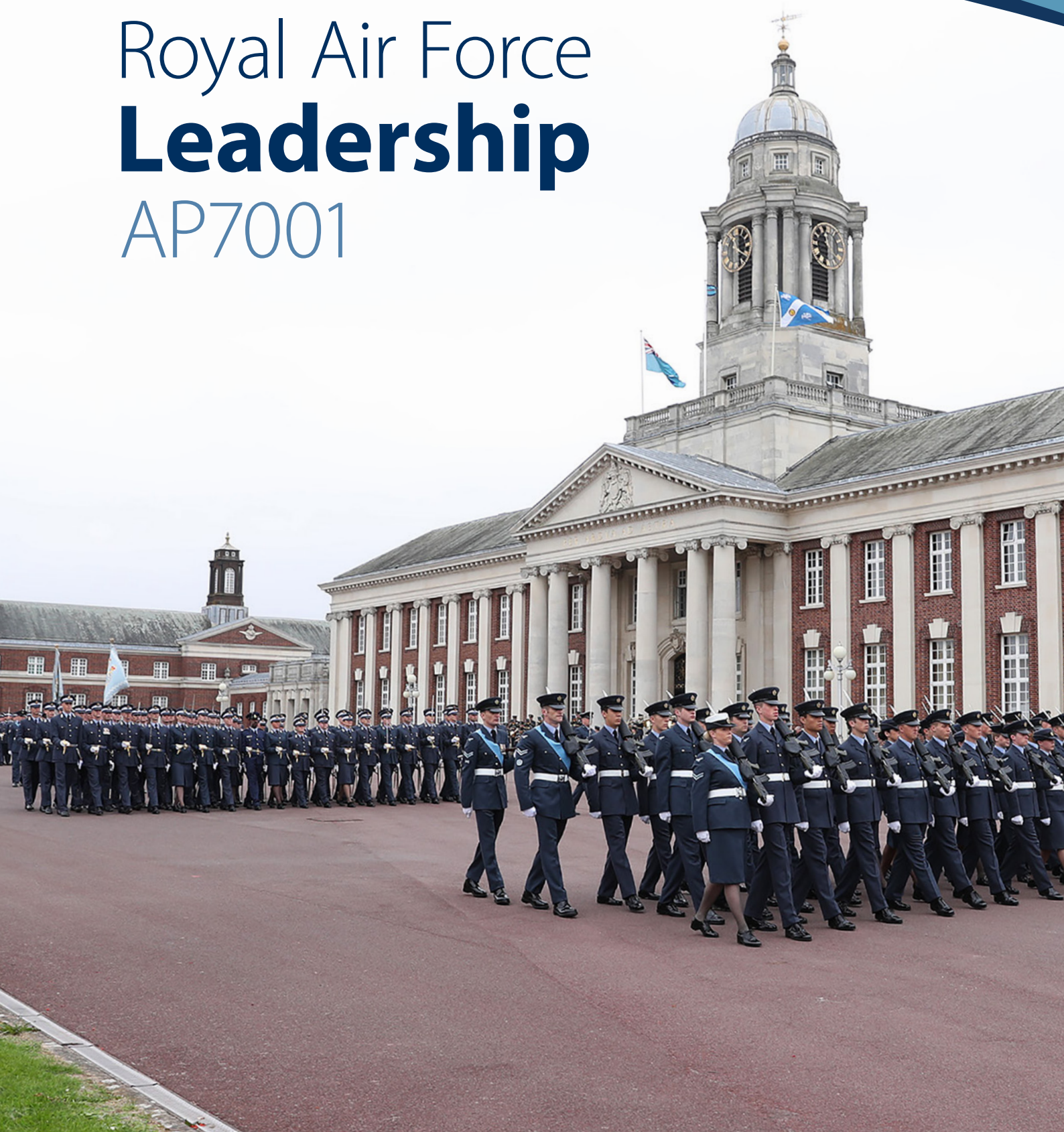


Royal Air Force **Leadership** AP7001



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AP7001 Brochure Edition 1
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Sponsor

Royal Air Force Leadership Doctrine is written by the RAF's Tedder Academy of Leadership on behalf of the Chief of the Air Staff.



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Chief of the Air Staff's Foreword to Royal Air Force Leadership



The Royal Air Force has a long and illustrious history of leadership; it is our responsibility to continue in that tradition and set the example for all who follow on.

For over a hundred years the Royal Air Force has defended the skies of Great Britain, promoting and projecting British power and influence around the world. The future operating environment will present new challenges, fuelled by new technology and by the willingness of our enemies to fight in different ways. In that uncertain and unstable future, we will rely on the quality and talent of our outstanding people as much as at any time in our history. It will require engaged, relentless and inspiring leadership at every level and in everything we do.

The future operating environment demands different approaches to leadership: more empowerment and mission command; more networking; fewer layers of bureaucracy; inclusive ways of working; diversity of thought and innovation; technology driving new ways of connecting and communicating with people; more acceptance of challenge; and more listening to experts, whatever their level in the organisation.

There are constants too. Exemplary leadership will still be underpinned by traditional ethos and values, and the enduring principles of trust, courage, emotional

intelligence, humility and inspiration. Royal Air Force leaders should strive to be authentic, genuine and honest with their people, trusting them to give of their best at work and allowing them to shine. They should encourage individual and team achievement, and share best practise and innovation across teams for the greater good. Above all, our leaders must lead by example, inspiring people to uphold the ethos, values and standards of the Royal Air Force and continue to produce exceptional results, in every situation, every day.

This document describes the Royal Air Force approach to leadership. It will help leaders at every level shape the skills and techniques they need to harness the full potential of the people around them. I commend it to you.

Chief of the Air Staff
Mike Wigston
CBE ADC

Preface

The Royal Air Force Definition of Leadership.

Leadership is the projection of character, principles and behaviours that inspire people to succeed.

Purpose and Audience

1. AP7001 *Royal Air Force Leadership* articulates the RAF's approach to leadership in the contemporary context – defining the leadership needed to support the 3 pillars of the RAF Strategy: to focus on our people, to succeed on operations, and to build our Next-Generation Royal Air Force. AP7001 is values-based leadership doctrine; it champions an inclusive culture that allows everyone to do their best work. It provides guidance on leadership to the RAF's Whole Force – subsequent use of 'RAF' in this document will implicitly include 'Whole Force'. It is a foundation that builds on the fundamental principles of Service in the RAF espoused in AP1 *RAF Ethos, Core Values and Standards*. This will help individuals to build and shape their own leadership skills and techniques to inspire, enable and motivate those around them to fulfil their multitude of roles and tasks in the RAF. The doctrine is not intended to be prescriptive and restrict individuality; it is meant as a foundation for leadership development, to encourage imagination and spark leadership discussions. The Tedder Academy of Leadership encourages both current and future leaders to study new leadership ideas, apply them within these broad guidelines, and provide feedback and lessons into the leadership debate.

Context

2. The contemporary national security landscape and the challenges to the nation are becoming increasingly complex, and leadership must continue to evolve to inspire the exceptional performance required to confront those challenges. The contemporary context requires leaders who can operate both in the battle space and the business space, and this AP provides the necessary guidance for leaders and commanders to achieve success in that context. This includes the personal leadership styles for leaders to employ in certain situations, the personal dimensions that individuals should develop within themselves, through to their growth from leading themselves to leading teams and organisations. However, this AP does not define an ideal personality type – it is up to each individual to apply their own personality to best effect.

Versions

3. This is the brochure version of AP7001. There is also a more-detailed reference version for use by teaching schools and for deeper study, and more condensed pamphlets and wallet cards for quick reference. The series will be a living document and on-line resources will also be developed to provide an interactive experience.



Structure

4. The Leadership Cascade. AP7001 describes the leadership cascade, from an Organisational Concept, through the Leadership Styles required for different situations, teams and individuals, to the Personal Dimensions of Principles, Capacities and Behaviours. The AP also describes an individual's journey up the Leadership Pathway, and provides guidance in Leading Yourself, Leading Teams, Leading Change, and Leading the Organisation.

AP7001 is divided into 6 parts:

Part 1. The Contemporary Context describes the context in which the RAF must operate and what this means for RAF leadership, at both the personal and organisational levels.

Part 2. RAF Organisational Concept – Team Synergy explains the importance of team ethos and synergy, and the culture required to achieve success in any organisational model.

Part 3. Leadership Styles advises how an effective RAF leader should employ a leadership style or a combination of styles depending on the context, the team or the individual.

Part 4. Personal Dimensions of Leadership focuses on the personal principles, capacities and behaviours that RAF leaders should aim to develop within themselves.

Part 5. The Leadership Pathway provides guidance to RAF leaders on their pathway from leading yourself, leading teams, leading change, to leading an organisation.

Part 6. RAF Leadership Development explains the essential elements of RAF leadership development.

This document is not prescriptive – it provides advice and guidance for leaders to apply as appropriate.



Part 1

The Contemporary Context

'Society is transitioning between the Industrial and Information Ages at speed. Warfare will follow. To be effective we must be able to integrate horizontally and vertically, across all domains, across all levels of war, and across government.'

UK MOD Integrated Operating Concept¹

101. The Aim: Success. In a military organisation, as in any organisation, the purpose of 'leadership' is to inspire people to succeed in achieving a desired outcome. Outcomes can be many and varied, and could include success on operations, the maintenance of peace, the achievement of a specific result or mission, or simply the attainment of a culture of excellence. The RAF Strategy requires all of these outcomes and more for the RAF to continue to develop into a force that is relevant, responsive and effective in today's complexity; in turn, this requires outstanding leadership at all ranks, in all branches, and at all levels. Arguably, the basic formula for a military leader has changed little over thousands of years, but the contemporary context is challenging traditional leadership, not so much at the personal level, but more at the organisational level.

102. The Future is Now. The future will always hold new challenges and leadership must evolve to remain effective. We have seen a trend towards a more unpredictable and dynamic strategic context, and contemporary leaders will need to operate in an environment of persistent competition characterised by volatility, uncertainty, complexity, and ambiguity, a so-called VUCA environment. Moreover, that environment is being made even more 'VUCA' by actors working actively to disrupt it. The UK MOD DCDC's Integrated Operating Concept 25 foresees 4 principal challenges: the pace of technological change that is rapidly broadening and deepening the threat spectrum; the enduring threat of major war; the blurring of home and away operations; and, the battle of the narratives and 'grey zone' / sub-threshold activities. Moreover, future military action will need to be even more aligned to Fusion Doctrine, employing all the instruments of power in a whole-of-government and allied approach.

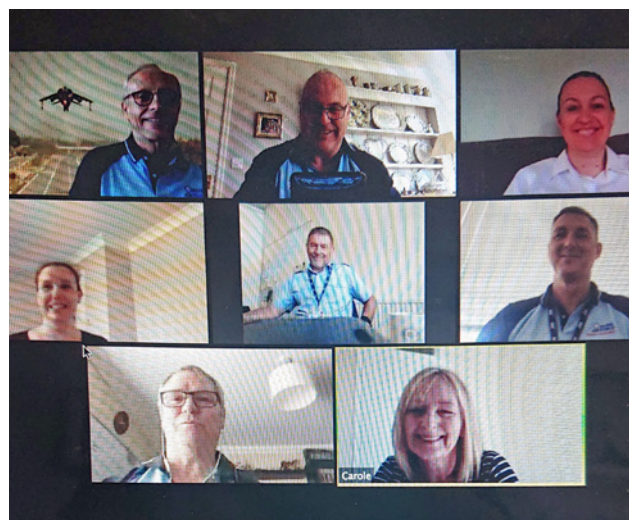
103. The RAF's Challenge. The RAF is continually evolving in response to the changing context. As an organisation, we are investing in the frontline, modernising the way we operate, updating our infrastructure, leading in the development of space operations, and developing decisive air power capabilities. All of this while being actively engaged

24/7 on operations. The journey to the future will be mapped out by ASTRA, which aims to confront these challenges and prepare the RAF for the next generation by empowering innovation, further embracing networks and data, mobilising space and cyber, and supercharging our interoperability with the other operational domains. ASTRA will define the RAF's way in warfare up to 2035 and beyond and will be the next step in its conceptual journey. The vision for the next-generation RAF is: *'a world-class, integrated, capable and inclusive Air Force delivering decisive effect across all domains.'* ASTRA is about empowering ideas from across the Service and beyond. A sharp, near-term focus on improving our agility, lethality, productivity and efficiency will be underpinned by a transformative approach to people, infrastructure, equipment and training. All of this will require leadership at all levels of the Service.

'So What?' for Leadership

'The heroic hands-on leader whose personal competence and force of will dominated battlefields and boardrooms for generations has been overwhelmed by accelerating speed, swelling complexity, and interdependence.'

General S McChrystal, Team of Teams



¹ UK MOD Development, Concepts and Doctrine Centre.

104. The Leadership Challenge. In this increasingly challenging and networked operating environment, the RAF will need to continue to develop the character, resilience and mental agility of our Service personnel, and this must begin with leadership. A leader must operate across multiple domains (air, space, cyber, land and maritime) in order to contribute to the Defence Purpose to protect the people of the United Kingdom, prevent conflict, and be ready to fight our enemies.² Leaders must also align with the RAF Strategy as their higher purpose: to focus on our people, succeed on operations, and build the next-generation Royal Air Force.

105. Personal and Organisational Leadership.

In this contemporary context, the leadership required at the personal end of the leadership spectrum is the same as it always was – inspiring people and teams to produce exceptional results. However, at the higher end of the spectrum, in interconnected teams and at the organisational level, the VUCA environment requires a higher plane of leadership. This requires a theory of leadership that thrives in the new context, one that takes account of: ambiguity as the norm; the erosion of international institutions and law; sub-threshold conflict; macro socio-economic change; new demographics and generations; burgeoning technologies, including cyber, space, robotics, AI, hypersonics, coding, and machine-learning; their attendant operating cultures and consequences, such as complex networking and the challenge to facts and the truth; the merging of

home and away operations; environmental challenges; the increasingly Whole Force mix of military (Regular and Reserve), Civil Service, industry, academic and civilian personnel; the need to work more closely with allies; contemporary methods of connecting to our people through media; and, gender and race equality.

106. The Requirements of RAF Leadership.

The contemporary context requires RAF leaders who can operate in both the business space and the battle space, who espouse the warfighter ethos, and are capable of executing, and empowered to execute, a mission command philosophy. In the new complexity, leaders can't know everything and have all of the best ideas, so they must empower expertise, challenge and ideas across their teams. In the ambiguous, data-rich and disrupted future, it will be critical for leaders to create an environment that empowers curiosity, diversity of thought and innovation. They must act in accordance with the values-based principles at the centre of RAF leadership doctrine, and must inculcate an inclusive culture that allows everyone to do their best work. All of this can present challenges when our adversaries don't hold the same values as ourselves and fight to different rules; but this makes it even more important to maintain the moral high ground and apply ethos, values and standards to everything that we do. This challenging context requires leadership at all levels of the Service, collaborating with Whole Force colleagues and delivering exceptional outcomes in all circumstances.



²The Defence Purpose launched by CDS 1 May 2019.

Relationship of Leadership, Management and Command

107. In the direction and employment of people, leadership is the more ethereal, less tangible of these 3 elements.

Leadership is about people and emotions; management is more about process and resources; and command is about legal and constitutional authority.

The Royal Air Force Definition of Leadership:

Leadership is the projection of character, principles and behaviours that inspire people to succeed.

The UK Defence definitions are:

- **Leadership.**

*'Leadership is visionary; it is the projection of personality and character to inspire people to achieve the desired outcome. There is no prescription for leadership and no prescribed style of leader. Leadership is a combination of example, persuasion and compulsion, dependent upon the situation. It should aim to transform and be underpinned by individual skills and an enabling philosophy. The successful leader is an individual who understands themselves, the organisation, the environment in which they operate, and the people that they are privileged to lead.'*³

- **Management.**

*'Management is the allocation and control of resources (human, material and financial) to achieve objectives, often within the constraint of time. Management requires the capability to deploy a range of techniques and skills to enhance and facilitate the planning, organisation and execution of the business.'*⁴

- **Command.**

British Defence Doctrine defines the appointment to Command in legal and constitutional terms:

'Command embraces authority, responsibility and accountability. It has a legal and constitutional status, codified in Queen's Regulations, and is vested in a commander by their superior. Authority enables an individual to influence events and to order subordinates to implement decisions. While a commander can devolve specific authority, they retain overall responsibility for their command; responsibility is thus fundamental to command. Accountability involves a liability and obligation to answer for the proper use of delegated responsibility, authority and resources; it includes the duty to act. Thus, a commander who delegates responsibility should grant sufficient authority to a subordinate to enable them to carry out their task; the subordinate, meanwhile, remains accountable to their superior for its execution.'



³ *Leadership in Defence*, UK MOD Defence Leadership Centre, 2004, p2.

⁴ *Ibid.*, p5.



Part 2

The RAF's Organisational Concept of Leadership - Team Synergy

'The whole is greater than the sum of its parts.' Aristotle

Team Synergy is about designing an organisational model relevant to your particular situation, inculcating a culture of organisational team behaviours, and then driving close collaboration between teams to achieve exceptional results.

201. **Team Synergy.** The military, and especially the RAF, are very good at inspiring team ethos and *esprit de corps* in our myriad of individual teams – stations, Expeditionary Air Wings, squadrons, flights, sports teams, or *ad hoc* teams. We must channel this collective team ethos and apply an organisational model that drives these teams to work together to achieve the higher purpose, vision or mission – this is Team Synergy. The RAF absolutely encourages individual and team excellence, but Team Synergy aims to achieve an effect greater than the sum of its parts by focussing on the higher purpose. This is nothing new, we have been collaborating as teams since the formation of the RAF in 1918. In the Battle of

Britain, the Chain Home Radar and Fighter Command team are a famous example of synergy. However, the

Figure 1. RAF Organisational Concept of Leadership – Team Synergy. This figure shows RAF teams operating in a synergistic networked hierarchy in a context where external stakeholders (coloured teams) are brought under the RAF team leaders' influence and connected to the other teams in the achievement of the higher purpose. The number of layers will depend on the context.



Figure 1. RAF Organisational Concept of Leadership – Team Synergy

contemporary makeup of the RAF's Whole Force and the multi-agency nature of operations mean that we now need to work even more closely and inclusively with each other, sharing best practise, knowledge and intelligence, and collaborating with non-Service teams to deliver exceptional results.

'A unified team is a force to be reckoned with. When teams pull together to serve a higher purpose, the synergy builds momentum and helps everyone head in the right direction. When teams and people unite, pull together, have each other's backs, and strive to achieve a clearly-defined purpose, the culture is empowered to produce extraordinary outcomes.'

Susan C. Young

202. Vertical and Horizontal Models. At its heart, Team Synergy is still a hierarchical model to ensure appropriate command, control and governance of our complex, dangerous and technical business. However, the contemporary context favours a flatter model that encourages networking, rapid information flow, and innovation and ideas. Leaders should design the vertical depth and horizontal breadth of their hierarchy of leaders and sub-teams to fit the requirements of the specific context they are in. For example, a tactical C2 model may require a flatter hierarchy of teams for operational expediency, as in General Stanley McChrystal's 'Team of

Teams' in Iraq. Alternatively, a more technical situation (eg. flight safety) may require a more vertical hierarchy for regulation and safety purposes. When designing a model for your particular context, a general rule should be: the more expedience or freedom of action required, the flatter the hierarchy.

"When I have to make rapid decisions on ops, I don't need to go all the way up the chain of command, I coordinate on Chat with all my contacts in the other teams in the area, find the best solution, ensure deconfliction, and then I'm empowered to make most decisions myself. We've flattened the hierarchy by putting in processes and ROE that empower me to act on behalf of the Air Component Commander. If I had to go up the chain like in some previous ops, we'd miss fleeting opportunities and might endanger our war fighters in the air and on the ground."

Air and Space Operations Specialist

"RAF Engineers have multiple layers of checks for a reason – humans are human and can make mistakes. When I was an Eng Controller on a squadron coordinating several teams, there were many occasions when Techies working at different levels picked up errors that might have resulted in safety incidents. So, in this case, a system of multiple layers is the right answer – but we are also flexible enough to compress these layers



when required, especially on ops when we sometimes need to take calculated risk."

Flying Squadron Chief Technician

203. Positional Power and Convening Power.

In purely military command chains, leaders have what is known as **positional power** – they are able to command and control all elements underneath them in the chain because of their position. However, this is now rarely the case as most organisational models include many elements not under direct command – this requires leaders to develop **convening power** - leaders must bring together all stakeholders critical to their output and unite them all into delivering their mission. On operations, these stakeholders might include allies, contractors, other government agencies, and non-governmental organisations. In the RAF's Whole Force, civil servants, contractors and government agencies work together every day – again, this requires a leader to develop influencing and motivating skills to persuade these disparate team members to all pull in one direction.

"During the COVID-19 crisis, it was essential to continue my station's flying training. There were multiple different teams of RAF, civil servants and contractors all contributing to delivering the flying and I had to convince them that, together, we could make it safe to continue ops and carry on our essential

throughput... it wasn't easy, and I had to use all my reserves of charm, persuasion and reward. I learned about convening power from that!"

CO of a Flying Training Station

204. Challenge. Challenge is one of the key organisational behaviours of Team Synergy. This works in 2 ways: encouraging a more creative and innovative working culture, but also holding individual leaders and the Service to account. In an open culture of reasonable challenge, leaders will benefit from a more diverse range of ideas - the most innovative organisations in the world, such as Google and Netflix, are world leaders in creating open cultures that keep them disruptive and creative; to succeed in the contemporary context, the RAF must adopt such business practises. An open challenge culture also works in terms of governance, and the RAF's open reporting culture in Flight Safety is an example of where the organisation has benefitted enormously from the sharing of lessons and, consequently, fewer aircraft accidents. Challenge also works at the leader's personal level where leaders should be open to challenge of their own leadership performance. The RAF encourages this through the use of 360 / 180-degree leadership tools and mentoring and reverse mentoring schemes. All good leaders should continuously challenge themselves to improve their own performance.



Organisational Behaviours. Team Synergy does not just happen by itself and requires that leaders at all levels strive to inculcate a culture to drive organisational behaviours that:

- Empowers leaders and teammates from the top down.
- Allows **reasonable challenge** from anyone.
- Respects **expertise** from experts.
- Drives **collaboration** across all stakeholders.
- Values **ideas** and **innovation**, driven by curiosity from all.
- And, is **inclusive** of all stakeholders, teammates, and diversity of thought.

... all in committed pursuit of the higher purpose, vision or mission.



Part 3

Leadership Styles

'They who master the power formed by a group of people working together have within their grasp one of the greatest powers known to man.'

Idowu Koyenikan

Situational Leadership

301. This Part is the next level down in the leadership cascade – it discusses the leadership styles that RAF leaders may choose to employ in different situations. The idea behind situational leadership is that there is no one prescribed style of leadership - it is more a continuum of styles dependent on circumstances, context and the makeup of the team. An effective leader will employ a leadership style or a combination of styles depending on the context, the team or the individual.

A more transformational style of leadership may be appropriate to some scenarios whereas others may require a more transactional style. The style spectrum goes from transactional to transformational:

- a. **Transactional Leadership.** Transactional leaders exchange things of value with subordinates to advance their own and their subordinates' agendas. It is less about inspiration, and more about a contract.



Figure 2. Leadership Styles.

b. Transformational Leadership.

Transformational leadership involves an exceptional form of influence that moves followers to accomplish more than what is usually expected of them. This is about inspiring people to produce their best work for the good of the team. It is different to the leadership of transformation – it is leadership that is transformational.

302. The styles are: Directive, Pacesetter, Participative, Coaching, Affiliative, and Visionary. An effective leader will employ most of these leadership styles in their leadership journey – the trick is to use an appropriate mix of styles for the specific context. Moreover, in a given situation, a leader may need to employ different styles for different people; for many, an inspirational vision may be enough, but some may need coaching, whereas others may need a more directive style.



The Coaching Style

“What could you achieve?”

The leader encourages dialogue and focuses on the future. It develops others by helping them identify their own strengths and weaknesses and building long-term capabilities.

The Affiliative Style

“People come first”

The leader focuses on the needs of both individuals and teams, building bonds and creating rapport. But, too much focus on people can allow poor results to go unchecked, threatening the achievement of the task.

Transformational Leadership

The Visionary Style

“This is where we are going”

The leader communicates a clear vision and the standards expected in achieving the aim. It explains the ‘why’ but not the ‘how’ encouraging imagination and initiative. It capitalises on team strengths and can be very motivating.

Leading in Adversity and Uncertainty

303. As we know, the RAF is a military organisation intended, when required, for use in combat. However, even outside of high-intensity combat operations, members of the RAF and its Whole Force partners regularly operate in stressful high-risk environments unlike those that exist in most civilian workplaces. Team leaders within the RAF must be able to contend with these realities and adapt their style and approach as necessary, recognising that it may not always be possible to adopt a visionary or participative leadership style if the mission demands quick and decisive action. Urgent operational demands will increase the probability that leaders will need to identify and manage stress and fatigue within the team. Leaders must be alert to this, must develop team resilience wherever possible, and must put mitigating measures in place when stress and fatigue begin to affect team performance and member wellbeing. Operational demands that preclude a participative approach may require a more directive style. The tendency in this case is for leaders to try to process out uncertainty and revert to telling subordinates exactly what to do. This may

work in some very time-constrained circumstances but, to harness the full capability and power of the team, it is important for the leader to empower the cognitive diversity within the team and, as far as time allows, allow innovation to flourish.

304. Connection. All of these styles of leadership depend on the leader making a connection with their people. Face-to-face connection is not always possible due to the size of a leader's area of responsibility, the nature of dispersed teams, operational imperatives, or disrupted communications. However, leaders must still strive to connect to their teammates. This is much easier now than it has ever been through multiple media, but contemporary means are still subject to interference and security issues. We learned a great deal during the COVID-19 crisis and one of the key lessons was that connection is critical to morale and effective operations in crisis situations. The leader should therefore employ the full range of media means and put in place multiple contingency plans to ensure enduring communications.





Part 4

Personal Dimensions of Leadership

401. To operate within the Team Synergy model and lead individuals and teams to the best of their ability, RAF personnel should aim to continuously improve their own Personal Dimensions of leadership. Different theories

promote multiple different personal dimensions, but the following, under the titles of Principles, Capacities and Behaviours, are the most relevant to the RAF's context.



Figure 3. The Personal Dimensions of Leadership.

Principles

The Principles are the fundamental foundations of leadership and are at the heart of the RAF's Personal Dimensions. They are a combination of the RAF's Ethos, Core Values and Standards, and Warfighter Ethos, Mission Command, and Teamwork.

'Principles are guidelines for human conduct that are proven to have enduring, permanent value. They are fundamental.'

Steven Covey

402. AP1 RAF Ethos, Core Values and Standards.

All RAF personnel are bound by the RAF's Ethos, Core Values, and Standards. These principles are at the heart of our Service, and are the framework within which we should operate. Living by these values allows the RAF to create leaders that can trust and be trustworthy. Maintaining high standards in our conduct will naturally allow us to strive for excellence; the erosion of our standards will lead to the lowering of our behaviours and performance. The RAF leader must set the standards for others to follow by living the ethos, demonstrating the values, and applying the standards, at all times.

The Core Values are summarised in the acronym 'RISE':

- **Respect** Self Respect, Mutual Respect, Humility, Inclusion.
- **Integrity** Moral Courage, Honesty, Justice.
- **Service** Physical and Mental Courage, Loyalty, Commitment, Teamwork.
- **Excellence** Personal Excellence, Discipline, Pride.



'Team synergy is born out of the differences between team members. The more distinctive the diversity among the team, the more options they have to creatively deploy themselves against goals, decisions, problems, and opportunities.'

Pat MacMillan

403. **Diversity and Inclusion (D&I).** It is worth singling out Inclusion, and its attendant Diversity, from the Core Values since it is one of the core cultural behaviours required of the RAF's organisational concept of Team Synergy. D&I are absolutely essential to generate the ideas and innovation required of the contemporary context. Specifically:

- They bring wisdom, increase insight and deepen our understanding of the World today, improving our decision-making and enhancing our combat effectiveness as we confront the challenges arrayed ahead of us.
- Diversity, through all protected characteristics (race, religion, age, disability, gender, sexual orientation, gender identity/reassignment, marriage/civil partnership and pregnancy), positively enriches our understanding of the World, broadens our insight into its challenges and widens the essential debates we need to make better decisions and act more effectively as a Service. Diversity is a critical component of the RAF's combat capability.
- Inclusivity allows us to harness the innate and collective power of our Whole Force. We will benefit from a sum greater than the parts, and materially and cognitively mobilise the workforce through a real sense of worth and reward. Everyone's intellect, perspective and cultural points of view are vital to the Service's endeavours.

404. The Defence Academy offers specific guidance regarding Inclusive Leadership - specifically, an inclusive leader will demonstrate 6 signature traits: Cognizance, Curiosity, Cultural Intelligence, Collaboration, Commitment, and Courage. These all align with the elements of the RAF's Personal Dimensions.

405. **Warfighter Ethos.** As a member of the armed forces, RAF personnel will likely have to serve in difficult and dangerous circumstances, so it is essential that we all maintain the requisite warfighter mindset within our duties; even if you are in a specialisation that will not deploy into dangerous situations, you will be contributing to operations in some way. Whatever your role, you are a critical element in the Defence Purpose to be ready to fight our enemies. It is a mindset that sits

above our chosen specialisations and is a commitment to fight for the rights and beliefs of our country. There are those that may argue our ethos applies solely to our uniformed Service members. While not practitioners of the profession of arms, the civilians in our units are an intrinsic part of our military institutions and may also be subject to danger as part of our Defence mission. The warrior ethos is a distinguishing characteristic of our military institutions; wearing a uniform is not the only prerequisite to subscribe to that ethos.

406. Mission Command. Mission command is the UK military's enabling philosophy of command - it is about telling people **what** and **why** they are doing something, and giving sub-leaders the freedom of action to decide **how** they will achieve it. A commander should define the purpose of the task, set clear boundaries, and provide appropriate resource for the task to be completed; they should clearly explain 'why' the task is required and 'what' is their intent and the desired end state. A commander should then be comfortable to allow their sub-leaders to decide on 'how' to approach a task; indeed, a team 'on the ground' can often be the best arbiters of tactical courses of action. Mission command drives greater effectiveness and efficiency, and encourages alternate and innovative ways of thinking as the 'how' is not always dictated by the same person at the top. The philosophy promotes effective delegation, the empowerment of our people, and the freedom of thought and action. Mission command enables rapid and effective decision-making to take place at the lowest appropriate level thus allowing us to capitalise on specialist knowledge. Decisively, it enables those closest to the situation to take advantage of fleeting opportunities. Ultimately, it is about the absolute responsibility to act, or to decide not to act, within the framework of a superior leader's intent.

407. Teamwork. RAF personnel are members of multiple teams, all pulling in the same direction towards the RAF commitment to the Defence Purpose. They are representatives of the United Kingdom, the MOD, the RAF as a single Service, but also a member of their Gp, Station, Wg, Sqn, Flt, and all the way down to their sports teams or clubs. These layered teams only work when we all exhibit good behaviours and view success in the higher mission as more important than sub-team or individual recognition or accolade. We are all members of an overarching system and we need to understand our individual responsibilities but also keep in mind the strategic team objectives that we are working towards. Teamwork is rooted in the theories of Followership, but RAF leadership doctrine favours the term 'teammate' to 'follower'. The theories of active followership are absolutely valid, but the term 'follower' is too passive for our uses. But, just as in active followership, teammates have a responsibility to challenge leaders. They also have a responsibility to give of their best once the decision has been made.

The critical enabler in this is that all teammates are made to feel included, trusted and valued. Every teammate will have some expertise, viewpoint or personality type that will be valuable to the team effort, so leaders and other teammates must be inclusive of all individuals to get the best out of the team. There is no room for individual or team ego – the aiming point is the higher mission, not personal aggrandisement. That said, individual energy and accomplishment are absolutely encouraged to drive the whole team forwards to success.

'The ability of a group of people to do remarkable things hinges on how well those people pull together as a team.'

Simon Sinek



Capacities

Capacities are the personal qualities and skills that an individual should develop and build to be an effective leader; they consist of the following social, cognitive and technical elements.

408. Agility and Adaptability. RAF personnel need to be agile and adaptable to be able to operate in the contemporary rapidly-changing environment. Agility can be characterised as a quickness of mind, resourcefulness or being able to adapt to new and varied situations and can be defined as a blend of responsiveness, flexibility, resilience and acuity. Adaptability is very much complementary to agility - it demonstrates the ability or willingness to change in order to suit the different conditions. The RAF requires leaders who can cope with ambiguity and the discomfort of change, who are responsive and open-minded, who value innovation and creativity, and who seek to exploit opportunities. As well as forming and articulating their own ideas, leaders must also be agile and adaptable to the ideas and innovation of all stakeholders.

409. Innovation. Innovation is about the creation and deliberate application of ideas that deliver a step change in power or productivity. It is crucial both to everyday business and to building the Next-Generation RAF. Innovation should apply to all spheres of the RAF – conceptually, organisationally, to systems and processes, to the way we employ and deploy air and space power, and, most of all, to our people. To be a leader of innovation is to engender a culture of innovation,

to recognise where it is required, and then use others' ideas - it is not a challenge to the leader's personal ability to innovate. This will require leaders to take risks or be accepting of failure, but they must judge when and where this is appropriate. A transformational leadership approach can unlock and harness the imagination and creativity required, while autocratic, transactional and bureaucratic approaches can stymie innovation. Leaders should be openly receptive and outward-looking, reaching out to other people and organisations, and welcoming towards varying perspectives.

Leaders need to champion innovation in their team, encouraging positive action, stirring emotion, unlocking courage and bravery. They must be curious, exploring opportunities, learning about people and new things around them. They also need to engender inclusivity; in so doing, they embody open-mindedness and cognitive diversity.

410. Professional Competence. Personal ability and commitment are critical to credibility, instilling confidence and trust in the leader and helping to underpin mission command. People are drawn to others who are professional and who achieve great results; you don't have to be the best in your profession to be a leader, but it helps to be good. Conversely, not all great performers in technical skills are great leaders, but it is incumbent on us all to be as good as we can be in our



professions. Professional competence comprises the professional knowledge, skills and aptitudes that a leader requires to operate effectively within their area of specialisation.

411. Contextual Acuity. To get the most from a team, a leader must understand their organisational system, the power of individual and group stakeholders, and how their team 'ticks'. Contextual acuity comprises political astuteness, cultural awareness, and understanding of systems, agency, tribes and individuals. While remaining politically neutral at work, leaders should be politically astute and remain alive to the strategic backdrop and to government reasoning and politics. Political astuteness also includes a leader's ability to navigate a way forward through diverse stakeholders' agendas; this is not the Machiavellian manipulation of power, but the legitimate and proper influence that a RAF leader should strive for in their workplace. Culturally, the RAF is an organisation comprising many different types of people from different backgrounds and with different perspectives; the leader must recognise this variety and richness in our workforce and should cherish, channel and utilise it to our advantage. A leader should always look to increase their own cultural awareness to understand life experiences and perspectives that may differ from their own.

412. Confidence. Leaders should aim to build their self-confidence in order to engender the confidence and trust of seniors and subordinates alike. Self-confidence is very different to arrogance; it is justified by a leader's ability and effort, not by bluff and bluster. To be self-confident requires an individual to be self-aware, and to be able to manage their own emotions effectively. Understanding one's own strengths and weaknesses and striving to improve and to self-manage will create a natural confidence. We all know that confidence comes from hard work and preparation, and knowing your profession by studying and practising. This applies



equally to leadership – studying leadership will improve your ability to project yourself. All leaders should aim to improve their capacity for confidence by stretching themselves in challenging situations; they will gain more experience and knowledge of their own performance and will be able to work on their ability to remain calm and composed under pressure.

"I'm not a naturally confident person, but I worked on it, I pushed myself to take on roles outside my comfort zone every day, I volunteered to do presentations... it took a while, I had a few 'moments'... but I realised I was better than I thought I was. It all came together on ops when I was put in a position to lead... I couldn't believe how much more confident I was... and I could feel this rubbing off on my team. It took a while, but it clicked, I made a connection. If I can do it, anybody can... just work on it!"

A senior RAF leader

413. Emotional Intelligence (EI). EI is one of the most important capacities of a leader in making a connection to their teammates. It helps a leader to understand themselves, how to manage their own emotions, their team dynamics, individual personalities, and interpersonal relationships. EI is about recognising both your own and others' emotional makeup - it is not about being emotional, it is about being smart with your emotions. Like all of the personal dimensions, it takes a lot of effort; Goleman likens improving your emotional intelligence to changing habits. It comprises **self-awareness, self-management, social awareness and relationship management**. True self-awareness and self-management allow an individual to develop genuine self-confidence based on an accurate knowledge of their own values, strengths and weaknesses. This self-confidence perpetuates and links to other behaviours, such as authenticity, as it allows an individual to be accepting of who they are and comfortable in their own skin. When combined with a perceptive awareness of others, this understanding and acceptance of self will enable a leader to better manage relationships at all levels. Emotionally intelligent leaders who are attuned to their team gain the ability to move fluidly through leadership styles. They are sensitive to the impact they are having on others and effectively adjust their style to get the best results, acknowledging that different people and situations may require different approaches. To be able to navigate this skill requires a genuine curiosity and interest in others, an open mind and strong listening skills. A leader who works on their EI will grow in confidence and trust, and will see improvements in their team's climate and culture; EI is infectious and will produce synergistic results across all levels.

Figure 4. The 4 Levels of Emotional Intelligence. Increasing your EI is not something that happens overnight, it is not a tick box exercise - it requires genuine reflection, honesty and commitment. It can be challenging and take courage to acknowledge your own areas for development. Developing EI links to a change in behaviour and to master a new behaviour

requires repetition and practice. EI champion Daniel Goleman asserts that improving your EI is akin to changing habits – it takes effort. An effective leader should try to continuously self-improve in all of the areas below.

Self-Awareness	Self-Management	Social Awareness	Relationship Management
Emotional self-awareness: Reading one's own emotions and recognising their impact and using "gut sense" to guide decisions.	Emotional Self-Control: The ability to keep disruptive emotions and impulses under control.	Empathy: Sensing others' emotions, understanding their perspective, and taking active interest in their concerns.	Inspirational Leadership: Guiding and motivating with a compelling vision.
Accurate self-assessment: A realistic evaluation of your strengths and limitations.	Transparency: Displaying honesty, integrity and trustworthiness.	Organisational awareness: Reading the currents, decision networks, and politics at the organisational level.	Influence: Wielding a range of tactics for persuasion.
Self-confidence: A sound sense of one's self-worth and capabilities.	Adaptability: Flexibility in adapting to changing situations or overcoming obstacles.	Service: Recognising and meeting follower, client or customer needs.	Developing Others: Bolstering others' abilities through feedback and guidance.
	Achievement: The drive to improve performance to meet inner standards of excellence.		Change catalyst: Initiating, managing and leading in new directions.
	Initiative: Readiness to act and seize opportunities.		Building Bonds: Cultivating and maintaining relationship webs.
	Optimism: Seeing the upside in events.		Teamwork and Collaboration: Cooperation and team building.

Figure 4. The 4 Levels of Emotional Intelligence.

414. Resilience. Resilience is essential in leadership and the leader must be able to assess their team's collective resilience for the mission in hand.

The contemporary context is complicating the situation in that combat operations are no longer the preserve of the 'away team'; both home and away ops bring their own unique resilience challenges. The leader needs to approach resilience in 4 ways: resilience of themselves, their teammates, their team, and their organisation. To be structurally resilient, organisations and teams must have adequate resources (time, money, equipment, people, strategic agility) to cope with their challenges; leaders should consider these elements in shaping their structures and processes. At the individual level, resilience can be physical, mental and spiritual, and a leader must nurture all of these elements in themselves and in their teammates. The requirement for physical resilience in military leaders is greater than simply pure fitness and strength; it is also about overall robustness and stamina, and the ability to 'dig deep' and to continue in the most difficult circumstances. We often talk of the honour of leading a team, but we must be honest and admit that leadership can also be mentally and spiritually exhausting and can put individuals under significant pressure. In particular, leadership can sometimes feel lonely, particularly if someone is in command of putting themselves and others in harm's way or is responsible for difficult decisions. The leader must strike a balance between 'work and play', whether on operations or in everyday business. Ideas for improving personal resilience include: physical fitness (a healthy body and mind are often linked), eating well, self-efficacy, meditation, mindfulness and reflection. The Defence HeadFIT programme provides simple tools and advice

to help people stay mentally fit and on top of their game.

415. Leader behaviours play an important role in determining the resilience and mental wellbeing of individuals. Evidence suggests that poor leadership and management are associated with a higher risk of poor mental wellbeing and stress-related problems, and the perception of ineffective leadership is associated with higher levels of stigma and barriers to mental healthcare. Leaders must understand the importance of being custodians of their people and the vital role they play in managing them and their resources appropriately and, in so doing, hand their workforce onto another leader in a well-maintained, healthy and positive state of mind. It is incumbent on commanders and line managers to be aware of leadership behaviours which promote healthy stress management, encourage positive mental fitness and optimise performance. But it is even more important for them to be aware of those factors that have been identified as having a negative effect on their people's wellbeing, mental fitness and resilience – this is covered further in Leadership Behaviours, paras 428-430.

"I get my resilience from my team, the feeling of trust and support, of belonging... the knowledge that someone will check my 6 when I need it... as I will do for them. But I also know that it goes deeper than my immediate team and there is a network of other teams mutually supporting each other. It's my extended family."

RAF Regiment Sergeant



416. Decision-Making. Decision-making is both an art (intuitive, unconscious, creative) and a science (analytical, conscious, deliberate) and is a vital part of taking responsibility for achieving the mission. While the Estimate Process aids decision-making, it may not be possible to deploy the full suite of supporting analytical or logic-based tools to allow for timely decision-making. Therefore, to be effective, it may sometimes be necessary to draw more on the art of decision-making than on the science. JDP 04 lists the fundamentals as: understanding the context, environment, culture, command hierarchy and personal aspects such as perception; analysis of the issue at hand; processing Information and awareness of sub-conscious processing (filtering, sense-making, bias and heuristics); problem-solving, and the art of the possible; intuition, the subtle blend of intellect and experience; risk management, and assessing the time to take risk and when time to avoid it; and, monitoring and feedback in a typical OODA loop. The art of decision-making is to include as many of these steps as possible in the time available. If time is critical, a leader might fall back on intuition or gut feeling, but they should be aware of the limitations of these and the effects of unconscious bias, and they should aim to underpin their use with as much evidence and analysis as possible.

“Nothing is more difficult, and therefore more precious, than to be able to decide.”

Napoleon Bonaparte

Ethical Decision-Making. Ethical decision-making is the process of evaluating a problem, task or opportunity in a manner consistent with the ethical principles of the organisation. In making ethical decisions, it is necessary to identify unethical options and eliminate them. To aid this process, Betram’s simple **PLUS** mnemonic will help the leader identify the ethical considerations within the decision-making process: is the decision in line with the **Policy** and procedures of the organisation; will it violate any **Legal** parameters or regulations; how does it relate to the **Universal** values, principles and organisational culture; and, **Self**, does it meet your own standards of fairness and justice?



Behaviours

'The deeds you do may be the only sermon some persons will hear today.'

St Francis of Assisi

A leader should aim to employ the following personal Behaviours to get the best from their team. This is not a tick list, but a guide for leaders to develop their own approach to inspire people to deliver exceptional performance in pursuit of the team's purpose.

417. Trust. It is no accident that Trust is the first on the Behaviours list - it runs through all Behaviours but is especially applicable to Mission Command, Empowerment and Authentic Leadership. Engendering a culture of trust can lead to improved team performance, increased retention, discretionary effort on behalf of the organisation, endorsement of the organisation as a good place to work, and behaviours that benefit the organisation. In Team Synergy, trust is like meta-leadership, and works on stakeholders 'down, up, across and beyond' your team or organisation. On a personal level, the leader's first job is to inspire trust by demonstrating their character and competence. But trust also works in the other direction, in that a leader can inspire a team to greater effort and higher performance by trusting them and giving them the opportunity to shine.



'Trust underpins and affects the quality of every relationship, every communication, every work project, every strategic intent, every effort in which we are engaged. It changes the quality of every present moment and alters the trajectory and outcome of every future moment of our lives - both personally and professionally.'

Steven Covey in 'The Speed of Trust'

418. In the RAF, trust works both ways:

a. **Trusting.** Trusting your teammates is pivotal in empowering teams to flourish. This can be uncomfortable for some, but leaders should stretch themselves to trust subordinates and allow them to shine and, where appropriate, to make mistakes and learn from experience. Trusting makes teammates feel empowered, valued and important.

b. **Trustworthy.** Being trustworthy is one of the keys to leadership success and an essential component of successful working relationships in teams. When a leader is considered trustworthy, they enable cooperation, encourage challenge and information sharing, and increase openness and mutual acceptance. Demonstrating your ability to do the job and your integrity and strength of character, being someone others can count on, and being honest, compassionate, caring and fair, are all ways you can build trust with your teammates. Be the type of leader you would follow.

419. Aspirational. A leader needs to be aspirational, to aim higher, to want to achieve better outcomes, whether that is improved effectiveness and efficiency, higher levels of performance, or an enhanced culture of excellence. In these challenging times, it is not good enough to stand still; we must continuously change to keep up, and the leader must strive continuously to improve the performance of themselves and the team. Moreover, when times become challenging, it is easy for people to become downtrodden or turn into side-line critics; this requires a leader with an aspirational mindset who can make a positive difference to the work environment and the people around them. Positivity is infectious, and an effective leader will channel this to reach their aspirational goals.

420. Authenticity. Being an authentic leader is about being true, honest and genuine with yourself and others, about doing the right thing, thereby creating trust and credibility in your words and actions. An authentic person is consistent in their actions and their rhetoric, and humble in their achievements. However, there is an important distinction: just because

someone is passionate and consistent in their beliefs, does not mean those views are right; an inauthentic person can also stand up for what they believe in. Authenticity is about more than conviction and consistency; it also links to having a principled centre and a level of psychological maturity. Part of this is a leader's openness to challenge and the way they deal with it, with honesty and the right intentions. One definition of authentic leadership is:

'Authentic leadership is a pattern of leader behaviour that draws upon and promotes both positive psychological capacities and a positive ethical climate, to foster greater self-awareness, an internalized moral perspective, balanced processing of information, and relational transparency on the part of leaders working with followers, fostering positive self-development.'

Walumbwa et al

421. Connecting.

"People will forget what you said. People will even forget what you did. But people will never forget how you made them feel."

Unknown

A connecting leader is one who can inspire an emotional connection both to themselves as a leader and to the vision or mission. Connecting is the next level up from communication. The RAF leader needs to connect subordinates to the mission but, in the contemporary context, may also need to connect people and elements, such as contractors or agencies that are not under command and may have different motivations. This is one of the most difficult challenges of the contemporary leader, but authenticity, humility and setting the example can all contribute to inspiring connection. Effective communication is a critical requirement for connecting behaviour, and leaders who can neither communicate effectively nor listen to their people are unlikely to realise their team's full potential. Effective communication builds confidence within a team and encourages teamwork, and it facilitates negotiation by breaking down barriers through influence and persuasion. The most effective connector is the one who demonstrates empathy and is able to send the right message with well-chosen words contoured by appropriate non-verbal behaviours and body language. In this increasingly networked and virtual world, remote leadership challenges a leader's ability to connect, so leaders also need to be able to exploit all contemporary media to reach their teammates.

422. Courage. A leader needs to be able to stand up and be counted, both physically and morally, and should strive to model the warfighter ethos which binds



teams together. Leaders must draw on their mental courage in order to demonstrate the physical and moral courage necessary to face challenging, sometimes life-threatening, situations. Mental courage is not something that we are necessarily born with; it is something that we can develop as we gain life experience. The rigours of Service life often mean that we operate in dangerous environments and in ambiguous circumstances, so it is important that we develop our strength through new experiences. To ensure that we maintain an ethical culture, especially under pressure, all members of the organisation must possess a clear and strong sense of their own 'moral compass' and, through personal example, adhere to ethical behaviour. For all leaders and teammates, the standard we walk past is the standard we accept and, as such, we are all responsible for holding each other to account; this takes moral courage.

"You must never be fearful about what you are doing when you know it is right"

Rosa Parks

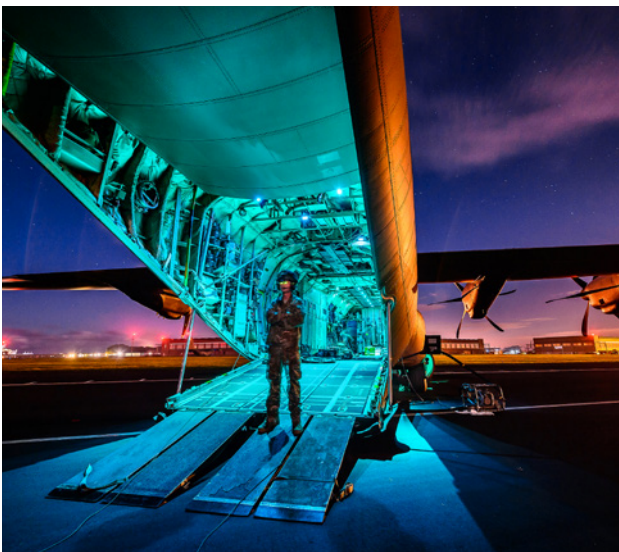
Leonard Cheshire maintains that he was not brave despite receiving the highest honour for bravery, the Victoria Cross - not for a single act, but for continued acts over a long period. He said he felt safe sitting behind the Perspex of the cockpit, although he fully understood the dangers. Those who were brave, he said, were those who were terrified before getting into the aircraft, but they still got in and flew their missions.

423. Empowering. Empowerment is about giving your teammates the freedom and resources to be creative,

making them feel valued, and trusting them to deliver results. Empowerment leads to greater job satisfaction, greater retention, more innovation and engagement, provides role-modelling, and inspires teammates to go the extra mile for their leaders and the organisation. An empowering leader has a disproportionately positive effect on the productivity and operational effectiveness of a team. Empowerment is more than delegation, it is a mix of activity and mindset, it is a sharing of power and influence, bringing the team on-board through shared ownership of the mission, and connecting them to a common goal. The leader is responsible for setting the conditions that allow empowerment to flourish and accepting the attendant risk. This can be achieved by fostering self-motivation, guiding and assuring rather than telling, and creating opportunities for the team to practice and develop their skill sets.

Mission command is central to the empowering leader's toolset and is applicable to missions with specific goals where speed of decision-making and seizing opportunities are paramount. Empowerment is more ethereal and more about creating a broader sense of motivation, inspiration and personal development. But the results are the same – teammates with greater ownership of their part in achieving the goal.

424. Change Leader. Change is a fact of modern life and is accelerating in the global technological context in which the RAF operates; change is the new *status quo*. To be effective in this constantly changing context, the leader must study and apply change leadership. This element is closely related to 'Aspirational' behaviour, the continuous drive to be better – this requires change,



and the modern leader must learn how to lead that change. Complex challenges can only be overcome by changes in people's priorities, beliefs, habits and loyalties, and by shedding entrenched views. This is not easy as the natural tendency of the human condition is to resist change, but the change leader must convince people that standing still is not an option, and must connect them to the achievement of that better future. Implementing change processes in accordance with the recognised models is a management activity; dealing with the human consequences, positive and negative, requires leadership. Leading change is covered in greater detail in Part 5.

425. Set the Example. The final, yet probably most important, behaviour is for the leader to set the example in all the above values, standards, principles, characteristics and behaviours. This is not easy, but is absolutely critical for the leader to establish credibility and trust. A person may be seen as charismatic and charming, but if they don't set the example as a leader and build credibility and trust, outward appearance counts for little. An effective leader must constantly

work on their leadership ability by studying leadership and evaluating and improving their own performance. The best leaders never stop self-assessing, learning and striving to set the best example, always. Setting a good example helps leaders gain commitment and achieve the highest standards. Ethos, culture and commitment all benefit, not just the achievement of a specific task. Leadership by example should be a natural outcome in an organization such as the RAF which is built on common ethos and values, and in which members routinely behave in a way that positively influences others as they go about their daily business. Individuals 'model the way' by: setting and abiding by the highest personal standards; knowing their own values and being confident enough to express them to others; stepping up when required, volunteering when the need arises, and not ignoring a problem; following through on commitments and promises.

"The 3 most important ways to lead people are: by example... by example... by example"

Albert Schweitzer



Poor Leadership

426. Using AP7001 as a handrail should set people on a path to good leadership. However, it is worth highlighting some of the deleterious characteristics of leadership so that people may reflect on their own performance and correct any negative traits. It is important to recognise that destructive behaviour and dysfunctional personal characteristics, in both yourself and others, can cause serious and lasting harm to your people, your team, and to the hard-won reputation of the RAF. It may work in the short term as people follow orders; however, in the longer term, destructive behaviour can result in decreasing personal and organisational efficiency, high absenteeism and sickness, increased requests for postings, poor performance, groupthink, reduced innovation, and decreased job satisfaction and organisational commitment.

427. Poor leaders tend to be self-serving and motivated by personal ambition, and they usually lack self-awareness. They can use their position of power and authority to deceive, intimidate and coerce those who work for and with them. There is no clear definition of a bad leader, but the following characteristics, *in toto* or in part, may typify bad leader behaviours: autocratic, manipulative and intimidating; narcissistic, superior, condescending; discriminatory; and, overly-competitive. A directive leadership style can have its place in certain situations when time is limited and rapid action is required. **However, poor leaders who think that they always know the answer, even with limited knowledge, will tend to apply an autocratic style in all situations when there is actually time for a more considered act and more participative or affiliative decision-making.**

428. This is not an exhaustive list of poor leadership characteristics, but it does identify some of the behaviours that contribute to a toxic working environment that will directly impact on the operational output of our people, their mental wellbeing, and the successful delivery of the RAF's mission. The best way



to guard against poor leadership is to use AP7001 as your handrail.

Leadership and Mental Wellbeing

429. Leadership behaviours that impact directly on mental wellbeing include how leaders manage and express their emotions, manage conflict in the work place, how accessible and visible they are, and their approaches to workload and resource management, particularly when pressures are intense or prolonged. Leaders need to be able to create an open and honest culture and facilitate open conversations about mental wellbeing and stress management, and know the support and welfare services available to their personnel. Leaders also need to be trained and educated to recognise the signs of poor mental wellbeing and stress - signs such as reduced performance, impaired judgement, withdrawal and change of mood. They should also be aware of other exacerbating factors, whether occupational, operational, trauma or family-related, and should take action when they need to.

430. Thriving at Work identifies the following areas as causing work-related stress:

- Unmanageable workloads and demands – leaders should ensure the job description is clear and the job holder fully understands the duties and tasks of the role.
- Poorly-defined job roles and responsibilities – make sure there are clear objectives in line with team and organisational goals.
- Lack of control over work – give as much control as practicable and involve staff in decisions that affect them.
- Unhealthy work-life balance – encourage staff to consider flexible working and to take lunch breaks away from their work.
- Poor relationships with managers or colleagues – provide feedback promptly to highlight that their efforts are appreciated; have an open-door policy and clear complaints procedure.
- Organisational change and/or job insecurity – keep staff updated regarding changes and potential changes, and be honest, even if you have bad news.

431. Overall, leaders must strive to be aware of the impact of their words and actions on their teammates, especially in stressful circumstances, and/or on those teammates who may be more vulnerable. This is where specific leadership styles are so important for individual teammates – not every person responds in the same way, and a leader must tailor their style to the individual. The Thriving at Work package is recommended reading and has a dedicated section on the role of the leader in stress management.



Part 5

The RAF Leadership Pathway

501. The Leadership Pathway provides guidance for how a leader should apply themselves in the 4 main stages in their leadership journey. The 4 stages are: Leading Yourself, Leading Teams, Leading Change, and Leading the Organisation. This pathway applies to both major strands of the RAF's business: running operations and running

the organisation, the so-called business of Defence and the Defence business. The 4 sections are not mutually exclusive in that you must continue to grow your skills in each area as you progress up the pathway. Furthermore, leading change applies equally to leading yourself and teams as well as to the higher organisation.



Figure 5. The RAF Leadership Pathway.



Lead Yourself

'To know thyself is the beginning of wisdom.'

Socrates

502. First, Know Yourself – the Importance of Self-awareness. Self-awareness is perhaps the most important element underpinning effective leadership. A deep understanding of who you are, what your strengths and weaknesses are, and how others perceive you, will enhance your ability to build productive relationships using your own leadership 'brand' and will help guide your own efforts towards self-improvement. Importantly, self-awareness allows you to develop a moral compass based on your knowledge of your beliefs and values. If you do not know yourself you cannot lead yourself, and if you cannot lead yourself you cannot hope to lead others.

503. Lead Yourself – Ethos, Values and Moral Leadership. If leadership is about one person's influence over others, the leader clearly has an ethical responsibility to ensure that influence is for good. Leaders must therefore drive themselves every day to demonstrate their ethos, values and morals – this requires self-leadership. By building their own core values and morals, aligning them with the ethos of the organisation, and ensuring that people understand

what is expected, they are enabling a virtuous circle – from the organisation, to the leader and the individual, and back to the organisation.

504. Lead by Example. Successful leaders set a personal example for others to follow by their own behaviours. This helps them to gain commitment and achieve the highest standards. While this is generally accepted wisdom when considering assigned leaders, the need to 'model the way' extends beyond task-focussed team activity and shapes general ethos and culture in the organisation. This is a natural outcome in an organization built on common values and ethos, and in which members routinely behave in a way that positively influences others as they go about their daily business.

Know yourself and lead yourself to lead others, by:

- **Self-awareness and personal development.**
- **Consistent demonstration of RAF ethos, core values and standards.**
- **Ethical execution of the RAF mission.**
- **Setting the example to project positive influence.**



Leading Teams

“Leaders there have to be, and these may appear to rise above their fellows, but in their hearts, they know only too well that what has been attributed to them is in fact the achievement of the team to which they belong.”

Leonard Cheshire VC

505. Team Formation. During their formation, teams go through a natural ‘forming, storming, norming, and performing’ cycle; this is normal, although the magnitude and duration of each stage will vary considerably according to team size, experience, familiarity, skills and competencies, and the nature of the task or mission. An effective leader will take deliberate steps to reach the performing stage as quickly as possible by facilitating the gathering of the team, drawing out opinions and allowing differences to be aired, finding common ground, and identifying where every individual in the team can make a difference. Throughout, the leader should focus on inclusion of all teammates, as their diversity of thought, experience and background, as well as gender and ethnicity, will make a stronger team.

“Coming together is a beginning, staying together is progress, and working together is success.”

Henry Ford

506. Team Leadership. Leadership in the military takes place in 2 major spheres: in everyday business and on operations. The following guidance applies to each sphere equally, but a leader may have to apply different leadership styles to account for stressors and other variables such as time pressure. Successful team leaders will:

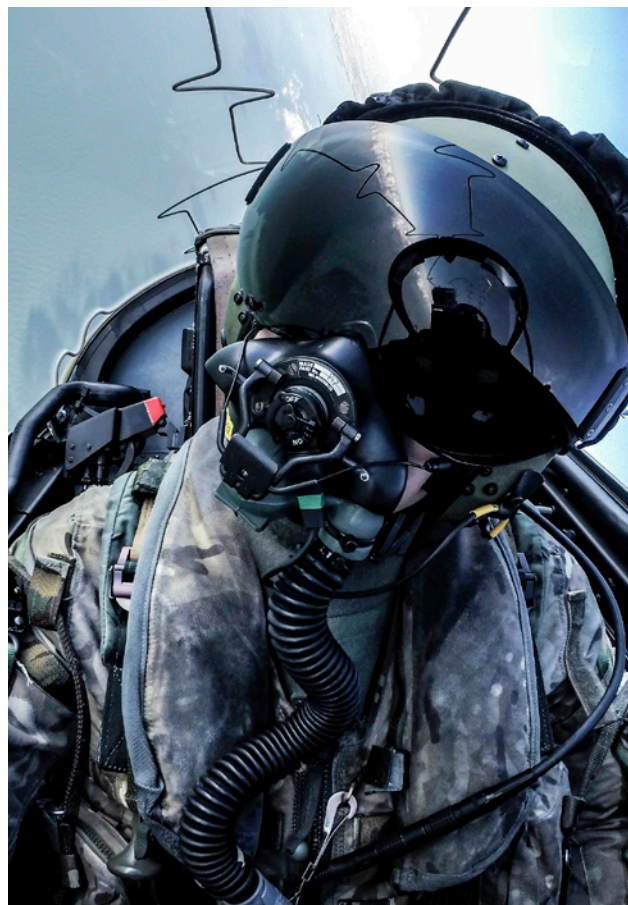
- a. **Develop a Compelling Vision.** For explicit and basic tasks this may be as simple as defining the desired end state or objective; this may be determined and set by the team leader or imposed by a higher authority. For complex missions involving wicked problems, the leader may use the team to develop the common vision collectively.
- b. **Provide Clear Intent or Direction.** When the leader employs a directive form of leadership, they must make clear what is required of each of their team members. When a more participative leadership model is in use, the leader must ensure that all team members understand their intent and know their individual and collective responsibilities in achieving the goal.
- c. **Create Trusting Relationships.** Effective leaders create trusting relationships by:

demonstrating their own professional competence and proficiency; exercising good judgement based on their assessment of risks; involving others in decisions; devolving decisions and delegating whenever possible; showing concern for others and representing subordinates’ interests; being respectful; maintaining open and honest communications and sharing information; leading by example and sharing risks and hardships; and, by honouring commitments and obligations.

d. **Develop Group Sense of Identity and Belonging, and Cause Unity of Effort.**

Commitment and unity of effort can be improved by granting appropriate recognition and reward for behaviour as well as results. The giving of recognition must be genuine and should only be given for performances that align with the team’s core values. Team identity can be enhanced using symbols, logos and mottos, and developed through team-building exercises.

- e. **Develop Team Members.** Collective performance will be improved if effort is spent developing individuals through, for example, the provision of coaching, mentoring or formal training interventions, and using open and honest feedback.



f. **Create a Safe, Supportive Environment.**

No member of a team will operate at their best if they are in an environment in which they do not feel emotionally safe and supported. Effective leaders pay deliberate attention to member wellbeing and develop an inclusive culture with which all team members can identify and feel a part of. Conflict within the team must be addressed quickly and fairly. Leaders in formal positions should seek training in conflict management and resolution to aid their effectiveness as a leader.

507. Mission Command. When leading a team, adhering to the principles of Mission Command is good practice and will help to address many of the elements above. The fundamental guiding principle is the absolute responsibility to act, or to decide not to act, within the framework of a superior leader's intent. This approach requires a style of leadership that promotes decentralised execution and freedom and speed of action and initiative, but which is responsive to superior direction when subordinates overreach themselves.

508. Connection. Research has shown that team members are more committed, more loyal and more productive if those in assigned team leadership positions take active steps to connect with their subordinates.

Connection supports the development of shared values, trusting relationships and common cause. It must be carried out in a meaningful way and not superficially. Leaders should encourage open and honest conversations about values, make the effort to properly get to know individuals, to understand their personal motivations and circumstances, and to provide a safe environment in which difficult conversations can occur. You cannot lead those you do not know.

509. Communication. An essential enabler of connection, successful team leadership relies on effective communications. A leader should consider all means of media to connect to their teammates.

a. **Communication as a team sport.**

Communicating and sending a message are not synonymous. Communication is a 2-way activity, requiring confirmation of receipt, understanding and acceptance. Leaders must therefore be able to transmit their message, but also to listen to and understand others.

"The single biggest problem in communication is the illusion that it has taken place."

George Bernard Shaw



b. **Active listening.** Active listening is a skill that can be developed and involves listening closely and attentively to the speaker, seeking to understand their viewpoint. This has the added benefit of making the speaker feel valued.

c. **Be understood.** The desired outcome of communication is understanding. A leader should choose the appropriate format with which to communicate and should not always default to the easiest. Important or difficult news is invariably better delivered personally. Communication should always be timely - bad news does not improve with age. Honesty is very important as people will lose confidence in you if they do not trust your communication.

d. **Be attuned to non-verbal communication.** A leader must also be a good observer since many of the nuances of communication are non-verbal - body language, eye movement, tone and intonation. The leader must also be aware of the non-verbal communication they are presenting, and should aim to use body language to reinforce their message.

e. **Have difficult conversations.** Leading is not always about creating comfortable consensus. Leaders must be able to express and listen to difficult and contrary views, to work with differences within the team, and to resolve them. These conversations can be difficult, but vital to value all team members.

510. Leadership in Crisis. Leadership on operations is 'ops normal' for RAF leaders, but we may all be called on for roles that demand much more than purely military business; the COVID-19 crisis is a classic example. The military is often called upon to assist during a national crisis, in part because it has readily available manpower, equipment and communications systems, but also because it has organisational structures, routines and procedures that can help bring order and process in chaotic situations. Importantly though, military personnel are used to leading and dealing with unusual and unpredictable conditions, possess the resilience such environments demand, and are trained as leaders and followers within a hierarchical structure. Two forms of leadership routinely occur in crisis situations: leadership as a function of an individual's position of authority or rank, and emergent leadership by those that do



not hold positional authority. The nature of a crisis sometimes means that those with positional authority are absent, incapacitated or not contactable. For this reason, emergent leadership can occur naturally in crisis situations as individuals step up to mitigate the absence of established authority leaders, or when someone just needs to take control in an emergency.

“During periods of crisis, people look for a strong leader. They don’t look to committees or to teams; they look for a confident, visibly-engaged leader to pull them through.”

Harvard Crisis Leadership

Crisis leadership behaviours:

- **Be present, visible and accessible – physically or virtually**
- **Be courageous**
- **Be committed**
- **Make critical decisions**
- **Orchestrate action**
- **Communicate**

511. Crisis leadership works on the same principles, capacities and behaviours as everyday and operational leadership, but some elements may be magnified by the situation. Moreover, RAF leaders may find themselves in situations where there are multiple external agencies and stakeholders, many of which will not be under direct command, so convening power and influence must be used in lieu of positional power. The following elements are common to many leadership activities, but the nature of a crisis means that unusual factors will influence putting them into practise:

- a. **Time pressure.** The initial onset of a crisis will create immense pressure to act, and to act quickly. The leader needs to act quickly and decisively with imperfect information, accepting a degree of risk in doing so.
- b. **Connection.** The situation may dictate that leaders are unable to ‘Be present, visible and accessible’ in a traditional sense, but leaders must find ways to connect to their teammates, and connect their teammates to the mission. If leaders cannot be present physically, they must ensure they are present virtually.
- c. **Situation Fluidity.** Things will change and change fast, so it is important that leaders remain agile, continuously reframe the crisis and do not get fixed in time. Having taken immediate



actions, leaders must try to step back and continuously reassess.

d. **Unconventional Operating Environment.**

By their very nature, crises will likely be novel situations requiring novel organisational constructs and creative responses. RAF leaders must create a culture of reasonable challenge and must respect expertise from experts. In civilian structures, convening power will be more relevant than positional power.

e. **Complexity.** Leaders will find themselves operating in an environment wherein they will need to influence and motivate others to act effectively within complex, interrelated, but ill-defined systems. Checklists and standard operating procedures can help significantly in reducing stress and bringing some order at the start of a crisis, but leaders must recognise that unprecedented situations may require new, untested and innovative solutions.

The approach to team leadership will vary according to the task and the make-up of the team. However, the desirable leadership outcomes are constant whatever the situation:

- **Mission or task achievement**
- **Unity of effort**
- **Teammate commitment**
- **Teammate wellbeing**

512. **Conflict Resolution.** Disagreements are a normal part of human interaction and, when managed effectively, they can be a source of healthy challenge; however,

unchecked they can lead to conflict. Conflict can impact both team and individual performance; it can also have a significant impact on people's mental health. In *The 7 Habits of Highly Effective People*, Stephen Covey argues that, while conflict can be challenging, it is important to seek to understand others before seeking to be understood. We are all different and we need to be aware of and respect difference. This humility and openness to truly hear and appreciate others is the first step to resolving conflict. We need to read *all* of the language that we see to truly understand - we must also be alert to vocal tone and pace and body language. The only behaviour we can ultimately control is our own, but by leading our own reactions we have the opportunity to shape the responses of others. It is important to have courageous conversations as issues left to fester will only escalate; a well-timed intervention can prevent this. Courageous conversations require leaders to display moral courage and authenticity, and they should focus

on the behaviour or standard of work, not the person. This allows the person to leave the conversation feeling respected rather than personally censured.

513. Covey identifies 6 paradigms of human interaction: Win/Win, Win/Lose, Lose/Win, Lose/Lose, Win, and No Deal. If there is tension between 2 people, they often go into interactions with a Win/Lose mindset. This can add to the pressure, and even if one party leaves with a win, it is likely to be short-lived as the relationship is further devalued and trust eroded. One of the most effective shifts in human interaction is to encourage a Win/Win mentality to achieve a solution that works for both parties. Once a conversation moves onto Win/Win solutions, innovative ideas can emerge. This is different to compromise where the solution is arguably a lesser product; instead, Win/Win solutions build on innovative ideas to create better outcomes for all parties **and** the organisation.



Leading Change

“Change is the law of life and those who only look to the past or present are certain to miss the future.”

John F Kennedy

514. Change is constant in the contemporary context. It comes from a number of catalysts. It may occur as a result of a change in Defence or HR policy or changes in the resource base; may be associated with the retirement of one aircraft type and the introduction of another; the closure of a base or a headquarters reorganisation; or, occur as a function of the commencement or cessation of an operation. Not all change is instigated from the top down, nor is it always complex or wide-ranging. It can also occur because of a local initiative, be quite small and may be initiated from the bottom up. Irrespective, change generally follows certain recognisable patterns and it always has a human dimension.

Implementing change processes in accordance with recognised steps is a management activity... dealing with the human consequences, positive and negative, requires leadership.



515. Technical and Adaptive Challenges.

Understanding the root cause of a problem is essential to allow you to properly tackle and manage the change required. It starts with deciphering and analysing the type of problem you are facing - it could be a technical or an adaptive challenge. A technical problem can still be complex and highly critical, but a technical problem can be solved through application of authoritative expertise and current structures and procedures. Adaptive challenges can only be overcome through changes in people's priorities, beliefs, habits and loyalties and by shedding entrenched views. To manage adaptive challenge requires a mobilisation of discovery, a resilience to tolerate losses and an ability to shed entrenched views; this can be an uncomfortable journey for many. Differentiating between the 2 types of problem can, in itself, be difficult as many problems will be entwined with both technical and adaptive elements. If a crisis emerges, for example, there will be an instinct to treat it as a technical problem due to the desire for resolution and stability. It is a mistake, however, to treat just the symptoms, and tackling just the technical elements is often an opportunity squandered as it is rare for a crisis to emerge from nowhere; it will likely be a manifestation of festering issues.

516. **Approach to Change Leadership.** There are a number of things to consider when leading a team or organisation through change. You need to be prepared for some of the resistance you may meet when you challenge people's daily habits and routines as even dysfunctional habits are part of a person's identity. People often want a leader to provide answers, not confront them with difficult realities. Leadership would be easy if your organisation only faced problems for which they knew the answers. Many leadership books talk about inspiration, not as many consider the required perspiration! Some things to consider in your approach to change leadership:

- Engage courageously, discuss openly and honestly.
- Don't shy away from difficult conversations.
- Communicate, communicate, communicate - down, up, across and beyond.
- Increase your informal authority by building alliances and networking.
- Find learning opportunities for you and your team.
- Build strength and resilience for the journey.
- Set achievable aiming points and track progress along the journey.
- Look forward and up, not down.
- Test all decisions and actions against your purpose.
- Be curious.
- Test the limits of your authority, try to think and act in the rank up.

- Turn up the heat, know when to apply pressure - consider the limits of tolerance and the threshold of learning.
- Connect stakeholders and teammates to the vision of the future.
- Trust the experts.
- Hold steady.

517. Kotter’s 8-Step Change Model. There are many models designed to facilitate organisational transformation and many of these have similar characteristics: creating a clear vision, conducting good communication regarding the new vision, empowering employees, leading by example and celebrating success. An example used extensively throughout the MOD and the wider business world is Kotter’s eight-step model. While this AP does not advocate a single change model, Kotter provides a good springboard for further study, even though Kotter critiques his own model. He cautions that organisational transformation is not a linear process and that any change programme will ‘bounce’ in and out of his 8 steps dependent on the maturity of

the programme or to support emerging challenges. Moreover, in a domain of multiple changes, the change programmes will overlay each other and interact, potentially changing the desired outcomes or leading to unintended consequences – in this case, he advises short sprints against definitive objectives. However, it is still useful to consider and apply the stages within the 8-Step Model – the art is in keeping track of the multiple changes and aligning them to the organisation’s overall purpose.



KOTTER'S EIGHT-STEP MODEL

Steps	Action
Step 1: Establish a Sense of Urgency	Help others see the need for change and they will be convinced of the importance of acting immediately.
Step 2: Create a Guiding Team	Assemble a group with enough power to lead the change effort, and encourage the group to work as a team.
Step 3: Develop a Change Vision	Create a vision to help direct the change effort, and develop strategies for achieving that vision.
Step 4: Communicate for Buy-in	Make sure as many as possible understand and accept the vision and the strategy.
Step 5: Empower Broad-based Action	Remove obstacles to change, change systems or structures that seriously undermine the vision, and encourage risk-taking and non-traditional ideas, activities and actions.
Step 6: Generate Short-term Wins	Plan for achievements that can easily be made visible, follow-through with those achievements and recognize and reward employees who were involved.
Step 7: Don't Let Up	Use increased credibility to change systems, structures, and policies that don't fit the vision. Also hire, promote, and develop employees who can implement the vision, and finally reinvigorate the process with new projects, themes, and change agents.
Step 8: Make Changes Stick	Articulate the connections between the new behaviours and organizational success, and develop the means to ensure leadership development and succession.

Leading the Organisation

518. Applicability. This section applies not only to current and aspiring strategic leaders, but to all those who play a part in the system – in order for them to understand strategic leadership and their part in delivering their teams' efforts toward it.

519. Strategic Leadership. Leadership at any level requires leaders to display the Principles, Capacities and Behaviours described previously, in order to ensure a strong values-based foundation and to enable effective teamwork and successful implementation of change. Leadership of the organisation at the strategic level also requires the leader to practise these Personal Dimensions, but the leader must also step up to the strategic level and develop certain additional competencies. The ultimate aim is to deliver an aligned, motivated, durable and fit-for-purpose Service or Command that can meet Defence's needs today and into the future. Leadership of an institution, command or body at the strategic level involves stewardship of the current Force or allocated resources, the creation of an aiming point for the future, and the provision



of a framework that ensures institutional resilience, sustainability and depth.

520. Convening Power. Strategic leadership requires the leader to be politically-aware and to operate cross-Government, in the international arena with allies, OGDs and NGOs, and at the highest levels of Defence. As proven by the COVID-19 crisis and many recent humanitarian operations, strategic leaders also need to be able to operate outside of Defence in the civilian arena. Specifically, Government direction directs Defence to play more of a part in 'global Britain' and to contribute to the UK's prosperity agenda. Strategic leaders must embrace this wholeheartedly, not only because it is top-down direction, but because collaborating more closely with international partners and industry makes sense for operational, capability and resource reasons. The strategic leader must also learn to operate in strategic HQs, where the RAF and the UK military in general are held in high regard for their exceptional record, their resolute contribution, and their hard-won experience. In all of these areas, the strategic leader needs to be aware of the high expectations of the stakeholders and must aim to set the best possible example. In bringing together multiple disparate and cross-cultural elements in pursuit of a single higher purpose, the most important skill that a strategic leader must develop is **convening power**. To achieve this, the RAF leader needs to develop an approach that is composed, confident, humble, persuasive and, above all, inclusive. One of the greatest challenges to the military leader is not being in command of the whole effort, but this is where **meta leadership** comes to the fore – the leader must lead their part of the effort to the best of their ability, but may also need to **lead up, down, across and beyond** the organisation to achieve best effect. Again, this requires the leader to develop convening skills in order to connect all stakeholders to the purpose.

521. Team Synergy at the Strategic Level.

The concept of Team Synergy also applies at the strategic level both inside and outside of Defence. It requires leaders to strive to inculcate a culture in allies, OGDs, NGOs and civilian bodies **in pursuit of the higher purpose, vision or mission**, that encompasses the organisational behaviours of **empowerment, challenge, expertise, collaboration, innovation, and inclusion**.

522. Stewardship of the Organisation.

Stewardship of any organisation involves a balancing act between effort which is needed to deliver today (the 'sustain agenda'), and that which is needed to enable change (the 'change agenda'). The sustain agenda includes the maintenance of ethos and Service culture, and attendance to RAF and Whole Force member wellbeing, as well as financial management in accordance with short-term plans.

Good strategic leaders know that achievement of the sustain agenda must not leave the organisation at risk of being unable to meet the challenges of the future. The change agenda requires development and communication of a realistic institutional vision, the creation of a strategy to achieve the vision, and the production of strategic plans to control implementation. Strategic leadership requires the leader to know when to take risk against the needs of today to ensure the Service remains on a stable trajectory to achieve the vision, and when to slow progress towards the vision in order to satisfy today's demands.

523. In order to achieve the balancing act described, strategic leaders must understand the nature of the 'business' environment within which they operate and must develop specific skills required to succeed in that environment. Specifically, strategic leaders must:

- Have a thorough understanding of how Defence works and how the RAF fits into Defence's broader mandate.
- Be familiar with the various governance bodies and policies that control Defence's activities.

- Be comfortable dealing with ambiguity and working in the 'grey zone'.
- Understand that most activity at the strategic level does not result in short-term, tangible task achievement.
- Become adept at working in committees, boards and groups that cross functional areas, and that do not necessarily conduct business under a command and control construct. Influence and convening power must be achieved through strength of argument, logic and power of persuasion.

524. **Handling Ambiguity.** Strategic leaders need to be comfortable with ambiguity. Ambiguity is normally the result of uncertainty and complexity, where there is no definitive answer to a problem. Complexity means multifaceted and interwoven, and is used to denote things that go beyond mere complication. The idea of complexity is bound up with wicked problems where there is no answer that satisfies all parties in the problem. Uncertainty relates to not knowing or not to be depended upon; this means that the eventual outcome of actions may not be what is intended or



thought likely. In situations involving uncertainty and complexity, a leader may need to accept that the solution to a problem may be the least-worst option. They should also set up a Red Team to challenge their assumptions and investigate any unintended consequences of decisions.

"I learned about ambiguity when commanding Syrian ops... Typhoons and Lightnings mixing it in the same airspace with armed 'neutral' jets on opposite sides of a conflict, with the potential for mistakes... leading a team under pressure and maintaining discipline (from afar!) to avoid strategic accidents... ambiguity, with live weapons!"

RAF Commander

525. Ensuring Understanding of Today's Mission.

Success in day-to-day operations can only be achieved if all concerned have a thorough understanding of the RAF's mission. Strategic leaders need to communicate and explain the mission, but also connect people emotionally to the mission. Missions need not be expressed in simple mission statements but doing so helps the development of unity of purpose and alignment of action within the Service.

526. Developing a Vision for the Future. As important as it is to understand and communicate the current mission, it is perhaps more important still for leaders to describe the institution's vision for the future. Large enterprises, such as the RAF as a whole or a Group or Station, need a vision that all personnel should know and relate to; only then can people understand where their current mission fits.

527. The Importance of Strategy.

Organisational strategy is similar to military strategy in that it is, essentially, the use of ways and means to achieve the ends in pursuit of the vision. Strategy is about shaping the organisation to be able to meet the challenges of current and future circumstances. By its nature, the future is uncertain, so strategies must adapt or be flexible enough to cope with emergent circumstances; they are not immutable. If all subordinate leaders relate to the vision and understand the strategy, they will all pull in the same direction.

528. Creating a Learning Organisation. Being a learning organisation has been shown to be a major factor in success and, logically, the speed of change in technology and organisations means that personnel will need to keep learning throughout their career; what they learn at the outset will not be good enough years later. It is the job of leaders at all levels to make the RAF a learning organisation. Setting the example

is vital; if leaders expect their subordinates to undertake leadership education, 360 assessments, self-awareness tools etc, they should model the way. Valuing what subordinates have done and how it can make a difference to the organisation encourages others to learn, and to be innovative with what they learn, to allow the organisation to meet future challenges. An organisation that adapts in this way is a learning organisation.

529. Effective Strategic Communication.

The framework for strategic communication should comprise a wide variety of iterative loops, encompassing multiple connections with multiple constituencies on multiple strategic levels. Strategic communications therefore require an integrated, multi-level approach. Each communication function fulfils specific objectives, is targeted at specific constituencies that are critical to meeting those objectives, and is delivered through the channels most appropriate to and effective for those constituencies. To achieve full strategic impact, all communications must be customised to a given objective, yet consistent both with one another and the organisational strategy. Feedback from all stakeholders should be sought to ensure that communications are effective. All forms of communication must be used to get the messages heard by the greatest numbers of people both inside and outside the organisation. The most common failing in strategic communications is not doing enough - it must remain a continuous effort at every opportunity.



Part 6

RAF Leadership Development

*'Leaders aren't born, they are made.
And they are made just like anything else, through hard work.'*

Vince Lombardi

Introduction

601. Like other organizations, leadership development within the RAF is achieved through a combination of formal education and training, self-directed learning, and experience.

The Foundation – The Leadership Body of Knowledge

602. This document, AP7001, is the RAF's authoritative leadership doctrine. However, academic research on leadership is a vast body of work and, in order to ensure that leadership thinking within the RAF remains contemporary and well-informed, the Tedder Academy of Leadership conducts appropriate research, strengthens relationships with academic centres of excellence, and develops relationships with Joint leadership centres and Allied equivalents. The Academy has also set up the RAF Mentor Me website on MODNET for Whole Force personnel to volunteer as mentors or participate

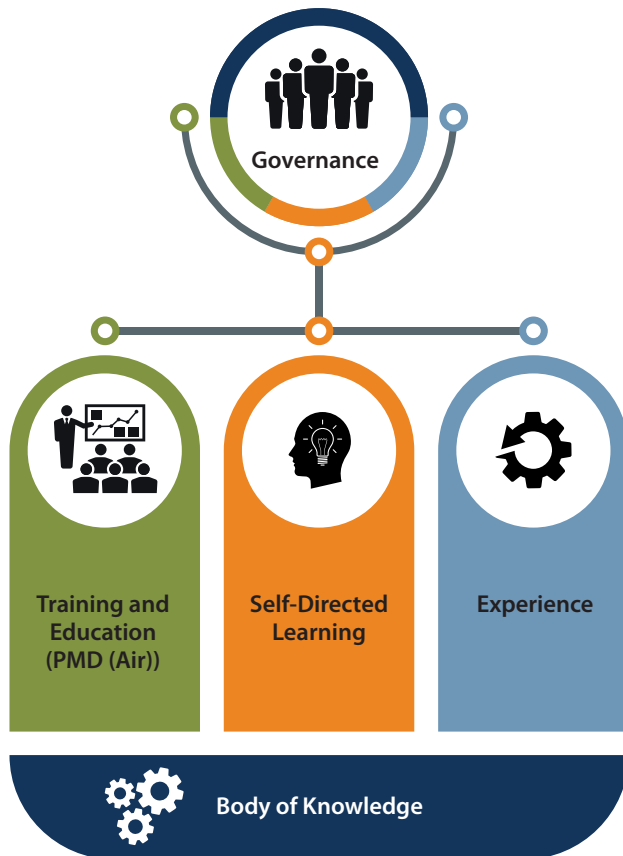
as mentees, with the aim of aiding personal and professional development. Moreover, the Academy champions and oversees the RAF's use of the MOD 180 Degree Leadership Development tool which aims to encourage good leadership behaviours and hold leaders at all levels to account.

The Capstone – Leadership Development Governance

603. Governance of leadership development is overseen by CAS and delegated through DCom Ops to AOC 22 Gp. The Tedder Academy of Leadership exercises the Training Requirements Authority (TRA) role on behalf of AOC 22 Gp for through-career leadership training and education of all ranks. The Tedder Academy supports the Training Delivery Authorities (TDA) to ensure that leadership training and education remains coherent, standardised and of the right quality.



The Pillars of Leadership Development



Pillar 1 – Training and Education

604. The Professional Military Development (PMD) (Air) process will ensure that an individual's career journey includes a thread of leadership training and education that aligns with the structure of this AP7001. Initial courses will focus on basic leadership theory and 'leading yourself to lead others' and will introduce team leadership. Later courses will focus more on team leadership and will gradually introduce change leadership. Senior-level courses will emphasise complex change leadership and strategic leadership of the organisation.

Pillar 2 – Self-Directed Learning

605. This AP provides a foundation for leadership in the RAF, but successful leaders will never stop learning and should therefore look to study leadership more broadly; this should include the full spectrum of personal, team, change and organisational leadership. One of the best methods of self-directed learning is to observe other leaders and use their best facets to shape your own leadership approach. Several avenues are open to facilitate self-directed learning in the RAF and Defence. Local Force Development Squadrons provide courses that support personal leadership development, including coaching and mentoring, and leadership

theory. Leadership skills can be developed through a number of channels. Participation in schemes such as the Robson Academy Eagles scheme, designed to develop leadership and resilience through adventure training is one avenue. Self-directed reading using the book list in the Bibliography below is another.

Pillar 3 – Experience

'Leadership, like swimming, cannot be learned just by reading about it.'

Henry Mintzberg

606. The third pillar is largely an individual's own responsibility. Whereas COS Pers staff and the chain of command provide opportunities within which an individual can learn and flourish, it behoves us all to put ourselves in positions that stretch us and that place us in situations that challenge our leadership abilities. Individuals must take the time to reflect on what they experience, good and bad, and consider what they can learn from their leadership and that of others. Good ways to improve your self-awareness and personal performance include inviting challenge from your peers and subordinates. Some of the techniques available include 360 and 180 leadership tools, and Mentoring and Reverse Mentoring. The MOD's online 180 Degree Leadership Tool is free for all to use on Defnet, and the Tedder Academy's Mentor Me scheme facilitates the matching of Mentors and Mentees. The Tedder Academy can also provide guidance on mentoring, reverse mentoring and coaching.

607. The Tedder Academy sponsors a number of opportunities to study leadership academically, including an annual one-week university short course, 3 annual Park Fellowships, as well as opportunities to study for a part-time MSc in Defence Leadership delivered through the Defence Academy's Academic Partner, Cranfield University. CAS Fellowships and opportunities for Executive Part-time postgraduate education at the Defence Academy are published annually through the Defence Instructions and Notices (DiN). Further details of the Tedder Academy sponsored programmes and events can be found on the Academy's intranet site. Additionally, the Tedder Academy also runs the annual CAS Leadership Conference to increase awareness and understanding of contemporary leadership issues.

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