The Royal Australian Air Force
Leadership Companion

AIR FORCE

The Royal Australian Air Force

Leadership Companion

Character, Professional Ethics, Followership and Leadership

FOREWORD

Our Air Force, as an integral component of the Australian Defence Force, contributes to the defence of Australia's people and our national interests.

This *Leadership Companion* is designed to assist Air Force personnel to understand and contextualise the foundations of leadership as espoused in ADDP 00.6—*Leadership in the Australian Defence Force*. This companion explores the concept of Social Mastery: Character, Professional Ethics, Followership and Leadership in the Air Force.

This companion affirms that, by choosing to serve in the Royal Australian Air Force, personnel embrace an obligation to strive for excellence as ethical leaders and followers, combat professionals and technical masters. Obligation to excellence can only be achieved through a holistic process of individual commitment, education, training, and ongoing coaching and mentoring by our leaders.

A shared commitment towards excellence underpins our Air Force Values.

I encourage and expect all personnel to strive for excellence, and to embrace and actively live the values of Air Force's 'New Horizon' Program, as essential to the cultural evolution that will enable Air Force 'to be trusted to defend, proven to deliver and respectful always'.

GEOFF BROWN, AO
Air Marshal
Chief of Air Force
Air Force Headquarters
Canberra ACT 2600

June 2013

AIR FORCE

TABLE OF CONTENTS

AIR FORCE

UNDERSTANDING THIS COMPANION

Aim of this Companion

To provoke thought and conversation about Social Mastery in the Profession of Arms – Air Power, and explain the foundations of Character, Professional Ethics, Followership and Leadership as subsets of Social Mastery.

Rationale of this Companion

The *Leadership Companion* develops the concept of Professional Mastery, which recognise the human elements underpinning the application of air power.[1]

For the Air Force to contribute to the defence of Australia and its national interests, it is necessary not only to maintain an operationally capable force, but also a reliable force: 'which abides both by the letter and by the spirit of the laws of armed conflict',[2] and the expectations of the community we serve. To achieve this, the Air Force must be both effective and ethical at every level. This professional consistency, from airman to Air Marshal, is vitally important to Air Force's contribution to national defence.

The *Leadership Companion*

The *Leadership Companion* is not policy and does not have legal standing. The *Leadership Companion* offers guidance at a philosophical level on the notions of Character, Professional Ethics, Followership and Leadership. This guidance is based on how we understand them in practice. For example, command, leadership and management are distinct constructs in doctrine that often become blurred in the real world under the idea of leadership. Therefore this companion reflects the broader understanding of the terms and their use.

The concepts presented in this companion are relevant to the entire Air Force community, and to those wider Defence and civilian organisations that operate with and within the Air Force.

---

[1]   Royal Australian Air Force, reprinted 2008, AAP 1000–D—*The Air Power Manual*, Fifth Edition, Air Power Development Centre, Canberra, p 17.

[2]   Walzer, Michael, 2006, *Just and Unjust Wars*, Basic Books, New York, NY, p 44.

AIR FORCE

Style of the companion. Key sentences and ideas are emphasised in bold type. Short paragraphs present ideas concisely. Language is used carefully, with precision, and in a common sense way.

The term 'airman' is gender non-specific and includes all commissioned and non-commissioned ranks, as a generic title for all Air Force personnel.

Not all aspects of Character, Professional Ethics, Followership and Leadership are covered in this companion. Air Force personnel should pursue further research to enhance their understanding, including ADDP 00.6—*Leadership in the Australian Defence Force*. A list of further professional readings is provided at Annex C to this document.

Reasoning for the *Leadership Companion*

The *Leadership Companion* emphasises the importance of Social Mastery to a professional military force.

This does not underestimate the value of technical or combat proficiency, or the virtue of physical courage and hardiness. Rather, this companion emphasises that Air Force personnel, at every level, need to possess the strength of character necessary to identify and prevent ethical shortfall.

In any environment, Air Force personnel must be self-disciplined and display behaviour consistent with the obligations of professional service and Air Force Values. As such, every individual has an obligation to contribute to the development and sustainment of their immediate, and wider Air Force, team. Any behaviour or actions that are contrary to meeting these obligations, degrade team cohesion and effectiveness, and have a direct and negative impact on organisational cohesion and Air Force capability.

In addition to the foundation obligations of professional service, on operations, Air Force personnel must maintain discipline and restraint, so that the necessary and controlled application of force does not degenerate into indiscriminate violence and wanton destruction. This includes Air Force personnel having the courage not to engage, even if the rules of engagement permit them to do so, if this will achieve the same or better outcome.

The principles outlined in the *Leadership Companion* apply to all aspects of Air Force service.

INTRODUCTION

The *Leadership Companion* is about Social Mastery in the Air Force.

Specifically, the purpose of this companion is to explain the foundation of Social Mastery in, and for, the Air Force.

Keys components of Social Mastery are Character, Professional Ethics, Followership and Leadership.

Structure

The structure of this document is:

• Chapter 1 – Our Air Force

• Chapter 2 – Professional Mastery in the Air Force

• Chapter 3 – Character

• Chapter 4 – Professional Ethics

• Chapter 5 – Followership

• Chapter 6 – Leadership

• Chapter 7 – Air Force – An Inclusive Culture

• Chapter 8 – Practically Achieving Professional Mastery

• Chapter 9 – Through Struggle to the Stars – Professional Mastery Enshrined

Commencing with a discussion on the Air Force's Mission, Vision, Cultural History and Values, this document explores the importance of Social Mastery as one of three proposed central tenets of Professional Mastery—Technical, Combat and Social.

This companion is only an introduction to these concepts. Additional study, both in formal and private domains, will nurture the personal and professional development of all Air Force personnel.

AIR FORCE

CHAPTER 1
OUR AIR FORCE

Chapter 1 is about our Air Force.

Specifically, the purpose of this chapter is to set the historical, contemporary and cultural context in which leadership and followership are applied within the Air Force.

Key Points:

- *Our Air Force*
- *Air Force Mission and Vision*
- *Air Force Culture*
- *Air Force Values and Behaviours*

Our Air Force

1.1 The Air Force has an enduring responsibility to generate, sustain and apply air power in a wide range of military operations to defend Australia and its interests. In order to meet this end, the Air Force must be staffed, trained, resourced and equipped in a way which guarantees that it is 'trusted to defend, proven to deliver and respectful always'.

1.2 Our rank slides proudly state 'AUSTRALIA'. A clear statement that identifies exactly who we are and what we represent. The Air Force is shaped by the core values of Australian society that represent the rights and freedoms of its people, respect for the dignity of all persons, and uphold the democratic principles upon which our nation is built. As members of the Air Force, we are expected to conform to, and uphold, the laws and norms governing the wider Australian society. Additionally, our responsibilities and obligations as members of the Profession of Arms entail the defence of the values enshrined in our nation's laws and codes of behaviour.

AIR FORCE

1.3   In this way, Air Force upholds the very best of that which is truly Australian. As such, all Air Force personnel must *willingly* accept that throughout their service they will be held to a higher personal and professional standard of conduct and behaviour than is required of current mainstream Australian society. This commitment is the quintessential element of volunteer military service, in a modern Western democracy.

Air Force Vision

1.4   Air Force will be respected and trusted to protect and support the people of Australia.

Air Force Mission

1.5   To deliver air power effects to serve Australia's interests.

Air Force Culture

1.6   The Air Force shares with Navy and Army a common primary purpose and commitment, which is to defend Australia, our people and national interests. The personnel of all three Services are members of the Profession of Arms that confers upon them unique roles and responsibilities within Australian society. However, each Service is unique, which is reflected in and by their culture. Each culture stems from a different set of technologies, the way they fight in a combat environment, and their individual history and heritage; all of which will be discussed further in ensuing paragraphs. In turn, a Service's culture frames the unique way in which its members think and act, and exerts a significant effect on what they believe, and in how they view and understand themselves, and the other Services.

1.7   **Technology.** Air Force has as its foundation the application of technology in the air environment to produce a unique way of conducting war. Technology is fundamental and essential to controlled flight and the use of the air as a combat dimension. For Air Force, the technology that enables flight does not enhance or extend a natural human ability or trait; technology alone makes it possible to operate in an environment otherwise closed to human activity. The highly technical nature of air power platforms and the effects that they produce place a premium on the technical qualifications and specialist skills of Air Force members. It is the central role played by technology, and the requirement to maintain a technological edge, that lies at the heart of the distinctive culture of our Air Force.

1.8   **Combat.** Culturally, our Air Force places less emphasis on formality and separation between officers and airmen. Air Force has a longstanding tradition of select personnel doing the front-line fighting but supported by other personnel in equally vital roles and appointments. This has established an interaction of a much more collegiate nature between commissioned and other ranks than is often true of other military organisations, particularly where conventional forces are concerned.

1.9   **History and Heritage.** Historically, the Air Force is the youngest of the three Services. Being the youngest Service has meant that in many respects the Air Force has had the opportunity to forge its own contemporary identity far in excess of either the modern Navy or Army. However, it has also meant that, historically, it has had to fight hard for recognition, resources and autonomy.

1.10   For much of its history, Air Force has operated as one component of much larger coalitions or allied air forces. Therefore, we take great pride in our Service identity and achievements, and for the contributions that both individuals and units have made in serving with other forces. This interoperability is an important influence on Air Force's distinctive teamwork culture.

1.11   Above all, the history and heritage of Air Force is reflected in an enduring culture of workplace collaboration and self-discipline, as opposed to imposed discipline and overt direction. Some outsiders—both civilian and military—have mistakenly interpreted this culture as being rather casual and informal. However, the excessive imposition of rigid discipline would likely serve no constructive purpose. The nature of air and space operations places a high premium on agility, underpinned by a sound understanding of the rules and regulations governing the application of Air Force capability. This requires a culture that enables personnel to be prepared and empowered to contribute as both individuals and team members. In a cockpit environment, it is expertise or technical competence that determines who is in charge, not rank. This unique culture permeates through Air Force and is a win-win for both Air Force and the Australian Defence Organisation.

AIR FORCE

Air Force Values and Behaviours

1.12   Values guide and bind an organisation. They are the enduring foundation of leadership, strategy and culture. There is nothing more critical to an organisation than getting its values right, and in having its people genuinely embrace and *actively live* them.

1.13   Values provide an essential guide to personnel in situations which may be difficult or ambiguous. In so doing, they act to constructively assist an individual to find a practical and positive way ahead, where there may be no clearly defined path.

1.14   By emphasising its values, Air Force aims to exert a positive influence on the behaviour of its personnel in every situation. This is distinct from absolute compliance to set rules necessary for safety, technical requirement and/or operational imperative. Both values and rules are important, as is an understanding of the distinction and relationship between them.

1.15   Air Force's 'New Horizon' Program will drive the cultural evolution that will enable Air Force to be 'trusted to defend, proven to deliver and respectful always'. It will do this through focusing on systems, structures and strategies that shape behaviours towards positive choices.

'New Horizon' – Air Force Values

1.16   These key concepts are articulated in Air Force's Values:

    a. **Respect.** Air Force people always respect the rights of others. Our people are just and inclusive. We recognise diversity is essential to improve our capability.

    b. **Excellence.** Air Force people demonstrate professionalism, mastery and continuous improvement in everything we do. Our people are motivated and encouraged to innovate. We are capability focused, operationally ready and are driven to successfully complete the missions required of us.

    c. **Agility.** Air Force people respond swiftly to challenges. Our people are resilient and quickly adapt to changes in our environment. We are flexible in how we think and act and we use resources wisely.

d. **Dedication.** Air Force people are trusted to defend our country. Our people are courageous and serve with pride and commitment. We cherish our heritage, honour the achievements and sacrifices of those who have gone before us and will create the legacy for the future.

e. **Integrity.** Air Force people have the courage to do what is right. Our people are honest, ethical and demonstrate sound judgement. We hold ourselves and others to account.

f. **Teamwork.** Air Force people work together to deliver precision air and space power. Our people collaborate with the Defence Team and our partners. We share the responsibility to ensure a safe environment, everywhere and always.

AIR FORCE

1.17   These values are embodied in our code—our statement of what it means to be an 'Australian Airman':

The Airman's Code

I am an Australian Airman
I inherit a proud tradition
I follow in the footsteps of many fine Australians
Their legacy is my future

I am an Australian Airman
The air is our domain
I strive for excellence in all that I do
To protect our skies, our country, the land I love

I am an Australian Airman
I live for my family, work with my mates,
Support my community and fight for my nation
I am a valued member of the Air Force team
I do what is right

I am an Australian Airman

CHAPTER 2
PROFESSIONAL MASTERY IN THE AIR FORCE

Chapter 2 is about Professional Mastery.

Specifically, the purpose of this chapter is to introduce the subject of Professional Mastery in the Air Force.

Key Points:

- *The Profession of Arms*

- *Values and Ideals*

- *Professional Mastery in the Air Force*

- *Social Mastery as the central focus of this document*

If we should have to fight, we should be prepared to do so from the neck up instead of from the neck down.

General Jimmy Doolittle
United States Air Force

The Profession of Arms

2.1   The fundamental purpose of the Profession of Arms is the legal application of military force undertaken at government direction.

AIR FORCE

His [General Sir John Hackett's] description of military life as: 'the ordered application of force under an unlimited liability' skilfully captured the essence of the sacrifice that both binds the military man and woman to their society yet sets them apart within it. 'It is the unlimited liability' he wrote, 'which sets the man who embraces this life somewhat apart. He will be (or should be) always a citizen. So long as he serves he will never be a civilian' this is a relationship that we must cherish in our representative and parliamentary democracies.[3]

Lieutenant General David Hurley, AC, DSC
Vice Chief of the Defence Force

2.2   The following paragraphs examine a number of key themes which underpin professional military service in a modern Western democratic society.

2.3   **Professional military service.** The concept of professionalism is an important one. It denotes and implies that members of the Profession of Arms enjoy a position of some privilege and status in society by virtue of the trust which that society has invested in them. This notion of trust has a direct relationship with Air Force's Values. Air Force personnel are explicitly accountable to the highest ideals of society.[4]

2.4   **Unlimited moral liability.** Both General Hackett and General Hurley spoke of the concept of military professionals having an 'unlimited liability' to society. While they are not civilians per se, military professionals are nevertheless citizens of that society throughout the term of their military service. With this special status comes a critical responsibility about how they use and dispose of the force available to them, and how they exercise their authority over others. Even though the military professional may be beset by ethical challenges and ambiguity, they have an absolute moral obligation to exert that force in a way which is ethically justifiable, and proportionate to the requirement. As such, any behaviour which is contrary to the concept of unlimited moral liability, or to Air Force's Values, must, by definition, be regarded as professional misconduct.

---

[3]   Hurley, Lieutenant General David, AC, DSC, 11 November 2010, 'General Sir John Hackett Memorial Lecture', The Great Hall, Kings College London.

[4]   Australian Defence Headquarters, 2007, ADDP 00.6—*Leadership in the Australian Defence Force*, Defence Publishing Service, Canberra, p 2–14.

Values and Ideals

2.5   In the Profession of Arms, service is informed and influenced by values and ideals. Some of these concepts are codified within formal bodies of professional doctrine, and by the international and domestic laws relating to the responsible execution of military force. Other principles are part of the cultural fabric of the profession; they are implied, and inherited as conventional and customary elements within an honourable tradition.

2.6   The Geneva Convention and the Additional Protocols to the Convention exert a significant influence on our notions of military professionalism. The Australian Parliament has recognised the Convention, which recalls centuries-old ideas of just war, governing war according to 'the principles of humanity and from the dictates of public conscience'.[5]

2.7   Military Doctrine, international conventions, treaties and commitments which articulate aspirations of ethical combat also contribute to clarifying the explicit ideals of military professionalism.

2.8   Conventions and doctrine are supported by a sense of integrity which guides our actions in a way explicit rules cannot. Integrity is not a vague professional virtue, but a moral foundation, and is often the only difference between what is right and wrong when there is no clear path. Integrity is a mark of individual and institutional good character.

---

[5]   *Protocol Additional to the Geneva Conventions of 12 August 1949, and Relating to the Protection of Victims of International Armed Conflicts (Protocol 1)*, adopted on 8 June 1977 by the Diplomatic Conference on the Reaffirmation and Development of International Humanitarian Law applicable in Armed Conflicts, entered into force on 7 December 1979, in accordance with Article 95.

AIR FORCE

Professional Mastery in the Air Force

> The most important factor in the generation and application of air power, and the one that will determine the success of all operations, is the professional mastery of the practitioners.[6]

2.9   Professional Mastery is the foundation of the Australian Profession of Arms. Being 'professionals' in the Air Force means, above all, striving for excellence and continual improvement. Professional Mastery has been recognised as: '… the application of technical knowledge in the human context'.[7]

2.10   For Air Force, Professional Mastery is the application of air power and specialist/mustering skills in a social context. As a result, the three elements/tenets of Professional Mastery are: Technical (Specialisation/Mustering), Combat (Air Power) and Social (Character, Professional Ethics, Followership and Leadership).[8] True Professional Mastery can only be achieved when the requisite level of mastery is attained in each of the three elements. This will be defined by the nature and level of the role within the organisation.

---

[6]   Clark, Dr Chris and Kainikara, Dr Sanu, (eds), 'Professional Mastery in the Application of Air Power', in *Pathfinder Collection – Volume 2*, Air Power Development Centre, Canberra, p 87.

[7]   Huntington, Samuel P., 1957, *The Soldier and the State: The Theory and Politics of Civil-Military Relations*, Vintage Books, New York, p 15.

[8]   Gilbert, P.M., 2011, *Discussion Paper: Professional Development In The Air Force - Towards 2030*, Centre for Defence Leadership and Ethics, Canberra.

2.11   The following model is offered to enhance our understanding of Professional Mastery in the Air Force.
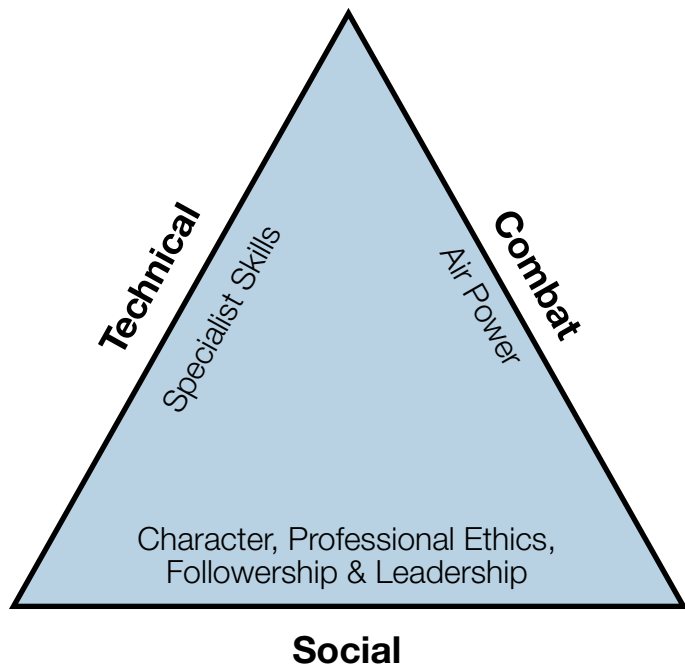

Figure 2–1: The Professional Mastery Model[9]

---

[9]   ibid.

AIR FORCE

2.12   **Technical Mastery.** Air Force personnel must be technically competent in their specialisation/mustering for the organisation to function at the basic level. Technical competence is about being proficient in your job, whether it be maintenance, logistics, administration, aircrew, etc. It is the first building block and is critical to the development of Professional Mastery. At the beginning of an Air Force career, the focus will *predominantly* be the development of personal Technical Mastery. Technical Mastery is largely achieved through training; that is, preparing people for the known elements of the organisation's functions, such as knowledge of a logistical support system, or the maintenance and repair of aircraft. Without technical competence, developing true Professional Mastery is unattainable.

2.13   **Air Power Mastery.** Combat Mastery in the Air Force is Air Power Mastery. Air Power Mastery enables an understanding of the tactical, operational and strategic delivery of Air Force capability. This fundamental understanding of our business enables airmen to understand how their individual and collective contributions enhance Air Force capability. The difference in knowledge levels being only the breadth and depth of the knowledge necessary to attain an appropriate level of Professional Mastery. At the base level it is an understanding of an individual's contribution to the immediate workplace. At the highest level, it is the strategic understanding and application of air power.

2.13   **Social Mastery.** Social Mastery is the human element of our profession. It requires an understanding of self and others, and demands integrity and moral courage. This is the foundation of human interactions and is critical to the harmonious and effective conduct of work. Therefore, more than technical and air power proficiency, Social Mastery depends on character and derives from something other than badges or rank. A person may be clever, competent and hardworking, but it is the combined elements of Social Mastery that makes all these other talents practically useful and can inspire the commitment of others.[10] This is universally true of every human endeavour and activity, including the delivery of Air Force capability.

2.14   Social Mastery consists of four key interdependent sub-tenets:

   a. Character,

   b. Professional Ethics,

   c. Followership, and

   d. Leadership.

---

[10]   ADDP 00.6—*Leadership in the Australian Defence Force*, pp- 1–8 and 1–20.

AIR FORCE

2.15   Achieving Social Mastery requires:

    a. articulation of the social proficiencies and behaviours required of Air Force personnel at all levels of the organisation (see note);

    b. holistic professional development as a structured, integrated and deliberate course of action; and

    c. application of this knowledge in everything Air Force personnel do and say.

2.16   The remainder of this companion aims to enhance our understanding of Social Mastery, and the four interdependent sub-tenets.

Note: The Leadership Transitions detailed in Annex A to this companion articulate the roles, responsibilities, expected attitudes and behaviours of Air Force leaders and followers, at every stage and the transition between these stages. Air Force personnel are **strongly encouraged** to adopt these Leadership Transitions as guiding principles for their performance at current rank and appointment, and as a foundation for professional development towards the next and future levels.

CHAPTER 3
CHARACTER

Chapter 3 is about Character.

Specifically the purpose of this chapter is to establish character as the foundation upon which Social Mastery is built.

Key points:

- *Character as a contributor to Air Force*
- *Development of Character*

A man's character is his fate.

Heraclitus
Ancient Greek Philosopher (535–475)

Character as a Contributor to Air Force

3.1   **The importance of Character.** Character is a common word—it refers typically to the *true nature of a person*. In essence, it is *who you are*. Whilst it is difficult to define and measure, having strength of character is important as it is the foundation of resilience in physically and morally challenging situations. Strength of character inspires commitment and guides people of all ranks, specialisations and background, to do the right thing in given situations. Character remains and is arguably *the* fundamental ingredient in leaders and followers who are both effective and ethical.

3.2   A person's observable behaviour is often an indication of his or her character. Unacceptable behaviour is invariably a sign that an individual has weakness of character or character that is misaligned with Air Force's stated values. At all levels, Air Force leaders must model behaviours consistent with those values, and hold others to account for any observable lapses or failures. Importantly, where observed behaviours do not meet the Air Force standard, fault correction must be achieved with the right balance of imposed formal discipline and less overt corrective action. Such correction must also be timely and direct to be effective.

AIR FORCE

3.3   Every Air Force member is accountable for their own behaviour and responsible for their own character development. As the coaches and mentors for Air Force personnel, leaders must actively develop the character of others; promoting confidence and self-respect alongside technical competence and air power knowledge. But first and foremost, Air Force personnel must actively develop their own character through self-knowledge and self-development.

Character Development

3.4   The leadership principle 'know yourself and seek self-improvement' is consistent with this professional obligation. It underpins the development of character as a lifelong pursuit, critical to effective and ethical leadership. This view is supported by the argument of Lord Moran:

> … fortitude in war has its roots in morality … war itself is but one more test—the supreme and final test if you will—of character. … **a man of character in peace becomes a man of courage in war**. He cannot be selfish in peace yet be unselfish in war. **Character as Aristotle taught is a habit, the daily choice of right instead of wrong**; it is a moral quality which grows to maturity in peace and is not suddenly developed on the outbreak of war. For war, in spite of much that we have heard to the contrary, has no power to transform, it merely exaggerates the good and evil that are in us, till it is plain for all to read; it cannot change, it exposes. **Man's fate in battle is worked out before war begins. For his acts in war are dictated not by courage, nor by fear, but by conscience, of which war is the final test**. The man whose quick conscience is the secret of his success in battle has the same clear cut feelings about right and wrong before war makes them obvious to all. **If you know a man in peace, you know him in war.**[11]

---

[11] Moran, Lord, 1966, *The Anatomy of Courage*, Constable, London, pp 159–60 (emphasis added).

3.5 Development of character is a personal journey that is often played out in the professional Air Force environment. It requires discipline and constant vigilance through self-reflection, self-development and self-management. The 'Be-Know-Do' model is one concept that can assist airmen in understanding development of character and competence through training, education and experience. Implicit in this process, is an airman's commitment to developing their personal character and meaningfully reflecting on their own behaviour, and their interaction with others.
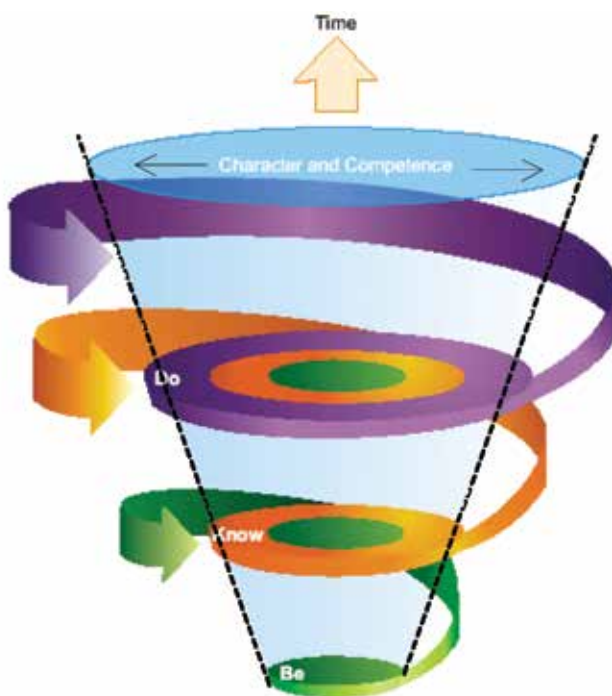

Figure 3–1: The Be-Know-Do Model[12]

---

[12] Australian Army, 2005, *LWD 0-2-2: Character*, Doctrine Wing, Land Warfare Development Centre, Puckapunyal, p 1–13. The conceptual basis of this model is from US Army Leadership doctrine as most recently explained in FM 6-22 *Army Leadership*, October 2006.

AIR FORCE

3.6   **Being.** At the core, 'being' involves the development of character and values. Implied in this, is the requirement for reflection to understand oneself better, to live by Air Force's Values, both on and off duty, and to instil Air Force's Values in subordinates through personal example. Values shaped by attitudes and beliefs lie at the heart of every individual. They are drawn from underlying or basic assumptions that are largely attitudes, norms and beliefs that, in turn, define how individuals think, feel and act. People are attracted to the Air Force because of an alignment between their personal values and those projected by the Air Force. This attraction is often based on perception. Where an individual's perception of Air Force Values is based on a false or limited understanding there is a risk that they may join the organisation holding values that are not in keeping with Air Force service. 'Being' requires positive influence from those in the organisation to ensure new members understand Air Force Values and the implications of their commitment to service in the Profession of Arms – Air Power.

3.7   **Knowing.** 'Knowing' not only requires technical and interpersonal competence but also an appreciation of the strengths, needs and motivations of others. Understanding what motivates others will assist individuals in better understanding the behaviours and actions of others. Knowing requires airmen, regardless of ability, to develop Professional Mastery. This is done by continually seeking knowledge and refining the interpersonal and conceptual skills, and the technical skills and air power knowledge, necessary to achieve desired outcomes.

3.8   **Doing.** 'Doing' is about action and the gaining of experience. It includes influencing others, taking action to achieve tasks and improving the team's ability to undertake future missions. It requires the skill of judgement to critically assess and respond to situations, to operate with innovation and understand the consequences of actions.

3.9   A sound knowledge of oneself, the humility to learn from mistakes and the acceptance of honest advice are the key principles in developing a maturing insight into one's own strengths and weaknesses.

Emotional Intelligence and Character

3.10   **Emotional Intelligence** can be simply defined as 'recognising our own feelings and those of others, motivating ourselves, managing emotions well in ourselves and our relationships'.[13] In essence, it is about possessing and consciously displaying a good balance of personal and social competencies in four distinct areas or clusters:

Self-awareness
– Understanding yourself

• Emotional self-awareness

Self-management
– Managing yourself

• Achievement orientation
• Adaptability
• Emotional self-control
• Positive outlook

Social awareness
– Understanding others

• Empathy
• Organisational awareness

Relationship management
– Managing others

• Conflict management
• Coach and mentor
• Influence
• Inspirational leadership

Figure 3–2: Emotional Social Competency Model[14]

3.11   **Understanding yourself** is about the development of your own character; the qualities and attributes that define '*who you are*'. In line with the 'Be-Know-Do' model, understanding yourself requires emotional self-awareness, accurate self-assessment and the self-confidence to understand one's own abilities, and to have sufficient faith in them to make the right decisions in the face of uncertainty and pressure.[15] This can only be achieved by constant vigilance, the dedication of time to reflect on one's own emotions and actions, and a commitment to build on identified strengths whilst seeking to improve, or at the very least minimise, the impact of known weaknesses.

---

13   Goleman, Daniel, 1998, *Working with Emotional Intelligenc*e, Bantam Dell, New York, NY, p 317.
14   This graphic is courtesy of the HayGroup.
15   Goleman, *Working with Emotional Intelligenc*e, p 317.

AIR F⊕RCE

3.12 **Managing yourself** is the doing part of understanding yourself, demonstrated by your actions and behaviour. Self-management includes concepts such as: emotional self-control, trustworthiness, conscientiousness, adaptability, achievement orientation and initiative. Importantly, an individual's capacity for emotional self-control determines their ability to stay composed and calm in dynamic and stressful situations. This ability is critical for Air Force personnel who are often required to effectively and safely achieve missions in high-pressure, stressful environments.

3.13 By effectively understanding and committing to the development of their own character, personnel will have laid the foundation for understanding and managing others within a team environment. This foundation is fundamental for both followers and leaders in living Air Force Values.

Key Takeaway Points

3.14 Character is all-important as the foundation of resilience in physically and morally challenging situations. It is also the foundation of Social Mastery, for without knowledge of self, proficiency in followership and leadership is difficult to achieve.

3.15 Air Force personnel must actively develop their own character through self-knowledge and self-development.

3.16 Importantly, junior members of the Air Force should note that forthcoming parts of this document will cover subjects such as mentorship and coaching, both of which complement the subject of personal development discussed in this section.

3.17 Equally, this section is a reminder to more experienced Air Force personnel of their professional obligation to assist and exert a positive influence on lesser-experienced members in their ongoing personal development. If members are left to fend for themselves in self-development, there is risk that they will develop values and behaviours inconsistent with the obligations of Air Force service. Every leader and supervisor is responsible for the personal and social development of all members of their team.

3.18 **Further Study.** For additional study, individuals are encouraged to source the references detailed in the 'Further Reading' list under 'Character'.

CHAPTER 4
PROFESSIONAL ETHICS

Chapter 4 is about Professional Ethics in the Air Force.

Specifically the purpose of this chapter is to explain why professional ethics have an enduring role to play in the delivery of Air Force capability.

Key points:

- *Military Ethics Defined*

- *The Nation's Trust*

- *Courage – Two Types*

- *Bases and Operations*

- *Chain of Command*

- *Power of Example*

- *Ethical Dilemmas*

- *Practical Benefits*

- *Ethics in a Nutshell*

Military Ethics

4.1   If 'Character' is 'who you are', 'Professional Ethics' is the foundation of 'who we are'. Ethics can be defined as 'a system of moral principles, by which human actions and proposals may be judged good or bad or right or wrong'.[16] In essence, as the Greek philosopher Socrates asked during the fifth century BC: 'What ought one to do?'

---

[16]   *Macquarie Dictionary,* 2007.

4.2	Importantly, in the Profession of Arms:

> Ethics is not, repeat not, an optional extra. It is the absolute core of what defines you as a warrior profession. It is ethical restraint that makes the distinction between a warrior and a barbarian …
>
> … your life is one continuous set of ethical challenges.[17]

<div align="right">

Dr Michael Ignatieff
Canadian author, academic and former politician

</div>

The Nation's Trust

4.3	**The Nation's Trust.** The Australian nation entrusts Air Force to provide effective and precise air and space power in the defence of Australia's people, security and interests. In the prosecution of this mission, Air Force seeks actively to abide by 'the laws of humanity, and the requirements of the public conscience'.[18]

4.4	The nation has further entrusted us with its youth. The nation trusts that we will prepare and command our youth ethically, in accordance with our Government's direction, and the laws and moral obligations of armed conflict. The nation further expects that we will treat our youth with respect and dignity, in a just and inclusive environment.

4.5	**Fulfilling National Trust.** Air Force personnel, regardless of rank, must meet the expectations of this national trust. They are also expected to be responsible and accountable for their actions. Irrespective of the situation or circumstance, the nation expects that all Air Force personnel will have the strength of character and courage to do the right thing at all times.

---

[17]	Ignatieff, Dr Michael, 2005, 'Virtual War: Ethical Challenges', Presentation to the US Naval Academy, available at http://www.usna.edu/Ethics/publications/documents/IgnatieffPg1-24_Final. pdf, accessed 6 June 2013. Dr Ignatieff is Professor and Director of the Carr Center for Human Rights Policy, Kennedy School of Government, Harvard University.

[18]	This is an excerpt from the 1899 Martens Clause as cited in Meron, T., 2000, 'The Martens Clause: Principles of Humanity and Dictates of Public Conscience', in *The American Journal of International Law*, vol 94, no 1, January 2000, p 79. AAP1000–D—*The Air Power Manual* (p 35) argues similarly that air power must be applied with humanity and only to the degree necessary to secure a better peace.

Courage – Two Types

4.6   There are two types of courage; physical courage and moral courage.

4.7   **Physical Courage.** Physical courage involves the fortitude to withstand danger or difficulty with a significant physical dimension. Physical courage is easily recognised and very often lauded and made popular. It is often confused with masculinity, and is the substance of much myth telling and story making. However, of the two types of courage, it is very often the easiest to possess or display but, equally, its effects are very often less lasting than those stemming from its moral equivalent.

4.8   **Moral Courage.** Moral courage is far rarer and very often more difficult to discern. It can be demonstrated anywhere and by anyone, and involves actively attempting to do the right thing regardless of the threats involved. Because of this, it often contains an actual or perceived threat to one's career or future, as opposed to physical endangerment. The effects of a morally courageous stand can be very influential and enduring.

4.9   **Common Myths.** While it has been noted in the previous paragraph that moral courage may involve a threat to one's career or future, this is not necessarily the case. In fact, seeking to do the right thing may get one noticed for the right reasons, leading in turn to a potential career advantage. However, the key point here is not the threat of disadvantage, or the potential for advantage, rather that one should always seek to do the right thing for its own sake. By being morally courageous, one is in effect leading a professional life which is practically ethical in nature.[19]

4.10   Sometimes, physical courage is mistaken for leadership. In actual fact, it is much more likely that someone showing significant moral courage, which is often less visible and popular than its physical counterpart, is more likely to be a leader.

---

[19]   Royal Australian Navy, 2010, *The Royal Australian Navy Leadership Ethic*, Sea Power Centre, Canberra, pp 38-39.

AIR F★RCE

Bases and Operations

4.11   As previously written by Lord Moran, a person of courage in peace is invariably of the same type in war, conflict or crisis. In just the same way, Air Force personnel must seek to display the highest standards of ethical behaviour in all situations. This includes service on any peacetime base or Defence establishment of any type, and equally during operational deployments, which may entail greater risks.

Chain Of Command

4.12   One of the essential requirements that each of the Services has in common is adherence to the chain of command: what the boss does, requests or orders, so the rest will likely follow. In this way, if leaders behave ethically, eventually so too will those they command. Unfortunately, the reverse is also true—'the fish rots from the head'.

4.13   Equally, ethical conduct is not necessarily related to religious affiliation. For this reason, Service padres or ministers of religion will always remain as valued and valuable staff advisers in the dual fields of individual character development and unit welfare support. But they are not directly responsible for establishing and/or enshrining the ethical or moral climate of a unit or team of any kind. Those who must fulfil this critical role are the same individuals charged and empowered with official command and leadership responsibility. For this reason, professional military ethics and the chain of command are intrinsic to one another.

The Power of Influence

4.14   There will often be strong personalities who are outside the official chain of command. Their influence can have a significant positive or negative effect on the behaviour of those around them. Effective leaders will understand their teams and recognise those who, though not in a formal leadership position, exercise behavioural influence. However, regardless of rank or appointment, all personnel have an ethical duty to acknowledge the extent of their influence on the local workplace culture. It is important, too, that they are sufficiently self-aware to consider the longer term ramifications of this reality as part of their professional self-reflection. The individual, their team and the wider Air Force community will benefit from all personnel meeting their professional obligations.

Ethical Dilemmas

4.15   An ethical dilemma is a difficult moral situation, for which there is no easy solution. Frequently, such a dilemma is a great test of personal character. Very many dilemmas of this type involve a clash of loyalties between one's peer group and a higher organisation; for example, the local team or even the Air Force itself.

4.16   In such circumstances, it is very often easier either to do nothing or to seek to take a short-term and expedient way out. Such action or inaction invariably damages all parties involved. It may impact one's professional and personal reputations, from which it can be almost impossible to recover. As Air Force members, we are entrusted by the Australian community to do what is right and when as individuals we break this trust, the reputational impact is felt throughout the organisation and the community. For these reasons, sometimes seeking to do the right thing ethically is ultimately both right and practical, particularly over the long term.

Practical Benefits

4.17   Every organisation or team in the Air Force is subject to two types of forces; external and internal. Both of these types of forces can be positive or negative as defined by their impact. Negative external forces include things like an absence of financial and human resources, or physical difficulties associated with operational missions of every type. In contrast, negative internal forces usually result from illegal, unethical or inappropriate behaviour by one or more members of the team. The higher the ranks involved, the more corrosive or detrimental the effect. By creating an ethical climate the organisation will remove most, if not all, the negative internal stressors on it, enabling greater energy to be focused on the never-ending external challenges. This is the real practical benefit of creating an ethical culture in every workplace in the Air Force—all bases, and in all operational or operational support roles.

AIR FORCE

Ethics in a Nutshell

4.18   Over the ages much has been written and debated on the subject of ethics. Where professional ethics is concerned, perhaps the most important takeaway point for the practitioner is that it can be reduced to seeking to do the right thing, in all situations' for its own sake. But, more than this, it very often comes down to possessing the individual strength of character to make the difficult decision now, in the interests of averting much larger, and potentially unrecoverable, consequences further down the track. Little issues left unchecked may, and usually do, become much bigger issues in the future.

4.19   Imagine what might have been avoided had the difficult decisions been made early in the F-111 Deseal/Reseal program, when some must have had real but silently held reservations about what individuals were being asked to do in order to satisfy the prevailing 'platforms over people culture'[20] of the time. Similar 'can do' attitudes can also be identified as contributing factors to Navy's Sea King accident on Nias Island in 2005 and the Army's 1996 and 2006 Blackhawk accidents.

4.20   Physical courage is important. But, to paraphrase Napoleon, the moral is to the physical as three is to one.

4.21   **Further Study.** For additional study, individuals are encouraged to source the references detailed in the 'Further Reading' list under 'Professional Military Ethics'.

---

[20]   ACM Angus Houston, (2011) as quoted in the *F111 Deseal/Reseal – Case Study*, Centre for Defence Leadership and Ethics: Canberra

F-111 DESEAL/RESEAL PROGRAM

Background. In 1973 the Air Force took delivery of the F-111 long-range bomber from the United States Air Force (USAF). The aircraft was able to fly long distances for two reasons; the efficiency of its afterburning turbofan TF30 engine, and the fact that it was essentially a flying fuel tank, with most of its wing and fuselage cavities utilised for fuel storage. Each tank was an integral component (there were no fuel bladders) and had a polymer barrier of sealant applied on the inside to stop fuel leaks.

However, by 1973, the USAF aircraft were experiencing fuel leaks from the tanks. The cause was a chemical breakdown of the fuel tank sealants, which caused an unacceptable amount of fuel to seep out of the wings and fuselage, an issue compounded by the lengthy time the aircraft spent in storage before delivery. To repair this defect, internal inspection was required to locate and then deseal and reseal the joining seams. Hence was born the F-111 Deseal/Reseal program that would have lasting and disastrous effects on the Air Force personnel involved, and their families, and forced a change in Air Force culture.

The Impact. The impact on those involved in the program were significant and, in many cases, fatal. The Board of Inquiry stated that 'in excess of 400 people had suffered long-term damage to their health', with many suffering a range of unusual illnesses. The emotional and financial cost to those involved and their families has been incalculable. The effects on the individuals and the organisation will last for decades.

The Cause. Whilst not apportioning blame, the Board of Inquiry identified several matters that had to be addressed. Importantly for the RAAF, there were several key themes which permeated the report. These included:

- the organisational causes and RAAF culture;

- the RAAF Flying Safety system that could have been used as a model;

- the priority of operations over logistics;

- the priority of platforms over people;

AIR FORCE

- lessons learned not being applied; and

- failure within the chain of command (specifically, the system to get information up the chain and the RAAF Medical/Occupational Health system).

The finding which hit hardest to the new Chief of Air Force, Air Marshal Angus Houston, was the priority the RAAF placed on 'platforms over its people'. The RAAF had developed a 'can do' attitude, and a culture where performance equalled aircraft on line in the minimum time. This culture had been instilled in all ranks from the earliest times.[21]

It was evident during the Board of Inquiry that many individuals had reported to medical and the chain of command the ill effects it was having on their health; however, the Deseal/Reseal program continued from 1977–2001.

The Lessons. In the context of our discussion on Social Mastery, the lessons from the F-111 Deseal/Reseal program are profound. Whilst it is not suggested that any individual intentionally or maliciously failed in their professional obligations, the Air Force culture of the time certainly failed its personnel. Had the chain of command listened to its followers and then raised its concerns with sufficient voice to the highest levels in the organisation, the disaster may have been averted, or at least contained, at a much earlier point.

This essentially required two primary qualities: enhanced **situational awareness** by the leaders, and the **moral courage** of both followers and leaders to challenge the prevailing 'can do' culture of the time.

---

[21] Lax, Mark, 2010, *From Controversy to Cutting Edge: A History of the F-111 in Australian Service*, Air Power Development Centre, Canberra, p 210.

CHAPTER 5
FOLLOWERSHIP

Chapter 5 is about the important contribution which followership makes to Air Force.

Specifically, the purpose of this chapter is to explain the important role of followership in contributing to Air Force culture and capability.

Key points

- *Followership and Air Force Capability*

- *Professional Followership*

- *Individual Commitment*

- *Practical Followership*

- *Obedience and Discipline*

- *The Ethics of Followership*

I am a leader therefore I must follow.

Voltaire

Followership and Air Force Capability

5.1   It is no surprise that books on leadership outnumber those on followership by several thousand to one. This imbalance does not reflect the equal importance of followership as a critical enabler to the delivery of both leadership and Air Force capability. Air Force culture, with its technical mastery orientation, values active followership. At every rank level in the Air Force an individual will have either a leadership or followership role, or very often both. The complementary relationship which exists between the leader and the follower dictates that both have a critical and mutually supporting function within a contemporary Air Force. Further, the alternation between leadership and followership reinforces the need for flexibility and agility in Air Force service.

AIR FORCE

Professional Followership

In many ways great followership is harder than leadership. It has more dangers and fewer rewards and must be exercised more subtly.[22]

Warren Bennis (2010)

5.2   In the course of Air Force service, leaders and followers are often bound together in complex and demanding situations, with the potential for serious consequences. Both Air Force leaders and followers have responsibilities, albeit different in nature, so as to ensure a safe and satisfactory outcome. The responsibilities of the follower include professional and ethical conduct in the demonstration of technical proficiency and air power knowledge.

Individual Commitment

5.3   Perhaps the most important element of followership is that individuals within Air Force actively acknowledge that they have a critical part to play in the delivery of Air Force capability. In essence, this is about fulfilling the trust which the nation has invested in them to contribute to the defence of Australia.

5.4   This role requires individual commitment to private professional reflection and development, as discussed in Chapter 2 – Professional Mastery, and Chapter 3 – Character. Without such a commitment, including an investment of one's own time, there is little if any possibility of coming to grips with the actuality of followership.

Obedience and Discipline

5.5   **Obedience.** The obedience of followers is critical to the effective functioning of every military service. Importantly, followers must always respect the perspective which the leader brings to a decision and the responsibility and accountability which the leader alone must bear. However, leaders may make decisions with which followers disagree. In this case, followers should make representation with due regard to tact, setting and privacy. Active followership is therefore based on respectful obedience, not unthinking compliance, and the ability to accept the leader's final decision once representation has been made.

---

[22]   Bennis, Warren, 2010, 'Art of Followership', in *Leadership Excellence*, vol 27, no 1, January 2010, p 3.

5.6   The key for the follower is the critical importance of always presenting their view in a way which provides the complete objective facts, free of unnecessary passion or emotion. At the end of the day, this is the very best that a follower can, and must, seek to do in every professional interaction with their leaders. In this way, the Air Force is best served by every follower.

5.7   Obviously, events in any workplace or situation may change very quickly without the opportunity to seek a revised decision from a leader. In such an instance, a follower has the ongoing responsibility to assess and do what needs to be done in the interests of common sense and safety. This reality emphasises the requirement for followers to continually be observing and critically assessing that which is unfolding around them, in the interests of maximising Air Force agility at every local level.

5.8   Additionally, once a crisis or emergency is past, the follower also has an equal responsibility to advise the leader of all the objective facts leading to his or her revised actions, at the earliest opportunity.

5.9   **Discipline.** Like obedience, discipline is critical to the effective functioning of the Air Force. Discipline is most profound when it finds expression as self-discipline, which is the willingness for individual followers to sensibly self-regulate and monitor their behaviour and interactions, in the interests of achieving workplace harmony and efficiency. When this is achieved there is relatively little difference between the way that leaders and followers think and act.

5.10   The key point is that, in time, with adequate practical experience and professional self-reflection and development, every follower can naturally transition to become a highly effective leader, with or without the rank. This is why the importance of strong personalities doing the right thing, regardless of their position in the command chain, was highlighted in Chapter 4 – Professional Ethics.

AIR F⚬RCE

The Ethics of Followership

5.11   So far it has been shown that effective and ethical Air Force leaders and followers have much in common. Most important amongst these shared traits are a willingness to think and act clearly, as well as, a preparedness to behave ethically and, above all, to demonstrate moral courage in everything they do. In some respects, these things are much harder to do for followers than leaders. This is because they very often have to represent against higher authority and/or the majority, without the rank, status or position, which would make this easier to do.

5.12   **Critical Compliance.** Air Force professionals do not avoid responsibility merely because they automatically 'follow orders'. Rather, the nation expects that they will behave and act conscientiously and justly at all times. Implicit in this expectation, is that Defence personnel, including Air Force followers, will be critically observant of both what is occurring around them, and what they are being asked or directed to do. It follows then, that if they see behaviour or are directed to behave in a way which they feel is either illegal or unethical, that they will have the strength of character and moral courage, to object to what they are being asked, directed or ordered to do. This highlights, yet again, the pivotal role played by the chain of command in setting or establishing the ethical climate or tone of a unit.

5.13   **Individual Responsibility.** Each individual bears complete responsibility for the decisions they make, and for the actions which flow from those decisions. Were an individual to observe behaviour known to be wrong, yet do nothing, that individual also bears responsibility for the act which takes place. Failure to act is often brought about by a misplaced sense of loyalty over integrity. Covering for the ethical failing of a leader, follower, colleague or friend, is misplaced loyalty, which compromises the integrity of the individuals, the unit and the Air Force. 'The standard you walk past is the standard you set.'

Practical Followership

5.14   Consistent with these concepts, Colonel Phillip S. Meilinger, United States Air Force, offered the following 10 guidelines for good followership (*emphasis added*):

> 1. Don't blame your boss for an unpopular decision or policy; it is your job to support, not undermine.

2. Fight with [*challenge*] your boss if necessary, but do it in private, avoid embarrassing situations, and never reveal to others what was discussed.

3. Make the decision [*within your authority*], then run it past your boss; use your initiative.

4. Accept responsibility whenever it is offered.

5. Tell the truth and don't quibble [*don't soften the truth*]; your boss will be giving advice up the chain of command based on what you said.

6. Do your homework [*research*]; give your boss all the information needed to make a decision; anticipate possible questions.

7. When making a recommendation, remember who will probably have to implement it. This means you must know your own limitations and weaknesses (*and those around you*) as well as your strengths.

8. Keep your boss informed of what's going on in the unit; people will be reluctant to tell him or her their problems and successes. You should do it for them, and assume that someone else will tell the boss about yours.

9. If you see a problem, fix it. Don't worry about who would have gotten the blame or who now gets the praise.

10. Put in [*'more than' deleted*] an honest day's work, but don't ever forget the needs of your family. If they are unhappy, you will be too, and your job performance will suffer accordingly.[23]

5.15   Further Study. For additional study, individuals are encouraged to source the references detailed in the 'Further Reading' list under 'Followership'.

---

[23]   Meilinger, Colonel Phillip S., USAF, 'The Ten Rules of Good Followership', available at http://www.au.af.mil/au/awc/awcgate/au-24/meilinger.pdf, accessed 6 June 2013.

AIR FORCE

C-17 – PACIFIC ASSIST 2011

Background. On 11 March 2011, a massive earthquake that measured Force 9 on the Richter scale struck Japan causing widespread damage. The tsunami that followed was up to 15 metres high when it smashed into the north-east of the country, travelling as far as 10 kilometres inland, devastating whole towns and villages and seriously damaging the nuclear power station at Fukashima. From the moment the news of the disaster broke, it was obvious that Australia would go to the aid of the stricken Japanese people, and also obvious that the ADF, especially Air Force, would take a lead role in the Humanitarian and Disaster Relief (HADR) efforts that would follow.

The Problems. What no-one knew was that as preparations for the HADR began another event of national significance, riots in the detention centre on Christmas Island, would cut across the Air Force response setting difficult and competing priorities. Into the middle of this complex and challenging process flew a 36SQN C-17. Juggling competing priorities, heat, noise, and an increasingly tired ground and aircrew, the process of loading 75 urban search and rescue personnel and their palleted equipment became more and more complex and dangerous. Eventually the aircraft commander had to make a tough call.

The Decision. Nearing the end of a separate tasking to Hickam Air Force Base, Hawaii, the C-17 was re-tasked to return to Australia to assist in the HADR efforts. It followed that the aircraft commander was now under significant pressure, but equally conscious of crew rest requirements. Crew rest was difficult to achieve in Hawaii, as the aircraft had suffered a malfunction on approach, a situation compounded by the full knowledge that the island itself was under threat of the tsunami.

Having repaired the aircraft and commenced the return journey to Amberley, the aircraft was diverted direct to RAAF Base Richmond to collect the 75 urban search and rescue personnel. On arrival at Richmond the aircraft commander now had a seriously fatigued aircrew, and one half of the maintenance crew were fatigued to a level that they could no longer be employed.

On the ground, the air load teams were also under significant pressure with multiple aircraft to load, competing priorities, load complexities, environmental factors, and increasing fatigue levels, all of which began to seriously affect the quality of the work being performed. It eventuated that, during a discussion between the aircraft commander and the Duty Air Movements Officer (DAMO) regarding the situation, one of the air load team members, affected by fatigue and under significant pressure, narrowly avoided driving a forklift into the side of the aircraft.

At this point the aircraft commander ordered a complete stop to all work in loading the aircraft, a decision that would seriously impact on the ADF's, and the Air Force's, ability to meet the international HADR tasking directed by our Government. The implications of this decision on our strategic relationship with Japan, and the stricken Japanese people, were potentially devastating.

The Aftermath. On the ground, the air load team members were shattered. Despite the fact that that they had 'worked their guts out', as far as they were concerned, they had 'failed everyone'. Some of the most experienced, and senior, members of the load team communicated to the DAMO that they felt like resigning, as they were embarrassed that they had let down so many people.

The aircraft commander, having made a decision with potentially significant consequences, spent a sleepless night concerned whether the evidence would support his decision in the following days.

At 0300 hours on the Sunday morning, Commander Air Lift Group informed Chief of Air Force that the air and ground crew had been sent home, and the directed tasking could not be achieved that night.

CAF's immediate response was that 'the right decision had been made, there would be issues to be managed at the strategic level, but the right call was made'.

This position was completely supported by the Chief of the Defence Force. Despite the obvious disappointment that the ADF could not meet the tasking, it was imperative that people would not be pushed beyond their limits, at the

AIR FORCE

risk of personal injury or death, or damage to the aircraft; consequences that would have had more seriously affected the ability of the ADF to meet the tasking.

The Lessons. In the context of our discussion on Social Mastery, the lessons from the C-17 PACIFIC ASSIST Case Study are profound.

We will never know what potential consequences, to the safety of the air and load crew, and the aircraft, were prevented in this situation. However, what is important, is that the chain of command listened to their followers, who felt sufficiently empowered and supported to avert a potentially significant incident, based on their 'on the ground' assessment of the situation.

In essence, junior commanders were empowered to make the call and, importantly, were backed up by their commanders.

This reinforces two primary qualities required of all Air Force personnel: enhanced **situational awareness**, and the **moral courage** of both followers and leaders to speak up when the 'can do' attitude pushes individuals beyond the acceptable safety limits of personnel and platforms.

This is the desired culture we must actively develop, support and maintain in living Air Force's Values, both in safety environments and, equally, where behavioural issues are concerned.

CHAPTER 6
LEADERSHIP

Chapter 6 is about leadership in the Air Force.

Specifically, the purpose of this chapter is to explain the critical role of leadership in the delivery of Air Force capability.

Key points:

- ***Leadership and Air Force Capability***
- ***Professional Leadership***
- ***Individual Commitment***
- ***Practical Leadership***
- ***Obedience and Discipline***
- ***The Ethics of Leadership***

Leadership

6.1   ADDP 00.6—*Leadership in the Australian Defence Force* defines leadership as 'the process of influencing others in order to gain their willing consent in the ethical pursuit of missions'.

6.2 This definition raises three important and interdependent aspects of leadership: *influence, willing consent* and the *ethical pursuit of missions*. These concepts will frame the forthcoming discussion on practical leadership in the Air Force.

Leadership and Air Force Capability

> … leadership is vital at all levels in the Air Force, not just at the top, as the principal means of making the right things happen.[24]

> Air Marshal Geoff Brown
> Chief of Air Force

---

[24]   Brown, Air Marshal Geoff, Chief of Air Force, 2011, *Commander's Intent – One Team: Swift, decisive, Resilient and Respected,* Air Power Development Centre, Canberra, p 11.

AIR FORCE

6.3   **Everyone's Business.** Leadership in the Air Force is everyone's business. While an individual may commence their service as a follower, he or she will shortly become a leader, and continue as both a leader and a follower, for the remainder of their career. There will be few, if any, exceptions to this rule.

6.4   As such, the future of the Air Force lies largely in the professional development of its people from Self-Leadership to Leading Air Force, as articulated in the Leadership Transitions at Annex A. This chapter focuses on the principles of effective and ethical leadership in the Air Force, and its contribution to air power capability.

Professional leadership

6.5   **Types of Air Force Leaders.** The Air Force includes those leaders who are both commanders, by which is meant that they have lawful command authority over subordinates, and those who, while not being commanders per se, nevertheless have important leadership responsibilities.

6.6   **Beyond followership.** In the course of Air Force service, leaders and followers are often bound together in complex and demanding situations. Therefore, both Air Force leaders and followers have responsibilities, albeit that they differ in nature, so as to ensure a safe and satisfactory outcome. However, where the responsibilities of the leader are concerned, it is largely a matter of degree. A leader's professional conduct must exceed by a reasonable magnitude or margin that which is normally demonstrated by the follower. However, in the Air Force it is not uncommon for a follower to possess greater technical expertise than the leader. Air Force leaders must embrace these situations to ensure decisions are based on all available information.

6.7   **Interdependency.** The leader-follower relationship is interdependent. This relationship is professional and mutually respectful, and is not dependent or based on either friendship or popularity. Leaders must not expect their followers to be 'yes men'. Amongst the first tasks of a leader is to establish an environment in which their followers feel empowered to voice their professional views openly, but with tact and candour. Leaders should not be overly concerned about, or be sensitive to, opposing views, but should embrace alternative points of view in the interests of drawing out all the objective facts and options, in order to achieve high-grade practical results. An indication of a healthy leader-follower relationship is where followers have the confidence to voice concern to a leader without fear of retribution or recrimination.

6.8 **Culture.** Effective leaders create a culture which is truly diverse and inclusive, because it offers them and the Air Force abundant strengths, beyond what would otherwise be available. The real risk of a leader behaving in anyway contrary to this approach is that they will eventually find themselves isolated from their followers. In effect, they will become wholly dependent on either their own ideas or, even worse, those of a few 'yes men' or sycophants. The optimal approach is to behave in a way which is socially and morally conducive to the capture of the best possible ideas from everyone. An inclusive style of leadership—based on mutual respect and trust—is that which is most suitable for today's Air Force.

Individual Commitment

6.9 Just as it is vital for a follower to acknowledge the critical role that they play, it is just as important for a leader to recognise and accept the challenge that is leadership in its entirety. This acceptance must embrace the full spectrum of Professional Mastery from knowledge of one's self, to the equally important necessities of knowledge of one's followers, and of one's complete professional role. This concept is depicted in Figure 2–1: The Professional Mastery Model.

6.10 An essential part of fulfilling these functions is individual commitment to private professional reflection and development, discussed in Chapter 2 – Professional Mastery, and Chapter 3 – Character. The complexity of leadership will naturally demand more professional reflection, than does the subject of followership. Equally, without such a commitment, including an investment of one's own time, there is little if any possibility of coming to grips with the actualities of leadership.

AIR FORCE

Obedience and Discipline

6.11   **Obedience.** To many, the essence of obedience and discipline is control. However, the uninitiated or inexperienced leader may well misinterpret this as meaning control over others, principally their followers. This is far from the truth. The real essence of obedience and discipline is first and foremost control over oneself. Amongst the most difficult challenges in life is the challenge of self-control. Nowhere is this more critical or important, than on the part of the leader. If a leader cannot pass the test of self-control, they will never exert true authority over their followers. The imposition of any amount of rules to impel their followers to obey or to exercise discipline, will fail, if the leader cannot master himself or herself.

6.12   **Leadership and self-discipline.** The leader's aim must be first and foremost to create an environment or culture which promotes, or is conducive to, his or her followers exercising a high degree of self-discipline. An overemphasis on imposed discipline creates behavioural contexts whereby followers will not feel they are responsible for their choices. It is unsophisticated leadership—useful only in the very early phases of a career when subordinates are unconsciously incompetent and may present a risk to themselves or others.

6.13   A culture of self-discipline will be more likely if followers see a sustained example of self-control and self-discipline by the leader. One of the greatest traits for any leader is the ability to lead by example in all situations.

6.14   **Positive not excessive control.** Air Force leaders have an obligation to ensure that tasks are safely and professionally carried out. Much can be achieved at the outset by clear direction or guidance to the followers involved. In addition, if time permits, leaders should always consider seeking a range of options, or possible ways ahead, from those who will actually perform the task. A collaborative approach is the one most likely to enlist *willing consent*, both for the task itself, and over the longer term. This is in keeping with the Air Force Values of agility, dedication and teamwork.

6.15   Above all, there is no place in the today's Air Force for micromanagement or abuse of power as the default method of leadership. In the end, such an approach is unsustainable, and kills all ambition and initiative in followers. Equally, it has the even worse effect of stopping them from thinking critically and creatively about what they are doing, and how both it, and similar tasks, might be undertaken in the future. Leaders create the context for tasks to be completed through the provision of intent, resources and boundaries that allow the followers to effect the intent with a freedom within the set boundaries. This is empowerment.

6.16   **Tolerance.** Leaders must demonstrate tolerance for honest mistakes or error. The majority of such errors do not occur as a consequence of deliberate action, malice, negligence or idleness. Air Force leaders should respond to genuine mistakes, with a degree of patience and a willingness to put in place whatever regime is reasonably possible to prevent them from occurring in the future. Tolerance for honest mistakes will help encourage innovation, and foster a just and learning culture which effectively manages risk in the pursuit of future achievements.

6.17   This does not mean Air Force leadership is weak, or that leaders seek popularity. Rather, Air Force leaders must never compromise on our values, and will always hold others to account. Air Force leaders will not allow faults to remain uncorrected. However, correction will be just, fair and considerate, and acknowledge the difference between honest mistakes and incompetence, malice or negligence.

6.18   **Balanced Discipline.** When seeking to correct error, a leader must take a balanced view or position. Procedural fairness and a balance point of view are essential where issues of discipline and/or obedience are concerned. Leaders should be very cautious of the polar extremist positions of either complete ambivalence towards mistakes, or the unnecessary and rigid imposition of formal disciplinary action. Very often a satisfactory solution lies not at either extreme, but, rather, somewhere between them. The correct assessment of appropriate fault correction involves a careful and objective weighing of available evidence and a high degree of professional judgement. Above all, an experienced leader will seek to avoid an emotional overreaction to any issue or problem.

AIR FORCE

The Ethics of Leadership

6.19   **Setting the Ethical Climate.** The ethical climate of every Air Force unit is set by its chain of command, which includes leaders at all levels, regardless of their role. What they do, condone and/or avoid, will to a large degree be mirrored by those they command. Leaders should always make decisions that not only serve the immediate situation, but also have a positive influence on the organisation beyond their current command. For this reason, they are principally responsible for the culture of both individual units, and for the Air Force as a whole.

Professional Responsibility and Accountability

6.20   **Responsibility.** Air Force leaders are responsible for everything that they say, and do. Responsibility includes any omission by which they deliberately seek to ignore or evade difficult or contentious situations. This includes the full scope of all three domains of the Professional Mastery model. There are no exceptions to this rule.

6.21   **Accountability.** Air Force leaders will be held to account for their actions and decisions, and will hold followers to account for theirs. Accountability includes any omission by which they or their followers seek to ignore or evade difficult or contentious situations. This includes the full scope of all three domains of the Professional Mastery model. There are no exceptions to this rule.

6.22   These dual presentations of individual responsibility and accountability are in keeping with Air Force Values.

Practical Leadership

6.23   Consistent with the concepts presented in this chapter, Lan Liu offers the following eight guidelines for good leadership:[25]

> 1. **Connecting with people:** leadership is a relationship between leaders and followers. Leaders must connect with followers to foster this as an activity.

---

[25]   Liu, Lan, 2010, *Conversations on Leadership: Wisdom from Global Management Gurus*, John Wiley & Sons (Asia), Singapore, pp xiii and 1–20.

2. **Learning from failure:** leaders learn from the past, and they are particularly skilful—often through self-training and mentoring—at learning from failure.

3. **Reflecting on experience:** only through reflection can leaders make negatives or any other kinds of experience a valuable form of education.

4. **Thinking deeply:** leadership tackles problems without easy answers. In many cases, the problem needs to be clearly defined first. One must identify its fundamental cause to find the real solution.

5. **Storytelling:** leadership is about change which is best motivated when people's emotions, rather than their intellects, are touched. Stories[26] can touch both emotion and intellect, but are much more powerful in influencing emotions than other tools.

6. **Being a teacher:** if you are not teaching (*coaching and mentoring*), you are not leading. In a teaching organisation, everyone teaches, everyone learns and everyone gets smarter every day.

7. **Knowing yourself:** the first discipline of a learning organisation is personal mastery. A key to personal mastery is the consciousness of personal vision, asking yourself: What do I really care about? What really matters? Leadership starts with the commitment to personal mastery.

8. **Becoming yourself:** becoming a leader is synonymous with becoming yourself. It's precisely that simple, it's also that difficult. To become a leader you must become your (*authentic*) self, become the maker of your own life.

6.24　　**Further Study.** For additional study, individuals are encouraged to source the references detailed in the 'Further Reading' list under 'Leadership'.

---

[26]　Leadership stories are defined as 'who I am', 'who we are' and 'where we are going'.

AIR F✪RCE

POWER WITH: NOT POWER OVER

THE CRITICAL IMPORTANCE OF LEADERSHIP, FOLLOWERSHIP AND TEAMWORK IN CREW RESOURCE MANAGEMENT?

The concepts which underpin crew resource management (CRM) are not new or gimmicky; rather they are an attempt to distil old axioms into a more coherent and cogent management style across the flight regime. Safe and efficient flight operations depend for their success not merely on the acquisition of sound technical knowledge and skills but also on the mastery by aircrew of the cognitive and interpersonal skills which form the basis of good CRM. Cognitive skills not only allow for the development and maintenance of good situational awareness but also underpin high-quality problem-solving and decision-making techniques. In addition, interpersonal skills, which depend for their effectiveness on good communications, encourage the creation of synergy and the development of successful teamwork. Both cognitive and interpersonal skills are enhanced by a good emotional climate amongst the crew, but they are also easily degraded by stress, so management of the emotional climate and stress becomes an integral and important element of good CRM.

One prevalent myth that must be dispelled, however, is that CRM is a concept only applicable to aircrew in a cockpit environment. For the concepts of CRM (cognitive skills and interpersonal skills) are equally applicable outside the pure environment of aviation operations. Situational awareness, problem-solving and decision-making techniques are skills required in all environments (operational and support), and particularly so in military operations. Further, the concept of 'power with: not power over' is the foundation of good communications, synergy and the development of successful teamwork. With all team members afforded responsibility, and empowered with voice, a leader's ability to safely execute missions in any environment is significantly enhanced whether on the ground or in the air. This is the foundation of 'power with: not power over'. And this is the foundation of CRM.

CHAPTER 7
AIR FORCE – AN INCLUSIVE CULTURE

Chapter 7 is about the vital contribution diversity makes in delivering Air Force capability.

Specifically, the purpose of this chapter is to highlight that embracing diversity within a truly inclusive culture empowers individuals to achieve their very best for the Air Force and the nation.

Key Points:

- *Strength through Diversity*

- *Creating a Culture of Inclusion*

- *Air Force 'New Horizon' and Defence 'Pathway to Change'*

7.1   While the predominant focus of this companion has been on individual Professional Mastery, every airman must recognise that they do not operate in a vacuum. Rather, they are one member of a much larger team contributing to Air Force capability, Defence capability, and ultimately a whole-of-government effort.

Strength through Diversity

7.2   Air Force is made strong by diversity and inclusion.

7.3   This diversity and inclusion covers a social spectrum which includes: nationality, gender, indigenous and ethnic background, sexuality and religion, as well as professional sub-tribes including: single Service, specialisation/mustering, squadron and unit loyalty and affiliation, operational experience, and Australian Public Service and contractor support. Each of these elements contributes to the whole, which as a result is much stronger than simply the sum of its parts.

7.4   The key point is attitudinal, and pertains to Air Force's unique culture. Each element of our diverse culture is a potential force multiplier, and must not be regarded as simply a source of increased complexity which must be borne or tolerated.

AIR FORCE

7.5   Strength through diversity is in keeping with the central tenet of 'ideas generation' through effective followership and leadership, which runs throughout this companion. This enables Air Force to remain dynamic, agile, responsive and relevant to its future roles and challenges. Strength through diversity is therefore a critical requirement for the effective and efficient delivery of Air Force capability.

7.7   The current ADF has a cosmopolitan workforce. The diversity of both Permanent and Reserve Forces will increase in the future, in keeping with Defence's 'Pathway to Change' and Air Force's 'New Horizon' Program—initiatives which are critical to ensure that the ADF workforce is reflective of Australian societal diversity, particularly in the key recruiting age cohort of 17–35 inclusive. Air Force will also see a gradual increase in the average age for recruitment and is well placed to leverage off second career recruitment in many areas.

7.8   Air Force seeks to create, maintain and affirm a culture of inclusivity, as a model of diversity; an organisation which provides individuals with concurrent challenge, growth and opportunity, in order to attain their very best for the Air Force and the nation.

Creating a Culture of Inclusion

7.9   An Air Force culture of inclusion commences predominantly through, and is maintained, via an ongoing set of individual attitudes which are officially endorsed and publicly supported by Air Force, and actively lived by its followers and leaders.

7.10   Without the alignment of individual thought and action, and overt institutional support, a culture of any kind—most notably one of inclusion—cannot 'take seed'.

7.11   Individual attitudes about workforce diversity must align with, and most importantly reinforce, Air Force's institutional values of: Respect, Excellence, Agility, Dedication, Integrity and Teamwork.

7.12   No place exists in the Air Force for any individual, regardless of rank, seniority or appointment, who does not ascribe to, and actively *live*, the very high ideals which are Air Force's professional values and standards.

7.13 Air Force personnel might best remember that, perhaps the most difficult parts of creating, maintaining or recasting a professional reputation—be it that of an individual, organisation or institution—are those intangible attitudinal dimensions, most notably character and professional ethics. Therefore, Air Force personnel must place great importance on Social Mastery as a key tenet of Professional Mastery in the delivery of Air Force capability.

Air Force 'New Horizon' and alignment with Defence 'Pathway to Change'

7.14 In line with these principles, Air Force's 'New Horizon' initiative seeks to actively reinforce Defence's 'Pathway to Change' program, the key themes of which are highlighted below:

AIR FORCE

PATHWAY TO CHANGE – DEFENCE'S CULTURAL INTENT – WE ARE TRUSTED TO DEFEND, PROVEN TO DELIVER, RESPECTFUL ALWAYS

Australia: We exist to protect the nation and, when necessary, fight for its national interests. We recognise that our success requires the enduring support and respect of the Australian Government and community. Our actions reflect the highest standards of professionalism and honour that go with service in defending Australia's security.

On operations and beyond: We rise to meet the challenges to Australia again and again. We succeed in warfighting and on all operations because we know what we are striving for; because we are well prepared and capable; and because we are comprehensively supported. Building our organisation is as important as delivering on operations. We act speedily, with consistency, discipline and clarity. Our reputation for providing sound, frank advice is well earned, valued and carefully maintained. People know they can trust us to do the right thing and do it well.

Our organisation: We are accountable for our actions. We are outward and forward looking, always seeking to learn better ways of doing things, and to improve our professionalism and performance in all areas. We connect across our expert Services and Groups to deliver more than any part can by acting alone. Our common purpose and strong relationships make us agile, adaptable, collaborative, and aligned to deliver maximum effect.

Our people: We draw on all parts of Australia. We trust and respect each other, and strive always to keep our people safe. We are candid and speak up at all times. To win, we know we must create inclusive, fair-minded teams, drawing on our collective capability and nurturing our skills. Our people can expect outstanding leadership from all levels; and our leaders can expect exemplary behaviour from all in Defence.

CHAPTER 8
PRACTICALLY ACHIEVING PROFESSIONAL MASTERY

Chapter 8 is about holistic professional development.

Specifically, the purpose of this chapter is to explain the select and important roles played by multiple parties in practically achieving Professional Mastery.

Key Points:

- *Holistic Professional Development*
- *Professional Development Domains*
- *Professional Military Education and Training (PMET)*
- *Workplace-based development*
- *Coaching and Mentoring*
- *Partners in Synergy*

> *Being a member of the Air Force is not just a job, it is a profession, and a key part of being a member of a profession is the life-long process of education. We must balance our technical mastery in terms of flying, maintaining and supporting, with the professional mastery required to ensure we effectively contribute to joint operations and whole-of-government national security objectives.*[27]

> Air Marshal Geoff Brown
> Chief of Air Force

---

[27] Brown, *Commander's Intent*, p 14.

AIR FORCE

Holistic Professional Development

8.1   **Individual Commitment—the essential precondition to achieving Professional Mastery.** At the outset, it must be said that the essential and abiding precondition to the achievement of Professional Mastery across Air Force as a whole, is a set of important attitudes: commitment, personal responsibility and accountability. Subsequent discussion of the other external elements of Professional Mastery will be meaningless if this internal and essential precondition is not first met.

8.2   The primary i**ndividual obligation** for Air Force personnel is to conduct themselves to the highest professional and ethical standards. A significant part of this obligation involves their active engagement with formal military training and education including; Induction Training, Initial Employment Training and Professional Military Education and Training (PMET), as well as all workplace-based education and training opportunities. Individualised commitment to education, training and professional development need not be onerous, or entail a diminution of work-life balance. The key is broad consistency of effort over the long term, or a whole-of-career approach. Typical activities might include: timely nomination for PMET courses; maintaining core trade and operational readiness; ensuring that initial, mid-term, and end-of-year reporting is conducted; undertaking professional reading and educational courses; and actively establishing and maintaining mentor networks and/or relationships.

8.3   **Attaining Professional Mastery.** The successful attainment of Professional Mastery depends on truly holistic development which is optimally structured and sequenced. This will serve the development needs of personnel traversing the Technical (T), Combat (C) and Social (S) skills continuum depicted in Figures 8–1 and 8–2.
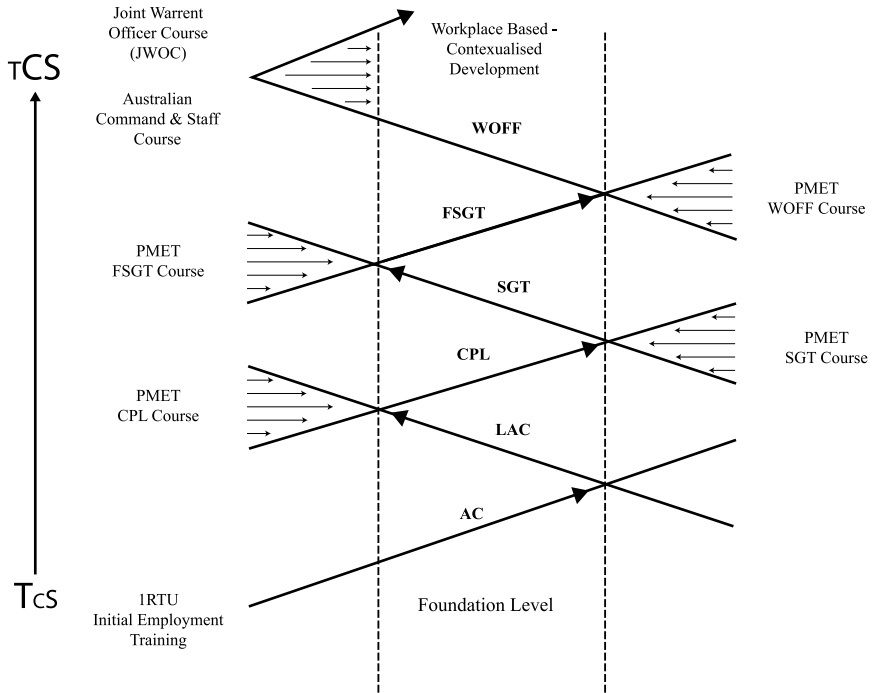
Figure 8–1: The Airman Professional Development Pipeline[28]

---

28   Gilbert, *Discussion Paper: Professional Development In The Air Force*, an adaption of 'The Leadership Pipeline'; see Charan, Ram; Drotter, Steve and Noel, Jim, 2011, *The Leadership Pipeline: How to Build the Leadership Powered Company*, John Wiley & Sons, San Francisco, CA.
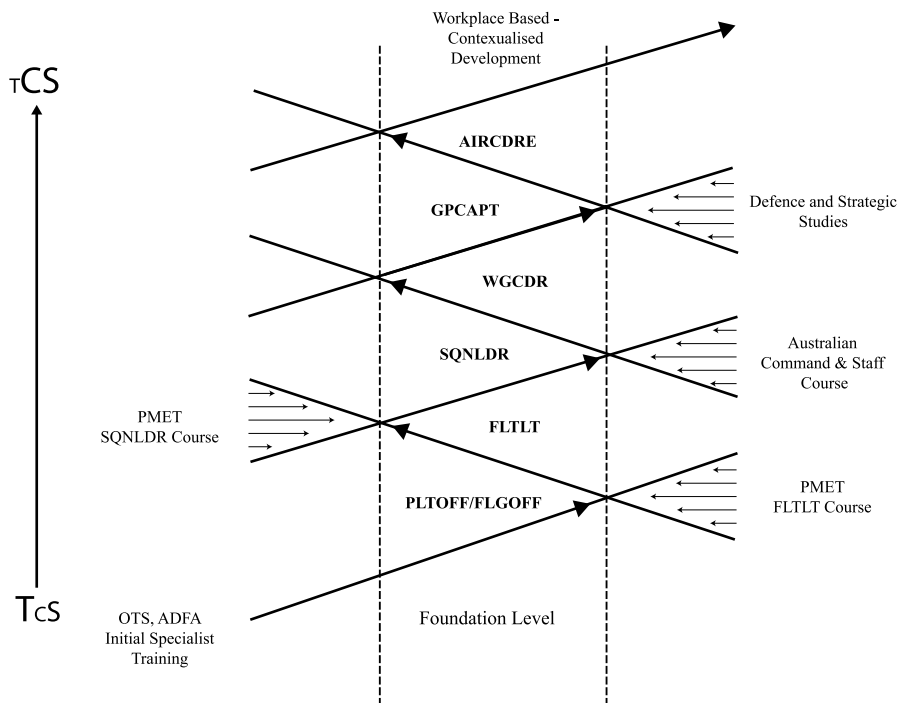
TCS

Workplace Based - Contextualised Development

AIRCDRE

Defence and Strategic Studies

GPCAPT

WGCDR

Australian Command & Staff Course

SQNLDR

PMET SQNLDR Course

FLTLT

PLTOFF/FLGOFF

PMET FLTLT Course

TCS

OTS, ADFA Initial Specialist Training

Foundation Level

Figure 8–2: The Officer Professional Development Pipeline[29]

8.4   Importantly, education and training in the three tenets must be embraced in formal and workplace-based contextualised programs. Building on the foundation competencies, attitudes and behaviours at each rank level will ensure that, as Air Force personnel rise to the highest levels of the organisation, a structured transition is achieved to attain true Professional Mastery in the delivery of combat effect (Air Power) through Air Force's most important asset— its people.

---

[29]   ibid.

8.5　　Fundamental to this structured transition is an airman's understanding of the gradual transition from predominant reliance on Technical (T) acumen at the commencement of one's career, to the almost exclusive reliance on advanced Air Power (C) knowledge and Social (S) Skills as the primary methods of 'achieving results' at the highest levels of the organisation. This concept reinforces the necessity for development in all three tenets of Professional Mastery, as depicted by the left-hand vertical scale in Figures 8–1 and 8–2.

Social Mastery - Development Domains

8.6　　**Air Force Professional Military Education and Training (PMET).** PMET is a rank-based program of residential and distance learning courses. Together with Induction, Initial Employment Training and further mustering and specialisation training, they prepare Air Force members for future employment and promotion.

8.7　　Whilst PMET has a key role in the professional development of personnel, it is not the only education domain contributing to Professional Mastery. Each plays a complementary part, as explained in the following sections. Moreover, whilst it is a mandatory qualifier for promotion, attendance on PMET courses should not be regarded as an inconvenience for the sole purpose of promotion.

8.8　　**Workplace-based development.** Coaching and mentoring is a critical leadership responsibility. However, very often, it is either ignored altogether, or paid lip-service, through being seen as either optional or of secondary importance. The development of followers is the single most important team outcome that leaders can deliver.

8.9　　Critically, coaching and mentoring is the ongoing process whereby key lessons and knowledge, otherwise acquired on formal courses like Induction Training, Initial Employment Training and PMET, is reinforced or given contextual balance and flavour in the workplace. Whilst formal education courses often have a theoretical emphasis, workplace-based development is wholly practical; hence the complementary relationship between the two.

AIR FORCE

8.10 **Coaching.** The terms 'coach' and 'leader' are essentially interchangeable. Every leader in Air Force is both a coach and mentor; every recruit to Air Force is entitled to the highest quality leadership, coaching and mentoring.

8.11 Coaching is a formal, structured process, through which an individual can achieve a positive and measurable, long-term change in behaviour. It is a targeted intervention in which the individual and coach identify the behaviours necessary for success in their role, conduct formal evaluations, define areas for development, develop an action plan, and monitor and review measurable progress.

8.12 **Mentoring.** A mentor is also a leader, albeit very often not in the same reporting chain as the mentee. Accordingly, mentoring is a relationship that exists between an experienced, trusted adviser and a less experienced person. Such a relationship can add considerably to the professional and personal development of both individuals. A mentor arrangement must be based on mutual trust and respect, as opposed to power and deference. It is common for mentors to have more than one mentee, and vice versa.

8.13 A mentor-mentee relationship harnesses the knowledge, skills and wisdom of experienced mentors, to complement the enthusiasm, motivation and willingness to learn of mentees. While such relationships are often outside the chain of command, they must not subvert or interfere in any way with it. Mentoring is one of the best ways in which experienced members of Air Force can support and 'give back' to the organisation.

8.14 **'Partners in Synergy'.** Professional development of all Air Force members across the three domains of mastery, creates the potential for a truly profound organisational edge—both operationally, and where day-to-day or routine activities are concerned. Holistic professional development is best achieved through the full and wholehearted support and participation of everyone in the Air Force team—present and future. First and foremost, this starts with the attitudes identified at the start of Chapter 8, in particular the individual commitment of all Air Force personnel.

CHAPTER 9
THROUGH STRUGGLE TO THE STARS – PROFESSIONAL MASTERY ENSHRINED

Chapter 9 is about enshrining a culture of enduring Professional Mastery within Air Force.

Specifically, the purpose of this chapter is to inspire all members of Air Force, to actively contribute to, support and protect a culture of Professional Mastery.

Key Points:

- *Reach for the Stars*
- *Summary of Enduring Themes*
- *Contributing to and Supporting a Culture of Professional Mastery*
- *Professional Mastery Enshrined*

Aim

9.1   The aim of this companion has been to address the challenge of encapsulating all that is both relevant and unique to Air Force leadership in a single document.

9.2   Equally as important is that the resulting work be practically useful to all ranks in Air Force, so that it is read and regularly consulted by them. This is the acid test which separates effective and quality doctrine from the rest, some of which is actively avoided by its target audience because it is overly complex or theoretical in both nature and/or tone.

AIR FORCE

Reach for the Stars

9.3   The title of this chapter includes deliberate reference to the Air Force Motto: *Per Ardua ad Astra*. Although there is no literal translation of this Latin phrase it has been accepted to mean 'Through Struggle to the Stars'. Irrespective of the challenges the Air Force faces, we should always find ways to extend ourselves further and meet those challenges. Since the formation of the Air Force, we have continually reached for the stars and, through Professional Mastery, we will continue to do so.

9.4   Air Force is a highly motivated, superbly trained and well led professional fighting force which acknowledges and actually lives the Air Force Values of **Respect, Excellence, Agility, Dedication, Integrity and Teamwork**. These are not mere words, but the impetus for wholesale individual and collective thought and action. The end result is a professional unity of purpose, trust and approach, inspired by effective leadership. For the men and women of the Air Force, and for the nation they so willingly serve, continuing to 'Struggle to the Stars' is the key to delivering on our commitment to the defence of Australia.

Enduring Themes

9.5   This companion has covered much ground. However, its major unifying themes warrant final reinforcement. This is because they provide both enduring structure and integrity to the document as a whole. Moreover, they are of such importance as to be an articulation of professional truth for Air Force; a compass to guide and inform the personal and professional actions of all airmen—be they leaders or followers, at each and every level.

9.6   The nine unifying themes of Social Mastery are:

   a.   self-leadership as the true foundation from which one's followership and leadership responsibilities may expand exponentially with maximum positive affect;

   b.   the ascendancy of moral courage over its physical equivalent in a hierarchy of personal virtues which may inform personal character;

   c.   the vital role played by personal attitude in professional self-development;

d. the role which an individual airman can play in his or her own professional self-development;

e. the important, though not exclusive, role played by PMET in the development of future leaders and followers;

f. the interdependent relationship between leaders and followers in Air Force;

g. the moral tone of a unit culture is set from the top down—the local chain of command;

h. the ongoing role which can be played by coaches and mentors in developing both leaders and followers; and

i. the importance of Air Force culture in the development of current and future leaders to align with Air Force's 'New Horizon' Program and the Defence's 'Pathway to Change'.

Contributing, Supporting and Protecting a Culture of Professional Mastery

9.7   The following practical observations are examples of ways in which Air Force personnel can **contribute, support and protect** a culture of enduring Professional Mastery. They can:

a. acknowledge and accept that a large part—perhaps even the major component—of self-leadership is built on a foundation of individual attitude and effort;

b. behave and conduct themselves in a manner which is always morally courageous, being prepared personally to make a stand and to speak out when they believe things are not right;

c. actively seek and commit to professional development opportunities whether individual or group, workplace-based or formal in structure;

d. participate to their full potential and ability in all Induction Training, Initial Employment Training and PMET courses and activities (embracing them as highly valuable professional development opportunities);

AIR FORCE

e. participate actively, constructively and honestly in the performance assessment process and cycle, as an assessor or recipient;

f. actively support the chain of command in setting an appropriate moral or ethical climate for the wider benefit of all unit members and the Air Force as a whole;

g. participate ethically and constructively as part of an appropriate mentor relationship, or even consider doing that which is within their power to create one; and

h. behave at all times in a way which is in keeping with Air Force Values, the abiding spirit of the Air Force 'New Horizon' Program and the Defence 'Pathway to Change' initiative.

Conclusion – Professional Mastery Enshrined

9.8   As a noble institution which has faithfully served the Australian nation since 31 March 1921, the Air Force and its personnel, deserve a service culture in which the concept of Professional Mastery has been enshrined; in other words, permanently embedded for the good of all.

9.9   An enduring and embedded culture of Professional Mastery will only be achieved when all Air Force personnel display the Character, Professional Ethics, Followership and Leadership in accordance with the guidelines of cultural contribution, support and protection, which are prescribed in this companion. These dimensions of Social Mastery can be continually improved or enhanced. The keys are constant vigilance, effort and action at every level: individual, team, unit and Service.

9.10   In the process, Air Force will continue as the model of what a modern fighting service in the Profession of Arms should be. A team of professional masters who are: 'trusted to defend, proven to deliver and respectful always'.

ANNEX A
LEADERSHIP TRANSITIONS

Introduction

1.　　In articulating the expected skills and attitudes of Air Force personnel at the respective rank levels, we borrow heavily from the outstanding work of our close ally, New Zealand, and specifically the New Zealand Army Leadership Model. Within this framework we can clearly contextualise the concepts of Character, Professional Ethics, Followership and Leadership in the transition from Leading Self at the foundation level of development to Leading Air Force at the highest levels.[30]

Principles of transitions and levels

2.　　The following principles underpin the model of transitions and levels:

　　a. Each leadership level within the Air Force must add value to—but not undertake or complete—the work of the level below.

　　b. Transitions are differentiated by:

　　　　1. thinking/decision-making time – length of time before which your major decisions 'come home to roost'; and

　　　　2. complexity – the network of systems that you are leading.

　　c. With each transition there will be new skills/tasks/behaviours required of you. There will also be a requirement to stop or do less of some of the things that made you successful at a previous level.

　　d. Not knowing or not being oriented to the requirements of the level will often result in leaders who are operating at a previous level—the one with which they are most familiar. This can lead to micromanagement, and disempowered and frustrated subordinates, as well as compromising opportunities for followers to develop to their fullest potential.

---

[30]　Note: This work is licensed under the Creative Commons Attribution 3.0 New Zealand licence. In essence, you are free to copy, distribute and adapt the work, as long as you attribute the work to the New Zealand Army and abide by the other licence terms. To view a copy of this licence, visit http://creativecommons.org/licenses/by/3.0/nz/.

AIR FORCE

OFFCDT	PLTOFF/FLGOFF/FLTLT	SQNLDR	WGCDR	GPCAPT	AIRCDRE/AVM/AIRMSHL
					Lead Air Force
				Lead Integrated Systems	
			Lead Capability		
		Lead Operating Systems			
	Lead Leaders				
Lead Teams					
Self Leadership					

| AC/LAC | CPL | SGT/FSGT/WOFF | WOFF (WOE) | | |

Figure 1: The Leadership Transition Model
(An adaptation of the NZ Army Leadership Transition Model 2011)

3.   For ease of presentation, the above model shows both commissioned and non-commissioned ranks, recognising that the alignment to rank is based on organisational function. Commissioned ranks are displayed at the top. Non-commissioned are shown at the bottom.

4.   In interpreting this model, individuals should refer to their current rank level and look either directly above or below (depending on rank), for an indication of where that rank fits in the transitional leadership continuum.

5.   The information provided is not absolute, as specific roles and responsibilities are also dependent on an individual's position and experience.

6.   The model and following narrative are provided as a guide to assist Air Force personnel to understand and contextualise the leadership transition points, as they progress up the Professional Development Pipeline, presented in Chapter 8.

FOUNDATION: SELF LEADERSHIP

7.　　　Leadership at this level is focused on developing the foundation skills and attitudes that will make individuals effective team members within the Air Force, and is a shared responsibility between the respective Induction Units (1RTU, ADFA and OTS), the airman's initial supervisor and the individual.

8.　　　Initial Employment Training provides the basic technical skills relevant to their respective specialisation/mustering.

9.　　　**Live the Air Force Values** is the most fundamental aspect of the Leadership Framework at the self-leadership level. The requirement to live within this 'defined set of values' should signal to individuals the weight of their decision to become an airman in the Air Force, and make real for them the commitment that this requires of them. As well as lessons directed specifically at this topic, every interaction and experience to which airmen are exposed should serve to further embed the Air Force's Values. The challenge for airmen is that of internalising Air Force Values, and applying this 24/7.

10.　　Values play a significant part in an airman's ability to gain the ever-essential trust and respect of their comrades. However, trust will also rest in no small part on the ability of the airman to make smart decisions. Smart thinking is not about brainpower alone. Although there are individual differences in brainpower, individuals can learn to be smarter in their thinking. At the self-leadership level, this is reflected in the ability to effectively tune into one's surroundings, make relevant and appropriate observations and judgements, and maintain this capability in both complex and pressured environments. This cannot be learned overnight or in a classroom. Formal training will provide knowledge and understanding. The key embedding mechanism will be the contextualisation of this knowledge in the workplace; supported by effective feedback, coaching, mentoring and debriefing.

AIR FORCE

11.   Joining the Air Force is a decision to become a part of a team. While self-leadership is an individual responsibility, a key driver of it is the need to get along with others. Individuals will enter this level of the framework with varying levels of experience and skill, with regard to effectively integrating themselves into a team and contributing as a team member. Lack of exposure to or experience within team environments, however, does not preclude the right individuals from building the requisite skills and attitudes. However, they must master these quickly.

12.   For Recruits, Basic Training at 1RTU will provide them with foundation self-leadership skills and attitudes. Graduation from this course should reflect competence as an effective Air Force team member. On posting to their unit, coaching and mentoring will be the key mechanisms that further an airman's self-leadership development. Accepting feedback, reflecting on personal behaviour and performance, consciously and consistently applying self-leadership will be the responsibility of individual airmen. Only on mastery of self-leadership should an airman be considered for development and promotion (to Team Leader).

13.   For Initial Officer Trainees, Term One at OTS is the embedding mechanism for self-leadership skills and attitudes. Ongoing coaching, and mentoring from Directing Staff in formal and informal settings will further develop these skills and attitudes. Taking on feedback, reflecting on personal behaviour and performance, consciously and consistently applying self-leadership will be the responsibility of individual officer cadets. Failure to master self-leadership should be a disqualifier for graduation from OTS. An officer, who cannot demonstrate self-leadership, will be ineffective when placed in the position of leading others. Worse, they are likely to undermine the effectiveness of that team to the detriment of Air Force capability.

TRANSITION ONE: LEAD TEAMS

14.   As a team member, success rests upon credible technical skills and a strong degree of self-leadership—getting things done counts. As a Team Leader, success rests on a vastly more complex set of skills, behaviours and attitudes—getting things done through others counts.

Team Leaders are required to think beyond the immediate and primary outcomes of their and their team's decisions and actions. They must begin to think in a more connected systematic manner in the delivery of air power. They must understand their team's function, as the primary unit of a wider network, and begin to manage the complexity of this. They must harness their own team's identity, but ensure it is aligned with that of their parent unit and wider Air Force.

15.   Team Leaders must learn how to plan, assign work, motivate and evaluate others. They must also accept that they are now accountable for the actions, performance and behaviour of others in the delivery of air power. The skills and behaviours that underpin this can be developed, and the toolbox provided to the Team Leader is comprehensive. The attitudes that lead to the successful application of these skills rely very much on the readiness of the individual to change and take on the responsibility of leadership. First and foremost, they must accept that leadership is 24/7; they cannot shed this role at the end of the day, while socialising, on leave, or 'after hours'.

16.   Compounding the overall challenge is the transition from mate to authority figure—becoming 'one of them'. Overcoming this requires active engagement of the new Team Leader into their leadership level by their new peers, leaders and mentors. Sanctioned with formal authority for the first time in their career, the Team Leader must quickly delineate role-vested authority from personally-earned authority. Team Leaders who use rank as their primary tool for getting things done will fail. Although they must master orders, the Team Leader must also learn to command by discourse. Mastering the concept of 'power with', rather than 'power over' is the foundation of good leadership at this level.

17.   Team Leaders play a significant role in embedding values in the decision-making, actions and reflection of the individuals and teams they lead. Air Force Values should serve as a strong moral compass for Team Leaders as they negotiate and balance the demands of their role. Their leadership responsibility is not only to their team, but includes constructive observation and the moral courage to critique their leaders' decisions and actions.

18.   Team Leaders must apply their understanding of individuals, groups and teams to build an effective team. It is at this level that team effectiveness will be most overtly tested. John Adair's 'Functional Leadership' becomes a primary reference for the Team Leader.

AIR FORCE

19.   The degree of change and learning at this transition has the potential to overwhelm even the most effective team members. Active coaching, mentoring and feedback from their leaders are vital to the Team Leader's successful transition into this role. The new Team Leader must be empowered to fulfil their role, and allowed to learn through personal trial and error, but actively supported and coached towards Professional Mastery.

TRANSITION TWO: LEAD LEADERS

20.   The step up from being a Team Leader to now Leading Leaders is significant. They get results by getting Team Leaders to lead (and letting Team Leaders lead). They are primarily responsible for exploiting the leadership lessons learned by Team Leaders in formal education, and driving their development in the applied Team Leader setting. The overall effectiveness of the Lead Leader's unit relies heavily on them coaching and developing skilled Team Leaders.

21.   Lead Leaders will have high expectations upon them with regard to 'smart thinking'. A key task of the Lead Leaders is to manage complexity and drive clarity across and within their teams. They must manage rapidly unfolding complex situations; interpret these in the context of their commander's intent, and appropriately coordinate and direct their teams to achieve desired outcomes. They need to do this for the section *without falling back into the Team Leader role and solving problems for their subordinates.* They must develop a higher level view of the situation and begin to visualise multiple elements and forces.

22.   Applying 'whole-of-section' thinking and evaluation criteria when problem-solving and making decisions, Lead Leaders must extract and generate lessons learned for the whole section. At an advanced level, Lead Leaders will need to ensure they have appropriate systems and processes in order to place, to identify and monitor potential problems—their environment has become too complex to rely on personal observation or informal communication channels.

23.   Lead Leaders need to quickly recognise inappropriately escalated decisions and push these back down to their Team Leaders. They must apply the principles of command in order to remain effective in their own role, and empower and develop Team Leaders in theirs. The Lead Leaders' role is to hold Team Leaders accountable, assess their progress as leaders and coach them. Simultaneously, they must create an overlaying 'no-blame' culture, where Team Leaders see mistakes as an opportunity to learn.

24.   Applied Leadership is a new model at this level. Applied Leadership will allow Lead Leaders to effectively diagnose the best leadership style to use with different Team Leaders in different situations, and adjust their approach accordingly. Lead Leaders are not being asked to let go of Functional Leadership, but have been empowered to overlay a more sophisticated approach to match the complexity of this level.

25.   For the officer, this is their first experience of operating in a Command Team. While the non-commissioned officer has operated in a Command Team at the Lead Teams level, this is their first experience of operating with a commissioned Command Team partner. Building a cohesive Command Team relationship is essential to the effectiveness of the section. Lead Leaders must invest time in the development of this relationship and develop a shared understanding of individual roles and the Command Team role.

26.   Lead Leaders must also begin to think beyond their own section and connect their section to others.

TRANSITION THREE: LEAD OPERATING SYSTEMS

27.   The transition to Lead Leaders was the first step in applying processes and systems across a range of teams. The transition to Lead Operating Systems (LOS) retains that focus on applying common processes and systems but adds a contextual element: a strong emphasis on future thinking and strategy implementation.

AIR FORCE

28.   This is done against a backdrop of managing functions or leading roles that the LOS Leader personally may not know well. There is an expectation that LOS Leaders are conceptually agile and will develop skills in translating the complex ideas of strategy into simple plans and clear intent for their subordinates. A large element of this level of leadership is ensuring the leaders below are aligned in their understanding of the 'why' as well as the 'what'. LOS Leaders must take the time with their subordinates to drive understanding of how the various functions operate and work together to create the operational system.

29.   In many ways the LOS Leader role is the classic 'meat-in-the-sandwich' one. Leaders who fail at this level describe being overloaded with operational concerns; the reality is that they are very often short-staffed with subordinates away on training or operations. Effective leaders at this level fully understand the difference between problem-solving and problem-management. They are acquiring the longer-term view that allows issues to be viewed in perspective and context, and have the strength to push problems back down to subordinates and delegate effectively. They must master the paradox of delivering success that is sustainable.

30.   Delegating becomes even more critical because LOS Leaders are confronted with tasks and responsibilities that are foreign. LOS Leaders will be working with other Operating Systems and must build effective working relationships across Air Force and Defence to get their work done. They must fully understand and leverage the power of the networks within which their Operating System lives.

31.   At this level you are more than ever a role model for Air Force leadership. LOS Leaders must be prepared to relate their own learning and experience, both successes and failures, in order to develop in their subordinates an applied understanding of the Applied Leadership model.

32.   LOS Leaders are tasked with leading change within their Operating System and must learn to ensure subordinate leaders implement the changes as planned. This requires that the LOS Leader builds a strong and cohesive leadership below them. LOS Leaders are also responsible for culture management and are empowered with relevant models and tools to fulfil this role. Within Command Teams, LOS Leaders should invest significant time and effort to build leadership capability that has defined high performance for itself, has set high standards and goals, and remains focused on the achievement of these.

TRANSITION FOUR: LEAD CAPABILITY

33.   Leading Capability (LC) is at once one of the most challenging yet most rewarding leadership transitions. Leaders who thrive at this level report finding more autonomy and regard this step as 'liberating'. These leaders cope with the paradox of contributing staff to operations, whilst maintaining the integrity of the capability at all times. Leaders who fail this transition, however, report feeling frustrated with the complexity and hassle of having to align disparate parts of the organisation. At times, they feel exhausted by the ambiguity and politics at this level; being required to deliver seemingly contradictory goals.

34.   This level presents significant challenges because LC Leaders have responsibility for operational delivery and developing capability. To succeed they must move away from functional thinking to focus on strategy and do what is best for the unit over a period of years—certainly beyond their tenure in the role. Thus, their work is a balancing act between future goals and present needs; they often have to make trade-offs between the two. This requires thinking time. Good 'managers' and leaders at this level reserve time for reflection and analysis; this is very difficult if they are focused only on *putting out the bush fire of the day*.

AIR FORCE

35.   The successful transition to this level requires LC Leaders to master new knowledge in three particular elements of leadership:

- Think Smart – especially dealing with complexity, developing strategy and thinking longer term.
- Build Teams – mastering transformational leadership.
- Build Leadership Culture – managing change in the organisation.

36.   When stepping up to command at this level LC Leaders should understand that their job is to guide the organisation's attainment not just of immediate goals but also help it adapt and change to fit its strategic goals, some years out. That requires LC Leaders first to master strategy, and then be able to translate it in simple yet compelling terms for those who work for them. LC Leaders thus provide context for followers to understand *why* the leader must allocate priorities and resources and make decisions and trade-offs.

37.   To accomplish this, LC Leaders need to step up to *transformational* leadership. This leadership model emphasises challenging followers with high standards, articulating vision with precision and power, having a clear set of values and demonstrating them in *every* action. The LC Leader role is very visible, not just within the formation or Integrated System, but across Air Force, Defence and the community within which it operates. The level of moral courage and integrity demonstrated (at all times), by the LC Leader will 'make or break' their reputation.

38.   Understanding how organisations change—and having the commitment to see the change through—is a key leadership requirement. A common oversight at this level is failure to recognise and use staff functions such as human resources, finance and legal support. Good leaders recognise that *organisational development* is a key function of their role and tap resources across Air Force to fulfil their mission.

TRANSITION FIVE: LEAD INTEGRATED SYSTEMS

39.   As broad-gauged executives, Leading Integrated Systems (LIS) Leaders are the visible face balancing the competing demands of a host of stakeholders including Air Force personnel, communities, Government and the public. Their perspective needs to be broad rather than specialised, their time lines extending into the far future and generous attention being paid to risks, uncertainties and possibilities. LIS Leaders cannot physically be across everything in the formation/Integrated System—leaders at this level are utterly dependent on the integrity and competence of those around them, and must ask the right questions of these leaders.

40.   In making the move to LIS Leaders, members undergo a critical shift in skill sets and thinking: they must adopt a corporate view. From running their own show, they now see Air Force as a 'system of systems' and must consider the health, wellbeing and effectiveness of Air Force as a whole. This includes working cooperatively with peers as a senior leadership team for Air Force.

41.   These leaders now have access to the highest levels of intelligence, insight and intent across Government. They must establish and leverage networks across Government and into the international community of forces for the good of Air Force and Defence. Their main strategic concern is the development of the long-term air power operating concept; ensuring the various Operating Systems are resourced and able to function smoothly is their main operational requirement. In this regard the best LIS Leaders are adept at ensuring cooperation across and between Operating Systems and between their subordinates. These are individuals who can 'get others to get things done'.

42.   LIS Leaders who succeed are capable policy thinkers who can provide intellectual leadership and have well-honed conceptualisation skills. They become proficient at strategic asset allocation and capability deployment. They forecast requirements and assess core capabilities against requirements by objectively looking at their resources (especially including human resources) and making judgments based on analysis and experience.

AIR FORCE

43.   At this level leaders have important symbolic roles as well. They own the morale and wellbeing of the Air Force and must be looking to tap wells of inspiration and engagement for the organisation. When talking to enlisted personnel, they must talk in the language of airmen about issues that affect airmen.

44.   LIS Leaders have a prime responsibility to develop LC leaders as well as mentoring Lead LOS leaders ready to become LC leaders. To provide growth they delegate strategic tasks to their subordinates. Valuing the operational success of their LC Leaders, educating them about the context and strategy, removing barriers to their effectiveness and ensuring they remain engaged and motivated are prime leadership tasks.

TRANSITION SIX: LEAD AIR FORCE

45.   Preparation for 'CEO-level' roles is often the result of diverse experiences over a long time during which executives stretch their skills. It is vital that leaders are familiar with the demands, skills and competencies of previous levels, but they are now exercised over a longer time horizon (making decisions that may take up to 20 years to come to fruition) and on a much larger canvas. Their performance may be judged by the success or failure of as few as three or four decisions per year. The step up to run the Air Force brings a renewed focus on just four elements of the framework. These are:

• Air Force Values

• Influence Others

• Build Leadership Culture

• Lead 24/7

46.   The Air Force and its people look to top leaders for long-term visionary thinking but fully expect them to be on top of the myriad immediate issues and concerns of the day. Demands on their time from both inside and outside the organisation mean that Lead Air Force Leaders must fight for their time; to think, reflect and plan. Note that they cannot physically be across everything in Air Force—indeed, at times leaders at this level are completely dependent on the integrity and competence of those around them.

47.   Life can become highly 'programmed' for leaders at these levels, with meetings, ceremonial occasions and extensive travel. That can drive distance between interactions amongst the senior leadership team. Building connections between senior leaders is an essential task and time must be allocated to weld effective working relationships with senior colleagues. This has twin benefits; it ensures the development of a shared mental model amongst the top team, which provides assurance to senior leaders that decisions are aligned and based on a common basis. Secondly, it promotes cohesiveness in the senior leadership team.

The majority of time at this level is spent on external relationships; tight links must be maintained at a tri-Service level, with international Service chiefs and with key influencers within Government. Lead Air Force Leaders must at all times balance the need for an internal focus, monitoring the health and effectiveness of the Air Force, and linking with others to ensure the operating context is well understood and exploited.

Building context is vital, but useless unless leaders work that information and coach those below them as they adapt plans and develop strategies to guide Air Force forward. There is a paradox at the heart of roles at this level—you are the owner and responsible but you do not do the work yourself and instead must hold others accountable. It is your responsibility to create, steward and maintain the vision, goals and pathways for Air Force—you lead the development of the strategic plan but do not do physically write the plan. Dialogue and conversation with subordinates needs to be collegial and provide growth and stretch for them, but subordinates must also be held to account for executing the plan and making change. More than anyone else, Lead Air Force Leaders keep the Air Force focused on priorities and delivery.

At this level, leaders are required to focus more on the Social and Combat tenets than on technical skills. They learn to value trade-offs between precision (knowing everything) and direction (long-term vision) as a means of managing the vastness of the organisation. They need to be intimately concerned with embedding Air Force Values as core decision-making tools in their staff; at the same time they need to be adept at living with ethically ambiguous situations. They stand on the Air Force Values as a means of withstanding pressure from adverse events, media interest and political demands.

AIR FORCE

ANNEX B
GLOSSARY OF TERMS AND CONCEPTS

Sources:

ADDP: Australian Defence Doctrine Publication

DI(G): Defence Instruction (General)

LWD: Land Warfare Doctrine

Macquarie: *Macquarie Dictionary*

Oxford: *Oxford Dictionary*

Authoritarian (*Macquarie*)

Demanding unquestioning compliance with constituted authority.

Authority (*Macquarie*)

The right to command, or control or to give an ultimate decision.
The right to determine, adjudicate or otherwise settle issues or disputes.

Character (*LWD 0-2-2: Macquarie*)

The aggregate of qualities that distinguish one person from others.
The collective mental and moral qualities that distinguish individuals.

Command (*ADDP 00.1: Horner*)

Command is the authority that a commander in the military Service
lawfully exercises over subordinates by virtue of rank or assignment.

AIR FORCE

Companion (*ADDP–D*)

A body of thought, instruction or teaching concerning the nature, role and conduct of armed conflict. A companion contains, among other things, the fundamental principles by which military forces guide their actions in support of national objectives. These principles are not unchangeable, and nor are doctrinal principles to be read as rules. Doctrinal principles provide guidance. A companion needs to be interpreted and applied intelligently rather than rigidly.

This companion addresses ideas and concepts at the philosophical and practical level, and from the perspective of the Royal Australian Air Force.

Compliance (*Macquarie*)

Acquiescing or base subservience. Complaisant agreement or accession to the wishes of another.

Conscience (*Macquarie*)

Internal acknowledgement of the moral quality of one's motives and actions, the sense of right and wrong as regards things for which one is responsible.

Culture: see 'organisational culture'.

Defence Instructions (*ADDP-D*)

Defence Instructions are policy which is prescriptive and which has legal standing.

Discipline (*ADDP 00.6: Macquarie*)

A state of order maintained by training and control; a set or system of rules and regulations; training to act in accord with rules.

Imposed *discipline* is the application of correction, sanction, or punishment in order to maintain cohesion, and unity of purpose and behaviour.

Self-*discipline* is a responsible, willing commitment which reinforces followership and leadership, and contributes to a culture of cooperation and teamwork.

Esprit de corps (*LWD 0-0: LWD 0-2-2: Macquarie*)

A sense of common interest and shared responsibilities, team spirit and regard for honour and traditions.

Ethic (*Oxford*)

An ethic is a scheme of moral principles.

Ethics (*Oxford*)

Ethics is the study of moral principles. Ethics is concerned with principles of human duty, or the rules of conduct recognised in respect of a certain class of human action, such as medical ethics.

Ethical awareness (Aristotle, *Nichomachean Ethics*, Book II; 1014–1125)

The concept that ethical people are not good by accident - they realise what they do, and make a consistent effort to sow the habit of ethical thinking and action.

Ethical passivity

Submission or the tendency to submit to another's will or decision in matters of ethics.

Followership *(ADDP 00.6)*

The concept of following ethically, not passively. Responsible followers exercise judgement, they do not follow blindly, come what may.

Holistic

Emphasising the importance of the whole and the interdependence of its parts.

Ideal (*Macquarie*)

A conception of something in its highest perfection; a standard of perfection or excellence.

Just (*Macquarie*)

Actuated by truth, justice and a lack of bias. That which is morally right, righteous.

Justice (*Macquarie*)

Righteousness, equitableness, uprightness, the quality of being morally just, the principle of just dealing, just conduct, integrity or rectitude.

AIR F⊛RCE

Justifiable (*Macquarie*)

Capable of being justified or defended by reference to a law or a rule or an established convention or practice.

Just cause (*ADDP 00.6: ADDP 06.4: Yoder*)

A just cause is identified (ADDP 00.6, para 2.16) by a 'worthy purpose'. Australian companion on the Law of Armed Conflict acknowledges the influence of international law and international agreements, commitments or treaties which seek to regulate the conduct of armed conflict.

Just war (*ADDP 06.4: Harries: Yoder*)

Just war theory is concerned with two pragmatic goals. The first, to make war less frequent. The second, to establish conventions and principles so that when war does occur it abides by rules which contain violence, and prevent uncontrolled savagery.

According to the conventions of just war theory, war is judged twice; firstly, according to the principles of *jus ad bellum*—what makes it right to go to war. Secondly, to the principles of *jus in bello*—what it is right to do in war.

Typical *jus ad bellum* conditions are: that war may be undertaken only by a legitimate authority, that it may be waged only in a just cause, that it must be a last resort, that there must be a formal declaration of war, and that there must be a reasonable hope of success. The two most important criteria for *jus in bello* are that the means employed should be proportional, and that it is not permissible to kill non-combatants.

Leadership (*ADDP 00.6: LWD 0-2: LWD 0-2-2: DI(G) PERS 10–8*)

Joint doctrine defines leadership as 'the process of influencing others in order to gain their willing consent in the ethical pursuit of missions'.

Legalism (*Macquarie*)

Strict adherence, or the principle of strict adherence, to law or formulated rules.

Moral (*Oxford*)

Of or pertaining to character or disposition considered as good or bad, virtuous or vicious or pertaining to the distinction between right and wrong or good and evil in relation to the actions, volitions or character of responsible beings.

Moral courage (*Macquarie*)

Bravery of the spirit which makes possible resistance to temptations, intimidation and any kind of wrongdoing. A person of moral courage will take a stand on principle.

Moral sense (*Macquarie*)

The power of apprehending the difference between right and wrong.

Morale (*LWD 0-2*)

The condition of personnel, a state of mind, a mental attitude of cheerfulness, confidence and well-being in individuals.

Obedience (*ADDP 00.6: Milgram*)

Obedience is characterised by responsible consent and good conscience. This companion contrasts obedience with compliance and argues that obedience involves respect for rules and authority, but it does not involve ethically passive or unqualified submission or the abandonment of moral courage or moral sense.

Organisational culture (*Schein*)

Organisational culture may be understood as the shared values, beliefs, norms and expectations that guide people in how they approach their service and interact with each other.

The culture of an organisation shapes the way people believe they have to behave in order to 'fit in,' 'get on' and 'get things done'. Organisational culture; which is the body of shared and basic assumptions about the organisation, is influenced by espoused values and by underlying assumptions and values which might never be spoken about.

AIR FORCE

Power with / Power over (*Follett*)

The concept acknowledges that, whilst people will comply with authority and decrees and orders, they hardly ever feel commitment to a leader or organisation when things are always done 'the hard way'. The concept comes from Mary Follett who wrote in her book, *Creative Experience* (pp 187, 190 and 192): 'Imposed power can never persist, arbitrary will cannot, in the long run, take the place of (commitment)'.

Professional mastery (*LWD 0-0: LWD 0-2*)

An expression of personal competence displayed by an individual's ability to combine character, self-confidence, effective leadership, professional knowledge, professional military judgement and experience. It is measured by performance and is a process of continual learning developed through education, training and experience.

Professionalism (*Calvert: Huntington: Kultgen: Pender*)

Defined by, a body of knowledge, specific skill, special responsibilities and a moral liability. Hence, professionalism requires a capacity for self-regulation and demands integrity and moral courage.

Profession of arms (*Calvert: Hackett 1962: Huntington: Janowitz: Keegan: Matthews: Snider*)

An occupation with a distinguishable body of technical knowledge, companion and skill in the ordered application of force, a distinct place in society, and an awareness of moral values and ideals. Some of these concepts are codified within a body of professional ethics and law. Other principles are part of the cultural fabric of the profession; they are implied, and inherited as elements of an honourable tradition.

Rank (*Oxford*)

A grade or station in an organised body, position in a command hierarchy, a grade of organisational advancement.

Right (*Macquarie*)

In accord with what is just or good. That which is ethically good and proper and in conformity with the moral law: upright or righteous.

Value (*Oxford*)

A principle, idea or standard which is held to be significant.

Values-based organisation

An organisation in which people do 'the right thing', because it is right or honourable—rather than to avoid punishment or follow rules. In values-based organisations, rules are interpreted and applied with a mind to outcomes which are 'right', and 'best'.

Wrong (*Macquarie: Oxford*)

Not in accord with what is morally right or good. Not in accord with good morals or a just standard of actions, in a manner contrary to equity or uprightness.

AIR F✶RCE

ANNEX C
FURTHER READING

Defence Publications and Doctrine

Department of Defence, 2012, ADDP–D—*Foundations of Australian Military Doctrine*, Third Edition, Defence Publishing Service, Canberra.

Department of Defence, 2009, ADDP 00.1—*Command and Control*, Defence Publishing Service, Canberra.

Australian Defence Headquarters, 2007, ADDP 00.6—*Leadership in the Australian Defence Force*, Defence Publishing Service, Canberra

Australian Defence Headquarters, 2006, ADDP 06.1—*Rules of Engagement*, Defence Publishing Service, Canberra.

Australian Defence Headquarters, 2006, ADDP 06.4—*Law of Armed Conflict*, Defence Publishing Service, Canberra.

Department of Defence 2012, *Pathway to Change: Evolving Defence Culture*, Defence Publishing Service, Canberra.

Royal Australian Air Force, reprinted 2008, AAP1000–D—*The Air Power Manual*, Fifth Edition, Air Power Development Centre, Canberra.

Brown, Air Marshal Geoff, Chief of Air Force, 2011, *Commander's Intent – One Team: Swift, Decisive, Resilient and Respected*, Air Power Development Centre, Canberra.

Brown, Air Marshal Geoff, Chief of Air Force, 2011, *Chief of Air Force's Reading List 2011*, Air Power Development Centre, Canberra.

Australian Army, 2002, *LWD 0-2: Leadership*, Doctrine Wing, Land Warfare Development Centre, Puckapunyal.

Australian Army, 2003, *LWD 0.0: Command, Leadership and Management*, Land Warfare Development Centre, Canberra.

AIR FORCE

Australian Army, 2005, *LWD 0-2-2: Character*, Doctrine Wing, Land Warfare Development Centre, Puckapunyal.

Royal Australian Navy, 2010, *The Royal Australian Navy Leadership Ethic*, Sea Power Centre, Canberra.

The Profession of Arms - Air Power

Coulthard-Clark, C.D., 1991, *The Third Brother: The Royal Australian Air Force 1921–39*, Allen & Unwin, North Sydney.

Hackett, Lt.-General Sir John Winthrop, 1962, *The Profession of Arms: The 1962 Lees Knowles Lectures given at Trinity College Cambridge*, Times Publishing, London.

Helson, Peter, 2010, *The Private Air Marshal*, Air Power Development Centre, Canberra.

Hopkins, Andrew, 2001, *Safety Culture and Risk: The Organisational Causes of Disaster*s, CCH Australia, Sydney.

Horner, David, 2002, *Towards a Philosophy of Australian Command*, Command Papers, Centre for Defence Leadership Studies, Australian Defence College, Canberra. Paper No 2 of 2002, reprinted in 2007.

Huntington, Samuel P., 1957, *The Soldier and the State: The Theory and Politics of Civil-Military Relations*, Vintage Books, New York, NY.

Janowitz, Morris, 1960, *The Professional Soldier: A Social and Political Portrait*, Free Press, Glencoe, IL.

Johnston, Mark, 2011, *Whispering Death: Australian Airmen in the Pacific War*, Allen & Unwin, Crows Nest.

Kainikara, Sanu, 2012, *Essays on Air Power*, Air Power Development Centre, Canberra.

Character

Pfaff, Tony, 2005, 'The Officer as Leader of Character: Leadership, Character and Ethical Decision-Making', in Snider, Don and Matthews, Lloyd, *The Future of the Army Profession*, 2nd edn, McGraw-Hill, New York, NY.

Puryear, Edward F, Jr., 2003, *Nineteen Stars: A Study in Military Character and Leadership*, Presidio Press, New York, NY.

Stanley, Peter, 2010, Bad Characters: Sex, Crime, Mutiny, Murder and the Australian Imperial Force, Murdoch Books, Millers Point.

Professional Ethics

Frame, T., 2004, *The Just War Concept – An Australian Perspective*, Leadership Papers, Centre for Defence Leadership Studies, Australian Defence College, Canberra, Paper No 8 of 2004, reprinted in 2006.

French, Shannon E, 2003, *The Code of the Warrior*, Rowman & Littlefield, Lanham, MD.

Hartle, Anthony E., 1989, *Moral Issues in Military Decision Making*, University Press of Kansas, Lawrence, KS.

Ignatieff, Michael, 1997, *The Warrior's Honor: Ethnic War and the Modern Conscience*, Henry Holt and Co, New York, NY.

Kultgen, John, 1988, *Ethics and Professionalism*, University of Pennsylvania Press, Philadelphia, PA.

Lackey, Douglas P., 1989, *The Ethics of War and Peace*, Prentice-Hall, Englewood Cliffs, NJ.

Pender, G.M., 2002, *Humane Warfare: The Practice of Military Ethics – An Aerospace Perspective*, Air Power Development Centre, Canberra.

Tripodi, Paolo, and Wolfendale, Jessica, (eds), 2011, *New Wars and New Soldiers: Military Ethics in the Contemporary World*, Ashgate Publishing, Farnham, Surrey.

AIR FORCE

Wakin, Malham M., 2000, *Integrity First: Reflections of a Military Philosopher*, Lexington Books, New York, NY.

Walzer, Michel, 2006, *Just and Unjust Wars*, Basic Books, New York, NY.

Zimbardo, Philip, 2007, *The Lucifer Effect: Understanding How Good People Turn Evil*, Random House, New York, NY.

Followership

Bennis, Warren, 2010, 'Art of Followership', in *Leadership Excellence*, vol 27, no 1, January 2010, pp 3–4.

Milgram, Stanley, 2009, *Obedience to Authority*, Harper Perennial, New York, NY.

Moran, Lord, 1966, *The Anatomy of Courage*, Constable, London.

Osiel, Mark J., 2002, *Obeying Orders: Atrocity, Military Discipline and the Law of War*, Transaction Publishers, New Brunswick, NJ.

Leadership

Charan, Ram; Drotter, Steve and Noel, Jim, 2011, *The Leadership Pipeline: How to Build the Leadership Powered Company*, John Wiley & Sons, San Francisco, CA.

Follett, Mary Parker, 1951, *Creative Experience*, Peter Smith, New York, NY.

Goleman, Daniel, 1998, 'What Makes a Leader?', in *Harvard Business Review*, January 2004.

Hesselbein, Frances; Goldsmith, Marshall and Beckhard, Richard, (eds), 1997, *The Leader of the Future*, The Drucker Foundation, Jossey-Bass, San Francisco, CA.

Lester, R.I. and Morton, A.G., 2001, *Concepts for Air Force Leadership*, Air University Press, Maxwell Air Force Base, AL.

Liu, Lan, 2010, *Conversations on Leadership: Wisdom from Global Management Gurus*, John Wiley & Sons (Asia), Singapore.

Nadler, Reldan S., 2011, *Leading with Emotional Intelligence*, McGraw-Hill, New York, NY.

Schein, Edgar H., 2004, *Organizational Culture and Leadership*, Jossey-Bass, San Francisco, CA.

Case Studies

F111 Deseal/Reseal Board of Inquiry Report

NIAS Island Sea King Accident Board of Inquiry Report

Blackhawk Accident 1996 Board of Inquiry Report

AIR FORCE

www.airforce.gov.au

OPS.JUL010-13