PART 2

Airport Leadership Development Program Curriculum

SECTION 1 Program Facilitator Guide

77 Module I Leadership Concepts
94 Module II Leadership Fundamentals
121 Module III Leadership Execution

SECTION 2 Suggested Program PowerPoint Slides and Notes

SECTION 3 Program Participant Workbook

SECTION 4 360-Degree Feedback Facilitator Guide and Materials
Program Facilitator Guide

Introduction

This guide provides all the materials, information, and references needed to facilitate the Airport Leadership Development Program. Be sure to review all the materials and read the referenced information prior to delivery of the course. It is recommended that a dry run of the course be conducted prior to delivery to a live audience.

The facilitator guide is designed for facilitators to identify the key points and background information, directions for activities, and preparation needed to conduct a successful leadership development program. The materials include lists of multimedia resources, books, and other research materials used to develop this course. The facilitator should review all articles and multimedia links to become familiar with the content in order to present it well to the audience. The guide also includes a script that corresponds to each slide as well as the reference to the supporting materials and participant’s workbook.

The Airport Leadership Development Program is designed to be led by a facilitator and attended by a group of course participants. Optional additional roles include a 360-degree feedback survey administrator and guest speakers for specific topics on content.

Aviation Background Preparation

If the participants in the course are coming from different airports, some of the nuances to keep in mind when preparing are level of responsibility of the individuals, degree of latitude, customers and communities represented, and the individual’s ability to provide control. All airports follow federal rules and regulations for safety and security; however, airports can be governed within different structures. The structural governance differences may affect the participant’s responses and discussions for some of the content of the course. Specific areas in the content in which to be mindful of these differences include relationship building, performance management, building culture, strategic planning, and goal setting.

The different governance structures may include airports operated by an authority or airports operated by a city or county. Authorities are independent entities with greater ability to effect change and operate separate from the city or county in which they reside. They are still public institutions, and all internal information is public knowledge. Airports operated by a city or county are government institutions and abide by government processes, procedures, and standards for hiring, managing, and terminating employees. They may also have direct authority over the appointment of the executive director as well as influence over the operating strategy of the airport. In these circumstances, there are limitations and boundaries to the complete leadership and development of an independent culture that can be developed at an airport that is guided by
another body. However, all the content of the course is still applicable regardless of the governing structure since it can still be applied to the working group within the leader’s span of control.

There are some specific points influenced by the governance to keep in mind and include in the appropriate section of materials:

**People:** Hiring can be dictated by civil service practices such as exams, or can be restricted due to an overall government freeze on positions; existing government employees may be required for employment within a classification due to seniority; hiring can be assigned to personnel with near-term retirement, with their retirement benefits being charged to airport enterprise fund, or to near-term retirees who are holding positions from emerging leaders.

Salary structure may have governmental parameters based on classifications and comparison to other governmental positions, may not permit being competitive with industry salary structures.

Salary levels may be regulated by local government policy and are not necessarily competitive with salary levels for similar positions in the private sector.

Performance management tools and practices include bargaining unit negotiations, which are not likely to be environment-specific enough to aviation-related and management rights. Union membership may be greater and possibly stronger in airports with governmental structure versus independent authority.

Benefits are often contingent of the benefit packages offered by the local government, which can add savings due to numbers, although this does not permit as much flexibility in contracting and negotiating terms. Some governmental structures have an inability to self-insure or modify or reduce benefit offerings to be more progressive or reflective of their workforce.

**Operating Practices and Processes:** Use of technology systems can be determined and these can be procured through the city or county with oversight for the airport. Hardware and software systems, timekeeping programs, and accounting software may all be adopted for common use across the entire city or county and may not be customized to the operations of the airport. Communication and information sharing practices will likely be determined for the entire city or county and adopted in the airport as well.

Work rules and regulations that are not aviation-specific will be standard across the entire city or county offices, including safety standards, dress code, smoking policy, and OSHA requirements. The same will be true for operating rules and regulations that are not aviation-specific.

**Financial:** Governmental entities may have competing priorities and desire other government services to receive benefits from the airport without paying full cost. In many instances enterprise funds are established for airports, although there are some governmental entities that do not fully agree that the airport should not pay for city or county services it does not benefit from.

Interest rates can be affected by government financial standing for capital project financing. There are fewer flexible investment opportunities within a government structure, and procurement tends to be less flexible as well.

**Customer and Community:** The airport’s image and branding in the community is directly linked to the government entity. This may affect hiring practices and overall performance management. Within the government entity there may also be political influences. Because government is frequently changing with elected officials, challenges include people, relationships, priorities, and level of interest that are periodically shifting. This can affect the strategic planning and strategy execution when what is important today may not be as important tomorrow based on the players. Community business partnerships may be influenced by other government
contracts and agreements—the airport may have been a bargaining chip. Internal and external communications are monitored because messages conveyed have to be transparent. Media interaction and engagement may be with the city or county rather than airport-specific.

Use these key points to adjust the dialogue that may occur during delivery of specific sections of the curriculum. Keep in mind that participants may feel stuck because of some of the governing circumstances in their specific situations. The facilitator will need to help them arrive at solutions within their individual span of control for application in their roles.

**Participant Preparation:** The participant materials include worksheets to support the content of the course. The facilitator will need to be familiar with all of the material provided in the participant workbook. Prior to attending the Airport Leadership Development Program, the facilitator may require participants to read articles or studies on leadership to become familiar with topics and be prepared to discuss ideas in class.

Recommended articles as pre-read assignments include current events found in the *Harvard Business Review*, those related to industry issues, or any such literature that may be considered relevant to a facilitator.


All of these recommended assignments can also be used as post-course recommendations for follow-up learning.

**Curriculum Format and Contents**

This curriculum is made up of three modules:

**Module I: Leadership Concepts:** 360-degree feedback delivery, self-management, leadership brand, leadership journey, and followership.

**Module II: Leadership Fundamentals:** Communication, conflict resolution, critical thinking, decision making, building a business case, and negotiation.

**Module III: Leadership Execution:** Strategic planning, goal setting, building culture, performance management, team building, meetings, relationship building, power and influence, crisis communication, strategy execution, and change management.

The entire Leadership Development Program was designed to be used with both emerging and existing leaders. Module I is also to be used with both emerging and existing leaders. Module II is to be used for emerging leaders or as a prerequisite for existing leaders who have not had previous formal leadership development training. Module III is to be used for existing leaders. The three modules do not necessarily need to be delivered sequentially, and Modules I and III can be delivered together in the same time frame without Module II.

All three modules can be delivered to the same audience multiple times on an annual basis using different scenarios for applying the concepts learned in the content. Based on growth and current circumstances, the materials can be good refreshers and may be relevant in a different way than previously learned.

The curriculum as written is intended to be delivered in sequential days and in a classroom setting. The course could be delivered in components using online delivery tools with minor
adjustments to the materials. An alternative delivery option is to deliver in a blended approach of online via webinar and face-to-face via classroom.

To translate the materials to be delivered online, a review of the facilitator’s guide and select sections of the presentation slides as well as the activities should be evaluated to identify which material can be presented asynchronously. Any activities, such as the assessment centers, are meant to be worked on in collaborative groups. These can also be facilitated virtually; however, thoughtful preparation should be conducted prior to delivery in this manner.

Keep in mind that online delivery will require specific hardware and software access by the participants, and the ability for all users to access the course materials should of course be ensured.

The following materials are provided as part of this curriculum:

**Leadership Development Program PowerPoint Presentation Deck:** The presentation deck is intended to be used to supplement the delivery of the course and is provided on the CD-ROM that accompanies this report. Slides should be presented as the facilitator reviews and discusses the content of the slide. The presentation deck is not intended to be used as individual reading material for the participants.

**Program Facilitator Guide:** The Program Facilitator Guide is designed to assist the course facilitator in preparing the course for delivery. The guide includes descriptions of topics and background information that may be helpful for the facilitator. Accompanying the guide is a CD-ROM that includes the Microsoft PowerPoint presentation slides and notes, which include a sample script for describing each slide and facilitating the course activities. The guide and CD-ROM should be examined in their entirety prior to delivering. It is also suggest that the facilitator present a dry run as practice prior to delivering to a live audience for the first time. It also includes sample communications for the participants, reference materials, and supplemental background information that may be helpful in preparing to deliver the course. It should be read in its entirety prior to delivering. It is also suggested that the facilitator present a dry run as practice prior to delivering to a live audience for the first time.

**Leadership Development Program Participant Workbook:** The participant workbook is intended to be presented to the participants as they begin the course. It includes figures, charts, and activities for the participant to use when following along with the instruction.

**Leadership Development Program 360-Degree Feedback Facilitator Guide and Materials:** The 360-degree feedback survey tool and report are optional components to the course materials. The pilot participants for the program found great value in having the results of the 360-degree feedback as they began the course. The 360-degree feedback concept is relatively new to the aviation industry and must be implemented thoughtfully in order for it to be effective. The facilitator guide explains how to administer the survey, capture results, and deliver the reports to participants.

**Leadership Development Program 360-Degree Survey Question Bank:** The question bank, which is included as Appendix B of the 360-Degree Feedback Facilitator Guide, includes the survey questions, which are correlated directly to the course content.

**Leadership Development Program 360-Degree Feedback Report Template:** The template, which is included as Appendix B of the 360-Degree Feedback Facilitator Guide, is an optional tool to capture and display the results from the surveys completed.
Leadership Concepts

This module presents topics associated with the concept of leadership. This module is intended for those who are training for a leadership role and for current leaders who desire to see their roles from a fresh perspective.

Objectives

• Increase awareness of self and environment.
• Identify key attributes of self-managed leaders.
• Identify different leadership styles.
• Map skills associated to leadership styles.
• Draft leadership brand statement.
• Develop personal development road map.

Topics

• Defining leadership.
• Leadership versus management.
• Challenges to effective leadership.
• The personal leadership brand.
• Leadership styles.
• The leadership journey.
• Leadership passages.
• Followership.
• Self-management.

Activities

• Review of 360-degree evaluation.
• Brainstorming interpretations of leadership.
• Identifying individual and organizational challenges.
• Developing a personal leadership brand.
• Identifying appropriate leadership styles.
• Considering your strategic vision.
• Describing your leadership passage.
• Identifying the characteristics of your airport's job descriptions.
• Taking the followership quiz.
• Brainstorming key attributes of self-management.
• Drafting your leadership road map.
Introduction

This module introduces the concept of leadership. The definition of leadership and the discussion of the difference between leadership and management set the context for the entire curriculum. This topic also sets the tone for the discussions and sharing of information expected to occur.

The objectives of this module are to:

- Increase awareness of self and environment,
- Identify key attributes of self-managed leaders,
- Identify different leadership styles,
- Map skills associated to leadership styles,
- Draft a leadership brand statement, and
- Develop a personal development road map for leadership.

While self-awareness is preparation for growth, self-management is the application of developmental opportunities for continuous improvement in attitudes, abilities, skills, and knowledge. Demonstrating strong self-management establishes the leadership style.

Self-management also includes the willingness to accept and apply feedback. It means having a clear vision of one’s values and ethics and the ability to stay true to one’s self regardless of surrounding influences. Self-management also determines the boundaries for the way one will treat people and subsequently how one will be treated by others.

In the journey of self-awareness, awareness of personal strengths and weaknesses and what can be done about them should be evaluated. The leader should also start to become aware of the external cues that are happening that may indicate the positive as well as negative characteristics of a leadership style.

This is the beginning of the personal leadership journey. A leader is constantly being watched by his or her colleagues. A leader has a responsibility to impart wisdom to others through behavior as well as words.

Good leaders:

- Are lifelong learners,
- Focus on continuous improvement,
- Stay current regarding personal competencies,
- Build a network,
- Look for opposite points of view,
- Join organizations outside of their organization,
- Are willing to broaden their perspectives,
- Read,
- Learn from their mistakes,
- Find a trusted resource who will be honest with feedback (personal coach or mentor), and
- Listen.

Activity: Review of 360-Degree Evaluation. If a 360-degree evaluation was performed on the participant going through this curriculum, it is suggested that a review of the findings of the evaluation be discussed before proceeding. The participant having a clear understanding of his or her leadership strengths and weaknesses and an opportunity to discuss or identify any challenges within his or her role within the organization would be beneficial for leadership growth.
Topic: Defining Leadership

Leadership by its very nature has historically been very difficult to concisely define. Leadership may be defined, for example, as the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. While this definition may be thought of as comprehensive and concise, it may also be considered vague and open to interpretation. In the airport environment this definition may have the following interpretations:

The process of social influence may be:
• Providing a common mission that has the buy-in of the organization;
• Having effective incentive (and sometimes disciplinary) programs; or
• Ensuring positive relationships with the airport board, tenants, and constituents.

The support of others may include:
• Airport operations and administrative staff;
• Contractors;
• Tenants; and
• The airport board, city manager, and elected officials.

The accomplishment of a common task may be:
• The safe and effective operation of the airport on a daily basis,
• Planning for airport expansion,
• Handling unusual or emergency conditions, or
• Achieving optimal organizational effectiveness.

Activity: Brainstorming Interpretations of Leadership. Brainstorm other interpretations of the definition of leadership that would be directly applicable to a particular airport environment.

In some instances, effective leadership may imply effectively taking the mission of the organization in a different direction or reorganizing the organization in the hope of a more effective or financially healthier direction. Leadership may imply ensuring that a singular message is communicated from the organization, particularly in times of change, emergency, or hardship. An effective leader may be thought of as the person that bonds the organization together and takes the organization in a direction that provides for increasingly successful performance.

As the definition also implies, leadership is an art, not a science. There are no equations in which data are entered and an answer is provided, and, as also implied by the definition, what constitutes leadership is up for interpretation. While there are common tools for effective leadership, every organizational environment is different, particularly within the airport industry, and every leader must develop his or her own individual style to meet the organization’s needs.

Regardless of the environment, some leadership characteristics remain consistent. Leadership involves the use of power and influence. Power is defined as the ability to influence. Influence is defined as altering people’s beliefs or behaviors. Effective leaders have three basic skill sets to use to develop power and influence in the organization. These skill sets are:

1. Technical (knowledge),
2. Administrative (skills), and
3. Interpersonal (behavior).
The role of a leader is to use these skill sets to inspire, delegate, develop, and coach employees. Different situations require different leadership roles. On some occasions, leaders will need to provide specific instructions and close supervision; on some occasions, leaders will need to explain their decisions and provide clarification; on some occasions, leaders will need to share ideas and facilitate decision making; and on some occasions, leaders will need to turn over responsibility for decisions and implementation to someone else. Delegation of responsibilities is a tremendously important administrative skill for leading larger organizations such as airports.

The leader will also use these skill sets to influence the organization’s partners. Here too, different situations will require varying uses of these skill sets. On some occasions, such as when working with contractors, effective technical knowledge may be used to exert influence over projects that require adherence to specific design guidance, such as airfield construction. On other occasions, such as communicating with the local community, interpersonal skills will need to be emphasized.

In almost all instances, the sole use of one of the leadership skill sets discussed will not result in effective leadership. This is often revealed when new airport leaders are put in their positions with formal training only in the technical area of airports. While airport operations staff and even mid- to upper-level management may have been successful in their previous positions, their performance once placed in leadership roles becomes highly challenged without effective training and education in the other two skill sets. This situation often leads to the realization that leadership is not simply management.

**Topic: Leadership Versus Management**

There is often confusion between the concepts of leadership and management, and hence the terms are often used interchangeably. However, the terms should be thought of as having very different core meanings. Management simply refers to the planning and oversight of existing tasks. Such tasks may be components of a certain project or part of the operational process of meeting the mission of an organization. Management does not imply the process of social influence.

Because of the confusion between the meanings of management and leadership, management tools are often applied toward leadership goals, with little positive result. For example, the use of technology tools and devices, such as digital calendars, project management software, and even communications tools such as e-mail, should be thought of as management tools, not tools for effective leadership. These tools, while they do help manage tasks, rarely are effective in creating social influence in an organization.

Leaders must be present, not absent behind technology, in their positions and must be effective in direct engagement with their organizations. This leads to an interpretation of the definition of leadership as “the art of mobilizing others through power and influence to achieve shared aspirations.” Leaders often achieve this power initially by defining what is known as their leadership brand.

**Topic: Challenges to Effective Leadership**

Challenges to effective leadership may be thought of as falling into two distinct categories:

1. **Individual challenges**: Challenges that exist, either within an employer or with the leader him- or herself, associated with one’s personal skills, talents, strengths, and weaknesses, or those external circumstances that, regardless of a particular organization, affect the ability to effectively lead.
2. **Organizational challenges**: Challenges that exist externally from an individual but internal to the organizational structure, such as regulatory or political issues, physical or financial
constraints, or interpersonal organizational relationships (although relationships within an organization are often attributed somewhat to individual challenges as well).

Individual challenges found among airport leaders and leaders (and their employers) in all types of business organizations include:

- Difficulty or uneasiness with continuous change;
- Time management;
- Speed and responsiveness toward task completion or strategic evolvement;
- Adaptability, flexibility, and resilience in the face of a multitude of external conditions;
- The ability to be effective in collaborative efforts;
- Balancing workload;
- Maintaining sufficient levels of energy or enthusiasm; and
- Inertia (the tendency to slip back to normal, perhaps unproductive, activities or circumstances).

Organizational challenges found among airports and other public-sector (and often private-sector) organizations include:

- The need to adapt to external threats to safety and security (such as the potential for terrorist attacks, aircraft accidents, etc.);
- The aging of the workforce;
- Industry restructuring;
- Changes in technologies;
- Operating in a new social media environment;
- The regulatory and political environment at the federal and local levels;
- Financial constraints;
- Partnering with external organizations (airlines, concessionaires, etc.);
- Matching organizational requirements with staff of particular skill sets; and
- Operating among highly varied organizational environments, ranging from unions to industry stakeholders.

**Activity: Identifying Individual and Organizational Challenges.** One method of gaining self-awareness, establishing strong self-management skills, and developing a leadership brand is to identify the challenges associated with one’s organization, or in particular, one’s position within an organization. Establishing a list of these challenges and investigating why they are challenges and how one currently reacts to such challenges will serve as a basis for leadership growth.

Participants in this curriculum are encouraged to list the individual and organizational challenges for their airport organizations.

**Topic: The Personal Leadership Brand**

Every leader has a personal leadership brand, and the intent of this topic’s discussion is to assist in becoming aware of what the leader’s brand is and what he or she would like it to become. A personal leadership brand is the thoughtful way the leader chooses to create a leadership identity in order to be in a position for success in the current environment. A personal leadership brand may be thought of as the leader’s own personal marketing package. Every leader has a brand, whether it is thoughtfully developed or promoted or it is developed or promoted on its own. Wise leaders know how to create and use their brand as part of their leadership style.
The results of 360-degree feedback reports or other self-evaluation rubrics will help the leader understand the brand he or she is projecting.

Developing a leadership brand goes beyond building on strengths. In developing a leadership brand, the strengths that are actually of value to the organization should be identified. In addition, the leader’s leadership brand should be developed to most effectively align with the vision of the organization. For example, if an airport is positioning itself to be a leader in international service in a large city, the brand of the leader should be one of effective multicultural knowledge and appreciation. If, on the other hand, an airport has the mission of becoming a preferable alternative airport in a region, a leader might develop a brand of being highly sensitive to customer needs. If an airport has a very friendly and cooperative staff, the leadership brand of the airport director might be developed into being accepting of communal-based decision making. Conversely, if the airport organization is fraught with division, an airport director’s brand that reflects strong and convincing authority may be warranted. Developing a leadership brand is based on a unique combination of individual and organizational strengths and challenges.

In developing a personal leadership brand, the following questions should be asked:

- Organizational input
  - What is the current mission of the organization?
  - What are the organization’s strengths?
  - What are the organization’s challenges?
  - What are the results desired for the organization in the near future?
- Individual input
  - What is the legacy you would like to leave?
  - How do you want to be perceived within the organization?
  - What words or phrases best define your identity within the organization?

Finally, the following statement can be used as the basis for developing a personal leadership brand by filling in the blanks:

“I want to be known for being _______________ so I can deliver _______________.

**Activity: Developing a Personal Leadership Brand.** Answer the personal leadership brand development questions in this section. Then, reflect on the questions to draft a short paragraph that would best describe the leadership brand most desired for the organization.

**Topic: Leadership Styles**

There are as many interpretations of leadership style as there are definitions of leadership. For the purposes of this curriculum, this section references leadership styles defined by Goleman in “Leadership That Gets Results” (Goleman, 2000) that are highly applicable in the airport environment. The purpose of identifying these leadership styles is to understand that a leader may need to apply different styles to different circumstances. Typically, an individual has a primary leadership style along with multiple backup styles. A leadership style tends to develop over time, and may grow to use all of the skills associated with each style for differing situations.

The six leadership styles are:

1. **Directive leadership:** leadership that demands immediate compliance,
2. **Engaged leadership:** leadership that mobilizes people toward a vision,
3. **Coaching leadership:** leadership that develops people for the future,
### Table 1. Six leadership styles and associated skills.

<table>
<thead>
<tr>
<th>Leadership Style</th>
<th>Associated Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directive</td>
<td>Driving—the ability to marshal resources and direct energy toward achieving goals.</td>
</tr>
<tr>
<td>Directed</td>
<td>Motivating—the ability to identify and address the desires of others.</td>
</tr>
<tr>
<td>Coaching</td>
<td>Teaching—the ability to bring others along a path of learning a new skill or domain.</td>
</tr>
<tr>
<td>Democratic</td>
<td>Collaborating—the ability to respond to others and build on their contributions with one’s own perspectives.</td>
</tr>
<tr>
<td>Affiliative</td>
<td>Empathizing—the ability to understand the feelings and states of mind of others.</td>
</tr>
<tr>
<td>Expert</td>
<td>Mastering—the ability to turn new knowledge into a domain of expertise.</td>
</tr>
</tbody>
</table>

4. **Democratic leadership**: leadership that builds consensus through participation, and
5. **Affiliative leadership**: leadership that creates emotional bonds and harmony, and
6. **Expert leadership**: leadership that expects excellence and self-direction with little direct oversight. (George and Sims, 2007. *True North*)

Great leaders are capable of using a different leadership style for different environments and situations.

Table 1 further defines these six leadership styles, showing skills that maybe associated with each skill.

These styles will be referenced throughout this curriculum. It is important to remember that no style is better or worse than another. The right style is the style that best matches the circumstance. The right style for a given circumstance, may, in fact, be different for different leaders.

**Activity: Identifying Appropriate Leadership Styles.** Think about and note different circumstances at an airport where one of the leadership styles mentioned in this section may be warranted. For each circumstance, identify the most appropriate leadership style, understanding that the best leadership style may be different for different individual leaders. Also, describe why the leadership style chosen is the best style for the circumstance. This exercise will make evident the different situations that exist at airports and demonstrate the appropriate use of the six leadership styles.

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**Topic: The Leadership Journey**

A **leadership journey** is the continuous life cycle of leadership within an organization. This is the fundamental process of leadership that will be repeated over and over and is evidenced in strategic planning, implementation of new initiatives, processing new information, organizational changes, development of goals, and management of operations for the organization.

Figure 1 illustrates the leadership journey. This figure will become the touchstone for the conversations within the course. The application of this illustration will be repeated at the end of each topic for review and to allow leaders to identify their own leadership journeys. The skills needed to perform these functions are represented in the middle of the figure.

Figure 1 should be referred to in two ways. The first is to understand each element or phase of the journey. The second is to appreciate that the journey should be viewed as a whole, where each phase is integrated, coordinated, and in many ways interdependent with the others.

For example, attempts at leadership will often have a tendency to focus on the strategic vision phases and jump directly to strategic execution, completely neglecting the critical phases of socialization, commitment, and engagement of ideas. This incomplete appreciation for the leadership
journey as a whole often results in fits and starts of strategic initiatives or organizational changes that never gain traction. This also establishes a pattern of behavior that is unproductive and disengaging for the organization’s employees.

Often, leaders attempting to implement strategic initiatives or organizational changes have forgotten that they individually have gone through the entire process of developing strategic initiatives, as well as socializing, committing, and engaging with these initiatives, and expect others to be introduced to a vision and begin executing immediately. Not allowing the entire organization to follow the entire journey may in fact set the organization up for failure. What leaders simply need to do is slow down and proceed through each phase of the journey with the organization. If a slow and steady process is applied, the result is often a much more rapid execution of strategic vision because the entire organization will be committed and engaged in the process.

**Activity: Considering Your Strategic Vision.** Consider a strategic vision that you desire to implement at your airport. Given this strategic vision, write down the various players in the organization that you may need to bring on board to the leadership journey to bring your strategic vision to execution by the entire organization. Consider not only your staff but your tenants, sponsors, stakeholders, and community partners in this process.

Understand that while the leadership journey as a whole is critical, it is also important to further define each phase of the journey.

**Developing the strategic vision:** A process typically undertaken by an individual leader or a small group of executives that develop an initial vision for the future of the organization. This vision may range from small modification in an operational segment of the organization to an entirely different mission for the organization. It is important to note that this phase does not
result in the final vision for the organization, only the initial development. Maturity of the vision occurs within the socialization phase.

**Socialization:** The process of developing the relationships within the organization that will lead to maturity, acceptance, and eventually ownership of the vision. The process of socialization is based on effective communication with the members and key stakeholders of the organization, receiving input and feedback from these participants, and effectively allowing all stakeholders to participate in the ultimate development of the vision.

**Commitment:** The process of establishing commitment to a strategic vision through ingrain- ing the vision into the culture of the organization. This cultural integration tends to occur almost immediately after an effective socialization phase. If the entire organization has participated in the visioning process through socialization, the entire organization will take ownership of the vision, and ownership is often implicitly integrated into the culture.

**Engagement:** The process of implementing the strategic vision, which will clearly be a new direction for the organization, through effective change management. While the commitment phase ensures acceptance of organizational or operational changes, implementing of such changes can lead to challenges, requiring effective change management. This is accomplished by managing the pace of change, as well as managing any challenges that occur during this phase.

**Strategy execution:** Upon accomplishment of the previous phases, the execution of a new strategy is accomplished, with effective monitoring and making minor corrections when necessary.

The leadership journey is sometimes thought of as being similar to the sales process. A leader may be considered a salesperson who is constantly selling strategic priorities, ideas, and changes to the organization. Leadership happens because employees do not recognize the need to replace old ideas as quickly as leadership typically does. As such, organizations may need to be sold on the new ideas. Moving staff through the leadership journey gets them through the recognition of need to do things differently and gains momentum for execution.

This journey is a continuous process. It is the primary task, as well as responsibility, of the leader to effectively lead the journey for all the initiatives that the organization may be pursuing.

**Topic: Leadership Passages**

This section defines the concept of leadership passages that leaders develop through. Much as college students will develop as they pass through a defined curriculum, or as airport employees will develop as they pass through orientation and training programs, leaders pass through various stages of leadership development. While these passages are far less formally defined and structured than training or orientation programs, it is important that they be illustrated.

Leadership skills need to change for each passage taken in a leadership path. As professionals move from one leadership position to the next, it is critical to review the skills and experience that have been gained from previous roles and then identify the skills necessary to succeed at the new level of authority and span of control. One area identified as critical to the development of leaders in the airport environment is to differentiate the skills needed to lead successfully at each level of leadership. Despite the relative apparentness that leading an entire airport organization requires a different and entirely new set of leadership skills from those of leading a small operations department, often it is the case that the leader of an operations department will get promoted to the director position, particularly at smaller airports. Furthermore, without any additional awareness of the concept of leadership passages, the leader in the new position is expected to successfully lead without any problems. Understanding the concept of leadership passages has not occurred in the airport industry, and the concept is new to organizations in
general. Leading the effort to understand the concept of leadership passages has been the work of Charan, Drotter, and Neal in their text *The Leadership Pipeline* (Charan, Drotter, and Neal 2011).

The leadership passage concept is based on four key development stages pertaining to any given level of leadership:

1. Determining the span of control for a given leadership level.
2. Identifying key responsibilities of the leadership level.
3. Creating a development plan.

**Activity: Describing Your Leadership Passage.** For your current leadership role, describe Stages 1 and 2 of your leadership passage through this position. Identify your span of control and your key responsibilities at your leadership level. Doing so will allow you to effectively apply Stage 3 and find an appropriate mentor for Stage 4 of the leadership passage process.

While it is understood that every airport, and in fact every organization, is unique, there are certainly commonalities associated with different levels of leadership. Furthermore, for each of these levels, while the individual elements of the leadership passage are unique, the process of understanding and applying the four key development stages is similar for all leadership levels.

Charan, Drotter, and Neal describe characteristics of various job titles that are associated with leadership roles through leadership passages. While these roles are not the only positions for which there are leadership responsibilities, they are comprehensive in the characteristics found in all leadership positions.

**Supervisor:** A frontline manager, with direct responsibilities for leading a team to perform defined tasks within the organization.

**Manager:** Direct superiors to supervisors, with responsibilities for setting the tasks that a supervisor will then manage on a day-to-day basis.

**Director:** A direct overseer of multiple departments, often outside of the director’s core area of expertise.

**Vice president:** Leader with the first level of strategic responsibility and authority for integrating and coordinating multiple functional areas of an organization.

**Chief operating officer (fiscal, information, technical, or other):** Person responsible for an operating element of the entire organization.

**President/chief executive officer:** Person with the highest level of operational and strategic leadership, responsible for setting the vision and culture of the organization.

Figure 2 illustrates these roles by way of a leadership passage pyramid. Each level of the pyramid has direct oversight of the level immediately below it and indirect oversight over all levels below it. Note that above the pyramid are those groups of people who ultimately provide guidance to the top of the organization. Such groups include, in the case of an airport, the airport board, elected officials, community partners and constituents, and of course, the airport’s customers and tenants.

Tables 2 through 7 summarize the roles and responsibilities of, skills required for, and pitfalls associated with these described positions. These tables are designed to help discriminate and differentiate between the leadership requirements for each position of leadership within the organization.
Table 2. Supervisor.

Description: Individual contributions are still part of the duties of a first-line manager, but they must be balanced with management of others.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Skills to Develop</th>
<th>Pitfalls/Signs of Incorrect Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivate and coach.</td>
<td>Current and near-term focus.</td>
<td>Fail to reallocate time from doing work to getting work done through others.</td>
</tr>
<tr>
<td>Selection of people.</td>
<td>Manage boundaries that separate units that report directly with other parts of the business.</td>
<td>Cannot allocate all of their time to putting out fires, seizing opportunities, and handling tasks themselves.</td>
</tr>
<tr>
<td>Delegate work and empower frontline employees.</td>
<td>Begin to think beyond department into strategic issues to support overall business.</td>
<td>Stress among individual contributors.</td>
</tr>
<tr>
<td>Culture setting (by example: positive attitude, core values).</td>
<td>Coaching and mentoring.</td>
<td>Available capacity in individual contributors.</td>
</tr>
<tr>
<td>Relationship building up, down, and sideways for team’s benefit.</td>
<td></td>
<td>Fixing mistakes of others rather than teaching.</td>
</tr>
<tr>
<td>Communication.</td>
<td></td>
<td>Focus on past.</td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan work – projects, budget, workforce within span of control.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimize doing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage to plan and budget.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure work of others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set priorities for team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frontline employee performance monitoring and accountability.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current, immediate, and short-term focus.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Suggested development opportunities:

DiSC (or another personality profile; DiSC is a branded personal assessment tool, with “DiSC” standing for dominance, influence, steadiness, and conscientiousness, the four primary characteristics the tool uses to describe one’s personal or leadership traits), goal setting, performance management, communication styles, time management, resource planning, coaching and mentoring, project management.
Table 3. Manager.

Description: Where the company’s management foundation is constructed. Managers must become pure management, taking responsibility for managing existing tasks, projects, or cultures, but not leading cultural or strategic change.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Skills to Develop</th>
<th>Pitfalls/Signs of Incorrect Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Participate in teams with directors.</td>
<td>May have skipped first-line management.</td>
</tr>
<tr>
<td>Selecting people to become first-line managers.</td>
<td>Participate in business meetings.</td>
<td>Tries to retain individual contributions, which instills the wrong values and confusion in team.</td>
</tr>
<tr>
<td>Measure progress and coach first supervisors and superintendents.</td>
<td>Work with directors outside functional area.</td>
<td>Inability to differentiate those who are expert contributors and those who can lead.</td>
</tr>
<tr>
<td>Collaborate and support other managers when opportunities occur.</td>
<td>Increased managerial maturity—thinking like a director instead of manager.</td>
<td>Difficulty delegating.</td>
</tr>
<tr>
<td>Manage boundaries that separate units that report directly and with other parts of the business.</td>
<td>Adopt a broad, long-term perspective.</td>
<td>Single-minded focus on getting work done.</td>
</tr>
<tr>
<td>Begin to think beyond department into strategic issues to support overall business.</td>
<td>Future focus; sustainable competitive advantage.</td>
<td>Failure to build a strong team.</td>
</tr>
<tr>
<td>Return first-line managers to individual contributors if appropriate.</td>
<td>Review plans and proposals from a functional ability to get things done.</td>
<td>Poor performance management.</td>
</tr>
<tr>
<td>Current and near-term focus.</td>
<td>Focus on what can be done.</td>
<td>Choosing clones over contributors.</td>
</tr>
</tbody>
</table>

**Management**

Assign managerial and leadership work to supervisors and superintendents. Hold supervisors and superintendents accountable for managerial work.

Suggested development opportunities:

Leadership development, serve on internal committees, external relationships (within organization), goal alignment, performance management, program management, special project assignments, mentoring.

Table 4. Director.

Description: Manage areas outside their own experiences; must penetrate two layers of management to communicate to individual contributors. Receive a significant level of autonomy within their own divisions.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Skills to Develop</th>
<th>Pitfalls/Signs of Incorrect Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Participate in teams with vice presidents.</td>
<td>Failure to make the transition from an operational project orientation to a strategic orientation.</td>
</tr>
<tr>
<td>Report to multifunctional general managers and need to become skilled at taking other functional concerns into consideration.</td>
<td>Participate in enterprise-level business meetings.</td>
<td>Poor sense of how business operates.</td>
</tr>
<tr>
<td>Team play with other functional managers.</td>
<td>Work with vice presidents outside functional area.</td>
<td>Lack of long-term thinking.</td>
</tr>
<tr>
<td>Proficient strategist to align functional business to organization strategy.</td>
<td>Strategic and cross-functional.</td>
<td>Lack of a functional strategy that ties functional activities to business goals.</td>
</tr>
<tr>
<td>Adopt a broad, long-term perspective.</td>
<td>Review plans and proposals from a profit perspective.</td>
<td>Ignores corporate functional standards, needs, policies, and programs.</td>
</tr>
<tr>
<td>Future focus; sustainable competitive advantage.</td>
<td>Long-term view.</td>
<td>Inability to manage and value work that is unfamiliar or of relatively little interest.</td>
</tr>
<tr>
<td>Long-term thinking.</td>
<td>Working with a wide variety of people.</td>
<td>Shows bias toward familiar areas.</td>
</tr>
<tr>
<td>Stop doing things every second and reserve time for reflection and analysis.</td>
<td>Sensitive to functional diversity issues.</td>
<td>Immaturity in leader—manager skills.</td>
</tr>
<tr>
<td>Awareness of the state of the art.</td>
<td>Balance future goals and present needs to make trade-offs between the two.</td>
<td></td>
</tr>
<tr>
<td>Complete understanding of business model.</td>
<td>Factors all aspects of function into strategy.</td>
<td></td>
</tr>
<tr>
<td>Factors all aspects of function into strategy.</td>
<td>Ability to make trade-offs within the function that support business strategy and profit rather than just the function’s success.</td>
<td></td>
</tr>
<tr>
<td>Spend more time listening.</td>
<td>Spend more time listening.</td>
<td></td>
</tr>
<tr>
<td>Focus on what can get done.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Management**


Suggested development opportunities:

Master self-leadership, serve on external local committees and boards, business analytics, external relationships (outside organization), strategic thinking and execution, goal alignment to strategy, portfolio management, mentoring.
### Table 5. Vice President.

Description: Value the success of their own businesses. Receive a significant level of autonomy across functional areas. Must focus on integrating functions instead of understanding and working with other functions.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Skills to Develop</th>
<th>Pitfalls/Signs of Incorrect Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Learn to ask the right questions, analyze the right data, and apply the right corporate perspective to understand which strategy has greatest probability for success. Manage the business’ portfolio strategy. Astute about assessing capabilities of resources; make difficult decisions. Factor in complexities about running the business. Risk-based decision making; take on calculated opportunities.</td>
<td>Not valuing staff functions. Must trust, accept advice, and receive feedback from all functional managers. Must think differently about the business. Too much focus on products or systems and not enough on people. Uninspired communication. Inability to assemble a strong team. Failure to grasp how to generate revenue. Problems with time management. Neglect soft issues.</td>
</tr>
<tr>
<td>Strategic and cross-functional.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review plans and proposals from a profit perspective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-term view.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills in working with a wide variety of people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensitive to functional diversity issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balance future goals and present needs to make trade-offs between the two.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus on how business will grow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Considerations of external factors and influences—ability to perform environmental scans.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be highly visible internally (up and down hierarchy) and externally.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear link between efforts and marketplace results.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet quarterly profit, market share, product, and people targets while planning for goals 3 to 5 years in the future.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested development opportunities:**

Executive coaching, 360-degree feedback process, master of change management, serve on industry committees and boards, culture transformation, crisis communication, enterprise management, mentoring.

### Table 6. CxO.

Description: This position values the success of other people’s businesses.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Skills to Develop</th>
<th>Pitfalls/Signs of Incorrect Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Leadership</strong></td>
<td>Move from operational to global perspective. Manage an enterprise in totality. Well-developed external sensitivity. Set enterprise vision and culture.</td>
<td>Authority is being usurped. Not properly supported. Not operating at peak performance. Adversarial relationship with organization.</td>
</tr>
<tr>
<td>Evaluate strategy for capital allocation and deployment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn to ask the right questions, analyze the right data, and apply the right corporate perspective to understand which strategy has greatest probability for success.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop business managers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be astute about assessing capabilities of resources; make difficult decisions. Factor in complexities about running the business. Risk-based decision making; take on calculated opportunities. Develop systems that drive performance in tune to long-term strategy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage the business’ portfolio strategy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested development opportunities:**

Individual development plan, executive coaching, 360-degree feedback process, master of change management, serve on industry committees and boards, culture transformation, crisis communication, enterprise management, mentoring.
Table 7. CEO/President of Organization.

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Skills to Develop</th>
<th>Pitfalls/Signs of Incorrect Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Development of others.</td>
<td>Failure to let go of the pieces and focus on the whole.</td>
</tr>
<tr>
<td></td>
<td>Clear understanding of power and influence of position.</td>
<td>Misunderstanding the power/influence of the position.</td>
</tr>
<tr>
<td></td>
<td>Simplification of complex issues.</td>
<td>Inability to set a clear enterprise direction.</td>
</tr>
<tr>
<td></td>
<td>Motivational and inspirational.</td>
<td>Inability to deliver consistent, predictable top- and bottom-line results.</td>
</tr>
<tr>
<td></td>
<td>Release internal control—focus on the external and the future.</td>
<td>Inability to shape the soft side of the enterprise (culture).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inability to maintain an edge in execution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inability to manage conflicting advice from boards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ignorance about how the organization gets work done.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Too much time spent on external relationships.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Skipped too many levels.</td>
</tr>
<tr>
<td></td>
<td>Leadership may be considered the necessary complement to leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Management may be considered the necessary complement to leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to manage external constituencies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Manage an enterprise in totality.</td>
<td></td>
</tr>
</tbody>
</table>

Suggested development opportunities:
Value-based focus, visionary thinking, motivational and inspirational speaking, power and influence, individual development plan, executive coaching, 360-degree feedback process, serve on industry committees and boards.

Activity: Identifying the Characteristics of Your Airport's Job Descriptions. Think about the jobs at your airport that have leadership responsibilities and find which characteristics of the job titles noted here apply to them.

Many leaders move into their current leadership positions having skipped some of the traditional passages to get there. This is not necessarily a cause for failure, but it is a circumstance that must be acknowledged. Each passage through the organization usually broadens the experiences of a developing leader, bringing different circumstances that require specific leadership skills. Skipping passages without self-awareness can cause professionals to operate as leaders at levels that are inappropriate for the level of authority. Moving into a new role without self-awareness can also cause a leader to not further develop but rather to continue to perform as if he or she was still at a lower level within the organization, which also may be inappropriate for the new level of authority necessary.

Suggested Reading: What Got You Here Won’t Get Your There by Marshall Goldsmith is a great reference for these passages and for identifying the need for continuous development of your leadership skills.

Topic: Followership

This section defines the concept of followership. Followership may be considered the necessary complement to leadership. It may be argued that all professionals within an organization carry some level of leadership, as well as followership, within their job responsibilities. Those
in entry-level positions most often have a much greater component of followership, given their responsibilities to follow direct orders to perform specific tasks. Entry-level workers also have an element of leadership within their positions since they often have authority to make judgments during the course of a workday, whether it be the authority to make operational decisions or merely to have the self-leadership to arrive at work promptly each day. As one moves through the leadership passage process, the level of leadership responsibilities increases, while the level of followership decreases but never fully disappears. Even the highest level of leadership has the responsibility to follow the desires of the board of directors, shareholders, elected officials, and community constituents.

To this end, followership may be defined as the capacity or willingness to follow a leader. Followership is necessary in order to have leadership. Leaders must recognize whether they are creating an environment that promotes good followership. Leaders must also recognize that they, to an extent, must be good followers themselves.

Neck and Manz, in their text *Mastering Self-Leadership: Empowering Yourself for Personal Excellence*, describe 10 rules for successful followership:

Good followers:

1. Support a leader’s decisions rather than blame the leader for their decisions;
2. Offer dissenting opinions in private within an organization rather than in public;
3. Seek approval from their superiors for decisions they seek to make;
4. Accept responsibility for their actions;
5. Are honest, open, and forthright;
6. Do their homework and are thus prepared to work based on the authority of the leader;
7. Make recommendations for improvement;
8. Keeps their superiors well-informed;
9. Addresses issues and fix problems; and
10. Go the extra mile while maintaining an appropriate work/life balance.

**Activity: Taking the Followership Quiz.** Take the following followership quiz.

Select a present or past superior and answer each question about your behavior using the following scale.

5 _____ 4 _____ 3 _____ 2 _____ 1 _____

I do this regularly. I do not do this.

_____ 1. I offer my support and encouragement to my superior when things are not going well.

_____ 2. I take initiative to do more than my normal job without having to be asked to do things.

_____ 3. I counsel and coach my superior when it is appropriate, such as with a new, inexperienced leader, and in unique situations in which he or she may need help.

_____ 4. When the superior makes a decision that I do not agree with, I raise concerns and try to improve the plans, rather than simply implement what I believe is a poor decision.
_____ 5. I seek and encourage the superior to give honest feedback rather than avoiding it and acting defensively when it is offered.

_____ 6. I try to clarify my role in tasks by making sure I understand my superior’s expectations of me and my performance standards.

_____ 7. I show my appreciation to my superior, such as saying thanks when he or she does something in my interest.

_____ 8. I keep the superior informed; I don’t withhold bad news.

_____ 9. I would resist inappropriate influence by the superior; if asked, I would not do anything illegal or unethical.

Add up the numbers on lines 1–9 and place your score here ________, and circle the appropriate value on the continuum below.

9–16  17–24  25–32  33–40  41–45

Ineffective follower  Effective follower

The higher your score, generally the more effective you are as a follower. Note, however, that your score may change depending on the leadership skills of your superior.

**Topic: Self-Management**

Of all the concepts and definitions provided within this module, perhaps the most important is the concept of a leader’s key attributes of self-management. Self-management may be defined as the attributes, or personal characteristics, of a leader, or any professional, that may be considered focused on individual performance, regardless of organizational structure.

Key attributes associated with self-management include:

- Standing tall during times of challenge and turning the challenges into opportunities.
- Understanding that the job ultimately must get done even if one must do it him- or herself.
- Securing the necessary resources.
- A willingness to make mistakes while trying rather than ensuring failure by doing nothing.
- Giving out before giving up.
- Keeping calm.
- Standing up for what is right even when it is not popular or it is harder.
- Understanding that the road can be demanding, lonely, and frustrating, but willing to accept the responsibility nonetheless.
- Staying true to the leader’s vision.
- Inspiring to the leaders of tomorrow.
- Preparing others to follow – passing the baton to the new generation.
- Recognizing the work and contributions of others first.
- Having the energy and stamina to persevere.

**Activity: Brainstorming key attributes of self-management.** Brainstorm additional key attributes that make up the self-management qualities of a leader.
**Topic: Development of a Leadership Road Map**

This module has presented the fundamental concepts associated with leadership, including the difference between leadership and management, individual and organizational challenges, the leadership brand, an introduction to the six core leadership styles, the leadership journey touchstone, leadership passages, and effective followership.

The next module will present fundamental skills associated with effective leadership. Prior to beginning, it is important for developing leaders to create their own personal development road map. To do so, the developing leader should answer the following self-awareness questions:

- Energy: Where do you get your energy? What inspires you at your job?
- Vision: What is your personal mission? Where do you see yourself within your organization in the future?
- Abilities: What are your natural strengths? How do you perceive yourself?
- Goals and values: What matters most to you regarding your organization?
- Perceptions: How do you believe that others in the organization see you?
- Growth: What are the opportunities for development within your organization?
- Leadership brand: Who am I? How do I want to be known by those I serve?
- Leadership legacy: How would the organization be perceived once you leave your ultimate leadership role?

**Activity: Drafting Your Leadership Road Map.** Use the following table to draft your leadership road map.

<table>
<thead>
<tr>
<th>Energy: Where do you get your energy?</th>
<th>Vision: What is your personal mission?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abilities: How you see yourself</td>
<td>Goals and Values: What matters to you?</td>
</tr>
<tr>
<td>Perceptions: How others see you</td>
<td>Growth: Development opportunities</td>
</tr>
<tr>
<td>Leadership Brand: Who am I, and how do I want to be known by those we serve?</td>
<td></td>
</tr>
<tr>
<td>Leadership Legacy The leader you want to be to create the environment you want to lead in</td>
<td></td>
</tr>
</tbody>
</table>
MODULE II

Leadership Fundamentals

This module discusses the fundamentals of leadership. Topics include communication styles, conflict resolution, critical thinking, decision making, and building a business case.

Objectives

• Determine differences in nonverbal, electronic, and verbal communications.
• Identify four communication styles.
• Increase awareness of personal style and identify styles in others.
• Determine actions for resolving conflict.
• Identify behaviors associated with unresolved conflict.
• Assess personal critical thinking capability.
• Identify actions associated with critical thinking.
• Classify decision-making types and approaches.
• Include risk-based decision principles in decision-making criteria.
• Define elements necessary for a solid business case.
• Establish negotiating postures and opportunities.

Topics

• Communication styles.
• Conflict resolution.
• Critical thinking.
• Decision making.
• Building a business case.
• Negotiation.

Activities/Assessment Centers

• Nonverbal demonstration.
• Self-style analysis.
• Communication styles.
• Conflict resolution.
• Communication and conflict resolution assessment center.
• Critical thinking.
• Decision-making.
• Risk-based decision making.
• Business case assessment center.
• Business case activity.
• Refine leadership brand and personal development road map.
• Negotiation assessment center.
Introduction

This module presents the fundamental skills that are the foundation of leadership. These skills may have been learned by leaders, depending on the career path they took to be in the role they are performing. It is necessary to review all of these fundamentals to ensure that all the leaders have the same knowledge and can draw upon these fundamentals for the greater leadership needs.

There are many fundamental skills that we take for granted that are at the heart of leadership. These skills are learned or developed over time and include communication, conflict resolution, critical thinking, decision making, developing a business case, and negotiation. Great leaders use these skills every day and understand that through use of these skills there is a great influence on the people who are following. Having a solid foundation in the fundamentals is critical in the ability to build culture and develop relationships and to self-awareness and managing change.

Within this module, the following topics will be presented:

- Communication styles.
- Conflict resolution.
- Critical thinking.
- Decision making.
- Building a business case.
- Negotiation.

This module has the following objectives:

- Determine differences in nonverbal, electronic, and verbal communications.
- Identify the four communication styles.
- Increase awareness of personal style and identify styles in others.
- Determine actions for resolving conflict.
- Identify behaviors associated with unresolved conflict.
- Assess personal critical thinking capability.
- Identify actions associated with critical thinking.
- Classify decision-making types and approaches.
- Include risk-based decision principles in decision-making criteria.

Topic: Communication Styles

This section presents the various ways leaders communicate within their organizations. Communication is more than just a conversation with another person. There are many factors to consider when communicating, including choice of words, delivery type, and style of the receiver. All of these aspects will be covered in this section.

Developing and fostering good communication skills takes intention, practice, and awareness of others. Communication is not just the words one says but also the tone, body language, method of delivery, and actions that follow. Good communication is the foundation of every organization and the basis of relationships, culture, and leadership.

How leaders communicate is as important as what is communicated. Messages must be thoughtful and appropriate, and the state and style of the receiver must be considered. Exceptional leaders adapt their communication strategies to audiences, messages, and methods for effective delivery. Good communication results in the desired responses from the audience. Messages are only meaningful when the receiver interprets the information in the way it was intended.
Some of the primary purposes of communication are to set expectations, clearly articulate vision, build relationships, provide feedback, apply course correction, and avoid surprises. Understanding the leader’s style and the styles of others will allow a leader to strengthen these areas.

One of the key ingredients of communication is nonverbal communication. Studies have revealed that 93% of meaning is interpreted from verbal and nonverbal cues in communication. Only 7% of interpretation of meaning comes from the actual words. Communication is more than just the words being said. It is a sum of the words, verbal cues, nonverbal cues, and the interpretation of the delivery. The true meaning of a communication lies in the receiver’s interpretation of the words spoken. Greater meaning is also received from the follow-on actions.

Elements of nonverbal communication include:

- **Eye contact.**
- **Facial animation.**
- **Gestures.**
- **Stance.**
- **Use of props.**

**Eye contact:** Eye contact conveys confidence in the message and interest in an audience. Make direct eye contact to get clear messages across. Avoid looking over people or down at the floor. This will affect the intended message and reduce the receiver’s confidence in its meaning. When speaking to a group, avoid looking exclusively at one person—try to make contact with as many members of the audience as possible. When trying to relay a message directly to key individuals, however, make eye contact with specific people at intended points to emphasize meaning. The eyes should never be rolled in response to someone during a communication exchange because this is always interpreted as a sign of inconsideration.

**Facial animation:** A person’s face displays attitudes and emotions. As such, it is important to be conscious to make facial expressions match the content and intent of the communication.

**Gestures:** Use gestures to emphasize and reinforce statements. Allow gestures to be natural. Be aware that nervous energy may increase and expand gestures that may not be the intention behind the message. Excitement and enthusiasm may increase the frequency and expansiveness of gestures. Match the enthusiasm to the message. Be aware of finger pointing or shaking of the finger as gestures to avoid. Hands on hips, arms crossed, and other similar gestures may conflict with the message.

**Stance:** The usual stance of a leader should be standing up straight and confident but avoiding being rigid. Move in ways that complement the message. Random movement and awkward posture convey nervousness and are distracting. Be aware of where the hands are held. They should be kept loose at the sides, visible in front but avoiding the “fig leaf” stance where they are being wrung or crossed in the front or placed in the pockets.

**Props:** A person should use props that support the meaning of the message but avoid their use if they become a distraction.

Nonverbal communication is the body language that supports the words delivered in communication. It is not just in the moment of delivery but also the actions that occur after verbal communication is delivered. It becomes the story behind the story and can support the leader’s words or undermine them.
To summarize, nonverbal communication will tend to be emphasized by:

- Tone and volume of voice,
- Location of arms and hands,
- Stance and stiffness of body,
- Sharpness and inflection of words,
- A smile or frown, and
- Emphasis on key words.

Emphasis on key words may not only express varying opinions or emotions, but can also significantly affect the meaning of statements. As an example, the sentence “I didn’t tell John you were a bad supervisor” may be interpreted entirely differently based on which word is emphasized:

I didn’t tell John you were a bad supervisor. (Someone else told him.)
I didn’t tell John you were a bad supervisor. (I’m keeping the act a secret.)
I didn’t tell John you were a bad supervisor. (I only hinted at it.)
I didn’t tell John you were a bad supervisor. (I told everyone but John.)
I didn’t tell John you were a bad supervisor. (I said that someone around here was a bad supervisor. John figured out it was you by himself.)
I didn’t tell John you were a bad supervisor. (I told him you still are a bad supervisor.)
I didn’t tell John you were a bad supervisor. (I merely voiced my conviction that you weren’t very bright.)

**Electronic Communication**

Interestingly, as more communication among professionals is done via electronic methods, the emphasis on particular words in a statement is lost, leaving the reader to interpret the statement on his or her own. This can cause significant communication issues.

Electronic communication includes:

- E-mail,
- Voicemail,
As e-mail and electronic communication have become the norm, we need to challenge the idea of our dependency on their use. Leaders should not use electronic communication as a leadership tool.

Much of the business world, including the airport industry, has settled into the cultural norm of depending on technology as a primary communication tool. What is less understood is that technological communication methods are not necessarily the best communication methods, particularly in leadership roles. While e-mail and texting are common tools for communications, as stated in the previous section, without the complement of nonverbal communication, words alone provide only 7% of the meaning of the message.

A good leader will determine when electronic communication is appropriate for the meaning of a message and choose alternative delivery methods when necessary. If electronic communication is necessary, it is important that the receiver have a relationship with the sender to hear the tone of voice from the individual in the message to assist with interpretation. It is also good practice to follow up electronic communication with an alternative method to ensure correct interpretation.

**Self-Style Analysis**

This section provides a tool for analyzing the leader’s leadership communication style. This tool comprises a survey instrument, which offers a series of two options to select from that the leader feels best describes his or her natural personality. It is loosely based on standard self-style evaluations such as the Myers-Briggs, Herrmann Brain Dominance Instrument (HBDI), or DiSC tools, but this tool focuses on how self-style affects communication style and is designed for airport organizations.

The survey instrument is provided in Figure 3. For each of the 18 items, the participant is asked to circle one of two choices. The letters for the choices represent the following natural workplace personality traits:

- E: Extrovert – a person who is most comfortable and becomes energized when around other people.
- I: Introvert – a person who is most comfortable and becomes energized when being alone.
- P: Slow – requires a higher level of effort for the leader to accomplish.
- F: Fast – requires a lower level of effort for the leader to accomplish.

The tally of I, E, P, and A scores from the self-style analysis survey can then be placed in the graph in Figure 4 in the following manner:

Subtract the tally of A scores from the tally of P scores. The net value should be plotted along the x-axis. For example, if 6 As were circled and 1 P was circled, the net score would be a 5. If 6 Ps were circled and 1 A was circled, the net score would be a –5.

Subtract the tally of E scores from the tally of I scores. The net value should be plotted along the y-axis. For example, if 6 Es were circled and 3 Is were circled, the net score would be a 3. If 6 Is were circled and 3 Es were circled, the next score would be a –3.

One point should be plotted based on the x-axis and y-axis values, such as (5, 3), (–5, 3), (5, –3), (–5, –3) and so forth. This point relates to a certain communication style.
**Self-style analysis survey instrument instructions:** This is an informal survey designed to determine how you usually interact with others. The survey tries to get a clear description of how you see yourself, so please be as candid as possible. Circle one letter for each set of statements that best describes you most of the time, in most situations, and with most people. Please make a choice for every set of statements.

**Key:** I = Introvert  E = Extrovert  P = Slow  A = Fast

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>E</td>
<td>Easy to get to know personally in business or unfamiliar social environments.</td>
<td>I</td>
<td>More difficult to get to know personally in business or unfamiliar social environments.</td>
</tr>
<tr>
<td>2.</td>
<td>I</td>
<td>Focuses conversations on issues and tasks at hand; stays on subject.</td>
<td>E</td>
<td>Conversation reflects personal life experience; may stray from business at hand.</td>
</tr>
<tr>
<td>3.</td>
<td>P</td>
<td>Infrequent contributor to group conversations.</td>
<td>A</td>
<td>Frequent contributor to group conversations.</td>
</tr>
<tr>
<td>5.</td>
<td>I</td>
<td>Makes most decisions based on goals, facts, or evidence.</td>
<td>E</td>
<td>Makes most decisions based on feelings, experience, or relationships.</td>
</tr>
<tr>
<td>6.</td>
<td>P</td>
<td>Infrequently uses gestures and voice intonation to emphasize points.</td>
<td>A</td>
<td>Frequently uses gestures and voice intonations to emphasize points.</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td>More likely to make emphatic statements like “this is so” and “I feel.”</td>
<td>P</td>
<td>More likely to make qualified statements like “according to my sources.”</td>
</tr>
<tr>
<td>8</td>
<td>E</td>
<td>Greater natural tendency toward animated facial expressions or observable body responses during speaking and listening.</td>
<td>I</td>
<td>More limited facial expressions or observable body responses during speaking and listening.</td>
</tr>
<tr>
<td>9</td>
<td>I</td>
<td>Tends to keep important personal feelings private; tends to share only when necessary.</td>
<td>E</td>
<td>Tends to be willing to show or share personal feelings more freely.</td>
</tr>
<tr>
<td>10</td>
<td>I</td>
<td>Shows less enthusiasm than the average person.</td>
<td>E</td>
<td>Shows more enthusiasm than the average person.</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td>More likely to introduce self to others at social gatherings.</td>
<td>P</td>
<td>More likely to wait for others to introduce themselves at social gatherings.</td>
</tr>
<tr>
<td>12</td>
<td>E</td>
<td>Flexible about how his or her time is used by others.</td>
<td>I</td>
<td>Disciplined about how his or her time is used by others.</td>
</tr>
<tr>
<td>13</td>
<td>I</td>
<td>Goes with his or her own agenda.</td>
<td>E</td>
<td>Goes with the flow.</td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td>More naturally assertive in behavior.</td>
<td>P</td>
<td>More naturally reserved in behavior.</td>
</tr>
</tbody>
</table>

*Figure 3. Self-style analysis survey instrument.*

*(continued on next page)*
These four main styles of communications are:

1. **Relator**: focused on harmony and relationships; good listener;
2. **Socializer**: loud, social, entertaining, typically in a group, talkative;
3. **Analyzer**: methodical, step-by-step, detailed focus, accurate, factual; and
4. **Driver**: see themselves as correct, direct, may dictate, firm, clear, factual.

An alternative method of analyzing communication styles is by drawing vertical and horizontal lines to form a box based on the I, E, A, and P scores. Figure 5 illustrates the point and box methods using the scores A = 6, P = 1, I = 6, and E = 3, which results in a self-style leaning toward the driver and socializer styles.

Nearly all leaders have, to some extent, each of these four styles of communication, and often have the skills to blend the styles in different situations. However, each individual has a primary and preferred communication style. No style is better or worse, stronger or weaker, more pro-
fessional or less professional, or more desirable or less desirable in any way. Understanding the different styles will help leaders deliver a more meaningful message to their various audiences.

It is much easier to recognize communication styles in others than it is to recognize them in ourselves. However, when styles are identified in others or we perceive the style we believe an individual to have, the identification is always made compared to one's own point on the graph rather than from a neutral point. For example, someone who is very much an analyzer may perceive someone else to be a driver, while another individual may perceive that same person to be an analyzer; the difference is simply based on the personal communication styles of the two individuals. Simply understanding this phenomenon in fact improves a leader's ability to effectively communicate.

Each of the four styles of communications has particular characteristics with respect to six distinct descriptors:

1. **Behaviors:** The typical personality characteristics of individuals of a given style.
2. **Motivators:** What excites the individual.
3. **Conflict style:** How the individual addresses conflicts.
4. **Strengths:** The core strengths of the individual.
5. **Weaknesses:** The greatest challenges for the individual.
6. **Effectiveness:** How the individual tends to be most effective within a leadership role.

These characteristics are as follows for each style:

**For the relator:**
- Behaviors include the desire to solve people's problems. Wants everyone to be ok.
- Motivators include relationships, harmony.
- The relator’s conflict style is to submit and oblige conflicting parties.
- Strengths include flexibility to meet multiple needs; works well in team negotiations.
- Weaknesses: vulnerable to competing types, can be resentful and neglect self needs.
- Effectiveness: works well in political situations and highly emotional scenarios.

**For the socializer:**
- Behaviors include being engaging and interactive, enjoying problem solving, acting as a cheerleader, acting as an organizer, and enjoying being the center of attention.

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*Figure 5. Alternative communication self-style analysis graph.*
• Motivators include creating innovative solutions and receiving appreciation.
• The socializer’s conflict style is often characterized as attacking or abrasive.
• Strengths: able to identify differences of opinion and focus on probing to identify problems.
• Weaknesses: Makes problems bigger than they need to be. Has the tendency to rally people against a solution.
• Effectiveness: Can rally people together to find solutions. Good at building teams.

For the analyzer:

• Behaviors include being methodical, being process focused, and a having focus on being correct and factual.
• Motivators include accuracy and being detail oriented.
• The analyzer’s conflict style is often to withdraw or avoid any conflicts.
• Strengths: ability to take time to gather facts; is very tactful.
• Weaknesses: tends to be the bottleneck in the decision-making processes; waits too long, defers, or avoids making decisions.
• Effectiveness: allows time for cooling off; knows when being right is more important than being fast.

For the driver:

• Behaviors include stating facts to make the case; drivers see themselves as correct; they stay in charge of situations and are competitive.
• Motivators including winning and seeing results.
• The driver’s conflict style is typically to dictate a resolution.
• Strengths: excel in crisis situations and are capable of breaking a tie.
• Weaknesses: hard on relationships; focused solely on winning versus losing; quick to get results, which may backfire.
• Effectiveness: in transactional negotiations, in stuck decisions, when stakes are high, and in critical paths; is deadline driven.

Activity: Communication Styles. Compare the characteristics of the four different communication styles with your perceived style, noticing particularly whether the intensity of each style matches where you fall using the point or box method of analyzing the results of the self-style survey analysis. Note how the results of the analysis compare with your initial self-described style.

Variation to this activity: perform this analysis with a co-worker as a subject.

Table 8 presents a summary of how each style tends to communicate within an organization and the best practices for communicating with people of varying styles.

Topic: Conflict Resolution

Conflict resolution is necessary when communication goes poorly. Most conflict is due to a mismatch of expectations or a misunderstanding regarding a communication. This section reviews the types of conflict and the personalities involved in conflict. A role of a leader is to identify conflict and encourage constructive conflict to occur in the workplace. A leader must also be able to identify destructive conflict and reduce it swiftly. The participants in this course will identify their own conflict style and the styles of others around them in order to influence conflict for resolution. They will also learn techniques appropriate for use with different styles.
Table 8. Communication styles.

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>SOCIALIZER</th>
<th>DRIVER</th>
<th>RELATOR</th>
<th>ANALYZER</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to</td>
<td>They get excited.</td>
<td>They like their own way; decisive and have strong viewpoints.</td>
<td>They like positive attention, to be helpful, and to be regarded warmly.</td>
<td>They seek a lot of data, ask many questions, and behave methodically and systematically.</td>
</tr>
<tr>
<td>recognize:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tend to ask:</td>
<td>Who (the personal dominant question).</td>
<td>What (the results oriented question).</td>
<td>Why (the personal non-goal question).</td>
<td>How (the technical analytical question).</td>
</tr>
<tr>
<td>What they</td>
<td>Boring explanations wasting time with too many facts.</td>
<td>Someone wasting their time trying to decide for them.</td>
<td>Rejection, being treated impersonally or with uncaring and unfeeling attitudes.</td>
<td>Making an error, being unprepared, spontaneity.</td>
</tr>
<tr>
<td>dislike:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>React to</td>
<td>Selling their ideas or being argumentative.</td>
<td>Taking charge or taking more control.</td>
<td>Becoming silent, withdrawing, becoming introspective.</td>
<td>Seeking more data and information.</td>
</tr>
<tr>
<td>pressure and</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>tension by:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best way to</td>
<td>Get excited with them. Show emotion.</td>
<td>Let them be in charge.</td>
<td>Be supportive; show you care.</td>
<td>Provide lots of data and information.</td>
</tr>
<tr>
<td>deal with:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like to be</td>
<td>Applause, feedback, recognition.</td>
<td>Results (are goal-oriented).</td>
<td>Friends, close relationships.</td>
<td>Activity and busyness that leads to results.</td>
</tr>
<tr>
<td>measured by:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Must be</td>
<td>Get ahead quickly (like challenges).</td>
<td>Get into a competitive situation (like to win).</td>
<td>Relax, feel, care, know you care.</td>
<td>Make decisions at their own pace, not be cornered or pressured.</td>
</tr>
<tr>
<td>allowed to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will improve</td>
<td>Recognition and some structure with which to reach the goal.</td>
<td>A position that requires cooperation with others.</td>
<td>A structure of goals and methods for achieving each goal.</td>
<td>Interpersonal and communication skills.</td>
</tr>
<tr>
<td>with:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like to save:</td>
<td>Effort. They rely heavily on hunches, intuition, and feelings.</td>
<td>Time. They like to be efficient and get things done.</td>
<td>Relationships. Friendship means a lot to them.</td>
<td>Face. They hate to make an error, be wrong, or get caught without enough information.</td>
</tr>
<tr>
<td>For best results:</td>
<td>Inspire them to bigger and better accomplishments.</td>
<td>Allow them freedom to do things their own way.</td>
<td>Care and provide detail, specific plans, and activities to be accomplished.</td>
<td>Structure a framework or track to follow.</td>
</tr>
</tbody>
</table>
Conflicts develop between team members for many reasons. Conflict can be an adversarial competition over resources, ideas, or other interests having real or imagined value to one or more of the parties involved. Or it may simply be any situation in which one person’s concerns or desires differ from those of another.

It is important to remember that there is not just one way to resolve a conflict. A leader’s reaction to conflict can, will, and should vary based on the circumstances of the conflict. Conflict management occurs when a leader can use personal awareness, communication techniques, and environmental understanding to mitigate and resolve differences.

Managing conflict is one of the stressful aspects of leadership. Effectively working through conflict results in stronger working relationships and encourages creative solutions. Avoiding or ignoring conflict can damage relationships and inhibit the expression of valuable opinions. Choosing to allow your followers to manage conflict when they are not capable of doing so will have the same results as avoiding or ignoring the behavior.

There are two types of conflict:

1. **Constructive**: the type of conflict that presents differing points of view to help the group achieve a higher understanding and a better outcome.
2. **Destructive**: characterized by a dysfunctional sharing of differing points of view focused on breaking down the ability of others to achieve goals and objectives.

Each type of conflict is capable of resolution. In fact, the only difference between the two types of conflict is how the conflict is presented. For either type, when the conflict is reduced down to its source and one gets past the noise and symptoms, it is typically found that the conflict has occurred due to one of four reasons:

1. **Personal differences**: Those perspectives, points of view, and conditioned behaviors that can create conflict with others. Sources of conflict that arise from personal differences include attitudes, values, beliefs, religious or political affiliations, ethics, priorities, and work/life balance issues.
2. **Communication of information**: The delivery and interpretation of information by different individuals are often sources of conflict, particularly within large and diverse organizations such as airports. As stated earlier, the way information is communicated within an organization, particularly using electronic methods such as e-mail, often leads to inconsistent interpretation of information.
3. **Different objectives**: Different objectives can be individuals and groups having different or incompatible purposes, goals, and objectives; conflicting and contradictory priorities; or a lack of clear direction in one area that affects another.
4. **Environmental factors**: Competition for organizational resources, economic impacts on the environment, and attempts to break cultural norms in order to make the organization better can create stress that can result in conflict.

These sources of conflict are difficult to diagnose because they are typically masked by behaviors that demonstrate there is a problem but do not really help to identify the source. Some behaviors that may be observed that may help determine the development of a conflict include lack of effective communication within an organization, misalignment of goals of groups within the organization, and adverse opinions of others by individuals or groups within the organization.

**Conflict Resolution Activity #1**: Identify instances where conflict has occurred in your organization. Attempt to identify which of the core sources contributed to the conflict.
An organization’s leader has the primary responsibility of addressing conflict within the organization. The first steps in addressing conflict are to identify that a conflict is occurring and identify the symptoms of and then the source of the conflict, which is usually one of the four sources discussed previously. It is the job of the leader to resolve the conflict by addressing the source and not just the symptoms.

**Conflict Resolution Styles**

There are four main styles of conflict resolution:

1. Competitive
2. Accommodating
3. Avoiding
4. Collaborating

The *competitive* style of conflict resolution is characterized by taking quick action to resolve conflict, often quickly making an unpopular decision, taking a stance on a vital issue, and often attempting to reach a resolution primarily to protect one’s self. This style may often resolve conflicts in the shortest amount of time. The competitive style is often characterized as having a lack of feedback and communication between the leader and the conflicting parties, offering very little empowerment to individuals outside of those in leadership positions, and having a reduced amount of learning from the conflict experience. As such, any conflict resolutions may be short-lived and may simply result in an organization of followers complying for no other reason than to satisfy the leader, with no real acceptance of the resolution. The competitive style is often the most applicable during urgent situations, such as, in the case of airports, airfield emergencies or public threats where quick resolution is vital. The competitive style is often the strongest style of leadership, which may be vital when quick, correct decisions must be made.

The *accommodating* style of conflict resolution is characterized by a leader that portrays reasonableness, makes an effort to create goodwill among conflicting parties, and has a strong desire to keep the peace within an organization. The accommodating style is often defined as one that tries to maintain perspective and consider what the conflict means within the big picture of the organization. The accommodating style is also characterized as resolving conflict without complete consideration of all ideas or perspectives, where resolution is made merely to maintain good will at the sacrifice of finding the resolution that is operationally or strategically best for the organization. The accommodating style is often used when the leader is at a loss for, or is not confident of, a true solution.

The *avoiding* style of conflict resolution is characterized by a leader who chooses to leave difficult or unpleasant issues alone. This leader considers that not addressing a conflict may in fact allow the conflict to resolve itself or simply go away. While this style may certainly seem to be the weakest style of conflict resolution, it may actually be applicable in certain conflict situations, including those with trivial issues of passing importance, those where more information is needed to reach a final resolution, those where the best resolution may actually be worse for the organization than the conflict itself, and those where the conflict is merely a symptom of an entirely different core issue.

The *collaborative* style of conflict resolution is characterized by considering the perspectives of the conflicting parties, integrating solutions, merging perspectives, gaining commitment to a resolution, and improving the relationships between those in conflict. The collaborative style is also often characterized as spending as much time considering trivial matters as it does more critical issues, diffusing responsibility for resolution, and focusing on ancillary issues rather than core issues. The collaborative style is best applied during conflicts that are more strategic
or theoretical in nature. Resolution of such conflicts does require acceptance by all parties to ensure effectiveness and sustainability and to maintain good working relationships within the organization.

It is evident that the use of different styles for different circumstances may be required when dealing with different types of conflicts among different individuals or groups. It is important to remember that each individual comes to a conflict with his or her own unique perspective, based in large part on individual personal behaviors and communication styles described earlier in this section.

**Conflict Resolution Activity #2:** Identify instances where conflict has occurred in your organization. Attempt to identify which of the conflict resolution styles would have been most appropriate in addressing these conflicts.

**Conflict Resolution Techniques**

This section describes some of the key techniques often applied to resolving conflict. Each of these techniques, or fundamental skills, may be applied to each of the previously discussed conflict resolution styles:

- Effective listening.
- Removing any focus on right versus wrong.
- Removing personal issues from professional conflicts.
- Dealing with one specific issue at a time.
- Accepting—often forgiving—and moving forward.

As fundamental as it may sound, the most important technique in conflict resolution is effective listening. Listening and asking probing questions facilitate discovering the source of the conflict. After asking a question, listening to the response tends to help all involved get to the core of the conflict by addressing symptoms, or ancillary issues, associated with the conflict. An iterative process of asking probing questions and listening to responses will eventually reduce all symptoms to the true source of the conflict. This iterative process also becomes therapeutic and cathartic for those involved in the conflict and so is time well invested. It can also help in removing any personal issues and help to specifically address the facts of the issue.

When listening, it is important to interpret and clarify the tone of the words the individual is using. Conflict often begins with emotional, inflammatory statements that can be wrongly interpreted by the receiver.

**Effectively taking the focus away from the issue of who is right and who is wrong** is a critically important technique in conflict resolution. It should be well understood that all individuals or groups entering a conflict come with a perspective that they feel is right and may, as a default, have the perception that the other perspective is wrong. Resolving conflict with this perception among groups is nearly impossible. Therefore, it is vitally important that these perceptions be removed from the resolution process. This is very difficult to achieve. Often, the best technique is to state explicitly that the resolution process will not take into consideration right versus wrong. Other times, techniques to deter conversation that is insinuating right versus wrong should be used. This is often accomplished by redirecting conversation back to the facts associated with the conflict. Negotiations and compromise can only be achieved when both parties feel that they are being respected and that blame is not laid on either side.
Removing personal issues from professional issues is an important conflict resolution technique. Conflict can often result in personal emotions taking over where professionalism should be. Being able to make the conflict about the work and not the person is vital. A key technique to do this is to attempt to rephrase statements made by an emotional individual into a more professional statement. This removes the personal from the professional and also adds validation to the individual’s perspective.

Dealing with one specific issue at a time helps to make conflict resolution proceed more efficiently. Conflict is very difficult to work through and can be exhausting, so deal with one issue at a time and take breaks when required, particularly if you see that no progress is being made.

The process of accepting, forgiving, and moving forward is often the most difficult technique to master because it often directly targets the pride of an individual. However, there are times when letting go may be required. Not having this ability can result in long and tiresome negotiations that may not lead to a resolution. It is not fair for conflict to be carried as a grudge or as baggage into a relationship moving forward. Acceptance, forgiveness, and moving forward can lead to the removal or avoidance of grudges that often result from conflict.

**Symptoms of Unresolved Conflict**

When conflict remains unresolved, either because the resolution was focused on symptoms or because conflict has not been addressed, it can escalate into some extreme behaviors that become embedded and will affect the organization culture. Common symptoms of unresolved conflict that are often apparent among individuals within organizations include:

- Behavior associated with anger or intimidation;
- Emotional despair;
- Increased level of complaints;
- Non-responsiveness and lack of engagement;
- Refusal to enter into further resolution discussions;
- Development of cliques within the organization;
- Spreading of unproductive conversations, such as those involving rumors; and
- Discussions associated with rebellion, such as strikes, union engagement, or presenting of conflicts to those outside the organization, such as the media.

The last example is often the most extreme result of unresolved conflict and in the most extreme cases can result in the removal of current leadership. It is of great importance to recognize the other symptoms in the list so that steps may be taken to address these symptoms while the conflict continues to be addressed.

Conflict management and conflict resolution are fundamental skills in the leadership portfolio. Conflicts are best addressed quickly and diagnosed to the root of the problem.

**Communication and Conflict Resolution Assessment Center:** To evaluate your understanding and skills associated with communication and conflict resolution, consider the following scenarios and discuss your responses:

1. You have just finished a 3-month redesign of the organization. Just as you are ready to announce it to the staff, some uncharacteristic and unethical information is shared with you about one of the leaders you were going to promote. What do you do?
2. You have two colleagues who do not get along and work hard in order to avoid each other and even ensure they do not provide assistance to each other’s areas. This is becoming a barrier to everyone in the organization because these two do not get along. What do you do?

3. You hired someone you thought was going to be a stellar employee and now find this person does not get along well with others. It is beyond the probationary period. What do you do?

4. You have had a great relationship with your board until a recent change in board chair. You are struggling to build a rapport with your new chair, and it seems the chair catches you off guard every time you talk. What do you do?

5. An individual in your team is a direct communicator and can be perceived as dominating over others on the team. You consistently see this person take over ideas and stop others from contributing. It is beginning to affect morale. What do you do?

6. One of your peers shares information with others that may be premature or incomplete. It typically results in drama or chaos being created and work is interrupted. This is consistent behavior. What do you do?

Conflict Resolution Activity #3: Consider your conflict and motivation styles based on the style analysis. Think about what areas you may need to develop to be better at conflict resolution. Look back at the challenges brainstormed and think about the results of your 360 feedback report (if performed). Are there scores or comments that may lead you to believe you need to work on some of these areas? Does the application of some of this knowledge match the opportunities you see for yourself to change?

**Topic: Critical Thinking**

Critical thinking is the ability to analyze issues in a clear, consistent, and objective manner. Critical thinking is the foundation for negotiation and decision making. It is a fundamental skill for a leader. The key to analyzing issues is the process you use to examine facts, obtain information, and expand your thinking beyond your normal assumptions, experiences, and beliefs. Successful analytical thinking involves developing the ability to separate emotions, preconceived beliefs, assumptions, and personal bias from the issue at hand; to probe for answers beyond the obvious; and to tactfully involve colleagues, those who report directly, and key stakeholders in evaluating and resolving issues.

Characteristics associated with critical thinking skills in an organizational leadership role include:

- Looking for multiple ways to define problems;
- Looking for more than one option or solution to an issue;
- Looking for implications and effects of behaviors, solutions, and actions;
- Anticipating the concerns of individuals or groups within the organization;
- Having the ability to see connections and interrelationships among individuals, organizations, and issues;
- Approaching the organization from a systems- and process-oriented perspective;
- Determining different approaches to getting thoughts and ideas accepted by the organization;
- Planning for reactions and responses from the organization;
- Understanding underlying assumptions to an issue;
- Having a curiosity about the varying perspectives of others within the organization;
- Being open to the ideas and perspectives of others within the organization;
- Being open, adaptable, and flexible to feedback;
- Adapting the thought process based on new or different information;
- Breaking down larger issues into smaller, more manageable problems;
- Focusing on the most critical information;
- Looking beyond symptoms to the core of issues;
- Identifying and testing assumptions;
- Being open to ideas and perspectives;
- Analyzing issues, often scientifically;
- Applying accurate logic;
- Recognizing the broad implications of issues;
- Integrating information from a variety of sources; and
- Defining reasonable alternatives.

**Activity: Critical Thinking.** Evaluate your critical thinking skills by answering yes or no to each question:

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you look for multiple ways to define problems?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you look for more than one option or solution?</td>
<td></td>
<td></td>
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<tr>
<td>Do you look for implications and effects of behaviors, solutions, and actions?</td>
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</tr>
<tr>
<td>Do you anticipate people’s concerns?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you usually see connections and interrelationships between things?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you approach work from a systems- and process-oriented point of view?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you figure out ways to get your ideas accepted?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you plan for reactions and responses from others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you ask for the assumptions that underlie strategies and plans?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you curious about why others see things differently?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do people see you as open to the ideas and perspectives of others?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do others give you feedback that you are flexible and adaptable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you regularly change your mind when you are given new information?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each of the above items is a positive characteristic of critical thinking skills. Those that you selected “no” for should be targeted as the characteristics skills to focus on for improving critical thinking in a leadership role.
Topic: Decision Making

Critical thinking and decision making go hand-in-hand. When critical thinking techniques are properly applied, the decision needed often appears through the process. Identifying decision-making criteria and then using critical thinking will move the leader quickly through the decision process.

Making good decisions takes an investment of time to collect data and include the right people in the process. Decisions are too often made quickly without the necessary perspectives or a logical approach, or decision making takes too long and too many opinions are included in the process, which complicates the solutions. Different situations require different types of decision-making processes. It is the leader’s responsibility to use the right decision-making process for the type of decision required.

There are two primary decision-making approaches:

- **Tactical**
- **Strategic**

**Tactical** decision making is a process that is relatively immediate, unilateral, and short-term in nature. Through tactical decision making, the leader often solely makes the decision. This level is used primarily in the operations environment, when directing new employees, or in situations where corrective actions or decisions have to be made immediately. Tactical decision making is straightforward, immediate, and often made among relatively few alternatives.

Tactical decision making in the airport environment may be used for day-to-day operational situations such as:

- Injuries to personnel,
- Inoperable vehicles,
- Responses to media inquires,
- Passenger emergencies or complaints,
- Minor airfield incidents or accidents, and
- Individual employee conflicts.

**Strategic** decision making is a collaborative process, where input from multiple stakeholders is provided, analytics are used to weigh alternatives, and decisions are made that will affect the long-term environment of the organization. Strategic decision making is often a much lengthier process than the tactical approach. As such, it is less applicable when decisions must be made immediately. However, the strategic approach tends to result in more long-lasting or sustainable results, which may be necessary to sustain the direction of the organization as well as to ensure buy-in from the organization and its constituents. Strategic decision making often takes into consideration a much wider range of possible solutions than would be considered under the tactical approach. Often, strategic decision making is used when there is no single, correct decision. In such cases, strategic decision making is in fact most effective not in the decision making itself but in ensuring that collaboration and analysis are properly used to ensure ownership of the decision by the entire organization.

Strategic decision making in the airport environment may be used for planning and administrative decisions such as:

- Financial and budget planning,
- Facilities planning, such as airport master planning and terminal plans,
- Tenant negotiations,
- Deciding on the mission of the airport, and
- Long-term organizational structure planning.
Leadership Fundamentals

Decision-Making Activity #1: Identify issues where decision making has been required at your airport and determine which decision-making approach (tactical versus strategic) was or should have been applied.

Regardless of the approach used, critical decision making always involves three types of participants or roles:

- The owner or leader
- The sponsor
- The stakeholder(s)

The owner/leader is the one responsible and is ultimately directly accountable for the decision made. The owner or leader is also responsible for leading the critical decision-making process by ensuring that all participants, including stakeholders, are involved or, if necessary, ensuring that a decision is made despite lack of participation by others. The owner or leader is also responsible for overseeing the results of decisions and for providing corrective action when necessary. In the airport environment, the owner or leader is typically the airport manager or executive director, particularly for strategic decision making, but may also be a mid-level manager or operations supervisor serving in an operational or tactical leadership role.

The sponsor supports the owner or leader by providing guidance, being a sounding board, providing historical lessons, removing barriers, or influencing others. The sponsor endorses decisions, keeps progress in line with the overall strategy of the organization, and provides course correction if necessary. In the airport environment, the sponsor is typically the airport’s board of commissioners and as such often has the ultimate authority for approving strategic decisions, particularly when the decision significantly affects an airport’s budget or has a significant effect on the surrounding community.

The stakeholder is the individual or group that will be affected by the decisions made. Because of this, stakeholders often actively engage in the decision-making process. In the airport environment, there is often a wide range of stakeholders, which may include:

- Tenants, such as airlines, concessionaires, fixed-base operators (FBOs), and private aircraft owners;
- Passengers and visitors;
- Employees;
- Residents of the surrounding community; and
- Local businesses.

Decision-Making Activity #2: Identify the owner/leader, sponsor, and stakeholders in your airport organization. What have their roles traditionally been during decision-making activities?

While it is not always possible, decision making with consensus is often the ultimate goal of the decision-making process. Decision making with consensus refers to the acceptance of the decision by those in all roles: the owner/leader, the sponsor, and all stakeholders. To attempt to achieve consensus, taking the following steps during the decision-making process may be helpful:

1. Decide on the primary goal to be achieved.
2. Identify the key stakeholders for successfully achieving the goal(s) and what their points of view are likely to be.
3. Identify which of the stakeholders are most likely to be influential in achieving the goal.
4. Identify what bases of power and/or influence might be used, and by whom, to persuade each stakeholder to become more supportive in the decision-making process.
5. Determine various strategies and/or tactics to use toward achieving the goal.
6. Make the decision with confidence to ensure support.

Often, identifying and weighing specific issues explicitly through the process tends to clarify issues and aid in reaching consensus. Table 9 is a sample chart that may be used to assist in this process.

**Risk-Based Decision Making**

Risk-based decision making is a process of specifically and objectively considering and evaluating the need for a decision to resolve an issue, and the impact of such a decision, by using risk-based criteria. Risk-based decision making is used in a variety of operational and administrative departments at airports. In the administrative realm, risk-based decision making is often couched as cost/benefit analysis or return on investment (ROI) analysis. On the operational side, it may be known as the application of safety management systems (SMS).

In either case, risk-based decision making takes two key factors into consideration:
- The potential outcome of an issue, given a particular decision, and
- The likelihood of that outcome occurring, given a particular decision.
In risk-based decision making, these factors are first considered under the current environment, where no decision has yet been made. For example, consideration of the next fiscal year if no budgetary decisions are made, particularly in light of reduced revenues from poor tenant performance, may be an administrative risk-management approach. Operationally, the consideration of a poorly lit service road and the potential for a vehicular accident would be a risk-based infrastructure management decision.

Each of the factors is weighed using a scaling system. While the scaling system for each organization may be slightly different, most look like the standard scales illustrated in Figures 6 and 7.

The FAA suggests a risk-based matrix that combines these two factors in determining risk. This matrix is illustrated in Figure 8.

This matrix and the risk-based decision-making theory that underlies it are the foundation for the FAA’s Safety Management Systems initiative. SMS is an excellent example of how leadership may use risk-based decision making to determine priorities for addressing potential safety hazards at an airport.

**Activity: Risk-Based Decision-Making.** Identify issues where risk-based decision making may be applied at your airport. Analyze the potential outcome, and likelihood of that outcome occurring if a decision is not made. Determine a solution to the issue that would significantly reduce the risk of the issue occurring. This activity should be applied to one operational example and one administrative example.
The Decision-Making Question Model

Figure 9 illustrates what is known as the decision-making question model. The model follows a typical model of journalistic questioning: to identify precisely what the issue is, why it is being addressed, who the key interest groups are, where and when the issue arose, how the issue might be resolved, and how much it will cost to appropriately address the issue. This model allows for an objective, organized, thorough, and often highly supported decision-making process.

Figure 9. Decision-making question model.
**Topic: Building the Business Case**

Along with critical thinking, conflict resolution, and decision making, the ability to build a business case is a critical skill for a leader. A proper business case should be acceptable to a specific audience. It is the structure for the due diligence to work toward a solution using cost/benefit analysis (risk-based decision-making criteria), anticipating objections (conflict resolution), and critical thinking (testing assumptions). The business case brings it all together in a more formal, thoughtful deliverable to present to different audiences to gain commitment and engagement.

The most obvious reason for putting together a business case is to justify the resources and capital investment necessary to implement change. However, this implies that the business case is simply a financial document. While all business cases should include financial justification, it should not be the only purpose of the document.

The business case is the one place where all relevant facts are documented and linked together into a cohesive story. This story tells people about the what, when, where, how, and why. Specifically:

- Why is the project needed (issues and opportunities)?
- How will the effort solve the issues or take advantage of the opportunities facing the organization?
- What is the recommended solution(s)?
- How does the solution address the issues or opportunities (benefits)?
- What will happen to the business if the effort is not undertaken (the do-nothing scenario)?
- When will the solutions be deployed?
- How much money and time, and how many people, will be needed to deliver the solution and realize the benefits?

**The Three Roles of a Business Case**

The business case serves three roles:

1. To act as a vehicle for capturing knowledge and decision-making activities in one document.
2. To use a document to support the decision and to justify funding support.
3. To bring all parties involved in the decision processing to uniformly participate with a singular guidance document that provides a consistent message.

The writing of the business case forces the team to reflect on all of the work they have completed. It is far too easy for the team to continue to plug away toward the end result and fail to document the work they have already accomplished. This is especially true during the concept and design stages of any project. Therefore, the business case serves as a wake-up call to the team, causing them to capture the knowledge they have developed about how the business will function both with and without the final solution.

The second role of the business case is to verify that the solution meets the needs of the business and is the vehicle for receiving funding and approval to move forward. It provides a vehicle for the team to step back and review their facts and assumptions. In addition, it is vital that the team document what would happen to the business if the project were not undertaken. This base-case or do-nothing scenario is the foundation upon which all benefits from the effort are derived. By documenting everything together in one story, it is easy to link the issues to the solution and the benefits and identify where the business would be without the project. The development of the overall business case simplifies the development of the financial justification, and will usually identify holes in or problems with the solution. Moreover, the business
case provides a tool for which to measure success. This analysis is also useful for a leadership team to prioritize decisions against the many other initiatives in the business that may require capital investment.

The final important role that the business case plays is to provide a consistent message to different audiences. It is a high-level view of the entire project and enables all parties affected by the effort (such as customers, management, operations, research and development, service, sales, accounting, finance) to be knowledgeable about the project.

The business case should be viewed as a story. Therefore, everyone on the team should contribute to its development. This does not mean that everyone will write a section of the business case. In fact, only one or two people should actually write the final document. However, all of the information used in the business case should come from team members themselves. Guidance to direct the business case writing effort is the responsibility of the leader.

The business case writers should be team members who have an overall understanding of the entire project and can synthesize the multiple and varied plans into one document. Keeping the actual writers of the case to a minimum ensures a consistent style throughout the document.

The business case should answer many of the following questions:

- Why is the decision being made? Why is the project being defined needed?
- How will this decision address the issue at hand within the organization?
- What is the recommendation being made?
- What are the proposed benefits of the recommendation?
- What are the consequences if the decision is not made (the do-nothing option)?
- When can this decision be implemented? Is there a project schedule?
- Are there any dependencies to the decision?
- What resources will be needed to implement this decision?

**Business Case Assessment Center:** This assessment center is designed to evaluate your understanding of business case development. Specifically answering the questions listed in the “Three Roles of a Business Case” section, develop business cases for the following hypothetical scenarios:

1. The airport operations team wants to change the rotating schedule to cover 24 hours a day 7 days a week all year from using a seniority choice to a more evenly distributed scheduling. Write the business case to justify the change.
2. The airport operations staff would like to purchase laptops and mobile devices for receiving e-mail and staying connected while being mobile. The airport employees are in three different facilities on airport property. Write the business case to justify the request.
3. The younger generation in the workforce would like IT to install chat technology so that they can ask questions of their colleagues in an instant messaging format. The airport’s current system has the capability, but it needs to be turned on and maintained. Write the business case to justify the use.
4. The marketing department wants to buy a new copier to create marketing material, board presentations, and public relations communications in-house rather than sending them out. Write the business case to justify the purchase.
5. The IT department would like to institute a project management office (PMO) to implement consistent language, processes, and management for the airport's project load. The PMO would require a new head count. Write the business case to justify the creation of the office.

6. The finance department is requesting that the airport move all airline rate agreements from residual to compensatory models. The airport has recently increased its airline service from three carriers serving 10 destinations to five carriers serving 25 destinations, and overall market share has become more evenly distributed. Write the business case to justify the change in rate model.

7. The planning department is suggesting that the only crosswind runway on the airfield be removed in favor of development of a new corporate FBO, business park, and automobile surface parking. Write the business case to either justify the removal, or the preservation, of the crosswind runway.

It is best to develop and present these hypothetical business cases in group settings in order to allow practice in using presentation skills and soliciting and responding to feedback from potential sponsors and stakeholders.

In writing or presenting a business case, the following considerations should be made:

- Make it interesting; remember someone will have to read it.
- Keep it clear and concise.
- Minimize jargon and conjecture.
- Communicate all facts as part of the overall story.
- Provide the reader with a picture or vision of the end state.
- Demonstrate the value the project brings to the organization, customer, and financial bottom line of the company.
- Provide a well-organized narrative of thoughts, activities, and knowledge.
- Be objective in the review of the ideas and facts of the project.
- Demonstrate the ability to identify holes, inconsistencies, or weaknesses in the effort.
- Provide financial justification for the case.

Examples of business case uses at airports are:

- Master plans,
- Terminal expansions,
- Renegotiation of tenant contracts,
- Organizational changes,
- Technological investments, and
- Outsourcing of services.

**Activity: Business Case.** Identify major decisions at your airport where the development of a business case was necessary. Was the business case well developed? What was the outcome of the decision? Did the development of the business case play a major role in the decisions support?
Topic: Negotiation

This section provides a description of negotiation strategy. Negotiation, in fact, builds upon the other skills and strategies discussed within this module. Along with conflict resolution, critical thinking, decision making, and building a business case, the ability to negotiate is a fundamental skill of any leader.

Negotiation is a dialogue between two or more people or parties. The intent of negotiation may be to:

- Reach a common understanding,
- Resolve a point of difference,
- Produce an agreement upon courses of action,
- Bargain for individual or collective advantage, or
- Craft outcomes that satisfy various interests of the people/parties involved in the negotiation process.

A leader’s role in negotiation is to set the vision and the tone for the environment to allow negotiation to take place. Negotiation is a process where each party involved in negotiating tries to gain an advantage for themselves by the end of the process. Negotiation is intended to aim at compromise.

Negotiation occurs throughout all areas of organizations, including airports. Types of negotiations differ within organizations, depending on the parties involved and the issues at hand. For example, disputes between two co-workers may require one form of negotiation, while discussions on labor contracts will require another form of negotiation.

A negotiation strategy is one in which each party attempts to reach agreement with other parties while relinquishing as little as possible of what is important. Negotiated settlements are most effective when the following conditions exist:

- All parties believe they will benefit from the outcome.
- There is a belief that other parties will live up to the agreed terms.
- No party possesses and wishes to use sufficient power to force a solution.
- At least one party is willing to initiate the process with a proposal.
- There is proper authority to negotiate for each party.
- It is accepted that getting all one wants is not probable; there is general satisfaction in coming out with the best that was possible.
- Sufficient information is available to all parties before, during, and after the negotiation process.
- All parties are open and receptive to innovative alternatives.

There are two common negotiation strategies that leaders tend to default into: the win–lose strategy and the win–win strategy.

The win–lose strategy is a struggle for dominance. It may be a fast or expedient way of coping with conflict, but the conflict will manifest itself in another way. The danger in this strategy is its long-term effects:

- Lower levels of trust.
- Increased defensive or counter-aggressive behaviors.
- Decreased quality of long-term relationships.
- Decreased levels of commitment to the other parties or the organization.

The win–win strategy is a struggle for compromise. Win–win strategy behaviors include:

- Constructive assertiveness by all parties,
- Active listening skills and effective questioning techniques,
• A high level of commitment and persistence in seeking positive outcomes for each party involved, and
• Being receptive to exploring underlying concerns and issues.

Negotiation Assessment Center: As a method of practicing the fundamental leadership skills discussed in this module, consider the following hypothetical situations and assess how you would go about entering into negotiations:

1. You are an operations director who was recently promoted into this position. You are responsible for the labor relation negotiations that begin in one month. It is the organization’s position that contract negotiations will not result in benefits for represented employees that would be an overall greater benefit than non-represented employees. The union representative that will be part of the negotiations was your peer prior to your promotion and also applied and interviewed for the position you currently hold. When he did not receive the promotion he filed a grievance with the union for unfair practices. How will you prepare for this negotiation session?
   What is the anticipated perspective for the bargaining unit, and what is management’s perspective during the negotiation? What are you willing to negotiate?

2. Your current air service contract has been in place for 15 years. The trend in contracts is to negotiate for a 5-year commitment, which can provide some flexibility. Airlines are feeling the constraints of the tight economy and the reduction in the traveling public and see a benefit in a shorter contract term. However, airports are feeling uncertainty regarding grant money and passenger facility charges (PFCs) and are trying to find new innovative ways to generate revenues that can support capital development. The current contract includes provisions for majority-in-interest approval by air carriers for capital projects; this has been in some instances limiting, although air carriers have been recently somewhat more amenable to not disapprove of the use of PFCs for projects so that the cost will not be allocated to their rate base. The current issues most likely to be negotiated include air carriers’ desire to have some share of revenue generated by airline-related activities, including parking and concessions. The air carriers do not want the burden of constructing or maintaining baggage systems or technology that is not air-carrier-specific. The air carriers also want to look for means to reduce their customer service expenses. The airport wants to have more flexibility with the projects they prioritize and does not want to get airline approval. The airport wants to assign unused space at its discretion and wants the air carriers to pay for common-use equipment and capital and operating expenses for baggage systems. The airport would like to update its facilities, and the air carriers are comfortable with existing accommodations. How will you prepare for this negotiation session? What are the perspectives of both sides of this negotiation? What are you willing to negotiate?

3. An employee who reports to you has shown a considerable decrease in performance over the past 6 months and has a poor attitude toward the completion of work. The employee seems to be busy and yet there are no scheduled appointments on his calendar and few results or accomplishments
to his credit. You inherited this employee from a reorganization 18 months ago. He is a long-time employee with the organization and seems to have been passed from manager to manager over the course of his tenure. You pull all of his previous performance reviews and find all reports have a satisfactory rating for performance overall; however, each one shows the same recommendations for improvement that you can make. All of the overall ratings have shown decreasing results over the past 5 years even though they are still within the satisfactory range. The employee thinks he is well qualified for the work performed and is well liked throughout the organization. He feels he is performing well since he continues to receive satisfactory ratings. You decide to have a performance conversation with the employee that will result in a performance plan. You can expect the employee will negotiate the plan. How will you prepare for this negotiation session? What are the perspectives of both sides of this negotiation? What are you willing to negotiate?

4. You are the CEO of a small hub airport with a city-appointed board. Three months previously, the new appointments of the board and board chair were made. At the last board meeting the board chair announced that he has taken a look at the budget and the airport needs to reduce expenses by 20%. This news took you by surprise. He is asking for you to put together a proposal that will be discussed and negotiated in the next board meeting. The board is pushing to cut the capital funded projects that are slated to develop new opportunities to generate revenues within 5 years. You think personnel is going to be one of the areas where you will need to reduce; however, you know the board will be uncomfortable with the message it sends to the community. How will you prepare for this negotiation session? What are the perspectives of both sides of this negotiation? What are you willing to negotiate?
This module presents topics associated with the execution of leadership.

**Objectives**
- Determine strategic planning process.
- Identify the purpose and state of the business.
- Review SWOT analysis.
- Identify five levels of process maturity.
- Define the culture you want—translate leadership legacy to culture.
- Determine ways to develop the culture in your organization.
- Identify ways to assess culture.
- Apply coaching matrix to current resources.
- Determine types of feedback and impacts of each.
- Comprehend team building principles.
- Understand how meetings, performance management, and motivating employees affect culture.
- Determine the difference between strategic planning and strategy execution.
- Understand change management.
- Equate life change events to the workplace.
- Review the change cycle and behaviors associated with each phase.
- Identify the forces of change.
- Evaluate the faces of change and apply to current change initiatives.

**Topics**
- Strategic planning.
- Developing an organization’s culture.
- Relationship building.
- Strategy execution.
- Change management.

**Activities/Assessment Centers**
- Strategic planning.
- Considering the maturity level of your organization.
- Building culture discussion.
- Culture scenarios.
- Team assessment.
- Crisis communication discussion.
- Considering the environment of change.
- Culminating assessment centers.
Introduction

This module is focused on executing leadership. It is strategic in nature rather than skill-based and tactical. A leader’s role in executing leadership is to be sure to address the followers where they are and then lead them to the vision of the future. It is not the role of the leader to gain acceptance of the vision without guiding the path to get there. This module focuses on gaining the acceptance of a developed vision for the organization and on the creation and guidance of a path for the organization to meet the mission. Key components of executing leadership described in this module include strategic planning, defining and building culture, relationship building, and strategy execution.

Topic: Strategic Planning

Today’s business challenges are complex. The world is changing at a faster pace than in the past. To lead an organization successfully, it is critical that today’s leaders keep a strategic focus while balancing tactical execution. Effective leaders bring cross-disciplinary knowledge, a view of competitive differentiators, and an understanding of current legislative and regulatory issues to balance a deep understanding of the current state of the organization’s capabilities and customers’ needs. A strategic focus is founded in strategic thinking and manifested in an organization’s strategic plan.

The strategic plan for the organization begins with the organization’s purpose and mission. After clarifying the purpose for the organization to be in business, strategies or goals must be developed. In order to make goals achievable, an effective leader must have a deep understanding of the capability and capacity of the current workforce. Defined goals must take into account the current demand on the available resources and be achievable along with the workload already in place. Goals should focus on innovative ideas or improvements to existing services that are aligned to the mission and purpose of the organization.

ACRP Report 20: Strategic Planning in the Airport Industry provides comprehensive guidance in developing strategic plans for civil-use airports—material that will not be explicitly repeated within this document in favor of focusing on the leader’s role in the strategic planning and execution process. In summary, however, ACRP Report 20 describes the creation of a strategic plan as composed of the following steps:

1. Evaluate and understand the organization; determine capacity for work and appetite for change.
2. Define mission, vision, and values.
   a. Mission = your purpose for being in business.
   b. Vision = who you want to be and what you want to make happen.
   c. Values = how you want work performed.
3. Scan the environment for external influences and indicators; identify critical drivers; conduct SWOT analysis.
4. Identify goals and long-term objectives (a vital few) with performance measures and success factors; define roles and responsibilities within the goals and long-term objectives.
5. Formulate short-term objectives and action plans to demonstrate progress toward goals; define roles and responsibilities within the objectives and action plans.
7. Monitor, evaluate, and modify.

Planning and leadership without a clear vision lead to plans that are hardly strategic, often resulting in organizations, including airports, that are operating suboptimal at best and, at their worst, are downright dysfunctional.
Figure 10. **Steps to strategic planning.**

Figure 10 illustrates steps in the strategic planning process, as described in *ACRP Report 20*. Following these steps will help identify an organization’s vision and road map for further strategic planning.

**Activity: Strategic Planning.** Identify your airport’s strategic vision, mission, and goals.

**Performing an Environmental Scan**

In association with strategic planning and execution, it is important to perform an environmental scan. An environmental scan is a comprehensive investigation of key components of an organization that may affect or have an impact on the execution of strategies.

Internal and external components of an organization may include information technology, human capital, capital funding, and regulatory environment:

**Information Technology**

Information technology has become a core component of infrastructure within organizations of all shapes and sizes, including, of course, civil-use airports. Information technology lies not only within typical business functions of airports, but also within critical operational
components associated with aviation safety and security. Any strategic execution that affects information technology should be included in any environmental scan by considering the following:

- Investment in technology, use of current technology—modules to expand, skills to expand.
- How information technology may automate processes that are documented and validated.
- How tech savvy the organization is.

**Human Capital**

Human capital (the workforce) is not only a core component of an organization, but is also often the most fluid. The workforce is constantly changing in its demographics, its training needs, and in the ways needed to maintain organizational effectiveness. An environmental scan should take into consideration:

- The aging workforce—Generation X is the smallest generation; must get younger generations ready to take on leadership roles sooner.
- Does the organization offer a competitive environment and/or offer attractive benefits (such as health care and retirement plans).
- Succession planning—not just focused on retiring workforce, must focus on retaining institutional knowledge.
- Know when to promote and when to hire externally.

**Capital Funding**

Any environmental scan should take into consideration the implications of strategic execution on capital funding and other fiscal issues, such as:

- Modifications to passenger facility charges (PFCs), revenue bond rating and interest, grant availability, earmarks discontinued.
- Alternative sources of funding.
- Diversification of revenue sources.

**Regulatory Environment**

Federal, state, regional, and local regulatory policies are constantly changing. Any environmental scan should consider the impact of current or future regulatory changes on strategy, including those relating to DOT funding, FAA reauthorization, the Environmental Protection Agency (EPA), cap and trade, aircraft rescue and fire fighting (ARFF) requirements, building codes, cargo security, use fees implementation, and health-care benefits.

**Market-Based Competition**

Any strategic execution decisions should consider how such decisions will affect the organization, particularly in the face of competition. In the airport industry, competition may be local or across the world, such as nearby airports and competing hubs.

**Industry Convergence and Consolidation**

External industry factors often have significant impact on strategic decisions, particularly within the airport industry. Such factors may include:

- Alternative modes of transportation, fluctuating price of gas, energy-efficient automobiles;
- Communication technologies, social media maturation;
- Globalization of economies and industries; and
- Economic conditions.
Other components of an environmental scan may include:

**General Business Risk**
- Security risks heightened since September 11th, 2001 (9/11), unemployment rates, increasing costs for employing staff (benefits and so forth), sustainability, lower capacity in the aviation system, and economic conditions’ indirect effects.

**Innovative New Entrants/Models**
- Additional services to customers for experience, transition to the focus on non-aeronautical revenue models, larger number of carry-on bags, liquids issues, and discontinuance of regional jets.

**Market Globalization**
- World economy, increasing concerns on global terrorism, oil prices, and pandemic issues.

It is the leader’s role to guide and monitor the environmental scan. In some smaller organizations, it will be the leader’s role to actually perform the environmental scan. The categories discussed previously are influences and factors affecting the direction and strategy of the business. Leaders must scan them frequently to create the strategic plan and then to adjust the plan, and its execution, as necessary.

**The SWOT Analysis**

The SWOT analysis tool is used to analyze an organization for its strengths, weaknesses, opportunities, and threats. Analysis of strengths and weaknesses focuses on internal operations and resources. Analysis of opportunities and threats focuses on external influences and resources. The tool is frequently used in conducting strategic planning sessions but can also be useful in team building, personal development, and other projects that need to be audited or reviewed for new direction or reengineering.

An organization’s SWOT is an incredibly helpful tool in conducting a strategic planning session. It helps bring together multiple viewpoints in an organization and determines the current state of the organization with its current resources. A SWOT analysis should be conducted, at a minimum, each time strategic initiatives are developed, and more frequently if trigger events occur such as a change in leadership.

It is the leader’s role to use the tool to assist in reviewing any program, team, process, or initiative that might need to be audited and adjusted to be directionally corrected or enhanced.

**The Strategy Map**

The strategy map shows the components to be put together in a simple strategic plan. This map is a one-page road map for the organization’s strategy and includes the vision, mission, and goals of the organization, as illustrated in Figure 11. These represent the *what, why, and when* of the strategic plan. The values represent the *how*. The resources of the organization are the *who* of the strategic plan.

Once this one-page strategy map is created, the next step in the strategic planning process is to develop goals that apply throughout the organization so that every employee can answer the question, How does the work I do every day contribute to the overall organization strategy (or mission)? Being able to align oneself to the organization mission or strategy is the one item that employees repeat over and over as their key point for engagement.
Goal Setting

The goal setting process begins at the strategic planning level but goes beyond the strategic plan to cover every individual within the organization. Goals must be aligned from the top down and then be validated from the bottom up. People need to have the time and money available to complete the goals. As such, a key element of goal setting is keeping goals realistic as they cascade down and then to have adjustments made from the bottom up if they are not. Measures or metrics should not be established when completing goals until the top-down and then bottom-up process is complete. Most organizations establish goals at the top and never actually validate through the top-down and bottom-up process to know for certain that they have the resources to realistically complete them. This is why most strategic planning fails. This process must occur before measures can be established and the strategy can be executed.

The Four Stages of Organizations

When working on the strategic plan, it is extremely important to determine what stage of business the organization is in. There are four primary stages of organizations, and each one equates to a certain amount of productivity, new initiatives, financial investments, or expectations that can be set for the limited resources available in the organization. Every organization has the three limited resources of time, people, and money.

The four stages are:

1. **Start-up**: Major changes occurring – potential change in leadership; some chaos in the organization; perhaps the result of a reorganization (high levels of exceptions and projects).
2. **Growth**: New air service, new terminal, capital projects; high energy, lots of change; must have high exposure, controls, management must be engaged. Focus on major initiatives – do one at a time, manage prioritization, do not do new initiatives until some complete.
Leadership Execution

(High-level projects focused on new developments; management focused on balancing a decrease in exceptions with increase in core services.)

3. **Maintenance**: Stabilization of growth, organizational maturity; great time to invest in development of people; things are in balance; work on increasing efficiency, add new talent; succession planning; develop bench strength (high levels of core services, projects focused on improvements, lower level exceptions)

4. **Decline**: Loss of air service, downsize due to economy, need to reduce redundancy (low projects, low core service, higher exceptions)

**The Five Levels of Process Maturity**

Process maturity is embedded and yet separate from the stages of organizations. When implementing a strategy, it is important to keep in mind the stages of process maturity to manage the implementation. The five levels of maturity are:

1. **Initial** (chaotic, *ad hoc*, heroic): The starting point for use of a new process; the early stages of organizations.
2. **Repeatable** (project management, process discipline): The process is used repeatedly, business begins to gain traction.
3. **Defined** (institutionalized): The process is defined/confirmed as a standard business process; business is normalized.
4. **Managed** (quantified): Process management and measurement takes place; business begins to grow.
5. **Optimizing** (process improvement): Process management includes deliberate process optimization/improvement; business performs continuous improvement, innovates, and leads in industry. Business becomes the best in its class.

**Activity: Considering the Maturity Level of Your Organization.** What is the level of business maturity of your airport organization?

**Topic: Developing an Organization’s Culture**

Culture has many components that work together and define it within an organization. Within this section, culture will be discussed, as will activities that are performed within an organization that influence the development and support of culture. Subtopics include:

- Performance management,
- Team building, and
- Conducting meetings.

A role of a leader is to monitor and coach performance, build teams, and use meetings to support the underlying culture that the leader is attempting to develop. Without good leadership in these areas, the culture may not be able to support itself. This topic includes discussions about culture in an organization, how it is formed, and how a culture may be transformed through leadership.
Culture Scenarios Activity #1.
Consider the following story:

Pike Syndrome

A number of Northern Pike were placed in one half of a large table aquarium with numerous minnows swimming freely and visibly in the other half of the glass-divided tank. As the pike became hungrier, they made many unsuccessful attempts to obtain the minnows but only succeeded in battering their snouts against the glass divider. Slowly the pike learned that reaching the minnow was an impossible task and seemingly resigned themselves to their fate. When the glass partition was carefully removed, the pike did not attack the minnows, even though the minnows swam around them.

This story represents a theory that if a culture is established that results in frustration on the part of the organization, it may be difficult for a leader to create effective change, even if barriers are removed, perhaps through leadership directives. Even if new policies are put in place to facilitate organizational progress, the culture of the organization does not allow the facilitation to happen. Culture moves into maintenance mode and does not permit discretionary energy to be put into the organization. Loyalty and productivity decrease.

How might this story relate to your airport’s organizational culture?

Culture Scenarios Activity #2.
Consider the following story:

Elephant Training

A man was walking behind the scenes of a traveling circus and saw a fully grown elephant tied to a pole with a small rope. It was obvious this huge elephant could have broken free from this pole by just running a little. The man wondered how such a small rope could hold such a massive animal.

Curiosity getting the best of him, he asked a nearby elephant trainer about this strange scenario. The trainer told him that when elephants are small they use a rope this size to keep them tied. As small elephants they learn they cannot get away from the rope, and as they grow they stop trying.

This story represents a theory that if a culture is established that results in stagnation on the part of the organization, it may be difficult for a leader to create effective change, because middle management, and perhaps leadership itself, is not in the mindset to be proactive in finding better ways to run the organization. The phrase “it's always been done this way” becomes prevalent in the culture.

How might this story relate to your airport’s organizational culture?
Culture Scenarios Activity #3.
Consider the following story:

Bucket of Crabs

Any fisherman will tell you that a bucket full of crabs doesn’t need a lid—they simply won’t escape. Crabs will pinch and pull as they struggle to climb over one another to reach the top of the bucket to freedom. It’s not impossible for a crab to climb to the top, and if they worked together it would be quite easy. But crabs don’t work together. When one crab breaks away from the pack, reaching its pinchers toward the top of the bucket, the others promptly grab onto that crab, pulling it back down. The crab is then pushed to the bottom of the pile. Instinctively, crabs pull each other down.

The crab mentality says, “If I can’t have it, then neither can you.”

This story represents a theory that if a culture is established that results in stagnation on the part of the organization, it may be difficult for a leader to create effective change, because individuals or groups within the organization will be out for themselves, perhaps competing with each other for recognition or resources, resulting in behavior that is suboptimal, or in fact detrimental, to the organization as a whole.

How might this story relate to your airport’s organizational culture?

Embedding Culture

This section describes techniques to best embed a proper culture into an organization. Identifying and defining culture are the beginning of the leader’s role. Embedding the culture relies on many of the fundamental leadership concepts described earlier. It relies on communicating clearly and in an appropriate and timely way. Culture may be embedded into an organization through:

• Performance management,
• Feedback,
• Team building,
• Motivations, and
• Meeting strategies.

Performance Management

Leadership by way of performance management includes:

• Setting clear expectations,
• Defining capacity and capability for each role,
• Rewarding demonstrated progress,
• Creating a results focus, and
• Creating an environment of accountability, which sometimes means making hard decisions about people.

One of the biggest mistakes leaders make is allowing a poor performer to last too long in the organization. Good leaders will build a relationship with human resources and use the proba-
itionary period of the hiring process to their advantage. Good leaders stay close to new hires to monitor behavior, scan the environment, and ensure that the new hire is a good culture and organization fit. Firing fast is a good leadership quality. Allowing poor performance affects productivity, engagement, loyalty, and the organization’s own leadership brand.

Figure 12 illustrates what is known as a nine-box matrix of performance. The matrix is used to determine the overall performance and growth potential of an employee within the organization. The matrix determines an employee’s performance potential by providing a low, medium, or high evaluation of the employee’s current performance and growth potential. Within the figure are identifying outlines that help in categorizing employees, such as those that are “talent to take care of” and groom for promotion and leadership, those that are “good solid talent” that will not inhibit organizational growth but are less likely to move up within the organization themselves, and of course those that may need to be relocated to enhance organizational performance.

Feedback

One of the more difficult responsibilities of the leader is to manage performance, or make difficult decisions about those who are demonstrating both low levels of performance and low growth potential, particularly in the case where an employee’s removal may be necessary. This may mean having difficult conversations with some poor performers. These conversations are often facilitated by providing continuous feedback on performance prior to formal review.
There are four common methods of providing feedback to employees within an organization:

- **Silence**
- **Criticism**
- **Coaching**
- **Reinforcement**

Table 10 summarizes the definitions, purpose, and impact of each feedback method.

When providing feedback to employees as individuals or teams, it is important to be guided by the following suggestions:

- Be specific when referring to behavior.
- Consider timing. Use advice prior to an event, reinforcement after.
- Consider the needs of the person receiving the feedback as well as the needs of the organization and leadership. Consider how the individual will interpret the feedback.
- Focus on behavior the receiver can do something about.
- Avoid labels and judgments by describing rather than evaluating behavior.
- Define the impact on the unit, the team, and the company.
- Use “I” statements as opposed to “you” statements to reduce defensiveness.
- Check to be sure the message has been clearly received.
- Give the feedback in calm, unemotional words, tone, and body language.

<table>
<thead>
<tr>
<th>TYPE</th>
<th>DEFINITION</th>
<th>PURPOSE</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silence</td>
<td>No response provided</td>
<td>Maintain status quo</td>
<td>Decreases confidence Reduces performance Produces paranoia Creates surprises during performance reviews</td>
</tr>
<tr>
<td>Criticism</td>
<td>Identifies undesirable behaviors</td>
<td>Stop undesirable behaviors</td>
<td>Generates excuses/blame Decreases confidence Leads to avoidance or escape Can eliminate related behaviors Hurts relationships</td>
</tr>
<tr>
<td>Coaching</td>
<td>Identifies results or behaviors desired and specifies how to incorporate them</td>
<td>Shape or change behaviors or results to increase performance</td>
<td>Improves confidence Strengthens relationships Increases performance</td>
</tr>
<tr>
<td>Reinforcement</td>
<td>Identifies results or behaviors that were desired, up to or exceeding standards</td>
<td>Increase desired performance or results</td>
<td>Boosts confidence Heightens self-esteem Increases performance Enhances motivation</td>
</tr>
</tbody>
</table>
**Team Building**

Part of a leader’s role in embedding culture in the organization is to develop high performing teams.

High performing teams create environments that ensure the team is a place where individuals can renew their commitment and participation in a shared vision, where they can be honest about reality, and where they can be authentic persons and professionals.

In a high performing team:

- Every team member feels respected and valued;
- All team members have the opportunity to fully share their thoughts, feelings, and ideas;
- The team uses the talents of each member; and
- The team excels beyond individual talents.

The key to a high performing team is alignment around expectations.

High performance teams, especially in the airport environment, result in:

- Quality improvement,
- Cost-effectiveness,
- Speed to customer,
- Innovation (product, service, process), and
- Growing human capital.

Just as high performance teams are beneficial to an organization, dysfunctional teams can be disruptive. It is important to realize the five key elements of team dysfunctionality:

1. Absence of trust
2. Fear of conflict
3. Lack of commitment
4. Avoidance of accountability
5. Inattention to results (Lencioni, *The Top Five Dysfunctions of a Team*)

The theory setting forth the reasons for team dysfunctionality is simple; however, the steps to overcome team dysfunctionality are difficult and require a level of discipline and persistence that few teams can meet. It is to be noted that the five elements of team dysfunction are not separate but are related; therefore, the dysfunctions cannot be dealt with in isolation. The five elements are interrelated; each serves as a condition that sets the stage for the next.

**Absence of trust:** Stems from team members’ unwillingness to be vulnerable within the group. Team members who are not genuinely open with one another about their mistakes and weaknesses make it impossible to build a foundation of trust.

**Fear of conflict:** A team that lacks trust is incapable of engaging in unfiltered and passionate debate of ideas. Instead, they resort to guarded comments as opposed to meaningful, candid dialogue.

**Lack of commitment:** Without having aired their opinions in the course of passionate and open debate, teams rarely, if ever, buy in and commit to decisions, although they may feign agreement during meetings.

**Avoidance of accountability:** Without committing to a clear plan of action, even the most focused and driven people often hesitate to call their peers on actions and behaviors that seem counterproductive to the good of the team. Failure to hold one another accountable creates an environment where the fifth dysfunctionality can thrive.

**Inattention to results:** Occurs when team members put their individual needs (such as ego, career development, recognition) above the collective goals of the team.
The costs of failure to achieve a high performance team are great: wasted energy; lack of focus, effectiveness, and efficiency; and an environment that is not conducive to a pleasurable workplace.

Activity: Team Assessment. Consider teams or departments within your airport organization. Are there any that you would consider high performance? Are there any that you would consider to have elements of dysfunctionality? Describe in some detail the operating characteristics of these organizational units. What may be done to reduce the dysfunctionality of those units that may not yet be considered high performance?

Motivation
Here are the top 10 employee motivators*:

1. Appreciation: People need to feel appreciated, especially by their managers. (That’s why employee recognition should go through the manager.)
2. Being in the know: Even if employees can’t affect company plans, they feel empowered when they have a full picture of what these plans are.
3. Understanding in crisis: Life happens. Managers need to work with loyal employees when problems crop up at home.
4. Job security: No job is completely secure, but employees need to know managers will do all they can to secure their jobs, as long as they perform.
5. Fair compensation: Note how far down the list this one is. But it’s still important.
6. Engaging work: Give top performers a chance to do additional, interesting tasks.
7. Growth opportunities: Same as #6.
8. Loyalty: Employees respond to leaders who support them.
9. Tactful discipline: Managers who can’t give negative feedback without humiliating the person need training.
10. A fun environment: People try harder when they like where they work.


Other concepts to consider when developing methods to motivate individuals or groups within the organization:

1. Work with each employee to ensure their motivational factors are taken into consideration in the reward systems. For example, their jobs might be redesigned to be more fulfilling. The leader could find more means to provide recognition—if that is what is important to the employees. The leader could develop a personnel policy that rewards employees with, for instance, more family time.
2. Have one-on-one meetings with all employees. Employees are motivated more by your care and concern for them than by your attention to them. Get to know your employees, their families, their favorite foods, names of their children, and so forth. This can sound manipulative—and it will be if not done sincerely. However, even if you sincerely want to get to know each of your employees, it may not happen unless you intentionally set aside time to be with each of them.
3. Cultivate strong skills in delegation. Delegation includes conveying responsibility and authority to your employees so that they can carry out certain tasks. However, you leave it up to your employees to decide how they will carry out the tasks. Delegation can free up a
great deal of time for managers and supervisors. It also allows employees to take a stronger role in their jobs, which usually means more fulfillment and motivation as well.

4. Reward it when you see it. A critical lesson for new managers and supervisors is to learn to focus on employee behaviors, not on employee personalities. Performance in the workplace should be based on behaviors toward goals, not on popularity of employees. You can get in a great deal of trouble (legally, morally, and interpersonally) for focusing only on how you feel about your employees rather than on what you actually see.

5. Reward it soon after you see it. This helps to reinforce the notion that you highly prefer the behaviors that you are currently seeing from your employees. Often, the shorter the time between an employee’s action and your reward for the action, the clearer it is to the employee that you prefer that action.

6. Implement at least the basic principles of performance management. Good performance management includes identifying goals, measures to indicate if the goals are being met, ongoing attention and feedback about measures toward the goals, and corrective actions to redirect activities back toward achieving the goals when necessary. Performance management can focus on organizations, groups, processes in the organization, and employees.

7. Establish goals that are smarter. Smarter goals are specific, measurable, acceptable, realistic, timely, extending of capabilities, and rewarding to those involved.

8. Clearly convey how employee results contribute to organizational results. Employees often obtain a strong feeling of fulfillment from realizing that they’re actually making a difference. This realization often requires clear communication about organizational goals, employee progress toward those goals, and celebration when the goals are met.

9. Celebrate achievements. This critical step is often forgotten. New managers and supervisors are often focused on getting a lot done. This usually means identifying and solving problems. Experienced managers come to understand that acknowledging and celebrating a solution to a problem can be every bit as important as the solution itself. Without ongoing acknowledgement of success, employees become frustrated, skeptical, and even cynical about efforts in the organization.

10. Let employees hear from their customers (internal or external). Let employees hear customers proclaim the benefits of the efforts of the employee. For example, if the employee is working to keep internal computer systems running for other employees (internal customers) in the organization, then have other employees express their gratitude to the employee. If an employee is providing a product or service to external customers, then bring them in to express their appreciation to the employee.

11. Admit to yourself (and to an appropriate someone else) if you do not like an employee. Managers and supervisors are people. It’s not unusual to just not like someone who works for you. That someone could, for example, look like an uncle you don’t like. In this case, admit to yourself that you don’t like the employee. Then talk to someone else who is appropriate to hear about your distaste for the employee—for example, a peer, your boss, or your spouse. Indicate to the appropriate person that you want to explore what it is that you don’t like about the employee and would like to come to a clearer perception of how you can accomplish a positive working relationship with the employee. It often helps a great deal just to talk out loud about how you feel and get someone else’s opinion about the situation. As noted, if you continue to focus on what you see about employee performance, you will go a long way toward ensuring that your treatment of employees remains fair and equitable.

Meeting Strategies

Meetings and organizational culture go hand in hand. Many organizations have moved into a death-by-meeting mode because of the amount of work they are trying to process at any one time with the limited resources available. Meetings have changed over time as businesses have become less manufacturing-focused and more information-focused. Because of increased and
unmanaged technology advancements, meetings have taken on a life of their own. They are the greatest time consumer of many elements of organizations, particularly in the administrative components of airports.

Establishing meeting strategies and guidelines as well as the types of meetings necessary for people in the organization to get work done often result in fewer, more productive meetings, rather than a more wasteful *ad hoc* practice of holding meetings just for the benefit of holding meetings. General guidelines for an effective meeting strategy are:

- Establish a purpose and goals,
- Set a defined agenda,
- Determine attendees,
- Send agenda and supporting material before meeting for review,
- Stay on topic,
- Stay on time, and
- Recap action items and assign ownership with deadlines.

Table 11 provides samples of effective meeting structures.

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**Activity: Evaluating Meeting Strategies.** Consider the meeting strategy at your airport. How often are meetings of various structures held? What are the purposes of these meetings? Consider strategies for meetings at your airport that may result in increased productivity.

**Table 11. Effective meeting structures.**

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Time Required</th>
<th>Purpose/Format</th>
<th>Keys to Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily check-in</td>
<td>5–10 min</td>
<td>Share daily schedules and activities</td>
<td>Don’t sit down</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focus on administrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Don’t cancel</td>
</tr>
<tr>
<td>Weekly tactical</td>
<td>45–90 min</td>
<td>Review weekly activities and metrics</td>
<td>Don’t set agenda until after initial reporting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Resolve tactical obstacles and issues</td>
<td>Postpone strategic discussions</td>
</tr>
<tr>
<td>Monthly strategic</td>
<td>2–4 hours</td>
<td>Discuss, analyze, brainstorm, and decide upon critical issues affecting long-term success</td>
<td>Limit to one or two topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prepare and do research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engage in good conflict</td>
</tr>
<tr>
<td>Quarterly off-site</td>
<td>1–2 days</td>
<td>Review strategy, competitive landscape, industry trends, key personnel, and team development</td>
<td>Get out of office</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Focus on work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Don’t over structure schedule</td>
</tr>
</tbody>
</table>
Figure 13 illustrates a structure of setting a meeting agenda that considers the styles and structures for effective meetings as described previously.

**Topic: Relationship Building**

Relationship building is a critical skill for today’s leader. Leaders must know how to build relationships with people both external and internal to the organization. Power and influence are also key in building relationships. Along with building relationships is the ability to communicate in times of crisis. Leaders who have built solid relationships will have them to rely on during a crisis. Relationship building pulls together concepts from communication and conflict styles, conflict resolution, negotiation, and culture development and strategy.

Strong leaders recognize the impact of the use of their power of influence over others through their leadership skills. More effective use of power of influence will more likely result in desired responses from the followers. Each leadership style has a power of influence that results in a response. That influence may also have a possible cost associated with it, which is a trade-off in the result to consider. Power of influence requires a leader with strong sensory skills to monitor the environment for responses. Understanding your power of influence is critical in developing the culture of followers you are looking for. Your power of influence, the follower response, and the trade-off made will result in the type of relationship that is established and defines the culture of the organization.
In the airport environment, there are key external and internal groups that leadership needs to have an excellent relationship with.

Externally, the organizations and individuals include:

- The FAA,
- The Transportation Security Administration (TSA),
- The EPA,
- Local law enforcement,
- The airport sponsor (such as authority board, city council, county commission),
- Local community representatives and leaders, and
- Airport tenants.

Internally, groups and individuals include:

- Employees,
- Subordinates, and
- Contractors.

Figure 14 represents the levels of employees in the internal organization, showing that the lowest level is the farthest from the external relationships. The airport leader becomes the focal point and must balance the information coming in and going out. Keep in mind that the information that reaches a leader from the inside of the organization may vary from its initial message, particularly if the source of the information originates from the lower levels of the organization.

It is highly important to create these relationships as early in the leadership process as possible, before critical issues that require hard decisions or strong support occur. Key leaders at airports have commented on relationship building in the following ways:

- Build relationships with people before you need something from them.
- Find reasons to get to know external people as people, not as services.
- Make sure you are giving to the relationship as much as you are taking from it.
- Seek common interests.
- Seek to understand the perspective of the individual you are trying to build a relationship with.

Figure 14. Leadership is the focal point between internal and external constituents.
Trust is the foundation of any relationship and is critical to any organization and effective leader.

Emerging leaders working up through the internal chain of command should seek opportunities to build external relationships at each level up the progression. Working within an airport’s local community by serving on local boards or frequently attending community events is equally as important. Attending industry conferences and participating in advisory groups are excellent ways of fostering external industry relationships.

**Power and Influence**

One role of a leader is to build relationships through the use of power of influence and build trust. This section is focused on bringing about a positive understanding of the use of power so that leaders can gain better control over the power they have.

It is the leader’s responsibility to be aware of the power and influence that are attributed automatically by followers based on the title the leader holds in an organization. This power and influence follows leaders everywhere they go and is culturally understood to have a level of command and authority regardless of the circumstances or situation. This results in leaders needing to be acutely aware of their environment and their surroundings at all times to use the power of their authority wisely. If used incorrectly, it can wield opposite and negative results quickly.

There are six leadership styles that a leader can use to influence a relationship or a situation. Most leaders have a tendency to think they need to pick one and stick to it. Great leaders identify the style that is appropriate for the circumstances they find themselves in. The six common styles of implementing power and influence are:

1. Directive,
2. Engaged,
3. Coaching,
4. Democratic,
5. Affiliative, and

The directive style is characterized by driving—marshalling resources and directing energy toward achieving a goal. It is considered a dominating style, with the intent to control the thoughts and actions of others. The response of followers is often one of obedience. This style is most applicable with a workforce that has specific operational tasks or with new employees that need guidance or are working under critical time frames for work products. This style is also effective during times of crisis. Employing the directive style improperly, such as in every situation, is often interpreted as micromanaging, so this style should be used carefully, consistently, and sparingly.

The engaged style is characterized by motivating—identifying and addressing the desires of others. It is considered an influencing style, designed to affect the thoughts and actions of others through the distribution and sharing of information. The response of followers is often one of empowerment, resulting in independent action. This style is often most effective at the start of a new project, in soliciting new ideas, when celebrating milestones or successes, or simply when leading an already effective team.

The coaching style is characterized by teaching—bringing others along a path of learning a new skill or domain. It is considered a counseling style, designed to affect the thoughts and actions of others through the exchange of questions and information. The response of followers is often one of receptiveness. The style is often most effective when mentoring an individual into taking on new responsibilities or engaging in a new opportunity.
The *democratic* style is characterized by collaborating—responding to others and building on their contributions with those of the leader him/herself. It is considered to be a consensus-building style, designed to bring together the thoughts and actions of others through building a shared point of view. The response of followers is often one of agreement and a sense of equality. This style is often most effective when sharing new ideas, gathering different perspectives, and resolving issues before they become detrimental to the organization.

The *affiliative* style is characterized by empathizing—understanding the feelings and states of mind of others. It is considered to be a supporting style, designed to affect the thoughts and actions of others through understanding and working with their goals and beliefs. The response of followers is often one of team orientation. This style is often most effective when team building is necessary or in post-crisis environments.

The *expert* style is characterized by mastering—turning new knowledge into a domain of expertise. It is considered to be a demanding style, designed to affect the thoughts and actions of others through setting clear expectations based on mastery of a task. The response of followers is often one of gaining autonomy and self-direction. This style is most effective in succession planning and reporting to external constituents such as the airport sponsor or industry and community partners.

These concepts are summarized in Tables 12 and 13.

### Crisis Communication

This section discusses fundamental leadership communication skills applied during times of crisis. A crisis may be broader than simply an aircraft accident or a terror event. Crises can come

<table>
<thead>
<tr>
<th>Style</th>
<th>Skills</th>
<th>Power of Influence</th>
<th>Follower Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directive</td>
<td>Driving; marshalling resources and directing energy toward achieving a goal</td>
<td>Dominating; to control the thoughts and actions of others</td>
<td>Obedience brings compliance</td>
</tr>
<tr>
<td>Engaged</td>
<td>Motivating; identifying and addressing the desires of others</td>
<td>Influencing; to affect the thoughts and actions of others through the distribution of information</td>
<td>Empowerment brings independent action</td>
</tr>
<tr>
<td>Coaching</td>
<td>Teaching; bringing others along a path of learning a new skill or domain</td>
<td>Counseling; to affect the thoughts and actions of others through the exchange of questions and information</td>
<td>Receptiveness brings openness</td>
</tr>
<tr>
<td>Democratic</td>
<td>Collaborating; responding to others and building on their contributions with your own</td>
<td>Consensus building; to bring together the thoughts and actions of others through building a shared point of view</td>
<td>Equality brings agreement</td>
</tr>
<tr>
<td>Affiliative</td>
<td>Empathizing; understanding the feelings and states of mind of others</td>
<td>Supporting; to affect the thoughts and actions of others through understanding and working with their goals and beliefs</td>
<td>Team orientation brings teamwork</td>
</tr>
<tr>
<td>Expert</td>
<td>Mastering; turning new knowledge into a domain of expertise</td>
<td>Demanding; to affect the thoughts and actions of others through setting clear expectations based on mastery of a task</td>
<td>Autonomy brings self-direction</td>
</tr>
</tbody>
</table>
disguised as other events in an organization and require a similar prioritization and response. Some other types of crises are:

- A sudden change in leadership;
- An employee death or major injury;
- A sudden reduction in workforce due to layoffs, strikes, and so forth;
- A loss of air service; and
- Financial trouble.

As with individuals and their communication styles, crisis communication and the identification of crisis events have different meanings and different impacts for each individual in an organization. The role of leaders is to put themselves in the shoes of their followers as they implements ideas, execute changes, or make big decisions, while being mindful of how communication is handled during the crisis.

Crisis communication has six fundamental steps at its core:

1. **Offer certainty.**
2. **Acknowledge uncertainty.**
3. **Show connection and authority.**
4. **Give others a way to contribute.**
5. **Act as a secure base.**
6. **Fulfill others’ needs for growth.**

**Offer certainty:** It is important to be honest and open with the entire organization about those facts of the situation of which the leader is absolutely sure. It is not necessary to divulge all information, particularly security or politically sensitive information, but the basic facts of any crisis situation should be openly communicated with certainty.

**Acknowledge uncertainty:** As important as it is to communicate what is known, it is equally as important to communicate what is not known or what is uncertain. While seemingly counter-intuitive, this helps to comfort individuals because it gives them a sense of common knowledge, or lack thereof, and removes any suspicion that information is being withheld. It also prevents the creation and dissemination of false information, which can be detrimental to managing crisis situations.

<table>
<thead>
<tr>
<th>Style</th>
<th>Associated Use of Power</th>
<th>Leadership Skill Used</th>
<th>Follower Response</th>
<th>Relationship Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directive</td>
<td>Dominating</td>
<td>Driving</td>
<td>Obedience</td>
<td>Dependent</td>
</tr>
<tr>
<td>Engaged</td>
<td>Influencing</td>
<td>Motivating</td>
<td>Empowerment</td>
<td>Interdependent</td>
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<tr>
<td>Coaching</td>
<td>Counseling</td>
<td>Teaching</td>
<td>Receptiveness</td>
<td>Interdependent</td>
</tr>
<tr>
<td>Democratic</td>
<td>Consensus building</td>
<td>Collaborating</td>
<td>Equality</td>
<td>Interdependent or independent</td>
</tr>
<tr>
<td>Affiliative</td>
<td>Supporting</td>
<td>Empathizing</td>
<td>Team orientation</td>
<td>Interdependent</td>
</tr>
<tr>
<td>Expert</td>
<td>Demanding</td>
<td>Mastering</td>
<td>Autonomy</td>
<td>Independent</td>
</tr>
</tbody>
</table>
**Show connection and authority:** It is important for the leader to share his/her perspective and thoughts on the situation. This leads to the building of trust within the organization and offers the organization a sense as to how the leader will further handle the crisis.

**Give others a way to contribute:** Crises can be amplified by individuals and groups with no sense of empowerment within the crisis. A leader can be effective in giving others the opportunity to contribute, whether by offering physical assistance or simply being keepers of information.

**Act as a secure base:** A leader can act as a secure base by demonstrating a commitment to resolving the crisis. Making and keeping commitments is one of the main functions of a leader; leaders should create an environment of trust.

**Fulfill others’ needs for growth:** A leader is someone who can show how individuals, the organization, and the community can be stronger upon resolution of the crisis.

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**Activity: Crisis Communication Discussion.** Consider the following crisis situations:

1. A commercial airliner crash lands at your airport, resulting in multiple fatalities, and closes your air carrier runway for several days.
2. The local community finds itself with a highly reduced budget due to decreasing federal support, a reduced tax base, and investments that have gone bad. As a result, you, as the airport leader, are asked to reduce your budget by reducing your workforce by 30% across the organization.

Apply the six fundamental steps of crisis communication for these situations. How are the steps applied differently (or similarly) for each situation?

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**Topic: Strategy Execution**

Strategy execution occurs when the strategic plan is aligned to resources within the organization. Every goal developed should have a strategic owner assigned for accountability and responsibility for completion. Assigned resources should be held accountable to show progress, report issues, and deliver the results of strategic goals. Leaders must monitor progress, assist in resolving issues, prioritize work, and celebrate results.

The key challenge to strategy execution is leading the organization through changes dictated in the strategic plan, as well as changes that may come about unexpectedly during strategy execution. The next section will discuss the leader’s role in change management.

**Topic: Change Management**

Regardless of strategy execution, change is constant at all organizations. It is also one of the hardest factors for people at all levels to deal with. Even when there is a clear need for change, resistance, fear, uncertainty, and ambivalence are common responses. Leading during change is a significant responsibility of a leader. A leader’s words, actions, and reactions will set the pace of acceptance of change within an organization. Great leaders understand how their organizations handle change and use this to lead people from where they are to where they need to be.
During transitions, people must let go of what they knew, cope with the unknown, and then come to terms with what is new. While some transitions move more quickly and easily than others, each is significant. The transition model illustrated in Figure 15 represents the three stages of change, or transition, that individuals and organizations move through. It starts with an ending where it is necessary to let go of the old way of doing things. Any ending implies a loss of some kind. All change means transition and giving something up. People make a new beginning only after they have first experienced an ending and spent some time in the neutral zone.

Following are the top five change events that individuals go through in their personal lives. These personal events, in fact, may be equated to change events that happen in professional organizations. How well one copes with personal change reflects attitudes that may indicate how well one copes with changes in the organization.

Top five life changing events:
1. Health crisis/death of a loved one
2. Divorce
3. Marriage
4. Relocation of residence
5. Change of job

These personal, life-changing events may be equated to organizational changes through the following examples:

**Change of job:** Organizational changes such as realignment of departments, revision of job descriptions, or promotions.

**Relocation:** Change of office location, construction within work environment.

**Marriage:** Addition of new team members, managers, or leaders.

**Divorce:** Reduction in workforce, removal of leadership.

**Health crisis:** Major organizational changes, buyouts, or closure of business.

Understanding that organizational change is often equated to personal life changes is an important concept for leadership. This understanding allows leaders to further understand the behavioral reactions to change, since change, whether organizational or individual, becomes personal and emotional.

The behavioral reaction to change is often shown as having seven possible faces:

1. **Passive resistor:** Agrees that change needs to happen but takes no action.
2. **Fits and starts:** Tries on different solutions but doesn’t stick with any.
3. **Outgrown:** Not interested. Happy with good old days. Sees no reason to change.


*Figure 15. The transition model.*
4. **Know-it-all**: Analysis paralysis. Consumes time with alternative possibilities; will exaggerate.
5. **Naysayer**: Inflexible, reactive, quick to point out why change won’t work.
6. **Aggressor**: Accepts change and implements it diligently; focuses on precise execution of plan. Forces others to prefer the unresolved conflict.
7. **Malicious compliance**: Say they agree to the change but work behind the scenes to destroy it, avoid it, or become a barrier to its success.

Remember that an important part of leadership is followership. It is easy to identify behaviors in others and harder to check one’s own behavior. It is important for a leader to recognize his/her own behavior, and how well you support the changes to be implemented. Organizations will often be influenced by the leadership’s behavior.

The dynamics of change can affect people in an intense and personal way. Some welcome it, some resist letting go, and still others vacillate between acceptance and resistance. Many almost instinctively react to change as a threat. People have predictable responses to change. Many of these normal responses are listed on the transition curve illustrated in Figure 16. Everyone goes through this transition process—the timing, speed, and depth of the neutral zone will differ depending on the person and the change.

**Activity: Considering the Environment of Change.** Consider any environment of change within your airport, including recent changes in executive leadership or elected officials, new strategic executions, subcontracts, or changes in organizational structure.

How did you, or others in the organization, react to the change? How did the leadership react?

**Kotter’s Eight-Step Model to Change Management**

John Kotter, in his text *Leading Change*, describes a straightforward eight-step model for managing change. These steps are illustrated in Figure 17 and described in the following.

**Step One: Create Urgency**

For change to happen, it helps if the whole organization really wants it. Develop a sense of urgency around the need for change. This helps spark the initial motivation to get things moving.
This is not simply a matter of showing people poor operational statistics or talking about increased competition. Open an honest and convincing dialogue about what is happening in the organization. If many people start talking about the change proposed, the urgency can build and feed on itself.

Creating urgency may be accomplished by identifying potential threats and developing scenarios showing what could happen in the future, examining opportunities that should or could be exploited, starting honest discussions, and giving dynamic and convincing reasons to get people talking and thinking. Request support from customers, outside stakeholders, and people from outside industry to strengthen the argument for change.

Kotter suggests that for change to be successful, 75% of a company’s management needs to buy in to the change. As such, step one is highly important, and it is highly worthwhile to spend significant time and energy building urgency before moving on to the next steps.

**Step Two: Form a Powerful Coalition**

Convince people that change is necessary. This often takes strong leadership and visible support from key people within your organization. Managing change is not enough; people must be led through change.

To lead people through change, there must be a coalition or team of influential people whose power comes from a variety of sources, including job title, status, expertise, and political importance.

Once formed, this change coalition needs to work as a team, continuing to build urgency and momentum around the need for change.

Forming a powerful coalition may be accomplished by identifying the true leaders in the organization and asking for an emotional commitment from these key people, working on team building within your change coalition, checking the team for weak areas, and ensuring that there is a good mix of people from different departments and levels in the organization.
**Step Three: Create a Vision for Change**

When leaders first start thinking about change, there will probably be many great ideas and solutions floating around. Link these concepts to an overall vision that people can grasp easily and remember. A clear vision can help everyone in the organization understand why the leadership is asking them to do something. When people see for themselves what the leadership is trying to achieve, then the directives they are given tend to make more sense.

This can be accomplished by determining the values that are central to the change, developing a short summary (one or two sentences) that captures what is envisioned to be the future of the organization, creating a strategy to execute that vision, and ensuring that the change coalition can describe the vision in 5 minutes or less.

**Step Four: Communicate the Vision**

How the vision is communicated will determine its success. The message will probably have strong competition from other day-to-day communications within the company, so frequent, powerful communication is necessary, and it should be embedded within everything associated with leadership activities.

Do not just call special meetings to communicate your vision. Instead, talk about it every chance you get. Use the vision daily to make decisions and solve problems. When you keep it fresh on everyone’s minds, they will remember it and respond to it.

It’s also important to walk the talk. What you do is far more important—and believable—than what you say. Demonstrate the kind of behavior that you want from others.

What you can do:

- Talk often about your change vision.
- Openly and honestly address peoples’ concerns and anxieties.
- Apply your vision to all aspects of operations, from training to performance reviews. Tie everything back to the vision.
- Lead by example.

**Step Five: Empower Others**

If you have followed these steps and reached this point in the change process, you have been talking about your vision and building buy-in from all levels of the organization. Hopefully, your staff wants to get busy and achieve the benefits that you have been promoting.

But is anyone resisting the change? And are there processes or structures that are getting in its way?

Put in place the structure for change, and continually check for barriers to it. Removing obstacles can empower the people you need to execute your vision, and it can help the change move forward.

What you can do:

- Identify, or hire, change leaders whose main roles are to deliver the change.
- Look at your organizational structure, job descriptions, and performance and compensation systems to ensure that they are in line with your vision.
- Recognize and reward people for making change happen.
- Identify people who are resisting the change, and help them see what is needed.
- Take action to quickly remove barriers (human or otherwise).

**Step Six: Create Quick Wins**

Nothing motivates more than success. Give your organization a taste of victory early in the change process. Within a short time frame (this could be a month or a year, depending on the
type of change), you will want to have results that your staff can see. Without this, critics and negative thinkers may hurt your progress.

Create short-term targets, not just one long-term goal. You want each smaller target to be achievable, with little room for failure. Your change team may have to work very hard to come up with these targets, but each win that you produce can further motivate the entire staff.

What you can do:

• Look for surefire projects that you can implement without help from any strong critics of the change.
• Do not choose early targets that are expensive. You want to be able to justify the investment in each project.
• Thoroughly analyze the potential pros and cons of your targets. If you don’t succeed with an early goal, it can hurt your entire change initiative.
• Reward the people who help you meet the targets.

Step Seven: Build on the Change

Kotter argues that many change projects fail because victory is declared too early. Real change runs deep. Quick wins are only the beginning of what needs to be done to achieve long-term change.

Each success provides an opportunity to build on what went right and identify what you can improve.

What you can do:

• After every win, analyze what went right and what needs improving.
• Set goals to continue building on the momentum you’ve achieved.
• Keep ideas fresh by bringing in new change agents and leaders for your change coalition.

Step Eight: Anchor the Changes in Corporate Culture

Finally, to make any change stick, it should become part of the core of the organization. The corporate culture often determines what gets done, so the values behind your vision must show in day-to-day work.

Make continuous efforts to ensure that the change is seen in every aspect of the organization. This will help give that change a solid place in the organization’s culture.

It is also important that the organization’s leaders continue to support the change. This includes existing staff and new leaders who are brought in.

What you can do:

• Talk about progress every chance you get. Tell success stories about the change process, and repeat other stories that you hear.
• Include discussions of the change ideals and values when hiring and training new staff.
• Publicly recognize key members of your original change coalition and make sure the rest of the staff—new and old—remember their contributions.
• Create plans to replace key leaders of change as they move on. This will help ensure that their legacy is not lost or forgotten.

The Forces of Change

During the change process, individuals and organizations tend to feel four forces act upon them, which both positively and negatively affect the process. These forces are:

1. One’s current level of comfort (or discomfort);
2. The attractiveness of the vision of the future;
3. Previous success (or failures) with change; and
4. Support (or lack thereof) of peers, leaders, and subordinates.

These forces of change determine how quickly individuals or organizations will work through the change process. No matter what benefits are aligned to the change, it is these forces that determine an individual’s tolerance to and likelihood for moving through the process.

As a leader works through the cycle of change, these four forces will be acting upon the organization and the leader as well. The strength of any of these forces will determine how quickly or slowly anyone will work through the cycle. Each of these forces can be measured on a scale from negative to neutral to positive. The collective relativity of these forces is your change perspective. One cannot predict someone’s reaction to change because of the relativity of the subjective perspective for these forces from each individual going through the change.

These forces of change and the scale of perception applied to each force make up the value participants put on their need to change and will directly reflect how quickly they are able to process the change actions. This value of their need to change equates to change tolerance.

Because each person’s perspective is unique and each change event is unique, keeping these change forces at the front of the mind is very important. When assisting someone in working through change, you cannot force them through the cycle but rather focus on which force is acting against them and help them work through it.

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**Culminating Assessment Center #1:** To complete the topics covered in this curriculum, perform the following comprehensive leadership challenge activities. These are best practiced in a group environment, with facilitated discussion.

1. **Strategic thinking:** You are the director of a small airport with 52 employees. Your staff is lean and you are operating the airport with only one person with knowledge in most critical areas. Next year you will start a major capital project to update the terminal building. You are looking at ways to operate more efficiently in order to keep the budget flat while developing staff for better coverage in case of emergency.

   Outline the strategic plan you would draft to share with your organization. Include performing an environment scan to justify and support the direction. Prepare a change management plan to include in the strategy execution.

   *Prepare the following: environment scan, SWOT, strategy map, key communication activities, change management plan.*

2. **Culture transformation:** You are the vice president of administration in a medium hub airport with 356 employees. The staff has been with the organization for an average of 18 years, but most have only worked at this airport. You recognize that the organization seems busy but not capable of demonstrating the results of efforts. You determine that staff is spending the majority of its time in meetings that are not translating to desired and meaningful results.

   Outline the culture transformation for the organization. Include a vision for the culture you want. Create a meeting inventory of current meetings and a plan for changing the types and frequency of meetings in the new culture. Prepare a change management plan to include in the culture transformation.

   *Prepare the following: vision for culture; meeting inventory—old and new, with purpose, frequency, and so forth; key transformation and communication activities; change management plan.*
Culminating Assessment Center #2: To complete the topics covered in this curriculum, perform the following comprehensive leadership challenge activities. These are best practiced in a group environment, with facilitated discussion.

1. **Crisis communication**: You were the number two in charge at a small airport with 85 employees. Within the past 6 months you lost a main air service provider, resulting in the downsizing of staff by 15 employees. Within the last week the director has been diagnosed with a serious illness and has left the organization suddenly. The board put you in charge in the interim.

   Outline the crisis communication for the organization. Include a strategy for the future and for what is next. Prepare a change management plan for the change in leadership as well as the change in business structure.

   *Prepare the following: crisis communication plan; immediate goals and long-term goals for the organization; any organization realignment; change management plan.*

2. **Power and influence in relationships**: You are the chief financial officer at a medium-sized airport with 275 employees, 125 of which are represented by unions. The most recent employee satisfaction survey results show that staff are feeling overworked and underappreciated. You decide you would like to work with your peers on how to use their power and influence to motivate their teams. This new energy must cascade through the organization to get to the line level where the burden is felt the highest. Through observations, you know you will need to provide feedback to some of your peers about their specific behaviors that are not motivating.

   Outline how you would educate your peers about power and influence. Include the translation of influence to motivations. Determine how you would provide feedback to them through the process. Prepare a change management plan to address the issue of satisfaction.

   *Prepare the following: power and influence education for your peers; identification of the issues and desired results; essential action items; change management plan.*