
INDEX

A

AAR (after-action review), 215
Abu Ghraib incident, 61
Accountability, 81–82. *See also* Responsibility
Adaptability: assessment of senior leader's, 112; development of, 109–110
Adaptor gestures, 228
Adelphi, 269
Aetna Health's Information Services (AIS), 151, 156
Afghanistan conflict: importance of core values in, 70; learning about extremism leadership during, 179–180; story illustrating importance of proxemics during, 226; strategic corporal leadership in, 357–359. *See also* Combat leadership; Extremis leadership; Global War on Terrorism
Age differences (U.S.), 319
Aidid, M. F., 50
Airspeed (documentary), 154
Amaco, 6
American core values, 314–315

American Religious Identification Survey (2001), 319
Andreotta, G., 81
Annan, K., 363
ARCO, 6
Army Black Knights, 24
Army Training and Leader Development Panel study (2001), 199
Army-Navy Week, 33–36
Atabee, Dr., 372, 373
Auschwitz concentration camp, 369–370
Authentic leadership: development of, 100–105; extremism leadership as, 169–170; impacts on followers, 94*fig*–98; in operation, 98–100
Authentic leadership components: commitment to self, 93; follower perceptions and attributions, 93; overview of, 90–91; self-awareness, 91–92; self-regulation, 92–93; virtuous commitment to be oneself, 94
Authentic leadership development: description of true, 100–101; developing the self-concept role

in, 101–103; moral development and virtue role in, 103–105
Authentic leadership effects: illustrated impacts of, 94*fig*; leaders latitude, 96–97; multiplier, 95–96; pseudo-authenticity and boomerang effect, 97–98; referent power and idiosyncrasy credits, 96
Authenticity: challenges to, 89–90; components of, 90–94; as core of leadership, 89; culture of, 105; essence of, 94; impacts on followers of leader, 94*fig*–98
Avolio, B., 90, 101

B

Baath Party (Iraq), 186, 370, 371
Babbitt, T., 344
Baghdad University (Iraq), 372–373
Ball, R., 209
Barger, D., 48
Barger, M., 47
Bass, B., 310
BC'T (Second Brigade Combat Team), 209

- Be, Know, Do: Leadership the Army Way* (Hesselbein and Shinseki), 171
- “Be, Know, Do” framework (U.S. Army), 149, 171
- “Beast Barracks,” 284. *See also* CBT (cadet basic training)
- Beech-Nut case study, 55
- Behavior: clarifying boundaries by punishing unacceptable, 51–52; internalization of acceptable, 52–54; organization rules policing, 57–58; problem of tolerating unacceptable, 59–61; ROE (rules of engagement) governing, 49–51; setting apart exceptional junior leaders, 120*e*; setting apart exceptional NCOs, 123*e*; setting apart exceptional senior leaders, 111*e*; stories or storytelling demonstrating proper, 80–83. *See also* Conformity
- Behavioral feedback, 155–156
- Beir, J., 146
- Beliefs: authentic leader and exercise of, 99; group’s collective assumptions and, 329–330. *See also* Core values
- Bench Project (U.S. Army): assessment of junior leaders, 119–122; assessment of senior leaders in, 110–119; assessment of senior noncommissioned officers, 122–128; developing leader adaptability and self-awareness, 109–110; goals of the, 107–108; origins of, 107; self-awareness role in, 108–109; 360-degree feedback used in, 107, 108, 109–128
- Bergmann, J., 218
- Blickhahn, A., 178–179
- Body language, 222–224
- Boomerang effect, 97–98
- Bowles, E., 249
- BP Group, 6–7
- Braeger, D., 238
- Brazil, D., 179–180
- BrewDawgs (West Point company), 40–43
- British Petroleum, 6
- Brodsky-Chenfeld, D., 135, 157
- Brown, D., 101
- Burke, J., 55, 82
- Bush, G. W., 181, 240, 363
- Business: advantages of adopting multiple perspectives in, 210–213; extremism leadership lessons for, 181–187; moral courage importance in, 268–269. *See also* Organizations
- ## C
- Cadets. *See* West Point cadets
- Caring climate. *See* Climate of caring
- Carroll, C., 247
- Carter, S., 168
- CBT (cadet basic training): cultural themes of, 285–289; socialization through, 284–285. *See also* “Beast Barracks”; West Point cadets
- Center for Creative Leadership, 16
- Challenger* explosion, 28
- Champoux, B., 213–214
- Change leadership: asking stakeholders to commit to change, 377; changes sought in Iraq by, 374*t*; clear communication by, 377–380; identifying your stakeholders, 365–367; importance of effective, 363–364; JFK High School case study on, 382–385; Murphy’s law and, 374, 375; setting short-term goals with stakeholders, 376; stakeholder responsibilities and roles in, 372–374. *See also* Managing expectations
- Character: assessing junior leader’s, 121; extreme threat as revealing true, 185–186; importance of sound, 149; time and powerful experience to change, 177. *See also* Integrity
- Charismatic leaders: avoiding the pitfalls of, 250–251; dangers of toxic, 238; early lessons on, 239; impact on organizations and individuals, 239–250; subordinates, 248–249, 251
- Charismatic leadership impact: charismatic leaders as tough act to follow, 241–243; difficulty of evaluating charismatic leaders, 249–250; examining, 239–241; instilling devotion to themselves instead of organization, 243–244; on neglect of other leaders, 248–249; on organizational culture, 247–248; personal power of charismatic leaders, 244–247; on weakening creativity, 247
- Charlie Troop (Fort Hood): socialization process used at, 48–49; teamwork value of, 51–52
- Clear direction, 148–149
- Climate of caring: building commitment through, 348; caring for soldiers, 348–349; leader support of army families, 349–354, 352*fig*
- Colburn, L., 81
- Collins, J., 25
- Collins, J. L., 121
- Combat leaders: attributes of trusted, 255*e*–273; description of trusted, 254–255
- Combat leaders’ attributes: 1: leader competence, 256–258; 2: loyalty, 258–259; 3: honesty and integrity, 260–261; 4: leadership by example, 261–263; 5: self-control, 263–265; 6: confidence, 265–266; 7: courage, 266–269; 8: sharing information, 269–270; 9: personal connection with subordinates, 271–272; 10: strong sense of duty, 272–273; listed, 255*e*–256
- Combat leadership: attributes of trusted, 254–273; competence required for trusting, 255, 256–258; lessons for all leaders from, 276*e*; link between trust and, 252–254, 273–276. *See also* Afghanistan conflict; Extremis leadership; Iraq War
- Commitment development: to American way of life, 346–347; leader lessons on, 347–348; to never accepting defeat, 344–346; to never leaving fallen comrade, 343–344; to other members of your unit, 343–344,

- 345–346; to purpose (mission), 341–342; to values, 342–343
- Commitments: asking stakeholders for change, 377; climate of caring increasing, 348–354; developing multiple supportive, 340–348; to duty, 272–273; evidenced by soldiers and their families, 338–340; to ideals, people, and organizations, 341*ff*; lessons for leaders on, 355*e*, 360; opportunities for excellence and “being all you can be,” 357–360; to self, 93, 94; soldier training, education, and development increasing, 354, 356–357
- Communication: gestalt, 236–237; leader’s self-control and impact on, 264–265; leadership using nonverbal, 218–237; maintained between team members, 153–158; managing expectations and role of, 377–380; non-defensive listening as part of, 156–157; practicing “real talk,” 154; process of leader, 221; quiet leadership approach to, 207–210; relationship between leadership and, 220; shared language role in, 175; sharing information through, 269–270; stories or storytelling technique for, 80–83, 178–179, 283; strategies used by U.S. Skydiving Team (1994), 153–157; streamlining, 117. *See also* Feedback; Language; Listening
- Communication skills: assessing junior leader’s, 122; assessing senior leader’s, 115–116; of NCOs (noncommissioned officers), 125–126
- Competence: assessment of junior leader’s, 120–121; building relationships as bedrock, 192–193; ensuring leadership, 147–148; of extremis leaders, 166–167, 182; extremis leadership development and role of, 173–174; required for trust, 167, 255, 256–258
- Confidence: of combat leader, 265–266; stress management and role of, 114–115
- Conformity: collective approach fostering, 73; moving beyond, 52–54. *See also* Behavior
- Copeland, D., 379
- Core purpose, 26
- Core values: authentic leader and exercise of, 99; cost of violating, 62–65; described, 26; embodying organization, 54–56; establishing teamwork as, 199; examining extremis leadership in context of, 170–172; importance of shared, 66–67; LDRSHIP values (U.S. Army), 51–52, 63*e*, 65–66, 67, 342–343; lifestyle reveals your, 184; recognizing states versus actual, 328–329; recruiting people who match organizational, 47; stories or storytelling to inculcate, 79–83; strong sense of duty, 272–273; U.S. Army LDRSHIP, 51–52, 63*e*, 65–86, 70; of U.S. society, 314–315*t*; value statements reflecting, 62, 82. *See also* Beliefs; Culture; Organizational moral philosophy; Virtue
- Courage: moral, 268–269; physical, 266–268
- Crandall, D., 16, 27
- Crandall, J., 22–24
- Crisis leadership, 161
- Croley, V., 10
- Cruise, T., 242
- Cultural differences and diversity: challenges confronting U.S. Army, 334–336; danger of stereotyping and overgeneralizing, 323–324; described, 317; effectively processing, 324–326; examples of U.S. Army success with, 332–333; in eye contact, 231; negative repercussions of, 330; of racial and ethnic groups in the United States, 319, 321*t*; societal benefits of leveraging, 336; successful leveraging by Army leaders, 327–333; “the (un)lucky seven” framework of, 317, 321–324; U.S. Army demographics and, 327*t*
- Cultural relativism, 326
- Culture: assessing Army unit, 327–329; of authenticity, 105; case study on changing Army unit, 330–332; core American values and, 314–315*t*; described, 313–314, 325; effective Army leader’s leveraging of, 327–333; influence of subcultures on, 316–318; U.S. Army, 67–86, 348–354. *See also* Core values; Organizational culture
- ## D
- Daniels, C., 62
- Dead Poets Society* (film), 242
- Death: *in extremis* (at point of death), 160, 179; mortality salience and awareness of, 172
- Decisions: feedback on, 20; organizational consequences of individual, 46; strategic corporal, 357–359; strategic implications of individual, 47
- Deep breathing technique, 115
- Delegation, 140–141
- DEOMI (Defense Equal Opportunity Management Institute), 333
- Department of Behavioral Sciences and Leadership’s Psychology for Leaders, 81
- Dewey, J., 290
- Dienekes (Spartan hero), 216
- Disciplinary counseling, 84–85
- Diversity. *See* Cultural differences and diversity
- Double-Goal Coach* (Thompson), 23
- Duty commitment, 272–273
- ## E
- Educational opportunities, 354, 356–357
- Emblem gestures, 228
- Empowerment development, 307–308
- Ender, M. G., 313
- Enron, 54, 61, 80, 269
- Environmental personal space, 227

- Ethics: policing by senior leaders, 57–58; taught by leaders, 56–57. *See also* Honesty; Integrity
- Ethnic and racial populations: eliminating Army unit polarization of, 332, 333–335; as percentage of population, 319, 321*t*; stereotyping and overgeneralizing issues of, 323–324; U.S. Census (2000) reclassification of, 322*e*
- Ethnocentrism, 326
- Expert power, 310
- Extremis leadership: as authentic leadership, 169–170; characteristics of, 162–168; comparing crisis leadership and, 161; definition of, 161; development of, 172–181; examining values-based, 170–172; by exceeding people's expectations, 180–181; how we learned about, 162; lessons for business and life, 181–187. *See also* Afghanistan conflict; Combat leadership; Iraq War
- Extremis leadership characteristics: competence, 166–167, 182; elements of common lifestyle, 165–166, 175; inherent motivation and learning orientation, 163–164; loyalty, 168; overview of, 162–163; shared risk, 164–165, 175, 178, 183–184; trust, 167
- Extremis leadership development: approximations of, 176; common lifestyle and, 175; competence role in, 173–174; fusing reality with, 179–180; inherent motivation role in, 174; learning orientation role in, 174–175; overview of, 172–173; shared risk role in, 164–165, 175, 178, 183–184; shortcomings of conventional leader development for, 176–178; telling stories for, 178–179; using technology to link to the in extremis, 179
- Extremis leadership lessons: 1: motivation is powerful when paired with learning, 183; 2: sharing risk enhances credibility and effectiveness, 183–184; 3: life-style reveals to followers your values, 184; 4: competence also develops trust and loyalty, 184–185; 5: extreme threat reveals true character, 185–186; 6: followers care about your actions, 186; 7: leaders are blind to their dependence on positional authority, 186–187; overview of, 181–183
- Eye contact: cultural differences in, 231; during handshakes, 227
- ## F
- Facial expression: communication research on, 231; during handshakes, 227
- Failure: AAR (after-action review) of, 215; valuable lessons learned from, 214–215. *See also* Leadership failures
- Fair, J., 189, 190–191
- Families. *See* Soldier families
- Family socialization, 74
- Family-friendly leadership, 351
- “Fashion shows,” 73
- FBI SWAT teams, 164, 165, 168
- Fear: moral courage and, 268–269; physical courage and, 266–268
- Feedback: behavioral, 155–156; giving performance, 154–155; on leadership decisions, 20; leadership failures and limited, 21; organizational values incorporated into, 83–86; personal connections allowing for effective, 272; traditional top-down, 109. *See also* Communication; 360-degree feedback
- Followers: boomerang effect and, 97–98; extreme threat as revealing true character to, 185–186; how lifestyle reveals your values to, 184; idiosyncrasy credits granted leaders by, 96; interest in leader's actions by, 186; knowing, listening, caring for your, 211–213; leader latitude with, 96–97; referent power granted by, 96–98; Type A personalities and challenge of being, 137. *See also* Soldiers
- Food and Drug Administration (FDA), 55
- Fortitude sustainability, 213–215
- Forward thinking, 125
- Four Obsessions of an Extraordinary Executive, The* (Lencioni), 377
- FP-CON (Force Protection Condition) Black, 188–189
- Frankl, V., 369–370
- Franklin, B., 52
- French, J., 310
- Frontline* (PBS program), 344
- Fuentes-Lopez, C., 77–78
- Full-Metal Jacket* (film), 348
- ## G
- Gagliano, J., 164
- Gallup Leadership Institute, 90
- Garcia, G., 344
- Geddings, L., 372–373, 374
- Gender differences: eliminating Army unit polarization of, 332; U.S. Army demographic statistics on, 327*t*; U.S. population and, 319
- General Electric (GE), 71, 83, 143, 170
- General Electric's leadership development program (LDP), 143
- General Motors (GM), 262–263
- Geneva Convention, human shields rules of, 50
- Gestalt communication, 236–237
- Gestures: interpretation of, 229*t*; kinesics and role of, 224, 227–228, 230–232
- GI Bill, 70
- Giuliani, R., 258–259
- Global War on Terrorism: importance of core values in, 63–65, 70; preparing recruits for, 46; ROE (rules of engagement) used in, 49–51; story illustrating importance of proxemics during, 226. *See also* Afghanistan conflict; Iraq War
- Gore, A., 375
- Greene, S., 239
- Grooms, B. E., 191

H

Hajjar, R., 313, 327, 330–332
 Hall, P., 142
Handbook of Leadership Development (Center for Creative Leadership), 16
 Handshakes, 227
 Hannah, S. T., 88
 Harris, B. M. “Mac,” 171
 Harris, J., 355
Harvard Business Review, 16, 25
 Harvard Business School lessons:
 Beech-Nut case study, 55; being preyed upon, 45–46; Johnson & Johnson case study, 55–56
 Hasig, D., 369
 Hastings, G., 32
 Helu Ball, H., 337
 Henshaw, T., 281
 Hesselbein, F., 171
 High-impact leadership: components of authentic and, 90–94; leader’s authenticity as core of, 89
 High-potential talent: of Lotus Release 5 team, 146–149; the problem with, 133–134; of U.S. Skydiving Team (1991), 133, 143–144; of U.S. Skydiving Team (1994), 135–141, 153–158; of West Point’s Sprint football team, 135, 142–145
 High-risk situations. *See* Extremis leadership
 Hilmes, A., 65, 66
 Hilmes, J., 65–66
 Hollander, E., 96
 Holman, J., 363–364
 Honesty: as combat leader attribute, 259–261; West Point Honor Code on, 59–61, 85. *See also* Ethics; Integrity
 Honor Code (West Point), 34
 Horn, Staff Sergeant, 359
 Hoyvald, N., 55
 Hughes, K., 366
 Human shield tactic, 50
 Humility, 150–153
 Hunter, Private First Class, 52
 Hurricane Katrina, 246
 Hussein, S., 373

I

Idiosyncrasy credits, 96
 Illustrator gestures, 227
 Inauthenticity, 89–90
 Integrity: assessing junior leader’s character and, 121; assessing NCOs (noncommissioned officers), 127; assessing senior leader’s, 118; as foundation for ethical execution of combat missions, 259–261. *See also* Character; Ethics; Honesty
 Intention: communicating, 207–210; fostering initiative and growth through clear, 210
 Iraq War: changes sought in Iraq, 374; charismatic leadership examples during, 240–241, 245–246, 247, 249; example of soldier commitment to, 347; examples of quiet leadership during, 209; female military interactions with indigenous Muslim women during, 326; importance of core values in, 63–65, 70; learning about extremist leadership during, 162, 166, 167, 168, 178–179, 181, 186–187; managing expectations during, 363–364, 366, 369, 370–376, 379; relationship and bonds between soldiers of, 343–344; strategic corporal leadership in, 357–359. *See also* Combat leadership; Extremis leadership; Global War on Terrorism

J

James, W., 88
 Jargon language, 235
 Jason’s story, 59–61
 Jefferies, H., 136
 Jefferies, J., 133
 JetBlue Airways, 47, 48
 JFK High School case study (New York City), 382–385
 Johnson & Johnson Credo, 82
 Johnson & Johnson (J&J), 55–56, 82, 83

Johnson, R., 370
 Jones, E., 97
 JRJC (Joint Readiness Training Center) [Fort Polk], 20, 214
 Junior leaders assessment (Bench Project): behaviors setting apart exceptional, 120*e*; communication skills, 122; competence, 120–121; development of subordinates, 122; focus of, 119–120. *See also* Subordinate leaders “Just make it happen” attitude, 53–54

K

Kail, E. G., 3
 Karten, N., 364
 Keen, K., 12–13
 Kegan, R., 104
 Kinesics: interpretation of nonverbal movements and, 229*t*; overview of, 224, 227, 230–232
 Kirkby, M., 136, 137–138, 140
 KIS (Keep It Simple), 208
 Kohlberg, L., 104
 Kolditz, T. A., 107, 120, 160
 Kosovo air campaign: example of environmental proxemics, 227; story illustrating nonverbal gestures and movement during, 229*t*
 Kotter, J., 179
 KSAs (knowledge, skills, and abilities), 177, 184

L

Language: jargon, 235; paralinguistic, 224, 232–233; sharing common understanding of, 175. *See also* Communication
 Lavery, J., 55
 LDRSHIP values internalization:
 step 1: self-identification and selection, 69–71; step 2: early socialization process, 71–75; step 3: use of role models, 75–79; step 4: sharing of stories and examples, 79–83; step 5: feedback and performance evaluations, 83–86; steps listed, 69*e*

- LDRSHIP values (U.S. Army): enduring nature of, 65–66; internalization process of, 67–86; listed, 63*e*, 67; soldier commitment to, 342–343; teaching cadets the, 51–52; violations of the, 62–65; Web sites display of, 70. *See also* U.S. Army
- LDWG (Leading Diversity Working Group) [USMA], 333–334
- Leader developers: importance of becoming, 3–4; true measure of successful, 4–5
- Leaders: authenticity of, 89–106; boomerang effect and ability to lead by, 97–98; charismatic, 238–251; climate of caring supported by, 348–354; communication process of, 221; developing extremis, 172–176; embodying your organization's values, 54–56; extreme threat as revealing true character of, 185–186; extremis, 162–187; getting others to internalize organizational values, 67–69; idiosyncrasy credits of, 96; latitude by, 96–97; learning to lead subordinate leaders, 8–12; nonverbal communication by, 218–237; “our life is our message” motto of, 29–31; positional power of, 310–312; referent power granted to, 96–98; reflections on why they lead, 12–14; self-concept of, 98–100; self-examination by, 17–28; “spotlight rangers,” 90; use of stories or storytelling by, 79–83, 178–179, 283; teaching ethics by, 56–57. *See also* Self-leadership; Senior leaders
- Leadership: Army's nine competencies of, 164*t*; authentic, 94*fig*–105, 169–170; crisis, 161; during in extremis situations, 160–187; by example, 127–128; family-friendly, 351; high-impact and authentic, 88–106; managing expectations when leading change, 363–386; nonverbal communication role in, 218–237; policy management and, 296–312; positional power failure to facilitate enduring, 310–312; quiet, 206–217; relationship between communication and, 220; sharing, 135–141, 195–197; socialized, 281–295; stories or storytelling role in, 80–83, 178–179, 283; strategic corporal, 357–359; transactional, 165; trust in combat, 252–276
- Leadership by example, 261–263
- Leadership development: assessing subordinate leader, 13–14; of authentic leader, 100–105; as deliberate process, 5–6; extremis, 172–181; identifying what your organization values, 6; LTT (leader team training) for, 201; as measure of leader's success, 4–5; organizational responsibility for, 289–295; three phases of, 6–14
- Leadership development phases: 1: learning from the best leaders, 6–8; 2: leading, 8–12; 3: reflecting on why you lead, 12–14
- Leadership failures: “just make it happen” attitude leading to, 53–54; learning from, 29–31; level one: failures in what we do, 19–21; level three: failures of who we want to be, 25–28; level two: failures of who we are, 21–25; reckoning with, 27; remembering our personal, 28–29; self-examination of, 17–19; success cannot be forced lesson on, 309; three levels of, 18. *See also* Failure
- Leadership in Organizations* (Yükl), 310
- Leadership rotation, 139–140, 141
- Learned body language, 223
- Learning: pairing motivation with, 183; reflective, 108–109
- Lencioni, P., 377
- Lifestyle: core values revealed by, 184; extremis leaders and commonalities of, 165–166, 175
- Listening: developing skill of, 156–157; to your people, 212–213. *See also* Communication
- Lord, R., 101
- Lotus Desk Top Applications, 145
- Lotus Release 5 team, 146–149
- Loyalty: to charismatic leaders, 247–248; as combat leader attribute, 258–259; competence as developing, 184–185; extremis leadership and, 168; by NCOs to soldiers, 128
- LTT (leader team training), 201
- Luthans, F., 90, 101

M

Managing expectation components: building faith in long-term process, 368–370; overview of, 367; shaping perceptions of short-term success, 370–372; shaping perceptions of stakeholder responsibilities, 372–374; shaping perceptions of your character and intentions, 367–368

Managing expectations: clear communication role in, 377–380; components of, 367–374; definition of, 367; four different situations for, 381*t*; identifying your stakeholders, 365–367; importance of, 363–364; during Iraq War, 363–364, 366, 369, 370–376, 379; JFK High School case study on, 382–385; knowing context to focus your efforts on, 380, 382; lessons learned on, 375–380; Murphy's law and, 374, 375

Managing Expectations (Karten), 364

Martinez, A. (Adam), 350–351, 352, 353

Martínez, A. (Autumn), 350–351, 352, 353

Matulewicz, Mr., 243

McIntyre, G., 141, 142, 143, 144, 145, 158

Mental adaptability: assessment of senior leader's, 112; development of, 109–110

Mentorship: field-grade officer's development through, 111; by NCOs (noncommissioned officers), 126–127

Merrill, G., 203

Metacognition process, 102
 Meyer, E. C., 149
 Michaelis, P., 180
 Michie Stadium, 24
 Missions: commitment to purpose of, 341–342; focusing on, 202–204; functions of statements of, 208; leveraging culture to maximize performance of, 327–333
 Mistake of commission, 84–85
 Mistakes of omission, 84
 Mixed body language, 223
 Montgomery GI Bill, 70
 Moore, B. (Dr. Bob), 137, 153, 157–158
 Moore, S., 350
 Moore, T., 350
 Moral courage, 268–269
 Moral development, 103–105
 Morris, Private, 48–49
 Morris, R., 188
 Mortality salience, 172
 Motivated team building: being a problem solver and, 199–201; common pitfalls in, 201–205; shared leadership role in, 195–197; socialization as part of, 197–199
 Motivated team-building lessons: final advice on, 204–205; setting priorities and right pace, 202; taking care of people while remembering the mission, 202–204
 Motivation: building team, 195–205; extremis leadership development and role of, 174; lesson in focus, direction, and, 189–191; power when paired with learning, 183
 MSGs (master sergeants), 122, 123
 Multiplier leadership effects, 95–96
 Murphy's law, 374, 375
 Mutual respect, 145–149, 311
My American Journey (Powell), 30
 My Lai massacre (1968), 81

N

NASA (National Aeronautics and Space Administration), 28
 National Training Center, 112
 Natural (or innate) body language, 222

NCO Corps' creed, 128
 NCOER (noncommissioned officer evaluation report), 85–86
 NCOs (noncommissioned officers): assessment of senior, 122–128; behaviors setting apart exceptional, 123*e*; example of inspirational, 77–78; lasting relationships between junior and senior, 78–79; performance counseling by, 84, 85–88; as role models, 76–77; 360-degree feedback of and by, 107, 108. *See also* Soldiers
 NCOs (noncommissioned officers) assessment [Bench Project]: communication skills, 125–126; developing others and building teams, 126–127; focus of, 122–123; forward thinking, 125; integrity, 127; leadership by example, 127–128; loyalty to soldiers, 128; sees the big picture, 123–125
 Negative counseling, 84–85
 Negotiation tactics, 45–46
 Ness, J., 107
 NFL (National Football League), 150
 9/11, 188–189, 194
 Nonverbal communication: basics of body language, 222–224; dimensions of, 224–233; early lessons on power of, 218–220; enhancing your, 234–235; gestalt communication role in, 236–237; what leaders need to know about, 221–222
 Nonverbal communication dimensions: kinesics, 224, 227–233; paralanguage, 224, 232–233; perception and use of time, 224, 233; proxemics, 224–227; types listed, 224
 Nordstrom customer service, 82

O

Oasis (Yakima Training Center), 21, 27
 O'Brien, K., 73–74
 OER (Officer Evaluation Report), 85
 Office of Strategic Communications and Planning, 366

Office, The (TV show), 56
 Olson, E., 169
 O'Neil, D. P., 107
 Optimistic outlooks, 118–119
 Organization policies: attempting to force compliance with, 301–303; consequences of ignoring, 297–299; development of, 296–297; family-friendly, 351; gap between espoused and in-use, 299–301; leadership lessons related to, 309–312; micromanaging enforcement of, 303–304; placing development of your people ahead of, 304–308; on policing members, 57–58
 Organizational culture: accountability as part of, 81–82; authenticity as part of, 105; created by charismatic leaders, 247–248; gaining understanding of the, 328; importance of, 313–318; Lotus Release 5 team, 148–149; recognizing stated versus actual values of, 329; socialized leadership in context of, 281–295; stories to build, 82–83; of West Point's Sprint football team ("150s"), 135. *See also* Culture
Organizational Culture and Leadership (Schein), 327
 Organizational moral philosophy: Army's case for shaping, 46–47; clarifying boundaries by punishing behavior outside, 51–52; embodying organization values and, 54–56; establishing clear rules of conduct and, 49–51; Harvard Business School lessons on, 45–46; moving toward internalization of, 52–54; problem of tolerating behavior contrary to, 59–61; recruiting people who match, 47; rules for policing, 57–58; socializing recruits to embrace, 47–49; teaching ethics modeling, 56–57. *See also* Core values; Value statements
 Organizations: developing commitment to, 338–362; early socialization process of, 74–75;

- extremis leadership lessons for, 181–187; identifying leadership values of, 6; impact of charismatic leaders on, 239–250; incorporating values into feedback, 83–86; leadership development responsibility of, 289–295; moral courage importance to, 268–269; positional power within, 309–312; role models used in, 79; using self-identification and selection processes, 71; using stories to inculcate their values, 80–82; value statements of, 62, 82. *See also* Business
- Outward Bound, 176
- Owens, T., 150
- P**
- Paralanguage, 224, 232–233
- “Pass the rock” (U.S. Skydiving Team), 156
- Peck, G., 203
- Perception of time, 224, 233
- Performance counseling: formal, 85–86; informal, 84
- Performance feedback, 154–155
- Personal space: environmental characteristics of, 227; physical touch and, 227; relationships defined through, 224–226
- Perspectives: big picture, 123–125; keeping a broad, 112–114; managing expectations by shaping, 367–374; positive and optimistic, 118–119; quiet leadership adoption of multiple, 210–213
- Philadelphia Eagles football team, 150
- Physical courage, 266–268
- Physical touch, 227
- Piraz, T., 148
- Plebes* (West Point first-year students), 32–36
- PME2 (professional military ethic education) program [West Point], 56–57
- Policies: attempting to force compliance with, 301–303; consequences of ignoring, 297–299; development of, 296–297; family-friendly, 351; gap between espoused and in-use, 299–301; leadership lessons related to, 309–312; micromanaging enforcement of, 303–304; placing development of your people ahead of, 304–308; on policing members, 57–58
- Porras, J., 25
- Positional power, 310–312
- Positive outlooks, 118–119
- Postconventionalist, 104
- Powell, C., 30, 119
- Power: expert, 310; harnessing organizational culture, 332–333; of learning-motivation pairing, 183; limitations of positional, 310–312; referent, 310
- Predatory negotiation tactics, 45–46
- Proxemics: definition of, 224; environmental characteristics of physical space and, 227; overview of, 224–226; physical touch and, 227
- Pseudo-authenticity, 97–98
- PSYOPS soldiers, 366
- Q**
- Quiet leadership: adopting multiple perspectives of, 210–213; communicating intent through, 207–210; introduction to concept of, 206–207; sustainable fortitude of, 213–215
- Quiet leadership perspectives: advantages of adopting multiple, 210–211; care for your people, 213; know your people, 211–212; listen to your people, 212–213
- R**
- Racial and ethnic populations: eliminating Army unit polarization of, 332, 333–335; as percentage of U.S. population, 319, 321; stereotyping and overgeneralizing issues, 323–324; U.S. Census (2000) reclassification of, 322*e*
- Raven, B., 310
- “Real Talk” communication, 154
- Referent power, 310; described, 96; pseudo-authenticity and boomerang effect on, 97–98
- Reflective learning, 108–109
- Relationships: as bedrock competence, 192–193; between junior and senior NCOs, 78–79; climate of caring and strong, 348–354; commitment and bonds of soldier, 343–344; creating team urgency using strong, 192–195; defined through personal space proxemics, 224–227; personal connections between leaders and subordinates, 271–272; with role models, 78–79; sponsor-cadet, 75–76. *See also* Trust
- Relaxation techniques, 115
- Religious self-identification (2001), 320*t*
- Respect, 145–149, 311
- Responsibility: for your own actions, 32–36; organizational leadership development, 289–295; as part of fulfilling duty, 74; shared among team members, 135–141; Tylenol crisis (1982) example of taking, 55–56. *See also* Accountability; Shared leadership
- Revere, P., 243
- ROE (rules of engagement), 49–51
- Role models: case study on, 77–78; lasting relationships with, 78–79; senior leaders as, 76–77; sponsoring cadets, 75–76
- ROTC (Reserve Officer Training Corps): Scout membership considered in admission to, 71; socialization process used in, 72
- Rotunno, A., 382–385
- Ruettiger, R., 368
- S**
- Saad, Sheik, 369
- Schein, E., 327
- Schweiss, C., 364
- Second Brigade Combat Team (BCT), 209
- Segal, D. R., 327

- Segal, M. W., 327, 355
- Self-authorship, 104
- Self-awareness: authenticity and, 91–92; building effective relationships through, 194; cultural diversity processed using, 325; increasing team members', 151–152; reflective learning and role of, 108–109; using 360-degree feedback to develop, 109–110
- Self-commitment, 93, 94
- Self-concept: authentic leadership and role of, 101–103; definition of, 102; of leaders, 98–100
- Self-control, 263–265
- Self-diagnostic moments, 102–103
- Self-leadership: great leaders as great followers, 36–39; making a difference and leading successfully, 40–43; taking responsibility for your own actions, 32–36. *See also* Leaders
- Self-regulation, 92–93
- Senior leaders: behaviors setting apart exceptional, 111*e*; Bench Project assessment of, 110–119; cautioned against micromanaging subordinates, 113–114; lasting relationships between junior and, 78–79; policing of ethics by, 57–58; proxemics and relationships with subordinates, 224–227; as role models, 76–77; 360-degree feedback of and by, 107, 108. *See also* Leaders
- Senior leaders assessment (Bench Project): ability to develop subordinates and build teams, 117–118; communication skills, 115–116; focus of, 110–112, 111*e*; integrity, 118; keeping a broad perspective, 112–114; mental adaptability, 112; moving around the front, 116–117; positive and optimistic outlooks, 118–119; stress management, 114–115
- September 11, 2001, 188–189, 194
- Serving others, 26–27
- 75th Ranger Regiment, 12–13
- SFCs (sergeants first class), 122, 123
- Shared leadership: building motivated team using, 195–197; power of, 136–138; sharing burden of leadership, 138–139; techniques for, 139–141; of U.S. Skydiving Team, 135–141. *See also* Responsibility
- Shared leadership techniques: delegating, 140–141; leadership rotation, 139–140; mixture of leadership rotation and delegation, 141
- Shared risk, 164–165, 175, 178, 183–184
- Sharing information, 269–270
- Shinseki, E., 12, 13, 171
- Shultz, C., 150
- Smith, Captain, 57–58
- Social class indicators, 319
- Socialization: to embrace organizational values, 47–49; of families, 74; motivating teams and role of, 197–199; organizational responsibilities regarding, 289–295; of U.S. Army values, 67–86; West Point CBT (cadet basic training), 284–293
- Socialization process: step 1: self-identification and selection, 69–71; step 2: early approach to, 71–75; step 3: use of role models, 75–79; step 4: sharing of stories and examples, 79–83; step 5: feedback and performance evaluations, 83–86
- Socialized leadership: CBT (cadet basic training) as, 284–293; cultural themes versus conflicting leader expectations and, 285–289; influence of culture on, 281–283; organizational responsibility for, 289–295
- Soldier families: commitment evidenced by, 338–340; essential serviced provided to, 67–68; leader support of, 349–354, 352*fig*; lessons for building commitment by, 355*e*
- Soldiers: commitment evidence by, 338–340; commitment to ideals, people, and organizations by, 341*fig*; creating climate of caring for, 348–354; developing multiple supportive commitments by, 340–348; training, education, and development of, 354, 356–357; interactions between indigenous Muslim women and female, 326; LDRSHIP values supported by, 51–52, 63*e*, 65–66, 67; loyalty and, 128, 168, 184–185, 247–248, 258–259; opportunities for excellence and “being all you can be,” 357–360; PSYOPS, 366; strategic corporal leadership by, 357–359; trust in combat leadership by, 252–276; trust in extremism leadership by, 167. *See also* Followers; NCOs (noncommissioned officers); Subordinate leaders; U.S. Army; U.S. Army units
- Somalia street fighting (October 1993), 50
- Spain, E.S.P., 363
- Special Operations Command Military Freefall School (HALO) [Arizona], 162
- Spirit missions (West Point), 32–36
- Sponsor-cadet relationships, 75–76
- “Spotlight rangers,” 90
- Sprint football team (West Point): building legacy of excellence, 142–143; cutting low performers from, 143–144; recruiting members who will fit in, 144–145; talented overconfidence of, 135
- Stakeholders: commitment to change by, 377; identifying change, 365–367; setting short-term change goals with, 376; shaping perceptions of change responsibilities of, 372–374
- Steele, Staff Sergeant, 367
- Stereotyping, 322–324
- Stories or storytelling: extremism leadership development using, 178–179; how businesses can use, 82–83; inculcating values through negative, 80–82; leader use of, 79–83; link between leadership and, 283
- Stouffer, S., 171
- Strategic corporal leadership, 357–359

- Stremming, T., 63–65
- Stress management: assessing senior leader's, 114–115; self-control role in, 263–265
- Subcultures, 316–318
- Subordinate leaders: ability to develop, 117–118; assessing leadership development of, 13–14, 122; caution against micro-managing, 113–114; charismatic, 248–249, 251; criticism of charismatic leaders by, 247–248; have realistic expectations of your, 8; knowing, listening, caring for your, 211–213; leader's self-control and impact on, 264–265; leadership development decisions regarding, 5–6; learning to be a good follower, 36–39; learning to lead your, 8–12; learning what motivates your, 197; moving around the front to visit, 116–117; personal connections between leaders and, 271–272; producing empowerment and lasting results with, 307–308; proxemics and relationships with, 224–227; recognizing pressures placed on, 61; sharing information with, 269–270; strategic corporate leadership by, 357–359; trust in combat leaders by, 252–254, 273–276. *See also* Junior leaders assessment (Bench Project); Soldiers
- Sweeney, P.J., 107, 252
- Symbiotic tactics, 45
- T**
- Teaching ethics, 56–57
- Team building: of motivated team, 195–205; by NCOs (noncommissioned officers), 126–127; by senior leaders, 117–118
- Team urgency: building motivation and, 195–201; building strong relationships to influence, 192–195; need for motivation, focus, and direction, 189–191
- Teams: building motivated, 195–205; constant communication between members of, 153–158; creating urgency and inspiring your, 188–205; developing respect among members of, 145–149, 311; ensuring humility while recognizing individual differences, 150–153; FBI SWAT, 164, 165, 168; importance of good coaching to, 157–158; increasing self-awareness of members, 151–152; leveraging the power of, 150–151; Lotus Release 5 team, 146–149; Philadelphia Eagles, 150; the problem with high-potential talented, 133–134; setting and maintaining high standards for, 141–145; sharing responsibility among all members, 135–141; U.S. Skydiving Team (1991), 133; U.S. Skydiving Team (1994), 135–141, 153–158; West Point's Sprint football team ("150s"), 135, 141–145
- Technology, linking to the in extremis using, 179
- Thermopylae Battle (480 B.C.E.), 216
- Thompson, H., 81
- Thompson, J., 23
- Thomson, D., 370–372
- 360-degree feedback: developing leader adaptability and self-awareness using, 109–110; of junior leaders, 119–122; of senior leaders, 110–119; of senior noncommissioned officers, 122–128; U.S. Army Bench Project use of, 107, 108. *See also* Feedback
- Time perception, 224, 233
- Top Gun* (film), 242
- Toxic charismatic leaders, 238
- Transactional leadership, 165
- Tribus, A., 54
- Tribus, B., 44
- Trust: combat leadership and role of, 252–276; competence required for, 167, 184–185, 255, 256–258; extremis leadership and role of, 167. *See also* Relationships
- TSN (Canada), 150
- Tuite, J., 296
- Turner, S., 146–147, 148–149
- 12 O'Clock High* (film), 203
- Tyco, 80, 269
- Tylenol crisis (1982), 55–56, 82
- Type A personalities, 137
- U**
- Unacceptable behavior, problem of tolerating, 59–61
- Uniform Code of Military Justice, 80
- United States: core values of society in, 314–315*t*; racial and ethnic groups as percentage of population, 319, 321*t*; self-described religious identification (2001) in the, 320*t*
- "The (un)lucky seven" framework: described, 317, 321–323; stereotyping and overgeneralizing dangers of, 322–324
- Urgency. *See* Team urgency
- U.S. Air Force Academy, 336
- U.S. Army: "Be, Know, Do" framework used by, 149, 171; Bench Project of, 107–130; commitment of soldiers to the, 338–362; cultural diversity challenges confronting the, 335–336; demographics of the, 327*t*; DEOMI (Defense Equal Opportunity Management Institute) of, 333; essential services provided to families by, 67–68; examples of successful diversity in the, 333–334; formal performance evaluations used in the, 85–86; fostering shared values development, 67; leader trainers selected by, 7–8; on nine leadership competencies, 164*t*; retention of soldiers by, 339; soldier development, training, and education provided by, 354, 356–357; successful leveraging of

- culture in the, 326–333; Uniform Code of Military Justice of, 80; “values dog tag,” 170. *See also* LDRSHIP values; Soldiers
- U.S. Army culture: climate of caring as part of, 348–354; sharing of stories to reinforce, 79–82; socialization of values and, 67–86
- U.S. Army Ranger School, 89–90
- U.S. Army recruiting campaigns, 70
- U.S. Army units: assessing culture of, 327–329; case study on changing culture of, 330–332; changing chain of command of, 331–332; climate of caring in, 348–354; commitment and bonds within, 343–344, 345–346; eliminating polarization along racial and gender lines, 332. *See also* Soldiers
- U.S. Army War College study, 111, 112
- U.S. Census: race reclassified during 2000, 322*e*; racial and ethnic groups as percentage of population, 319, 321*t*; self-described religious identification, 320*t*
- U.S. Marine Corps, 67
- U.S. Military Academy (USMA): LDRSHIP values taught at, 51–52, 63*e*, 65–66, 67; LDWG (Leading Diversity Working Group) of, 334–335; mission statement of, 46; moral philosophy shaped by, 46–47; recruiting people who match values of, 47; ROE (rules of engagement) used by, 49–51. *See also* West Point
- U.S. Skydiving Team (1991), 133, 143–144
- U.S. Skydiving Team (1994): communication strategies used by, 153–157; Dr. Bob’s coaching of, 137, 153, 157–158; Gap victory by, 135; “pass the rock” practice of, 156; shared responsibility among members of, 135–141; techniques for sharing leadership used by, 139–141
- V**
- Value statements, 62, 82. *See also* Core values; Organizational moral philosophy
- Values-based extremism leadership, 170–172
- “Values dog tag” (U.S. Army), 171
- Verner, K., 136, 140, 141, 155
- Video teleconferences, 179
- Vietnam War My Lai massacre (1968), 81
- Virtue, 103–105. *See also* Core values
- Vision: functions of, 208; understanding concept of, 25–26
- W**
- Wagoner, R., 262
- Watkins, S., 61
- Web sites: Bench Project, 123; DEOMI, 333; LDRSHIP values (U.S. Army), 70
- Weis, E. J., 206
- West Point: “Leading Organizations Through Change” course at, 364; Scouts membership considered by admissions of, 71; socialization process used in, 72; Sprint football team (“150s”) of, 135, 141–145; stories or storytelling reinforcing values of, 82–83; upperclass leadership ideology of, 294; use of role models at, 75–79; “Winning the Peace” course at, 364. *See also* U.S. Military Academy (USMA)
- West Point cadets: CBT (cadet basic training) of, 284–293; conflict-ing leader expectations of, 285–286; cultural themes on expectations of, 285–289; example of socialization of new, 281–282; upperclass leadership ideology and treatment of, 294
- West Point Honor Code: mistakes of commission violating, 85; problem of tolerating behavior against, 59–61; toleration clause of, 59, 60
- West Point leadership lessons: learning to be good follower, 36–39; making a difference and leading successfully, 40–43; PME2 (professional military ethic education) program, 56–57; spirit missions conducted by students, 32–36
- West Point Rockets soccer team, 22
- Whitely, Captain, 344, 348–349
- Williams, R., 242
- Women: female military interactions with indigenous Muslim, 326; U.S. Army demographic statistics on, 327*t*; U.S. population of, 319
- Woodruff, T., 338
- World Business Forum, 179
- Wright, G., 167
- X**
- Xerxes (King of Persia), 216
- Y**
- “Yak, The” (Yakima Training Center), 26–27
- Yakima Training Center’s Oasis, 21, 27
- Yukl, G., 310

