



**TRAINING LEADERS** *of* **CADETS**  
INTERMEDIATE COURSE  
**LESSON PLAN**

## 2.1 Transformational Leadership

<b>VERSION:</b>	October 2021 <i>please verify this is the latest version by visiting <a href="http://gocivilairpatrol.com/TLC">gocivilairpatrol.com/TLC</a></i>
<b>DURATION:</b>	65 minutes approximately, and subtopic times shown in margins below are also approximate
<b>INSTRUCTOR:</b>	A master-rated cadet programs officer or highly experienced CC or CDC is suggested.
<b>KEY QUESTION:</b>	What does it mean to be a “transformational” leader? How can you use transformational leadership to develop cadets?
<b>OBJECTIVES:</b>	<ol style="list-style-type: none"><li>1. Explain why task accomplishment is of secondary importance in the unusual environment of a youth program</li><li>2. Discuss what the 4I’s of transformational leadership would look like in a senior / cadet relationship</li><li>3. Describe strategies for using transformational leadership when cadets are initiating a project, making mid-stream adjustments, and concluding a project</li><li>4. Compare and contrast the transactional leadership and Laissez Faire with transformational leadership</li></ol>
<b>SIMPLE OUTLINE:</b>	<ol style="list-style-type: none"><li>1. Welcome &amp; Starter</li><li>2. Development v. Task Accomplishment</li><li>3. Full Range Leadership Model</li><li>4. Activity: Leadership Role Models</li><li>5. Transformational Leadership</li><li>6. Interim Summary</li><li>7. Transactional Leadership &amp; Laissez Faire</li><li>8. Hazard: The Adult Ego</li><li>9. Exercise: Transformational Leadership in a Cadet Project</li><li>10. Conclusion</li></ol>
<b>ACTIVITIES:</b>	Activity to recall leadership role models in our lives, group discussions, followed by a group exercise using a case study/scenario
<b>EQUIPMENT:</b>	Butcher paper or white board and markers; Exercise scenario text (included in the Student Packet)



## Welcome & Starter

1 min

**Q1:** Can Someone remind us of the official mission of CAP's Cadet Program?



**A2:** Transform youth into dynamic Americans and aerospace leaders

Transforming youth is THE mission of the Cadet Program. The purpose of this class is to talk practically about how to do that effectively using transformational leadership.



## Development v. Task Accomplishment

4 min

We're in the youth development business. If we're running a squadron, we're focused on helping the cadets grow as leaders.

Takin the time to help youth grow often is not the most efficient way to do something. Its way faster if I just write the schedule for the weekend activity, then delegating this to a cadet and having to meet with her twice to ensure its substantial and up to expectations? But that's not why we are here. We are here to focus on the development of our cadets, not efficient task accomplishment.

A squadron of twenty cadets *could* be organized into a single flight, but if you have a few cadet officers, you "make work" by using two flights because our goal is to create leadership opportunities, not to manage the squadron as efficiently as possible.

**Q1:** Who has another CAP example where a leadership opportunity was created or where leadership development was favored over task completion?

**A1:** *Answers can vary; here's another example to use if the class is stumped.*

Consider another example. Suppose you're a training officer for a flight at encampment. Your flight is doing the obstacle course. What matters more to you, developing the cadets' skills or completing that obstacle course in record time?

**Emphasis:** One major difference between the cadets' and the adults' perspectives is that most cadets will get this question about task accomplishment vs. development wrong. For them, the mission is the task itself. As mature adults we know better; the mission is leadership development and the obstacle course is just a catalyst and a fun way to grow as leaders.

**Transition:** As we discuss ways to help cadets grow, we need to keep in mind the real, long-term aims of the Cadet Program. The Transformational Leadership techniques we are about to discuss help us do that.



## Full Range Leadership Model

1 min

There are several leadership models that exist in the world. Today we are going to focus on the “Full Range Leadership Model” which is preferred by the Air Force. This is the leadership model that the cadets are learning in the *Learn to Lead* curriculum. It is important, as CP Officers, to have a good handle on this style of leadership in order to role model and to mentor cadets.

The Full Range Leadership Model discusses a spectrum of leadership styles, that vary from the absence of leadership to the most transformative style. Today we are going to focus mainly on Transformational Leadership, which is a style that aligns most accurately with the mission and goals of the Cadet Program.



## Activity: Leadership Role Models

5 mins

Think of a leader (in CAP or out) who impacted you as a leader, in a positive way. What were their traits? What did they do? How did they act? What about them made an impact on how you now lead?

*Give the participants a minute to think about this quietly. Then ask them to share some of these qualities. Jot them down on large sheet of paper or a white board. Add a few of your own to ensure you get a well-rounded set of descriptors. Leave these visible for later use.*

**Transition:** We have all these amazing qualities listed here, which we have recognized in our experience as followers and while we were learning to become leaders. We are going to leave these here for a minute and learn a about Transformational Leadership. We want to identify some tangible methods that will enable us to more fully understand why these people’s actions impacted us in such a way, and learn to replicate that in ourselves and instill that in others.



## Transformational Leadership

20 min

**Q1:** What do we think Transformation Leadership is?

**A1:** *Answers may vary, but be sure to summarize with the following:*



Transformational leadership is when leader behaviors influence followers and inspire them to perform beyond their perceived capabilities. Transformational leadership inspires people to achieve unexpected or remarkable results. It induces a positive change in the followers’ attitudes and the organization as a whole. In short, they are bringing about a transformation.



Transformational leaders typically perform four distinct behaviors, also known as the four I's. These behaviors are inspirational motivation, idealized influence, intellectual stimulation, individualized consideration.

**Transition:** Let’s take a closer look at each of these behavior categories.



## Individual Consideration

Individual Consideration is a factor in Transformational Leadership that highlights that fact that everyone is different, and describes leaders who are supportive of followers, listen closely to them, and acknowledge their unique needs. It can be thought of as the *Caring* element.

It is where the leader develops their people. The ultimate goal of a good leader is to develop their followers into future leaders. These leaders coach and advise each follower on an individual basis to help them reach their full potential.

**Q2:** Can we share 1 or 2 examples in CAP life of a leader demonstrating these qualities?  
*(For time's sake - limit 1 or 2 examples)*

**A2:** *If no one comes up with a good example then you could share this:*

A senior member notices that the cadet commander (Brown) is struggling to delegate and use his staff wisely. The SM arranges a time to chat with cadet Brown (following CPP guidelines) and discuss this issue. The SM inquires as to whether he has noticed this about himself. The SM may ask why he is having trouble delegating, and if he considered how his staff may be feeling about this, and how they may be interpreting his actions. Turns out Brown gave a project to the deputy commander, and he didn't follow through, so the cadet commander does not trust him. When that incident happened, Brown never addressed it with the DC, he simply stopped giving him opportunities. The SM worked with the cadet to create an action plan to address the issues he has with the DC. They also discussed how Brown could begin to mentor the DC so that he could grow as a leader as well.

**Q3:** Are there any traits on this board (from the earlier exercise) that would fit into this category?

**A3:** Anything along the lines of:

- Caring
- Mentor / Coach
- Identified my personal needs
- Worked with me to overcome an issue
- Teacher



## Intellectual Stimulation

Transformational leaders want to make their people smart. They value intellectual stimulation and want the team environment to be mentally and academically challenging. Instead of wanting to lead a group of robots or “yes” men, transformational leaders will stimulate followers’ creativity and access their expertise and experience. On a team run by a transformational leader, everyone should always be learning.

Leaders employing this style question assumptions and processes, encouraging their followers to rethink solutions and create new approaches to problems. In an intellectually stimulating environment, followers might discover a problem that is slowing the team down and propose a solution that rockets the organization to a new level.

For this to be successful, however, the leader must support some risk-taking, allowing subordinates to try their ideas and not over-reacting to failure. If a leader is not accepting of occasional failures, their followers will be unwilling to take risks.

**Q4:** Can we share 1 or 2 examples in CAP life of a leader demonstrating these qualities?  
*(For time’s sake – limit 1 or 2 examples)*

**A4:** *If no one comes up with a good example then you could share this:*

At a recent squadron staff meeting the cadet commander vocalized that the new NCOs were having trouble acclimating to their job positions. The CP Officer asked how she wanted to handle this problem. The CC anticipated this question (as it was standard practice at their squadron) and informed the CP Officer that the cadet cadre had been brainstorming a bit, and they even spoke with the cadet commanders at a couple other local units and found that it was a common problem. They proposed hosting a weekend NCO training for the local area. The CP Officer arranged a meeting with the Unit Commander to discuss this idea, and ultimately moved forward with it.

**Q5:** Are there any traits on this board (from the earlier exercise) that would fit into this category?

**A5:** *Anything along the lines of:*

- Encouraged us to try new things
- Allowed me to take control of a project
- Asked for our opinions



## Inspirational Motivation

Inspirational motivation describes leaders that express confidence and encourage members to become better than they think they could be. This leader is a visionary who is not only able to develop a well-articulated vision for the future and the specific expectations for their follower's performance, but they are also able to help the team believe those awesome accomplishments are within reach.

Creating and sharing a vision for the future and prompting followers to achieve that vision is a phenomenal motivator. It lets people know where they are going and encourages them in the journey. People are more confident if they have a good feel for their future; they feel a sense of belonging and are more likely to commit to the shared goal.

Inspirational motivation promotes team spirit. It is the special quality of leadership that helps the team overcome difficult challenges.

**Q6:** Can we share 1 or 2 examples in CAP life of a leader demonstrating these qualities?  
*(For time's sake - limit 1 or 2 examples)*

**A6:** *If no one comes up with a good example then you could share this:*

The cadets wanted to go to the cadet competition this year and the cadet commander approached a CP Officer with the idea of getting a team started. Once it was decided that this would be a great opportunity for the squadron, they selected cadet staff and the CP Officers worked together to create a vision and direction for the upcoming year. The CP Officers guided the cadet staff in coming up with a detailed plan of everything that would need to happen to get to cadet competition, including a specific training schedule for the individual events, a selection process for the team, and a fundraising plan to pay for travel expenses.

The CP Officer helped set a tone of excitement and were passionate about the squadron's ability to complete all the required training and succeed at the competition. This continual support and enthusiasm spread to the staff and ultimately to the cadets and encouraged them to get excited as well. The adults' belief in the project spurred on the staff and the cadets to do their absolute best to achieve this goal. The CP Officer's were not just unwavering cheerleaders though, they worked with the cadet staff to ensure that there was a detailed plan and specific vision to go along with the excitement.

**Q7:** Are there any traits on this board (from the earlier exercise) that would fit into this category?

**A7:** *Anything along the lines of:*

- Encouraged us
- Always positive
- Believed in me
- Had high expectations for us



## Idealized Influence

Idealized influence refers to the leader's principles and standards having the power to attract followers who want to follow them. This leader exemplifies, through consistent everyday behaviors, what each individual team member should become. They project themselves as positive role models for followers to emulate. Typically, these leaders are respected, admired, and trusted.

They are seen this way because they operate with high standards of ethical and moral conduct, and they are someone who will consistently do the right thing. These leaders are willing to take risks for the greater good and they value service before self, addressing the needs of the mission and of their followers, over personal needs.

Idealized influence means that followers identify with and want to emulate the leader who is trusted and respected, maintains high standards, and is considered to have power because of their moral character, rather than what position they hold.

This behavior will generate respect and admiration among followers.

**Q8:** Can we share 1 or 2 examples in CAP life of a leader demonstrating these qualities?  
*(For time's sake - limit 1 or 2 examples)*

**A8:** *If no one comes up with a good example then you could share this:*

The Deputy Commander for Cadets in a local squadron was a leader that cadet staff respected and wanted to follow. Many of the cadets in the squadron looked up to her as someone who they wanted to emulate. The cadets respected her because she always tried to do what was right, and she took her position as a role model seriously. She always puts her people first.

**Q9:** Are there any traits on this board (from the earlier exercise) that would fit into this category?

**A9:** *Anything along the lines of:*

- Integrity
- Trustworthy
- Role model / Lead by example
- "Willing get his hands dirty"
- High moral character



## Interim Summary

1 min

I think that we can agree together these four categories represent some pretty great leadership traits. These traits also focus strongly on building up followers and transforming them into leaders. Other forms of leadership may only focus on getting a task done, without the focus of growing its people.

Transformational leadership follows a long-term oriented philosophy that aims to invest in its people. This method usually increases followers' commitment, self-confidence, and satisfaction.

**Transition:** So in the Full Range Leadership Model, transformation leadership is the most beneficial style and most desirable form of leadership, but where are the other two styles that are mentioned?



## Transactional Leadership & Laissez-faire

5 min

*It's important not to get hung up and spend too much time discussing Transactional or Laissez-faire leadership. Students may have strong opinions one way or another, but the main point of this lesson is to highlight Transformational Leadership.*

### Transactional Leadership

In general, transactional leadership leaders promote compliance by followers through both rewards and punishments. A transactional leader is generally focused on the task, not on developing future leaders. The manager communicates clear requirements and goals and then rewards achievements and/or punishes failures.

Unlike transformational leaders, those using the transactional approach are not looking to change the future, they aim to keep things pretty much the same. Transactional leaders usually lead in this fashion because they are interested in compliance and preserving the way things are.

It is the most common leadership style found in many organizations. But as we mentioned above, this style is not transforming anything. Sure, a follower may glean things as they go along. But a follower is not reaching their full leadership potential nor are they putting forth their maximum effort towards the highest quality.

There are a couple different types of transactional leadership, including authoritarian and contingent reward, but we won't get bogged down with the specifics of each specific one.

## Laissez -Faire Leadership

Laissez -Faire can be described as the absence of leadership. It quite literally means "Let them do (what they want)".

This style is the least active way of leading people and is often characterized by an attitude of avoiding any responsibility. Decision-making is left to the subordinates themselves, and no rules are fixed. As such, laissez-faire leaders generally only get involved when things take a turn for the worse.

Laissez-faire is the least effective leadership style, when measured by the amount the leader impacts the team, or in mentoring or developing a leader.

**Notable:** It's important to note that taking a step back to allow another to lead, as they move their way through the development process would not be considered Laissez-faire. For example: a follower has been mentored and has grown and now they are ready to step up and lead, requiring the current leader to take a step back. This is not Laissez -Faire leadership, it's the ultimate goal of Transformational Leadership.

**Interim Summary:** Thinking back to the beginning of this lesson to the leaders that have positively impacted you. Most of them likely were transformational leaders. They were those who saw you as your own person, who challenged you, who helped you grow and learn. Those transformational leaders helped you change for the better; they served your long-term needs better than you might have realized in the moment. You look back upon them as great mentors, not just a superior or a 'boss'. As Cadet Programs Officers, you're called to be that kind of memorable leader.



### Hazard: The Adult Ego

4 min

Before we jump into our exercise in using this practically, let's consider one hazard that cadets unfortunately tell us too often degrades their environment: the adult ego.

**Q1:** Have you ever seen an adult overpower a situation that should've focused upon youth? What was the adult doing that overpowered the situation in your mind? How would you have done things differently? There's no need to name names and embarrass anyone; speak generally.



**A1:** Responses can vary. Some common elements might include the following:

The adult puts himself at the center of attention

The adult acts as a buddy to satisfy his own need for affirmation

The adult plays the heroic rescuer, not allowing cadets to stumble, recoup, and learn

The adult is forceful and takes over the cadet's role, instead of mentoring him

The "When I was a cadet..." stories are meant to belittle and/or shame current cadets

**Emphasis:** It's natural to be excited for the opportunity to work with our remarkable young people, the cadets. It's wonderful that so many adult volunteers are generous with their time and talents. But let's watch out. It's easy for those good feelings to inadvertently spill-over such that we adults end up hogging the spotlight, being the all-knowing fount of wisdom, and doing the on-scene leading of the cadet group instead of working through the top cadets in the chain of command. If you see a colleague making egocentric errors, kindly help them out. Let's

try to check our egos at the door so that the cadets' interests and experiences are at the center of attention.

## Exercise: Transformational Leadership in a Cadet Project

25 min



**Suggested Procedure:** *Break class into small discussion groups of 3-5 people. It's useful to have an instructor nearby each group. Read Part 1 as a group and then allow 1-2 minutes within the group to discuss ideas.*

*Regroup as a full class, discuss the students' responses, and use the suggested responses below to help validate the students' answers. Move on to Part 2 and repeat the process, then move on to Part 3, etc.*

**Scenario:** Young C/2d Lt Leads First Squadron Bivouac  
*Scenario text is included in the Student Packet.*



### Part 1

"Nate" is a fifteen-year-old C/2d Lt in your small squadron. He's been pestering the squadron commander to support a weekend bivouac. Although he's never attended a "bivouac," he's eager to go "into the field" and "train" and "get our fingernails dirty." The commander finally approves the request and turns the 2 1/2 day long project over to 2nd Lt Jones, though he is a bit perplexed what is meant by a "bivouac" and what constitutes "training." 2nd Lt Jones ask the commander if there is a written operations plan or at least a schedule for the activity and she says no.

Nate has three cadet NCOs assisting him. Each is a few years older, about 16 or 17, and have done some bivouacking at a National Cadet Special Activity. All the new cadets in the squadron are planning to attend the activity – ten airmen, mostly middle school aged.



**Q1:** How do we approach this situation, if we are 2nd Lt Jones? Let's take into consideration the components of Transformation Leadership:

- Individual Consideration
- Intellectual Stimulation
- Inspirational Motivation
- Idealized Influence

Take some time in your small group and discuss the step you would take to mentor Nate through the initial planning of this activity.

Also discuss where Jones, or another adult might be tempted to overpower the situation. What ego behaviors might we need to be aware of?

*Give group 1-2 minutes to discuss and then come back together to share a few items. No need to go thought everything for each group.*

**A1:** *Answers may vary, but be sure to include the following:*

- Individual Consideration
  - Nate is a young officer, and does not have any experience attending a bivouac, let alone planning one
  - Jones is also inexperienced in the area of bivouacking
  - Nate is eager to learn
  - Perhaps a mentor with bivouacking experience needs to be sought out
  - Jones would sit down with Nate and help him to establish a preliminary plan of action, and then touch base regularly to see how things are progressing
- Intellectual Stimulation
  - It's clear that Nate and Jones aren't overly knowledgeable about the activity
    - Posing the question to Nate: How do you want to handle this? How can we seek out the knowledge we need? How can we be sure we are following the safety requirements?
    - Directing Nate to lead a meeting with the NCOs and see what their ideas would be, since they have been on a bivouac before and have some experience.
- Inspirational Motivation
  - Jones should help Nate develop a clear vision for this activity; a clear goal to work towards
  - Jones should communicate his belief in Nate to complete the tasks assigned. Stating a few of Nate's traits that illustrate this drives the point home
    - I've seen you do an excellent job planning the model rocketry weekend, I'll know you'll do a good job with this.
  - Before the meeting ends, be sure to communicate the expectations clearly and specifically to Nate, to ensure you both are on the same page.
- Idealized influence
  - Jones needs to role model the core values and also ensure that Nate is doing the same.
  - Be sure not to cut corners on safety or other important areas.
  - Be someone that Nate can rely on during this process; be available and supportive
  - If Nate is getting a too big of an ego in his new role, having a chat with him to bring him to help him understand that is not a great leadership trait.
- Adult Behaviors to avoid:
  - Instead of acting as a resource and a mentor for Nate, the adult takes over and begins taking the lead on the planning and acts as if Nate is his assistant.
  - Jones delegates to the NCOs instead of mentoring Nate to do that



## Part 2

You're at the bivouac. It's mid-morning on Saturday and the group has finished breakfast about 20 minutes ago. You've seen Nate in action at the bivouac for about 4 hours last night, plus about 3 hours this morning.

You've purposely given him some time to lead on his own, so that he has the opportunity to take charge, and so that you have an opportunity to see him in action and get a good understanding of his current leadership skills.

You've noticed he spends most of his time warming himself by the firepit with his NCOs at his side. They pass the time chatting and laughing and they address Nate by his first name, not grade. Meanwhile, you've seen the airmen left to their own devices, and many have struggled to set-up their tents, make camp, stay warm, or accomplish any training.

**Q2:** How do we approach this situation, if we are 2nd Lt Jones? Taking into consideration the components of Transformation Leadership, what actions would we take to help Nate, and the NCOs grow as leaders and to ensure the cadets have a fun, productive weekend?

Individual Consideration (IC)  
Inspirational Motivation (IM)

Intellectual Stimulation (IS)  
Idealized Influence (II)

**A2:** *Allow 1-2 minutes for small groups to discuss, then come back together to share.*

- Pull Nate aside and say something along the lines of:
  - “How do you think things are going right now? Lets take stand back and observe our cadets for a moment.” (IS)
    - Help him to identify some of the things you observed (IS)
  - “How can you go about improving this?” (IS)
    - Lead him towards understanding that:
      - He needs to be more hands-on involved with his cadets (II)
      - He needs to set better boundaries with his NCOs (II)
      - Training needs to get underway in a more efficient fashion that it has. He made a great schedule, lets follow it. (IM)
    - There may be more things Nate could work on in this moment, but its important not to overwhelm him with too many things. Pick the most important ones and start there. (IC)
  - Your tone in this moment matters. Are you mentoring or scolding? Its best to use a firm but even tone that indicates things need to be better, but that also implies you are there to guide him in that (IM, II)
  - “Why don't you ask one of the Senior Members to teach a little impromptu knots class, so you can have a little planning session with the NCOs” (get the cadets engaged with something)
- Prior to the meeting with the NCO's map out a game plan with Nate about how he will approach it, while encouraging him. (IC, IM)
- Ensure he understands that he should take the appropriate tone and approach with the NCOs. They were not doing their job, but Nate was also not doing his, so he needs to avoid an angry scolding, while still correcting the behavior and making sure it doesn't happen again. (IC, II)

- After the meeting with the NCOs Jones should encourage Nate if he did it well. (IM, II)
- Hopefully Nate will have taken his cues from Jones as to how to approach his staff. (II)
- Adult Behaviors to avoid:
  - Jumping in and taking over. Seeing that the cadet staff are not doing their jobs and beginning to do their jobs for them.
  - Calling out Nate and the NCOs in front of all the students criticizing their lack of leadership publicly
  - When pulling Nate aside, instead of guiding him through the process, just yelling at him about all the things that are wrong and telling him to fix it.
  - Jumping in on the fireside hangout and being buddies with the cadet staff, allowing the behaviors to continue

### Part 3



The bivouac is over. After your conversation with Nate on Saturday morning, the activity turned around and things went fairly smoothly. There were hiccups that needed to be addressed, sure, but Nate was more engaged with his cadets, the NCOs were as well. Overall, the weekend was a success for the cadets and it seemed like Nate and the NCOs learned a few things about being leaders.

You're at the next squadron meeting and see Nate. The squadron commander has set aside 15 minutes for a debriefing with her, yourself, and Nate.

**Q3:** Taking into consideration the components of Transformational Leadership, how do you approach this meeting? What do you say? What do you not say?

**A3:** *Allow 1-2 minutes for small groups to discuss, then come back together to share.*

Allow Nate to lead that feedback session. This is an important time of reflection for Nate as a leader. Guide him in this process:

- "Nate how do you think this weekend went overall?"
- "What were some of the successes?"
- "What did you learn about yourself as a leader?"
- "What were some of the challenges or low points during the weekend?"
- "How did you handle those challenges?"
- "What did you learn from those challenges?"
- "What would you do differently the next time the squadron goes on a bivouac?"
- As a leader its good to reflect on both the successes and the challenges and failures.
  - Jones doesn't need to get into all the details of exactly what happened at the beginning of the weekend, but he would not be role modeling integrity if he allowed Nate to skip over the negative parts of the

- Remember, Jones is not Nate's buddy, he is a mentor.
- Jones should get specific about some of Nate's successes. Brag a little to the squadron commander about what he did well. (IC, IM, II)
- Adult behaviors to avoid:
  - Berating Nate in front of the commander, harping on the negative behaviors from the weekend too much
  - Presenting himself as the savior of the weekend "If I haven't jumped in to get you back on track, who knows what the weekend would have been."
  - Outright lying on Nates behalf to cover his mistakes
  - Taking over the conversation about the weekend, leaving Nate as a bystander in the conversation.



## Conclusion

2 min

In summary, we have four main points about leadership to remember in working with cadets.

1. Education and training is the mission, not efficiency or perfection in the final product.
2. Avoid task-centered forms of leadership, the transactional leadership we often see in the adult workplace.
3. Try to develop cadets by using the 4 components of Transformational Leadership: mentor for individual consideration, challenge for intellectual stimulation, inspire to motivate, and model to be the idealized influence
4. And finally, let's try not to allow our own egos to push the cadets from the spotlight