



TRAINING LEADERS of CADETS
INTERMEDIATE COURSE
LESSON PLAN

2.1 Transformational Leadership of Cadets

VERSION:	December 2016 <i>please verify this is the latest version by visiting capmembers.com/TLC</i>
DURATION:	60 minutes approximately, and subtopic times shown in margins below are also approximate
INSTRUCTOR:	A master-rated cadet programs officer or highly experienced CC or DCC is suggested.
KEY QUESTION:	What does it mean to be a “transformational” leader? How can you use transformational leadership to develop cadets?
OBJECTIVES:	<ol style="list-style-type: none">1. Explain why task accomplishment is of secondary importance in the unusual environment of a youth program2. Identify and describe the five forms of leadership discussed in the abbreviated “Full Range Leadership Model”3. Discuss what the 4I’s of transformational leadership would look like in a senior / cadet relationship4. Describe strategies for using transformational leadership when cadets are initiating a project, making mid-stream adjustments, and concluding a project5. Contrast transformational strategies with authoritarian strategies when cadets are initiating a project, making mid-stream adjustments, and concluding a project
SIMPLE OUTLINE:	<ol style="list-style-type: none">1. Starter & Overview2. Development v. Task Accomplishment3. Forms of Leadership4. Transformational Leadership - Overview5. Transformational Leadership in a Cadet Project6. Hazard: The Adult Ego8. Conclusion
READING:	Students will read <i>Learn to Lead</i> , vol. 3, pp. 115-118 in class (handout provided).
ACTIVITIES:	Brief readings; discussions using a case study / scenario (handout provided)
EQUIPMENT:	Hard copies of the reading; butcher paper or white board and markers recommended
INSTRUCTOR CAUTION:	This lesson is comparatively denser than other TLC lessons. The class will have to work through some “leadership 101” foundational issues before getting to the meat of the lesson, transformational leadership concepts and application. Accordingly, if students get mentally lost during TLC, it’s likely to be during this lesson. <i>Therefore, instructors are asked to invest extra attention in reading the lesson plan and thinking through their presentation in advance.</i>



Welcome & Starter

3 min

In Dr. King's early days, his adversaries thought he was focused on black politics. On the surface, the Montgomery Bus Boycott seemed to be a movement concerned with how riders were treated on the buses. In reality, Dr. King was playing a long game for human solidarity, dignity, and civil rights, and his work reverberated beyond the African-American community. He did not merely alter small aspects of daily life in the Deep South; his farsighted leadership transformed America. He led by example, stimulated a world-wide conversation about first principles, and caused people to change long-held values.

The purpose of this class is to look at transformational leadership in the context of a youth-serving program like CAP.

To appreciate the precepts of transformational leadership, we first need to look at other leadership models like laissez-faire, authoritarian, and contingent reward. We'll briefly do that, then discuss transformational leadership, and then apply that learning to a case study. When we end, you should come away with some practical tools for using transformational leadership principles to guide cadets as they attempt to exercise leadership within their program.



Development v. Task Accomplishment

3 min

We're in the development business. If we're running squadron, we're focused on helping the cadet cadre grow as leaders. We don't worry about keeping costs down and using the fewest number of people as a business would.

For example, 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 example to share along these lines?

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 and another 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 obstacle course itself. As mature adults we know better; the mission is leadership development and the obstacle course is just a fun way to grow as leaders. Accordingly, in briefing and debriefing the cadets, we'll want to emphasize virtues like teamwork, communication, and collective problem solving; whether the flight sets a new speed record is beside the point.

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

Forms of Leadership

As a time-saving measure, we're going to examine various forms of leadership by reading a short article about something called the "Full Range Leadership Model." The excerpt is from the cadet's text, *Learn to Lead*. [Have the students read *Learn to Lead*, vol. 3, pp. 115-116](#)

Q1: According to the text, laissez-faire is not leadership. Why?

A1: Sample response. By its simplest definition, "to lead" is to bring someone to a new and better place. Sometimes seniors think that "cadets should run their program," (which is a fine sentiment if you don't take it too seriously) and they wrongly conclude that laissez-faire leadership is the proper way to fulfill the goal of allowing cadets to exercise some autonomy and to learn by doing.

Q2: Going back to our first question about what is more important, task completion or youth development, do you think the transactional leadership methods are the best fit for us?

A2: Transactional leadership is "tit for tat." If your goal is to get the job done and move on, it's often a useful leadership approach, but it only goes so far. People work hard enough to get by and please their boss, but there's not much emphasis on developing new skills or changing how people see the world and changing what they value.

Transition: If profits were our goal, the transactional leadership methods might be useful, but because we're attempting to develop young people into leaders of character, the transactional tools are limited. We need something more.



Note: Slides are available for each category in the Full Range Leadership Model. You may use them as visual aids if questions arise, but as a time-saving measure, the intention is not to cycle through each and "talk to the slides."

Note: The slides reference "Transformational / Servant Leadership." Scholars would say there are subtle differences between the two. For our purposes, they are essentially the same. In fact, using the more familiar term "servant leadership" may aid in comprehension.



Transformational Leadership: Overview

10 min

Let's move beyond that first portion of the Full Range Leadership Model and search for that "something more" we need due to our being focused on developing youth, not maximizing profits. *Have the students read Learn to Lead, vol. 3, pp. 116-117*

Q1: What would the 4I's of transformational leadership look like in a senior / cadet relationship? *[Rhetorical question; go into the next four questions, one at a time. You might want to remain on slide #4 as you ask the following questions, then advance to slide #5 and briefly review any points that the students didn't bring out on their own.]*

Q1a: Individual Consideration?

A1a: Adult as a mentor, displaying empathy for the individual as a unique person of dignity

Q1b: Intellectual Stimulation?

A1a: Adult challenges cadet; appeal not just to feelings but capacity for reason; deep value in learning; incremental progress

Q1c: Inspirational Motivation?

A1a: Adult encourages cadet's vision for CAP and beyond; adult helps cadet realize the world and it's opportunities are larger than what's seen in hometown

Q1d: Idealized Influence?

A1a: Adult as role model, not just on the job, but for the whole person; showing youth how to be a responsible man or woman, how to use freedom

Interim Summary: Think about the best bosses and best teachers you've had in adult life, you probably remember 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 as supervisors (though they were). As Cadet Programs Officers, you're called to be that kind of memorable leader.



Transformational Leadership in a Cadet Project

25 min

Suggested Procedure: *Allow students to work individually or with a colleague or in a small group. Have them read Part 1 of the scenario and be ready to respond to the prompts. Mention that a “good” answer will address the 4I’s of transformational leadership: Individual Consideration, Intellectual Stimulation, Inspirational Motivation, and Idealized Influence. After about 3 minutes, 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

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 2¹/₂ day long project over to you and another senior, though you’re a bit perplexed what is meant by a “bivouac” and what constitutes “training.” You 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 17 or 18. All the new cadets in the squadron are attending – ten airmen, mostly middle school aged.

The next time you see Nate, it’s at a squadron meeting one week prior to the bivouac. Do you meet with him? What do you say and do? What do you *not* say or do?

(True, this bivouac is obviously behind schedule in the planning process, so your leadership will have to deftly balance coaching behaviors in working with Nate and quality control / managerial follow-through to ensure the bivouac achieves at least a basic level of success.)

Part 2

It’s noon on Saturday. You’re at the bivouac and the group has just finished lunch, so you’ve seen Nate in action at the bivouac for about 4 hours last night, plus about 5 hours this morning. 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.

Part 3

The bivouac is over. 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. What do you say and do? What do you *not* say or do?

(Again, this bivouac was obviously behind schedule in the planning process. Nate should have been instructed in advance on the need for and process involved in doing a thorough debriefing, so your leadership will have to deftly balance coaching behaviors in working with Nate and managerial follow-through to capture some basic feedback about the activity to improve for next time.)

Scenario: Sample Responses

Answers will vary but should involve meeting with Nate in a semi-private setting, addressing some of the following issues, and using a couple of the transformational leadership components: individual consideration, intellectual stimulation, inspirational motivation, and idealized influence.

Part 1

Individual Consideration. Acknowledge that you know this bivouac is important to Nate; ask him to explain why that is so. Throughout your dealings with Nate, remember that you're dealing with a rookie, so assume good faith on his part and be as supportive as possible. Try to say "yes" to any requests he makes.

Intellectual Stimulation. Although Nate lacks a written plan or even a schedule, prod him for details. "Right now, tell me what's going to happen, one hour at a time. Tell me who will be leading each event during the weekend, how they'll lead it, and what supplies they'll use." Ask the right questions so that in effect Nate develops a basic operations plan.

Inspirational Motivation. Nate has long wanted to have a bivouac, so recognize that and show you're fully supportive of that goal. The activity has been approved by the commander, though it has not been planned as thoroughly as it should have been; don't let that inadequacy dominate your interactions with Nate – stay positive.

Idealized Influence. The lack of planning is an issue, so model good managerial behavior while trying to keep the spotlight on Nate, not yourself. Sit down at the computer together and start typing out the first portions of an operations plan, based on his oral descriptions to you. After you get it started, stand up, let him take over the keyboard, and continue orally leading him through a planning process.

Part 2

Individual Consideration. Re-acknowledge Nate's personal interest in the bivouac. "You've long wanted this bivouac. Is it as fun and challenging as you hoped?"

Intellectual Stimulation. Challenge Nate to see the activity from the airmen's perspective. "What are the cadets doing? Are they succeeding? Are they learning? Are they having a good time?" Prod for specifics. Follow-up to his answers by asking "Why?" Try to use this simple,

non-threatening line of questioning to cause Nate to realize the airmen aren't succeeding and that he and his NCOs need to be much more hands-on in their leadership. Ask Nate lots of questions; don't just dictate to Nate a litany of his failures.

Inspirational Motivation. Ask Nate, "What's going to make this awesome? What can we do to take this bivouac up a notch?" Use questions like those to show your commitment to his goals and aspirations. If necessary, prod him with some suggestions for making the bivouac more productive. Ask him directly to make a promise to improve by doing 2 or 3 specific things based on the discussion above (ie: less chit-chat at the fire, more time directly helping the airmen, closer adherence to customs and courtesies, etc.). Stay positive; don't allow your constructive criticism to become negative.

Idealized Influence. Model the right behaviors. Go out of your way to address Nate and his NCOs by their proper grades so that they'll stop using first names. Be seen helping the airmen with their tasks, modeling the coaching behavior you want Nate and the NCOs to display.

Part 3

Individual Consideration. Again, acknowledge that the bivouac was Nate's dream. Thank him for his enthusiasm and credit his persistence with making the bivouac possible. Remember that you're working with a rookie. Convey to Nate that you understand he's still very new to the challenge of planning big activities and that you'll help him grow as an activity leader / planner / evaluator.

Intellectual Stimulation. Ask Nate to share a couple good memories from the bivouac, to relay a couple successes that occurred. Also ask him to share a couple ideas on how to improve for next time. Remind him of the mid-course correction talk and prod him to continue discussing the bivouac along those lines. Limit to 3 the number of things he should try to work on for next time so as not to overwhelm him. Throughout, use your questions to help him tell the story of the bivouac to the squadron commander; lead him through the debrief. Ask Nate lots of questions; resist the urge to deliver the debrief yourself; allow Nate to come up with the conclusions.

Inspirational Motivation. Ask Nate directly to make a promise to improve by doing 2 or 3 specific things based on the discussion above (ie: less chit-chat at the fire, more time directly helping the airmen, closer adherence to customs and courtesies, etc.). Write down those promises; shake hands and/or have him sign to emphasize that he's making a commitment (use that commitment as a motivator). Focus on the positive; don't let the constructive feedback get too negative.

Idealized Influence. Model the right behaviors. Show your written notes and mention that you're keeping them in a folder on your computer to refer back to and improve the next activity. During closing formation, publicly commend Nate and his NCOs for the things they did well at the bivouac.

Interim Summary: Throughout this process of coaching Nate as the project begins, at mid-course, and in a debriefing, we're consciously trying to use the 4I's of transformational leadership. That'll help him develop leadership skills and see his roles and responsibilities from a different angle.



Hazard: The Adult Ego

5 min

Before closing, 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's ego 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; respondents should 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 possessive

W.I.W.A.C. The adult's stories begin, "when I was a cadet . . ."

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.



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