



# CURTIS E. LEMAY CENTER

FOR DOCTRINE DEVELOPMENT AND EDUCATION



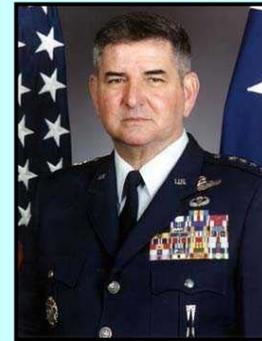
## VOLUME 2 LEADERSHIP

### LEADERSHIP COMPONENTS

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*Good leaders are people who have a passion to succeed.... To become successful leaders, we must first learn that no matter how good the technology or how shiny the equipment, people-to-people relations get things done in our organizations. People are the assets that determine our success or failure. If you are to be a good leader, you have to cultivate your skills in the arena of personal relations.*

—General Ronald R. Fogleman,  
CSAF, 1994-1997



In the Air Force, leadership is comprised of two main components: [institutional competencies](#) and leadership actions. These are intrinsic to all Airmen, building on the foundation laid by the core values. Leaders apply these components at all three leadership levels: tactical expertise, operational competence, and strategic vision.

#### **Institutional Competencies**

The nature and scope of leadership challenges, as well as the methods by which leadership is exercised, differ based on the level of leadership and responsibility. Leadership at the tactical level is predominantly direct and face-to-face, first exercised at the junior officer and noncommissioned officer levels. As leaders ascend the organizational ladder to the operational level, leadership tasks become more complex and sophisticated, accomplished most regularly at the field grade officer and senior noncommissioned officer levels. Strategic leaders have responsibility for large organizations or systems, and deal with issues requiring more interorganizational cooperation and longer timelines. Senior officers, routinely at the general officer rank, the most senior enlisted personnel, and civilians in the Senior Executive Service perform most often at this level.

As leaders move through successively higher echelons in the Air Force, they need a wider portfolio of competencies, those typically gained at previous levels of leadership. As military and civilian leaders progress within the Air Force, they serve in more complex and interdependent organizations, have increased personal responsibility and authority, and require significantly different competencies than their subordinates. As

leaders advance into the most complex and highest levels of the Air Force or become involved in the strategic arena, the ability to conceptualize and integrate becomes increasingly important. Leaders at this level focus on establishing the fundamental conditions for operations to deter wars, fight wars, or conduct operations other than war. They also create organizational structures needed to deal with future requirements.

The personal competencies are among the first taught to new Airmen; for example, they are key elements of officer and enlisted accession training. While personnel at all levels of leadership use these competencies to varying degrees, company grade officers and junior to mid-ranking enlisted members most extensively use them. Curricula for the Noncommissioned Officer Academy and Squadron Officer School emphasize the importance of personal competencies. The people/team competencies are emphasized more for field grade officers and senior noncommissioned officers. Intermediate developmental education, such as Air Command and Staff College or the Senior Noncommissioned Officer Academy, places great stock in the education of these competencies. Senior developmental education, such as Air War College and the Chief Master Sergeant Leadership Course, is the provenance of organizational competencies.

## Leadership Actions



*You don't lead by hitting people over the head—that's assault, not leadership.*

—President Dwight David Eisenhower

Air Force leaders act in a decisive manner to **influence** their subordinates through techniques that include communication, motivation, inclusive collaboration, and setting of standards. The result is a unit able to effectively perform a mission. Air Force leaders also **improve** their unit's abilities through development via education, training, experience, and mentoring. The result is an enhanced ability to **accomplish** the unit's assigned missions. Leaders influence and improve their units in order to accomplish their military mission.

- ✦ **Influence.** Leaders motivate and inspire people by creating a vision of a desirable end-state and keeping them moving in the right direction to achieve that vision. To do this, leaders tailor their behavior toward their fellow Airmen's need for motivation, achievement, sense of belonging, recognition, self-esteem, and control over their lives.
- ✦ **Improve.** Leaders foster growth by insisting their people focus attention on the aspects of a situation, mission, or project they control. Challenge should be an integral part of every job; for people to learn and excel, they must be motivated. Leaders should provide challenging and enlightening experiences. It is important to

identify and analyze success to make the underlying causes and behaviors permanent and pervasive, not temporary and specific. Leaders encourage the learning process by formally recognizing individual and unit success, no matter how large or small. Leaders create more leaders.

- ★ **Accomplish.** Air Force leaders influence people, improve their abilities, and direct their activities to accomplish their military mission. Leaders ensure the effects that successfully achieve desired objectives. Leaders learn their subordinates' strengths, and apply those strengths to create more unit cohesiveness, and improve operational outcomes.
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