FLAWLESS LEADERSHIP:

An Introduction to Leading Teams Through Powerful Briefing and Debriefing Processes

Facilitator’s Guide

Produced by Afterburner, Inc.

©2008, Afterburner, Inc.
# Table of Contents

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents of the Facilitator’s Kit</td>
<td>3</td>
</tr>
<tr>
<td>Course Outline</td>
<td>4</td>
</tr>
<tr>
<td>Introduction and Background</td>
<td>5</td>
</tr>
<tr>
<td>Course Objectives and Overview</td>
<td>6</td>
</tr>
<tr>
<td>Detailed Course Facilitation Guide with Script</td>
<td>9</td>
</tr>
<tr>
<td>Appendix A: Powerpoint Slides</td>
<td>24</td>
</tr>
<tr>
<td>Appendix B: Blank Mission Brief Template</td>
<td>37</td>
</tr>
<tr>
<td>Appendix C: Blank Mission Debrief Template</td>
<td>38</td>
</tr>
</tbody>
</table>
Contents of the Facilitator’s Kit

- **Facilitator’s Guide** – Provides all the information necessary to facilitate this course to include a script, Powerpoint and video cues.

- **Participant’s Guide and Flight Leader’s Checklist** – A 15-page guide provided for each student as a concise review of the material in this course. It is intended to become a checklist for the students as they perform the processes they learn in this course.

- **Powerpoint Presentation** – Provided in both Powerpoint 97-2003 and Powerpoint 2007. These 37 slides outline the entire course and provide concise summaries of its content. Use the Master Slide to create additional slides of your choice.

- **Templates** – Templates of the Brief, Debrief and Lessons Learned forms are provided for use with the course. Other materials that will be described later in this guide are also included.
## Course Outline

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 minutes</td>
<td>Introduction and Leadership Activity</td>
</tr>
<tr>
<td>2:15 minutes</td>
<td>View DVD: Introduction to Flawless Leadership</td>
</tr>
<tr>
<td>4:00 minutes</td>
<td>Facilitator Academics w/Powerpoint: Leadership</td>
</tr>
<tr>
<td>5:00 minutes</td>
<td>View DVD: Creating a Micro-Climate for Success</td>
</tr>
<tr>
<td>4:00 minutes</td>
<td>Facilitator Academics w/Powerpoint: Creating a Micro-Climate for Success</td>
</tr>
<tr>
<td>6:00 minutes</td>
<td>View DVD: B.R.I.E.F.</td>
</tr>
<tr>
<td>5:00 minutes (may be longer depending on amount of class participation)</td>
<td>Facilitator Academics w/Powerpoint: B.R.I.E.F.</td>
</tr>
<tr>
<td>10:00 minutes</td>
<td>Briefing Exercise</td>
</tr>
<tr>
<td>5:00 minutes</td>
<td>Facilitator Academics w/Powerpoint: Tips on Briefing</td>
</tr>
<tr>
<td>3:20 minutes</td>
<td>View DVD: Debrief</td>
</tr>
<tr>
<td>7:00 minutes</td>
<td>Facilitator Academics w/Powerpoint: Debriefing</td>
</tr>
<tr>
<td>1:40 minutes</td>
<td>View DVD: Conclusion</td>
</tr>
<tr>
<td>1 hr 3mins 15 secs</td>
<td>TOTAL APPROXIMATE TIME</td>
</tr>
</tbody>
</table>
I. Introduction:

This course is designed with the newly appointed manager/supervisor in mind, Flawless Leadership provides essential leadership principles training focusing upon the centrally important skills necessary to any new leader – organizing, communicating with the team, and motivating the team toward mission accomplishment. Developed from the intense mission-oriented environment of military fighter pilots, this exciting lesson teaches the student the combat-proven steps toward mission accomplishment. In the fast-paced, modern business world where execution is the critical factor to any company’s competitive advantage, developing your front-line leader’s execution skills is imperative.

Background: This course is an adaptation of the Flawless Execution methodology developed by Afterburner, Inc. for managers or supervisors entrusted with accomplishing organizationally defined goals or missions. Flawless Execution is a rigorously defined process of achieving organizational goals that begins with top
leadership, but is dependent upon the execution skills of all leaders within the organization. This course focuses upon only those components of *Flawless Execution* that relate to the leadership of a defined mission. This course assumes that the leader has been assigned a mission and a team to accomplish that mission. It does not include the complexities of the mission planning component of the *Flawless Execution* methodology. For further information on planning missions refer to *Flawless Execution* by James D. Murphy.

Afterburner is an organization founded by military fighter pilots that are all successful leaders in their military careers as well as their careers in private businesses. The principles presented in this course have been proven for more than a half-century in the demanding and dangerous environment of combat aviation. The members of Afterburner have utilized these principles in their day-to-day activities for all their professional lives. They remain as applicable to business as combat aviation.

II. Course Objectives and Overview:

- The student will list the components required for setting a micro-climate for success.
- The student will prepare and conduct a briefing.

**INTRODUCTION:**

It has long been argued that ‘leadership’ is an art and, therefore, is extremely difficult to teach. At Afterburner Incorporated, we do not believe that is true. Others have argued that ‘leadership’ is a ‘soft skill’ and that it is too complex to teach in a single course. Although it is true that ‘leadership’ is indeed a highly complex skill that is mastered only through extensive education and experience, its fundamental concepts are easily mastered when certain prescribed activities are executed consistently. Those activities, setting a micro-climate for success, briefing and debriefing, are set forth in this ‘Flight Leader Guidebook.’

**WHAT IS AFTERBURNER, INC.?**

Afterburner is a team of highly successful and experienced leaders in both military and private business that are expert in coaching businesses of all sizes in ‘Flawless Execution,’ a methodology refined through a half-century of practice in high-performance combat aviation. Our combined military and civilian experiences allow us to not only exercise these processes, but to teach others the disciplined application of these processes in order to achieve strategic goals and mission...
The student will prepare and conduct a debriefing.
The student will discuss the benefits of the nameless and rankless debrief.
The student will develop a ‘lesson learned’ from a previous mission or task.

Optimally, the full benefit of this course is derived from facilitation in a classroom environment with full participation by a facilitator and 5 or more students. However, through the use of the companion Flight Leader’s Guidebook and DVD, an individual will derive considerable benefit from the course as well.

Preparing to Facilitate this Course:

If you are facilitating this course, bear in mind that portions of its content bear heavily upon conducting proper briefings. Although facilitating a lesson and conducting a brief are not identical, they do share many important elements.

Preparation and organization are fundamental to establishing a successful learning experience. If you do not properly prepare for the facilitation of this course, you may potentially undermine its central concepts and degrade the learning experience. To some extent, modeling the behavior set forth in this course reinforces the lessons. Take the following steps in order to properly prepare to facilitate this course:

THE IMPORTANCE OF LEADERSHIP:

‘Flawless Execution’ is a method that requires strong leadership throughout an organization. People, the human capital, of any organization are its richest resource. As a leader, you are entrusted with great confidence to competently utilize and care for those resources. People are not like any other resource at your disposal. True leaders are skilled in getting the best out of others and themselves. They are adept at accelerating performance and executing flawlessly. Without good leadership, an organization is, at best, doomed to mediocrity.
**Step 1:** View the DVD and its three chapters from beginning to end with the Flight Leader’s Guidebook as a reference. You must be familiar with the three central concepts from a student’s perspective. Read the Flight Leader’s Guidebook following the DVD viewing.

**Step 2:** Read this facilitator’s guide completely and perform the activities it outlines.

**Step 3:** Review the Powerpoint slides that accompany this course.

**Step 4:** Set the time, date and place for instruction and communicate that information to the selected students.

**Step 5:** Prepare the classroom for instruction according to the following guidelines.

- Select a classroom free from outside distractions with tables or small desks and comfortable chairs. Refreshments for the students are encouraged.
- Provide each student with the following items neatly arranged at each seat:
  A. Flight Leader Guidebook
  B. Notepad
  C. Pen or pencil

---

**THE CHALLENGE OF LEADERSHIP**

Perhaps one of the most important qualities of a good leader is that they are excellent communicators. Making your expectations clear and concise to your team; communicating the overall vision, strategy and corporate leadership’s intent; and actively listening to your team’s ideas and concerns are all part of being an effective leader. Furthermore, establishing yourself as a leader among a group composed of individuals that may have recently been your peers, can provide a great challenge to anyone. There are three simple principles that you will learn in this guidebook and accompanying DVD that will enable you to establish your leadership role and become an effective communicator.

1. Establish a micro-climate for success.
2. B.R.I.E.F

These principles are part of the daily culture in the world of fighter pilots. Practiced rigorously for generations, they are part of the professional toolkit of military aviation worldwide.
D. You may elect to provide copies of the Powerpoint presentation to each student. However, DO NOT provide copies until after the course is completed.
E. Means of projecting the Powerpoint presentation in the classroom.
F. Easel with easel pad, white board or chalk board.
G. Markers or chalk for easel pad, white board or chalk board.
H. Self-adhesive notepads at least 3”x3” in size for each student.
I. Place the S.T.E.A.L.T.H. Debrief poster included in the Facilitation kit prominently in the classroom such that all the students can see and read it.
J. Thoroughly check and test your audio/visual equipment. Ensure that the DVD players, computers, Powerpoint presentations and any other equipment are running smoothly and according to plan.

- Place the “Briefing in Progress” sign included on the accompanying CD on the door to the classroom and close the door promptly at the time set for the class to begin.

III. Detailed Course Facilitation Guide with Script:

Now that you have familiarized yourself with the materials for this lesson and prepared the classroom for instruction, learning may commence. Provided below is a detailed lesson plan to aid in the facilitation of this course. Scripted segments noted in bold font and preceded by a ‘>’ symbol are provided below as a guide to facilitation. These scripts are not intended to be read to the class verbatim. The facilitator should familiarize themselves with the material and adjust the scripts content to their unique organization.

The time at which Powerpoint slides should be shown and or advanced are noted and numbered throughout the following lesson plan. The Powerpoint slides are provided in two formats, Powerpoint 97-2003 and Powerpoint 2007 on the accompanying CD.

**SLIDE #1** (projected as students enter the class)

Begin the lesson by greeting the students. Introductions by the facilitator and the students are encouraged. Following introductions, you will begin the course with an activity. Have the students take the pen and self-adhesive notepads and ask the following question: “What are the qualities and/or behaviors of a good leader?” They should write their responses in one or two words on the self-adhesive notepads, with one concept per note. It is best to use larger-size notepads and colored markers such that students can read the notes when posted on the board in front of the class. Give the students only three minutes to accomplish this task. They may bring their notes to the front of the class and place them on the board at any time during or immediately following the three minutes.

>Good morning. I’m Jane Doe, Human Resources Generalist for ABC Incorporated, Southern Region. I would like to welcome all of you to what I think

9 | ©2008, Flawless Leadership Facilitator’s Guide, Afterburner Inc. – All Rights Reserved
you’ll find an exciting lesson that will provide you with some very practical and effective tools in leading your teams. We will begin with a short activity. Each of you has self-adhesive note pads and pens. I would like you all to consider the following question – What are the qualities and behaviors of good leaders? Take the next 3 minutes and write your thoughts on the self-adhesive note pads, one concept on each note page. At the end of the three minutes, I would like each of you to come up and place your notes on the board. All right, begin!

SLIDE #2 (What are the qualities of a good leader)

At the end of the three minutes, sort the concepts into categories by resorting the notes on the board. Take no more than 2 minutes to accomplish this. The results typically resemble the following: integrity, knows what they are doing and how to get there, inspires others, organized, knows their people, good with people, makes tough choices, good communicator, clear vision of future goals, knows their job, trustworthy, etc.

SLIDE #3 (Leadership concepts)

Great. I see a lot of similarities in your concepts. In this lesson we are going to focus on three broad categories of these concepts that include organization and planning skills, communications skills, and learning and listening skills. Shortly,
I am going to play the introductory portion of the video companion to this lesson. I think you’ll find that the leadership skills you require in your day-to-day challenges to be similar to those in another a profession you probably never considered before.

**SLIDE #4 (Course Objectives)**

> The objectives of this course are to enable you to set an appropriate climate for success, communicate your expectations to your team, analyze your team’s successes and failures, and share the lessons you learn with your team.

**SLIDE #5 (Video)**

> PLAY: Play part 1 (Introduction) of the DVD, Flawless Leadership.

**SLIDE #5 (Video)**

> Well, how many of you ever considered that leading in our business was like leading in a fighter squadron? As you are going to see, the principles that fighter pilots use in the three concepts presented in this course, setting a micro-climate for success, briefing and debriefing, are applicable to any business setting including ours.

**SLIDE #6 (Challenges of Leading a Team)**

**MICRO-CLIMATE FOR SUCCESS CHECKLIST**

- **SETTING:**
  
  Set aside a room or area on a regular basis for briefing your team. This area should remain the same from brief to brief as much as possible. It should be relatively free from outside distractions.

- **PREPARING:**
  
  - Plan your brief. Outline your brief and know the content of your brief. Be prepared to answer questions.
  - Prepare a written outline or other materials that would be helpful to your team during your brief. These do not need to be highly detailed. However, the more important the brief the greater the preparation that you should make.

- **ORGANIZING:**
  
  - Have tables and chairs set up.
  - Provide any handouts to each place setting at the table.
  - Set up and prep white boards, easels, etc.
What are some of your concerns about leading? Take a look at this slide. Do some of these issues concern you?

Discuss issues with class.

Always remember that as a leader in any organization you are often assigned that organization's most valuable resource, its people. You are entrusted with great confidence to competently utilize and care for those resources. People are not like any other resource at your disposal. True leaders are skilled in getting the best out of others and themselves. They are adept at accelerating performance and executing their missions. Without good leadership, an organization is, at best, doomed to mediocrity.

SLIDE #7 (Definition of a Flight Leader)

What is a leader? It's someone that holds the team accountable for the success of the mission. You are a leader and you are responsible for holding your team accountable every day for the successful completion of your plans and goals. Now you are going to learn how to set yourself up to succeed.

In the rest of this lesson we are going to learn more about the three principles that 'Murph' spoke of in the introduction. First we will learn about setting a micro-climate for success.

SLIDE #8 (Video)

VIDEO: Play part 2 (Creating a Micro-Climate for Success) of the DVD, Flawless Leadership.

SLIDE #9 (What is a Micro-Climate for Success)

What is a micro-climate for success?

Definition of a micro-climate for success is: Shifting a team to 'execute mode' by changing the physical environment to one organized, planned and led by a 'Flight Leader.'

The goal of setting the micro-climate for success is to create an environment in which the roles of the leader and each of the team members are well defined. Because it places you, the leader, in the proper role in front of your team and demonstrates that you are organized and prepared, it builds confidence in the members of the team about your leadership skills while it empowers them as part of a team. By setting a micro-climate for success do you think it would be
possible for a member of a group of peers to act as a leader? Yes, of course, because it establishes the roles of the team as a whole.

>Now, you all watched as a group of fighter pilots performed a briefing in the setting of a microclimate for success. What were some of the behaviors you noticed in that brief?

Some of the behaviors that should have been noticed were:

1. Well organized, clean and neat.
3. It started on time.
4. Everyone in the brief was on-task and ready to receive the information.
5. Clearly not a meeting. The Flight Leader is explaining how the mission will be performed, not asking for ideas on how to perform a mission or discussing it.

SLIDE #10 (Goals of Setting a Micro-Climate for Success)

>Here are some of the specific goals of the Micro-Climate for Success. Now let's learn about the next component, the brief.

SLIDE #11 (Video)

II. B.R.I.E.F.: Once you have set up a microclimate for success you are ready to brief your team on the mission. Your mission may be large, require many resources and time to complete; or it may be a simple brief concerning the tasks at hand for any given work day. Many work environments provide excellent opportunities for daily briefings. In daily briefing venues it is appropriate to recap daily, weekly, monthly or annual goals and/or business metrics. A good leader always communicates to their team information that is central to the success of the whole organization. People at all levels of an organization want to know the ‘big picture’ and their part in overall success.

A brief is a clear, concise way to communicate to your team so that everyone knows exactly what is expected of them and how they will execute as a team. Using a specific format to deliver your message sets expectations for your team as to the pace and flow of information. It also establishes you as the leader of the mission and as someone well-prepared, informed, and competent. During a brief you will communicate the following information to your team: the scenario, mission objectives, threats, tactics and timing, and contingencies. The B.R.I.E.F. acronym will help you remember the components of a good brief.

Participant’s Guide Page 8
**VIDEO:** Play Part 3 (The Brief) of the DVD, Flawless Leadership.

> *Let’s review some of the concepts we just saw. First, what is the definition of a brief?*

Briefings differ from meetings in that they have a very formal structure. The brief is conducted by the leader with little feedback from the audience until the end. The purpose of a brief is to communicate expectations and details on the execution of a plan or mission. It is appropriate to include members of a team when planning for a mission. However, once the details of a mission are determined, the time for discussion is over. The brief is conducted after the mission is planned thoroughly. It ensures that all team members know their role and responsibilities in the successful execution of the mission. If questions arise from the team, those questions should be held until the end. Questions interrupt the proper logical flow of a brief. In most cases the questions that arise have already been planned to be addressed later in the brief.

**SLIDE #12 (What is a Briefing?)**

> *What are some of the things we communicate in a brief? The scenario, mission objectives, threats, tactics and timing, and contingencies.*

---

**B.R.I.E.F. CHECKLIST**

- **B** – Brief the scenario – How is today’s mission going to play in to the overall future picture or organization’s strategy?
- **R** – Review the mission objectives – Objectives must be clear, measurable, achievable, and must support the overall scenario.
- **I** – Identify the threat(s) – Help identify stumbling blocks to your team that they may encounter on their way to mission accomplishment.
- **E** – Execution – What are your tactics and timing? How are you going to complete the mission and course of action?
- **F** – Flexibility (contingencies) – What could go wrong and how will you deal with it?

---

Participant’s Guide Page 9
We are provided an acronym to help us remember these components of a brief. B.R.I.E.F.

SLIDE #13 (B.R.I.E.F.)

Think back to the brief of the operations team of the mortgage bank that you just witnessed. In the B.R.I.E.F. format, what was their B – Brief the scenario?

The students should respond that their scenario was regarding funding loans, hiring new employees and discussing some customer satisfaction scores.

SLIDE #14 (B)

What was their mission objective?

The students should respond that the team was tasked with completing 55 loans by 5pm, interviewing two applicants and maintaining customer satisfaction scores greater or equal to 9.5.

SLIDE #15 (R)

What threats were briefed to the team?

The students should respond that Sonya called out ill for the rest of the day which will increase everyone's work load. Lunch is also threatened by the interviews of the new applicants.

Three Rules of Engagement for Briefings:
1. Briefings are not meetings. Briefs start on time and end on time.
2. No questions until the end. Have employees write their questions down and address them if needed at the conclusion of the briefing time.
3. Use visual aids. People retain more from what they see and hear versus just what they hear.

Tips on Briefing:
1. Make eye contact with individuals in your audience. Do not just scan the audience with your eyes.
2. Vary your pace and vocal inflection. This helps maintain attention.
3. Questions belong to the asker, but answers belong to the group. Make sure everyone hears the question (paraphrase if necessary) and the answer.
4. Never repeat something negative.
5. Close the brief by inspiring the team to take action.
SLIDE #16 (I – first section on threats revealed with ‘click’)

>What resources were briefed to the team?

The students should respond that the team has the full support of the Regional Manager in any way he can assist. The team leader has also taken the time to proof the resumes of the applicants and taken some notes in order to expedite the interview process. This further demonstrates the organization skills and commitment of the leader.

SLIDE #16 (I – second section on resources revealed with ‘click’)

>What are the Execution steps, or the tactics and timing?

The students should respond that (1) Fund the loans in accordance with standard procedures; (2) each remaining member will take one-quarter of Sonya’s work load for the day; (3) First interview is at 12pm to 12:30pm with a fifteen minute break before the next interview at 12:45pm; (4) Lunch will be from 1:30pm to 2:30 and will be provided by the leader; and (5) there will be a debrief in the same room at 4:45pm.

SLIDE #17 (E)

>What are the Flexibilities or contingencies?

SLIDE #18 (F)

The students should reply that the leader wants to know if any of the team members are behind on funding their loans by 12pm and if the interview appointments are late they will wait only 5 minutes before asking the applicant to reschedule.

SLIDE #19 (B.R.I.E.F.)

>Great, now you can all see how the briefing format can be properly utilized in a business scenario. Everyone should now take 10 minutes, think of daily, weekly or monthly activities or goals in which you could use the B.R.I.E.F. format. Perhaps you have a new plan or mission that will soon require communication to your teams. I am handing out B.R.I.E.F. forms to aid you in this task. Please ask me for guidance if you have any questions.

Give the class 10 minutes to complete this exercise. Answer questions as needed. Leave the B.R.I.E.F. Powerpoint slide visible.
Alright, has everyone completed drafts of briefs they might use with their teams? Does anyone have questions or experiences they would like to share with the class regarding any experiences they have had giving briefs or applications of the B.R.I.E.F. to our business in particular.

Encourage some discussion about adapting the B.R.I.E.F. method to instances particular to your business. Such discussion will facilitate the introduction of Flawless Leadership into your business more effectively and provide everyone in the class with a broader understanding of the concepts.

SLIDE #20 (Rules of Engagement for Briefings)

>Remember the three “rules of engagement” for a brief.

Pause for a moment while the class reviews these rules of engagement on the slide.

> We should also discuss some tips on conducting a brief. Leaders must be comfortable speaking in front of a group and they should be engaging while remaining respectful of their audience.

SLIDE #21 (Tips for Briefing 1)

II. S.T.E.A.L.T.H. DEBRIEF

Whether you are a fighter pilot, a CEO or a frontline customer service manager, you have probably never executed the perfect plan, mission, or workday. However, fighter pilots do something that is rarely seen in the business world. At the end of every mission, they sit down in a formal session and debrief. This is a nameless and rankless debrief in which the mission successes and, most importantly, the failures are reviewed. From the failures, the debrief draws lessons learned that can, in turn, be used in future mission planning in order to avoid the same mistakes.

Being a leader means taking responsibility for the mistakes you and your team have made. The nameless and rankless debrief is the proper venue for a leader to admit their own mistakes to their team, and therefore, create the open and honest environment necessary for superior team work and a culture of learning.

Remember:

It’s not who’s right, it’s what’s right!

Participant’s Guide Page 11
>Make eye contact with your audience. Do not simply scan the audience with your eyes while never settling to meet individuals in your audience eye-to-eye. But be careful, don’t stare them down. Your team needs to recognize that you are not just speaking to a group, but that you are speaking to each of them individually.

>Vary your pace and vocal inflection. This helps maintain attention. Keep your voice animated. Avoid monotone delivery.

>Questions belong to the asker, but answers belong to the group. Make sure everyone hears the question that someone may ask and the answer. Paraphrase if necessary.

SLIDE #22 (Tips for Briefing 2)

>Never repeat something negative in a brief. If someone makes a criticism or if you need to reference a failure while briefing the scenario, do not bring it up again. Move on.

>Close the brief by inspiring the team to take action. It may be something

<table>
<thead>
<tr>
<th>S.T.E.A.L.T.H. DEBRIEF CHECKLIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>o <strong>Set Time</strong> – Before you begin your mission, determine the location, start time, and end time of the Debrief.</td>
</tr>
<tr>
<td>o <strong>Tone</strong> – Nameless and Rankless Debrief. This means anyone can bring up any issue without fear of reprimand and the Debrief leader admits their mistakes first. This creates the kind of open communication that gets to the important issues and avoids the blame game so common in organizations today.</td>
</tr>
<tr>
<td>o <strong>Execution versus Objectives</strong> – Now that the team is communicating openly, it’s time to dive into the execution of the mission at hand. Repeat the mission objective and compare actual execution to that objective.</td>
</tr>
<tr>
<td>o <strong>Analyze Execution</strong> – Determine the direct causes of the successes and errors in the execution – “How it happened?” Then dive deeper to determine their root causes – “Why it happened?”</td>
</tr>
</tbody>
</table>

Participant’s Guide Page 12
as simple as “Go get’em” or “Let’s have a great day.” Be sure and end a brief on a positive and encouraging note.

>It’s now time to learn about the third and final concept in today’s lesson. Let’s watch.

**SLIDE #23** (Video)

**VIDEO:** Play Part 4 (The Debrief) of the DVD, Flawless Leadership

>Now you’ve seen the overview of the final component of Flawless Leadership you can more fully appreciate how these three simple concepts can establish you as a leader that is competent and confident, but is also open to criticism and listens to their team. The critical components of the debrief are setting the appropriate tone of being open to criticism by all members of the team including the team’s leader. It is also important because it is a learning experience for all those attending the debrief. An appropriate debrief tells us what went

- **Lessons Learned** – This is where we take the recurring root causes from the previous step and turn them into critical step-by-step lessons that can be used in future mission planning.

- **Transfer Lessons Learned** – Communicate lessons learned to the team. This is how debriefing accelerates the experience of the entire organization by allowing others to learn from our experiences. Learning from our past informs and improves future execution.

- **High Note** – Positive summation. After dissecting the mission, admitting errors and underscoring successes, end the debrief with something positive to keep morale high.

**Tips on Debriefing:**

1. Concentrate on events, not people.

2. Use “I” not “We” when setting the tone.

3. Leadership Challenge: Allow a debrief that is honest and open, regardless of company title or position that leaves your team with their dignity.

Participant’s Guide Page 13
wrong and why. It also tells us what succeeded and why. We can then avoid errors and capitalize on successes in the future. Let’s take a look at the debrief in greater depth.


> In this slide you can see the components of a debrief in the form of the acronym S.T.E.A.L.T.H.

>A debrief should begin and end at a specific time and at a specific location. As with the brief, all those attending should treat the debrief seriously and not be late.

**SLIDE #25 (T)**

> The most critical component of a debrief is that it be nameless and rankless. In other words, everyone in the debriefing room should treat each other with respect and as a peer. The proper tone is set by the leader. The leader should be the first to admit the mistakes they made during the mission. More than anything else, this act creates the kind of open communication that gets to the important issues and avoids the blame game so common in organizations today. By admitting their mistakes, the leader demonstrates openness to the team and the ability to accept constructive criticism.

1. Recap results and have open dialogue on next steps.
2. Re-emphasize reason for pursuing assigned objective.
3. Show appreciation for each person’s contribution.

**ROOT CAUSE ANALYSIS MATRIX**

To aid in seeking the root cause of any failures in your mission accomplishment, the following general matrix is provided. You must answer “why.” Was the breakdown in the team’s lack of understanding the mission or in one of its components? Was there a failure in our standard processes? Was there a flaw in the plan?

<table>
<thead>
<tr>
<th>Fundamentals</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>Objectives</td>
</tr>
<tr>
<td>Organization</td>
<td>Threats</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Assets</td>
</tr>
<tr>
<td>Communication</td>
<td>Lessons Learned</td>
</tr>
<tr>
<td>Discipline</td>
<td>Courses of Action</td>
</tr>
<tr>
<td>Discipline</td>
<td>Contingencies</td>
</tr>
</tbody>
</table>

Participant’s Guide Page 14
Once the appropriate tone has been set, the team is now ready to analyze their execution. Where did the team fall short? Were the goals met or exceeded?

Once the successes and failures are identified, we must analyze them. This is called root cause analysis. We are answering the question “Why did this happen?” In this phase of the debrief we take a deep dive into the details of the mission to seek out the root causes. We want to know the root causes of the failures and the successes so we can avoid mistakes and repeat successes in the future.

You will find the matrix in this slide to be helpful in determining and categorizing root causes. Root causes fall under the broad categories of fundamentals or the

<table>
<thead>
<tr>
<th>Subject:</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error/Success:</td>
<td>Job candidate late by 3 minutes caused wasted time.</td>
</tr>
<tr>
<td>Course of Action:</td>
<td>Notify HR/Receptionist that late interviewees should and that they should notify the team when the interviewee arrives. Team should not anticipate an interview and interrupt their work unless the interview is confirmed by HR.</td>
</tr>
<tr>
<td>Single Point of Accountability:</td>
<td>Jane Doe</td>
</tr>
<tr>
<td>Timeline:</td>
<td>Today</td>
</tr>
</tbody>
</table>

Lessons Learned Tips:
1. Lessons Learned should be specific such that specific action can be taken to resolve the error in the future.
2. Lessons Learned should be stored centrally in something as simple as a notebook or as elaborate as a computer.
mission planning process. If a root cause does not fall under these broad categories, then they are most likely due to failures in your organization’s standard practices, processes or policies. Notice that those categories that fall under the “Planning” column are the components you would have covered in your brief.

SLIDE #29 (L)

>One of the most significant products of the debrief is ‘lessons learned.’ The debrief is your classroom where you learn from the mission you’ve just completed. It is important to determine a step-by-step course of action to correct an error or to more fully implement a success for future execution. You should also assign an SPA (single point of accountability) to implement a course of action. This is the individual responsible for carrying out the course of action. Finally, there should be a timeline or date of completion for the Course of Action.

SLIDE #30 (Sample Lesson Learned)

>Let’s take a look at a sample ‘Lesson Learned’. In this example, the failure was in the interview processes established by HR/Receptionist. The team expected an interview promptly at 12pm but the interviewee was late by 3 minutes. Because the team expected an interview, they stopped their work and proceeded to the interview room a few minutes before 12pm. The result was wasted time and aggravation to the team when they could have remained focused on their loan work. The root cause was a failure in communication. So, the lesson learned is to establish a communication process for interviews. They have assigned a member of the team, Jane Doe, as the SPA and given her a timeline, today, for completing that course of action.

SLIDE #31 (T)

>Now that you have committed your ‘lessons learned’ to a written format with an actionable item, you can store that information in an archive for future use. Storage may be as simple as a folder or three-ring binder or as elaborate as an electronic database accessible by anyone within your organization. Reference that file whenever embarking on a similar mission so you can avoid recurring errors.

SLIDE #32 (H)
End every debrief on a high note. Summarize the positive aspects of the mission. Thank the team as a group for their hard work. It is most important to recognize people for their work. Remember that you must care for the people assigned to your team. A sincere ‘thank you’ is often overlooked in organizations and yet it is the cheapest, easiest and often the most powerful reward you can bestow.

SLIDE #33 (Tips on Debriefing)

Finally, here are some tips on conducting a debrief. The key here is to focus on what went wrong rather than who did wrong. Be careful of the words you use. Use “I” rather than “We.” The critical balancing act for a leader in a successful debrief is to maintain everyone’s dignity while keeping it honest and open.

SLIDE #34 (Tips on Debriefing 2)

Re-eminphasize the reasons for pursuing the objectives of the mission and then recap the results in the execution vs. objectives phase with specific metrics or numbers if possible. Keep the discussion factual.

Again, thank everyone for the hard work and contributions to the team.

SLIDE #35 (It’s not who’s right, it’s what’s right)

Remember, It’s not who’s right, it’s what’s right.

SLIDE #36 (Video)

VIDEO: Play Part 5 (Conclusion) of the DVD, Flawless Leadership

That concludes the course. You all have copies of the Flight Leader Guidebook. This book provides all the checklist steps and tips presented in this course in a concise format for your future reference. Are there any further questions?

SLIDE #37 (Go Get’em)

Now everyone, Go Get’em!
Appendix A: Powerpoint Slides

NOTES:

What are the qualities or behaviors of a good leader?
Broad leadership concepts of this course:
• Organization and planning skills
• Communication Skills
• Learning and listening skills

Course Objectives:
The student will . . .
• . . . create a climate that will position the team for success.
• . . . communicate expectations to their team.
• . . . analyze the successes and failures of their team.
• . . . share the lessons of success and failure with their team.

Video:
Introduction
Challenges of Leading a Team

- Earning the respect of your team and/or establishing authority over those who may have been your peers.
- Communicating/Speaking to groups.
- Motivating/empowering your team to accomplish goals.

What Is a Flight Leader?

A Flight Leader is someone that holds the team accountable for the success of the mission.

Video:

I. Setting a Micro-Climate for Success
What Is a Micro-Climate for success?

Shifting a team to 'execute mode' by changing the physical environment to one organized, planned, and led by a 'Flight Leader.'

Goals of Setting the Micro-Climate?

- Define roles within the team
- Build confidence in leadership through organization and preparation
- Empower the team members

Video:
II. Briefing
WHAT IS A BRIEFING?

• Standard process to efficiently and effectively communicate plan details
• Not a Meeting
• Specific Form and Structure

B.R.I.E.F.

• Big Picture: Scenario
• Restate Mission Objective
• Identify Top Threats & Resources
• Execution — Final Plan
• Flexibility — Contingencies

Brief the Scenario

Funding loans, hiring new employees and customer satisfaction scores.
Restate the Mission Objective

- Complete 55 loans by 5pm.
- Interview two applicants.
- Maintain customer satisfaction scores greater or equal to 9.5.

Identify the Threats and Resources

Threats
- Sonya called out ill
- Lunch threatened by interviews of applicants

Resources
- Full support of the Regional Manager
- Team leader proofed and noted resumes of applicants.
**Execution**

- Fund the loans in accordance with standards.
- Each team member will take ¼ of Sonya’s work load.
- 1st interview at 12:00 and 2nd at 12:45. Lunch at 1:30pm
- Debrief at 4:45pm

**Flexibility (Contingencies)**

- The Team Leader requests that he be notified by 12pm if anyone is behind in the loan funding.
- Applicants that are more than 5 minutes late will be rescheduled.

**B.R.I.E.F.**

- Big Picture: Scenario
- Restate Mission Objective
- Identify Top Threats & Resources
- Execution — Final Plan
- Flexibility — Contingencies
Rules of Engagement for Briefings

• Briefings are not meetings. The leader should have control.
• Hold questions until the end.
• Use visual aids.

Tips on Briefing

• Make eye contact with the individuals in the audience.
• Vary your pace and vocal inflection.
• Questions belong to the asker, but answers belong to the group.

• Never repeat something negative.
• Close the brief by inspiring everyone to take action.
Video:
III. Debriefing

S.T.E.A.L.T.H. Debrief
- Set the Time
- Tone
- Execution vs. objectives
- Analyze execution
- Lessons Learned
- Transfer Lessons Learned
- High note
### S.T.E.A.L.T.H. Debrief
- Set the Time
- Tone
- Execution vs. objectives
- Analyze execution
- Lessons Learned
- Transfer Lessons Learned
- High note

### Possible Root Causes

<table>
<thead>
<tr>
<th>Possible Root Causes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Organization</td>
</tr>
<tr>
<td>Leadership</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Discipline</td>
</tr>
</tbody>
</table>
S.T.E.A.L.T.H. Debrief
- Set the Time
- Tone
- Execution vs. objectives
- Analyze execution
- Lessons Learned
- Transfer Lessons Learned
- High note

Lessons Learned

<table>
<thead>
<tr>
<th>Subject</th>
<th>Morning Coffee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Error / Success</td>
<td>Coffee too weak</td>
</tr>
<tr>
<td>COAs</td>
<td>Develop checklist for morning coffee person. Ensure we buy only Colombian</td>
</tr>
<tr>
<td>SPA</td>
<td>Jane Doe</td>
</tr>
<tr>
<td>Timeline</td>
<td>Today</td>
</tr>
</tbody>
</table>

S.T.E.A.L.T.H. Debrief
- Set the Time
- Tone
- Execution vs. objectives
- Analyze execution
- Lessons Learned
- Transfer Lessons Learned
- High note
S.T.E.A.L.T.H. Debrief

- Set the Time
- Tone
- Execution vs. objectives
- Analyze execution
- Lessons Learned
- Transfer Lessons Learned
- High note

Tips on Debriefs

- Concentrate on events, not people.
- Use "I" rather than "We."
- Challenge is to allow an honest debrief that leaves everyone with their dignity.

Tips on Debriefs

- Recap results and have open dialogue on next steps.
- Re-emphasize reason for pursuing assigned objective.
- Show appreciation for each person’s contribution.
Video: IV. Conclusion

Go Get 'Em!
## Appendix B: Brief Form

<table>
<thead>
<tr>
<th>Team Leader:</th>
<th>Team Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scenario:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Mission Objective:

<table>
<thead>
<tr>
<th>Threats:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes:

---

37 | ©2008, Flawless Leadership Facilitator’s Guide, Afterburner Inc. – All Rights Reserved
# Appendix C: Debrief Form

<table>
<thead>
<tr>
<th>Document #</th>
<th>Mission</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mission Results (Successes followed by Errors):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Error:</td>
<td></td>
</tr>
<tr>
<td>B. Error:</td>
<td></td>
</tr>
<tr>
<td>C. Success:</td>
<td></td>
</tr>
<tr>
<td>D. Success:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Error/Success Analysis: A. Cause of Error:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root Cause(s):</td>
</tr>
<tr>
<td>Lesson Learned:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Single Point of Accountability (SPA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Error/Success Analysis: B. Cause of Error:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Root Cause(s):</td>
</tr>
<tr>
<td>Lesson Learned:</td>
</tr>
<tr>
<td>Single Point of Accountability (SPA)</td>
</tr>
<tr>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Error/Success Analysis:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Root Cause(s):</td>
</tr>
<tr>
<td>Lesson Learned:</td>
</tr>
<tr>
<td>Single Point of Accountability (SPA)</td>
</tr>
<tr>
<td>Timeline:</td>
</tr>
<tr>
<td>Error/Success Analysis:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Root Cause(s):</td>
</tr>
<tr>
<td>Lesson Learned:</td>
</tr>
<tr>
<td>Single Point of Accountability (SPA)</td>
</tr>
<tr>
<td>Timeline:</td>
</tr>
</tbody>
</table>