part of what sets effective leaders apart. Leaders are, or should be, held accountable for their own actions and the actions of employees under their direction. Is a leader acting irresponsibly when he/she knows they have a single point of failure and do nothing to resolve that situation? This is part of the lack of knowledge and complacency areas in the Dirty Dozen. The ethical question is: How far does a leader's ethical 'arm' reach?

In a perfect world, a person receives prior leadership training making the transition easier and smoother for everyone. The reality is when leaders are inadequately trained, they tend to follow the behaviors and attitudes of those they report to. Incompetence

is when someone else handles the leader's responsibilities – with no additional remuneration. Incompetent leaders think they are offering an enviable opportunity to their staff by asking them to do part of their job. The only person being fooled is the leader. That may be true initially; however, when a person does their job plus elements of their boss' job, can that be considered unethical?

Integrity: Integrity is reliability in behaviors, principles, and standards. It is doing the right thing, in public or in private, based on one's values. Integrity is consistency and trustworthiness. It is also admitting mistakes and following through on promises. Employees will follow the leader's behaviors and any perceived act of impropriety may undermine a leader's integrity. Misplaced blame, irrational acts, underestimating obstacles and emotional outbursts all are behaviors that can chip away at the leader's veneer of integrity. Does a toxic leader have integrity?

Intimidation and inappropriate behaviors: Intimidation is any behavior that penalizes or torments with punishment to accomplish intended results. These tactics can be obvious: yelling, screaming, threatening, criticizing, disparaging comments. Or it can be subtle, such as a loud and heavy sigh signaling severe displeasure, or the perception or innuendo of threatening or unpleasant consequences. An ethical



boundary is crossed when the leader uses force or prevents action by causing fear of repercussions from his/her followers.

Several leadership styles are more conducive to this type of behavior: the authoritarian type is generally hostile and seeks power; autocratic leaders stress conformity and obedience; for Machiavellian-type leaders, the end justifies the means. These leadership styles are more apt to use intimidation to get the results they demand. The results to those on the receiving end can be embarrassment, lack of respect from peers and withdrawal. Beliefs that intimidating behaviors will result in actions for “the higher good” or “the greater good” are no less ethical or acceptable. If the corporate culture and mission do support this approach, everyone must then decide if they will remain in the company, knowing that these behaviors are expected, or leave and find a company that is more suitable to their values.

Extending toxic leadership to your department - what are signs of a toxic team member? What affect does that have on other members of your team? How do you deal with them? More on that later in this course.

Resiliency

The opposite of toxicity is resiliency. Resiliency is the competence to recover from frustration and other perceived negative events. It takes a flexible optimistic approach (as opposed to the blind Pollyanna optimism). The first 12 minutes of this YouTube video explains it very well

[VIDEO LINK](#)

Watch this short video from the Mayo Clinic on 8 habits of resilient leaders

[VIDEO LINK](#)

Decrease toxicity and increase resiliency

Improving your resiliency includes raising your EI level. This can take a very conscious effort on your part. Much like learning how to ride a bicycle, you will probably stumble and fall. The key is to self-assess, self-analyze, and try again. Here are two techniques you can begin with:

1. Managing your own behaviors: Being conscious of your emotional triggers and counteracting them in a positive manner is the foundation for this area.

Understanding your emotional outbursts is good; managing those reactions is more arduous. The acts of counting to 10 and taking deep breaths do have validity; much like physically moving across the room, or from one room to another – these activities focus your attention on a specific action and allow your rational mind to regain control. These activities stop you from feeling self-consumed and like a victim of circumstances.

2. Minimizing the emotional reactivity of others: We talk to stabilize our own emotions. Because we mirror the emotions of others, we can succumb to negative emotions or easily get caught up in happier emotions. Clear your mind of your imminent thoughts and focus all your attention on the other person. Notice their facial expressions (especially their eyes), their hands and the words they use. Offer empathetic expressions (“I’m sorry to hear that”, “I can understand ...”) and encourage them to keep talking through their emotions. Otherwise, you will be fighting logical objectivity with emotional subjectivity, and you will lose.

Overall discussion: What action can you take to building your own leadership resiliency? How can you help building the rest of your department members’ resiliency?

The Communication Connection

“60% of all management problems are the direct result of faulty communications” - Peter Drucker

What is more important than knowing motivational theories (the ‘oreo’ feedback method, the carrot and the stick, offering financial rewards) is recognizing and identifying communication styles.



Discussion question: Although the ‘dividing lines’ between these may not be obvious, think about those in your department. Who volunteers to take on additional responsibilities and searches out training courses to take? Who takes on the role of the leader; that is, who makes decisions for the group? Who is more of a ‘team player’ that is hesitant to decide until the others agree?

Effective communication starts with listening. You can create favorable results by listening to *understand* and *learn*, not to *respond*. Listening involves your *ears* – to hear the words, your *eyes* – to observe the nonverbal communication (such as body language and facial expressions), and *mind* – to interpret what is intended.

Real listening leads to win-win communication. It fosters trust, understanding, and respect. When you listen, you will understand the root cause of the problem, not just the 'surface irritation'. You will realize what's important to both parties and be able to respond in a positive way and offer meaningful suggestions on how to change and/or improve the situation.

Once you listen and hear your people, you connect with them. You understand how the other person feels and thinks. But you need to really listen and really hear what they are saying. As a leader, when you truly connect with your people, they give you their best which in turn advances the department's and the company's interests.

Your goal is to motivate others to accomplish your company objectives. You must make sure they understand what needs to be done, and why they will do it willingly. That is, you want to merge these 5 messages into one clear, unequivocal message. What determines how your message is interpreted? You must communicate with others using "their own language".

Different people communicate in different styles, depending on their personalities. You achieve effective communication when you apply the right approach to each personality type.

Personality types determine the way people communicate. Your communications style determines your behavior; your behavior determines your leadership style, which directly affects your internal decision-making process. When you match communication style with your listeners, you make them comfortable, you build rapport, and you're more likely to obtain what you need.

Pivotal Question: if you could have only one outcome or result, it would be:

- a. ENSURING bottom line results? emphasize cost/benefit, profit/ loss, risk/reward disadvantage: quick analysis may not show all details

- b. PROMOTING ideas, opportunities or people? optimism, hope and a climate of support, with fun & celebration disadvantage: become too scattered as each goes in own direction
- c. COORDINATING with others? exchange lots of ideas, pool to come up w/group solutions disadvantage: may have trouble getting closure
- d. PLANNING to meet specified expectations? show-&-tell, lots of information presented in a predictable way. disadvantage: can debate over smallest details and lose big picture

You can do this by assessing:

- a. Is person more direct (action-oriented) or indirect (thought-oriented)?
- b Is person more open (connecting with others) or guarded (detaching from others)?



“When dealing with people, remember you are not dealing with creatures of logic, but with creatures of emotion” ... Dale Carnegie

Remember the 5 possible messages that you can send when you speak or write:

What you say or write

What you think you say or write

What you mean to say or write

What your listeners hear or read

What your listeners think they hear or read

Don't like the state of your communications? Change your relationship – or at least the perception of your relationship. Ask yourself these questions:

What are your expectations from this conversation or relationship? What are their expectations? Is yours realistic? Is theirs realistic?

What are your barriers to change (self-awareness)? Finding common ground? What are their barriers to change (defensive behaviors)?

What are the costs to stay involved in the same place? Time, ego, strategizing, venting, rationalizing, avoiding, emotional energy draining activities. Do you want to keep it going (perpetuate) or change it?



Discussion Question: Which of these styles is your natural style and which is the one you revert to when you are under pressure?

Group Discussion & debrief: Which of these styles (or combination of styles) works best in your department?

Motivating, Mentoring & Developing Others

Recognizing what motivates and empowers others is an essential part of a successful mentoring program. Much like leadership theories, motivational theories have adapted to our society becoming more knowledge-based than manual assembly-line workers. Early theories touted that workers lacked ambition and worked as little as possible (Theory X) or they took responsibility for their own development and career (Theory Y). McClelland believes workers have three needs: achievement (set stretch goals, take calculated risks, and looks for performance feedback), power (direct and control others

in a traditional leader-follower structure), and affiliation (approval from others, high degree of empathy).

Perhaps the most widely known is Maslow's hierarchy of needs. This states that for a person to 'move up' the pyramid, their comfort (needs) at the lower levels must be satisfied. [VIDEO LINK](#)

To further understand their motivations, you can ask them:

What do you want to have in your life that you don't have now? Why?

What do you want to do that you're not doing now?

What do you do now that you want to stop doing? want to do better?

Keep asking questions, deeper questions, until you get to the heart of what they want. Then you will have found their motivators. One of the key motivators is "worthwhile work: has to be understood as important, has to lead to a well-understood and shared goal and the company values have to guide all plans, decisions, and actions."



Discussion question: What energizes/motivates you? What energizes/motivates your team members? What de-energizes or deflates you? How about those that work for you?

To develop others, you need to have a 'teachable point of view'. That is a combination of your experience and lessons learned that you could explain and teach to others that will help them along their career path. Imagine you are being interviewed by your favorite reporter. The topic? You are a great leader. What nuggets will you share (without sounding egotistical)? What values do you hope to instill in others? https://youtu.be/_QpUH7i7EhM

Mentoring should be imbedded in your role as a leader. Mentoring is acting as an advisor to a less senior person and provides support and feedback. If one of your team members expressed a desire to promote to a higher position, you can mentor them on

what they need to do (action oriented) to achieve their goal. It is more developmentally driven and can last several years.

An essential skill a true leader possesses is the ability to motivate others and challenge them to achieve more. The truth is you as a leader cannot motivate anyone because your tactics are external. Motivators are internal. Motivation is a dream attached to action steps. Motivation is changing or modifying behaviors. The most effective way to do this is to make the consequences very positive or negative for that person. As a result, it's important to know 'what makes them tick', what they fear, what makes them defensive and what they will go to great lengths to avoid. It also includes knowing what excites and energizes them.

One successful way to motivate your team members is through *mentoring and* empowering them. That means giving up some of your authority and assigning responsibilities to your people, so they can make certain decisions. This is also a great coaching opportunity for your crew to gain additional experience.

Assess your skills as a mentor and determine the areas you can improve. A mentor should be capable of:

- Listening to offer suggestions and feedback
- Being supportive and respectful
- Challenging and critiquing traditional thinking to expand perspective and scope of responsibilities
- Keeping an ethical perspective
- Having a high degree of EI: a strong sense of one's own strengths and weaknesses, the ability to recognize emotions and their effect in and on others, and an abundance of empathy.

There are pitfalls in developing others. They can be overcome; however, you need to be aware of these to implement the necessary changes:

Mentor threatened by mentee

Not liking each other – forced into a partnership

Meeting for too long per session, or overall, too often

Different criteria used to determine value of sessions and time-worthiness

'Rewards' must be important to the individuals involved. These rewards could include both intrinsic (people give themselves) and extrinsic (get from others). Offer a mix of rewards that they value. Their satisfaction is contingent upon how their rewards compare what they think/believe/feel they should be receiving. Assess your skills as a mentor and/or a coach and determine the areas you can improve. In either role, you should be capable of:

- Listening to offer suggestions and feedback
- Being supportive and respectful
- Challenging and critiquing traditional thinking to expand perspective and scope of responsibilities
- Keeping an ethical perspective
- Having a high degree of EI: a strong sense of one's own strengths and weaknesses, the ability to recognize emotions and their effect in and on others, and an abundance of empathy.



Here's a short video on your influence as a leader:

[VIDEO LINK](#)

Remember: when you are mentoring someone, it's not about you, it's about them. Be certain your support the growth and development of all your employees.

Activity: We will take one goal (or a real-world situation) and two of us will role play a mentor session. Comments and feedback will be solicited from the other participants. The next part will be done in triads: one coach/mentor, one being coached/mentored, and the third person is the objective coach.

Enjoy your own growth! Do it again and encourage others to do the same

Empowered Teams

Your crew is as good as those who comprise it, and the way you relate to them and treat them define what you get back from them – their loyalty, their efforts, their performance. You must establish positive, productive relationships to deliver rewarding work results, which affect the company's bottom line. You encourage these kinds of relationships when you:

- Show you value each other

- Define the attitude you desire from you with your own attitude

- Demonstrate your appreciation in simple ways

- Set clear expectations for everyone. These include:

- Clear time frame and deadlines

- Project objectives & goals

- Clarify the consequences [both positive and negative] of actions



Discussion question: Where can you fit mentoring and empowerment into your organization?

Elements of Effective Teams

Individuals working together to attain a common goal comprise a team. When members function efficiently as a group, the combination of their knowledge, skills,

and expertise makes a productive team. The strength of the team is in its synergy, the concept that “the whole is greater than the sum of its parts”. It is the leader’s function to build an effective team.

What values make up your team or does your team adhere to? Mutual respect, trust, acceptance, patience, empathy, no jealousy, loyalty, and active communication. In other words, individuals must have the social intelligence to thwart any oncoming or forthcoming conflict.

4 Stages of team development: [VIDEO LINK](#)

1. FORMING: assembling team members – finding focus
2. STORMING: conflicts among team members are surfaced and resolved – facing realities
3. NORMING: focusing on team objectives – coming together
4. PERFORMING: group identity is set, performance peaks

Characteristics of a high performing culture [VIDEO LINK](#)

6 signs of an emotionally intelligent team [ARTICLE LINK](#)

It’s the second stage, storming, where the most growth (personally and professionally as well as individually and team-wise) occurs. This is where diversity and perceived slights (remember, one’s perception is one’s reality) can explode into major arguments and create a hostile and/or toxic work environment. Let’s address how to deal with these situations.



Listening

Listening is the single most effective method to problem solve. When you listen, you can identify the real problem—the true cause and not the symptoms. Your mind is open to asking the right questions and talking to the appropriate people to get facts, not gossip or hear-say.

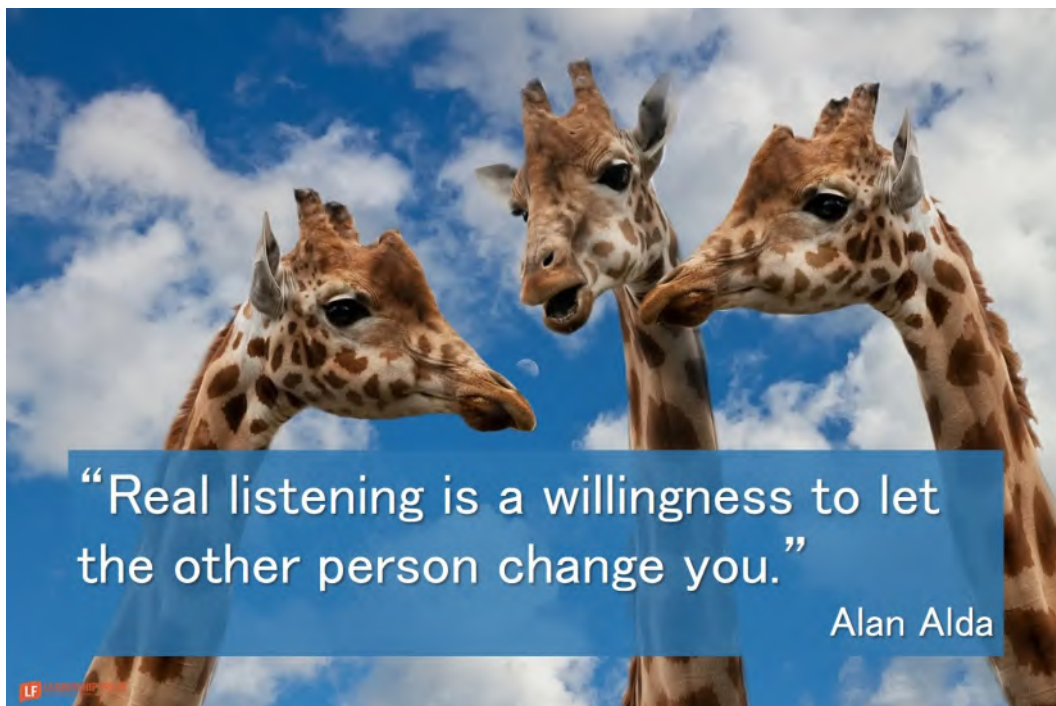
Listening involves three types of openness:

- Openness to people: It's the diversity of thoughts and perspectives that need to be included in any decision-making process. What affects your schedulers or mechanics may not have an immediate effect on you. At some point in the future, it probably will.
- Openness to alternatives: Bring in the experts in your flight department—the ones that experience any problems, challenges, issues or even day to day routines. They can shed a different light on your operations.
- Openness to debate: Do your team members feel comfortable disagreeing with you? Or even to voice an opinion that is not 100% in line with yours? Do you dismiss them when you don't want to hear what they have to say?

Openness in listening and asking questions based on what you thought you heard helps reinforce these diversity principles:

- Company and department values. Company and department values must be an integral part of achieving the company and department vision and mission. Those values are applicable regardless of individual differences.
- Accountability and measurability. When you confirm these two, you are integrating their perspective along with what you thought you heard. Assuming this is done in an honest and non-threatening or retaliatory way, it is in this back-and-forth where differences get ironed out and an acceptable solution is agreed upon by all.
- Transparency. Especially when you explain your thinking (how you got from Point A to Point B) and providing evidence (usually in the form of one's own experience), your vulnerability shows (which can take courage). Understanding another's vulnerability and not using it to their detriment shows empathy, another essential principle.

- Celebrating differences, whether these differences are in what another person needs or wants, their experiences, their background, or even their thinking process. So, what exactly is listening? And how do you show you are listening?
- Non-verbal cues: nod your head, take some notes, put aside other work (including checking emails), and look directly at the person speaking. Be wary of saying "OK" - that can mean "I understand" or "I agree".
- Paraphrasing what the other person just said. This involves picking up meanings that are not explicitly stated and not misinterpreting their meanings. These sentences begin with "It seems you", "From your perspective", "Do you mean" and "Correct me if I am wrong, it sounds like"
- Watch the other person's nonverbal behaviors. Are they fidgeting? Looking at the ground? Taking a deep breath before they speak? These are all signals that there may be an underlying issue involved.



In other words, don't tell - ask!

Conflict & Disagreeing Tactfully

Do you get tense and angry if things don't go your way, or do you become intimidated and freeze? Are you competitive, cooperative or are you an avoider? Are you poised and can lighten the mood, or do you succumb to the negative atmosphere? What is your underlying emotion – dread? Resentment? Worry? Insecurity? Anticipation? What about your team members – do you know what triggers their TEA Tornado™? Can you anticipate their reactions?

Are you able to 'separate people from the problem'? People are concerned at some level about respect, power, identity – how will you address those aspects? Emotions tell people what is important to them – what to obtain or what to preserve – emotions bypass details for the more holistic view.

Conflict, especially in teams, can be stressful because:

Lack of control. Others can stand between a person and what they need, want or believe they deserve. They then begin to see others as obstacles, not people just like them.

Unpredictability. There can be several unknowns; will the interaction be cooperative, competitive, or combative? What will the other person be – surprise element?

Acknowledge concerns – recognize your own hot buttons and especially *why* they are your hot buttons.

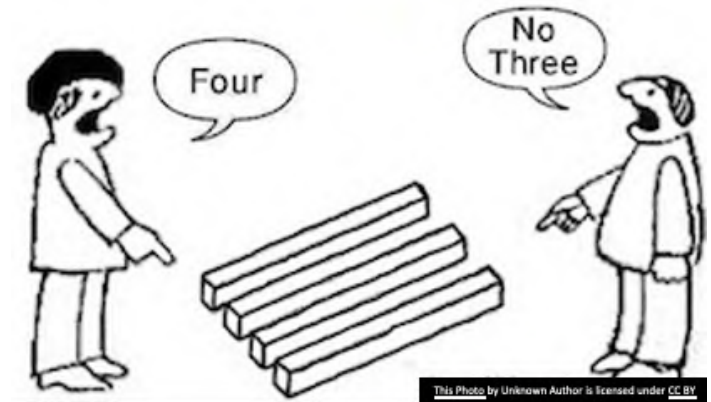
Here's a video on how to manage difficult employees without resentment (remember: 'difficult' is subject to individual interpretations)

[VIDEO LINK](#)

Even those with a high degree of interpersonal situational awareness, people do not reach an agreement with their listeners. This is the time for a civilized, polite disagreement – "agreeing to disagree".

First, utilize your listening skills: Listen to the speaker's entire reasoning. This involves looking at the situation from the speaker's point of view. Begin with "I understand." and explain their primary point. You can also say "I see where you're coming from." or "I hadn't thought of that. Have you considered?" Do NOT use these words: But or Yes, but; However, or No. You can say "Yes, and" instead. State your facts before voicing your opinion; that provides the other person with facts and evidence to support your view.

You can also get involved by re-enacting the situation. This will clear up any misinterpretations and gives everyone an opportunity to discuss specific points. Consider all possible solutions, even the farfetched ones. Evaluate the pros and cons of each option, and end with steps to preventing similar problems in the future.



Avoid playing the “He said/she said” or blame games. Realize that some people may harbor hostilities – as a leader you need to be cognizant of those actions. You don’t want to dictate solutions – you need their buy-in to accomplish the flight department’s goals and objectives. Don’t defend or justify any actions – accept them as what did occur and move forward.

Handling disagreements effectively can showcase biases (unconscious and conscious, real and perceived) which can be immediately recognized and fixed. It also provides a sense of acceptance (of differing views) and a sense of belonging from your team members. Those final two can make the difference between full-fledged commitments with fully engaged people and an apathetic environment with no energy or innovation.

ACTIVITY: A situation will be presented, and we will recreate possible discussion points and how to adapt responses to those points.

Ethical and Moral Behaviors

There are ethical considerations to be considered. Your actions are scrutinized and can be taken out of context. As an employee, you also have responsibilities to act ethically. You have an additional responsibility to alert management when you witness unethical behaviors.

Biases can occur at any level. Some common ones are:

- Giving special consideration to some crew members, and rationalizing our actions
- Rating ourselves more highly than how we rate others

- Believing we are normal and good, and others are inferior
 - Failure to acknowledge, confront and discuss risk possibilities
 - Overconfidence, which inhibits our thirst for knowledge especially about a situation we have encountered before
 - Believing we can control accidental events
 - Blaming others when a larger system problem is faulty
- Unethical leaders become toxic and trigger destructive behaviors:
- Stifling criticism
 - Failing to develop followers
 - Identifying others to blame
 - Ignoring incompetence, unethical behaviors, or troublemakers



Leadership and EI

Think of your best boss – what characteristics did he/she have? Empathy? Self-confidence? Was he/she in tune with your feelings? Did he/she know what to say and when to say it to you? Was he/she supportive, yet firm? Did you feel he/she looked out

for you, your best interests, and your career? What emotions do you remember about your 'best boss'? Now think of your worst boss and do the same thing. Was he/she selfish? Arrogant? Narcissistic? A bully? What emotions do you remember about your 'worst boss'?

Many people feel more valuable, a stronger sense of self-satisfaction and are motivated to do more for the 'best boss' than they were for the 'worst boss'. Your 'best boss' had a higher degree of EI than your 'worst boss' did. EI has been called 'people skills' or 'people common sense'.

EI has become more prominent in today's view of leadership skills. As a result, leaders must be able to ascertain what their team members are thinking and feeling. Studies by Center for Creative Leadership have determined that self-awareness, stress tolerance and empathy are predictors of high leadership performance. A leader has the responsibility to their team to respond appropriately to an emotional situation, whether it is a negative crisis or a positive accomplishment. Leaders that appear aloof and unemotional can suffer a lack of trust and higher turnover from their team members.

Appreciating how others feel, especially during challenging times, demonstrates respect for the other person and strengthens your relationship. The next discussion question is your reaction to this video:

[VIDEO LINK](#)



Discussion question: Share your initial reaction to this video, and your thoughts after you've had time to reflect on the message. Feel free to watch it with your significant other and share that discussion.



What do you want to have in your life that you don't have now? Why?

What do **VIDEO LINK** t you're not doing now?

What do you do now that you want to stop doing? want to do better?

Keep asking questions, deeper questions, until you get to the heart of what they want. Then you will have found their motivators. One of the key motivators is "worthwhile work: has to be understood as important, has to lead to a well-understood and shared goal and the company values have to guide all plans, decisions, and actions."



Sources of Expertise

There are a multitude of options available when thinking of developing oneself or others, most notably sources of expertise.

Everyone has strengths and weaknesses, areas that fuel their passions and excitement, and areas that they approach with dread. Your role as a leader is to capitalize on passions while keeping weaknesses in check. Remember that it takes more energy to perform a task we are anxious about than it does for us to complete an activity we are invested in. The more energy we expend, the less we have of it, and the faster we become mentally tired.

When faced with a situation (problem to resolve, issue where the best course of action is needed, professional development or training would benefit), using industry experts allows for a shortened learning curve and a more thorough understanding of the challenges and possible solutions. There is no need to reinvent the wheel, and if an industry expert is a person, they can be used as a mentor. In your department, an expert can also be used as a train-the-trainer, or they can mentor another person. This halts having a single point of failure; think of your safety pilot.

Sources of expertise can also be retired or ex-employees if they left under positive circumstances. Industry publications (AIN and AINOnline) where information can be verified and other organizations (such as NBAA, FAA, ICAO, and IBAC) can serve as sources of expertise. Do not forget libraries, both community and universities; they hold a wealth of past and current information. You can search for magazines, articles, journals (both peer reviewed and non-peer reviewed) and videos. Peer reviewed journal articles have had all their information reviewed by an expert in the community. Normally both the authors' and the reviewers' names are withheld from each other. Regardless of where the information came from, the information must be evaluated for currency, relevance, the authority of the author, accuracy, the purpose for which the author published the article, and who funded the research. This is commonly known as the CRAAP\$ test.

Before you speak to an industry expert or begin researching, you'll need to have a clear understanding of what it is you are asking. Be certain that you are looking for the best solution, not necessarily searching for validation that your idea is the best. In your list of questions, be certain to ask 'contrary' questions; that is, questions that will bring up different views or examples that can contradict your solution. You may want to send the questions ahead of time if your expert prefers that. Your final question should be along the lines of "is there anything else I should know or be aware of" or, depending on the topic, "if you were in my position, what else would you like or need to know to make the best decision?".



GROUP ACTIVITY: Your group will be given a scenario or a challenging issue. You will brainstorm and come up with their expertise source list. You will take it one step further to implementation which will include meetings with team members and mentoring or shadowing specific personnel.

Relying on Systems

Numerous systems are implemented within our industry. Many of these systems have been vetted; having said that these systems can be generic in nature and while providing excellent guidelines, should be modified to fit your own flight department or aviation department. These can be used as a basis to improve, modify and/or solidify your own departmental culture. (NOTE: Each of these will be discussed – specifically does your department use these, how are they working out, why do you not use them, pro's and con's, etc.)

- Safety Management System
- Maintenance Management System
- Just Culture
- Dirty Dozen
- Performance Evaluations & Goal Setting

Perhaps the most important and underlying 'system' is to have an organizational / departmental learning culture. This is a culture where curiosity and asking questions is encouraged, implements adult learning principles, appreciates innovation and the desire for self-learning and personal/professional improvement. Training should not be considered a task or a box to be checked; it becomes invaluable when the culture fosters the overall experience and encourages discussions among and between departments. These departments also experience a strong desire to support the department's mission statement and a shared pride and ownership of the department's accomplishments.

The driving forces behind a learning organization are:

- Encouraging each individual team member to be accountable for their own training and skill development. It can be new or recurrent skills.

- Fostering an atmosphere of honest, open, and inquisitive discussions. Sharing views, admitting errors or misconceptions, and using words to further the conversation helps explore new and creative ideas.
- Keeping an open mind when reading or hearing about world events and feeling comfortable to solicit and understand different views

By nurturing an environment where everyone feels valuable, recognizes their contributions as an integral part of the team, and ideas are not automatically shut down, you as the leader can discern between 'noise' and cues that a matter may become more serious and demand your attention.



Discussion: Would you consider your department a 'learning department' or a 'learning organization'? Why or why not?



*There is no end. There is no beginning. There is only the passion of life.
– Federico Fellini*

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.



Discussion question: How do you know what or when to adjust your style?

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. One essential tool [and thinking pattern] is 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 in 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](#)

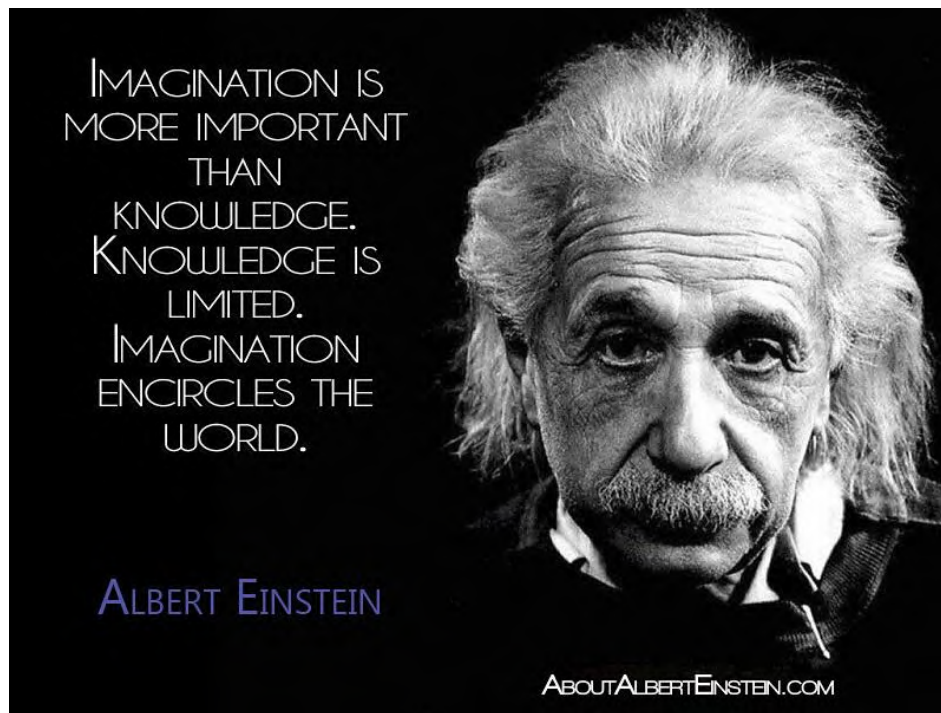
Universal Intellectual Standards

The intellectual standards are questions used to determine the depth of your thought process. According to Paul and Elder (2006), these questions can lead you to improved and enhanced 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 problem?	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 perspective?	Do we need to consider another point of view?	Do we need to look at this in other ways?
Logic:	Does all of this make sense together?	Does your first paragraph fit in with your last one?	Does what you say follow from the evidence?
Significance:	Is this the most important problem to consider?	Is this the central idea to focus on?	Which of these facts are most important?
Fairness:	Is my thinking justifiable in context?	Am I considering the thinking of others?	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 sensible mind and disengage the emotional brain.
- b. Strategizing or planning: The best course of action entails seeing the 360* view of the situation, including second and third order effects.
- 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

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 their 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, or would a specific certification 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. This will increase and solidify your beliefs and experiences, which will go on to form better habits and methods.

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
 - o A&P

- Certified dispatcher
- NBAA PDP courses
- Conferences & conventions
 - 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 release from your thoughts, other material you may need to mull over before accepting or rejecting that information.

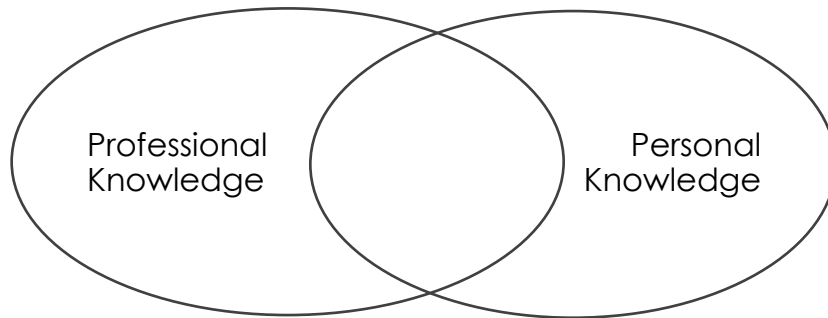
At what point does knowledge morph into expertise? How do you maintain your professional expertise? Your team's professional expertise?



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 professional knowledge quite a bit. Common knowledge seeps from one area to another. Think of a Venn Diagram



As much as we say 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 the 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 to destress? 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 is driven by 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 because it's 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'.

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. Starting a massive overhaul is also not the answer; 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.

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), search their website or reach out to their president or executive director. 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 apply to my question?), Authority (who is the author? The publisher? Is payment involved? If so,

who funded the research?), Accuracy (is evidence or examples present to 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.



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”

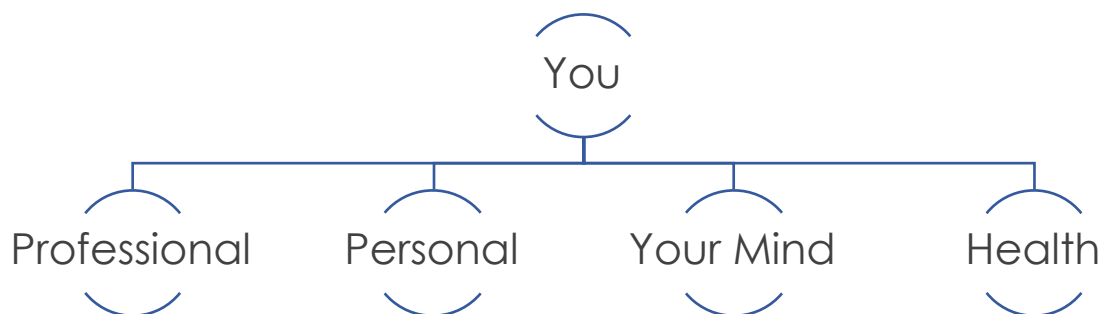
As we have done with other topics, let's begin with a basic definition of this type of growth plan; you can modify it to fit your organization and your life. Personal and professional development is a means of consciously and deliberately improving yourself, your habits, and your behaviors. It is the energies you put into this self-improvement, whether it be in your career, lifestyle, life's outlook, and relationships. 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 should 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 it works with your unconscious 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. 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 the 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 is important in my life?’ That question will guide your goals and the answers to any other questions. 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 most 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.

While standard goal setting can become mundane and irrelevant, especially when goals are 'handed down' 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 fore thought 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 parts: (1) where are you right now? (2) where are you going? (3) brainstorm different pathways to get you where you want to be and (4) solidify your commitment and assembling what and who is necessary to help get you there.

Breaking this down into more manageable pieces:

Goals: SMART or CLEAR goals are the basis for the GROW model. This is the desired outcome and the basis for the GROW model. The following questions can be helpful:

- What do I want to be remembered for?
- What would make you feel that this time has been well spent?
- What will you be doing in five years that you can prepare for now? 10 years?
- What challenges are you facing now that additional skills can help with?

- What is my purpose for setting this goal? Why is it important to me?
- Internally or externally initiated
- What role will this fall under?
- Is this a learning or performance goal?
- How will you know that you 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 can be encountered?
- 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 to achieve?
- What are the points of failure and how can they be mitigated?
- 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 you with your obstacle, what would you tell them?
- Am I using a variety of methods or 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 doing it?
- 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 your 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 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 is 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; however, 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 GROW professional / personal growth 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? Why is it important to me?	What parts of my life will be impacted by achieving this goal?	Is the process or the outcome more important?	What are my first three steps and when will I take them?



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 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. 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 role 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?

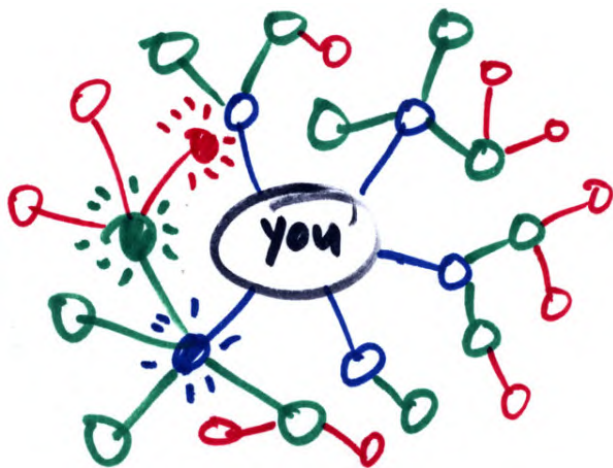


Discussion question: What else can you see that would be a strength, weakness, opportunity or threat for you or your team members?

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, what the Universal Intellectual Standards are, 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 model. 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.



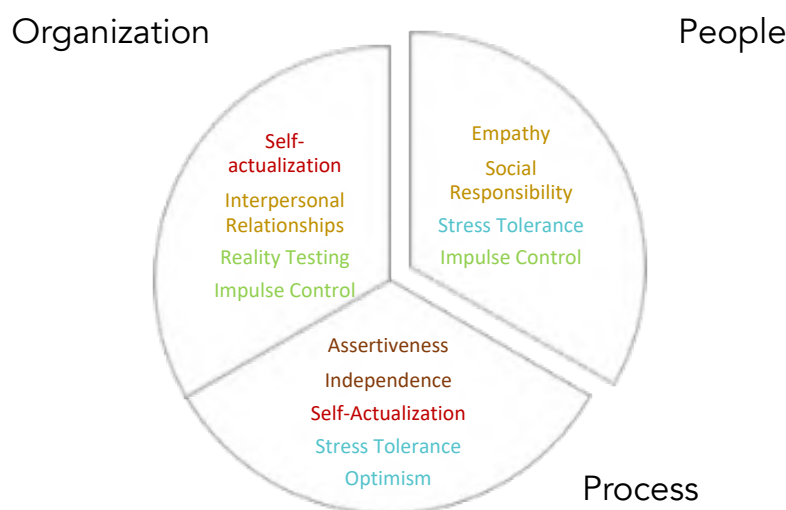
Discussion question: Recently, United Airlines CEO took a private jet from New Jersey to Denver since he was unable to book a commercial flight. He paid for it himself. Based on that one action, how would you rate his EQ? Provide examples and alternate action to support your statements.

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?

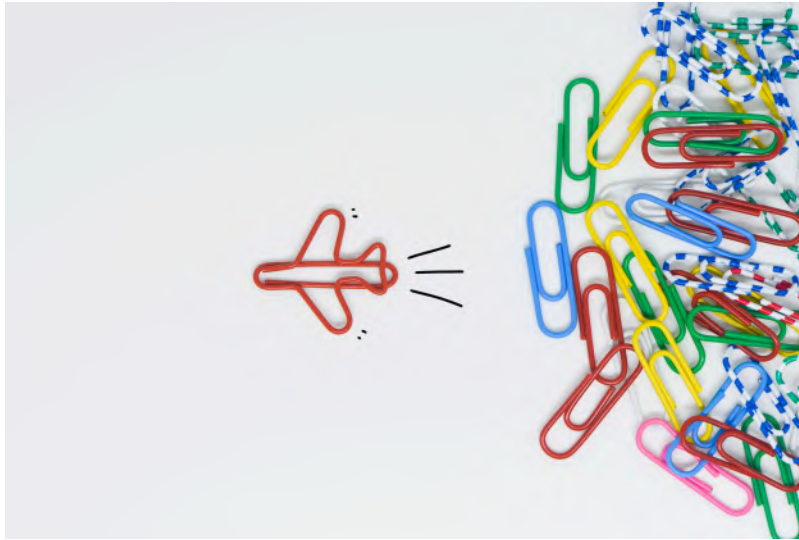


Discussion questions: What traits, EI and otherwise, influence the success in setting and achieving strategies to increase professional expertise in the aviation department? What traits further lifelong learning?

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?



L3 & L4 Leadership 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*



ABOUT DR. SHARI FRISINGER

As a behavioral analyst who studies conflict, defensive behaviors and 'not playing nice in the company hangar', Dr. Shari works with leaders make sense of the thoughts and actions of their people, focusing on the 'why' behind actions. She discovered that our minds work in rational ways, yet we act in seemingly irrational ways.

Dr. Shari believes that it is possible to modify behaviors; begin by understanding that your brain is a predictable organ. Much like your heart beating or your lungs expanding and contracting, your brain will react or respond according to what it 'sees'. Stories emphasize key points and translates technical / scientific concepts and theories into real-world actions and real-world consequences. Dr. Shari has become a sane voice in an insane business aviation world.

Her core topics center on thoughts, emotions, attitudes, and subsequent actions – creating our own TEA Tornado™. Awareness of this results in resolving conflict more effectively, communicate more clearly and dealing with difficult people more easily. It increases safety and service levels and has a direct impact on business bottom lines.

As a member of NBAA, Dr. Shari has presented PDP courses at BACE, S&D, IOC and MMC, and presented break-out sessions at S&D and FA/FT conferences. She has also presented at a variety of aviation related conferences and conventions. Working with Saje Solutions, she now offers online courses, both NBAA PDP courses and other continuing education courses.

Dr. Shari continues to teach for Embry-Riddle Aeronautical University. Her white papers on the Colgan Air 3407 and the United Airlines 232 accidents have been well received in the industry. Her article on how emotions affect decisions in aviation accidents was published FlightSafety's AeroSafety World Magazine. She has also been published and interviewed in a variety of aviation publications, including DOM magazine.

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*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™*