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BASIC LEADERSHIP

CAPTAIN TO MAJOR WRITTEN PROMOTION EXAMINATION
DIRECT REGULAR COMMISSION OFFICERS

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TABLE OF CONTENT

CHAPTER 1
MAN MANAGEMENT

INTRODUCTION

1.   Man management is an integral part of leadership. To be a successful leader, one must learn to lead individuals as a body. This calls for the understanding of the soldiers in order to understand their respective physical, mental and emotional needs. It is also the realization that all men are different, therefore should be treated differently.

OBJECTIVES

2.   At the end of this lecture, students will be able to:

    a.   List 5 factors that account for differences in soldiers.
    b.   Describe 5 approaches of gaining knowledge and understanding of people.
    c.   Describe strategies for sustained interactions with others.
    d.   Mention 12 ways of establishing mutual respect and confidence with people.

DIFFERENCES IN MEN

3.   Basically, men in an institution like the Army are the same, but there are factors which show that they are different in some ways. These are as follows:
    a.   Location of the homes and the immediate environment.
    b.   Their former jobs.
    c.   Their temperament and psychological conditions.
    d.   Their religion.
    e.   Their upbringing.

WAYS OF ACQUIRING KNOWLEDGE AND UNDERSTANDING OF PERSONNEL

4.   The acquisition of knowledge and understanding personnel is not an easy job. It requires officers who are patient, dedicated to their job, and are interested in getting the best out of their personnel. The following ways may be adopted:

     a.   Coy and Pl mess meeting.
     b.   Sport, Recreation etc.
     c.   Informal chat off parades, pep talks, in hospitals, durbars and route marches.
     d.   Formal interactions e.g during interviews.
     e.   Observations.
     f.   Discussion meeting, debates and unit durbars.

POINT OF CONTACT

5.   The initiative for making contact and reaching into your personnel must come from you. Be sure to go out of your way to get your men to relate with you. You try as much as possible to encourage your men, because you may have in your unit soldiers who are better educated than yourself and are very conscious of this fact. Other ways include the following:

     a.   Informal visits to subordinates.
     b.   Developing the habit of calling subordinates by their first names.
     c.   Hosting of subordinates during national or service festivities.
     d.   Ensuring that discipline is sustained.

6.   When such a situation arises, do not stamp on such personnel as this will provide the fenders to feed their ego and make the idea that their better education is making you uncomfortable. Rather show your appreciation of their education but make it clear that you are the boss and not prepared to take any mischief. Every officer must be a psychologist of some sort so as to be able to find out why some soldiers behave abnormally.

SUMMARY

7.   Officer/soldiers relationship. First you must get it clear in your mind what the nature of your relationship should be and what you are aiming at. It must be to establish mutual respect and confidence and not the seeking of popularity and relaxation of discipline. You can achieve this in the following ways:

      a.   Be a bit more strict than you would like to.

      b.   Always look for efficiency and high sense of duty.

      e.   Put their interest before your own.

      d.   Explain things when necessary and be their champion and chief critic.

      e.   Work, play together as much as possible but always be sure that everybody does his share.

      f.   Always be an example.

      g.   Treat them like human beings which they are, and not like machines but do not be afraid to demand for their best always and if you find anybody wanting tell him so at once.

      h.   Rationally reward merits and punish defaulters. Do not be sarcastic.

      i.   Try as much as possible to look into men's problem yourself, rather than delegating them to someone else.

      j.   Pay particular attention to leaves, pay, medical and fatigues.

      k.   Be yourself always and never pose.

      l.   Do not hamper your men. Remember you are the army to them and always try to make it clear that to be a soldier is to fulfil a vital role to your country.

SELF ASSESSMENT QUESTIONS

8.   a.   Mention the 6 factors that clearly show the difference in personnel.

      b.   What are the 6 ways of gaining knowledge and understanding of personnel?

> c.   What are those points of contact between an officer and his personnel?
> d.   Mention the 12 ways of establishing mutual respect and confidence in your personnel.

HINTS ON ANSWERING SAQ

9.   a.   This question calls for the enumeration of factors that account for some differences in personnel. Candidates should consider differences in personnel in terms of their home and environment, their religion, type of job and general upbringing. (See Paragraph 3).

    b.   In describing ways of gaining knowledge and understanding of personnel, candidates should pay attention to opportunities provided by messes for social interaction and exchange of ideas. Similar opportunities provided during sporting activities, debates and durbars should also be considered. The role of direct observation in understanding personnel should also be emphasized.

    c.   For points contact, the crucial thing is for the officers to take the initiative in opening communication with others. The officers should also encourage others to do so. The application of some psychological principles in dealing with fellow personnel is a necessity.

    d.   To establish mutual respect and confidence in other personnel, a lot has to be done. For details, see the summary in Paragraph 7.

GOOD ADMINISTRATION AND MAN MANAGEMENT

11.   Good Administration is indispensable to morale as it makes a man contended. The following measures are recommended:

    a.   Administrative backing to battle so that a man does not have to look over his shoulders for his requirements.

    b.   Prompt delivery and despatch of mails.

c.   Arrangements for rest and relief.
d.   Pay and allowances and correct documentation.
e.   Honours and awards.
f.   Family affairs being looked after.
g.   Leaves.
h.   Amenities and recreation facilities.
i.   Promotions.
j.   Prompt evacuation of casualties.

CONCLUSION

12.   Since morale is the biggest single battle winning factor commanders at levels must continuously endeavour to find ways and means of keeping the tails high especially when there are good reasons for them to drop. Factors discussed above are neither exhaustive nor watertight in isolation from each other. The must be applied as a whole with due discretion of not overdoing any of the factors.

OFFICER AND MAN RELATIONSHIP

AIM

13.   To study desirable relationship between an officer and his men.

GENERAL

14.   There are 2 main considerations in relationship between an officer and his men. Firstly, he must get to know his men so that his relationship is based on the characteristics of individuals and secondly, he must foster a bond between himself and his men so that mutual respect and confidence is general.

UNDERSTANDING THE MEN

15.   In every group, the individuals differ, some are hard working, others are lazy; some humorous, others are devoid of humour; some are shy, some grumblers and so on. The officer, who knows each man well as an individual, will be able to get the best out of him.

REASONS WHY MEN DIFFER

16.   Men differ mainly because they come from different localities, have different backgrounds and possess different temperaments. Therefore, it would be wrong to have the same yardstick in dealing with all men.

WAYS OF GETTING TO KNOW THE MEN

17.   Since it is necessary to know the capabilities and temperaments of individual soldiers so that they can be motivated in a suitable manner, the leader should try the following means to know his men:
      a.   Sports meetings.
      b.   Games.

     c.   Informal Chats-off parade-during breaks in route march or in hospital.

     d.   Discussions on current topics.

     e.   Platoon assemblies.

     f.   Maintain a pocket book with a few pages devoted to each man write down particulars of individuals and any observations regarding his characteristics.

OFFICER AND MAN RELATIONSHIP

18.   It has been said, "Manners Makes a man". It is no good being efficient if your manners irritate people. Good manners make an individual approachable. On the other hand tact is inter-linked to great extent with manners. Tacks are the "adroitness in dealing with people" Being tactful does not mean that one should be a "Yes man". Tact and manner are further discussed in succeeding paragraphs.

TACT

19.   In these democratic days when individual liberty and dignity is a matter of great importance, it is necessary that officers fully realize that they will have to deal with men under changed circumstances. This calls for the maximum use of tact in handling men. Undoubtedly, what officers most desire is the respect and affection from their men. Neither of these is obtained by the lazy and soft-hearted officer with his seeming contempt for discipline. Similarly, a bully will also not be in a position to command respect or affection. The feelings of the individuals should be considered. Commanders should never forget that their subordinate also undergo the same stresses, strains, and have the same depth of feelings as themselves.

MANNERS

20.   In the army, manners are of 2 kinds-social and professional.

     a.   **Social Manners**:

(1)   These are essential wherever you may be, where ever in a mess or speaking to your men or attending a function.
(2)   Nothing is gained by rudeness or by being crude and vulgar.
(3)   Good manners are an indication of good breeding.
(4)   To be courteous is not a sign of weakness.

b.   **Professional Manners**:

(1)   Be impartial and fair to all.
(2)   Avoid bullying and high handedness.
(3)   Pass/give orders quietly but firmly.
(4)   Be punctual.
(5)   Be meticulous in your turn out and bearing.

NATURE OF RELATIONSHIP

20.   The correct relationship between an officer and his men should be of mutual confidence, mutual respect and of friendliness without being familiar. Friendliness is the mutual good will in which a certain amount of ceremony is observed while familiarity is a state of being intimate and does not stand on ceremony.

21.   **How to Establish Correct Relationship**. The following are ways to establish a correct relationship:
a.   There must be no seeking of popularity or relaxation in discipline.
b.   Officers must know their jobs thoroughly.
c.   Sub unit pride must be fostered.
d.   Grounding must be stooped.
e.   Men's interest must be put first.
f.   Men must be kept in picture and reason. Underlying unpopular orders must be explained.
g.   Be friendly with men but not familiar.

h.   Have humour but never be sarcastic.
i.   Do not rebuke your juniors in front of their subordinates.
j.   Do not pay individual visits to WOs and Sergeants' Mess.

CONCLUSION

22.   What officers desire the most from their men is gained by understanding the men and by establishing correct relationship. An officer must endeavour to create such an image of himself whereby men think of him as a well bred, fair and firm friend and a worthy superior.

CHAPTER 2
FUNDAMENTALS OF LEADERSHIP

1.   The competency level required by military commanders to address Twenty First Century threats and challenges must correlate with the level of leadership position held. To this end, officers an Non Commissioned Officers who lead at the junior level typically need to communicate instructions, descriptions and ideas lucidly for others to understand. Leaders at the middle and upper levels need higher-order, oral and written communication skills, including skills in drawing inferences forming hypotheses, developing logical arguments and expressing such information so that others will be convinced or persuaded. A tentative list of differentiating competencies for high performance leadership of change and people includes:

      a.   **Continuous Learning**. Continuous learning entails increasing current proficiencies; rapidly understanding and using new information; and mastering new skills. Leaders of the Twenty First Century must continue to learn and acquire skills to remain effective and relevant.

      b.   **Awareness.** Knowing the interrelationships of and keeping current on key military, political, economic and social issues, trends and events that affect the organization.

      c.   **Flexibility.** Being open to change as an opportunity and having a tolerance for ambiguity; adjusting rapidly to new situations; applying different methods to meet changing priorities. The multi-mission-capable forces of tomorrow must be able to rapidly transit from one type of operation to another. This capacity has profound impact on leader competencies, including continuous learning, awareness and flexibility. How successful one is in self-development, the depth and breadth of one's awareness and the degree of one's flexibility will help

work with non-governmental organizations will expand. Ad hoc coalitions of groups will require rapid integration and true interoperability. These future environment features imply profound impact on leader competencies, including influencing others and partnering.

d.   **Organizational Commitment**. *Creating and sustaining esprit - de - corps and organizational culture will remain a key task for Twenty First Century leaders.*

2.   Competency-based systems require significant investment in people, but the potential payoff in performance is worth it. People are the key in competency-based systems. Individuals apply' competencies to produce outputs. These outputs yield results within the context of their internal and external environments.

3.   Leadership in this new age will be mainly direct and personal and supported by structures erected by higher-level leaders. The effective "junior" leader in the coming decades will be sensitive to cultural diversity, race and other individual differences, possess well-developed interpersonal skills and be able to adapt leadership style to a variety of situations. This new-era leader will be able to tackle ambiguous problems in fluid situations, unfettered by the army's hierarchical organizational structures. Awareness of the big picture and long-term effects of short-term actions, in union with mature judgment, self-reliance and initiative, will facilitate peak performance.

4.   To promote subordinate leader development for full-spectrum dominance, middle and upper-level leaders of tomorrow should eschew what is "politically correct" and emphasize moral courage and other time-tested leadership traits. Methods of delivery will still include teaching, coaching and counselling, but the details of presentation must change for fullest effect.

5.   Today's army stands at the threshold of a new military era, where no single element is more important than the quality of

define high performance and indeed, his relevance in today's security environment.

d.   **Resilience.**   Maintaining focus amid pressure; recovering quickly from setbacks; gearing up for another enemy assault. Physical and mental stamina diminishes as the speed, volume and complexity of assignments and change itself accelerate. Capacity to bounce back, no matter how intense the pressure of these factors, is essential. The resilience of leaders has tremendous impact in determining their consistent high performances.

e.   **Initiative.** Working without close supervision; initiating new assignments; looking for ways to improve matters.

f.   **Creativity.** Providing insight; generating original ideas or innovative solutions; extending the state of the art.

g.   **Entrepreneurship.** Leading with a sense of ownership; identifying and taking prudent risks. Improved information and communication systems will permit higher-level participation in lower-level operations, but conditions will often require more decentralized execution. Command and control in the Twenty First Century will be more centralized in some operations or situations and more decentralized in others.

h.   **Influencing Others**. Skill in affecting opinions, judgments or behaviours of others through persuasion, Imitation, and so on; causing people to do or refrain from doing something.

I.   **Partnering.**   Partnering refers to collaborating; working cross-organizationally; or building coalitions. Multinational operations will remain the norm, inter-agency teaming will improve and increase in approaching the goal," and

leadership. The new generations of subordinates need a new leadership system, which would blend the very best of the tried-and true with the most promising of the up-and-coming. "In this situation, leadership cannot be isolated from the gamut of military activities that go on between the commander and subordinates".[10]

DEFINITIONS OF LEADERSHIP

6.   Leadership is one of those concepts whose definitions do not lend themselves to easy, universal acceptability. Therefore, crafting a definition of leadership that will meet with universal acceptance has proved elusive. Consequently, many definitions of the term Leadership have emerged that reflect the value, perception and culture of the concept. There are as many definitions as there are authors who have written on the subject of leadership. Gen OA Azazi for instance, sees leadership as "command of men, leading them in times of difficulties and stress and preparing them for the task in order to achieve the mission, in both peace and war" Academics have reported about 220 separate definitions of leadership. The following are the 4 widely cited definitions of leadership:

   a. Leadership is no more than exercising such an influence upon others that they tend to act in concert towards achieving a goal, which they might not have achieved so readily had they been left to their own devices.

   b. Leaders inducing followers to act for certain goals that represent the values and the motivations - the wants and needs, the aspirations and expectations of both leaders and followers.

   c. Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes.

   d. Leadership is a sociological phenomenon; a process involving the intentional exercise of influence exercised by one person over one or more other individuals, in an effort to guide activities toward the attainment of some mutual goal, a goal that requires interdependent action among members of the group.

7.   One reason for the plethora of leadership definitions is that the term itself is used in a variety of ways. Leadership is frequently defined as a virtue or a characteristic of a person. This is most often seen when leadership is defined as 'an ability' or 'a capacity' within someone, such as 'the ability to inspire loyalty, respect and confidence' or 'the capacity to identify and define organisational goals'. Leadership definitions that focus on the characteristics or virtues of the leader, although popular with historians and those who subscribe to the trait theory, say little of the leadership situation or the role of followers.

8.   Allied to the above are leadership definitions that describe a category of behaviours such as 'influencing people' or 'directing, motivating and enabling others'. Such definitions are popular with trainers and developers because they point to relevant leader competencies, but again these definitions tend to ignore the role of followers. Even more simplistic is defining leadership as an attribute of a position such as 'the leader' or 'the officer in charge'. Simply holding high office or a position of authority does not mean the office holder automatically displays leadership behaviour.

9.   Most commonly, leadership has been defined as a process, as in the definitions given above. Such definitions attempt to acknowledge the possible range of situations and the role of the follower in the process. Nevertheless, these 'process' or 'relationship' definitions tend not to differentiate between 'leading people' and 'leading the institution'. Within large organizations, it becomes apparent that there are 2 different leadership functions, namely the function of leading people or 'close' leadership and the function of leading the institution or 'distant' leadership. Close leaders have regular face-to-face contact with their groups. A close leader's personal example and behaviour is the major factor in influencing the group. Examples of close leaders include teachers in the school environment and platoon commanders in the military environment. On the other hand, distant leaders do not have regular contact with those they wish to influence but rather

project their ideas and 'vision' through a variety of media. Distant leaders also affect the behaviour and performance of others through purposeful alterations in organisational systems and environmental conditions. Examples of distant leaders include Service Chiefs, Executive Officers of large companies and, Presidents and Prime Ministers of countries. One leadership function does not exclude the other. Distant leaders can clearly also have 'close' leadership relationships with their staff and direct reports.

10.   All the above ways in which the term 'leadership' is used have complicated attempts to come up with a single, all-encompassing definition of the concept. Simple definitions are generally value neutral and make no distinction about what might be effective or ineffective leadership. On the other hand, more complicated definitions tend to be context specific and overly prescriptive. For the purpose of this manual, leadership is defined as the process of influencing others in order to gain their willing consent in the ethical achievement of missions, objectives, vision or goals.

LEADERSHIP COMPONENTS

11.   Despite the large number of definitions of leadership, it is observed that 6 components are common to most of the definitions. The 6 components appear to be the essence of leadership and each is required before a process can rightfully be called a leadership relationship. These 6 essential components are outlined below:

> a.   **Influence**. Leadership is about someone influencing, motivating or inspiring others. Most commentators believe that 'influence' in the leadership relationship is multi directional and is not restrained by position. Some authors believe that these influence behaviours must be non-coercive.

> b.   **Followers**. Other people aside from the leader are a necessary component of leadership. Some commentators also

stress that followers have responsibilities and obligations to leaders. These commentators believe that responsible followers must exercise choice. In other words, a responsible follower will choose dissent when faced with leadership influence that the follower believes is unlawful or unethical.

c.   **Goals**.   Leadership also has something to do with a mutual goal, mission or vision. If there is no mutual goal, mission or vision then it is unlikely that a group will form or stay together. Nevertheless, the goal or mission may not be grand or visionary but may be as simple as to survive in the current environment, to co-exist as a group or to win a game of volleyball. Other commentators imply that the goal or vision must be significant, that it must represent a real change, change that transforms both leader and follower to 'higher levels of motivation and morality'.

d.   **Purposeful Action**.   Leadership involves doing something or taking action towards the successful achievement of the group's goal. Although achievement is seen by some as the hallmark of leadership, other commentators believe it is the striving for achievement that is characteristic of leadership. It is the leader's purposeful action that inspires the led to follow.

e.   **Consent**.   Another component of leadership has to do with gaining the consent of the followers. Some definitions emphasis the willingness of followers while other definitions focus on the outcomes required. Left unstated is the amount of pressure a leader can bring to bear on a follower. In some anna contexts the leader is expected to use pressure as required to achieve the goal. In other contexts, followers will resist force and coercion. Clearly this is a major issue within the military environment and is addressed further in Chapter 4 - 'Leadership in the Military'.

f.   **Ethical Dimension**. Related to follower 'willingness' or 'conviction', is the concept that leadership has a moral or ethical component. Followers see the difference between by striving for a goal that they believe to be ethically sound such as justifiable war and one that is ethically bankrupt like exterminating a race or people. This distinction is made to differentiate between those leaders that are influential and visionary but morally corrupt and those that are equally influential, visionary and morally sound.

12.   Leadership as described above occurs every day at every level of society. The 'leader' may outline a plan and attempt to influence other team members of its merit. Individual team members will develop some image of what it is they are being asked to do and may even suggest alterations to the plan. Essentially, the leader does not necessarily have to be the coach or a person in some sort of position of authority.

PRINCIPLES OF LEADERSHIP

13.   The principles of leadership encompass a variety of concepts and practices that guide effective leaders in their roles. While different leadership styles may emphasize different principles, some core principles are widely recognized. These principles are:

a.   **Communication**. Communication should be open, honest, and effective. Leaders should actively listen to their team, provide clear instructions, and facilitate dialogue to ensure everyone is aligned.

b. **Vision**.   Effective leaders have a clear vision for the future. They can articulate this vision in a way that inspires and motivates others to work towards a common goal.

c.   **Integrity**.   Trust is essential in leadership. Leaders should demonstrate honesty, transparency, and ethical behavior, fostering a culture of trust and accountability within their teams.

d.   **Accountability**.   Leaders should hold themselves and their   members accountable for their actions and performance. This principle fosters a culture of responsibility and continuous improvement.

e.   **Adaptability**. The ability to adapt to changing circumstances and respond to challenges is vital. Effective leaders remain flexible and open to new ideas while guiding their teams through uncertainty.

f.   **Decisiveness**. Leaders must make informed decisions promptly, weighing the available information and potential consequences. Confidence in decision-making fosters trust and direction.

g.   **Inclusivity**.   Embracing diversity and ensuring that all members feel valued and included, can enhance creativity and innovation. Leaders should strive to create an environment where everyone's contributions are recognized.

LEADERSHIP AND MANAGEMENT

14.   Managers are often disparaged as status quo rule-followers while leaders are seen as ground-breaking heroes. In reality, many members of large organisations perform both management and leadership functions. Management has been defined as 'the process of planning, organising, directing and controlling organisational resources

in the pursuit of organisational goals. In this definition, no mention is made of purposeful influence or the willingness of followers. People are seen as resources to be organised, directed and controlled. Management is also based on formal organisational authority and entails responsibility for a broad range of functions that have traditionally included planning, problem solving, decision-making, organising, informing, directing, allocating resources, and controlling. Some definitions of management also include the function of 'leading', while some definitions of leadership include the activities of 'directing and controlling'. Although there is clearly some overlap between the 2 terms, the following differences between leadership and management are offered:

DIFFERENCES BETWEN LEADERSHIP AND MANAGEMENT

15.   Leadership and management are often used interchangeably, but still have distinct roles and functions within an organization. Understanding the differences between the two can help clarify their unique contributions to organizational success. Some key differences between leadership and management are:

21.   **Nature of Influence**.   Influence is often based on personal charisma, relationships, and emotional connections. Leaders inspire and engage people through their vision, values, and actions. While in Management, Influence is typically derived from formal authority and position within the organization. Managers use their authority to direct and control resources and personnel.

16.   **Approach to Change.**   In Leadership, Leaders are often agents of change, seeking to innovate and challenge the status quo. They encourage risk-taking and creativity among their team members. While in Management. Managers tend to focus on stability and maintaining the status quo. They implement structured processes to ensure consistency and efficiency.

17.   **Decision Making Style**.   In Leadership, decision making tends to be more participative and inclusive. Leaders often seek inputs from their team members and encourage collaboration. While in Management, decision making is often more directive and structured. Managers may rely on established procedures and guidelines to make decisions efficiently.

18.   **Relationship with Team Members**.   In Leadership, Leaders foster relationships based on trust, inspiration, and emotional connection. They seek to empower and develop their followers. While in Management, managers build relationships that are often more transactional, focusing on roles, responsibilities, and performance objectives.

19.   **Focus and Orientation**.   Leadership Primarily focuses on vision, direction, and inspiration. Leaders create a compelling vision for the future and motivate others to achieve it. While Management is concentrated on organization, planning, and execution. Managers are responsible for implementing processes, systems, and procedures to meet established goals.

20.   There are common themes that run through the attempts to differentiate between management and leadership. Leadership is generally seen as an influence process that energises followers while management is a control process aimed at bringing coordination and efficiency to people and organisations. For the purpose of clarity and to avoid overlap within this module, the activities of 'directing' and 'controlling' are seen as more to do with management than they are to do with leadership.

SIMILARITIES OF LEADERSHIP AND MANAGEMENT

21.   Leadership and management are two essential functions within organizations, and while they are distinct in their focuses and approaches, they share several similarities. Some of the similarities are:

22.   **Influence and Motivation**. Influencing and motivating individuals or teams is one of the similarities of leadership and management. Leaders inspire and motivate through vision and values, while managers utilize structured approaches to encourage performance and adherence to processes. Both roles require the ability to engage and motivate people to work to achieve common goals.

23.   **Goal Accomplishment**. Goal accomplishment is one of the many similarities of Leadership and Management. Leaders and managers work towards accomplishment of the organizational goals. They focus on ensuring that their teams and the organization as a whole meet specified objectives, whether those related to productivity, growth, or other performance metrics.

24.   **Relationship Building**.   Building and maintaining relationships is key for both leaders and managers. They need to establish trust and build rapport with their teams to foster collaboration and a positive work environment. Both roles require interpersonal skills to navigate team dynamics and address conflicts.

25.   **Decision Making**.   In decision making, both leaders and managers take decisions that affect their organizations. While the nature of the decisions may differ, strategic and operational leaders require sound judgment, critical thinking, and problem-solving skills for effective management of their organization.

LEADERSHIP AND POWER

26.   The concept of power is related to leadership because it is part of the influence process. People have the power when they have the ability to affect others' beliefs, attitudes, and courses of action. Judges, doctors, coaches, military officers and teachers are all examples of

people who have the potential to influence people. Leaders wield power to enforce decisions, delegates tasks to achieve a desired goal. Examples of leaders that used power to effect change are Mao Zedong, Alexander the Great and Nelson Mandela amongst others. The manner in which power is exercised can significantly influence a leader's effectiveness and the overall environment in which they operate. Some of the interplay of leadership and power include:

27.   **Influence and Authority**.   Effective leaders understand how to use their power to influence others positively. They build authority not only through their formal position but also through trust, respect and credibility. This combination of authority and influence fosters a collaborative atmosphere where members feel valued and motivated.

28.   **Empowerment**.   Good leaders empower their followers, sharing power and authority to encourage initiative and innovation. This approach not only enhances team morale, but also leads to better decision making and problem solving. Empowerment involves recognizing the strengths and contributions of members, thus creating a sense of ownership and accountability.

29.   **Responsibility and Ethics**.   Power comes with responsibility. Ethical leadership is critical in ensuring that power is used appropriately and justly. Leaders must navigate the moral implications of their decisions, considering how their actions affect their followers and the broader community. Ethical leaders build trust and loyalty, which are essential for long term success.

TYPES OF LEADERSHIP

30.   There are different types of leadership, each characterized by different styles, approaches, and philosophies. Understanding these different types of leadership can help individuals and organisations

identify the most effective leadership strategies for their contexts. Below are some common leadership styles.

31. **Autocratic Leadership**. In autocratic leadership, decisions are unilaterally made often without much input from members. This style is characterized by control, clear directives, and a focus on tasks. This leadership style ensures quick decision-making and clear expectations However, it can lead to low morale and lack of creativity among members.

32. **Democratic Leadership**. The democratic leadership involves members in the decision-making process, encouraging participation and collaboration. It is characterized by shared decision-making, open communication, and acknowledgment of team contributions. This leadership style ensures higher morale, increased creativity, and greater commitment from members. However, decision-making can be slow and conflicts may arise from different opinions.

33. **Transformational Leadership**. Transformational leaders inspire and motivate followers to exceed their own interests for the sake of the organization or a greater cause. This leadership style is characterized by vision, charisma, and focused on change and development. It fosters innovation, personal development, and a strong sense of purpose. However, it may overlook practical details in favor of vision and inspiration.

34. **Transactional Leadership**. Transactional leadership style focuses on the exchanges between leaders and followers, often involving rewards and punishments based on performance. It is characterized by a clear structure, defined roles, and performance-based rewards. It is effective in maintaining routine operations and achieving short-term goals. However, it may stifle creativity and limit long-term growth opportunities.

35.   **Servant Leadership**.   Servant leadership prioritize the needs of their team, emphasizing service over power. It is characterized by empathy, active listening, and a focus on team development. It helps to builds strong relationships, fosters trust, and enhances team cohesion. However, it can be perceived as lacking authority or decisiveness.

36.   **Laissez-Faire Leadership**.   In Laissez-faire leadership, members are allowed to take the lead and make decisions with minimal interference from the leader. It is characterized by high autonomy, freedom, and trust in members. It encourages creativity and innovation, particularly in skilled teams. However, it can lead to lack of direction, low accountability, and potential chaos if not managed properly.

37.   **Charismatic Leadership**.   Charismatic leaders rely on their personal charm and persuasive abilities to influence and inspire followers. It is characterized by strong communication skills, magnetism, and a compelling vision. It can create strong loyalty and enthusiasm among followers. However, it may lead to dependency on the leader and potential risks if the leader's vision is flawed.

38.   **Situational Leadership.**   Situational leadership approach states that there is no single best style of leadership. Rather, effective leadership varies according to the task given and the maturing level of individuals being led.t The key premise is that leaders must adjust their leadership style based on the needs of their members and the specific situation. It helps improve member's performance, enhanced employee development, increased flexibility and better decision making. However, it may result to difficulty in managing conflicts and resistance.

KEY LEADERSHIP CONSIDERATIONS

39.   Leadership is essentially a process therefore; some elements

are indispensable for a process to be called 'leadership'. The factors that impact upon the leadership process include the leadership function, situation, culture, the leader and followers' traits, values, behaviours, competencies and styles. The most important of these factors are discussed below under the general headings of 'leadership outcomes', 'leadership context', 'the leader' and 'the follower'.

40.   **Leadership Outcomes.**   Leadership is a means to an end. It is about change, which means change from where the group or team is to the group or team wants to go. If there is no goal, objective or vision then there is nothing to move towards and therefore there is no requirement for leadership. The key considerations in leadership outcomes include the leadership function; values based leadership and the ethics of leadership.

      a.   **Leadership Function**. Leadership is at the service of the collective, which is about relationships and being able to achieve something that would normally be beyond the individual. These 3 things, the team, the individual and the task are often cited as the most important leadership considerations. Although quite distinct in themselves, the 3 areas of task, team and individual overlap and action taken to satisfy one 'need' will affect one or both of the other 'needs' as shown in Figure 1.1. The group's needs in relation to resources, rest, training and feedback on performance requires careful consideration by the captain in order to maintain on-going group morale.
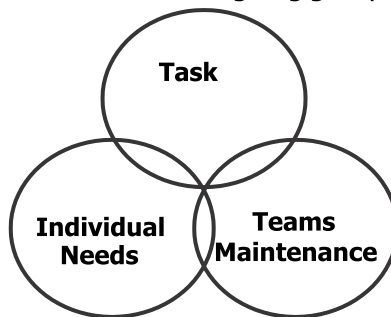

Figure 1.1: Overlap of Needs

b.   **Values-Based Leadership**. The behaviour of a group in pursuit of a goal is generally guided by external rules and the group's internal values. The advantage of values over rules as a guide to group behaviour is the adaptability they provide in ambiguous situations. The fire-fighting unit may well use an appliance in an unconventional manner to extinguish a blaze if the group value is 'initiative above procedure'. Within a group or organisation, values-based leadership means that group members will be guided in their decisions and actions by the group's agreed [19] values. Values-based leadership, therefore, is a general leadership notion for any organisation where the behaviour of leaders reflects their values and sets the example for others in the organisation. Values-based leadership, however, does not automatically mean leadership outcomes are universally good. Values-base the leadership as a concept can apply equally to a terrorist group or any organisation. Therefore, the difference in how outcomes are achieved within groups comes down to the values that form the basis of their leadership.

c.   **Ethical Leadership**. The use of the phrases values-based leadership' implies the consideration of ethics or what one ought to do, in the leadership process. The point here is that it is not the quality of the purposeful influence process that is, value-neutral leadership that determines; 'noble' outcome but rather the quality and substance of the values that form the basis for that purposeful influence process, in this instance, values-based leadership. Some commentators have referred to the difference in these 2 concepts as the difference between 'positive' and 'negative leadership. Positive leadership is seen to be characterised by socially accepted values such as integrity, honesty and humility while negative leadership is characterised by self-centred personalised values such as elitism, individualism and cunning. This positive/negative concept has previously been referred to as the moral or ethical component of leadership.

41.   **Leadership Context**.   Different situations call for different leader and follower behaviours. A single leadership approach will not serve all individuals. Under this heading the considerations of situation, culture and organisational values are examined.

> a.   **Situation**. Leadership is a contextual phenomenon. The particular time, place or situation that a group or leader finds itself in is a key determinant of who and how someone will lead. Context can include the environment, the prevailing culture, the follower's abilities and attitudes, and the nature of any problem encountered. At a more mundane level, groups change their allegiance when circumstances indicate it is prudent to do so.

> b.   **Culture**.   Allied to context but far more pervasive and harder to change, is a group's or organisation's culture. Derived from the organisation's beliefs, traditions, assumptions and values, an organisation's culture will determine who will lead and what leadership styles and behaviours are acceptable. For any member who wants to lead within an organisation, it is important that they understand and appreciate the culture that exists within that organisation. In plain language, organisational culture is the 'way things are around here', and not necessarily the way 'things should be'. Ideally, an organisation's culture is an accurate reflection of the espoused values of that organisation. Normally members do not join or persist in joining organisations where the culture opposes their own values and beliefs. Nevertheless, at the strategic level, leaders may attempt to align an organisation's culture so that it reflects the values that they or the leader espouse. In this respect, strategic leadership can be said to mould or shape an organisation's culture.

c. **Organisational Values**. Shared values are the bedrock on which leaders build the edifice of group achievement. Organisations within societies identify values that they believe will lead to behaviours that will benefit the organisation's purpose or aspirations. Organisations see values like 'integrity' and 'honesty' as important because they believe values like these guide behaviour to a desirable end state. Values are not seen by organisations as replacements for rules but hopefully values act alongside rules as 'correct path-beacons' in ambiguous situations where the strict application of rules is not obvious. Much has been written about 'organisational values' and the importance of aligning an individual's values to those of the organisation. This recognises that there may be a difference between home and workplace values. The leadership aspect to this notion has 2 related elements. Firstly, a leader or follower cannot reasonably espouse organisation values and then be seen to operate by a different or opposing set of values. Put simply, a leader or follower is immediately compromised if he/she espouses 'honesty' and is then caught being untruthful. Secondly, all leaders within an organisation have a role to play in aligning the values of members to the values espoused by the organisation. If the values of the members do not align with the values of the organisation, then dissonance will result between the members and the organisation, resulting in less than optimum performance from both.

42. **The Leader**. Traditionally, there has been a strong focus on the attributes, qualities and capabilities of the leader. As such, there are many considerations that relate to the make-up of the leader. These considerations include the leader's character and competence, values, trustworthiness and motivation to lead.

a. **Character and Competence**. A leader's behaviour will be closely observed by his or her followers. Countless organisational studies have indicated that a worker's immediate supervisor has more influence on that worker than any other

person in that organisation's hierarchy. Appropriate leader behaviour will engender trust and credibility in the eyes of followers. This perspective recognises that the foundation of leadership is based on individual character and competence. Character, built on an individual's values and attitudes, includes such things as social capacity, interpersonal skills, personal integrity, conscientiousness, self-assurance and trust-worthiness. Many of these 'social awareness' character traits are combined in what is now being called Emotional Intelligence. Clearly it is a leader's character that best engenders followers trust. Competence, on the other hand, includes professional mastery, cognitive ability, problem-solving, and decision-making and communication skills. A leader's perceived and demonstrated competence has a direct bearing on their credibility as viewed by followers.

b.　　**Leader's Values**.　　Values are beliefs about what is considered centrally important in life. Values guide people's thoughts, decisions, behaviours and interactions. Some of the identified value sets, which contribute to leadership success include:

      (1)　　Care and compassion.
      (2)　　Doing your best.
      (3)　　Freedom.
      (4)　　Honesty.
      (5)　　Integrity.
      (6)　　Respect.
      (7)　　Responsibility.
      (8)　　Understanding.
      (9)　　Tolerance and inclusion.

c.　　**Trustworthiness**.　　Leadership traits such as self-confidence, intelligence and adaptability are internal to the leader and are hard to observe from the follower perspective. Trustworthiness, on the other hand, is a trait that will be quickly assessed by followers and for that reason alone, is perhaps the most important leadership character trait. 'Trust' in leadership is

positively related to individual and group performance, persistence in the face of adversity and the ability to withstand stress. A climate of trust between leaders and the led is also positively related to such qualities as conscientiousness, fair play and co-operation. There are robust and compelling pieces of evidence supporting each of the 3 positions, which posit that trust is based mainly on demonstrated leader competence, the care and consideration for others displayed by the leader, or on perceptions of a leader's character.

    d.   **Motivation to Lead**. Individual motivation is a requirement for leadership. An individual has to want to lead in order to turn any leadership potential that they may have into reality. This desire should be balanced with the realisation that with leadership comes responsibility. Someone who wants to lead must accept additional burdens, increased accountability and the likelihood of being constantly challenged and tested. Although someone may be assigned a 'leadership position' with associated authority, they are unlikely to wield influence from that position without their own motivation to lead.

43.   **The Follower**. Traditionally, studies on leadership have focused almost solely on leader attributes and leader behaviours. Nevertheless, leadership is a relationship that cannot exist without followers. Followership is not a passive activity for the meek and submissive. Followers have responsibilities and obligations to their organisation and to their leader. Responsible followers must exercise judgment and not just blindly follow a leader 'come what may'. As outlined below, responsible followers shape leader behaviour, provide feedback on leader and group performance, and give or withhold consent when faced with difficult group decisions.

    a.   **Shape Leader Behaviour**. It is suggested that the personality and character of followers be they lazy, competent, experienced and/or mature, will determine the style that the leader adopts such as directive, coaching, delegating and so on. Leaders may be required to change their behaviour to satisfy the needs of followers. In other words, followers shape leader

behaviour. For example, the right choice of good staff officers that are competent and trustworthy will ensure the success of the leader'. Competent followers with a clear vision of the goal will reject 'micromanagement' or authoritarian leadership. Conversely, in unclear or ambiguous situations, followers will demand goal identification, path clarity and support. In life and death situations, followers want confident leader behaviour and care little for warm approval and consideration. In summary, followers also influence leaders in a leadership relationship, which has impact on job satisfaction, organisational performance and turnover. Leaders are therefore required to make appropriate adjustments to their behaviour in order to achieve group cohesion.

b.   **Follower Feedback**. Responsible followers will give feedback on a leader's actions and decisions. A responsible follower will choose dissent when faced with leadership influence that the follower believes is unlawful, unsafe and oppressive or counter to the goals of the organisation. A confident leader will accept challenges to their decisions and will not see dissent as an attack on his or her character but rather use the dissent to re-evaluate any actions taken. Followers must be able to respectfully, but firmly point out constructively where things are going wrong in the interest of the organisation.

c.   **Consent**.   Leaving aside the title 'leader' as a a designator of a formal position, a person cannot become the leader of another unless the other accepts that relationship. This is much the same as the relationship of marriage which can only exist with consent from both parties. It is obvious that a supervisor at work can move individuals in a particular direction, but they do not 'lead' until they have achieved the acceptance of those individuals. When individuals or members of groups give unthinking or unwilling followership, they may be contributing to the demise of their organisation.

TRAITS AND LEADERSHIP POTENTIALS

44.   Much has been written on leadership traits or the sort of qualities that must be inherent in a person before they can lead. Trait theory has generally proved be a poor indicator of leadership ability, largely because it does not take into account the equally important factors of leader motivation and development, the role of followers and the leadership situation. Nevertheless, certain psychological traits or capabilities, are both common in successful leaders and result in behaviours that are attractive to followers. The 4 most important of these traits or capabilities are self-confidence, adjustment, drive and cognitive ability.

> a.   **Self-confidence**.   High self-efficacy, trust in own abilities, optimistic with internal locus of control.
>
> b.   **Adjustment**. Ability to be stable with low anxiety, to be reliable and open.
>
> c.   **Drive**. Pro-social with ability to influence motivation; possess the desire for achievement, power, ambition, high energy, tenacity and   initiative.
>
> d.   **Cognitive Ability**.   Possess high intelligence; ability to integrate and interpret large amounts of information, knowledge of relevant technical matters.

45.   Followers are attracted to people who display confidence, who are credible and who they can trust. Anybody who is neurotic or constantly anxious is unlikely to appear confident or attract followers. Conversely, people who have low levels of anxiety and high self-efficacy[12] have the potential to attract followers. Followers are also more likely to be attracted to people who have a positive vision or goal for the future. Someone who is overly pessimistic with little drive is unlikely to attract followers. On the other hand, someone who is

generally optimistic and hopeful for the future is said to have a psychological trait that shows potential for leadership.

46.   Another psychological trait related to leadership potential relates to one's locus of control 33. People with an external locus of control tend to believe in luck, tend to believe that most events in life are pre-ordained and outside their influence. On the other hand, people with an internal locus of control believe that they are in charge of their lives and can control situations to suit their desired outcome. Followers are more likely to be attracted to someone who displays an internal locus of control as opposed to an external locus of control since that person appears to be more 'in charge' of situations. People with an internal locus of control are better able to accept that change is something that they can shape and influence rather than change being an inevitable tidal wave over which they have no control. It is unclear if these characteristics cause leadership success or are a consequence of that success. Nevertheless, these traits can be used to guide selection of leaders and subsequent leadership development programs.

DIFFERENCES BETWEEN LEADERSHIP TRAITS AND LEADERSHIP AS A PROCESS

47.   Leadership traits and leadership as a process are two distinct concepts that represent perspectives on how leadership is understood and practiced. Some of the major differences are:

> a.   Leadership traits involves personal characters, and qualities and attributes of a leader while leadership as a process involves interactions, behaviours and actions between leaders and followers.

> b.   leadership traits include inherent or developed qualities such as personality, intelligence, communication skills and integrity. While leadership as a process involves influencing and

motivating others, making decisions and solving problems as well as building relationships and trust.

c. Leadership traits focuses on individual's qualities; while leadership as a process focuses on the interactions between leaders and followers.

CHAPTER 3
LEADERSHIP THEORIES AND MODELS

LEADERSHIP THEORIES

1.   The first set of leadership theories to follow World War I was based on the leader's possession of necessary personal qualities. This approach assumes that leaders share some common list of traits that can be identified and transferred, through training or development to others. Following WWII, the emphasis shifted from inner qualities to observable behaviours. Leaders were then thought to share common ways of saying and doing things, and that these could also be identified and transferred. Leadership theories explain the concepts and practices adopted to become a leader. It gives precise information on the leadership qualities and attributes one must have to become a leader. Some of the theories on leadership are: Great Man, Trait, Behavioural, Transactional, Transformational and Situational Leadership Theories.

GREAT MAN THEORY

2.   One of the leadership theories that often appear in various leadership books is the Great Man Theory that has 2 basic assumptions; first, that leaders are born, not made; and secondly. that great leaders will come up when is a need, in other words when the situation demands.

3.   This theory was developed from an early research which included the study of great leaders. The early leaders came from the privileged class and held hereditary titles. Very few people from the lower class had the opportunity to take a lead. The Great Man theory was based on the idea that whenever there is a need of leadership, a Great Man would arise and solve the problems. When the Great Man theory was proposed, most of the leaders were males and therefore, gender issues were not negotiable. Also, the researchers were male, which were part of the reasons for the naming of the theory as 'Great

Man Theory'. These 2 accounts in a sense pour cold water on the narrative that leaders are born.

TRAIT THEORIES

4.   Traits Theory of leadership assumes that leaders have inherited traits, which make them suitable for leadership. Many say that leaders are people who can fully express themselves while others cannot, and this is what makes them different from other people. A leader is one who has the right combination of traits.

5.   This theory was based on the study of the characteristics of successful leaders. The researchers also made an assumption that if people found and applied leadership traits, they would also become leaders. Some of these qualities and attributes of leadership are:
    a.   Intelligence and judgments based on actions.
    b.   Physical stamina and a vital driving force.
    c.   Task competency.
    d.   Better understanding of the followers and their demands.
    e.   Avidness to accept responsibilities.
    f.   Ability to deal with people.
    g.   Capability to motivate people.
    h.   Trustworthy.
    i.   Conclusiveness.
    j.   Flexibility.

6.   When this theory was propounded, it was believed that a leader has all the listed traits in him/her. The import of the theory is that the leadership attributes applicable on a battlefield are also expected to fit those required in a school environment. The logical question then is: if a person has only some of these traits will he be disqualified from being a leader? Apart from this, there was again the problem of gender in leadership. Even if you make an exhaustive list of leadership traits it is obvious the attributes were defined based on a male leader. This gender bias gave rise to a new leadership theory called the behavioural theory.

BEHAVIOURAL THEORY

7.	After the trait theory, researchers started exploring the behaviour of leaders and made assumptions that, leadership traits and leadership qualities are not inherited; they can be learned and mastered by any person with the right aptitude. Thus, behavioural theory concluded that leaders are not born, but are made and went on to become a famous leadership theory and practice in management.

8.	In the behavioural theory, the assessment of a successful leader is done based on the actions of that particular leader. In the same vein, the failure of a leader is also assessed; therefore, a second aspect of this theory was built.

TRANSACTIONAL LEADERSHIP THEORY

9.	The transactional leadership theory is one, which is most widespread and commonly used in most organizations. It is based on transactions or deals made between an employee and an organization or between followers and leaders. A transactional leadership is based on a military-like clear chain of command with a 'Carrot and Stick' philosophy. In short, it is a proven method of running an organization wherein, through reward and punishment, things get done. The basic assumptions of transactional leadership are as follows:

    a.	Rewards and punishment are the things that motivate people.

    b.	A clear chain of command works best in running an organization.

    c.	Once employees agree to do a job, they are entirely in the hands of a manager. That is, they cede complete authority to the manager.

    d.	Once they cede complete authority to a manager, employees must do as they are told. An employee must comply with the work demands of the management, in return for which he is adequately rewarded monetarily.

10.	This method works in most of the cases, where it is applied, provided the employees are motivated by rewards. It is a proven

compliance strategy, which works best if the top-most leader in the hierarchy is capable of making most of the important decisions and is a strong personality. Therefore, a powerful and assertive leader will find the transactional model conducive to his way of running things. However, although he will create great followers, he will also stunt their growth as leaders. When people get used to doing just what they are told and only as much they are told, they stop thinking 'out of the box'. Original thinking is not really promoted in this system, because of which, an obedient workforce will be created with a lack of imagination. New leaders will be tough to find from the lower strata of power hierarchy. This leadership model will create a stressful work environment. Productivity will be maintained but innovations and breakthroughs will be tough to find.

11.   As the name suggests, this leadership theory is dependent on one thing being traded for the other. The transactional leader knows what he wants from the work and ensures that his followers perform well to produce the expected output. When this is accomplished by the workers in the organization, the leader must exchange rewards and make future promises for the people's efforts. Also, the leader must see to it that the immediate self-interests of the people are met with proper work done. This means that the needs of the people must be catered for by the leader as his work is getting done.

TRANSFORMATIONAL LEADERSHIP THEORY

12. Transformational leadership is a more humane leadership theory, as compared to the militaristic transactional theory. It believes in inspiring employees to do great work through example and the force of a leader's personality. This theory believes that people rise higher through positive motivation, than negative motivation. The basic assumptions of Transformational Leadership Theory are as follows:

    a.   The prime assumption is that people will willingly follow a leader who inspires them.

    b.   The vision and passion of one man can transform his followers and together they can achieve great things.

c. Energy and enthusiasm are the tonics that get things done.

13. This effective leadership model will create an enthusiastic work atmosphere and it will drive the organization with innovations. The fact that people are working through self-motivation, will certainly guarantee higher output and efficiency. It will naturally develop future leaders from the lot of followers. People will work for the leader, even if the monetary and other benefits offered are lesser, as they will be inspired by his vision. This theory is totally based on the ability of the leader, to inspire the work force to put in their best. Leaders of some organizations may not have the force of character to achieve that.

14. In the Transformational Theory of Leadership, the assumption is that people are inspired by the leader who must be passionate about his leadership. This is a great way of putting in enthusiasm and energy in the followers to get the work done. In short, the people are encouraged, and converted into potential followers.

SITUATIONAL LEADERSHIP THEORY

15. This is a leadership theory which says that neither a transactional leadership model, nor a transformational model of leadership will work in every situation all the time. The philosophy of a leader should be flexible enough to adapt to changing situations and time. We therefore need a mixture of transactional and transformational leadership techniques to get the job done. The basic idea behind situational leadership theory is that one must adapt strategy with changing conditions. It is one of the relatively lesser known leadership theories.

16. Researchers found that leaders emerged as a result of different situations. They therefore assumed that leadership qualities were developed depending on the situation. However, there are people who believe that there are different styles of leadership which change the situation. There are 3 basic things in a situational leadership; the foremost thing is that the relationship between the followers and the leader must be healthy. The followers must like the leader and support

39

him/her in the pursuit of his/her goals. The second thing is that the task which is to be accomplished must be known, and the leader should set the goals in relation to the tasks to be done. Along with the tasks to be accomplished, the methods and standards to accomplish the tasks must also be specified in details, as this will make an impact on the followers. Thirdly, the organization must confer the responsibilities of the task upon the leader, as this will strengthen his position.

17.   The situational leadership model adopts the best from the transactional and transformational models and so, is better suited for a world which constantly puts up new leadership challenges. There may be some followers on whom the transactional theory will work and some who could be motivated by transformational theory methods. However, a mixture of the 2 techniques will work better. With constantly changing strategies through time, a leader will find it difficult to implement new strategies on the go. Consequently, a long term vision may elude him due to these constant changes.

LEADERSHIP MODELS

18.   Leadership models are structured approaches to providing effective guidance and decision making within an organization. Over the years, proponents of different types of leadership theory have developed programs aimed at categorizing different models, sometimes explaining when and where certain models are likely to function best for a given situation. While the names of these different leadership styles change from time to time, they all revolve around the key factors of decision-making, recognition of the skills of team players, and the ongoing process of encouraging the development of future leaders for the organization.

FUNCTIONAL LEADERSHIP MODEL

19.   In the Functional Leadership Model, one conceives leadership not as a person but rather as a set of behaviors that help a group perform their task or reach their goal. The model says that the leadership function meets needs in 3 distinct areas: Task, Team and Individual. These 3 areas are derived from John Adair's Action Centred Leadership or "three circles" model, which has been used with some success in the British military.

20.   Leadership behaviours can be divided roughly into 3 types that meet needs in the above 3 areas:

    a.   Substantive or behaviours directly relevant to performing the group's task, such as proposing possible solutions or providing important information.

    b.   Procedural or behaviours that help direct the group's discussion, such as developing group procedure or testing the degree of agreement among members.

    c.   Maintenance or behaviours that improve the relationships among the members, such as encouraging silent members or facilitating open discussion.

21.   Any member can perform these behaviours; therefore, any of them can participate in leadership. It was once thought that members always specialized in one type of behaviour or another, but while that can happen, it is not necessarily the case. The functional leadership model places more emphasis on how an organization is being led rather than who has been formally assigned a leadership role. This allows the analysis to spend less time looking at the person who has formally assigned authority and instead focus on how the leadership function is actually taking place.

THE DEFENCE LEADERSHIP MODEL

22.   The Defence Leadership Model, illustrated below, is a model that indicates the relational chain, where desired leadership behaviours are underpinned by leadership capabilities, performance principles and values.
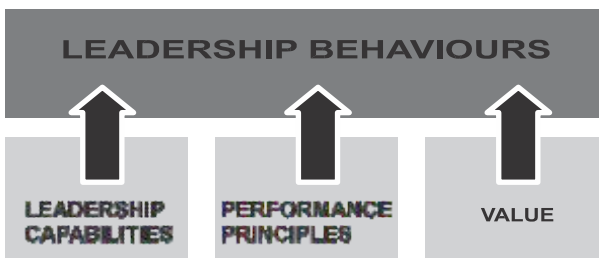

Figure 3.1: The Defence Leadership Model

23. The utility of Defence Leadership Model is in explaining leadership theory and practice. Leadership models are used to explain and simplify many of the leadership considerations outlined above. For instance, functional leadership model explains neatly the relationship between task, team and individual and is used extensively in initial leadership education. On the other hand, the situational model includes leadership context and follower competency to suggest appropriate leadership styles.

24.   The utility of Defence Leadership Model is in explaining leadership theory and practice. Leadership models are used to explain and simplify many of the leadership considerations outlined above. For instance, functional leadership model explains neatly the relationship between task, team and individual and is used extensively in initial leadership education. On the other hand, the situational model includes leadership context and follower competency to suggest appropriate leadership styles.

THE ARMY LEADERSHIP MODEL

25.   The Army Leadership Model (ALM) provides a framework for leadership behaviour within the Army. The model is not intended to be restrictive, but rather to provide prospective leaders with a framework that can be applied to relevant situations. It provides practical guidance on:

    a.   The exercise of leadership, which is the complex process that includes, but goes beyond compliance, to directives and organisational control systems.

    b.   The process of becoming a more effective leader, which can generally be achieved through a combination of self-reflection and the drive to achieve team or organisational goals.

26.   The ALM is based on a systems approach in which the components of a system are seen and understood as parts of a complex set of interrelationships. The model incorporates and extends the functional approach to leadership encompassing task, group, maintenance and individual needs. Embedded competencies such as

creativity, intuition and dynamic thinking. The utility of Defence Leadership Model is in explaining leadership theory and practice. Leadership models are used to

Figure 3.2: Elements of Army Leadership Model

LEADERSHIP STYLES

27.   Leadership style is the manner and approach of providing direction, implementing plans, and motivating people. The 3 major styles of leadership are; Authoritarian or Autocratic; Participative or Democratic; and Delegative or Free Reign. Although good leaders use all 3 styles, with one of them normally dominant, bad leaders tend to stick to one style.

AUTHORITARIAN STYLE

28.   The Authoritarian or Autocratic style is used when leaders tell their subordinates what they want done and how they want it accomplished, without getting the advice of their followers. Some of the appropriate conditions to use this style includes when you have all the information to solve the problem, you are short on time, and your subordinates are well motivated. Some people tend to think of this style as a vehicle for yelling, using demeaning language, and leading by threats and abusing their power. This is not the authoritarian style, rather it is an abusive, unprofessional style called.

PARTICIPATIVE STYLE

29.   Participative style involves the leader including one or more

subordinates in the decision making process of determining what to do and how to do it. However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; rather it is a sign of strength that your subordinates will respect. This is normally used when you have part of the information, and your subordinates have other parts. Note that a leader is not expected to know everything. This is why you employ knowledgeable and skilful personnel. Using this style is of mutual benefit as it allows them to become part of the team and enables you to make better decisions.

DELEGATIVE STYLE

30.   In the delegative or free reign style, the leader allows the subordinates to make the decisions. However, the leader is still responsible for the decisions that are made. This is used when subordinates are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks. This is not a style to use so that you can blame others when things go wrong, rather this is a style to be used when you fully trust and have confidence in the people below you. Do not be afraid to use it, however, use it wisely. This is also known as laissez faire or lesser faire, which is the non-interference in the affairs of others.

GOOD LEADERSHIP

31.   A good leader uses all 3 styles, depending on what forces are involved between the followers, the leader, and the situation. Good military leadership is to lead practically by example, to be good and honest to the led. Some examples include:

    a.   Using an authoritarian style on a new recruit who is just learning the job. The leader is competent and a good coach. The subordinate is motivated to learn a new skill. The situation is a new environment for the personnel.

    b.   Using a participative style with a team of workers who know their job. The leader knows the problem, but does not have

all the information. The employees know their jobs and want to become part of the team.

c.   Using a delegative style with a worker who knows more about the job than you. You cannot do everything and the employee needs to take ownership of her job! In addition, this allows you to be at other places, doing other things.

d.   Using all 3 styles by telling your employees that a procedure is not working correctly and a new one must be established - that is authoritarian. Asking for their ideas and input on creating a new procedure - using participative style. Delegating tasks in order to implement the new procedure, that is delegative.

32.   Factors that influence the style to be used include:

a.   How much time is available?

b.   Are relationships based on respect and trust or on disrespect?

c.   Who has the information, you, your employees, or both?

d.   How well your employees are trained and how well you know the task.

e.   Internal conflicts.

f. Stress levels.

g.   Type of task. Is it structured, unstructured, complicated, or simple?

i.   Laws or established procedures such as training plans.

LEADERSHIP APPROACH

33.   Leadership is less about your needs, and more about the needs of the people and the organization you are leading. Leadership styles are not something to be tried on like suits, to see which fits. Rather, they should be adapted to the particular demands of the situation, the particular requirements of the people involved and the particular challenges facing the organization. However, leadership style can be influenced through the use of 6 types of approaches, namely: visionary, coaching, affiliative, democratic, pacesetting and commanding. The

most effective leaders can move among these styles, adopting the one that meets the needs of the moment. They can all become part of the leader's repertoire.

a.   **Visionary**. The Visionary style is most appropriate when an organization needs a new direction. Its goal is to move people towards a new set of shared dreams. "Visionary leaders articulate where a group is going, but not how it will get there setting people free to innovate, experiment and take calculated risks."

b.   **Coaching**.   Coaching style is one-on-one approach, which focuses on developing individuals showing them how to improve their performance and helping to connect their goals to the goals of the organization. Coaching works best, "with employees who show initiative and want more professional development but it can backfire if it's perceived as "micro managing" an employee, and undermines his or her self-confidence.

c.   **Affiliative**.   The affiliative approach emphasizes the importance of team work, and creates harmony in a group by connecting people to each other.

d.   **Democratic**. Democratic approach draws on people's knowledge and skills, and creates a group commitment to the resulting goals. It works best when the direction the organization should take is unclear, and the leader needs to tap the collective wisdom of the group. However, this consensus-building approach can be disastrous in times of crisis, when urgent events demand quick decisions.

e.   **Pacesetting**. In the Pacesetting style, the leader sets high standards for performance. The leader is obsessed about doing things better and faster, and asks the same of everyone." However, this style should be used sparingly, because it can undercut morale and make people feel as if they are failing.

f.   **Commanding**. The commanding approach is a classic model of "military" style approach to leadership probably the most often used.

34.   The style of leadership most prevalent in the military is authoritarian. This means that the person in a position of power autocratically uses his/her judgement to direct subordinates without much input from others. Most often, they leave little choice and flexibility for creativity in how the task is to be done. This often borders on or becomes micro-managing. This style, though in many ways flawed, works oftentimes due to the culture of the military. Often if people are given choices, freedom, and flexibility in the military, they do not know what to do with it. Further, many people in subordinate positions disdain any ambiguity due to a fear of failure or disappointment. They feel that it is easiest and therefore best, if they are told exactly what to do, when and how to do it.

35.   Sometimes authoritarian leadership is required in the military. In situations where time is critical and action is required, authoritarian leadership is far preferred to any other type because it is fast and effective. However, in situations where time and resources are less scarce, authoritarian leadership styles can stifle creativity and cause inadequate, flawed, and premature decisions to be executed. However, leaders who try to use more participative styles often run into some difficulty. They encounter others who feel that by asking for input, they are shirking their responsibility as a leader to make the decisions. This can turn the most open-minded leader into another authoritarian military leader quite quickly. The key is to know when to take charge and unilaterally decide, and when to step back and ask for input.

KEY LEADERSHIP QUALITIES

36.   A leader with vision has a clear, vivid picture of where to go, as well as a firm grasp on what success looks like and how to achieve it. But it's not enough to have a vision; leaders must also share it and act upon it. A leader must be able to communicate his or her vision in terms that cause followers to buy into it. He or she must communicate clearly and

passionately, as passion is contagious. A good leader must have the discipline to work toward his or her vision single-mindedly, as well as to direct his or her actions and those of the team toward the goal. Action is the mark of a leader. A leader must not suffer "analysis paralysis," but must always be doing something in pursuit of the vision, thereby inspiring others to do the same. Gen Agwai put this simply as "do what ought to be done not what you want to do... Inspect what you expect".

37.   **Integrity**. Integrity is the integration of outward actions and inner values. A person of integrity is the same on the outside and on the inside. Such an individual can be trusted because he or she never veers from inner values, even when it might be expeditious to do so. A leader must have the trust of followers and therefore must display integrity. Honest dealings, predictable reactions, well-controlled emotions, and an absence of tantrums and harsh outbursts are all signs of integrity. A leader who is centred in integrity will be more approachable by followers.

38.   **Dedication**. Dedication means spending whatever time or energy is necessary to accomplish the task at hand. A leader inspires dedication by example, doing whatever it takes to complete the next step toward the vision. By setting an excellent example, leaders can show followers that there are no nine-to-five jobs on the team, only opportunities to achieve something great. Giving followers a sense of belonging and caring for their welfare is a good way to ensure dedication.

39.   **Magnanimity**.   Magnanimity means giving credit where it is due. A magnanimous leader ensures that credit for successes is spread as widely as possible throughout the company. Conversely, a good leader takes personal responsibility for failures. This sort of reverse magnanimity helps other people feel good about themselves and draws the team closer together. To 'spread the fame and take the blame' is a hallmark of effective leadership.

40.   **Humility**.   Leaders with humility recognize that they are no better or worse than other members of the team. A humble leader is not

self-effacing but rather tries to elevate everyone. Leaders with humility also understand that their status does not make them a god. Mahatma Gandhi is a role model for Indian leaders, and he pursued a "follower-centric" leadership role.

41.   **Openness**. Openness means being able to listen to new ideas, even if they do not conform to the usual way of thinking. Good leaders are able to suspend judgment while listening to others' ideas, as well as accept new ways of doing things that someone else thought of. Openness builds mutual respect and trust between leaders and followers, and it also keeps the team well supplied with new ideas that can further its vision.

42.   **Creativity**.   Creativity is the ability to think differently, to get outside of the box that constrains solutions. Creativity gives leaders the ability to see things that others have not seen and thus lead followers in new directions. The most important question that a leader can ask is, "What if?" Possibly the worst thing a leader can say is, "I know this is a dumb question…"

43.   **Fairness**.   Fairness means dealing with others consistently and justly. A leader must check all the facts and hear everyone out before passing judgment. He or she must avoid jumping to conclusions based on incomplete evidence. When people feel they are being treated fairly, they reward a leader with loyalty and dedication.

44.   **Assertiveness**.   Assertiveness is not the same as aggressiveness. Rather, it is the ability to clearly state what one expects so that there will be no misunderstandings. A leader must be assertive to get the desired results. Along with assertiveness comes the responsibility to clearly understand what followers expect from their leader. It seems that being under assertive or overassertive may be the most common weakness among aspiring leaders.

45.   **Sense of Humour**. A sense of humour is vital to relieve tension and boredom, as well as to defuse hostility. Effective leaders know how to use humour to energize followers. Humour is a form of power that provides some control over the work environment. And

49

simply put, humour fosters good camaraderie. Intrinsic traits such as intelligence, good looks, height and so on are not necessary to become a leader. Anyone can cultivate the proper leadership traits.

LEADERSHIP LEVELS

47.   The 3 levels of leadership as indicated by Figure 3.3 below are direct, organizational, and strategic; leader competencies apply to all the 3 levels. Each leadership level has requirements that differ in the mix, scope, depth, and breadth related to the core leader competencies. As leaders progress through the levels, their assignments become more complex and interdependent, and require more responsibility, accountability, and authority. Leaders at each level must be able to address unanticipated situations, as many may have to make decisions in stressful situations that can easily have strategic or political implications.

Figure 3.3:   Army Leadership Levels

48.   It is instructive to state that factors determining a position's leadership level can include the position's span of control, its headquarters level and the extent of influence the leader holding the

49.   It is instructive to state that factors determining a position's leadership level can include the position's span of control, its headquarters level and the extent of influence the leader holding the position exerts. Other factors include the size of the unit or organization, the type of operations it conducts, the number of people assigned and its planning horizon.

DIRECT LEVEL LEADERSHIP

50.   Direct Leadership is face-to-face or first-line leadership. The interpersonal leadership required at this level influences human behavior, values, and ethics. It generally occurs in organizations where subordinates are accustomed to seeing their leaders all the time such as teams and squads; sections and platoons; companies, batteries, troops, battalions, and squadrons. The direct leader's span of influence may range from a handful to several hundred people. NCOs are in direct leadership positions more often than their officer and civilian counterparts.

51.   Direct leaders develop their subordinates one-on-one and influence the organization indirectly through their subordinates. They build cohesive teams, empower subordinates, and develop and execute plans which implement policies and accomplish missions. For instance, a squadron commander is close enough to the soldiers to exert direct influence when he visits training or interacts with subordinates during other scheduled functions.

52.   Direct leaders generally experience more certainty and less complexity than organizational and strategic leaders. Mainly, they are close enough to the action to determine or address problems Therefore, they must develop and refine their analytical and intuitive decision-making techniques; communication and interpersonal skills; and be able to operate independently. Examples of direct leadership tasks are monitoring and coordinating team efforts, providing clear and concise mission intent and setting expectations for performance.

ORGANIZATIONAL LEADERSHIP

53.   Organizational leaders influence several hundred to several thousand people. They do this indirectly, generally through more levels of subordinates than the direct leaders. The additional levels of subordinates can make it more difficult for them to see and judge immediate results. Organizational leaders have staff to help them lead their people and manage their organizations' resources. They establish policies and the organizational climate that support their subordinate leaders.

54.   Organizational leaders generally include military leaders at the brigade through corps levels, military and civilian leaders at Service Headquarters, Defence Headquarters and Ministry of Defence (MOD) levels as the case may be. Some examples of organizational leadership focus include setting policy, managing multiple priorities and resources, or establishing a long-term vision and empowering others to perform the mission.

55.   While the same core leader competencies apply to all levels of leadership, organizational leaders usually deal with more complexity, more people, greater uncertainty, and a greater number of unintended consequences. Organizational leaders influence people through policy-making and systems integration rather than through face-to-face contact. They tailor resources to organizations and programs, manage multiple priorities, establish long-term vision and empower others to perform the mission.

56.   Organizational leaders must be competent in synchronizing systems and organizations and in Planning, Programming, Budgeting and Execution (PPBE). Their policies influence the command climate and they must be adept in communication, negotiation, critical reasoning and interpersonal skills. They must be skilled at complex decision-making and problem solving and have a good understanding of the entire range of full-spectrum operations. These leaders focus on midrange planning and mission accomplishment ranging from 2 to 10 years or more.

57.   Getting out of the office and visiting remote parts of their organizations is important for organizational leaders. They make time to get to the field and to the depot warehouses to verify if their staff reports and briefings match the actual production, the conditions their people face and their own perceptions of the organization's progress toward mission accomplishment. Organizational leaders use personal observation and visits by designated staff members to assess how well subordinates understand the commander's intent and to determine if there is a need to reinforce or reassess the organization's priorities.

STRATEGIC LEADERSHIP

58.   Strategic leaders are responsible for large organizations and influence several thousand to hundreds of thousands of people. Strategic level leadership exists at the highest levels of the Army and includes military and civilian leaders at division and corps level through to the national level. Strategic leaders set the organizational structure, allocate resources and articulate the strategic vision. Strategic leadership involves running the army; developing strategic plans, policies, guidance and laws; determining force structure designs based on future mission requirements and capabilities; prioritizing over-arching army programs against competing interests; and articulating army programs and policies to the highest levels of MOD and the government. Strategic leaders scan the external environment to maintain focus and understand the context of future organizational roles. They must be adept in prudent management principles in their handling of resources. They work closely with higher-level leadership and dignitaries, and their decisions impact the political arena, personnel and resources, and have wide-ranging consequences.

59.   Strategic leaders work in uncertain environments that present highly complex problems affecting or affected by events and organizations outside the army. The actions of a field commander often have critical impacts on global politics. Field commanders command very large or joint organizations with broad and continuing missions. Strategic leaders apply all core leader competencies they acquired as

direct and organizational leaders, while further adapting them to the more complex realities of their strategic environment. They must possess knowledge of the force structure change process as well as MOD, governmental and legislative processes. They also must have an in-depth knowledge of new systems acquisition, civilian programs, research and development, and inter Service cooperation. Their interpersonal skills must facilitate consensus building, negotiation and influence peers and policy. makers. Strategic leaders must be adept at complex decision making, problem solving, and critical reasoning, and set the example by their words, decisions, and actions. They must convey messages indicating their professional integrity, priorities, and direction in support of army traditions, values and ethics.

60.   Strategic leaders, like direct and organizational leaders, process information quickly, assess alternatives based on incomplete data, make decisions and generate support. However, strategic leaders' decisions affect more people, commit more resources and have wider-ranging consequences in space, time, and political impact, than do decisions of organizational and direct leaders. Strategic leaders are important catalysts for change and transformation. Because these leaders generally follow a long-term approach ranging from 5 to 20 years or more to plan, prepare and execute, they often do not see their ideas come to fruition during their limited tenure in position. The army's transformation to achieve a more flexible, more rapidly deployable and more lethal unit configurations, such as brigade groups or combat teams, is a good example of long- range strategic planning. It is a complex undertaking that will require continuous adjustments to shifting political, budgetary and technical realities. As the transformation progresses, the army must remain capable of fulfilling its obligation to operate within the full spectrum of military operations on extremely short notice. While the army relies on many leadership teams, it depends predominantly on organizational leaders to endorse the long-term strategic vision actively to reach all of the army's organizations.

61.   Comparatively speaking, strategic leaders have very few

opportunities to visit the lowest-level organizations of their commands. That is why they need a good sense of when and where to visit. Because they exert influence primarily through staff and trusted subordinates, strategic leaders must develop strong skills in selecting and developing talented and capable leaders for critical duty positions.

LEADER TEAMS

62.   Leaders at all levels recognize the army as a team as well as a team of teams. These teams interact as numerous functional units, designed to perform necessary tasks and missions that in unison produce the collective effort of all army components. Everyone belongs to a team, serving as either leader or responsible subordinate. For these teams to function at their best, leaders and followers must develop mutual trust and respect, recognize existing

63.   To be effective team builders, organizational leaders and commanders must be able to identify and interact with both formal and informal teams, including:
        a.   The traditional chain of command.
        b.   Chains of coordination directing joint, interagency, and multinational organizations.
        c.   Chains of functional support combining commanders and staff officers.

64.   Although leading through other leaders is a decentralized process, it does not imply a commander or supervisor cannot step in and temporarily take active control if the need arises. However, by passing the habitual chain of command should be by exception and focused on solving an urgent problem or guiding an organization back on track with the leader's original guidance.

TEAM STRUCTURES

65.   There are 2 leader team categories: horizontal and vertical. Horizontal leader teams can also be either formal or informal. Vertical

leader teams can also be both formal 55 and informal. 54 Vertical leader teams often share a common background and 56 function, such as intelligence analysis or logistical support. Vertical and horizontal teams provide structure to organize team training.

66.   Informal networks often arise both inside and outside formal organizations. Examples of informal networks include people who share experiences with senior NCOs on an installation who collaborate to solve a problem. Although leaders occupy positions of legitimate authority, teams are formed to share information and lessons gained from experience. When groups like this form, they often take on the same characteristics as formally designed organizations. As such, they develop norms unique to their network membership and seek legitimacy through their actions. Within the informal network, norms develop for acceptable and unacceptable influence. Studies have shown that groups who do not develop norms of behaviour lose their ties and group status.

67.   The shared leadership process occurs when multiple leaders contribute combined knowledge and individual authority to lead an organization toward a common goal or mission. Shared leadership involves sharing authority and responsibility for decision-making, planning and executing. Shared leadership is occurring more frequently at both organizational and strategic levels where leaders of different ranks and positions come together to address specific challenges or missions where pre-established organizational lines of authority may not exist. One such example occurred before OPERTATION IRAQI FREEDOM when members of multiple components and Services had to work together to support the logistics challenges that lay ahead.

CHAPTER 4
LEADERSHIP IN THE
ARMY CULTURE VALUES AND LEADERSHIP

1.   **Military Ethos**. The fundamental spiritual characteristics of a culture are represented by its ethos. Military ethos comprises the values, beliefs and the ethical framework for the military profession. Military ethos enables professional self-regulation, creates desired military culture and establishes the trust that must exist between the military and the society it serves.

2.   **Military Values**. Military forces tend to espouse values that are relevant to war fighting and therefore more demanding than those of civilian organisations. Society recognises that the 'operational imperative' is sufficient grounds to espouse values that would hold less weight in society at large. Values such as 'honour', 'duty', 'selfless commitment', 'courage', 'discipline' and 'loyalty' are more prevalent in military organisations than in wider society (where some of these concepts are less well understood). These professional military values are concepts derived from the demands of battle. Battlefield situations induce tremendous fear and confusion in individuals. It is no surprise that courage is valued so highly in the military environment since it is courage that is the foil of fear. If someone displays ample courage then the process of influencing them to willingly go into battle is so much easier than if, say, they were imbued with values pertaining to self-preservation.

3.   **Values-based Leadership in the Military**. Professional military values are more complementary to 'followership' in battle than they are to leadership in non-operational environments. Professional military values like courage, loyalty and selfless commitment lead to behaviours that are highly desirable in operational situations. Although few in the military would want to see professional military values down played in the operational context, it is important to remember that these values alone are not a sufficient basis for leadership in all military

situations. Militaries require their leaders to carry out their duties well in both peacetime and operational environments. Military leaders need to embrace values that underpin both the law of the country and the rules of engagement. Values such as 'care', 'compassion' and 'respect' form the basis for sound leadership in both war and peace even though these values are rarely stated in military 'value sets'.

4.   **Civic Values**. The idea that the values of an organisation should reflect the broader civic values of the society to which that organisation belongs is not new. 'The legitimacy of the profession of arms requires that it embody the same values and beliefs as the society it defends'. The law is the means by which social order is established and maintained, and is the supreme authority in society. No one is above the law and actions by the government must be sanctioned by the law. Under the rule of law, a country's military has an obligation to obey and uphold the law, that is to defend the rule of law as an important social value and to ensure obedience to the law.

5.   **Military Ethics**. Military ethics has been described as the application of moral values, that is, knowing what one ought to do to military endeavours. This is not to say that ethics in the military is somehow different to ethics in the wider community. Military ethics still involves a system of moral principles by which a military leader's actions and proposals may be judged good or bad or right or wrong. There are 2 main areas of interest in the application of ethics to the military context. The first concerns the proper use of military force and covers such issues as the 'just war' theory and the Law of Armed Conflict. The second concerns military professionalism and the conflict of values; such as the balance between loyalty and integrity when giving unvarnished advice up the chain of command. Military leaders will occasionally be confronted by ethical dilemmas on operations and in their careers. For example, to fire upon children brandishing enemy weapons or to interrogate prisoners withholding imminent ambush information are 2 contemporary examples. By their very nature, dilemmas have no easy answers. Nevertheless, leaders are expected to

apply moral sensitivity and be able to ethically justify their decisions and actions. The nature of the military demands that this be observed especially in operations, where commanders would have to send subordinates for missions from which the commander knows some of those, he is sending will be coming back in body bags. There are 2 main areas of interest in the application of ethics to the military context. The first concerns the proper use of military force and covers such issues as the 'just war' theory and the Law of Armed Conflict. The second concerns military professionalism and the conflict of values; such as the balance between loyalty and integrity when giving unvarnished advice up the chain of command. Military leaders will occasionally be confronted by ethical dilemmas on operations and in their careers. For example, to fire upon children brandishing enemy weapons or to interrogate prisoners withholding imminent ambush information are 2 contemporary examples. By their very nature, dilemmas have no easy answers. Nevertheless, leaders are expected to apply moral sensitivity and be able to ethically justify their decisions and actions. The nature of the military demands that this be observed especially in operations, where commanders would have to send subordinates for missions from which the commander knows some of those, he is sending will be coming back in body bags.

6.   **Moral Development**. The relationship between the development of ethical reasoning, internalised values and self-discipline is strong. The behaviour of young military recruits is at first externally controlled by the use of rules and regulations through imposed discipline. Although effective, this method of behaviour control is time consuming and collapses when the rules do not extend to an unexpected situation. Similarly, in the early stages of moral or ethical development, an individual defines right or wrong in terms of what results in rewards or punishment. Over use of the directive style of leadership simply reinforces moral retardation. It isa leader's responsibility to encourage individuals to break free from the shackles of this early moral development stage and progress to a more 'internally controlled' state. When certain values are internalised and used to

RESTRICTED

regulate individual behaviour, the need for regulations and constant supervision diminishes. Not surprisingly, there is a similar progression in the development of ethical or moral reasoning. At higher levels of moral development, an individual stops defining right and wrong in terms of rules and punishment but from a universal-values point of view. Therefore, a leader's responsibility in the development of subordinates involves both modeling moral and values based behaviour and encouraging discussion and reflection on moral or ethical dilemmas.

7. **Self-Discipline**. A general goal of military training and education is to develop in individuals a sense of judgement and a capacity for self-regulation so that reliance on external discipline is minimised. In so far as self discipline relates to the internal regulation of behaviour, the advantages of this behaviour (over externally regulated behaviour) in terms of consistency, initiative and adaptability make the inculcation of self-discipline in others a key responsibility of military leaders. The development of self discipline in members is revisited in Chapter 6 of this manual.

MILITARY CULTURE

8. Authority in the military is based upon rank, rather than position, and is readily identifiable in uniform and insignia, and is transportable. There is a well-defined chain of command in which all subordinates are sworn to obey lawful directions from above. In general terms, military culture is largely rules-based, conservative and traditional - with a belief in service before self, especially during operations. In war-time, military members surrender their individual rights, including rights to protection and personal safety. Military leaders need to be aware of typical military culture since it can both aid and undermine them.

9. Military culture definitely assists those who have leadership positions in the military. There is little doubt that leadership in a structured and well-organised hierarchy is considerably easier than leadership in an unstructured volunteer organisation. As has already

been noted, rank, uniform and medals give those in leadership positions a 'jump start' in their credibility stakes. Strong military cultures have great influence on member behaviour. Positive benefits include cohesiveness, courage and organisational commitment.

10.   Military leaders also need to be aware of cultural aspects that can undermine performance. Negative aspects can include misplaced loyalty, resistance to change, discouragement of diversity and a 'can do' approach to all assignments. Most militaries can cite examples where loyalty to a mate or to a unit has resulted in well-meaning individuals or groups hiding unethical practices from the larger organisation. A 'can do' culture that too readily embraces all burnout and damage to equipment through maintenance shortcuts. assignments without regard to resources will risk member Some of these issues are expanded in Chapter 5 of this manual.

CORE LEADER COMPETENCIES

11.   Core Leader competence develops over extended periods from a balanced combination of institutional schooling, self-development, realistic training, and professional experience. Building competence follows a systematic and gradual approach, from mastering individual competencies, to applying them in concert and tailoring them to the situation at hand. Leading people by giving them a complex task helps them develop the confidence and will to take on progressively more difficult challenges. Leaders acquire the basic competencies at the direct leadership level. As the leader moves to organizational and strategic level positions, the competencies provide the basis for leading through change. Leaders continuously refine and extend the ability to perform these competencies proficiently and learn to apply them to increasingly complex situations.

12.   Competencies provide a clear and consistent way of conveying expectations for Army leaders. Current and future leaders want to know what to do to succeed in their leadership responsibilities. The core

leader competencies are related leader behaviors which lead to successful performance and they apply across all levels of the organization, across leader positions, and throughout careers and are consistent with the organizational mission and values. Competencies are demonstrated through behaviors that can be readily observed and assessed by a spectrum of leaders and followers: superiors, subordinates, peers, and mentors. This makes them a good basis for leader development and focused multisource assessment and feedback.

	Lead Other	Extends Influence Beyond the Chain of Command	Leads by Example	Communicates
Lead	❖ Provide purpose, motivation and inspiration. ❖ Enforce Standards. ❖ Balance Mission and welfare of Soldiers	❖ Build trust Outside lines of authority ❖ Understand spare Lead with means and limits of influence. ❖ Negotiate build consensus and resolve conflict.	❖ Display Character. ❖ Lead with confidence in adverse conditions. ❖ Demonstrate competence.	❖ Listen Actively. ❖ State goals for action. ❖ Ensure shared understanding.
	Creates a Positive Environment	Prepares Self	Develops Leaders	
Develops	❖ Set the condition for position climate. ❖ Build teamwork and cohesion. ❖ Encourage initiative. ❖ Demonstrate care for people.	❖ Be Prepared for Assess expected and unexpected challenges. ❖ Expand knowledge. ❖ Maintain self awareness.	❖ Assess developmental needs. Develop on the job. ❖ Support professional and personal growth. ❖ Help people learn. ❖ Counsel, coach and mentor. ❖ Build team skills and processes.	
	Gets Results			
Achieves	❖ Provide direction, guidance and priorities. ❖ Develop and execute plans. ❖ Accomplish tasks consistently.			

Figure 4.1: Core Leader Competencies and Supporting Behaviors

13.   To improve their proficiency, army leaders can take advantage of chances to learn and gain experience in the leader competencies. They should look for new learning opportunities, ask questions, seek training opportunities and request performance critiques. This lifelong approach to learning ensures leaders remain viable as a professional corps. The core leader competencies are more detail below:

a.   **Leads Others**.   Leaders motivate, inspire, and influence others to take the initiative, work toward a common purpose, accomplish tasks, and achieve organizational objectives. In leading others, leader must be highly innovative, firm, earn the confidence of his subordinates and be able to defend any order he gives. The nature of military job requires people to be pushed; therefore, leaders must seek to remove the inertia on the part of their subordinates.

b.   **Extends Influence Beyond the Chain of Command**.   Leaders must extend their influence beyond direct lines of authority and chains of command. This influence may extend to joint, interagency, intergovernmental, multinational, and other groups, and helps shape perceptions about the organization.

c.   **Leads by example**.   Leaders are role models for others. They are viewed as the example and must maintain Standards and provide examples of effective behaviours. When army leaders model the army values, they provide tangible evidence of desired behaviours and reinforce verbal guidance by demonstrating commitment and action.

d.   **Communicate.**   Leaders communicate by expressing ideas and actively listening to others. Effective leaders understand the nature and power of communication and practice effective communication techniques so they can better relate to others and translate goals into actions.

Communication is essential to all other leadership competencies.

e. **Creates a Positive Organizational Climate**. Leaders are responsible for establishing and maintaining positive expectations and attitudes, which produce the setting for positive attitudes and effective work behaviours.

f. **Prepares Self**. Leaders are prepared to execute their leadership responsibilities fully. They are aware of their limitations and strength and seek to develop and improve their knowledge. Only through preparation for missions and other challenges, awareness of self and situations, and the practice of lifelong learning and development can individual fulfil the responsibilities of leadership.

g. **Develops Others**. Leaders encourage and support the growth of individuals and teams to facilitate the achievement of organizational goals. Leaders prepare others to assume positions within the organization, ensuring a more versatile and productive organization.

h. **Gets Results**. Leaders provide guidance and manage resources and the work environment, thereby ensuring consistent and ethical task accomplishment.

LEADER PRESENCE

14. The impression that a leader makes on others contributes to the success in leading them. How others perceive a leader depend on the leader's outward appearance, demeanour, actions, and words.

15. Followers need a way to size up their leaders, dependent on leaders being where soldiers and civilians are. Organizational and strategic level leaders who are willing to go everywhere, including where the conditions are the most severe illustrate through their

presence that they care. There is no greater inspiration than leaders who routinely share in team hardships and dangers. Moving to where duties are performed allows the leader to have first-hand knowledge of the real conditions soldiers and civilians face. Soldiers and civilians who see or hear from the boss appreciate knowing that their unit has an important part to play.

16.   Presence is not just a matter of the leader showing up; it involves the image that the leader projects. Presence is conveyed through actions, words, and the manner in which leaders carry themselves. A reputation is conveyed by the respect that others show, how they refer to the leader and respond to the leader's guidance. Presence is a critical attribute that leaders need to understand. A leader's effectiveness is dramatically enhanced by understanding and developing the following areas:

   a.   **Military Bearing**. Bearing is projecting a commanding presence, a professional image of authority. This goes beyond physical appearance and has to do with the ethics of the profession and having character.

   b.   **Physical Fitness**. It is having sound health, strength, and endurance, which sustain emotional health and conceptual abilities under prolonged stress. It is not only good for its health benefits for it also earns leaders respect from subordinates.

   c.   **Confidence**. Projecting self-confidence and certainty in the unit's ability to succeed in whatever it does; able to demonstrate composure and outward calm through steady control over emotion.

   d.   **Resilience**.   Resilience is showing a tendency to recover quickly from setbacks, shock, injuries, adversity and stress while maintaining a mission and organizational focus. It is very physical at lower levels of command. As you go higher,

there are political and social influences that have to be contended with.

17. Physical characteristics - military and professional bearing, health and physical fitness - can and must be continuously developed in order to establish presence. Army leaders represent the institution and government and should always maintain an appropriate level of physical fitness and professional bearing.

MILITARY AND PROFESSIONAL BEARING

18. Pride in self starts with pride in appearance. Army leaders are expected to look and act like professionals. They must know how to wear the appropriate uniform or civilian attire and do so with pride. Soldiers seen in public with their jackets unbuttoned and ties undone do not send a message of pride and professionalism. Instead, they let down their unit and fellow soldiers in the eyes of the Nigerian people. Meeting prescribed height and weight standards is another integral part of the professional role. How leaders carry themselves when displaying military courtesy and appearance sends a clear signal: I am proud of my uniform, my unit and my country.

19. Skilful use of professional bearing with regards to fitness, courtesy and proper military appearance can also aid in overcoming difficult situations. A professional presents a decent appearance because it commands respect. Professionals must be competent as well. They look good because they are good.

HEALTH FITNESS

20. Disease remains a potent enemy on modern battlefields. Staying healthy and physically fit is important to protect soldiers from disease and strengthen them to deal with the psychological impact of combat. A soldier is similar to a complex combat system. Just as a tank requires good maintenance and fuel at regular intervals, a soldier needs

exercise, sufficient sleep, and adequate food and water for peak performance.

21.   Health fitness is everything done to maintain good health. It includes undergoing routine physical exams; practicing good dental hygiene, personal grooming and cleanliness; keeping immunizations current; as well as considering mental stresses. Healthy and hygiene-conscious soldiers perform better in extreme operational environments. One sick crew member in a well-trained tank platoon represents a weak link in the chain and makes the entire platoon more vulnerable and less lethal. Health fitness also includes avoiding things that can degrade personal health, such as substance abuse, obesity and smoking.

PHYSICAL FITNESS

22.   Unit readiness begins with physically fit soldiers and leaders, for combat drains physically, mentally and emotionally. Physical fitness, while crucial for success in battle, is important for all members of the army team, not just soldiers. Physically fit people feel more competent and confident, handle stress better, work longer and harder, and recover faster. These attributes provide valuable payoffs in any environment.

23.   The physical demands of leadership, prolonged deployments and continuous operations can erode more than physical attributes. Physical fitness and adequate rest support cognitive functioning and emotional stability, both essential for sound leadership. Soldiers must be prepared for deprivation; it is difficult to maintain high levels of fitness during fast-paced, demanding operations. If not physically fit before deployment, the effects of additional stress compromise mental and emotional fitness as well. Combat operations in difficult terrain, extreme climates and high altitude require extensive physical preconditioning. Once in the area of operations there must be continued efforts to sustain physical readiness.

24.   Preparedness for operational missions must be a primary focus of the unit's physical fitness program. Fitness programs that merely

emphasize top scores on the army physical fitness test do not prepare soldiers for the strenuous demands of actual combat. The forward-looking leader develops a balanced physical fitness program that enables soldiers to execute the unit's mission essential task list.

25.   Ultimately, the physical fitness requirements for army leaders have significant impact on their personal performance and health. Since leaders' decisions affect their organizations' combat effectiveness, health, and safety, it is an ethical as well as a practical imperative for leaders to remain healthy and fit.

CONFIDENCE

26.   Confidence is the faith that leaders place in their abilities to act properly in any situation, even under stress and with little information. Leaders who know their own capabilities and believe in themselves are confident. Self-confidence grows from professional competence. Too much confidence can be as detrimental as too little confidence. Both extremes impede learning and adaptability. Bluster, loudmouthed, bragging or self-promotion is not confidence. Truly confident leaders do not need to advertise their gift because their actions prove their abilities.

27.   Confidence is important for leaders and teams. The confidence of a good leader is contagious and quickly permeates the entire organization, especially in dire situations. In combat, confident leaders help soldiers control doubt while reducing team anxiety. Combined with strong will and self-discipline, confidence spurs leaders to do what must be done in circumstances where it would be easier to do nothing.

RESILIENCE

28.   Resilient leaders can recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining their mission and organizational focus. Their resilience rests on will, the inner drive that compels them to keep going, even when exhausted, hungry, afraid, cold and wet. Resilience helps leaders and their organizations to carry difficult missions to their conclusion.

29.   Resilience and the will to succeed are not sufficient to carry the day during adversity. Competence and knowledge guide the energies of a strong will to pursue courses of action that lead to success and victory in battle. The leader's premier task is to instil resilience and a winning spirit in subordinates. That begins with tough and realistic training.

30.   Resilience is essential when pursuing mission accomplishment. No matter what the working conditions are, a strong personal attitude helps prevail over any adverse external conditions. All members of the army, be they active, reserve or civilian will experience situations when it would seem easier to quit rather than finish the task. During those times, everyone needs an inner source of energy to press on to mission completion. When things go badly, a leader must draw on inner reserves to persevere.

LEADER INTELLIGENCE

31.   An army leader's intelligence draws on the mental tendencies and resources that shape conceptual abilities, which are applied to one's duties and responsibilities. Conceptual abilities enable sound judgment before implementing concepts and plans. They help one think creatively and reason analytically, critically, ethically and with cultural sensitivity to consider unintended as well as intended consequences. Like a chess player trying to anticipate an opponent's moves 3 or 4 turns in advance (action-reaction counteraction), leaders must think through what they expect to occur because of a decision. Some decisions may set off a chain of events. Therefore, leaders must attempt to anticipate the second and third-order effects of their actions. Even lower-level leaders' actions may have effects well beyond what they expect.

32.   The conceptual components affecting the Army leader's intelligence include:
      a.   Agility.
      b.   Judgment.
      C.   Innovation.
      d.   Inter-personal tact.
      e.   Domain knowledge.

MENTAL AGILITY

33.   Mental agility is a flexibility of mind, a tendency to anticipate or adapt to uncertain or changing situations. Agility assists thinking are not producing the desired effects. It helps break from habitual thought patterns, to improvise when faced with conceptual impasses, and quickly apply multiple perspectives to consider new approaches or solutions.

34.   Mental agility is important in military leadership because great militaries adapt to fight the enemy, not the plan. Agile leaders stay ahead of changing environments and incomplete planning to preempt problems. In the operational sense, agility also shows in the ability to create ad hoc and tactically creative units that adapt to changing situations. They can alter their behaviour to ease transitioning from full-scale maneuver war to stability operations in urban areas.

35.   The basis for mental agility is the ability to reason critically while keeping an open mind to multiple possibilities until reaching the most sensible solution. Critical thinking is a thought process that aims to find truth in situations where direct observation is insufficient, impossible, or impractical. It allows thinking through and solving problems and is central to decision making. Critical thinking is the key to understanding changing situations, finding causes, arriving at justifiable conclusions, making good judgments and learning from experience.

36.   Critical thinking implies examining a problem in depth, from multiple points of view, and not settling for the first answer that comes to mind. Army leaders need this ability because many of the choices they face require more than one solution. The first and most important step in finding an appropriate solution is to isolate the main problem. Sometimes determining the real problem presents a huge hurdle; at other times, one has to sort through distracting multiple problems to get to the real issue. A leader's mental agility in quickly isolating a problem and identifying solutions allows the use of initiative to adjust to change during operations.

37. Agility and initiative do not appear magically. The leader must instil them within all subordinates by creating a climate that encourages team participation. Identifying honest mistakes in training makes subordinates more likely to develop their own initiative.

38.   Modern Army training and education focuses on improving leader agility and small unit initiative. Combat deployments in Grenada, Panama, Kosovo, Somalia, Afghanistan and Iraq have emphasized the demands on mental agility and tactical initiative down to the level of the individual soldier. Contemporary operational environments call for more agile junior officers and non-commissioned officers, able to lead effectively small and versatile units across the spectrum of conflicts.

SOUND JUDGMENT

39.   Judgment goes hand in hand with agility. Judgment requires having a capacity to assess situations or circumstances shrewdly and to draw feasible conclusions. Good judgment enables the leader to form sound opinions and to make sensible decisions and reliable guesses. Good judgment on a consistent basis is Important for successful army leaders and much of it comes from experience. Leaders acquire experience through trial and error and by watching the experiences of others. Learning from others can occur through mentoring and coaching by superiors, peers and even exists. Being innovative includes creativity in the production of ideas that are original and worthwhile. some subordinates. Another method of expanding experience is self-development by reading biographies and autobiographies of notable men and women to learn from their successes and failures. The histories of successful people offer ageless insights, wisdom and methods that might be adaptable to the current environment or situation.

40.   Often, leaders must juggle facts, questionable data and gut-level feelings to arrive at a quality decision. Good judgment helps to make the best decision for the situation at hand. It is a key attribute of the art of command and the transformation of knowledge into understanding and quality execution. Leaders convert data and

information into knowledge and understanding. Nemen 69 [42]. Good judgment contributes to an ability to determine possible courses of action and decide what action to take. Before 1910 choosing the course of action, consider the consequences and think methodically. Some sources that aid judgment are senior leaders' intents, the desired outcome, rules, laws, regulations, experience and values. Good judgment includes the ability to size up subordinates, peers, and the enemy for strengths, weaknesses, and to create appropriate solutions and action. Like agility, it is a critical part of problem solving and decision making.

INNOVATION

41.   Innovation describes the army leader's ability to introduce something new for the first time when needed or an opportunity exists. Being innovative includes creativity in the production of ideas that are original and worthwhile.

42.   Sometimes a new problem presents itself or an old problem requires a new solution. Army leaders should seize such opportunities to think creatively and to innovate. The key concept for creative thinking is developing new ideas and ways to challenge subordinates with new approaches and ideas. It also involves devising new ways for their Soldiers and civilians to accomplish tasks and missions. Creative thinking includes using adaptive approaches (drawing from previous similar circumstances) or innovative approaches (coming up with a completely new idea).

43.   All leaders can and must think creatively to adapt to new environments. A unit deployed for stability operations may find itself isolated on a small secure compound with limited athletic facilities and without much room to run. This situation would require its leaders to devise reliable ways to maintain their soldiers' physical fitness. Innovative solutions might include weight training, games, stationary runs, aerobics, treadmills and other fitness drills.

44.   Innovative leaders prevent complacency by finding new ways to challenge subordinates with forward-looking approaches and ideas. To be innovators, leaders learn to rely on intuition, experience, knowledge and input from subordinates. Innovative leaders reinforce team building making everybody responsible for, and stakeholders in the innovation process.

INTERPERSONAL TACT

45.   Effectively interacting with others depends on knowing what others perceive. It also relies on accepting the character, reactions, and motives of oneself and others. Interpersonal tact combines these skills, along with recognizing diversity and displaying self-control, balance, and stability in all situations. This is emotional intelligence, a field every military leader needs to be familiar with.

RECOGNIZING DIVERSITY

46.   Soldiers, civilians and contractors originate from vastly different backgrounds and are shaped by schooling, race, gender, religion, as well as a host of other influences. Personal perspectives can even vary within societal groups. People should avoid snap conclusions based on stereotypes. It is better to understand individuals by acknowledging their differences, qualifications, contributions and potential.

47.   Joining the army as soldiers and civilians, subordinates agreed to accept the army's culture. This initial bond holds them together. Army leaders further strengthen the team effort by creating an environment where subordinates know they are valued for their talents, contributions and differences. A leader's job is not to make everyone the same; it is to take advantage of the different capabilities and talents brought to the team. The biggest challenge is to put each member in the right place to build the best possible team. On this, Maj Gen Dzarma had this to say. "First know the people you command; avoid prejudices and employ everyone in position of best proficiency".[6]

73

48.   Army leaders should keep an open mind about cultural diversity. It is important, because it is unknown how the talents of certain individuals or groups will contribute to mission accomplishment. During World War II, U.S. Marines from the Navajo nation formed a group of radio communications specialists called the Navajo Code Talkers. The code talkers sed their native language, a unique talent, to handle command radio traffic. Using the Navajo code significantly contributed to successful ground operations because the best Japanese code breakers could not decipher their messages. This was somewhat applied during ECOMOG Operations in Liberia, where some NA radio operators that spoke the same language communicated in vernacular, thus frustrating the efforts of the rebels who had a penchant for listening in to ECOMOG communications.

SELF-CONTROL

49. Good leaders control their emotions. Instead of hysterics or showing no emotion at all, leaders should display the right amount of sensitivity and passion to tap into subordinates' emotions. Maintaining self-control inspires calm confidence in the team. Self-control encourages feedback from subordinates that can expand understanding of what is really happening. Self-control in combat is especially important for army leaders. Leaders who lose their self-control cannot expect those who follow them to maintain theirs.

EMOTIONAL FACTORS

50.   An army leader's self-control, balance and stability greatly influence his ability to interact with others. People are human beings the motivation and endurance are sparked by emotional energy is a powerful leadership tool. Giving constructive feedback will help mobilize the team's emotional energies to accomplish difficult missions during tough times.

51. Self-control, balance and stability also assist in making the right ethical choices. An ethical leader successfully applies ethical principles

to decision making and retains self-control. Leaders cannot be at the mercy of emotion. It is critical for leaders to remain calm under pressure and expend energy on things they can positively influence and not worry about things they cannot affect.

52.   Emotionally mature and competent leaders are also aware of their own strengths and weaknesses. They spend their energy on self-improvement, while immature leaders usually waste their energy denying that there is anything wrong or analysing the shortcomings of others. Mature, less defensive leaders benefit from feedback in ways that immature people cannot.

BALANCE

53.   Emotionally balanced leaders are able to display the right emotion for a given situation and can read others' emotional states. They draw on their experiences and provide their subordinates the proper perspective on unfolding events. They have a range of attitudes, from relaxed to intense, with which to approach diverse situations. They know how to choose the one appropriate for the circumstances. Balanced leaders know how to convey that things are urgent without throwing the entire organization into chaos. They are able to encourage their people to continue the mission, even in the toughest of the moments.

STABILITY

54.   Effective leaders are steady, level-headed when under pressure and fatigued, and calm in the face of danger. These characteristics stabilize their subordinates who are always looking to their leader's example:

a.   Model the emotions for subordinates to display.

b.   Do not give in to the temptation to do what personally feels good.

c.   If under great stress, it might feel better to vent but will that help the organization?

     d.   If subordinates are to be calm and rational under pressure, leaders must display the same stability.

MORALE AND LEADERSHIP

55.   The basis of military morale includes primarily a clear understanding of, and belief in, the aim. Personnel involved must have a conviction about the necessity, legality and morality of a military operation. The connection between leadership and morale appears to be with the leader establishing and convincing followers of the 'just cause' of his or her proposed actions. This has been variously expressed by the above commentators on morale as the value of the 'noble object', the 'enthusiasm for an ideal' and even the desire to see wrongs righted and wrongdoers punished'. Leadership has been defined above as something to do with influencing others to follow willingly. People will only follow willingly if they are convinced that what they are doing has a purpose and is 'right' in respect to their beliefs. Therefore, morale has a link to leadership since both concepts are concerned with the 'rightness' or 'appropriateness' of the goal or mission that leaders and followers are attempting to achieve.

56.   **Range of Military Situations**. The purposeful influence of followers is enhanced by an understanding of the situation in which the group will be led. Military service can, and often does, involve employment in a wide range of situations, both in terms of team composition and the complexity or urgency of task. Indeed, the modern military is characterised by networked teams embedded in a complex and ambiguous environment. Apart from the different variety of professional military skills required, different situations also require different leadership approaches. The leadership required by a logistics officer leading an office-based re-supply team is likely to be different from the leadership employed by a Special Air Service sergeant tasked with destroying an enemy ammunition dump. In the office situation, the leader will find that followers respond best to a collaborative and supportive style of leadership. On the other hand, in an ambiguous war fighting situation a more directive style will be more effective and appeal

to followers. According to situation or context, a leader in the military will have to be flexible enough to employ:

    a.   Different leadership styles.

    b.   Different emphasis on task/people/team needs.

    c.   Different personal and social skills.

    d.   Legitimate methods other than leadership to achieve tasks.

57.   The difficulty for military members is to resist the temptation to continually revert to directive and autocratic styles, simply because such styles are easier to use in the military environment. Followers and subordinates will quickly tire of such styles and will feel unappreciated and dis-empowered. Continued use of a directive approach will result in low morale, the suppression of moral development and loss of initiative.

58.   **Trust and Credibility**.   Leaders and followers alike have to believe that the cause they are fighting for is honourable and just. Having been convinced of the correctness of the mission being undertaken, followers need to believe that the leader 'knows what he/she is doing' and is capable of seeing the conflict through and capable of bringing his/her team or crew home. The leader has to establish his or her credibility in regard to the looming conflict and gain the confidence, trust and respect of the team. As indicated in chapter 2, trustworthiness is a most important leadership trait. This is no less so in the military environment.

LEADERSHIP ON OPERATIONS

59.   Having gained their team's confidence, the leader in the military will also have to deal with member apprehension and anxiety in the lead up to conflict. During conflict, the leader will have to suppress his or her own fear and deal with the fear and stress in his/her team or crew. Post conflict, the leader will have to comprehend and deal with the burdens carried by many.

60.   **Apprehension and Anxiety.** Modern warfare is continually changing as technological developments transform the way that wars are fought, and might be fought in future. Although some of its characteristics may change with the times, the nature of war is immutable. Warfare invariably involves terror, violence, chaos, suffering, social and economic dislocation and destruction of life and property. All military personnel face the possibility of deploying to or near war zones should major hostilities occur. An additional dimension, and one that differentiates operations from civil disasters, is that military operations are often carried out far from home in a foreign and aggressive environment. All the above circumstances can be expected to produce great apprehension and anxiety in military personnel, their families and friends.

61.   **Reduction of Anxiety**. A member's pre-conflict anxiety stems predominantly from 2 sources, trepidation at doing the unfamiliar and misgivings about their ability to accomplish what is required of them. These 2 sources pre-deployment work up training by turning the unfamiliar into the can be attacked in familiar and allowing members to prove to themselves that they can accomplish likely tasks. Initially, members push through their anxiety because of an undeniable desire not to let their mates down and an implicit trust that their leader will keep them from harm. The families of military members will also be affected by pre-conflict anxiety. Military family and friends will be bombarded with media during the lead up to any conflict. The commanding officer or military leader can help reduce the inevitable confusion and anxiety by feeding relevant and factual information back home to the member's immediate family. The member and family will appreciate hearing directly from their commanding officer and the commanding officer will be best placed to know what is able to be released.

62.   **Stress and Fear**. The responsibilities of leadership can be stressful in normal situations. On operations, this level of stress is likely to increase. The commencement of hostilities will bring confusion, chaos, uncertainty and incredible fear. This situation creates an

atmosphere that is ripe for leadership. People caught up in this confusion look for guidance and reason. They want to be shown a direction that will lead to a reduction in chaos, confusion, uncertainty and fear. In such a situation a person who is able to control and suppress his or her own fear will attract the attention of others. If that same person is then able to sooth and abate the fear in others then he or she will have supporters.

63.   To reduce fear in chaotic situations, a leader should:

    a.   Explain that fear is a normal occurrence and encourage discussion. In so doing, members are then less likely to suffer self-recrimination after the danger has passed.

    b.   Maintain routine and habit in conflict. As far as possible, adhere to daily routines.

    c.   Timely and accurate passage of information. Knowledge dissipates the unknown and quells rumours.

    d.   Understand and monitor signs of stress in self.

    e.   Suppress own fear and try to behave calmly in stressful and dangerous situations.

64.   Knowledge, discipline and training before the conflict play a vital role in suppressing the inevitable stress and fear during the conflict. It is a leader's responsibility to ensure that his or her team knows as much as possible about the situation they are entering, both in terms of their own equipment capability and the likely capability of the enemy. It is also the leader's duty to ensure that relevant and realistic training has been carried out so that when conflict arises, members are confident they know what to do. Lastly, it is a leader's responsibility to ensure that his or her team is disciplined and will carry out procedures and drill in an automated and confident manner. In the heat of combat, this drill and automation will focus the attention of individuals and drive fear and stress to one side.

65.   **Burden**.   Operational leaders must be perceptive and responsive to the individual stresses and concerns of the team members where the normal support mechanisms of home and family and the

release provided by leisure activities are absent. The leader has to become the de facto 'family head', allay fears and facilitate communication with loved ones back home. The burden of having done what one has done in conflict, especially the burden of having taken human life, will affect people in profound and different ways. The leader has a role in recognising and adjusting for post-traumatic stress. Even though not necessarily evident in him or herself, the leader must accept the distinct possibility that others have been affected and are suffering post-traumatic stress. A leader must be sensitive to what may appear as weak or cowardly behaviour from others and ensure that such individuals are cared for appropriately.

ARMY LEADERSHIP FRAMEWORK

66.   The Army leadership framework establishes what a leader must be, know and do. It describes leaders' character and competence. In addition to discussing the leadership framework, values, attributes, skills and actions, it also explores the human dimension and the essence of leadership. Effective leaders understand the stresses of training, combat and inevitable change, and care for soldiers as they accomplish their missions under pressure. In a supportive, ethical climate, leaders demand the best from their soldiers and teach and mentor them so that they constantly improve.

67.   **Be Values and Attributes**. The phrase 'leaders of character' echoes across time and throughout the ranks. Character describes who a person is inside, and at the core of Army leaders are Army Values. The Army has published, promoted and explained its values extensively and nowhere more powerfully than in the lives of our leaders. Those values-loyalty, duty, respect, selfless service, honor, integrity and personal courage (LDRSHIP) - capture the professional military ethos and describe the nature of our soldiers. Our common values help us understand the purpose of our missions and devise appropriate methods to accomplish them. To understand leaders you have to know more than what they hold dear - you must understand their individual mental, physical and emotional attributes. Moving from Army Values'

guiding principles into the careful practice of Army leadership involves exercising will, initiative, self-discipline, intelligent judgment and cultural awareness. These mental attributes, combined with the physical - military and professional bearing, physical and health fitness - and emotional self-control, balance and stability components, join with values to flesh out the essence of a leader's character. We have long emphasized leaders of character and competence, so the notion is not new, but the doctrine now clearly marks values as the foundation of all that we are and do.

68.   **Know Skills**. Being a principled, dedicated leader is just the beginning. Leaders develop skills in a variety of areas grouped under four headings. Leaders must possess interpersonal skills and know their people and how to work with them as individuals and teams. Knowing, understanding and applying job-related ideas constitute conceptual skills. Knowing how to use equipment and being proficient with things are technical skills. Those who combine the skills with people, concepts and equipment to fulfil military missions have the tactical skills necessary for Army leadership. Army leaders have a continuing responsibility to develop new skills, whether for new jobs, equipment, tactics or different people. Although most Army schools give conceptual and procedural basics for many leader skills, the experience and proficiency really grow in a unit. Even so, the challenge to improve as a leader always remains with the individual. Organizations track assignments for the good of the army and the individual leader's personal growth. However, no one knows the relevant areas worthy of study and practice like the leaders themselves. They determine what they need to know for the job, for the future and they go after it. As leaders become more senior, there are fewer institutional schools and organizational opportunities available to them and the more important self-development becomes.

69.   **Do Leadership Actions**. While the army is a values-based organization, this new definition of leadership focuses on what we can see and evaluate - behaviour. Influencing, operating and improving are root leadership actions. Leaders would need to get others to work

together for their collective goals whether through orders, personal example or cooperative efforts. That requires giving reasons and challenges, not just tasks. The doctrine explores three ways that leaders demonstrate influence: communicating. decision making and motivating. At the direct level, leaders can influence face-to-face with instructions, encouragement and recognition. Higher levels require more indirect techniques and a clearly understood intent. A leader's influence obviously applies in the day-to-day business of operating - accomplishing missions. As part of operating, a leader is responsible for detailed planning; careful, proficient executing; and continual assessing and adjusting. Assessing change is essential to improving an organization. This new doctrinal emphasis means that a leader's influence today involves preparing for tomorrow. Improving the organization is not itself a new concept, for good leaders get their people ready for contingencies and strive to leave the unit better than they find it. Just pushing troops to meet immediate demands never has been enough. Leaders must also provide for their future. They are also responsible for developing individual subordinates, building teams and fostering learning in the organization. These actions help prepare units for their leaders' absence, an ironic but profound measurement of leadership effectiveness.

COMMAND AND LEADERSHIP

70.   Command is to have authority or jurisdiction over; to give a order or orders, to direct with authority; to exercise power or authority, be in control, act as a commander; power to control or dominate. As indicated above, command is a rigid concept, without much room for interpretation. A commander has the final word; he is the one who exercises power, the one who is in control. It falls to him to grab the reins, set the objective(s), marshal his forces and ensure that objectives are achieved - efficiently, effectively and in destroyer accordance with the directive(s) of higher headquarters. So how does the act of command work? Does the captain of a command in much the same manner as a mechanized brigade commander? Does a fighter squadron commander exercise his command as does the commander of a marine

expeditionary unit? Command is very structured and every officer selected for command, at any level, is taught many of the same principles. As with any of his subordinates, commanders have well-defined expectations, guidelines, and chains-of-command.

71.   One aspect of command that is paramount to the commander's actions is that of command responsibility. In 1439, King Charles VII of Orleans had drafted an ordinance holding his military commanders liable should those under their command commit crimes against the civilian populace, irrespective of the commander's participation in the crimes. Similarly, the United States, in the   early 1860s, commissioned Francis Lieber, a Columbia University professor, to codify the laws regarding armed conflict; document titled the Lieber Code emerged from this. Following this, after World War II, the doctrine of command responsibility was re-defined to today's standard. Responsibility is defined here as a moral and legal accountability. To expand, the commander himself is responsible for everything that his unit does or fails to do. This point was forcefully enunciated by Napoleon when he stated to Marshal Berthier; "The honour of a general consists in keeping subalterns under his orders on the honest path, maintaining good discipline". In the same vein, the notable, mercurial strategist Sun Tzu insists that leaders must be held accountable when things go wrong. He stated:

> "Now when the troops flee, are insubordinate, distressed, collapse in disorder or are routed, it is the fault of the general. None of these disasters can be attributed to natural causes".

72.   Commanders must therefore, pay scrupulous attention to the activities of their subordinate commanders, especially in operations. In the notable case of Yamashita, the accused was tried for crimes committed by his subordinates. General Tomoyuki Yamashita was the Commanding General of the Fourteenth Army Group of the Japanese Imperial Army and the Military Governor on the Philippine Islands from October 1944 until full control of the Islands was assumed by United States forces in September 1945. In the waning days of World War II, numerous atrocities were committed by troops under General

Yamashita's control against the civilian population of the Philippines. Pursuant to Japan's unconditional surrender to the United States at the end of the war, General Yamashita also surrendered to the United States troops present in the Philippines and immediately became a prisoner of war. He was consequently detained by the United States Army in the Commonwealth of the Philippines. Upon his arrest as a prisoner of war, General Yamashita was charged by the Army's Judge Advocate General's Department with violations of the law of war. Included in this charge were allegations that forces his command engaged in a "deliberate plan to massacre and exterminate a large part of the civilian population of Batangas Province as a result of which more than 25,000 men, women and children all unarmed non-combatant civilians, were brutally mistreated and killed." General Yamashita was appointed 6 lawyers from within the JAG corps to serve as defence counsel and was tried before a United States military commission of 5 United States Army Officers. General Yamashita pleaded not guilty to all charges. He asserted that he did not personally engage in the criminal acts committed by the Japanese troops, that he did not order these acts to be committed and that he did not have control over the troops under his command. He was found guilty by the commission after it heard testimony from 286 witnesses.

73.   Upon his conviction, General Yamashita filed a writ of habeas corpus with the Supreme Court of the Commonwealth of the Philippines. In his writ, General Yamashita challenged the jurisdiction of the military commission, asserted that he did not commit a violation of the law of war and claimed that he was denied a fair trial under the United States Articles of War, the Geneva Convention and the United States Constitution. The Supreme Court of the Commonwealth of the Philippines denied his writ in total. The General then appealed to the United States Supreme Court. In the Supreme Court's decision, rendered in February 1946, the Court articulated a clear standard for military commanders with respect to the actions of their subordinates. In responding to General Yamashita's assertion that he did not personally participate in or order the commission of these offenses, the Court described the heart of the charge as being "an unlawful breach of

duty by [General Yamashita] as an army commander to control the operations of members of his command by 'permitting them to commit the extensive and widespread atrocities." The Court recognized that international law, through the law of war, "presupposes that [violations of the law of war] are to be avoided through the control of the operations of war by commanders who to some extent are responsible for their subordinates." The Court believed that absent such a duty upon commanders, nothing would prevent occupying forces from committing atrocities upon the civilian population. The Court held that General Yamashita was, by virtue of his position as commander of the Japanese forces in the Philippines, under an "affirmative duty to take such measures as were within his power and appropriate in the circumstances to protect prisoners of war and the civilian population." General Yamashita's writ was denied and he was executed by hanging by the United States." Even though this case was flawed in many respects, it has served as a beacon for subsequent trials including the Charles Taylor case at The Hague.

74.   It must be noted that through the chain-of-command, the commander holds subordinate commanders responsible for their individual sub-units. Command without responsibility is not command at all, but an exercise in chaos and misdirection. Interlocked with the concept of responsibility is delegation, an essential aspect of command whereby a commander passes certain elements of his authority to a member of his staff or a subordinate commander. The staff serve as the contact point for the commander, coordinating tasks, minimizing the possibilities for error and similar administrative matters. A commander may delegate any part of his authority to his staff or sub-commanders, but may not delegate any of his responsibility. As well, certain command functions have been identified as needing to remain with commander. These are:
      a.   Developing concepts for estimates and plans.
      b.   Processing and disseminating their concepts and plans.
      c.   Ensuring coordination of the effort of the command.
      d.   Supervising the execution of decisions.

75. During a "change-of-command" ceremony, it tends to be rather a sober event, marking the end of the outgoing officer's command, while at the same time the incoming commander shoulders the mantle of authority and responsibility. It is also a moment for sober reflection especially if it is the officer's first command billet. This event represents 2 distinct, yet linked, concepts, the relinquishing of both the authority and responsibility of command by the outgoing commander and the acceptance of officers, men and equipment including installations by the incoming commander.

76. It may be surprising to discover that even an organization such as Hizbollah has a well-defined command structure. Thus, we see that command exists in many different venues, aspects and environments. Blood-thirsty terrorists, "barbarians", national armed forces, even corporations have a chain-of-command, albeit exercising "command" in a manner different from a military organization. Though more prominent in a military organization, even business organizations suffer without a clear chain-of command. When exercised rationally and even-handedly. command is highly effective and beneficial to its organization. But command is not the whole story. A commander may well and effectively command his organization, provide proper direction and guidance, but something may be missing. Leadership, what some may call the "human touch", is at least as important as the exercise of command.

OPERATIONAL LEADERSHIP AND ORGANIZATIONAL CULTURE

77. A pattern of shared basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration and that have worked well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems. Culture is a powerful and intangible entity that compromises the shared assumptions within organizations. These mutually adopted assumptions are reflected through the learned

behaviour of the group and indicate what the group believes are its important values. As these behaviours are adopted and reinforced through group functions they become the norm and govern the way the group view both themselves and the world. Operational leaders must understand their organizations culture and be an expression of it if they are to truly influence it and ultimately accomplish the organization's vision. Furthermore, the importance of culture to leadership is manifested in the leader's actions through consistency and trust. While the culture of an organization tends to be taken-for-granted, it is its' very life line and often dictates success or failure of the organization.

LEADERSHIP AND CULTURE

78.   Leadership as cultural expression seeks to build unity and order within an organization by giving attention to purposes, tradition and ideals and norms which define the way of life within the organization and which provide the bases for socializing members and obtaining compliance. Culture is the external manifestation of an organization's personality as shaped and influenced by its operational leader. Hence, it is imperative that operational leaders take an active role in shaping the organization's culture in its formative development lest they relinquish their ability to effectively lead. Consistency of action is a means by which operational leaders formulate its organization's culture. The systematic attention of the leader to events important to the leader communicates powerfully to subordinates the standard. Leaders must be aware that their actions, reactions, or lack thereof formulate the organization's culture. Subordinates within an organization quickly assess and determine what is important by the leader's actions and not the intensity or volume of his rhetoric.

CONSISTENCY IN LEADERSHIP

79.   Consistency is a benchmark for effective operational leadership as it seeks to shape its organizations culture and future. The development and adoption of shared assumptions generates efficiency, balance and comfort within organizations. Effective organizational

cultures not only enhance performance, but also create a predictable environment where subordinates can anticipate activities and maximize initiative. In the end, effective organizational cultures that are shaped and influenced by operational leaders allow organizations to attain the vision with minimal friction. Organizational culture has a significant impact on organizations because of shared assumptions that guide the behaviour of the organization. Nevertheless, the influence of these shared assumptions is often neglected because of their routine nature. Organizations are goal oriented entities, and as such, operational leaders through their vision, directly influence the organization's future. However, if the leader is to ensure that his vision is being carried out; his actions must be consistent with that vision. The leader's actions ultimately set the organizations priorities and standards which determine its culture. A good case study can be found in Field Marshal Slim:

"William Joseph Slim, a British Field Marshal during World War II, is an example of an operational leader who successfully nurtured and shaped his pot organization's culture. Because of his background, and a not much was expected from him and he was therefore relegated to operations in Burma with the Indian Army where he against expectations earned his fame and restored the fighting capability of the British and Indian forces and decisively defeated the Japanese".

80.   One of the first tasks that Slim faced was the establishment of a viable organizational culture whereby he could build and sustain an effective force. The means to this end were the following set of maxims which Slim's army operated within:

a.   The ultimate intention must be an offensive one.

b.   The main idea on which the plan was based must be simple.

c.   That idea must be held in view throughout and everything must give way to it.

d.   The plan must have an element of surprise.

81.   The simplicity of these maxims was brilliant and established the means to an effective organizational culture. Slim's maxims served as the manifestation of his personality which were simplicity, consistency and trust. The development and adoption of these shared assumptions as a way of operating enabled efficiency, initiative and predictability within Slims command culture. In the end, Slim changed the culture of the British army, by emphasizing merit over lineage and social status which enhanced the performance and stability of his organization.

82.   Operational leaders can ill afford to neglect organizational culture. Culture is a means by which operational leaders shape and influence the organization's future. The personality of an organization is displayed through its culture and underlies key aspects of the operational leader's way of thinking and operating. Operational leaders must capitalize on the advantages afforded them in the formulation of their organization's culture. Operational leaders must recognize that culture within their organization is a highly complex phenomenon and one of their first tasks is to discern their role in its cultivation and sustainment. Since culture is a pattern of shared assumptions, a leader cannot quickly or totally change an organization's culture. However, through consistent action an operational leader can, over time, influence and shape the organization's behavior. In the end, operational leaders must acknowledge that cultures are complex living entities susceptible to change and operational leadership is the tool to this end. Operational leadership begins with a vision, and then moulds its organization's culture, thereby setting the conditions for effective mentoring and long term organizational success.

LEADERSHIP AND HIGH TECHNOLOGY

83.   In August of 1940, in the face of the success of the German blitzkrieg, you might have expected to see allied forces searching out new ways to counter the threat of tank and technology. Such was not the case. As the forces gathered, a serious logistics problem soon developed. There were not enough horses to go around. As they approached the dawn of the Second World War, they still clung to the

thrill of the cavalry charge. Technology was not yet an integral part of the modern military force. Gen George S. Patton, a staunch advocate of the horse cavalry, wrote in 1926, "It is the cold glitter in the attacker's eye, not the point of the questing bayonet that breaks the line. It is the fierce determination of the drive to close with the enemy, not the mechanical perfection of the tank that conquers the trench. It is the cataclysmic ecstasy of conflict in the flier, not the perfection of his machine gun that drops the enemy in flaming ruin." History is full of examples of reluctance to adjust to change, especially changes associated with the introduction of new technologies. Millions fell before the machine gun in World War 1. Even Henry Ford, "Father of the Model T," was reluctant to introduce colors other than black or the six-cylinder engine. Change is a key factor in effective leadership. New technology, however, has a greater impact than simply the process of change that occurs inside an organization.

84.   The importance of "high tech" to today's decision maker has never been greater. In the developed world, significant portions of defense budget are spent on research and development, although some argue that such expenditures remain inadequate to meet the challenge. Weapon systems grow more complicated and expensive at an ever accelerating rate. Today's F-16C has more than 10 times the computer capacity of the lunar landing module that carried man to the surface of the moon. As new technologies evolve, we need to decide how we, as military leaders, are to interact with this technical explosion.

85.   **Definition of Technology**. In the broadest sense, technology refers to any enhancement of human ability to: move faster, shout louder, hit harder, see sharper, calculate faster, or whatever. Technology and weaponry have always been intimately connected. George Bernard Shaw pointed out that man's genius is best observed, not in his housing or clothing, but in his weapons. Weapons have always been needed to ensure our security and, in some cases, our survival. Maintenance of security is a responsibility that is assigned to the military-thus, military leaders will always have to deal with the technology that is embodied in the new weapons that they are provided.

86.   **Essential Elements of Military Leadership**. The essential elements of military leadership do not change. There are many definitions, but this one by Gen E. M. Flanagan, Jr., writing in Army (April 1988), seems to capture most of the critical elements: "Leadership in the army, simply stated, is the ability to get a unit to accomplish a given mission efficiently and willingly, or at least cooperatively." Although the essential elements of military leadership never change, technology, an essential instrument of mission success, is in constant flux. The challenge for the military leader is to recognize and use whatever technology is available; to dominate that technology, not to be dominated by it. The problem is not technology per se; it is the adaptive process of the leader to technology that is the issue. We have had to adapt to the longbow, the tank, the airplane, and now the challenges and opportunities of outer space. Your role as a military leader is to integrate the technologies of today into the accomplishment of your mission-be it peace or war. At the same time, you must be ready to work with the rapidly evolving technologies of the future.

87.   **Integration of Leadership and Technology**. Let us now focus on some of the characteristics of high technology. We frequently concentrate on the wonderful things to be gained by new technologies. However, the introduction of new developments also causes problems:

      a.   Just load the data and the computer will give you the answer might not always be true. The idea of an electronic system isolated from any human intervention is real. When dealing with high technology there can be a tendency to become isolated from the reality of the situation. An advertisement for a computer to be used to assist the ground planner in the NATO environment emphasized the idea that maximum use of symbols was a strong selling point since it allowed the decision maker to "avoid the need for person-to person communication in a difficult multi-lingual environment." High tech can be impersonal.

      b.   With a computer you get all the information you want immediately. In the classic military battles speed was often

critical. The speed of the fastest horse decided many engagements. Now we have systems that instantly provide the logistic planner the location and status of every part of the F-16 or B - 1. Technology can provide real-time information regardless of the accuracy of the data loaded. Traditional methods of staffing, though sometimes bureaucratic and frustrating, provided time to check data before they went to the decision maker. With the introduction of applications of expert systems using artificial intelligence, we will see this tendency to rely on the computer increase. A computer can provide lots of incorrect information very rapidly.

c.   It must be correct; it is computed to the 10th decimal place. High technology provides an impression of precision. Who can argue with the reams of computer printouts being generated by high-speed laser printer from a mainframe computer supported by banks of tape drives? There are format which includes sections that identified assumptions as well as data sources and permitted the logic of the decision process to be clarified for the reader. Such an approach, however, is not available when using many of our current technologies. We now rely on software, developed by someone else, for which we could not read the code even if it were available. How many people, even if they are comfortable with computers, spend time "studying" the documentation? The precision of a computer answer may lure you into a false sense of security. In today's world, the computer does all of that for you and draws a nice, smooth, multi-coloured graph-all at the speed of light.

d.   High tech can be intimidating. Because it is complex and mysterious, the senior decision maker is faced with a new set of problems. As previously mentioned, the process can be difficult to understand. The people who do understand the process are probably not on the senior staff since the education needed to work with these new technologies is more available to junior personnel. How will you integrate tools such as marginal analysis,

effectiveness ratios, or a weighted decision matrix into your decision process? Can you integrate these tools if you do not really understand them? If you look at the history of the eastern front in World War II, there is not a computer programmer in the world who could have given the German army more than three months. The German forces were outnumbered, out gunned, and under supplied. However, despite their eventual defeat, they conducted a brilliant campaign lasting almost three years. Training and discipline held out for a long period of time against far superior odds.

e.   Since technology continues to improve, if you can wait till tomorrow I can promise you a "better" answer. In peacetime, it is this allure of making "it" more combat effective, even with tight schedules and limited funding that has been the downfall of many programs. In wartime, it can be the "promise" of turning around an impossible tactical situation with "this new miracle weapon to be delivered tomorrow." Tomorrow's leaders must understand the risks associated with searching for the optimum solution.

f.   If you want more information, the computer can turn out products as long as you want to ask for them. Tomorrow's leaders will have at their fingertips everything they could possibly want to know about the status of their unit. This information will not be reserved for just the unit commander. Every level of command can look into what is happening at a particular location or in a particular situation. Every naira expended, every takeoff aborted -- everything can be reviewed and questioned. A military commander no longer has to leave the office to determine how things are going in the tire shop or whether bombing scores are getting better or worse. As a commander, what will you do when you call up a computer screen that shows nobody ate meat at the dining hall last evening'? How are the leaders of tomorrow going to use the vast amount of information they will have at their fingertips'? How do you, as a leader, operate in an environment of "total information"?

g.		Instant communication is here today. During several the recent military operations, technology provided the fects capability to communicate with forces actually engaged in bone combat. Was this more effective than the earlier methods of indirect, delayed communications? One of the reasons for Tyne the German defeat at Stalingrad is attributed to the attempts by Hitler to direct the battle from the bunker in Berlin. The role of future communications is critical. The capability to direct Japan F-16 squadron halfway round the world is real. Modem communications systems allow us to make a decision Incuts immediately. Sometimes an "instant" decision may not be glow wise-the situation may change or the weather worsens. Rapid communications can pressure a leader into furnishing "an answer" even if such an answer could and should wait.

h.		Technology is a tool, but it cannot consider everything, especially such intangibles as discipline, motivation and so forth. This last pothole can be the most dangerous. Some of the best military decisions have been based on what a leader "felt" was the best course of action. For all the controversy surrounding General MacArthur, the Inchon landing was a masterpiece of military strategy. Almost everyone said it should not be done. The bay was too shallow, the tides too high. Everyone had a reason it would fail. In the past, leadership was developed in field exercises where the smell of dust and sweat was part of the learning experience. Leaders learned to "feel" the right way to go and how to best motivate their troops depending on the situation. Today, we are moving more and more to the world of computer war gaming. After you make your "decision" the computer will make the calculations and tell you whether you are an "effective" leader or not. In such computerized training, how does tomorrow's leader learn to develop "gut sense" that has led to many of the great decisions of the past?

88.   **Leaders and the Technology Potholes**. You may be wondering how you can get down the road at all since it is so full of potholes. Today leaders could avoid some of the deeper ones if they adhere to the followings:

>   a.   **Develop a concept of inner tennis**. One of the current sports fads is to focus on a key element of an activity in a "mind-over-matter" mode. You "picture" yourself as a great skier or a par golfer. In tennis, you discipline yourself to always keep your eye on the ball. In the case of being able to function effectively in the world of high technology, the same technique can be used. Keep your eye on the objective. Don't drive off the road because of the potholes. No matter how seductive the technology, don't lose sight of your organizational goals. Practice inner tennis.

>   b.   **Use a "technology telescope**." A telescope allows you to search ahead and better define where you are headed. It makes things clearer. Today's technology can be used to provide tools not available five years ago. Find out what tools can be used and integrate them into your organization. Depending on the uniqueness of your organization, one set of tools will not work for everyone.

>   c.   **Understand what technology can and can't do for you**. Technology changes rapidly. You are not going to be able to keep up unless you make an effort. The importance of education to both you and your unit will continue to grow. Without periodic updates you cannot expect to be capable of Wo making prudent decisions. Technology comes loaded with all sorts of seductive charms. If you don't take the time to understand the underlying principles, you just might fall for the slick allure of all those high-tech bells and whistles.

>   d.   Technology is a micromanager's dream -- don't get caught in the trap. These new technologies provide an

95

opportunity to drive a staff crazy with dozens of questions, all developed by paging through your computer screens, and all delivered by electronic mail. Centralized management and information saturation can result in an organizational self-destruct. Tomorrow's leaders must discipline themselves to So stay out of this mode. They must also establish an environment that does not force their staff to operate in this org mode.

89.   Technology will tend to drive you away from your people. Don't forget the basic adage: the effective leader spends at least 25 percent of his/her time "out with the troops." The need to discipline yourself to be in the organization is more difficult in an information-rich and rapid communications world. The military histories of tomorrow are not going to focus on who wrote the most vivid electronic message. Your most critical resource is people. You must gain their confidence, stimulate their productivity and reward their accomplishments. The only way this can be done is to get out from behind your computer terminal. Where then do you fit into this environment of technology? More importantly, what are you going to do to better adapt your leadership strengths and weaknesses to the changes ahead'? As a leader, you will be expected to understand and shape the technologies you are using to meet mission requirements. No matter what kind of organization you are with -- from fighter squadron to system program office -- there are tools here that can improve productivity and develop a happier, harder working unit. Keep in mind that we are currently experiencing major funding reductions. The old days of "doing more with less" are gone. The new days of "working smarter" are here.

CHAPTER 5
DEVELOPING LEADERSHIP

LEADER DEVELOPMENT

1.   Leader development is the deliberate, continuous, sequential, and progressive process, grounded in army values, that grows soldiers into competent and confident leaders capable of decisive action. Leader development is achieved through lifelong synthesis of the knowledge, skills, and experiences gained through institutional training and education, organizational training, operational experience, and self-development. Commanders and other organizational leaders play the key role in leader development that ideally produces competent, confident, and agile leaders who act with boldness and initiative in dynamic and complex situations.

TRAINING AND DEVELOPMENT

2.   Training and development are 2 distinct, yet related processes. Training involves the conduct of formal exercises and activities as part of a structured program. The principal elements of the Nigerian Armed Forces leadership training include the Services leadership training continuums, most often including leadership education, adventurous training activities and military exercises. Development involves an overarching process that integrates professional military education, mentor and peer interaction, career progression, operational postings and even life experiences. The potential for leadership is inherent in all those selected to join the Nigerian Armed Forces, the fundamentals of leadership are delivered on Nigerian Armed Forces courses and the practice and continued fine tuning of leadership is gained throughout an individual career.

3.   The inculcation of Service values is an example of leadership training and development working hand-in-hand to produce a desired outcome. Service values are introduced as words and concepts in initial

training but with no real expectation of immediate and unconditional adoption. These values are then displayed and modelled by instructors and staff throughout initial and subsequent training periods. Between training periods, Service values are evident in the behaviour of members engaged in routine field and base activities, at sea in the Nigerian Navy (NN) ships, on the sporting field, on military exercises and operations. At any time a member can take up a 'values issue' with his or her supervisor and reflect on their own performance selected values. Eventually, the values are internalised and start to guide the member's behaviour, even in the absence of direct military control. As with most leadership capabilities, the initial training is cemented and internalised by subsequent development activities.

LEADERSHIP POTENTIAL MOTIVATION AND DEVELOPMENT

4.   **Leadership Potential**. There is an old saying that leaders are born and not made. The genesis of this saying was the early observation that leaders seemed to share certain traits. After much debate and research, psychologists agreed that certain traits do indicate leadership potential. These 'psychological capabilities', include such things as cognitive ability, self-confidence and an absence of neurosis. The Nigerian Armed Forces actively selects against these and other psychological capabilities to ensure new members have the potential for leadership.

5.   **Motivation to Lead**. Leadership potential alone is not sufficient. Many individuals have the psychological capabilities t become leaders but choose not to. Many people are more to comfortable as part of a group and shun any opportunity to stand out in front of that group. Many people simply do not want the responsibilities and hardships of leadership. A potential leader, on the other hand, requires the desire and motivation to lead. This motivation may vary according to the situation but it is strongly related to an individual's self-esteem and self-confidence. The Nigerian Armed Forces selects people who are motivated to lead and subsequently uses development interventions to

increase member's self-esteem and self-confidence, thereby maintaining leadership motivation.

LEADERSHIP DEVELOPMENT IN THE NIGERIAN ARMED FORCES

6.   Modern thoughts on military leadership development began at the end of World War I in many European nations. For many African nations and Nigeria in particular, the gains of World War II and the attainment of independence ended the notion of British superiority and the right to military leadership. The war itself broke the 'seeming invincibility of the Whiteman', and emboldened the Africans on return home. The huge numbers of casualties suffered in the war had also led to the admission of unprecedented numbers of talented, trained and 'common' members into the junior leadership ranks of the engaging forces. The performance of these members strengthened the conviction that leadership is not a birth right, and that leaders can be developed. The door was opened to widespread speculation on how future leaders could be trained and developed for the young emerging African nations.

7.   Like the development of other life skills, leadership is 'learnt' from a variety of sources. Within the Nigerian Armed Forces, these sources include:

    a.   Exposure to other leaders through job postings and mentoring programs. In order to gain broad-based experience, members of the Nigerian Armed Forces are required to rotate through jobs every two to three years. In some cases this rotation can occur as frequently as exigent. Although some argue that such 'churn' does not allow for the development of job expertise and thwarts strategic thinking, postings do expose officers and men to a variety of supervisors from which very valuable leadership lessons, both good and bad can be learnt. The Nigerian Armed Forces encourages mentoring and coaching on an informal yet structured basis. The provision of frank and honest advice and guidance from trusted coaches and mentors, with no fear of

repercussion, is a powerful tool for leadership development. Leaders at all levels are able to receive valuable feedback and learn about their leadership foibles and quirks in a non-threatening manner.

b.   By its very nature, career progression will involve a gradual increase in responsibility, both in range and depth. Although the number of their direct reports may stay relatively constant, NA personnel generally become responsible for a larger number of subordinates as they progress in rank. The considerable responsibilities associated with close face-to face leadership will remain while the additional responsibilities of distant leadership will be added as individuals move towards strategic leadership roles.

c.   Formal leadership training and other less-structured opportunities for reflection on leadership performance. All 3 Services conduct formal leadership training, starting at recruit and officer entry establishments and then at intervals throughout a personnel's career. Adventurous training, defined as 'an activity of a challenging physical and mental nature, designed to develop those higher individual and team qualities, such as overcoming fear and stress, that are required for operations and combat' forms part of formal leadership to in training.

d.   Examination of leadership performance of others via lessons learnt databases, case study and professional reading. There are many types and forms of additional responsibility and all can be used to aid the development of leadership capabilities. The Nigerian Armed Forces encourages participation and leadership in team sports and provides opportunities for individuals to lead during mess functions and other communal living situations. In the more structured work environment, the allocation of higher duties or acting rank provides individuals with an opportunity to develop a wider range of personal leadership strategies and styles.

e.   Feedback on individual leadership performance through both annual evaluation reporting and peer/subordinate feedback.

In the Nigerian Armed Forces, performance appraisal is the continual process of evaluating the performance of individuals. This is formally done, in writing, at least once per year. Performance Evaluation Reports are a vital component of both the officer and Non Commissioned Officer (NCO) career management systems and the leadership task. They provide a record of assessments of performance and a statement of development requirements and wishes. Performance appraisals provide the means for the individual officer or NCO to understand his or her own strengths and weaknesses, as seen by their supervisor, and provides the assessed performance. a view towards improving

f.		Perhaps the most confronting, and many would say the best, environment for leadership development is leading Nigerian Armed Forces members on operations.

FORMAL LEADERSHIP TRAINING

8.	**Competency Based Training**.	Within the Nigerian Armed Forces, competence is described as the ability to perform activities within an occupation, function, or role, to the standard required in that employment. The concept of competence focuses on what is expected of an individual in the workplace rather than on the learning process itself. In the Nigerian Armed Forces, 'the workplace' can vary from an office desk in a city to a frigate 200 nautical miles on the high sea. Competence also includes the ability to transfer and apply skills and knowledge to new situations and environments.

9.	**Learning Domains**.	Knowledge, skills and attitudes are three components of competence that are recognised within the Nigerian Armed Forces. These components have been adapted from the cognitive (knowledge), psychomotor (motor skill) and affective (attitudes, values and beliefs) learning domains.

10.	Within the complex subject of leadership, the cognitive domain covers topics such as leadership theories, leadership models the

conceptual aspects of leadership-such as the difference between leadership and management. The psychomotor domain of leadership is less significant but covers the physical aspects involved in communication such as body positioning, voice projection and facial expression. These skills are relevant to all inter personal activities such as conducting meetings, effective listening, conflict resolution and giving praise and reward. The affective domain embodies interests, attitudes, values and the development of appreciation. This means that the affective domain covers such important leadership concepts as self-confidence, belief in own ability, adaptability, integrity, empathy, ability to handle fear, conscientiousness and many other inter-personal characteristics. The affective domain of leadership is the dimension on which the bulk of Nigerian Armed Forces leadership programs focus. Since the affective learning domain provides the key to understanding individual motivation, group dynamics and inter-personal relationships, it is the most important learning domain in leadership development and training. It is through training focused on the affective learning domain that values are inculcated, character is developed and self-discipline eventually replaces imposed discipline.

11.   **External Control of Behaviour**. Discipline is a time honoured military approach used to control member behaviour. This external form of behaviour control is required when members do not understand what is required of them, when members are unwilling to apply the effort required to achieve a task or when members are unwilling to comply with directions or rules. As a means of exercising influence, however, discipline has some serious limitations. For a start, the exercise of external control is extremely demanding on supervisor time and effort. Secondly, everybody will eventually come across a situation where there is no supervisor and no rule to cover the circumstances. It is in these circumstances that self-discipline, or internally regulated behaviour, becomes a superior mode of operation.

12.   **Internally Regulated Behaviour**. Self-discipline stems from the values held by that individual. A member who values personal health

and fitness will show self control over food intake and exercise. A member who values conscientiousness will turn to an onerous task even in the absence of supervisor or observation. A person who values honesty will return a found wallet. The advantages in consistency, adaptability and sense of self-worth provided by internal regulation make the inculcation of self-discipline and its associated values a key responsibility of Nigerian Armed Forces leaders. Indeed, self-discipline and initiative are key to the concept of mission command.

13.   **Effective Leader Development**. Effective leader development comes from having fundamental values that underpin leadership behaviour. Leadership values such as care, compassion, trust, integrity, respect, tolerance and moral courage provide a benchmark against which leaders may reflect on and judge their actions.

LEADERSHIP ASSESSMENT

14.   The objective of Nigerian Armed Forces education and training programs are designed to change the attitudes, knowledge and skills of individuals and teams so that they can perform competently in the work environment. An observable outcome of education and training is the behaviour of the individual and/or team. This observed behaviour is very often the only indication that the education or training program has had any real effect. When the desired behaviour is observed consistently in the work environment under a variety of conditions, the education or training program is assessed as being successful. It therefore follows that the leadership behaviours expected of each rank form an excellent foundation for leadership assessment.

PURPOSE AND VISION

16.   Purpose gives subordinates the reason to act in order to achieve a desired outcome. Leaders should provide clear purpose for their followers and do that in a variety of ways. Leaders can use direct means

of conveying purpose through requests or orders for what to do.

DEVELOPING SELF

17.   Good leaders strive to leave an organization better than they found it and expect other leaders throughout the Army do the same. Leaders can create a positive organizational climate, prepare themselves to do well in their own duties, and help others to perform well. Good leaders look ahead and prepare talented soldiers and civilians to assume positions with greater leadership responsibility in their own organization and in future assignments. They also work on their own development to prepare for new challenges.

18.   To have future focus and maintain balance in the present, Army leaders set priorities and weigh competing demands. They carefully steer their organizations' efforts to address short- and long-term goals, while continuing to meet requirements that could contribute directly to achieving those goals. Accounting for the other demands that vie for an organization's time and resources, a leader's job becomes quite difficult. Guidance from higher headquarters may help, but leaders have to make the tough calls to keep a healthy balance.

19.   Developing people and the organization with a long-term perspective requires the following:
>   a.   The leader must create a positive environment that fosters teamwork, promotes cohesion, and encourages initiative and acceptance of responsibility. A leader should also maintain a healthy balance between caring for people and focusing on the mission.
>   b.   The leader must seek self-improvement. To master the profession at every level, a leader must make a full commitment to lifelong learning. Self-improvement leads to new skills necessary to adapt to changes in the leadership environment. Self-improvement requires self-awareness.
>   c.   The leader must invest adequate time and effort to

develop individual subordinates and build effective teams. Success demands a fine balance of teaching, counselling, coaching, and mentoring.

DEVELOPING OTHERS

20.   "Good NCOs are not just born-they are groomed and grown through a lot of hard work and strong leadership by senior NCOs"
                    William A. Connelly
                    Sergeant Major of the Australian Army
                    (1979-1983)

21.   Leader development is a deliberate, continuous, sequential, and progressive process grounded in the Army Values. It grows soldiers and civilians into competent and confident leaders capable of directing teams and organizations to execute decisive action. Leader development is achieved through the lifelong synthesis of the knowledge, skills, and experiences gained through institutional training and education, organizational training, operational experience, and self-development.

22.   Leader development takes into consideration that military leaders are inherently soldiers first and must be technically and tactically proficient as well as adaptive to change. Army training and leader development therefore centres on creating trained and ready units, led by competent and confident leaders. The concept acknowledges an important interaction that trains soldiers now and develops leaders for the future.

23.   The three core domains that shape the critical learning experiences throughout soldiers' and leaders' careers are:
        a.   Institutional training.
        b.   Training, education, and job experience gained during operational assignments.
        c.   Self-development.

24.   These three domains interact by using feedback and assessment from various sources and methods. Although leader development aims at producing competent leadership at all levels, it recognizes small unit leaders must reach an early proficiency to operate in widely dispersed areas in combined arms teams. The Army increasingly requires proficient small unit leaders capable of operating in widely dispersed areas and/or integrated with joint, multinational, special operations forces as well as nongovernmental agencies. These leaders must be self-aware and adaptive, comfortable with ambiguity, able to anticipate possible second- and third-order effects, and be multifunctional to exploit combined arms integration.

25.   It is in furtherance of this goal that, the Army leverages leader development education involving both professional military education and the Civilian Education System, thereby ensuring the best mix of experiences and operational assignments supported by resident and distributed education. The effort requires improved individual assessment and feedback and increased development efforts at the organizational level in the form of mentoring, coaching, and counselling, as well as picking the right talent for specific job assignments. The purpose of the increased developments efforts is to instil in all soldiers and leaders the desire and drive to update their professional knowledge and competencies, thus improving current and future army leaders' abilities to master the challenges of full spectrum operations.

26.   Leader development also requires organizational support. A commander or other designated leader has the responsibility to develop others for better performance in their current and future positions. There are specific actions that leaders can take to personalize leader development in their organization.

ASSESSING DEVELOPMENTAL NEEDS

27.   The first step in developing others is to understand how they may be developed best; what areas are already strong and what areas should be stronger. Leaders who know their subordinates will have an

idea where to encourage them to develop. New subordinates can be observed under different task conditions to identify strengths and weaknesses to see how quickly they pick up new information and skills.

28.   Leaders often conduct an initial assessment before they take over a new position. They ask themselves questions: how competent are new subordinates? What is expected in the new job? Leaders review the organization's standing operating procedure and any regulations that apply as well as status reports and recent inspection results. They meet with the outgoing leader and ask for an assessment and meet with key people outside the organization. Leaders listen carefully as everyone sees things through personal filters. They reflect and realize initial that their impressions may still be off base. Good leaders update in-depth assessments with assumption of new duty positions since a thorough assessment assists in implementing changes gradually and systematically without causing damaging organizational turmoil.

29.   To objectively assess subordinates, leaders do the following:
    a.   Observe and record subordinates' performance in the core leader competencies.
    b.   Determine if the performances meet, exceed, or fall below expected standards.
    c.   Tell subordinates what was observed and give an opportunity to comment.
    d.   Help subordinates develop an Individual Development Plan (IDP) to improve performance.

30.   Good leaders provide honest feedback to others, discussing strengths and areas for improvement. Effective assessment results in an IDP designed to correct weaknesses and sustain strengths. Here is what is required to move from to results:
    a.   Design the individual development plan together, but let the subordinate take the lead.
    b.   Agree on the required actions to improve leader performance in the core leader competencies. Subordinates must

buy into this plan if it is going to work.

c.	Review the plan frequently, check progress, and modify the plan if necessary.

COUNSELLING COACHING AND MENTORING

31.	"Soldiers learn to be good leaders from good leaders"
	Richard A. Kidd
	Sergeant Major of the Australian Army (1991-1995)

32.	Leaders have 3 principal ways of developing others. They can provide others with knowledge and feedback through counselling, coaching, and mentoring:

a.	Counselling-occurs when a leader, who serves as a subordinate's designated leader, reviews with the subordinate his demonstrated performance and potential, often in relation to a programmed performance	evaluation.

b.	Coaching-the guidance of another person's development in new or	existing skills during the practice of those skills.

c.	Mentoring a leader with greater experience than the one receiving the	mentoring provides guidance and advice; it is a future-oriented	developmental activity focused on growing in the profession.

33.	**Counselling**. Counselling is central to leader development. Leaders who serve as designated raters have to prepare their subordinates to be better soldiers or civilians. Good counselling focuses on the subordinate's performance and problems with an eye toward tomorrow's plans and solutions. The subordinate is expected to be an active participant who seeks constructive feedback. Counselling cannot be an occasional event but should be part of a comprehensive program to develop subordinates. With effective counselling, no evaluation report-positive or negative-should be a surprise. A consistent counselling program includes all subordinates, not just the people

thought to have the most potential. Counselling is the process used by leaders to review with a subordinate the subordinate's demonstrated performance and potential.

34.   During counselling, subordinates are not passive listeners but active participants in the process. Counselling uses a standard format to help mentally organize and isolate relevant issues before, during, and after the counselling session. During counselling, leaders assist subordinates to identify strengths and weaknesses and create plans of action. To make the plans work, leaders actively support their subordinates throughout the implementation and assessment processes. Subordinates invest themselves in the process by being forthright in their willingness to improve and being candid in their assessment and goal setting.

35.   The 3 types of counselling are event counselling, performance counselling and professional growth counselling.

     a.   **Event Counselling**. Event counselling covers a specific event or situation. It may precede events such as going to a promotion board or attending a school. It may also follow events such as an exceptional duty   performance, a performance problem, or a personal problem. Event counselling is also recommended for reception into a unit or organization,   for crises, and for transition from a unit or separation from the Army.

     b.   **Performance Counselling**. Performance counselling is the review   of a subordinate's duty performance during a specified period. The leader   and the subordinate jointly establish performance objectives and clear   standards for the next counselling period. The counselling focuses on the subordinate's strengths, areas to improve, and potential. Effective counselling includes providing specific examples of strengths and areas   needing improvement and providing guidance on how subordinates can   improve their performance. Performance counselling is required under the   officer, NCO, and army civilian evaluation reporting systems.

c.   **Professional Growth Counselling**. Professional growth counselling   includes planning for the accomplishment of individual and professional goals. It has a developmental orientation and assists subordinates in identifying and achieving organizational and individual goals. Professional growth counselling includes a review to identify and discuss the subordinate's strengths and weaknesses. The plan builds on existing strengths to overcome weaknesses. A part of professional growth   counselling is a discussion characterized as a "pathway to success." It   establishes short- and long-term goals for the subordinate. These goals may   include opportunities for civilian or military schooling, future duty assignments, special programs, or reenlistment options. Leaders help develop specific courses of action tailored to each individual.

36.   **Approaches to Counselling**. Inexperienced leaders are sometimes uncomfortable when confronting a subordinate who is not performing to standard. Counselling is not about leader comfort it is about correcting the performance or developing the character of a subordinate. To be effective counsellors, Army leaders must demonstrate certain qualities: respect for subordinates, self-awareness, cultural awareness, empathy, and credibility. One challenging aspect of counselling is selecting the proper approach for a specific situation. To counsel effectively, the technique used must fit the situation. Some cases may only require giving information or listening. A subordinate's improvement may call for just a brief word of praise. Other situations may require structured counselling followed by specific plans for actions. An effective leader approaches each subordinate as an individual. Counselling includes nondirective, directive, and combined approaches. The major difference between the approaches is the degree to which the subordinate participates and interacts during a counselling session.

a.   **Non-directive Approach**. The non-directive approach is preferred for most counselling sessions. Leaders use their experiences, insight and judgment to assist subordinates in

developing solutions. Leaders partially structure this type of counselling by telling the subordinate about the counselling process and explaining expectations.

b.   **Directive Approach**. The Directive Approach works best to correct simple problems, make on-the-spot corrections, and correct aspects of duty performance. When using the directive style, the leader does most of the talking and tells the subordinate what to do and when to do it. In contrast to the nondirective approach, the leader directs a course of action for the subordinate.

c.   **Combined Approach**. In the Combined Approach, the leader uses techniques from both the directive and nondirective approaches, adjusting them to articulate what is best for the subordinate. The combined approach emphasizes the subordinate's planning and decision-making responsibilities.

37.   **Coaching**. While a mentor or counsellor generally has more experience than the person being supported does, coaching relies primarily on teaching and guiding to bring out and enhance the capabilities already present. From its original meaning, coaching refers to the function of helping someone through a set of tasks Those being coached may, or may not, have appreciated their potential. The coach helps them understand their current level of performance and instructs them how to reach the next level of knowledge and skill.

38.   When compared to counselling and mentoring, coaching is a development technique that tends to be used for a skill and task specific orientation. Coaches should possess considerable knowledge in the specific area in which they coach others.

39.   An important aspect of coaching is identifying and planning for short- and long-term goals. The coach and the person being coached discuss strengths, weaknesses, and courses of action to sustain or improve. Coaches use the following guidelines:

a.   **Focus Goals**. This requires the coach to identify the

purpose of the coaching session. Expectations of both the person being coached and the coach need to be discussed. The coach communicates to the individual the developmental tasks for the coaching session, which can incorporate the results of the individual's multisource assessment and feedback survey.

b.　　　**Clarify the Leader's Self-Awareness**. The coach works directly with the leader to define both strengths and developmental needs. During this session, the coach and the leader communicate perceived strengths, developmental needs, and focus areas to improve leader performance. Both the coach and the individual agree on areas of developmental needs.

c.　　　**Uncover Potential**. The coach facilitates self-awareness of the leader's potential and the leader's developmental needs by guiding the discussion with questions. The coach actively listens to how the leader perceives his potential. The aim is to encourage the free flow of ideas. The coach also assesses the leader's readiness to change and incorporates this into the coaching session.

d.　　　**Eliminate Developmental Barriers**. The coach identifies developmental needs with the leader and communicates those areas that may hinder self-development. It is during this step that the coach helps the individual determine how to overcome barriers to development and how to implement an effective individual development plan to improve the leader's overall performance. The coach helps the leader identify potential sources of support for implementing an action plan.

e.　　　**Develop Action Plans and Commitment**. The coach and the individual develop an action plan defining specific actions that can improve the leader's performance within a given period. The coach utilizes a developmental action guide to communicate those self-directed activities the leader can accomplish on his own to improve his performance within a particular competency.

f.　　　**Follow-Up**.　After the initial coaching session, there should be a follow up as part of a larger transition. After the initial coaching, participants should be solicited for their feedback

concerning the effectiveness of the assessment, the usefulness of the information they received, and their progress towards implementing their IDP. The responsibility for follow up coaching, further IDP development, and IDP execution is usually the responsibility of the unit chain of command. Leaders in the chain of command who provide coaching have a profound impact on the development of their subordinate leaders. They are the role models and present subordinates with additional information and incentives for self-development. Leaders who coach provide frequent informal feedback and timely, proactive, formal counselling to regularly inspire and improve their subordinates.

40.   **Mentoring**.   Future battlefield environments will place additional pressures on developing leaders at a rapid pace. To help these leaders acquire the requisite abilities, the Army relies on a leader development system that compresses and accelerates development of professional expertise, maturity, and conceptual and team building skills. Mentoring is a developmental tool that can effectively support many of these learning objectives. It is a combat multiplier because it boosts positive leadership behaviours on a voluntary basis.

41.   It is usually unnecessary for leaders to have the same Occupational or educational background as those they are coaching or counselling. In comparison, mentors generally specialize in the same specific area as those being mentored. Mentors have likely experienced what their protégés and mentees are experiencing, or are going to experience. Consequently, mentoring relationships tend to be occupation and/or domain specific; with the mentor having expertise in the particular areas they are assisting in, but without the requirement to have the same background. Mentoring focuses primarily on developing a less experienced leader for the future. Mentorship is the voluntary developmental relationship that exists between a person of greater experience and a person of lesser experience that is characterized by mutual trust and respect.

42.   The focus of mentorship is the voluntary mentoring that goes beyond the chain of command. Mentorship is generally characterized by the following:

   a.   Mentoring takes place when the mentor provides a less experienced leader with advice and counsel over time to help with professional and personal growth.

   b.   The developing leader often initiates the relationship and seeks counsel from the mentor. The mentor takes the initiative to check on the well-being and development of that person.

   c.   Mentorship affects both personal development (maturity, interpersonal, and communication skills) as well as professional development (technical and tactical knowledge and career path knowledge).

   d.   Mentorship helps the Army maintain a highly competent set of leaders.

   e.   The strength of the mentoring relationship is based on mutual trust and respect. The mentored carefully consider assessment, feedback, and guidance; these considerations become valuable for the growth that occurs.

Figure 5.1 Army Training and Leader Development Process

CHAPTER 6
STRATEGIC LEADERSHIP

THE PURPOSE OF STRATEGIC LEADERSHIP

1.   The overriding purpose of strategic leadership in the Nigerian Armed Forces is to ensure that the Nigerian Government at all times has at its disposal a capable Armed Force. As simple as this task may sound, it is an exceedingly complex undertaking.

2.   **Military Capability**. The many possible permutations of future operations complicate development of appropriate forces, both in terms of structure and equipment. Future Nigerian demographic trends, will compound the personnel equation. Changing environmental circumstances, both political and social, make it difficult to predict future member commitment to serve. Despite these complexities, the Government and the Nigerian people expect the Nigerian Armed Forces to be prepared to meet whatever the uncertain future may bring.

3.   **Fundamental Inputs to Capability**. In the Nigerian Armed Forces, military capability is defined as 'the combination of force structure and preparedness, which enables the nation to exercise military power'. Military capability is managed using a systems approach where the more tangible inputs, termed the Combat Readiness Inspection (CRI), are combined to achieve Government goals. To ensure consistency across defence in establishing and reporting levels of preparedness, the CRI have been consolidated into a single check list. The 8 areas that make up CRI are:
  a.   Command and management.
  b.   Organization.
  c.   Collective training.
  d.   Major systems.
  e.   Supplies.
  f.   Facilities.
  g.   Support.

h.   People.

4.   Strategic leaders in defence use the CRI to ensure that non-financial resource management is linked to available financial resources and that defence can approach its core business in a holistic manner. This is not to say that strategic leaders are focused solely on the material aspects of capability and not the people aspects.

THE ROLE OF STRATEGIC LEADERS

5.   There are principally 2 roles for strategic leaders in defence. Firstly, they are expected to shape the military capability required by government, both for current application and into the future. Secondly, they are to create conditions for operational success, both now and into the future.

SHAPE MILITARY CAPABILITY

6.   Strategic leaders develop, shape and maintain Nigerian Armed Forces' capability in 2 major ways. First, they adapt the CRI to fit the current and future external environment, through strategic planning and the implementation of subsequent change. Secondly, they influence the external environment through public affairs, strategic partnerships and professional networking.

7.   **Adapting CRI to Fit External Environment**. The number of people available to enter the Nigerian workforce in 2020 is expected to be a lot larger than the size of the entry pool that will be experienced in 2013 except if other sectors of the economy are opened up. However, the Nigerian Armed Forces would have to trade manpower for technology in line with the demands of current and future battlefields. The armed forces would clearly have to adapt to this external situation by adjusting some, if not all, of the CRI listed above. Major systems will have to be adapted to operate with fewer people. Facilities may have to be rationalised and supplies adjusted. Although the Nigerian

demographic situation is one of the Nigerian Armed Forces' biggest strategic challenges, any major change in the external environment will most likely require consequent adjustment to the CRI. Recent examples of CRI adjustments to fit changing environmental circumstances include the increase in intelligence personnel training and acquisition of technical equipment, the purchase of naval platforms, fighter aircraft, establishment of War Dog Units and the purchase and repairs of TCVs as a response to changing security threats. Adapting internal systems as a result of external pressure invariably involves change. As a result, strategic leaders have no option but to become agents of change.

8.   **Influencing the External Environment**. The defining feature of strategic leadership is an orientation to the external environment. Strategic leaders must manage the relationship between the Nigerian Armed Forces and the many components of the external environment. These relationships will not only include the Government and its agencies but also other security forces such as the Nigerian Police, the private sector, the media and the public. For many years, the Nigerian Armed Forces has enjoyed strong public support, both within localised defence communities and across the nation. Whether it is the construction of Bailey bridge across the River Rima in Sokoto, or rebuilding of Ayakeremo Village, strategic leader influence has resulted in strong local support, which better enables capability delivery. On a national level, the exceptional performances of Nigerian troops involved in UN Operations accords favourable public opinion and high praise for Nigeria in the international arena.

CREATE CONDITIONS FOR OPERATIONAL SUCCESS

9.   Strategic leaders also shape and influence the task environment of the operational-level and tactical-level leaders. Strategic leaders must strive to create conditions for operational success and this they do in 2 major ways. Firstly, by aligning internal systems so that all within defence are pulling in the same direction and members can see they are making a worthwhile contribution. Secondly,

by shaping Nigerian Armed Forces culture and ethos so that all members identify strongly with the Nigerian Armed Forces, feel committed to it and are proud to serve.

10.   **Aligning Systems**. A clear vision is crucial to the health of any organisation. It provides a common focus for the allocation of resources, and is the basis for unified effort. To the extent it is shared by all members, it draws them together, thereby providing at least a beginning basis for collaborative effort.

    a.   Over the past decade, the Nigerian Armed Forces has undergone a number of renewal initiatives driven by resource limitations. The increased use of contractors, subcontractors, suppliers and industry by the MOD has resulted in increased complexity in the internal environment. A good example is the eroded function and role of the Corps of Supply and Transport in the NA. Strategic leaders ensure that the systems they are responsible for work well with this internal complexity and remain aligned to the broader defence mission and vision.

    b.   In achieving alignment of effort, strategic leaders have to work hard at the interface between Government and the operational levels of defence. Government departments reserve the right to delay decisions until all available and information is collected. Even then, the situation may remain ambiguous with friction between departments. On the other hand, operational and tactical leaders expect and enjoy timely, clear and unambiguous direction. One important alignment role of strategic leaders is to interpret strategic level ambiguity and friction and present it as operational level clarity.

11.   **Shaping Nigerian Armed Forces' Culture**. Perhaps the 2 most important stewardship roles of strategic leaders are to empower subordinates and to encourage a values-based culture. Strategic leadership is not about holding on to power. Strategic leaders recognise experienced and skilled members and then empower them. Only empowered members generate innovation and creativity. Junior

members of the Nigerian Armed Forces pay close attention to what senior leaders do, measure and reward and, perhaps more importantly, what senior leaders ignore or overlook. The behaviour of strategic leaders sends a very clear message to junior staff about what they think is important. For these reasons, strategic leaders need to become almost evangelical in maintaining the Nigerian Army identity and exemplifying Nigerian Armed Forces' organisational values. They must ensure that new members are appropriately socialised and given every opportunity to consider and adopt the Nigerian Armed Forces value system. Internalising the values of the organisation will lead to self-regulated behaviour that can only enhance the Nigerian Armed Forces' reputation.

DEVELOPMENT OF STRATEGIC LEADERS

12.   Considering the complexity and broad nature of a strategic. The 3 important leader's responsibilities, it is not surprising that their developmental needs are equally complex and broad ranging. sources of a strategic leader's development include professional military education, career progression challenges and mentor feedback.

PROFESSIONAL MILITARY EDUCATION

13.   The professional military education of a future strategic leader starts early in an individual's career. Each Service delivers command, leadership and management training via a range of career courses. These leadership courses introduce the concept of strategic leadership and, towards the end of each continuum, focus on Service specific aspects of strategy. Within the joint environment, the Nigerian Defence Academy (NDA), Armed Forces Command and Staff College (AFCSC), National Defence College (NDC) and the National Institute of Policy and Strategic Studies (NIPSS) are the principal deliverers of professional military education. It is at this level that selected members of the Nigerian Armed Forces are exposed to military officers from many other nations and to a broad range of topics. These topics, which form the

platform for subsequent strategic leadership, include the following:

  a. Strategy and the development of strategic thought.

  b. The organisation, structure and capabilities of the Armed Forces and how these relate to the Nigerian Government.

  c. The likely threats to Nigerian security and a solid coverage of Nigeria's regional and international relationships.

  d. Nigerian culture, values and social trends.

  e. Nigerian Armed Forces and Service culture-given that an understanding of one's culture should precede any attempt at shaping that culture.

14. **Career Progression**. Individuals destined for strategic leadership roles will not only have had structured opportunities to broaden their professional and formal education, but will be exposed to a series of progressive postings to training, staff and command appointments. These experiences should challenge the members and provide them with the opportunity to think strategically, build organisational capability, lead change within a strategic context, exemplify personal drive and integrity, cultivate productive internal and external relationships and communicate effectively.

15. **Mentor Feedback**. Both informal and formal mentoring are encouraged at all levels within the Armed Forces of Nigeria. As a form of leader development, mentor feedback is perhaps more important at the strategic level than at more junior levels. This is because as members rise through the ranks there is a tendency for their subordinates to 'tell them what they want to hear'. On the other hand, feedback from mentors is more likely to be frank and accurate. Informal mentoring is generally left up to the individual to pursue but should be encouraged by groups responsible for officer and NCO development. For example, the NDC and NIPSS maintain a voluntary mentor program whereby participants are assigned a mentor of one star rank or civilian equivalent for the duration of the course.

DEFENCE LEADERSHIP FRAMEWORK FOR ONE-STAR LEVEL

16.   The 5 major capability areas that have been identified within the Defence Leadership Framework are further broken down to the proficiencies and behaviours expected of the 'One Star' level officer. These are outlined in Annex A to this chapter.

DEFENCE LEADERSHIP SKILLS AND BEHAVIOURS

17.   This manual defines leadership as 'the process of influencing others in order to gain their willing consent in the ethical pursuit of missions'. This definition indicates that leadership is more a process, or a relationship with followers, than a skill set that resides within a single individual. Nevertheless, in training members to fulfil leadership positions, certain leadership behaviours and skills are necessary to ensure that the leadership process functions as it should. Appropriate leadership behaviours include such activities as motivating others, communicating clearly, setting an example, engendering trust and developing the team.

18.   **Doctrine**. The Army defines doctrine as "Fundamental principles by which military forces or elements thereof guide their actions in support of national objectives. It is authoritative but requires judgment in application". Doctrine is not a lawful order that must be carried out by commanders it serves only as guidance: Leaders are required to exercise judgment in order to apply such guidance successfully. The same applies to leadership doctrine. Though the Army strongly recommends particular methods, it is up to the leaders themselves to determine exactly how they will lead. The Army provides its leadership doctrine and trains soldiers on the process it recommends, but will not dictate a specific leadership style to commanders.

19.   **Leadership Skills Theory**. Leadership skills theory is "a capability model for understanding leader performance in

organizational settings, considering both skill and knowledge requirements, as well as the development and expression of those capabilities over the course of leaders' careers". The model's focus is on increasing skill and knowledge to develop effective leaders; it also establishes a need to continue to develop leaders at all levels.

20.   **Skills**. A leader in an organization must be capable of solving problems. This includes not only implementing existing systems to fix routine problems, but also creatively developing and exercising viable solutions to complex, novel problems. Meeting the needs of this leadership requirement necessitates specific skills. Mumford and his colleagues offer 3 such skill sets: problem solving, social judgment, and social skills:

   a.   **Problem Solving Skills**. Problem solving skills include, identifying the problem, understanding what the problem is and how it is affecting the organization and identifying solutions to the problem. These skills are critical to being able to solve organizational problems creatively. Further, it is indicated that these skills are all trainable among young leaders, which grow as leaders' knowledge and experience increases.

   b.   **Social Judgment Skills**. Social judgment skills are needed because the problems leaders encounter will be in a no primarily social context. Thus, Mumford and his colleagues argue the need for leaders to have good social judgment skills. Several of such skills have been identified; all seem to be related to wisdom. These skills include self-objectivity, self-reflection, systems perception, awareness of solution fit, judgment under uncertain conditions and systems commitment. Additionally, "identification of restrictions, analysis of downstream consequences, coordination of ausal multiple activities and sensitivity to relevant goals" are some of the skills necessary for leaders to portray good judgment.

   c.   **Social Skills**. General social skills are also necessary to motivate subordinates to work together to implement the leaders'

intended solution. These skills, Mumford and his colleagues argue, include marshalling support, communicating, guiding subordinates and motivating others. In addition, are social perceptiveness, behavioural flexibility, persuasion, negotiation, conflict management and coaching. Leaders must be able to get along with others, work with others and ensure that others are able to perform at the required levels.

21.   **Knowledge**. Having the necessary skills is only one portion of the model. According to Mumford et al, "Knowledge reflects a schematic organization of key facts and principles pertaining to the characteristics of objects lying in a domain". Thus, knowledge is not simply an understanding of various data, but it is an overarching understanding of the organization, the functions of the organization and the means by which decisions are made and implemented within the organization. Leaders must have knowledge about the specific tasks performed within their domain as well. They need not be experts, but a solid understanding of what subordinates do and what superiors expect are imperatives.

22.   Both skills and knowledge develop over time. As leaders gain experience, they are able to become more successful. Skills such as those described earlier are not immediately developed. It has been identified that it could take minimum of 10 years to develop the necessary skills to function at the highest echelons of a particular career field. This infers that training and development of these skills are critical to the success and speed at which leaders develop. The skills model includes a strong component of developing leaders in skills and knowledge, thus allowing them to perform with increasing effectiveness throughout their tenure.

BEHAVIOURS AND SKILLS OF LEADERS

23.   There are dozens of leadership behaviours and/or leadership skills that are recognized by the Army as well as by academic

researchers. This manual will consider and test the relationship between communication, job satisfaction, team building and morale building:

COMMUNICATION THEORY

24.   The necessity for military leaders to effectively communicate cannot be understated, whether during combat or peacetime. Communication plays a vital role within every organization. The methods people use to communicate with both external and internal stakeholders are all critical to the success of such organization. Still, there is a lack of a widely accepted definition of organizational communication. This is due to the dispersed nature of the field, which captures from the disciplines of organizational theory, public relations, discourse analysis, critical writing, sociology, social psychology and technology. Pace and Faules (1994) offer a functional definition that is appropriate for this write-up: "Organizational communication may be defined as the display and interpretation of messages among communication units that are part of a particular organization". As such, people within organizations communicate in a number of ways and among a number of channels.

25.   Because of the diversified nature of the research, multiple theories exist to explain how communication takes place within an organization. Most of the proponents of these theories offer 4 perspectives on the study of human communication: mechanistic, psychological, interpretive-symbolic, and systems-interaction:

    a.   The mechanistic perspective is one of transmission. The message travels from one point to another; the emphasis is on the communication channel.

    b.   The psychological perspective considers how the people involved affect communication. This perspective looks primarily at how individuals filter the information input since, due to the sheer volume, it is impossible to process all of it.

    c.   The interpretive-symbolic perspective looks at the effect

of the organizational characteristics on communication. With both the mechanistic and psychological communication views, the communication is shaped by the organization. When looked at from an interpretive-symbolic perspective, on the other hand, the individuals have the power to shape the communication and are capable of "creating and shaping their own social reality".

d.   The systems-interaction approach focuses primarily on external behaviours. The overarching theme is that there are patterns of communication behaviours existing within the system. These patterns recur and change gradually over time. The systems-interaction approach places strong emphasis on culture as it relates to an organization.

26.   The second key concept offer in the basic flow of communication are; message, channel, sender/receiver, transmission, encoding/decoding, meaning, feedback and communication effects. Along each step, there is the potential for individuals within organizations to affect the information as it moves. Looking through an even narrower lens, it is evident that internal public relations management serves as a key component in the communication skill set required by leaders. Internal publics such as employees are one of an organization's most significant stakeholders. They represent one of an organization's most valuable assets: its "human capital." The military is no exception. In fact, some may argue that within this particular profession, personnel are the principal stakeholders. Without soldiers, there would be no military.

27.   With regard to organizational communication within a military context, the common belief might be that a mechanistic approach is often taken. This is true in many instances but certainly not true overall. The hierarchical nature of the Nigerian Army offers simple, natural communication channels for upward and downward flow of information-as is evident in the mechanistic construct. There is a significant amount of horizontal communication, however, in the military, as there is in any organization. The Army doctrine addresses

the importance of engaging in internal relations practices to include two-way communication. The Army leaders must possess significant communication skills. They must be able to develop two-way communication and ensure that everyone understands the mission or orders given. Although these leaders should have the skills to do this, they must also know when to foster this communication and when not to. The military provides a setting that poses unique communication challenges due to operational security needs inherent in combat missions. This causes an ethical dilemma for Army leaders; they need to know how to best handle the communication in a given situation. By making an inappropriate communication decision, leaders may inadvertently cause additional ethical problems within their unit. Creating an ethical organizational climate is linked to the communication skills of the leader.

COMMUNICATION ETHICS

28.   There is a general understanding that because of the nature and speed of current communication, leaders must consider the ethical implications at every level prior to the dissemination of information. Importance of communication ethics is significant to organizational and interpersonal communications behaviours. The leader of an organization is the one who develops the ethical strategy and agrees that the implementation of ethics is through communication behaviours. Ethical communication, he points out, should be a dialogical, ongoing, two-way communication process. Thus, if an Army leader wanted to encourage ethical behaviours, he/she would have to set the ethical tone him/herself by engaging in two-way communication. The leader frames the organizational climate because there is a relationship between ethical work climate and skilful communication as well as between communication and trust. Good leadership communication can create an ethical organizational environment.

29.   One means by which leaders can engage in ethical

communication is to share information. Ethical practices and openness to communication are important to management survival. It is important for military leaders to issue lawful orders, but they must also be willing to listen and communicate with subordinates if there is a misunderstanding. Good leaders must be willing to provide soldiers with opportunities to ask questions and discuss problems; by doing so, these open communication channels will be ethically sound and morale will be improved.

30.   Ethical communication is crucial to high morale and productivity among employees. High morale, particularly high unit morale among military organizations, is something leaders strive to achieve, and communication is one method of reaching this goal. As discussed, there is significant support for the idea that military leaders are doing the "right thing" and being ethical when they engage in two-way communication practices with their subordinates and share information with the public. There is clearly an element of truth to this philosophy, but there may be instances when these types of communication are, in fact, not ethical. Stated another way, the greater good is often served when certain information is withheld rather than shared-especially within a military environment:

> a.   **Classified Information**. Much information within the military   construct is considered "classified." Sharing this information withunauthorized persons is highly unethical as the greater need is to withhold   this information. Giving away confidential, classified information could compromise the combat missions at hand. Leaks to the press and to enemy agents could quickly result in the unauthorized release of classified information. This practice is strongly dissuaded in the army through stringent laws and regulations.
> b.   **The Need to Know**. Soldiers understand the rules of having certain information withheld. They simply do not expect to know or to be told everything and as such, unit morale is not typically affected by not communicating classified information. Only when information that could and should be shared is

withheld do the problems begin. Commanders must feel comfortable with sharing as much information as is legal and feasible. "Keep the troops in the loop" would be a good motto for many unit commanders.

c.   **Public Information**. There have been many discussions about the army's embedding of reporters within their operations. The debate on this topic centres on the question of ethics. Is it best to share or hide information that is learned by these reporters? Where would the reporters' loyalties lie-in journalism or in patriotism? Should journalists be put in a position in which they may feel compelled to divulge sensitive information? These and other i s s u e s c o n t i n u e t o g o unanswered, though they are very important to communication ethics.

JOB SATISFACTION

31.   Job satisfaction is an area grounded in motivational theories with significant attention being placed on Hertzberg's Two-Factor Theory. The typical application of this theory uses Hertzberg's motivators (bonuses, perks, flexible hours, parking) and the hygiene factors (salary, office space, appropriate work environment) to determine levels of job satisfaction. The results of several studies show that job satisfaction has a direct linkage to the willingness of an employee to stay at his or her place of employment.

32.   Military leaders must focus on increasing job satisfaction. This is of particular importance with regard to unit leaders. Due to the length of time between drills, guard duties amongst others, personnel have the ability to cause significant problems among their units if they are not satisfied. The units leaders have to identify the problem, develop and implement a solution, and have that solution satisfy the soldier(s). If leaders are unable to accomplish all of these complex tasks, the problem could linger and fester and eventually affect the overall efficiency of the unit. Thus, unit leaders must have the skills necessary to identify and resolve issues of job satisfaction quickly and effectively.

TEAM BUILDING

33.   Building teams much like developing unit vision and mission statements are simply eyewash for general officers. Team-building exercises, workshops, and off sites are conducted, yet little changes. Team building in the armed forces is similar to that in the civilian sector, though it is potentially easier to accomplish because of the strict hierarchy and the tradition of unit esprit de corps.

34.   Military units are broken into sections, platoons, companies, and battalions. Inherent in the culture is unit pride and a "bonding" among the soldiers who are part of it. This makes the job of team building easier, though no less important. Further, team building is very important to military retention because, as cohesion increases, so does willingness on the part of soldiers to stay and strive to do well.

MORALE BUILDING

35.   Many researchers conclude that improving morale is the task of the leader. Having the leadership skills to improve morale is critically important to the overall need of an organization's success. Military personnel will become unmotivated if they begin to find that their job lacks meaning. Thus, it is important to instil high morale into the organization. To exemplify this point, the lack of cohesion in a unit is strongly related to unit morale. Officers are expected to never make mistakes; in short, they are operating in a "zero-defect" environment. These pressures affect those under the command of the affected leaders by decreasing morale overall. It is evident that high morale comes from good leadership, shared hardship, and mutual respect". Numerous official army publications reflect this belief in the military. Several white papers, articles, and other publications discuss the desire by the highest level leaders of the Army to instil high morale into their organization. These general officers want to create a culture of high moral character, hard work and pride.

LEADERSHIP CONTINUMS IN NIGERIAN ARMED FORCES

36.   All Services deliver a continuum of leadership courses that commence at Recruit School/cadet training institutions and then continue throughout the personnel's career. These courses normally combine modules on personal development, management, leadership and, later in the member's career, command. They are variously known as Leadership and Man Management or Command and Leadership continums. The length and frequency of the individual courses are greater at lower ranks than at senior ranks. The leadership component within these courses generally progresses through the following:
    a.   Self awareness.
    b.   Leading a team.
    c.   Leading a network of teams.
    d.   Strategic leadership.

FOCUSED TRAINING

37.   The goal of Nigerian Armed Forces' leadership training continuums is to satisfy the leadership needs at each promotional level. In doing so, consideration must be given to the limited time available to training and the general context in which the outcomes of the training are to be applied. In considering context, military training rightfully focuses on the possibility of conflict. At the fundamental level, the application of leadership training outcomes will occur in the workplace environments of peace, or of tension and conflict.

38.   Given the 'consequences of an imperfect performance' for each of these environments and the brevity of its courses, the Nigerian Armed Forces' training must necessarily give its greater focus to training for leadership in tension and conflict. Effective military leadership training must replicate as accurately as possible the psychological and physical demands likely to be encountered during operations. Exhaustion, fear and uncertainty cannot be simulated but to ensure some element of realism and subsequent success, leadership training

continuums must take individuals, teams and leaders outside their established comfort zones.

SELECTION OF LEADERSHIP MODELS AND THEORY

39.   Leadership is a contextual phenomenon and therefore the context in which Nigerian Armed Forces' graduates use the outcomes of their training will determine the most appropriate theory or model for training. Once the workplace context of our leaders is clearly established, the selection of which theory best suits their training becomes relatively simple.

40.   There are many benefits in using this established training approach. For example, the workplace leadership-training needs of the Petty Officer can be balanced against the time constraints of their training and linked to the pre-requisite training needs of the next rank level. The approach is based on relevance and on proceeding from the 'simple to the complex'. The process of relating the needs of each rank level will lead to a coherent and logical continuum of training, for which the selection of appropriate theories and models is facilitated.

RANGE OF THEORIES AND MODELS

41.   Leadership theories were based on the less complex theories prior to the commencement of WWII. By the 1960s, the emphasis shifted to more complex models that involved greater flexibility and movement between the behaviours of leaders, to accord with changes in situation.

42.   More recently, models are proposed that are based upon the effectiveness of reward or quasi-economic transactions between the leader and followers, which is the transactional model; and a Imore charismatic approach in which the leader recognises and fulfils the higher order needs of followers that is the transformational model. Among the most recent offerings, is the concept of effective leaders

being possessed of high levels of 'emotional intelligence'. This theory proposes that this 'intelligence' with which effective leaders have been naturally endowed can be analysed to a competency level and can, through the processes of competency based training, then be transferred to others.

43.   Complex phenomena are often subjected to modelling when we seek to understand them. In this, the phenomenon is reduced to its constituent parts, each part is examined in detail, the relationship between the parts is established and finally the parts are assembled to reform a representation of the original phenomenon that can be manipulated and studied. Computer emulation of weather systems. wind tunnel experiments on airfoils, and role plays of a social situation are all examples of modelling. Modelling is very useful in an instructional context, as the model provides a structure and vocabulary for the instructor and student to work with, and the very process of reducing complexity to simple fundamentals aids uptake and understanding of the issue. A model can provide checklists for skill practice and it may be used as a basis for discussion, correction and assessment. Complex social phenomena such as leadership can be modelled, and the Nigerian Armed Forces uses more than a dozen models in its leadership training.

44.   The issue for the Nigerian Armed Forces is one of finding which combinations of models and theories provide the best platform for its leadership training. The issue has been a confusing one. Every model or theory has been found to be deficient. No 2 lists of 'indispensable' leadership qualities are the same and leadership behaviours have varied dramatically. The greatest deficiency of every model or theory is its lack of transferability; a failure to deliver the timeless principles, thought to exist, that underpin all good leadership throughout history and that could be used to train leaders in other times. Each model and theory may be valid, but on close examination, this would be only within its own narrow context of time, culture and circumstance. In short, given the right context, every leadership theory is the correct one.