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NBAA Regional Forum **PDP L3**

Dynamics of Empowered Leadership

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Table of Contents

L3 Objectives	3
About this course	4
Introduction.....	5
Leadership ... From the Beginning	5
Leadership Styles.....	6
Emotional Intelligence	9
Toxic Leadership vs. Resilient Leadership	12
Resiliency.....	16
The Communication Connection	17
Empowered Teams.....	20
Listening	22
Conflict & Disagreeing Tactfully	24
Ethical and Moral Behaviors	26
Leadership and El.....	27
Motivating Others	29
Mentoring & Developing Others	30
Sources of Expertise	32
In Conclusion	36

L3 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)



About this course

Leadership today has evolved from the “do as I say!” Captaintis-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.

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, 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

Leadership Styles

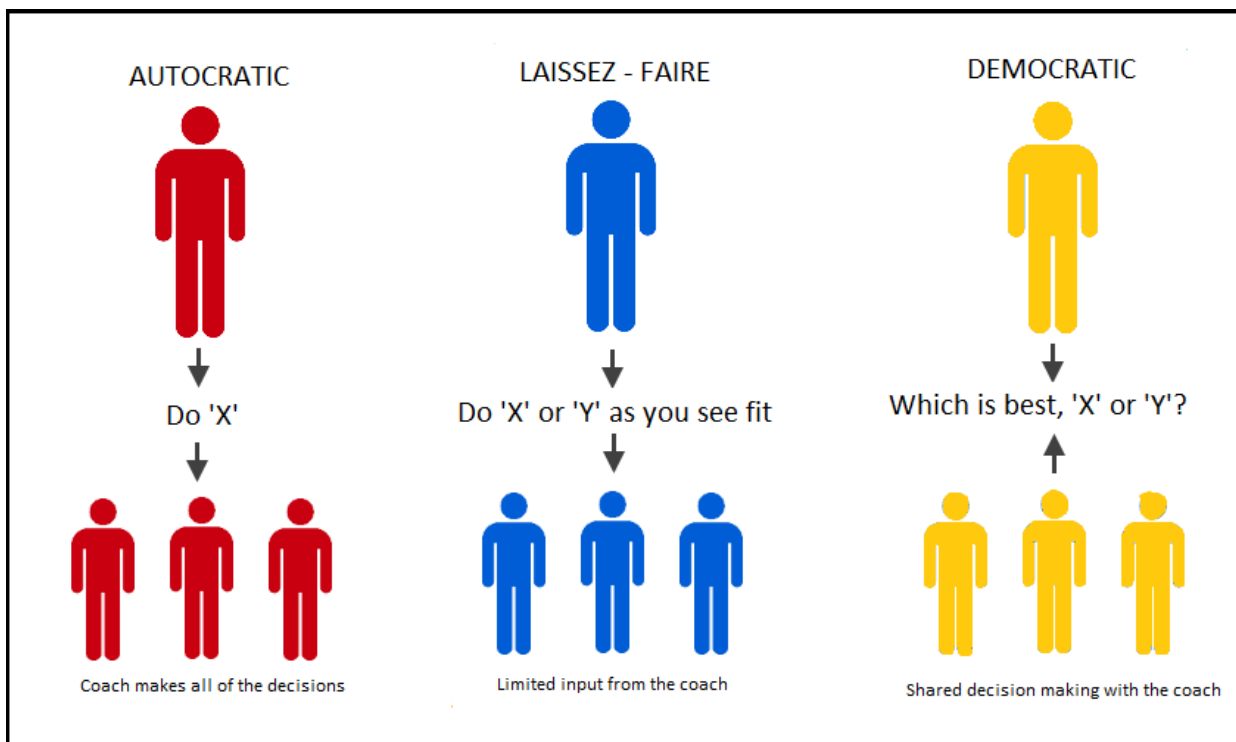
The Great-Man and Trait Theories of leadership avowed that certain traits were required to be a leader. These theories grew to include cognitive (task and problem-solving abilities), social competency (inter-personal skills and the ability to motivate and work well with others), emotional (emotional 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 linked 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.”
- Brian Tracy: “The best qualities of good leaders are: Vision, Courage, Integrity, Humility, Strategic planning, Focus, and Cooperation.”
- 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

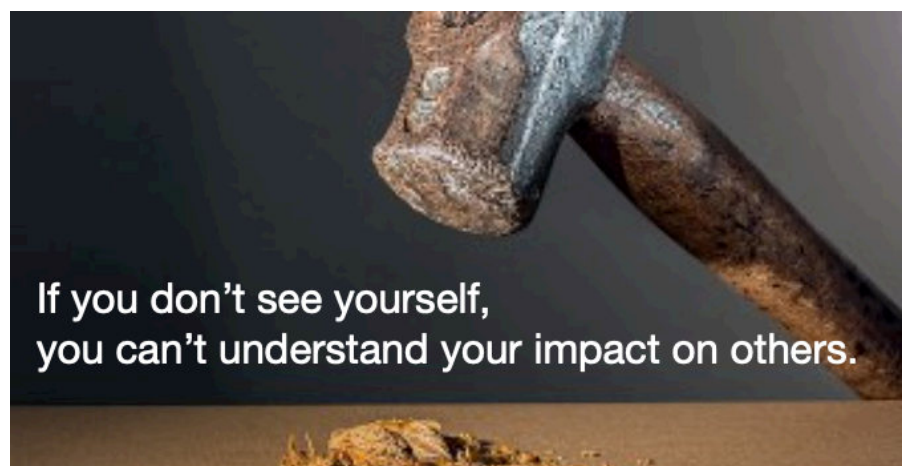
A critical piece of leadership is reflecting on your thoughts and actions. To be effective, you will need to be objective and non-judgmental when reflecting on your emotions and their effect on your thoughts and actions. First, you need to be aware of your emotions – self-awareness has been called the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

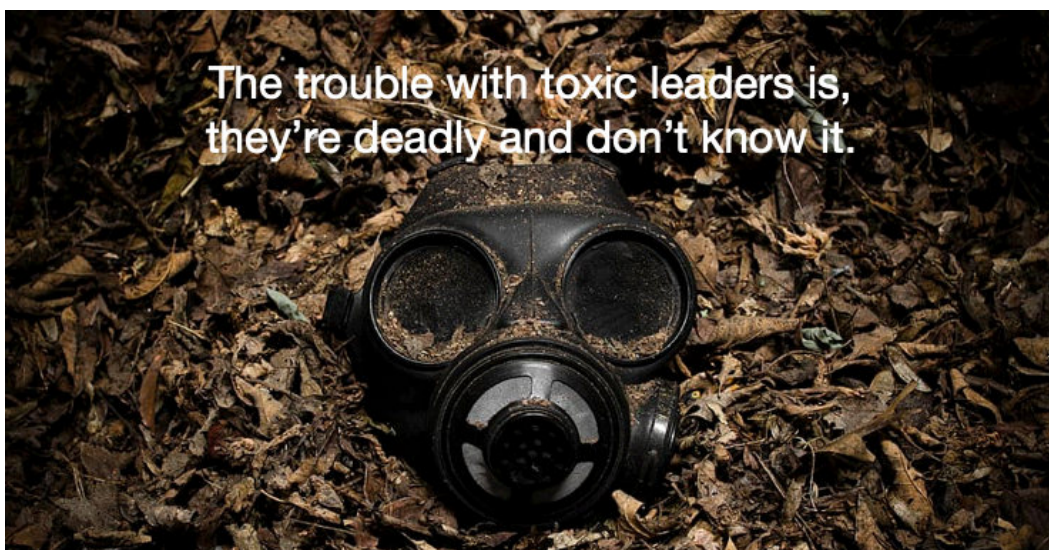
Toxic leaders are motivated primarily by self-interests – what can they do to make themselves appear more influential, intimidating and/or more powerful. They are poor

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.



or 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?

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



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.

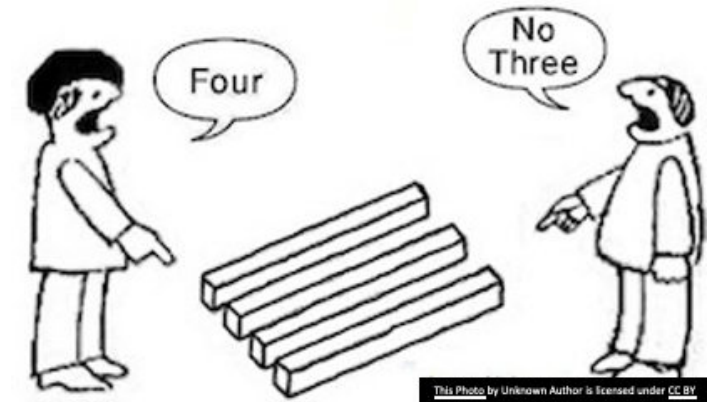


In other words, don't tell - ask!

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 –

[VIDEO LINK](#)

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)

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: The class will be presented with a situation, 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.

HOW STORYTELLING AFFECTS THE BRAIN

NEURAL COUPLING
A story activates parts in the brain that allows the listener to turn the story into their own ideas and experiences thanks to a process called neural coupling.

MIRRORING
Listeners will not only experience the similar brain activity to each other, but also to the speaker.

DOPAMINE
The brain releases dopamine into the system when it experiences an emotionally-charged event, making it easier to remember a and with greater accuracy.

CORTEX ACTIVITY
When processing facts, two areas of the brain are activated (Broca's and Wernicke's area). A well-told story can engage many additional areas, including the motor cortex.

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Motivating 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 team members? What de-energizes or deflates you? How about those that work for you?

Mentoring & Developing Others

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.



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

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

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: Each group will be given a scenario or a challenging issue. They will brainstorm and come up with their expertise source list. They 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 (either in groups or as a whole): Would you consider your department a 'learning department' or a 'learning organization'? Why or why not?



In Conclusion

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

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

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



WHAT'S STOPPING YOU?
THAT'S RIGHT. NOTHING.

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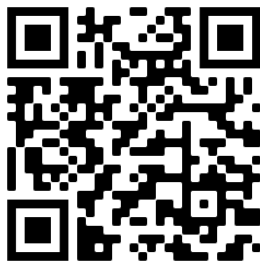
*React and the situation manages you. Respond and you are in control™
It's not what you said, it's what they think they heard™*

Dr. Shari L. Frisinger



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Meet Dr. Shari



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