9-2005

Military Model of Leadership

Eddie M. Frizell
Augsburg College

Recommended Citation

Frizell, Eddie M., "Military Model of Leadership" (2005). *Theses and Graduate Projects*. 689.
https://idun.augsburg.edu/etd/689

Military Model of Leadership

Eddie M. Frizell

Submitted in partial fulfillment of the requirement for the
degree of Master of Arts in leadership

AUGSBURG COLLEGE
MINNEAPOLIS, MINNESOTA

2005

MASTER OF ARTS IN LEADERSHIP
AUGSBURG COLLEGE
MINNEAPOLIS, MINNESOTA

CERTIFICATE OF APPROVAL

This is to certify that the Non-thesis Project of

Eddie M. Frizell

Has been approved by the Review Committee for the Non-thesis Project requirement for the Master of Arts in Leadership degree.

Date Non-thesis Completed: *September 2005*

Committee: _____
                               Adviser

Rosemary Link
_____
                               Reader

This paper is dedicated to all those brave men and women who have given their lives in the service of their country.

Acknowledgments

The following individuals were instrumental in the completion of this project:

- Dr. Norma C. Noonan

- Dr. Rosemary J. Link

- The instructors and staff of the Augsburg College MAL program

- My family, who have stood by my side throughout this program

ABSTRACT

Military Model of Leadership

Eddie M. Frizell

June 24, 2005

ML 597

___ Thesis

___ Leadership Application Project

_X__ Non-thesis (ML597) Project

Military leadership has been tested and refined since the beginning of armed conflict. Society has entrusted its safety and welfare to a select few. These men and women of the Armed Forces have proven themselves worthy of this distinction.

A soldier has a very distinct view of his peers in the sister services. Researching the various armed services' leadership training programs, has given clear indication that they are more alike then different.

All services have based their leadership training on the same essential points: levels of leadership, values, attributes,

skills, actions, human dimensions, stress, leadership styles, and consequences. These points make up the Military Leadership Model. The purpose of this paper is to elaborate on this Military Leadership Model as it applies to those in uniform.

Table of Contents

Model of Military Leadership

Introduction

Military leadership has been developed, tested and refined since the beginning of armed conflict. Society has entrusted its safety and welfare to a select few over the centuries. Many men and women of the United States Armed Forces have proven themselves worthy of this distinction. The United States, soldier has a very distinct view of his peers in the sister services. Researching the various armed services' leadership programs of the United States Military, has resulted in the finding that they are more alike than different. All services have based their leadership training on specific points: levels of leadership, values, attributes, skills, actions, human dimensions, stress, leadership styles and consequences. The Military Leadership Model is made up of these points, regardless of which of the services is analyzed.

The purpose of this paper is to examine the military leadership model as it applies to those in uniform. This work specifically addresses the leadership issue as it pertains to

officer development within the United States military. I hope to make a contribution to leadership studies by making civilians and those interested in military activities familiar with what makes a leader within the military framework. By gaining this understanding of what makes a military leader a civilian will have the ability to understand those who are serving under combat conditions in the current operating environment.

The **hypothesis** of this papers it that, despite separate manuals, there is one basic model of military leadership utilized by the forces of the United States Military.

The military model is not a new one; it has been refined and developed for centuries. The average individual who has not been involved in the military does not understand the preparation and indoctrination of values that takes place during a young officer's core education.

As this paper is being written, young men and women are currently engaged in combat. A war against terrorism is being waged throughout the world. The media have been "embedded" with these soldiers, sailors, airmen and marines. Their news reports

have generated much conversation and speculation as to why these individuals put their lives on the line.

For the purposes of this paper, I will, as a citizen soldier, interpret the Military Model of Leadership. This will allow the average civilian (with no military experience) insight into what it takes to build a military leader.

The **methodology** for this work uses a qualitative heuristic approach, as this has been a self-discovery for me in which the commonality of this Military Leadership Model has emerged. During the original conceptionalization of this paper, I believed that each military service, i.e. Army, Navy, Air Force and Marines, had different distinctive leadership models. I based this opinion on the perception of officers of the various services. For example, we have all seen the young Marine officer in the dashing blue uniform, square jaw, standing at attention with a sword by his or her side. This projected the image of a very dynamic individual who knows no bounds, but has exceptional discipline and self-courage. We have seen the Air Force officer, sunglasses, the scarf smartly wrapped around his or her neck as he prepared to go into the wild blue yonder.

Rhetorically speaking, you might think that the leadership model of the Air Force would be lax by comparison with the Marines. The Air Force is the only military service where the enlisted maintenance and ground crew send the officers into combat.

I speak with the personal experience of seventeen years of military service. I fully understand the application of its leadership training to junior officers. Having researched the available military manuals, documents, articles, (both historical and classical) I made a discovery, which enabled me to develop this paper. As I internalized the information, I realized that my own personal biases and perception of these officers of the various services were not completely correct.

All of the military services operate under a common core of values and attributes. I was able to discover the common attributes in the military model developed and implemented by the United States Army. The United States Army's leadership model undoubtedly was the foundation for the other services as they developed out of the United States Army, which was around in the infancy of this country. I chose the heuristic form of methodology in order to define for myself what this leadership

meant and to reflect as to whether I too met those criteria. The heuristic form allows an individual to gain "self discovery" as it pertains to the process of gaining knowledge by intelligent reflection and guesswork, rather than by following some pre-established formula. The military is fluid; the perception of military leadership is derived from experience within the system.

The appropriate place to start in my analysis of the military leadership model was one in which I have become quite familiar, the Augsburg Leadership Model.

This model has been the standard against which I compared each individual service and drew the conclusion that they are similar in nature. The military has a set written standard, which is commonly called the field manual. Each individual service has varying takes on these field manuals, but as we began a brief literary review of the sources used I would be remiss if I did not mention "FM 22-100, Military Leadership". This manual spells out in great detail the Military Model of Leadership. The Army's Model is the most representative of all of the services' manuals. It is a living and breathing document. Individuals have added to these manuals over the last hundred

years. It is concise, easily understood and can be comprehended by a wide range of soldiers. An eighteen year old Private or a Four Star General, in his/her late sixties can easily interpret the same thing from the same written word.

I reviewed The Air Force manual "1-1, Leadership and Force Development". I realized that there were not the stark differences in the services' leadership models that I had initially anticipated. This manual educates and clarifies standards for everyone from the newest airmen to the general, about the purposes and definitions in which they serve.

"The Air Force Leadership Development Model identifies the enduring competencies that are important to the Air force at different leadership levels. The model is grounded in Air force core values; integrity first, service before self, and excellence in all we do, as well as the highest of physical fitness standards. It provides overarching leadership architecture for development…clearly…consistently…timely."
Thirtle (2002)

For the purposes of this paper, the Marine Corps and Navy,

(being attached services) demonstrate the use of the same leadership training techniques across the board. "FMFM1-0, Leading Marines", is the principal leadership manual for the Naval Service. Marine Corps leadership qualities include:

(1) Inspiration- Personal example of high moral standards reflecting virtue, honor, patriotism, and subornation (noun 1. placed in a lower order or rank. 2. Less important) in personal behavior and in performance.

(2) Technical proficiency- Knowledge of the military sciences and skill in their application.

(3) Moral responsibility- Personal adherence to high standards of conduct and the guidance of subornates toward wholesomeness of mind and body. USMC (FMF 1-0)

Literature Review

I reviewed many articles to contrast Leadership Competencies. In "Are we all saying the same thing?" Horey and Fallesen (2003) clearly demonstrated that all the military services in the area of leadership were on the same page. Fallesen & Horey's paper was presented at the forty-fifth annual conference of the International Testing Association in November 2003. Their article provided the information necessary for me to

state that there were not several military leadership models (based solely on the branch or service) but one military model. The article indicates they are in agreement that there is one model of military leadership for US forces.

A number of articles contributed greatly to the assimilation of the services stated leadership, values and attributes into the military leadership model. "Military Leadership in Pursuit of Excellence" Taylor (2000), gave a broad and expansive interpretation of the qualities of a military leader. Examples include:

"There is general agreement that leadership is the art of influencing others to take action toward a goal, and that military leadership is the art of influencing soldiers in units to accomplish unit missions. It is also generally understood that small-unit leaders rely on direct-influence processes while senior leaders rely more on indirect processes in proportion to their seniority. This is a slim framework for understanding the leadership function -- why we have leaders. Taylor (2000, p. 27)

"Thus effectiveness can be reduced to four leadership functions -- providing purpose, establishing direction, generating motivation for unit actions and sustaining the effectiveness of the unit for future tasks (providing for continuity and constant improvement of the organization). Taylor (2000, p. 27)

Bernard Bass Bass (1998) discussed the formulation of values and attributes as they apply to military leadership. C. G. Browne (2002) validates the information that is presented in this paper.

"The transformational leader, whether a corporal leading a squad or a commanding general leading an Army, further increases commitment by employing intellectual stimulation. The education and concerns of the soldier are enlisted in a joint effort to deal with problems in a creative way. Unusual approaches emerge, such as when a U. S. noncommissioned officer ("noncom") reframed a problem when challenged, figured out how to quickly convert tanks into bulldozers to cut through the Normandy hedgerows, and was empowered to do so. Pride in the actions of all those involved as well as joint success in overcoming obstacles are combined. Commitments are reinforced." Bass (1998, p. 22)

Phillips and Hunt (1992), provide analysis of the portion of the paper dealing with the strategic level of command. Taylor, Rosenbach, and Ulmer (2000) allowed me the ability to understand how these attributes and values contributed to military leadership.

"What leaders do is important, but how they do it is of equal concern. Although much leadership research has focused on identifying the one best style, no single style or personality is best for all situations. The leader acting alone can often do relatively simple tasks, but the more ambiguous and complex the situation, the greater the need for a participative style. Participatory decisions, however, are time consuming; the path to consensus is often long and tedious. Thus timing as well as task orientation is involved in leadership style. When decisions must be made quickly, the leader must act alone on available information and, very often, on intuition." Taylor, Rosenbach, and Ulmer (2000, p. 2)

"Leadership and Management, a Balanced Model of Officer Ship" by Major James McDermott (1983) is a fascinating article in the *Air University Review*. This article explains the

transformation of the military into its modern day counterpart. Today's military leaders are not just field leaders but managers who lead people. "You manage things, but you lead people". (McDermott, 1983)

Other articles, referenced in this paper, also contribute to a better understanding of the overall scope of what leadership under the military model entails. Taylor (2000), USMA (2002), McDermott (1983) They allowed me to reflect on what I have learned during my military leadership education and how it would apply to other soldiers, sailors, airmen and marines. They validated the hypothesis of this paper that there is one military model.

As a part of my self-reflection on the military leadership model, I discovered that **Hersey and Blanchard's Situational Leadership Model (SLM)** is mentioned many times in the various services leadership curriculum,

"Paul Hersey and Kin Blanchard proposed a contingency theory of leadership that prescribes the use of a different pattern of leadership behavior depending on the maturity of an individual follower." Yukl (1994, p. 265)

In SLM, leadership is the act of providing the correct amount of supervision (Directing Behavior) and arousal (Supportive Behavior), which in turn, produces the best learning environment as shown in the model below:
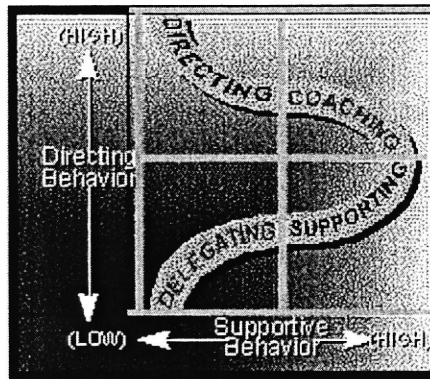
SLM is a four step model:

1. *Directing - Provide a lot of direction (learner does not know how to perform) and a small amount of support (you do not want to overload learner).*

2. *Coaching - Decrease direction (so that learner can learn - trial & error) and increase support (needs emotional support due to some failure).*

3. *Supporting - Decrease direction even more (so that learner can become self-supporting) and decrease support.*

4. *Delegating - Provide direction and support on an as-needed basis.*

Blanchard (2000, p. 67)

The military leader, either by design or natural ability, demonstrates the four steps of the SLM routinely. The military leader is tasked with training many "individuals" to react as a

team under trying conditions. This requires that the leader mold a multitude of personalities and skills into a single functioning unit. It takes "directive behavior". This behavior consists of delegating, supporting, coaching and reciting the necessary information to the troops. All of the military services' officers are trained in this behavior.

According to Hersey and Blanchard, the maturity level of a follower can be influenced by "developmental interventions. "For example, relaxing the amount of direction and delegating more responsibilities for a certain task can increase a follower's willingness when coupled with high ability" Yukl (1994). Hersey and Blanchard recognize that follower maturity may regress requiring continuous adjustment of the leader's behavior. This perspective is demonstrated by the leadership curriculum implemented with basic trainees in all the services. It takes on a parental type of atmosphere in order to allow these young soldiers, sailors, airmen and marines to grow.

Leadership Defined

Leadership defined in "FM22-100" states: "Leadership is influencing people by providing purpose, direction and

motivation while operating to accomplishing the mission and improving the organization." Department of the Army (1999, p.1)

A leader must be able to influence those individuals, who may or may not have the maturity to do what is necessary to complete the task. The leader must provide the direction so that team-building can begin and everyone starts off on the same foot. A leader must be able to motivate these young men and women to go against many natural instincts, for example, the instinct to avoid rather than go into harm's way. It allows the soldiers to motivate themselves, to complete goals that many of them may have thought they were unable to accomplish. They must show that in an operating environment tasks must be completed; one must be able to take direction and execute even in the light of no direct supervision. The leader must show them the need to improve one's self and consistently improve from physical fitness to education level; there is no room to ever stop improving.

Another point concerns levels of leadership. Leaders make decisions right away and then move on to the next thing so the higher up the flagpole you go, the more you will have to learn a different style of leadership. Non-commissioned officers are

taught this at the onset of their leadership training. There
are seven levels of leadership that are discussed throughout the
services. The first is to instill values and attributes in the
young soldiers or subordinates. This leads to direct leadership
skills and actions, which are followed by organizational
leadership skills and actions and strategic leadership skills
and actions.

Direct leadership is face-to-face first line leadership.
It takes place in those organizations where subordinates see
their leaders all the time. The basic trainee who sees the drill
instructor as their "mother, father, sister and brother" is an
example. They operate in the form of teams and squads, some
military organizations refer to them as sections, platoons, or
smaller elements of troops. These young troops often view the
first line leadership at the section, platoon, and company or
battalion level. Leaders have the greatest influence at this
point on a one on one basis.

Direct leadership skills center on individual or small
group tasks. It allows the junior leaders to take control of a
small group of individuals and accomplish smaller tasks.
Organizational leadership leads to skills and actions, which

directly impact organizational systems and processes.

Organizational leadership

Organization leaders influence several hundred to several thousand people. They do this indirectly, generally through subordinates. In essence these are the individuals that write the plans that are issued to the frontline supervisors. They have a greater impact, as they have to have the clarity, the vision and the ability to communicate the greater organizational need down to the lowest level.

Strategic leadership

Strategic leaders are the generals, the secretaries of the various military services, and the Secretary of Defense. These strategic leaders are responsible for these large organizations and influence several thousand to hundreds of thousands of people. These individuals, although not highly visible to the lowest troops, have the responsibility of dictating mass organizational changes, which affect everyone within the military organization.

Strategic leadership skills and actions are on the scale of global, regional, and a national or societal perspective.

"BE,KNOW,DO"

The United States Army has boiled down the military leadership model to a very simplistic acronym. Specifically, "Be, Know, and Do". (Department of the Army (1999) All of the military services in essence follow the Be, Know, and Do leadership model.

BE

"Be," emphasizes values, loyalty, duty, respect, selfless service, honor, integrity and personal courage. The attributes associated with this are mental, physical and emotional. These are core values and attributes heard over and over again throughout the various leadership training curriculum of all the services. They set the foundation for what every military leader must do. It makes them responsible for not just what they do, but for what they fail to do.

Know

The second portion is "Know." It involves inter-personal skills, conceptional skills, technical skills and tactical skills. The inter-personal skills allow a leader to interact with their troops and to clearly define their vision and the way

they believe their particular piece of the organization should operate. The conceptional skills allow these leaders to see the big picture and to know what the strategic leaders are telling them. This information needs to be passed down to the lowest level. They must be the "cooks", who enable all that information to be assimilated, simplified and pushed down to the lowest level possible.

The technical skills of "Know" are extremely important specifically for a combat organization. If a leader does not have the necessary skill or the competencies to make it happen, then people die. Technical skills' proficiency must be applied at this level. This enables the subordinates to gain the confidence and trust in their leaders. The technical skills of the leader are the first point of observation for young troops. Competent technical skill allows the leader to instruct or lead by example. The tactical skills of the "Know" are self-explanatory. In the heat of battle the leader must know what he is doing or people die. This applies to all combat systems, on the ships, tanks, and aircraft, or on the ground. If that leader does not possess the tactical skills necessary to resolve that immediate, significant emotional event, people will die.

Do

The third component is the "Do," it involves influencing, operating and improving. A major part of the "influencing" is the communication piece. It enables the leader to articulate adequately what it is they want from their subordinates. It facilitates the need to let them make the right decisions at the right time. This also motivates the subordinates, as they see an individual they can follow and understand. The subordinates must feel relatively confident that by emulating the leader's behavior they too will be successful. While "operating", the planning and the preparation must be meticulous. It is not always the details you get right that will enable you to be successful, but the ones that you did not plan for, that will mean failure.

The "executing" portion of the operation is essential. The most grandiose plans will not be successful if they are not properly executed or executed at all.

"Once we have looked at all of the rough edges and we have made a decision as to what we are going to do, then we are all going to move out in that decision and stick with it, with coherence and consistency over time, unless it has been proven that we should move in a different direction" Harari (2005, p. 67)

After the planning, the preparation and the executing, one must evaluate the "mission end state". A process for this is the After Action Review or AAR. Leaders will sit down with his or her troops and define the right, the wrong and the portions that need improving with that particular operation.

This leads to the "improving". This allows a leader to develop plans based on their review and assessment. This will help them achieve success in the future. This process also assists in the production of set standard operating procedures (SOP), which will help foster that future success. It encourages team building as everyone is on the same page now and moving forward. They are learning every time they began an operation. The "Be, Know, and Do", can be summarized through the military leadership article by Taylor (1998) Taylor states

in reference to the military leader:

"They have a clear vision of what must be done, what is necessary to get the job done and how to proceed. They clearly articulate in assigned objectives, missions and goals to subordinates. In addition to such a direct guidance they also provide indirect guidance. They promote values, set standards for accomplishment of tasks and force discipline, establish standard operating procedures, ensure the training of soldiers in units and appropriate doctrine, methods and techniques and establish policies and regulations. At the highest levels military leaders also maybe responsible for the development of doctrine, methods and techniques in some or all areas." Taylor (1998, p. 30)

What a Leader Must "Be" as dictated by the Army values. The first value is loyalty, followed by duty, respect, selfless service, honor, integrity and personal courage. I began my own self-reflection based on how I believe the Army values have applied to me and others, who call ourselves leaders.

Loyalty: "bear truth, faith and allegiance to the U. S.

Constitution, the Army, your unit and other soldiers. "Loyalty is the big thing, the greatest battle asset of all but no man ever wins the loyalty of troops by preaching loyalty, and it is given to him as he proves his possession of the other virtues" Marshall (1947) , as stated by Brigadier General S. L. A. Marshall in his work "Men Against Fire".

In no other profession outside of the military does a leader swear allegiance to the United States Constitution (non elected positions). An unknown author illustrated this with a quote, which is quite known throughout the services, "I do not have to agree with what you say but I am willing to give my life for your right to say it". That is what distinguishes a military leader from that of a corporate manager.

Duty, fulfill your obligations: "the essence of duty is acting in the absence of orders or direction from others based on an inner sense of what is morally and professionally right," Department of the Army (1999, p. 2-13) by General John A. Wickham Jr., former Army Chief of Staff. In no other profession does performing your duty perhaps mean the saving of a life. The non performance of that duty can cost another soldier

theirs. It is absolutely essential that when an individual is asked to carry out their duty in the military, they do it with vigor and an understanding that this duty will save the life of the individual to their left and to their right.

Respect: treat people as they should be treated. "The discipline which makes the soldiers of a free country reliable in battle is not to be gained by harsh or tyrannical treatment. On the contrary such treatment is far more likely to destroy than to make an army. It is possible to impart instruction and to give commands in such manner and such a tone of voice to inspire in a soldier no feeling but an intense desire to obey. While the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey," Department of the Army (1999, p. 2-17) by Major General John M. Scofield, part of an address to the United States Corp cadets, 11 August 1879.

Selfless service; put the welfare of the nation, the Army and subordinates before your own. "The nation today needs men who think in terms of service to their country and not in the terms of their country's debt to them," Department of the Army (1999, p. 2-22) General of the Army Omar N. Bradley.

There is no greater sacrifice than a young man or woman, who joins the service in defense of their nation. Specifically, during a time of war, many when individuals in their particular age group have been deemed irresponsible or generation X. The individuals that move forward and say "I will serve my country and die for my country in its defense" demonstrates nothing greater these young people can do. The closest parallel I can possibly draw to the proceeding is a scenario in which the parent of that young person who bids them goodbye as they head off to their respective basic training. They have to know full well, in these dangerous times, there is no guarantee of their return.

Honor, live up to all your values. "What is life without honor? Degradation is worse than death," Department of the Army (1999, p. 2-26) Lt. General Thomas J. Stonewall Jackson. Honor is sometimes all that you have as an individual. It is something that no one can take from you yet you can take it from yourself quite easily by not living up to the values. A Leader must instill this in their subordinates.

Integrity, do what's right legally and morally. "The American people rightly look to their military leaders not to be skilled in the technical aspects of the profession of arms but also to be men of integrity." Department of the Army (1999, p. 2-31) General J. Lawton Collins, former Army Chief of Staff.

Integrity is something that one must illustrate in everything they do. It gives you the benefit of the doubt when there are conflicting points of view of right and wrong. Your integrity is what keeps one on the path of righteousness.

Personal courage, face fear, danger or adversity. "The concept of professional courage does not always mean being as tough as nails either. It also suggests a willingness to listen to the soldier's problems, to go to bat for them in tough situations and it means knowing just how far they can go. It also means being willing to tell the boss when he's wrong." Department of the Army (1999, p. 2-34) Former Sergeant Major of the Army, William Connelly.

Personal courage ties in directly with integrity. I personally live by the saying that "I sleep well every night"

because of my personal integrity. That is because I have the ability to know that what I did was consistent with my values, my integrity, my respect, selfless service, honor and duty.

What a leader must be or leader's attributes

Leadership is not a natural trait, something inherited like the color of eyes or the hair. Leadership is a skill that can be studied, learned and perfected by practice. Leader attributes can be illustrated by the mental, the physical and the emotional. USMC(FMF (1-0)

The mental preparation shows that you have the will to be successful to succeed at all costs. To have the self-discipline to move forward and accomplish those goals but before any of that happens one must have the initiative to start the journey to success in the first place.

All this must be tempered by judgment that what you are doing is right and that it is not going to be counterproductive with the troops that you lead. Leaders must have the self-confidence to move forward and believe that they will be successful based on all of the values that have been discussed

thus far. They must also have the intelligence to do this. They must be able to hold all the information that is coming in from multiple sources and to adequately multi task in order to de-conflict, remain flexible, remain creative and show the adaptability and innovativeness as illustrated by the Augsburg Leadership Model.

Physical attributes are very important in a military perspective. Health and physical fitness determine your ability to survive in the harshest of terrains. It must be instilled in your subordinates that if you go "down", they will have the ability to carry any sized individual to safety let alone have the physical stamina to survive in a formidable environment.

These qualities mean the individual you see in uniform has a military perspective on things. The Marines do this quite best, as with a skilled eye one can spot a Marine the instant they encounter them by the straight posture, the emitting of confidence, and the obvious physical attributes associated with physical fitness. One must have emotional stability and balance. This allows a leader to demonstrate self-control even in light of extreme temptation. The leader in a military

setting is always being watched by their subordinates. Again, the "Be, Know, and Do".

A leader must possess many skills. The leader's skills categories are interpersonal, conceptual, technical and tactical. It goes it back to the "Be, Know, Do". These reflect the leader's ability to carry out his responsibilities for the troops and to develop and execute a plan. It promotes the leader's ability to keep the subordinate unit alive during the execution of that plan. This allows an individual to be decisive and, as the Augsburg Leadership Model illustrates, to demonstrate the self-confidence, the analytical ability, the ability to think critically and to act when others may not.

Key leadership skills are inter-personal skills, conceptual skills, tactical skills and technical skills. The inter-personal skills are highlighted by one's ability to communicate, to supervise the subordinates, and, when need be, counsel them.

The **conceptual skills**, as alluded to by the Augsburg Leadership Model, illustrate that one must demonstrate the critical ability to use creative thinking, ethical reasoning,

and reflective thinking. The military leader must also demonstrate tactical proficiency in both the doctrine and field craft of his chosen specialty. This enables the troops to remain motivated and hopefully gain their respect. The technical portions of this give an individual leader the opportunity to demonstrate their ability to translate political goals into military objectives that are dictated from the strategic level.

"We had to make sure that we took the new mission and drove it home to the last private in the ranks. Whoever came in and emptied the trash can at night had to understand the vision." Harari (2005, p. 55) General Colin Powell

The leader's actions are in three categories: influencing, operating, and improving. The individual must have the ability to demonstrate communication skills, decision-making and ability to motivate their troops. The operation portion, the planning, preparing, executing and assessing, gives leaders the opportunity to conceptualize the greater plan for the greater good.

Improving one's self-development, team building and need to

learn from not only what they have done right but from what they have done wrong are all important. This leads to two types of **leadership consequences. Intended consequences** which are anticipated results of a leader's decisions and actions, and **unintended consequences.** These are the results of the things the leader does that have an unplanned impact on the organization or accomplishment of the mission. In today's phraseology, this refers to the second and third order effects of the leaders' decisions.

Intended consequences give an individual the ability to say "I want this to happen" and then through the leadership skills discussed previously, make it happen. Success is defined by the intended consequences becoming a reality. A closed minded leader, who only focuses on the obvious and does not think of the second and third order effects of his/her decision, will undoubtedly encounter unintended consequences. These are also a result of plans that have not been thought out either professionally, doctrinally, or in any great detail. If this occurs, it will cause havoc on the subordinates and cause negative consequences, which could embarrass a nation.

The leadership actions of influencing, operating and improving are the same at all three levels of leadership. This means the private or squad leader up to the general or presidential cabinet member should all demonstrate these abilities regardless of rank and/or experience.

There are human dimensions to the military leadership model. They include discipline, morale, and taking care of soldiers. Discipline is the hallmark of a military leader. Not only does he or she demonstrate their own self-discipline but also enforce discipline among individuals that are not conforming to policy, procedure or standard operating protocol. The very morale of the soldiers whom they are chosen to lead hangs in the balance. Without discipline the morale of the troops will not be at the level needed. One will find in a combat situation that morale sometimes will be the only thing that dictates the difference between victory and defeat. Many soldiers know that going to battle is not always because of the leader. It is for that soldier to the left and right of them. Their immediate peers are the most important to them at that moment. Leaders accept and foster that type of camaraderie. It is the leader's task to take care of the soldiers. As a

secondary note, if the leader does not take care of him/herself they will not have the ability to take care of the soldiers.

Combat Stress

The proceeding leads to leadership stress. There are three types that are identified throughout the services. There is (1) combat stress: one must have the will and "intestinal fortitude" to move forward under the most strenuous conditions of battle. The only way to simulate this is through the moniker, "train like you fight". I have found that there is only one way artificially to induce stress and that's through exerting of physical exhaustion through the forms of physical training and sleep deprivation. These are the conditions of actual combat.

Stress of Change

There is also the (2) stress of change: Soldiers, sailors and airmen, like many professionals, fear change. Technology dictates that we change with the times or go the way of the horse in the conduct of battle. The current operating environment dictates that in a war on terrorism, one must be adaptable and have the ability to change as the threat changes. It allows us to be culturally aware and concerned with our environmental awareness, as it will change as we fight from the

seas, to the sky and to the desert. That induces the (3)

climate and cultural stress: As an example, the current war on

terrorism is being fought throughout the world, and any true

warrior would know that this is not a war against Islam but

against the terrorist, who hides behind this religion. The

stress induced by those that do not understand, will pass this

on to their subordinates, and will clearly put them at a

disadvantage.

Leadership styles and consequences

Individuals can have various styles directing,

participative, delegating, transformational or transactional.

Each style will have consequences, whether intended or

unintended. As discussed earlier, one must think through the

problem at hand or their current leadership challenge.

Regardless of one's style, the leader must be successful under

many different conditions. "In short given the right context

every leadership theory or model is the correct one. A

proclaimed mastery of a leadership model does not automatically

give a person the ability to lead.

All of the services' leadership training courses indicated

that there are two preferred styles of leadership. The first of which is **directing**:

"This style is leader centered. Leaders using this style don't solicit input from subordinates and give detailed instructions on how, when and where they want a task performed." *Department of the Army (1999)*

The second style is **participating**:

"This style centers on both the leader and the team; given a mission leaders ask subordinates for input, information and recommendation but make the final decisions on what to do themselves. This style is especially appropriate for leaders who have the time for such consultation or who are dealing with experienced subordinates." Department of the Army (1999)

Directing is most effective during the times of great stress or combat. Individuals are given the task and put to work because many times there is not time to give detailed instructions. The leader should have already had his subordinates trained and given them a great understanding of standard operating procedures to allow the directing style of leadership to be effective at this time.

The **Participating** style is most effective during the training environment in which an individual has multiple opportunities to try a particular procedure, discover its strong and weak points, reconfigure those procedures, then try again. This would obviously not be very easy during the period of actual combat.

Delegating:

"Involves giving subordinates the authority to solve problems and make decisions without clearing them through the leader. Leaders with mature and experience subordinates or want to create a learning experience for subordinates only need to give them the authority to make decisions, the necessary resources and a clear understanding of the mission's purpose. As always the leader is ultimately responsible for what does or does not happen, but in delegating leadership style, the leader holds the subordinate leader responsible for their actions." Department of the Army (1999)

This leadership style allows an individual to empower their subordinates to carry out the mission. The most common analogy

being if the leader is killed in combat there are others that are readily able and competent to take up the leadership role and lead the remaining few through success of the mission.

Transformational: This style allows the leader to utilize the talents of his or subordinates. "FM 22-100" states that the Transformational style "allows you take advantage of the skills and knowledge of experience subordinates who may have better ideals on how to accomplish a mission." Department of the Army (1999). It allows a leader to empower the subordinates to go forth even under the most trying conditions and remain a success.

Transactional

The final common leadership style is transactional:

"*Motivating subordinates to work by offering them rewards or threatening punishment prescribes task assignments in writing outlining all the conditions, the applicable rules and regulations, the benefits of success and the consequences to include possible disciplinary actions of failure. Management by exception where leaders focus on their subordinates failures, showing them only when something goes wrong.*" Department of the

Army (1999)

This is the least desirable of all the styles as this is leadership by absenteeism, and it will not allow you to establish any of the values or attributes as discussed throughout this paper.

Conclusion

In conclusion, The Military Leadership Model is similar in many aspects to the Augsburg Leadership Model. Over the years, it has become clear that the definition of a leader is something that we all understand. The influencing, the direction, motivation, operating, and improving (developmental) aspects of leadership are universal. It applies to all the military services, Army, Air Force, Navy and Marines. They all operate under distinct levels of leadership starting with values and attributes, direct leadership skills and actions, organizational skills and actions, and, at the top, strategic leadership skills and actions.

A leader must "Be, Know and Do." These tie directly with the values and attributes, inter-personal skills and the influencing of young subordinates. The values entail the

loyalty, duty, respect, selfless service, honor, integrity and personal courage of the leader. While the "know," emphasizes the inter-personal skills, conceptual skills, technical skills and tactical skills necessary to be successful as a military leader. This allows them to "do" influencing, operating and improving. The leader must dictate this by proper application of the Army Values. The Army values, which are universal in their application through the other services. The values and attributes are not all referred to using the same vernacular by the various services, but they mean the same thing. The Army has summed them up best into loyalty, duty, respect, selfless service, honor, integrity and personal courage.

This lends itself to the leader's mental, physical and emotional attributes, which gives the leaders the skills that can be studied, learned and perfected by practice. A leader must know the various leadership categories of inter-personal, conceptual, technical and tactical to be successful in the battlefield. As Harry S. Truman stated concerning these attributes "a leader is the man who has ability to get other people to do what they don't want to do and enjoy it." *People's Almanac,* 1975).

A leader must understand that for every decision or practice that he/she implements there are intended consequences (which should be anticipated) and unintended consequences. There are human dimensions in leadership, which are all inter-related to discipline, morale and taking care of the soldiers.

Leadership in combat conditions is a great responsibility. It leads to three types of stress: combat stress, stress of change and cultural stress. There are several leadership styles, which have been identified in the military services. These were defined as directing, participating, delegating, transformational and transactional. This is what makes up the military leadership model. It needs to be clearly articulated that this model has been well documented through the use of military field manuals. These same "leadership techniques" are taught at every level of a military leader's career.

The Military Leadership Model is emphasized repeatedly, until it becomes second nature to these leaders. It is important because these leaders take our young people into combat and execute the battle plans of Strategic leaders thousands of miles

away. The Military Leadership Model has been validated by all of the services (Army, Navy, Air Force, Marines). It has been validated by the blood of our military personnel on the beaches of Normandy, in the skies over the Pacific, the rice patties of Vietnam, and the sands of the Middle East.

These concepts and definitions may change only slightly over the course of years, as the bloody business of combat does not seem to get easier Those that commit themselves to the "Be, Know and Do" of the military model, can be successful. That success will be demonstrated, when our sons and daughters emerge from the battlefield alive.

References

Bass, B. (1990). *Bass & Stogdill's handbook of Leadership: Theory, research, and Managerial Applications.*. New York, NY: The Free Press.

Bass, B. M. (1998). *Transformational Leadership: Industrial, Military, and Educational Impact.* Mahwah, NJ: Lawrence Eribaum Associates.

Bass, B., & Steidlmeier, P. (1999). Ethics, Character, and Authentic Transformational Leadership Behavior. *Leadership Quarterly , 10,* 181-217.

Bennis, W. (1999). The Leadership Advantage. *Leader to Leader, 12,* 18-23.

Bennis, W., & Nanus, B. (1985). *Leaders: The Strategies of Taking Charge.* New York, NY: Harper Row.

Blanchard, K. (). *Leadership and the One Minute Manager: Increasing effectiveness Through Situational Leadership.* :

Brown, Shannon A. (2002). The Sources of Leadership Doctrine in the Air Force. *Air & Space Power Journal, Winter*(202), .

Browne, C. G., & Cohn, T. S. (1958). *The Study of Leadership* (1st ed.). Danville, IL: Interstate Printers and Publishers.

Campbell, DJ, Dardis, G., & Campbell, K. (2003). Enhancing Incremental Influence: A Focused Approach to Leadership Development. *Journal of Leadership and Organizational Studies.*

Day, D. (2001). Leadership Development: A Review in Context. *Leadership Quarterly, In Press.*

Department of the Army (Ed.). (1999). *Army Leadership: "Be, Know, Do"* (FM 22-100 ed., Vol.). Washington, D.C.: Department of the Army.

Harari, O. (2005). *The Powell Principles.* New York, NY: McGraw-Hill.

Horey, & Fallesen (2003). Are we all saying the same thing? In (Ed.), (November ed., p.). : 45th annual conference of the International Testing Association.

Howell, J., & Avolio, B. (1992). The Ethics of Charismatic Leadership: Submission or Liberation? *Academy of Management Executive, 6*(2), 43-54.

Hunter, J. C. (1998). *The Servant A Simple Story About The True Essence Of Leadership.* New York, NY: Crown Business.

Kotter, J. (1997). *The Leadership Factor.* New York, NY: Free Press.

Marshall, S. L. (1947). *Men Against Fire.* : .

Maxwell, John C. (2002). *The 21 Irrefutable Laws of Leadership.* Nashville, TN: Thomas Nelson Inc.

McDermott, J. (1983). Leadership and Management, a Balanced
    Model of Officer Ship. In (Ed.), (Sept/Oct ed., p. 1). :
    Air University Review.

Phillips, R. L., & Hunt, J. G. (1992). *Strategic Leadership; A
    Multi Organizational - Level Perspective.* Westport, CT:
    Quorum Books.

Taylor , R. L. (2000). *Military Leadership: In Pursuit of
    Excellence* (4th ed., Rev.). Boulder, CO: Westview Press.

Taylor, R. L. (1998). *Contemporary Issues in Leadership* (4th
    ed.). Boulder, CO: Westview Press.

Taylor, R. T., Rosenbach, W. E., & Ulmer, W. F. (2000). *Military
    Leadership* (4th ed.). Boulder, CO: Westview Press.

Thirtle, M. (2002). Toward Defining Air Force Leadership. *Air &
    Space Power Journal,* (Winter 2002), 1-7.

USMA Circular 1-101Cadet Leader Development System (1-101 ed.).
    (2002). West Point, NY: United States Military Academy.

USMC (Ed.). (). *Marine Corp Manual; Leading Marines* (FMFM 1-0
    ed., Vol.). Washington, DC: Marine Corp Institute.

Yukl, G. (1994). *Leadership in Organizations.* Englewood Cliffs,
    NJ: Prentice hall Inc.