

HOW CAN THE NORWEGIAN LEADERSHIP DEVELOPMENT PROGRAM
IMPROVE TO BETTER DEVELOP JUNIOR LEADERS?

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General Studies

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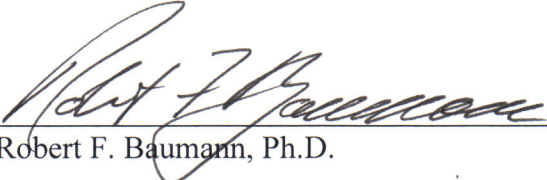
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ABSTRACT

HOW CAN THE NORWEGIAN LEADER DEVELOPMENT PROGRAM IMPROVE TO BETTER DEVELOP JUNIOR LEADERS? by LTC Stig Santiago Bjoernaes, 107 pages.

The purpose of this study is to examine the Norwegian Army's leadership development program through an analysis of theoretical framework, formal guidance as well as a qualitative survey to Norwegian commanders. This analysis aims to identify how and where the program can improve to better develop junior leaders. To find ways to improve, the leadership development programs of the US Army, the New Zealand Army and the Boeing Corporation are all analyzed and compared to the Norwegian leadership development program. This research suggests that these programs offer a number of leadership development ideas worthwhile pursuing for the Norwegian Army. This study limits itself to analyze leadership development in the experiential domain within the units. Although the practices are different, this research suggests that there are a number of solid local programs, but they stem from a bottom to top approach rather than through formal guidance from top to bottom. Further, this research underscores that a leadership development program is a continuous process streamlined to fit the leadership philosophy where leaders are responsible. Developmental tools such as mentors, coaches, after action reviews, 360 feedback programs and self-assessments all influence and improve the process. Finally, this research suggests that the Norwegian leadership development program can and should improve and recommends how and where to do so.

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ACRONYMS

AAR	After Action Review
AR	Army Regulation
CAL	Center of Army Leadership
FM	Field Manual
IDP	Individual Development Plan
LRM	Leader Requirements Model
MSAF	Multi Source Assessment and Feedback program
NA	Norwegian Army
NZ	New Zealand
OER	Officer's Efficiency Report
US	United States

CHAPTER 1

INTRODUCTION

The more that people on the top recognize that they simply have to develop leadership potential, wherever the potential is, and keep developing it in themselves, the more they will find ways to do so.¹

— John Kotter, “Leadership Development”

Armies throughout the world depend upon effective leaders for success. The Norwegian Army (NA) is no different, and given its unique challenges related to expectations from the Norwegian people, force restructuring, diversity, and increasingly complex missions, developing effective leaders in today’s environment is now more important than ever. That said, developing effective leaders is complex and no one simple answer exists that will address development for all militaries and under all circumstances. However, the time is right for a review and analysis of leadership development within the Norwegian Army, and comparisons with external armies and civilian organizations may provide thoughts and ideas for improvement. This research intends to provide such a review, looks to provide comparisons with leadership development in the United States (US) Army, the New Zealand (NZ) Army, the Boeing Corporation, and provide recommendations for a future NA leadership development programs.

The aim of leadership development is first to develop potential into skills; and secondly, to challenge people to use those skills.² These ambitions become reality through team efforts. To make dreams, or ambitions, come true in organizations, leaders

¹John Kotter, “Leadership Development,” in *Conversations on Leadership*, ed. Lan Liu (San Fransisco, CA: Jossey-Bass, 2010), 152.

²Ibid., 153.

should enable others to assume responsibility and to act.³ Thus, leadership development should be incorporated into daily activities as a continuous process. There are learning opportunities for people almost everywhere.⁴ Leadership is not a gene or deciphered code available for only a few, rather an observable set of skills and abilities as useful in the executive suite as in the front line. According to the award-winning book *The Leadership Challenge* by Kouzes and Posner, founders of the Leadership Challenge and the Leadership Practices Inventory (LPI), these skills can be strengthened and enhanced through motivation, practice, feedback, role models and coaching.⁵ Regardless of the type of organization or nationality, leadership development is first and foremost the leader's responsibility. The leader inspires others to explore their potential, either through support, mentoring and coaching, or scheduling to ensure leadership development sufficient time and priority.

The US Army's leadership development program is extensive, and examines leadership development as part of three overlapping domains or opportunities: the institutional, operational and self-developmental. The institutional includes Army schools, centers, and the professional education of soldiers. The operational is the training activities conducted throughout exercises and deployments. The self-developmental enables individuals to pursue professional and personal goals in a life-

³James Kouzes and Barry Posner, *The Leadership Challenge*, 4th ed. (San Francisco, CA: Jossey-Bass, 2007), 20.

⁴Liu., 153.

⁵Kouzes and Posner, 340.

long learning perspective through self-assessments, reflection time, and specific studies.⁶ All these developmental areas, or domains, are key enablers for leadership development. Although the NA leadership development program does not specifically differentiate between such domains, it can be studied from an institutional and experiential domain perspective. This perspective will be explained in more detail later, but the institutional is currently a four-year school program, whereas the experiential represents the leadership development programs in each unit.

To be responsible for leadership development means to create a command climate in which development and learning can occur. Doctrines of both the US Army and the Norwegian Armed Forces dictate a leadership philosophy of decentralization and initiative based on a climate of trust and confidence. In this climate, failure should be accepted on occasion, and even expected. If not, learning and development will take a backseat to what Jerry Poras, co-author of *Success Built to Last*, and Professor Emeritus at Stanford University, calls preserving self-image. He argues fear of destroying one's own reputation stops people from acting, or taking chances, which subsequently stops their development.⁷ Plentiful topics exist on leadership development, many of which will be discussed in this research. However, the overarching topic for discussion is the critical importance of leadership development within the NA.

The publication *Leadership Development in the Army*, published at the Norwegian Military Academy in 2009, suggests that until the NA has established a

⁶Department of the Army, AR 350-1, *Army Training and Leader Development* (Washington, DC: Government Printing Office, 2009), 4.

⁷Jerry Poras, "Built to Last," in *Conversations on Leadership*, ed. Lan Liu (San Francisco, CA: Jossey-Bass, 2010), 109.

central program for leadership development, the leadership development program at the Military Academy could easily adapt to include the different units.⁸ Further, a master's thesis finished at the Norwegian Staff School this summer by Major Cecilie Konradsen, concluded that there is no comprehensive approach to leadership development in the Norwegian Armed Forces, but rather a series of isolated, yet positive initiatives.⁹ In addition, early this spring, the Norwegian Defense Staff revitalized and redistributed the personnel handbook entitled *Forsvarets Personell Håndbok, Del B*.¹⁰ However, the overall guidelines on leadership development remained untouched. *Grunnsyn på Ledelse*, published this summer, described mission command from a Norwegian perspective. The publication states, "effective leadership is a combination of three relations: The leader and employee relation, the worker and related tasks and the leader reflection of self," thus indicating that leadership development is important. However, beyond acknowledging the importance, it only vaguely and briefly indicates how.¹¹ That said, it would be a fallacy of some proportion to suggest that this omission indicates a lack of interest in leadership development within the Norwegian Armed Forces. Rather, the omission probably derives from a lack of urgency.

⁸The Norwegian Military Academy, *Lederutvikling i Hæren* [Leadership development in the Norwegian Army] (Oslo, Norway: The Military Academy, 2009), 20.

⁹Maj Cecilie Konradsen, "*Forsvarets lederutviklingspraksis og forankring i HR-strategi; Fullt og helt eller stykkevis og delt?*" [The NA Forces leadership development practices and HR strategy; a comprehensive approach?] (Master thesis, Oslo, Norway, Forsvarets høgskole, 2012), 5.

¹⁰Norwegian Armed Forces, *Forsvarets Personell Håndbok, Del B* [Military Personnel Handbook, Part B] (Oslo, Norway: Forsvarstaben/Personell, 2012), 20.

¹¹Norwegian Armed Forces, *Grunnsyn på Ledelse* [Leadership fundamentals] (Oslo, Norway: The Norwegian Armed Forces Personnel, 2012), 13.

John Kotter, a former professor at the Harvard Business School, now Chief Innovation Officer at Kotter International and widely recognized as one of the foremost authorities in the field of leadership and change, says that most processes get stuck in the beginning because not enough people sense an urgency to change.¹² In this condition, no momentum or vehicles for change exist to drive a potential change in a leadership development program beyond existing guidelines. In his book *Authentic Leadership*, Bill George, a former successful business leader and now Professor of Management Practices at Harvard, argues that such urgency is much better off when created before rather than after a scandal occurs.¹³ However as Kotter says, “Tradition, standing policies and the status quo are familiar and comfortable ways of operating and thus difficult to change.”¹⁴

Urgency for Change in the Norwegian Army

Each year, the Norwegian Armed Forces participate in a survey measuring each governmental organization’s reputation and social status in the Norwegian society. The 2012 survey indicated that the Armed Forces’ reputation and status was solid. Sixty-four percent of the Norwegian population had a positive impression of the Norwegian Armed Forces, whereas only 10 percent of the responses were negative. In comparison, in 2008 only 30 percent were positive, and 43 percent negative, indicating a marked increase in

¹²Liu, 150.

¹³Bill George, *Authentic Leadership* (San Francisco, CA: Jossey-Bass, 2003), 2.

¹⁴Yvonne Doll and Billy Miller, “Applying the Kotter Model: Making Transformational Change in a Large Organization,” in *L100 Developing Organizations and Leaders* (Ft. Leavenworth, KS: Department of Command and Leadership, US Army Command and General Staff College, 2011), 99.

popular support.¹⁵ Similarly, the Norwegian Department of Defense conducts a yearly employee survey focusing on job satisfaction, stress factors and working climate. The results from 2011 indicate that defense employees experience an increased amount of positive challenges, increased commitment to the organization and job satisfaction compared to the year before.¹⁶ As illustrated, the measurements used to determine status, position, and job satisfaction clearly showed a positive trend for the Norwegian Armed Forces heading into the future.

The Norwegian Chief of Defense (CHOD) recently underlined these changes in *The 2011 Annual Report of the Norwegian Armed Forces*:

The Armed forces are one year away from finishing a twelve years' restructuring process. The former years included a restructured organization from a mobilization to an expeditionary Army, the middle years focused on consolidating the new Army, while the latter years have focused on improving capabilities and the overall ability to solve existing and future challenges.¹⁷

Such a huge transformation naturally causes some unrest along the way, as earlier surveys also indicated.

During the same time span, the Norwegian Armed Forces have been engaged in operations in Afghanistan, with an expected redeployment sometime in 2013. From the initial steps in Kabul through a Quick Reaction Force (QRF) and then a Provincial

¹⁵Ipsos, "Forsvarets omdømme–innbyggerundersøkelsen 2012," <http://ipsos-mmi.no/Innbyggerundersokelsen-2012> (accessed 1 November 2012).

¹⁶Marthe Berge, "Aarlige medarbeiderundersøkelsen," Tom O. Ovind, Chief of Norwegian Armed Forces Media Center, <http://forsvaret.no/aktuelt/ledige-stillinger/hva-inneberer-det-a-jobbe-i-forsvaret/Sider/Medarbeiderundersokelsen.aspx> (accessed 16 April 2012).

¹⁷Forsvarsstaben, "The Annual Report of the Norwegian Armed Forces," http://forsvaret.no/om-forsvaret/fakta-om-forsvaret/publikasjoner/rapport2011/Documents/FÅR2011_260312_lowres.pdf (accessed 16 April 2012).

Reconstruction Team (PRT) in Meymaneh in the Faryab province, these operations have severely strained the Norwegian military personnel resources, and likely affected the surveys when there was no end in sight in Afghanistan. Now, the Norwegian contribution is in its final phase, and units are redeploying ahead of the planned schedule, while following International Security Assistance Forces' (ISAF) orders. It is too early to cast a final verdict on the Norwegian Afghanistan contribution, but in terms of Norwegian goals and ambitions, all signs indicate a successful operation, despite the unfortunate loss of eight soldiers. Above all, only minor incidents in leadership have risen on the horizon during these 10 years of commitment. Today's Armed Forces are better prepared and trained than they were before entering Afghanistan. The leaders are more experienced and battle tested.

Given these recent experiences, there appears little or no urgency to change the Norwegian Armed Forces leadership development program. Satisfaction seems to be a common denominator characterizing the trinity in which the Armed Forces operate; the government, society, and soldiers are generally satisfied and consider operations as running smoothly. Currently, officers, military leaders and politicians believe there are no pending leadership issues, and that the Force's time is probably better spent on other projects. In addition, the Armed Forces are finally closing the chapter on a long period of transformation, and should be reorganized for future challenges within 2013.

Importance of the Research Problem

A research problem establishes a need, or what the book *Qualitative Inquiry and Research Design* calls rationale, for studying an issue further. The aim is not the discovery of new elements, but rather a heightening of awareness on overlooked or

forgotten experiences. By heightening awareness, research can lead to a better understanding of the way things appear.¹⁸ Up to this point, the research problem encompasses a previously documented disjointed approach to leadership development in the Norwegian Armed Forces, and a lack of urgency to improve the leadership development program. There are a number of additional reasons to why this research problem deserves a heightened awareness. First, the Norwegian Armed Forces have been through a large modernization and reorganization, but no changes have been made to the leadership development program. Second, to retain talented leaders over time is critical for future organizational success. Third, personnel changes through an establishment of a Norwegian variant of Non-Commissioned Officers are pending, and will necessarily affect leadership development programs, while creating opportunities, and urgency, to study them more indepth. And finally, there is a gap between the institutional and experiential leadership development program. The institutional program is confined to the predictable schedule of the military schools and offers an extensive approach to leadership development, while the experiential program arguably leaves too much to the judgment and interest of a unit commander.

The Pillars of the Norwegian Armed Forces

To build a better appreciation of the Norwegian Armed Forces, it is worthwhile to examine briefly the origins and critical pillars of the Armed Forces. The modern history of the Armed Forces stems back to the foundation of the Norwegian Constitution, passed by the National Assembly on 17 May 1814 in Eidsvoll. Conscription in its current form is

¹⁸John Creswell, *Qualitative Inquiry and Research Design* (Thousand Oaks, CA: Sage Publications, 2007), 102.

described in the “Conscription Act” of 1953, where every citizen of the State from 19 to 44 years old is obliged to serve as a conscripted soldier.¹⁹ Since then, a general conscription has provided the foundation of the Norwegian Armed Forces. Although a constitutional right, conscription is undergoing change.

Twenty years ago, nearly all male 18-year-olds had to serve a mandatory 12 months of service. Now, only 17 percent serve in the Army, and these are more or less handpicked for duty. This change comes with benefits such as a higher quality of education, service and standard, but also with bigger expectations. However, the growing disconnection between the military and the society is a definite drawback. The consequence is that public support is no longer granted, but earned. Additionally, women have to enroll, but can choose not to serve. However, the Norwegian society and politicians in particular discuss frequently if serving should also become mandatory for women under the principle of equal rights.

Norway joined the North Atlantic Treaty Organization (NATO) in 1949, as one of 12 nations. Today, NATO includes 28 nations. Throughout the Cold War, geographical proximity to the Soviet Union gave Norway a solid strategic position. With the end of the Cold War, Norway changed towards a more peripheral strategic position. Potential conflicts have shifted from conventional to unconventional, from nation-states against nation-states to alliances versus organizations, and war finds itself in places distant from Norwegian homeland and public opinion. However, NATO continues to be an Alliance of great importance to Norway. Article V of the NATO Charter states “the parties agree that an armed attack against one or more of them in Europe or North America shall be

¹⁹Lovdata, “Conscription Act,” www.lovdata.no (accessed 16 April 2012).

considered an attack against them all,” and promises security instrumental for a small Armed Forces.²⁰ Such a security relationship, however, is a two-way street. Although it provides security for members, the Norwegian Armed Forces is at the mercy of NATO as well as its governing body. Further, this relationship implies that the Norwegian Armed Forces must train and maintain the ability to cooperate with other Armed Forces of NATO.

A recent “White Paper for the Norwegian Armed Forces” addressed the final transition to a mobile, ready, yet small expeditionary force.²¹ Prior to this, the Norwegian Armed Forces prepared for a conventional, linear and a rather foreseeable conflict, with a large mobilization-based Army. Now the Army must train for a variety of threats and scenarios in an unconventional and complex battlefield where the adversary could be anyone or anything. Although Norwegian spending remains below the NATO requirement of at least two percent of Gross Domestic Product (GDP) defense spending, funding marginally increases on a yearly basis. These increases represent a positive trend indeed, but will not meet the need for future investments.

Leadership Development Domains of the Norwegian Army

Before examining further the leadership development program of the Norwegian Army, an organizational distinction is appropriate. To this point, this paper has implied a mix of the Norwegian Armed Forces and NA. The Norwegian Armed Forces consist of

²⁰NATO, “What is Article 5?” www.nato.int, www.nato.int/terrorism/five.htm (accessed 16 April 2012).

²¹Ministry of Defence, “The New Norwegian Long Term Defence Plan,” www.regjeringen.no/nb/dep/fd/aktuelt/nyheter/2012/the-new-norwegian-long-term-defence-plan.html?id=678767 (accessed 18 April 2012).

the four services: Royal Air Force, Royal Navy and the Home Guard, in addition to the Army. The Headquarters Defense Command located in Oslo leads these services while subordinate to the Ministry of Defense (also in Oslo). This includes a centralized personnel system, responsible for all service members' future postings. From here on, this discussion will focus solely on the NA as an operational pillar of the Armed Forces. The Chief of Staff (CoS) of the Norwegian Army is the head of the Army, and is located with the Army Staff in Bardufoss in the north of Norway.

The Norwegian leadership development program consists of two domains: institutional and experiential. Each represents entirely different approaches to leadership development. The institutional domain consists of the schooling system and the experiential domain consists of all other leader experience. The following paragraphs offer more depth to the two domains.

Institutional Domain

The institutional domain consists of a one-year branch specific officer's training school and then a three-year Military Academy leading to a commission. The officer's training school is an integrated part of the battalions. A centralized school structure is responsible for five weeks of the common curriculum, while the battalions are responsible for the remaining time. Students serve as conscripts in the battalions with added leadership training and responsibility. They are selected through a three-week centralized selection process, and represent a mix of students straight from high school and soldiers either serving as conscripts, or already finished as conscripts. The organizational structure is at the convenience of the battalions, although with some central guidance. Without going into unnecessary detail, this way of organizing the

officer training met with a lot of initial resistance. However, now this organizational structure seems to have established a solid and accepted footprint.

After graduating from the Officer's Training School as a sergeant, each student serves one mandatory year in a battalion. Based on application, the sergeant can continue beyond this year on a long-term contract as an expert officer, or on a three-year short-term contract. However, after a year as a sergeant, the officer is eligible for the Military Academy. The selection process for admittance to the Military Academy is based upon Officer Efficiency Reports (OERs), physical and psychological tests, and a weeklong selection process with focus on group dynamics, leadership skills and creativity.

The Military Academy is a three-year Army specific school, which focuses on a variety of necessary skills for junior leaders. The Academy blends exercises with theory, and the junior leaders are exposed to counseling, coaching, and 360 feedback programs to improve as leaders.²² To adjust to the requirements of official university laws and accreditation, the curriculum has adapted to accommodate a bachelor's degree during these three years. Depending on the individual's background and experience before entering the Academy, officers generally find themselves as platoon second-in-command or platoon commanders after graduation. Ten to 15 years later, 10 percent of the officers within the age group 36 to 42 are selected to attend Staff School. The selection is based on the last five years of OERs, and variety in experience. Each year, the staff school selects eligible officers to advance into a regular one-year program or a two-year master's program, both in Oslo. In addition, four to six officers each year are sent to international

²²Norwegian Military Academy, 18-20.

staff schools in different allied countries. The staff school also qualifies graduates for further duty as lieutenant colonel and above, although some exceptions to the rule exist.

This brief overview shows that the institutional domain offers lengthy school solutions and abilities to develop as leaders. The selection process varies based on which school one attends, but in general, the OERs play a critical role. This overview also reveals an institutional vacuum for Norwegian officers during the 10 to 15 years from graduating the Military Academy to attending the Staff School.

The Experiential Domain

The NA leadership development program's experiential domain is described in *Forsvarets Personell Håndbok, del B*. The Handbook was revised in spring of 2012, but no changes were made to the experiential leader development program. The Handbook's regulations still require two counseling sessions a year. As a preparation for each of these sessions, the officer providing counseling should reflect and think through what to address. The basic idea with the first session is to discuss career development, preliminary results, and areas to improve. The second session focuses on evaluation and a final OER, which is stored in the respective personnel records. Beyond these counseling sessions, much is left to the unit, the commander, and the individual. Moreover, the assessment of potential and scoring results generates purely from the perspective of the rater, and makes no provisions for a subordinate or unit perspective, or a self-assessment. The real value of the new OER in terms of development is therefore somewhat limited. Consequently, the system occasionally produces promotions inconsistent with parts of the organization's view.

This brief overview indicates several challenges within the experiential domain. First, it focuses on evaluation rather than development, which works for the selection process, but not for individual development. Second, evaluations are solely a commander's product, telling only one side of the story. Third, feedback methods as seen within the institutional domain, such as counseling beyond the two mandatory sessions a year, coaching, and 360 feedback, are not formalized and therefore cannot be expected to be invented by unit commanders. In general, the experiential domain offers very little as leadership development and is probably better termed leader evaluation.

Purpose and Research Questions

So far, this paper has focused on the research problem and provided a situational understanding of the NA, its historical context and current state as well as indicated the direction of this paper. The purpose of this narrative study is to describe and compare the Norwegian leadership development program to leadership development literature and leadership development programs of other organizations in order to identify where the Norwegian leadership development program can improve. Hence, the primary research question of this study asks: "How can the Norwegian experiential leadership development program improve to better develop junior leaders?"

Before describing how to answer the research question, two separate issues should be addressed. First, research has primarily been directed towards activities outside the schoolhouse. While the institutional training lasts for a fixed number of years, the experiential lasts for a lifetime. Second, the research question limits itself to addressing junior leaders. For the sake of this study, junior leaders are defined here as leaders from the branch specific officer's training school until admitted to Staff school

Four secondary questions support the research question. The first secondary question examines leadership development in the NA and asks: “How do leaders develop in the Norwegian Army?” The three remaining secondary questions all examine different leadership development programs with the intent to identify strengths and best practices. Therefore, the second, third and fourth secondary questions ask: “How do leaders develop in the US Army?; How do leaders develop in the NZ Army?; and finally, How do leaders develop in the Boeing Corporation?”

These three different programs offer valuable perspectives to leadership development. The US Army program offers an extensive approach and impressive depth to leadership development through high quality literature coupled with tools and methods to best develop their leaders. Boeing Cooperation changed direction and leadership several years ago and is now renowned for its ability to take care of human resources in its own organization. Boeing offers an inspiring business perspective on leadership development, and shows in reality that much is possible if the mindset and prioritization is right. Like Boeing, the NZ Army realized a need for change. Their program offers a unique perspective on leadership development including a combination of institutionalized and experiential leadership training. In addition, the NZ Army resembles the NA in both size and purpose.

Limitations and Assumptions

This thesis focuses on both leaders and leadership. Both terms are used interchangeably among leading writers, as well as in this thesis. A thorough discussion of the two terms is offered in the introduction of the next chapter. Further, the institutionalized leadership development domain in the NA offers a variety of tools and

methods beyond those required in the experiential domain. A gap exists between the two domains in terms of leadership development. Nevertheless, this thesis focuses entirely on the experiential domain. However, to possibly bridge the gap, both domains are necessarily and frequently discussed.

Even though an establishment of a Norwegian variant of an NCO corps is close, the leadership development consequences and implications are reserved for others to study. However, the US Army separates non-commissioned from commissioned officers in terms of leadership development programs. Although different, the programs do share similarities. The NZ Army streamlines its leadership development program to include the NCOs, and devotes much time to the essential command team in which the NCO participates. Thus, the conclusions in this study will most likely be applicable to a leadership development program for both commissioned and non-commissioned officers.

Dimensions, such as culture and heterogeneity, are excluded from this study. There are studies, however, concluding that the NA faces several challenges in terms of how theory deviates from reality in integration and developmental aspects of women. These studies point to a macho driven culture as instrumental.²³ To maintain a narrow scope, however, this thesis does not separate men from women in terms of leadership development programs. There might be reasons for doing so, but not within the framework of this thesis.

In addition, the importance of culture in the Army cannot be underestimated as it exerts influence in the units' leadership development programs. This becomes especially

²³Harald Rønn, "Complexity and Leadership; Conceptual and Competency Implications" (Ph.D. diss., Stellenbosch University, 2011), 213.

apparent when studying the surveys this study relies upon for data. However, professor of Management and Organizations and author, Noel M. Tichy argues, leadership takes precedence over culture because the leader creates the culture by selection and leadership development.²⁴ Then, beyond acknowledging culture's influence, culture as a force multiplier in leadership development programs is left for others to study.

The premise of this thesis is that change is critical to ensure that leadership development in the NA continues to be relevant in the future. John Kotter's eight steps of change are inspirational and used for reference. However, except for acknowledging the need to establish what he calls step one, create urgency, this thesis merely describes what to change from, and makes recommendations for change. How to implement this change in the NA is for others to study.

Conclusion

This introduction focused on establishing the importance of leadership development, then explained why there is likely little urgency to change the existing NA's leadership development program. Furthermore, this chapter attempted to describe the pillars of the NA, as well as introducing the institutionalized and experiential domains of leadership development. Then, this chapter identified the primary and secondary research questions. These provided focus on the research problem and purpose statement. Finally, this introduction addressed some key limitations and assumptions. The following chapter provides a comprehensive literature review on leaders, leadership and leadership development from a military and business perspective.

²⁴*Business Leadership: A Jossey-Bass Reader* (San Francisco, CA: Jossey-Bass, 2003), 4-7.

CHAPTER 2

LITERATURE REVIEW

Experience does not simply happen to us; it is what you do with it and how you interpret it that effects one's development.²⁵

— Lewis et al., in *Leadership Development in Balance*

These opening words on the importance of experience are simple, yet precise and represent the core of this thesis. In the following pages, literature on leadership and leadership development from both a business and military perspective build a foundation on which this thesis rests. This chapter summarizes an assortment of key literature fitting to this thesis' topic, rather than take on the abundance of available literature clearly surpassing the limits of this study.

Common Ground

Leadership is the activity of a leader. However, leadership is not only reserved for leaders in formal roles in possession of position power, but also the informal leaders who mobilize people to make challenging things happen.²⁶ The book *Conversations on Leadership*, written by Lan Liu, a Chinese adjunct professor at the Frank Drucker Academy in Beijing and author of five more books, offers discussions on leaders and leadership from many of the masters of leadership to include Warren Bennis, Bill George, Peter Senge, Noel Tichy, John Kotter and Jim Kouzes. Jim Kouzes, co-author of

²⁵P. M. Lewis, G. B. Forsythe, P. Bartone, R. C. Bullis and S. Snook, quoted in Bruce Avolio, *Leadership Development in Balance* (Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 2005), 206.

²⁶Liu, 154.

The Leadership Challenge and cited by *The Wall Street Journal* as one of the 12 best executive educators in the US, says leadership is not reserved for the top, rather it is found throughout life. He argues leaders often do not have a title.²⁷ Peter Senge, author of *The Fifth Discipline* and international management guru, understands leadership as action and the ability to inspire others. A leader, he says, is often misunderstood to be about positional authority.²⁸ Noel Tichy, author of several books to include *Judgment; How Winning Leaders Make Great Calls*, says, “Leadership is accomplishing something through other people that would not have happened without you. It does not require a formal position.”²⁹ Thus, leadership is not about positional authority, and leaders do not necessarily have formal titles.

The familiar debate about whether people are born leaders or not is a strange one. The discussion and disagreements seem to rotate around the balance between nature and nurture. Warren Bennis, known for his lifelong commitment to teaching leadership and also a seasoned World War II veteran, argues that most leaders are made, and even self-made, but it helps to be born with a special and natural talent for leadership.³⁰ Award-winning scholar Manfred Kets De Vries, agrees and says that upbringing and family play

²⁷Jim Kouzes, “Leadership is Everybody’s Business,” in *Conversations on Leadership*, ed. Lan Liu (San Francisco, CA: Jossey-Bass, 2010), 29.

²⁸Peter Senge, “Leading a Learning Organization,” in *Conversations on Leadership*, ed. Lan Liu (San Francisco, CA: Jossey-Bass, 2010), 76.

²⁹Noel Tichy, “Leading a Teaching Organization,” in *Conversations on Leadership*, ed. Lan Liu (San Francisco, CA: Jossey-Bass, 2010), 90.

³⁰Warren Bennis, *On Becoming a Leader*, rev. ed. (New York: Basic Books, 2009), 35.

a key role in developing leadership potential, but also that some get a head start.³¹ He underlines, however, that not everybody has leadership potential. Not everyone can lead, and some are indeed as said in the Army, “unfit for command.” Thus, this paper follows the premise that leadership can be trained and developed. Otherwise, why would organizations invest so much time, energy and resources in leadership development?

This thesis will detail attributes of a leader, but as a starting point, leaders must demonstrate some sense of sincerity and honesty in what they are doing to succeed. In the words of General John Lejeune: “Men are quick to detect pretence or insincerity in their leaders, and worse than useless is a leader who is a hypocrite.”³² Bennis says five leadership qualities stand out based on years of research, among which passion comes first. The leader has to love his job.³³ Thus, leadership should be more than just a role or a coat one wears to a job; it should be something deeply rooted in values and personality.

Furthermore, leadership links with seizing the initiative. In military terms, this is best associated with the ability to act rather than react. For instance, mission command as defined by the US Army emphasizes the disciplined initiative. The term “disciplined” underscores the point that initiatives are not something haphazardly discovered, but rather actions based on clear intentions and ambitions.³⁴ Effective leaders embrace the challenges and seize the initiative with enthusiasm and determination.

³¹Liu, 200.

³²Colonel B. P. Mc Coy, *The Passion of Command* (Quantico, VA: Marine Corps Association, 2007), 48.

³³Liu, 50.

³⁴Department of the Army, Army Doctrine Reference Publication (ADRP) 6-0, *Mission Command* (Washington, DC: Government Printing Office, 2012), 2-4.

The study of leadership development tools and methods has inspired a broad variety of professional literature. Importantly, leadership development as defined by the Center of Creative Leadership as the expansion of a person's capacity to be effective as a leader.³⁵ Common for most theories on leadership development are the inclusion of a variety of supporting leadership development tools ranging from coaching, mentoring, 360 feedback, and development programs to short courses and self-assessments. For organizations seeking improvement, the challenge seems to be more of how to stack these tools into a functioning corporate model than actually figuring out the tools themselves. Additionally, successful leadership development recipes tend to be people and worker centric, and are found in goals, ambitions and visions.

Leading literature, such as Bruce Avolio's *Leadership Development in Balance*, also describes the life stream, or the sequels of events and experiences in life, as key to leadership development.³⁶ All people can make changes, but there are times in life, or in a career, where change might not be possible. Thus, timing is a critical piece of leadership development.³⁷ In addition, as this chapter's introduction underlines, experience does not simply happen to leaders; leadership development depends upon what they do with it, how they interpret it, and how motivated and receptive they are to adapt and change.

³⁵Center for Creative Leadership, *The Handbook of Leadership Development Evaluation* (San Francisco, CA: Jossey-Bass, 2007), 4.

³⁶Bruce Avolio, *Leadership Development in Balance* (Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 2005), 12.

³⁷Center for Creative Leadership, 258.

Leadership Perspectives

A Business Perspective

Leaders come in many forms, and writers continue to try to define these forms. A trend among leading writers though, seems to be that leadership is a combination of art and science; some elements are trainable and controllable and some not. Daniel Goleman, well known for introducing the groundbreaking term emotional intelligence to the study of leadership, presents six styles of leadership in “Leadership That Gets Results.” Four of these styles have genuinely positive effects on outcomes and working climate, while two may be plain negative. Goleman asserts the four styles more closely associated with positive results are authoritative, affiliative, democratic and coaching. Conversely, the two normally associated to negative results are coercive and pacesetting. These six terms form a solid base for understanding leadership and requires more reflection.³⁸

Goleman’s discussion of the authoritative style relates to the visionary leader that inspires and motivates followers. In a related survey in the same article, this leadership style produces the most positive effect on the organization’s climate and results. It is a leadership style based upon self-confidence and empathy. On the other end of Goleman’s scale are the coercive and pacesetter styles. The coercive leader demands compliance and expects employees to do what they are told. While not as corrosive as the coercive leader, the pacesetter sets high standards and expects employees to do as they do. While in some situations organizations need pacesetting leaders, a downside could include members who become frustrated and disenfranchised because of a perception that nothing can

³⁸Daniel Goleman, “Leadership that Gets Results,” *Harvard Business Review* 78, no. 2 (2000), <https://blackboard1.leavenworth.army.mil/webapps/portal/frameset.jsp>.(accessed 22 March 2012), 81.

satisfy a true pacesetter. Still, according to Goleman an awareness of these leadership styles allows astute leaders to exercise the most appropriate style depending on the situation and goals.³⁹ Moreover, Goleman suggests leaders who have the ability to exercise four or more of these styles will have the greatest probability of success.

Conversely, Peter Senge writes that the real secret of leadership development is to “become ourselves,” thus acknowledging the natural aspect of leadership.⁴⁰ While true, a literal interpretation may risk leaders choosing a style or preference based solely on what suits their personality and character the best, and not what is most appropriate for the situation. Warren Bennis notes that most leaders share some common ingredients; creating a shared vision, passion, adaptive capacity, respect, authenticity and courage as leadership qualities.⁴¹ These basic ingredients of leaderships are not necessarily innate traits. They can and are developed, and true leaders are made or even self-made. However, according to Bennis, they are not made in weekend seminars, or by Bennis’ microwave theory of leadership development; “pop in Mr. Average and out pops Mr. Leader in sixty seconds.” Additionally, according to Bennis, leaders innovate, develop, focus on people, inspire trust, have long-range perspective and focus on the horizon rather on the bottom line.⁴²

Continuing, there is no one formula for success in developing leaders. In the book *Why Should Anyone be Led by You*, Rob Goffe and Gareth Jones, leading experts on

³⁹Goleman, 87.

⁴⁰Peter Senge, *The Fifth Discipline*, rev. ed. (New York: Doubleday, 2006), 339.

⁴¹Liu, 50.

⁴²Bennis, 42.

organizational culture, leadership and change in Europe, claim that leadership literature too often focuses on the characteristics of leaders and consistently tries to find a recipe for leadership. They dismiss universal leadership characteristics on the premise that what works for one leader, may not work for another. They consider leadership situational, non-hierarchical and relational. Hence, they suggest “to be a leader, you must be yourself.”⁴³ Followers want to be led by a person, and not role players or position fillers. Moreover, a leader needs to be authentic.

A Military Perspective

The NA

Leadership as defined by the Norwegian *Forsvarets Felles Operative Doktrine*, (*FFOD*), the Norwegian Armed Forces overarching doctrinal publication, is to “influence individuals and groups to work against a common objective by providing purpose, resources, guidance and motivation as well as develop the organization.”⁴⁴ *FFOD* states that the basic leader philosophy of the Armed Forces is “*Oppdragsbasert ledelse*,” which is a direct translation from “*Auftragstaktik*,” and further understood as mission command. This leader philosophy encourages initiative on all levels and provides the individual with leeway.

UD 3-1, *Leadership in the Norwegian Army*, was first published in 1974, and although a quality product with influence well after the Cold War, some of its ideas were

⁴³Rob Goffee and Gareth Jones, *Why Should Anyone be Led by You?* (Boston, MA: Harvard Business School Press, 2006), 17.

⁴⁴The Norwegian Armed Forces, *Forsvarets Felles Operative Doktrine* [The NA forces, doctrine for joint operations] (Oslo, Norway: Forsvarsstaben, 2007), 162-163.

naturally outdated. The most obvious ones were written for a different strategic operational environment, and the ideas of “*oppdragsbasert ledelse*” were absent. *Grunnsyn på Ledelse*, published in 2012, replaced UD 3-1, and reinforced the principles of mission command as a Norwegian leader philosophy. *Grunnsyn på Ledelse* states, “focus should be on why rather than how.” Further, the leader philosophy encourages creativity, initiative, flexibility and tempo.⁴⁵

Leadership Development in the Army, published in 2009 by the Military Academy, defines leadership as situational and practiced through “*oppdragsbasert ledelse*” to guide and develop employees towards a common goal.⁴⁶ According to *Leadership Development of Sergeants in the Norwegian Army* published June 2012, a leader’s role consists of both continuous and sequential leader functions. The continuous leader functions address what the leader is expected to do all the time; communicate, solve problems and decide, and finally motivate. The sequential leader functions, on the other hand, describe what a leader does in a certain event, operation or instruction. Furthermore, *Leadership Development of Sergeants in the Norwegian Army* describes the leadership requirements to be seizing the initiative, accepting risk and uncertainty, displaying confidence in self and subordinates, caring, and making independent and timely decisions.⁴⁷

⁴⁵The Norwegian Armed Forces, 7-8.

⁴⁶The Norwegian Military Academy, 2.

⁴⁷The Norwegian Army, *Lederutvikling av Sersjanter* [Leadership development of Sergeants in the Norwegian Army] (Bardufoss, Norway: The Norwegian Army Staff, 2012), 9.

A survey in Harald Rønn's doctorate's dissertation "Complexity and Leadership" from 2011 amongst captains and majors in the Norwegian Armed Forces concluded that the majority of officers believed that emotional intelligence is far more important than technical intelligence.⁴⁸ For reference, the leadership competencies of emotional intelligence, as defined by Daniel Goleman, is how leaders handle themselves and their relationships. More important than what a leader does, is how he does it.⁴⁹ This survey implies that Norwegian officers focus more on people, and not the weapon systems. The survey substantiated this theory by suggesting that success stems from relationship-orientated leadership. The same survey held that decentralization and change are positive qualities within an organization, and that creative thinking should be encouraged.

The US Army

FM 6-22, *Army Leadership* defines leadership as "the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization."⁵⁰ The Leadership Requirements Model (LRM) in Field Manual (FM) 6-22, *Army Leadership* and slightly revised in ADRP 6-22, "provides a common basis for thinking and learning about leadership."⁵¹ It separates between what a leader is (attributes) and what a leader does (competencies). A leader is

⁴⁸Rønn, 176.

⁴⁹Daniel Goleman, "Primal Leadership," in *Business Leadership: A Jossey-Bass Reader* (San Francisco, CA: Jossey Bass, 2003) 44-59.

⁵⁰Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), 1-2.

⁵¹Department of the Army, FM 6-22, 2-4.

one of character, presence and intellect, and he leads, develops and achieves.⁵² The latter is developed through schooling, realistic training, experience and self-development, while the former through environment, religious background, upbringing, role models and more.

Leader competencies are far easier to train than attributes since they focus on action, on what this thesis previously has established as leadership. The leader's character is comprised of Army values, empathy, warrior ethos and discipline. A leader's presence guides how followers and others perceive the leader. The leader's intellect is the ability to make sound judgment based on social skills and expertise. To become a leader and a person of character is a process over time involving mentoring, counseling, education, and self-development to mention a few.⁵³

The NZ Army

The NZ Army defines leadership as “the achievement of a task or mission through the willing and cooperative efforts of others.”⁵⁴ The NZ Army Leadership Manual continues: “Leadership begins with the self, mastering one's self-interested desires and doing what is needed for the team and the mission.”⁵⁵ The NZ Army employs something similar to mission command as a leadership philosophy, only worded as a 24 hours a day,

⁵²Department of the Army, Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2012), 1-5.

⁵³*Ibid.*, 3-5.

⁵⁴The New Zealand Army, *Army Leadership Manual, Draft* (Wellington, New Zealand: The Leadership Faculty, November 2007), 10.

⁵⁵The New Zealand Army, 10.

seven days a week (24/7) mission-focused leadership, where 24/7 is key; a leader does not stop being a leader when the uniform is taken off. Mission focus and results matter, and subordinates are often at risk following command decisions. However, leaders accept accountability for the results, actions and behavior of all their subordinates. A leader's role is pastoral as well as directive. In general, 24/7 leadership articulates direction and priorities for those under your command.

In addition, leaders engage others through inspiring goals and vision. They mentor and develop leaders and build confidence in subordinates.⁵⁶ The NZ program underlines that command is granted, while leadership is earned. Leadership does not abide to rank or position alone. Leaders do not just lead subordinates, they also lead other leaders and they lead through systems. Therefore, as leaders develop and are promoted they need to learn how to add value to subordinates without doing their jobs. Their leadership framework is divided into six steps where leaders live the Army values, rank ethos first, think smart, influence others, build teams, build leadership culture, and finally employ 24/7 mission focused leadership.

Combined Perspectives

The Norwegian, New Zealand and US armies adhere to mission command as a leadership philosophy, only worded differently. According to the US Army's ADRP 6-0, *Mission Command* is to "exercise authority and direction using mission orders to enable disciplined initiative within the commander's intent to empower agile and adaptive

⁵⁶Ibid., 30.

leaders.”⁵⁷ Disciplined initiative and agile and adaptive leaders are key components, or in the words of the former survey, decentralized execution and creative leaders. Mission command from a US Army perspective is guided by six principles. The first two are to build cohesive teams through mutual trust and create shared understanding. The third principle is to provide a clear intent, which in turn is imperative to enable the fourth principle; disciplined initiative. The fifth principle is to use mission orders through communicating what objectives to achieve rather than directing how to obtain them. The final and sixth principle of mission command is to accept prudent risk, or in other words to act despite uncertainties through carefully determining risks and minimize the hazards.⁵⁸

Consider mission command, or “*Auftragstaktik*” from a historical perspective. The basic concept includes direction from the superior, but no tight control.⁵⁹ Initiative, decisiveness and mutual understanding were hallmarks of *Auftragstaktik*, but also a culture of disobedience.⁶⁰ Disobedience was justified by honor and circumstances, thus a part of the corporate culture in the German Army. *Auftragstaktik* had several implications for the development of younger officers, but also for the command climate.”

For instance, flexibility of mind was the most important thing to teach an officer to ensure he would command in the uncertain nature of war. Further, the German military

⁵⁷Department of the Army, ADRP 6-0, 1-3.

⁵⁸*Ibid.*, 2-1 to 2-5.

⁵⁹Jørg Muth, *Command Culture* (Denton, TX: University of North Texas Press, 2011), 173.

⁶⁰*Ibid.*, 165-168.

culture put a high value on younger officers. Senior officers knew that young officers might lead sooner rather than later with a high degree of independence as part of *Auftragstaktik*. Better to prepare them to succeed than fail.⁶¹ Finally, only war veterans with extensive war experience and with demonstrated teaching skills were selected to be teachers at the “*Kriegsakademie*.” Even after the campaign against Poland in 1939, experienced commanders who had distinguished themselves in battle were rotated in as teachers to ensure the highest quality as possible on instructors.⁶² Mission command, based on mutual trust throughout the organization and the lowest level of possible initiative, relies heavily on the capacity to develop leaders with the proper state of mind. Thus, leadership development seems imperative to preserve the continuity of mission command.

Leadership Development

A Business Perspective

According to Tichy, winning organizations actively develop leaders. They are leader driven with cultures that expect and reward leadership. These organizations have a continuous focus on creating more leaders at all levels to succeed.⁶³ Kotter says, developing people starts with the effort to spot people with great leadership potential and

⁶¹Muth, 166.

⁶²Ibid., 161-162.

⁶³Noel Tichy, “Why are Leaders Important?” in *Business Leadership: A Jossey Bass Reader* (San Francisco, CA: Jossey Bass, 2003), 28.

it requires a lot of work over a long period. To encourage developing activity, one should consider rewarding and recognizing people who excel doing so.⁶⁴

Bennis offers leader development as a model of seven steps. These steps portray the leader as he encounters crises and subsequently rises to the challenges and develops new competencies. He argues, crises could be a catalyst for leadership development, just as becoming older, smarter and more experienced are.⁶⁵ Thus, leader development is a life-long process. Further, Bennis offers four lessons for leader development in his book *On Becoming a Leader*. The first is that we are our own best teachers. This lesson describes a leader at a point when he realizes the need for new learning and a desire to maximize his own potential. The second lesson is to accept responsibility for one's own development. The third lesson is that we can learn anything we want to learn, and focuses on our ability to reflect on our own experiences or not. Leaders can be experience-averse and not learn. The fourth lesson is that true understanding comes from reflecting on one's own experience. Bennis calls this the Socratic dialogue, asking the right question to discover oneself.⁶⁶ Thus, Bennis describes leader development as a growing process in which the individual is responsible for the outcome.

Bruce Avolio, Professor of Management and Executive Director for the Foster Center for Leadership, introduces the life stream as a concept describing that leader

⁶⁴Tichy, "Why are Leaders Important?" 42-43.

⁶⁵Warren Bennis, "The Seven Ages of the Leader," *Harvard Business Review* 82, no. 1 (2004), <https://blackboard1.leavenworth.army.mil/webapps/portal/frameset.jsp> (accessed 22 March 2012), 46-53.

⁶⁶Bennis, *On Becoming a Leader*, 49.

development is based upon the events we all pass through in life. However, a leader does rarely have an entire lifetime to become a leader. In fact, in real life a leader might only have a couple of weeks to prove himself. Nevertheless, the moral compass guiding a leader's action is based upon all those events encountered in life.⁶⁷ Far from revolutionary, Avolio's concept emphasizes the importance of reflecting occasionally on the events as they go by.

Further, Avolio provides four different lenses in which the leader can be evaluated. His fourth lense is transformational. From the transformational perspective, the leader concentrates on the growth and development of others as a functional responsibility of leadership.⁶⁸ Leaders must develop other leaders. He elaborates on life training and the development of perspective and capacity to understand others and how we treat them as leaders. This process is not one achieved after a two- to three-day workshop, but rather constitutes the essence of life's leadership training program.⁶⁹

The Center for Creative Leadership is the world's largest institution devoted to leadership research and education. Its *Handbook for Leadership Development Evaluation* articulates the Center's comprehensive experience gathered from 30 years of research. The Center defines leadership development as the "expansion of a person's capacity to be effective in leadership roles and processes."⁷⁰ In their view, development comes from many experiences; from challenging jobs, from significant people, from hardship, from

⁶⁷Avolio, 21.

⁶⁸Ibid., 61.

⁶⁹Ibid., 64.

⁷⁰Center for Creative Leadership, 4.

training and coursework.⁷¹ The authors argue that although one's intelligence quotient (IQ) and some personality traits remain stable over time, there are developable capacities. These capacities are self-awareness, self-confidence, systematic thinking, creativity, critical evaluation, empowerment, and effective interaction with others.⁷² Further, learning from experience forms the foundation of their leader development program, in which 360-degree feedback, skill-based training, job assignments and hardships all are key ingredients. They argue that a leader development process is far more effective if assessments, challenges and support are incorporated.⁷³

The Center for Creative Leadership introduced the 360-degree feedback program as an instrument to reduce the blind spots that leaders potentially may develop by studying the discrepancies between their own and others' ratings. The Center's studies also show that job performance rating from others prove far more accurate than one's own assessment.⁷⁴ To implement a 360-degree feedback process requires four steps: decide why it is needed and what to gain; collect data and ensure anonymity and confidentiality; provide feedback on the collected data and ensure the feedback is not rejected; and finally, create a developmental plan, and follow up the feedback and the plan. Again, experience in itself does not equate to development; individual actions decide the developmental process.

⁷¹Center for Creative Leadership, 17.

⁷²Ibid., 109.

⁷³Ibid., 37.

⁷⁴Ibid., 53.

Continuing, the Center views job assignments not only as a learning experience, but also as a talent identifier in which people with a high leadership potential are targeted for challenging job assignments. Further, these members need to be encouraged by bosses, mentors and coaches to see the challenges within job assignments. Such an approach requires that top leaders are committed to leader development, and that support is granted during the process. The benefits in the long-term picture are likely positive, however, it will be a battle between who is right for the job, and who can learn most from the job.⁷⁵

In a subsequent publication, *The Handbook of Leadership Evaluations*, the Center reaffirms the importance of job assignments. In fact, the authors argue, leader development occurs for the most part on the job. This observation does not imply that formal leader programs or workshops are irrelevant. However, it does underline how important it is to define goals and link leadership requirements to the upcoming job. Again, job assignments will only work as part of a developmental program where there are opportunities to learn and leaders receive support from top to bottom.⁷⁶

Finally, the Center for Creative Leadership contends learning from experience comes with several challenges. Inertia, or laziness, holds people back from learning from new challenges and members tend to choose the path of least resistance. Further, it is a natural instinct to wish for positive feedback rather than negative, and identifying learning needs can also be perceived as risky, since learning and changing requires the individual to acknowledge the need for new skills. Finally, many perceive hiring proven

⁷⁵Center for Creative Leadership, 145-154.

⁷⁶Ibid., 281.

performers as a much better strategy for accomplishing success in business as well as in the military. However, the military has one advantage over business; militaries can train and develop in closed environments and learn from mistakes, whereas business might not have that luxury.⁷⁷

An organization's culture also plays an important role in leader development. Senge writes in *The Fifth Discipline* that a learning culture, which integrates action and reflection fosters an environment where leaders arrive better prepared and make better decisions. After Action Review (AARs), for which the author credits the US Army, facilitate reflections on actions. Senge enhances four strategies for implementing and maximizing AARs as the organizational culture: leadership by example, viewing all events as learning opportunities, providing a grassroots exposure to AARs, and finally ensuring they are conducted by a cadre of trained facilitators.⁷⁸ Arguably, the latter could impose limitations to effective AARs. However, AARs provide a critical tool for leadership development, and should occur in all units to encourage learning from experience. Thus, culture plays a critical role to facilitate for a feedback rich command climate.

A Military Perspective

The NA

Although chapter 1 indicated potential shortcomings in the NA's leadership development program, there are at least two publications with leadership development

⁷⁷Center for Creative Leadership, 245.

⁷⁸Senge, 293.

value in the NA: *Leadership Development of Sergeants* from 2012 and *Leadership Development in the Army* from 2009. *Leadership Development of Sergeants* states that the commander is overall responsible for education, training and proper job assignments as part of leadership development. The framework of the leadership development program consists of knowledge (to know), skills (to act) and attitudes (to be). The following principles guide leadership development of sergeants: personal example, follow-up, feedback and reflection. The sergeants are uniquely assessed in five areas: leader roles, leadership, self-awareness, self-efficacy, attitudes, and values. These five areas constitute the foundation of the individual developmental plan. (IDP). The sergeant is left with plenty of responsibility for his own development. Whenever time and space allows, the sergeant is required to reflect upon his own strengths and weaknesses. In addition, the sergeant should attend a weeklong seminar in the Officer's training school, as well as four seminars within the battalion, where reflections upon experiences, own IDP and leader philosophy are essential.⁷⁹ Within this leadership development program, both the institutional and experiential domain combine to develop leaders.

The publication *Leadership Development in the Army* could misleadingly indicate that here is an overall concept for leadership development in the Army. Although developing a common understanding of leadership development throughout the NA was the original intention, the publication only guides leadership development at the Military Academy. The publication offers a structured approach to leadership development in which seminars, leadership development theory, reflections on one's own personal

⁷⁹The Norwegian Army, *Leadership Development of Sergeants in the Norwegian Army*, 15.

leadership philosophy, 360 feedback, coaching and counseling are continuous efforts to enable the officer to reach own IDP objectives.⁸⁰

The US Army

The US Army, through Army Regulation (AR) 350-1, *Army Training and Leader Development* and FM 6-22, *Army Leadership*, separate training and leadership development into three different, yet overlapping domains. These domains are institutional, operational and self-development. The former represents schools, the middle training activities and the latter the continuous and lifelong learning to meet the individual needs.⁸¹ Leadership development is achieved through a synthesis of these three domains. The formal leadership development process promotes the growth of individuals through a variety of measures to include training, experience, assessments, counseling and feedback, remedial and reinforcement actions, evaluation and selection.⁸²

The leadership development program is designed to develop character and assist leaders to achieve their potential. Further, leadership development aim to produce self-aware, agile, competent and confident leaders.⁸³ They are assessed on leadership values, attributes, skills, knowledge, and potential. The individual's performance is assessed against established commonly understood criteria. Evaluations are directly linked to selection for promotion, schooling and assignments. As part of the counseling and

⁸⁰The Norwegian Military Academy, 19.

⁸¹Department of the Army, AR 350-1, 4.

⁸²Ibid., 8.

⁸³Ibid., 94.

feedback, the commander focuses on assisting the individual to identify his or her own strengths, weaknesses and developmental needs. Self-development includes a self-assessment and seeking feedback on a periodic basis through the Multi Source Assessment and Feedback program (MSAF). This program is a 360-degree feedback program based on a specified format found in AR 350-1.

According to AR 350-1, US Army commanders are responsible for leader training and development in their units, and for providing a climate in which learning and development can occur.⁸⁴ They should focus on leadership development as part of their overall unit plan. A central element of a unit's leadership development program is individually structured plans in the form of an action plan mutually agreed upon by the individual and the rater. The plan is comprised of near, short- and long-term goals. Responsibility, however, does not stop at the commander's desk; each individual should show initiative to develop his or her action plan, conduct self-studies, and practice critical leader tasks to both attain and sustain leadership skills. Furthermore, each individual is encouraged to read and study history, doctrine, manuals and publication and seek challenging assignments; all in the interest of expanding one's own knowledge.⁸⁵ In the US Army model, leadership development is a dual responsibility, where the interest and focus from both the commander and the individual are critical to a positive leadership development climate.

⁸⁴Department of the Army, AR 350-1, 93.

⁸⁵Ibid., 94.

The NZ Army

The New Zealand Army Leadership Manual defines, “Leadership development as founded on the development of strong individual character that has at its heart the NZ Army Values and Ethos.”⁸⁶ The NZ program’s objective is to identify qualified people for the different assignments and to provide the necessary knowledge, skills and attitudes.

The New Zealand Army Leadership Manual continues, “Leadership development is a continuous process embedded in daily routine, as much as on formal courses.”⁸⁷

Furthermore, it is imperative for the NZ Army that one framework guides the understanding and development at all levels, as well as one commonly understood definition of leadership. In addition, allowing learning from failing, and building on strengths, rather than removing weaknesses achieves leadership development.⁸⁸ The NZ Army uses several developmental tools, such as 360-degree feedback, mentors, self-development and coaching. Continuous and constructive coaching is viewed upon as the best medium to develop leader capability for each level.

Officers eligible for promotion have to complete a short experiential leadership development exercise in combination with a week-long theoretical leadership module prior to transitioning to a new rank/level. The experiential development exercises are similar to the US Army informal Warrior Quest programs, where the idea is to challenge leaders over time in a variety of different settings with adequate support and feedback. For younger officers, these courses focus on direct leadership, whereas for the more

⁸⁶The New Zealand Army, 11.

⁸⁷Ibid.

⁸⁸Ibid.

senior the focus is on organizational leadership.⁸⁹ This is a part of the Leadership Framework, and is designed to do three things: first, create a single description of leadership to guide the training and development of leaders; second, outline what successful Army leaders do every day; third and final, describe how leaders must grow and develop as they are promoted to head larger and more complex organizational units.⁹⁰

Combined Perspectives

Mentoring

Mentoring is a critical component of a leadership development programs. Thus, it is worthwhile to provide some detail to what mentoring is. Carole Bland, a Ph.D. in education psychology and the University of Minnesota's Medical School's expert on mentoring and collaboration, wrote *Faculty Success through Mentoring* with several others. The book divides mentoring into three different adaptable and focused models, traditional, peer and group. Critical to mentoring success seems to be to maintain a formal approach to mentoring as well as a positive and purposeful relationship between mentor and mentee. Further, effective mentoring happens where it is institutionalized, when resources are dedicated to it, when units tailor the program to their own needs and finally that mentoring is appreciated.⁹¹

⁸⁹Major Ian Brandon, NZ leadership faculty representative, e-mail dialogue with author, July 2012.

⁹⁰The New Zealand Army, 32.

⁹¹Carole Bland, Anne Taylor, S. Lynn Shollen, Anne Marie Weber-Main, and Patricia Mulcahy, *Faculty Success through Mentoring* (Lanham, MD: Rowman and Littlefield Education, 2009), 21-44.

Bland et al. typically divide mentoring into planning, negotiation, enabling and closing phases. Throughout these phases, mentors provide support and challenges to enhance personal growth, thus enabling mentees to reach their own goals. Role modeling, direct teaching, providing advice, reviewing career progress, and advocating mentees' success are a few available mentor strategies.⁹² Successful mentoring relationships rely on partnerships in which mentees also contribute. As mentees, it is imperative they prepare and ask questions, which puts the mentoring relationships on the preferred path. Mentors are likely to have more experiences and knowledge, possibly achieving an impressive and intimidating status, which contributes to what the book *Faculty Success Through Mentoring* calls the awe factor. It is instrumental for mentees to overcome such factors, while respecting mentors, and not always buying into their advice.

Additionally, Bland et al. provide an interesting study concerning the need for mentoring in *Faculty Success Through Mentoring*. The study suggests that a high performance workplace requires workers to use up to 20 percent of their own time for formal education to upgrade their knowledge and skills, as 50 percent of employees' skills become suspect or outdated within three to five years.⁹³ The study underlines that this is especially true in workforces with a high turnover. Mentoring is suggested as an excellent strategy to mend some of these challenges connected to turnover, but also as a strategy to retain employees. However, mentoring turns inefficient and problematic when there is no adequate time to nurture the relationship, there is a clear lack of trust or when mentoring is just another burden. Lack of formal training might also restrict a mentor

⁹²Bland et al., 82.

⁹³Ibid., 35.

from doing a good job. The problems are avoided in organizations where mentoring is a priority and where goals are worked out. Further, trust and respect exist within the mentoring relationship.⁹⁴

ADRP 6-22, *Army Leadership* provides a US Army interpretation of mentoring. It defines mentorship as the voluntary developmental relationship between a person of greater experience and a person of lesser experience characterized by mutual trust and respect.⁹⁵ Mentors share common experiences with mentees, and may occur outside the subordinate and superior relationship and across many levels of rank. A positive mentorship relies on active participants, where the mentee voluntarily seeks a mentor to support in personal and professional growth as part of lifelong learning. A study at the US Army War College from 2002 entitled *Mentoring Revisited: New Challenges and Strategies* by Colonel Roland Strong reaffirms some key principles for mentoring to work as a leadership development tool. First, unconditional support and prioritization to a mentorship-training program is instrumental. Second, priority and support must be given to sequential, ongoing and experience based mentoring. Third and final, evaluation measures hold leaders accountable for mentoring.⁹⁶

Mentoring is also a key ingredient of the NZ Army leadership development program. There, mentoring is defined, “as the relationship between an experienced, trusted advisor and a less experienced person, which fosters the growth and development

⁹⁴Bland et al., 87-88.

⁹⁵Department of the Army, ADRP 6-22, 7-11.

⁹⁶Colonel Roland Strong, “Mentoring Revisited: New Challenges and Strategies” (USAWC Strategy Research Project, U.S. Army War College, Carlisle Barracks, PA, 2002), 18.

of that person both professionally and personally.”⁹⁷ The NZ Army expects all leaders from the rank of sergeant to be mentors, and tasks unit commanders with overall responsible for oversight and implementation as well as ensuring that all unit personnel have established a mentoring relationship. Leaders are encouraged to identify and select their own mentor to ensure a relationship based on mutual trust and respect. However, one caveat exists: the mentor usually is found two ranks up and outside the chain of command.⁹⁸

Coaching

The NZ *Army Leadership Manual* states “a mentor is not a coach,”⁹⁹ clearly marking there is a difference between the two. According to the *Army Leadership Manual* a coach is a supervisor who tries to direct a subordinate to a specified goal. The coach continually assesses and monitors the progress towards the goal.¹⁰⁰

ADRP 6-22, *US Army Leadership* provides a clear distinction between mentoring and coaching. While coaching relies on teaching and guiding to bring out already present skills, mentoring focuses more on personal or professional growth. A mentor is normally more experienced than the mentee, while the coach may not be. ADRP 6-22 sums up coaching guidelines to focus on goals, clarify self-awareness, uncover potential, eliminate

⁹⁷The New Zealand Army, 44.

⁹⁸*Ibid.*, 47.

⁹⁹*Ibid.*, 45.

¹⁰⁰*Ibid.*

developmental barriers, develop plans, and follow up.¹⁰¹ These steps are part of a process, a way of staying in continual dialogue about performance and improvement throughout the year, and not something a leader saves for the annual evaluation report.¹⁰²

The Heart of Coaching by Tom Crane offers additional valuable insights on coaching. Crane states coaching is a comprehensive communication process in which the coach provides performance feedback to the “coachee.”¹⁰³ Continuing, coaching assists people to enhance their effectiveness in a way they believe helped achieve the overall coaching goal.¹⁰⁴ A coach both challenges and supports people to achieve their objectives. Crane states that leadership and coaching is inseparable. Coaching is a key role the leader plays, as it offers a human-focused approach to leadership, which releases a high degree of motivation through the appreciation of skills, creativity, overall understanding and personal satisfaction. The greatest difference between mentoring and coaching should then be how they tie into organizational leadership. However, beyond that, mentoring is a form of coaching.

According to Crane, coaching has three different phases, which helps to initiate and provide direction to the coaching process. First, the foundation phase builds trust and shared expectations. Second, the learning phase creates mutual learning and improved insights. Third and final, the forwarding action phase is where progress is made through

¹⁰¹Department of the Army, ADRP 6-22, 7-11.

¹⁰²Thomas G. Crane, *The Heart of Coaching*, rev. ed. (San Diego, CA: FTA Press, 2001), 167.

¹⁰³*Ibid.*, 31.

¹⁰⁴*Ibid.*

some degree of intervention, either through suggestions and qualified questions or more direct intervention based on the coach's perception.¹⁰⁵ Tichy says coaching is critical to the organization's success, but warns against inviting a small army of external coaches. "Instead, it is the job of the leader to build coaching capability into the DNA of the organization."¹⁰⁶

Coaching certainly has several residual effects beyond uncovering potential. *Coach Your Team*, an informative paper published by the Defense Acquisition University in January 2011, claims positive coaching leads to decreased turnover. In fact, an indepth study of exit interviews shows that poor supervisory behavior ranks as the number one reason for people leaving the job. Further, the paper underlines improved morale as another positive effect, because coaching inherently shows that a leader cares for his employees. Decreased turnover and higher morale naturally lead to a higher productivity. The paper concludes saying that coaching, motivating, and developing subordinates should be evaluation criteria.¹⁰⁷

Conclusion

Chapter 2 provided a literature review that described leadership and leadership development from an Army and business perspective. Further, the chapter identified

¹⁰⁵Crane, 44.

¹⁰⁶Howard Morgan, Phil Harkins, and Marshall Goldsmith, *The Art of Leadership Coaching* (Hoboken, NJ: John Wiley & Sons Inc., 2005), 122-123.

¹⁰⁷Wayne Turk, *Coach your Team* (Ft Belvoir, VA: Defense Acquisition University, 2011), 41.

leadership development tools and methods to best serve organizational objectives and ambitions. chapter 3 will address the thesis' research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

Enduring great companies preserve their core values and purpose while their business strategies and operating practices endlessly adapt to a changing world. This is the magical combination of preserve the core and stimulate progress.¹⁰⁸
— Jim Collins, *Good to Great*.

According to the book *Qualitative Inquiry and Research Design* by John Creswell, qualitative research is best applied when a problem needs to be explored, there is a need to study a group, to identify measurable variables, or to hear silenced voices. Qualitative research is conducted when a complex and detailed understanding is required, as a follow-up of quantitative research or merely because it is a better fit for solving the problem.¹⁰⁹ Qualitative research begins with an assumption and a research problem. To study the problem, data is collected and analyzed. A final report includes the voices of the participants, reflections by the researcher, a description and interpretation of the problem and signals a call for action.¹¹⁰

The framework of this thesis is qualitative research. Chapter 1 detailed the research problem and introduced the purpose statement concerning leadership development in the NA. Further, it built a foundation on which the NA could be understood. Chapter 2 provided a review of the literature, some of which assists in the analysis in chapter 4. The abundance of available literature on leadership and leadership

¹⁰⁸Jim Collins, *Good to Great* (New York: Harper Collins Books, 2001), 195.

¹⁰⁹Creswell, 38-40.

¹¹⁰*Ibid.*, 37.

development was far too great for this thesis to take on. Instead, chapter 2 included views from different “Masters of Leadership.” as well as an indepth examination of manuals from the Norwegian, the New Zealand and the US Army, streamlined to fit the analysis of the research and secondary questions. While chapter 3 explained research methods, chapter 4 studied and examined the data provided in chapter 2.

According to the book *Qualitative Inquiry and Research Design* there are five different approaches to qualitative research. The use of a small number of individuals to share their experiences indicates a narrative approach.¹¹¹ However, leadership development might be looked upon as a phenomenon indicating that this is a phenomenological study as well.¹¹² The reality is likely that this study is a combination of the two. Chapter 4 answers the secondary questions methodically, first by an analysis of a small number of individuals’ experiences of this specific “phenomenon,” and then by summarizing key findings. Chapter 5 reflects, draws conclusions and offers recommendations, or signal for action, to the research question.

Chapter 3 describes the research methodology necessary to interpret and solve the research problem. Further, this chapter visualizes how the research question moves from an assumption of a problem in chapter 1, through secondary questions in chapter 4 along a logical train of thought to answering the research question in chapter 5. Thus, a brief recap of the research question, the secondary questions and research methods to build a better appreciation of this thesis follows.

¹¹¹Creswell, 53.

¹¹²Ibid., 59.

The research question asked: “How can the Norwegian experiential leadership development program improve to better develop junior leaders?” The secondary questions are topical of nature, and cover the anticipated need for information on different topics.¹¹³ The first secondary question asks: “How do leaders develop in the NA?” This question indicates that there might be various approaches in different units beyond that of the formal requirements. Thus, four Norwegian battalion commanders were provided a qualitative questionnaire (appendix A) focused on leadership development in their battalions. According to *Doing a Successful Research Project*, there are two obvious advantages with deciding upon such a small sample of participants; simplicity, and the possibility to get more involved with the participants.¹¹⁴ A core sample should include a range of people that allow the researcher to explore different and comparative experiences relevant to the research question. Furthermore, some who will challenge the assumptions made in the first place. The core sample size may vary from one to 20, with the smaller the sample the more detailed and intense a process.¹¹⁵ These four commanders should fit neatly into what is described as a good core sample.

The questionnaire contained open-ended questions to avoid restricting answers, and instead providing the commanders with sufficient freedom to answer in their preferred direction. Such a self-administered and open questionnaire comes with inherent,

¹¹³Creswell, 109.

¹¹⁴Martin Brett Davies, *Doing a Successful Research Project* (New York: Palgrave Macmillan, 2007), 139.

¹¹⁵*Ibid.*, 146.

but manageable challenges in interpreting data and language. A synthesis of all the answers is provided in chapter 4, as well as in appendix A.

The second secondary question asks: “How do leaders develop in the US Army?” To address this question, different methods of inquiry were utilized. First, the US Army’s program offers significant theoretical background, especially in ADP 6-22, ADRP 6-22 and FM 350-1. Next, two recent surveys were used to provide insights to the US Army’s leader development program. An annual Army leadership survey from 2011 published in the *Army Times*, dated 13 August 2012, was used for reference to help interpret potential discrepancies to the leadership development program. The survey was explained in detail, and was authored by Michelle Tan, whom the author contacted to ensure a proper analysis of the survey. Additionally, a 2011 CGSC master’s thesis by Captain Aleksander Jankov was used, which surveyed opinions of US Army company commanders on their Army’s Leader Requirement Model (LRM).

Finally, e-mail interviews at the Center for Army Leadership (CAL) and related events experienced as a student at the US Army Command and General Staff College (CGSC) provided significant insights. Through a series of e-mails with the US Army CAL at Fort Leavenworth, Kansas, significant information was obtained on the US Army’s 360-feedback program. Further, discussions with US field grade officers, commander and command sergeants major comprising a visiting brigade combat team panel as a part of the CGSC curriculum and a field study trip for international students to Fort Riley, Kansas, have been meaningful in understanding the best practices in and challenges to the US Army leadership development program.

The third secondary question asks: “How do leaders develop in Boeing Cooperation?” Boeing offers an insight to their leadership development program and their Leadership Development Center in St. Louis on their official webpage.¹¹⁶ In addition, Jim McNerney’s efforts as CEO of Boeing, leading Boeing to excellence is documented through a case study in the book *Judgment*. Today, Boeing ranks as the 11th best organization in leadership development by the magazine, *Leadership Excellence*.¹¹⁷ The magazine has 25 years of experience and is endorsed by Warren Bennis.

To gain personal insights into the leadership development program at Boeing, the researcher telephonically interviewed Ms. LeAnn Caret, Vice President of the Military Division. What was initially supposed to be a telephone interview based upon previously issued questions, turned instead into an hour-long interesting and meaningful conversation on leadership and leadership development focused on Boeing, as well as her personal experiences. A week after the interview, Ms. Caret and her staff approved the summarized discussions and addressed themes to be published as part of this thesis.

Finally, the fourth secondary question asks: “How do leaders develop in the NZ Army?” A review of pertinent literature provides information on the NZ Army leadership development program. This literature functioned as a reference, and an understanding of how the program works. The program offered a different perspective and approach to leadership development than what might traditionally be expected from an Army. The program was further analyzed through a series of emails with leading officers in the

¹¹⁶Boeing, “As our Leaders Grow, the Company Grows,” www.boeing.com/aboutus/leadership (accessed 20 April 2012).

¹¹⁷Leadership Excellence Magazine, “Leadership Excellence,” www.leaderexcel.com (accessed 13 September 2012).

Leadership Directorate of the NZ Army, as well as by studying guiding documents. Informal discussions with a NZ colleague on leadership development in general and the NZ program in particular, provided additional depth to the analysis in chapter 4.

There are several ways to validate the findings of a qualitative research. This thesis relies upon three different approaches, all mentioned as part of eight different strategies in John Creswell's *Qualitative Inquiry and Research Design*.¹¹⁸ First, "triangulation" is a process where corroborating evidence from different sources confirms a perspective. This thesis relies upon data from many different sources, and triangulation plays a key role. Second, thick and rich descriptions of experiences and situations were allowed, thus enabling readers to decide whether the findings are transferable or not. Third, narratives of interviews, surveys, discussions and e-mails were utilized to gather information and accurately interpret its meanings.¹¹⁹ Boeing, for instance, approved a narrative of the interview for release. Finally, e-mail dialogues with two Norwegian battalion commanders in the aftermath of the survey, as well as an e-mail discussion with the responsible for leadership development in the Norwegian Armed Forces helped confirm the key findings from the survey on the Norwegian leadership development program.

Conclusion

Chapter 3 described how this thesis solved the research problem through research and secondary questions. In general, chapters 1, 2 and 3 provided a foundation on which

¹¹⁸Creswell, 209.

¹¹⁹Ibid., 208-209.

chapter 4, the analysis, can be understood. Thus, the following chapter answers sequentially the four secondary questions focusing on how organizations to include the NA conduct leadership development.

CHAPTER 4

FINDINGS AND ANALYSIS

Unless you are clear about your purpose and your values and are doing something that you really care about, it is difficult to act as a leader.¹²⁰

— Goffee and Jones, *Why Should Anybody be Led by You?*

The above quote from the inspiring book, *Why Should Anyone be Led by You?* suggests leadership is about authenticity, character, passion and personality, and leads into chapter 4. Chapters 1, 2 and 3 built a framework allowing Chapter 4, Findings and Analysis, to explore the secondary questions. Thus, the following chapter examines the four secondary questions, to include the leadership development programs of the Norwegian, the New Zealand and the U.S. Army in addition to the leadership development program of Boeing Corporation.

How do Leaders Develop in the Norwegian Army?

In addressing the first secondary question, this section considers the theoretical basis of the Norwegian leadership development program. Then this section analyzes the answers from four different units as part of the qualitative survey viewed more in detail in appendix A. Elements of the Norwegian leadership development program were introduced in chapter 1 and were further developed in chapter 2. In addition, a perceived problem was suggested that the Norwegian leadership development program was insufficient, and positive leadership development results were probably more a product of a commander's interest and prioritization and a unit's culture and traditions.

¹²⁰Goffee and Jones, 73.

A Discussion of the Theoretical Framework

The Norwegian leadership development program has few formal requirements. Formal guidelines as found in the *Forsvarets Personell Håndbook, Del B.*, require that all officers receive a mandatory OER as part of a final counseling, generally before 1 July of each year. Furthermore, a mandatory counseling with all employees shall be conducted before 1 February each year, and aims to provide a guideline for the development of the officer. Despite few formal requirements, according to the 2011 employee survey in the NA, 24 percent (out of 9,813 answers) have not attended a formal counseling session with their superiors within the last 12 months.¹²¹

The two mandatory counseling sessions and the OER form a basis for assessments of the individual's qualifications, skills and potential. The officer in charge of the OER is encouraged to seek feedback from other sources, in particular from the second in command to ensure a broader base for the evaluation. The OER and counseling should result in an Individual Development Plan (IDP) where developmental goals are mutually agreed.¹²² The OER consists of 10 assessment areas; including leadership in general, responsibility, cooperation and communication, skills and knowledge, creativity and stewardship of the profession.

The institutional domain is beyond this thesis scope. However, the leadership development of sergeants is a hybrid of the two domains where a week-long seminar is within the confined walls of the schoolhouse, while the greater parts of a sergeant's leadership development take place in the units. The publication *Leadership Development*

¹²¹Berge.

¹²²Norwegian Armed Forces, *Military Personnel Handbook, Part B*, 20.

Program for Sergeants offers a positive approach to develop sergeants with a particular focus on reflection.¹²³ The IDP should be actively used throughout the year and especially in connection with counseling. The leadership development program requires four seminars a year, where all sergeants within a unit participate to discuss and reflect upon leadership challenges. Furthermore, the publication *Leadership Development in the Norwegian Army* guiding leadership development at the Military Academy devotes the first 20 pages to leadership development in general, suggesting ideas for the entire Army to follow. However, for unknown reasons it never reached outside the Military Academy.¹²⁴

A Narrative of the Qualitative Questionnaire

The four Norwegian commanders who participated in the qualitative research, approached the six questions in different ways. Three chose to answer from their perspective, while the fourth tasked company and platoon commanders in the unit to answer. Thus, appendix A contains 10 respondents. The answers from the company and platoon commanders added depth to the research. To complement the research and address concerns, a series of e-mails with two of the respondents have helped enhance the researcher's understanding of the research problem. The following is a narrative of the questions and answers that were posed to Norwegian Army respondents.

¹²³The Norwegian Army, *Leadership Development of Sergeants in the Norwegian Army*, 15.

¹²⁴E-mail with author confirms some of the publication's original intentions. Hakon Waro, e-mail dialogue with author, 9 September 2012.

First Question: How Would you Describe your Leader Development Program?

The responses to the first question illustrated that the Norwegian leadership development program varied from unit to unit. Out of 10 respondents, the only similarity seemed to be an attempt to follow the formal guidelines of two counseling sessions a year. The respondents underlined that the mid- and final counseling sessions constitute a framework for their own leadership development program. However, it seemed that culture, tradition, a commander's priorities and competence, drove the unit's leadership development program in different directions. One respondent described how the unit uses the publication *Leadership Development in the Army* to complete their leadership development program. Noteworthy, the responsible unit commander was in charge of writing the publication, only underlining that commanders enter command with different priorities and background. The same respondent described how the ability to live the values and be stewards of the unit expectations guided leadership development in the unit. In addition, before counseling sessions, each leader conducted a self-assessment to better prepare for the counseling.

A second respondent pointed to the large number of exercises as important leadership development arenas where senior leaders systematically evaluate and develop junior leaders. However, the respondent also remarked, it is not formalized; instead it is based on a long cultural tradition. Company commanders used these exercises to evaluate and assess platoon commanders, as did platoon commanders with their subordinate leaders. The feedback and AARs from these exercises on all levels were key inputs to the mid-counseling sessions.

A third respondent underlined the importance of a newly introduced career form where short- and long-term goals are identified. However, the career form encountered some initial administrative challenges, since keeping track of an officer's career is quite difficult with officers shifting positions every two to three years.

Of the remaining seven respondents, the answers primarily indicated a lack of a leadership development program beyond the formal requirements, and underscored that leadership development is left to the priorities of the commander. Nevertheless, two of these respondents underlined the need for a positive command climate, which encouraged feedback, and potentially compensated for a lack of a formal leadership development program. Interestingly, two of these respondents underlined the leadership development gap, which seemed to exist between the institutional and experiential domain. While leadership development is focused and streamlined at the Military Academy, it is practically absent in the units.

Second Question: How Effective are Junior Leader Evaluations in your Battalion?

The responses to the second question strongly suggested that evaluations were the basis of the Norwegian leadership development program. One respondent answered that the combination of clear and concrete objectives and counseling twice a year, provided excellent opportunities to measure performance. The respondent underlined the criticality of simplicity or else leadership development fell short of other time-consuming factors. The unit used role models to establish a baseline for expected officer's performance. A second respondent relied on the formal requirements to be sufficient, but acknowledged that the formal requirements alone were probably not a leadership development program.

A third respondent pointed to actively using the OER to measure effectiveness, but underlined the need and importance of having other formal tools to support the development process as well.

The remaining seven respondents answered that evaluations depended on the priorities of the commanders. In general, however, they agreed that officers receive a sufficient amount of feedback and evaluations. In addition, there seemed to be a unified understanding among all respondents of the importance of preparing for the formal counseling sessions, which underlined the relevance of the preparation forms. Short AARs seemed to add to the individual and team evaluations, and provided instant feedback.

Third Question: How are Talents and Skills Identified in your Unit?

The responses to the third question left no doubt that retaining and developing talent was immensely important to the units. However, the methods they chose to follow were quite different. One respondent indicated positive results with using an “opportunity sketch,” which combined the ambitions of the individual with what is actually organizationally feasible. The “opportunity sketch” united what the individual and the organization could agree upon for short- and long-term career goals. A second respondent described how talents are identified and retained through a newly established program where each unit designated 10 to 12 above average leaders earmarked for company and/or future battalion command. Through a couple of seminars, these selected officers were better prepared to plan their future careers. The program aimed to motivate a selected few.

A third respondent described how a personnel plan in the unit ranging over five years provided focus for counseling sessions on all levels. When an officer was assigned to the unit, he should initially obtain critical core competence for a couple of years to prepare for company command. In other words, the unit presented proper challenges to the junior officers as a way of helping them rise to the occasion. As the respondent remarked, the centralized personnel structure in the Norwegian Armed Forces hampered such personnel planning. Still, the units needed a method to ensure a long-term commitment between the individual and the unit to retain individual and unit competence.

Finally, most of the respondents seemed to agree that the commander, senior officers and the unit command group guided how talents were identified. Personal networks were equally important. A talent could be identified by being at the right place, at the right time or just happen to know the right people. No respondent raised the issue of a 360-feedback system, but three respondents indicated that subjectivity might be a weakness in this system.

Fourth Question: How Often do you Engage in Formal Leader Development Practices?

The responses to the fourth question varied, and again, suffered from a lack of a common understanding of leadership development. One respondent explained how leadership development was a part of the monthly programmed unit commander's update brief. Their leadership development program focused on "sustain and improve." This way, the respondent remarked, he signaled a clear priority of leadership development, which in turn became an important part of the subordinate commanders priority list. In

this unit, leadership development was a collective action, but grounded in the individual's responsibility. Beyond these commander update briefs, the unit used four seminars with all commanders present as framework to discuss leadership development as well as necessary group evaluations. In addition, as a stimulating supplement to the leadership development program, the unit distributed the book *Passion of Command* to all leaders in the organization. Far from revolutionary as ideas, they achieved two critical things in the unit: First, they suggested what the priorities were, and second they stimulated and encouraged reflections on leadership development.

The remaining nine respondents acknowledged the lack of formality surrounding leadership development. One of these nine claimed that time and administrative routines effectively stopped most leadership development initiatives. Two of these underlined again the great experienced difference between the institutionalized and experiential domain. Another respondent referred to the existence of positive courses such as the platoon commander courses as skills enhancers. A final respondent of these nine described how his unit methodically used the National Training Center (NTC) as a leader development tool. With skilled enablers employed at the NTC, he argued, exercises in the training center could help develop leadership qualities.

**Fifth and Sixth Questions: Are Mentoring, Coaching and Counseling Conducted
and if so, How Effective are These in Assessing Junior Leaders?**

The two final questions are examined in conjunction with each other since they touched upon common themes of coaching, counseling, mentoring, and effectiveness. Six out of 10 responses to the fifth and sixth questions suggested that their units utilized counseling to develop leaders. Further, nine responses uncovered a need to clearly define

what coaching and mentoring really were. One respondent indicated that mentoring is found randomly within the unit, but also within the chain of command, and largely based upon local and individual initiatives. The only formal arena for mentoring seemed to be found within the counseling sessions.

Three respondents provided mentoring ideas worth pursuing in some detail. One respondent addressed a debated topic in the NA, trainers. Trainers represented skills, experience and knowledge within a unit. Some units have these in place, whereas others have not yet been given adequate funding to establish them. They come with great experience, skills and “know-how.” As the respondent remarked, establishing an element of trainers in a unit formally implemented mentoring and coaching. A second respondent indicated that a “buddy system” could be worth formalizing within the unit to encourage social bonding beyond what the officer’s mess can offer. Such a system, the respondent remarked, would inspire and encourage reflection upon leadership experiences and challenges with colleagues in both formal and informal settings. A third respondent proposed to formalize external evaluations from skilled personnel to continue unit growth and development.

Analysis

These responses suggest that there is room for improvement to the Norwegian leadership development program. They underscore what Major Cecilie Konradsen found in her research about the lack of a comprehensive leadership development program within the Norwegian Army.¹²⁵ The significant variety in answers indicates the lack of a

¹²⁵Konradsen, 5.

common understanding of leadership development, mentoring and coaching as well as an overall policy for developing leaders. For instance, mentoring should be found outside the chain of command as prescribed by the literature review to ensure a relationship based on trust and respect rather than rank. Further, these different answers serve as reminders that leaders enter command positions with different background, skills and competence, which likely decide their priorities. In addition, in the absence of sufficient formal guidance, leadership development is left to the better judgment of the commander. On a positive note, this could provide flexibility for some to implement a solid and unique leadership development program, while for others it could mean that leadership development falls prey to all other factors in demand of the commander's time. Thus, formal guidelines and policies will likely lead to a more resilient leadership development program.

Leaders are role models and determine the priorities of leadership development in the unit, a critical lesson introduced in the literature review and illustrated by the different answers from the research. This research uncovered that there are a number of local leadership development programs in the units, to include the use of self-assessments, reflective seminars and AARs as well as sporadic attempts on career planning and mentoring. These are all programs, which with minor improvements could constitute the capstones of a Norwegian leadership development program. The literature review suggests that sometimes incentives or, forcing mechanisms, are keys to ensure that leaders prioritize correctly. Thus, to counter the seemingly random approach to leadership development in the NA, formalizing the requirements should be the first step,

while evaluating leaders in their efforts to develop leaders should be the necessary second step.

How do Leaders Develop in the US Army?

In addressing the next secondary question, this section considers the theoretical framework of the US Army leadership development program and how it transcends to solid practices through different lenses:

1. A CGSC MMAS thesis on company leadership from 2011 entitled “Competent Confident, and Agile” written by Captain Aleksander Jankov.
2. The Army survey 2011 entitled “Crisis in Confidence” published in the August 2012 issue of *Army Times* authored by Michelle Tan.
3. A question and answer session at an International Military Student field study trip to Fort Riley, Kansas in August 2012.
4. A Brigade Combat Team (BCT) panel at CGSC in August 2012.
5. E-mail dialog in July 2012 with a Center of Army Leadership (CAL) representative.

A Discussion of the Theoretical Framework

The US Army leadership development program unites efforts within three developmental domains as covered in the literature review. Beneath all efforts lies a solid foundation of high quality literature with the lighthouse being FM 6-22, *Army Leadership* from 2006, and complemented by a revised summer 2012 edition of ADRP 6-22 *Army Leadership*. These two detail the basis of leadership, the Army leader of character, presence and intellect and leader competencies. ADRP 6-22 adds more depth to mission

command than that of FM 6-22, which rarely mentions mission command at all. The leader requirement model (LRM) is also extended in ADRP 6-22 to include discipline as part of a leader's character, builds trust and stewards the profession as part of what a leader does. These changes could imply a strengthened connection between the LRM and mission command.

In addition to these, doctrines and publications such as FM 3-0, *Operations*, FM 3-24, *Counterinsurgency*, FM 5-0, *The Operations Process*, and ADRP 5-0, *Unified Land Operations* describe traits of leadership in some fashion or form. Further, ADRP 6-0, *Mission Command* provides an indepth examination of mission command. AR 350-1, *Army Training and Leader Development* describes in detail the entire leadership development program in the US Army. The sheer numbers of publications are overwhelming and need to be consistent. Mission Command, for instance, could be considered a leadership philosophy, merely just a warfighting function, or a combination of both after reading all related publications indepth.

The 2011 CGSC MMAS thesis "Competent, Confident and Agile" by Captain Aleksander Jankov on company leadership offered two recommendations supporting the previous discussion. First, the thesis recommended that mission command should be the overarching leadership philosophy of the US Army and consequently integrated in the LRM. Second, the thesis recommended aligning FM 6-22 more with other doctrines of the US Army. His survey uncovered that company commanders were more influenced by doctrines such as FM 3-0, 5-0 and 3-24 than FM 6-22.¹²⁶

¹²⁶Aleksander Jankov, "Competent, Agile and Adaptive" (Master's Thesis, U.S. Army Command and General Staff College, Ft. Leavenworth, KS, 2011), 73.

From Theory to Reality

Under the headline “Crisis of Confidence” on 13 August 2012, *Army Times* published excerpts from the Army survey 2011.¹²⁷ The Director of CAL, Colonel Thomas Guthrie, is quoted in the article saying, “Overall the leadership, the activity of leading others, is being rated very strongly.”¹²⁸ However, the article pointed to a discrepancy in the US Army leadership development program. Army leaders said their senior leaders were not developing them due to a lack of priority or a lack of time.¹²⁹ One challenge, according to Guthrie, was the varying views and understanding of leadership development. For some, it seemed to be a single event, while for others more personal one-on-one coaching and counseling. Instead, he argued, leadership development is a continuous process, which combines training, education and experience. According to Guthrie, CAL will continue to examine how to better enable leaders to develop others through a series of proposed measures. These could include a cadre of experts who can advise brigade and battalion commanders, a pocket guide for small unit leaders with tips to develop others, require that brigade level commanders execute 360 multi-source assessments to provide feedback and evaluations from subordinates, peers and superiors.¹³⁰

Four former brigade commanders attended a BCT panel at CGSC on 2 August 2012, where both summer and winter class participated, a total of 1,500 officers.

¹²⁷Michelle Tan, “Crisis of Confidence,” *Army Times*, 13 August 2012, 26-27.

¹²⁸*Ibid.*, 26.

¹²⁹*Ibid.*

¹³⁰*Ibid.*, 27.

Leadership development was one of many addressed topics. One of the former brigade commanders said he could not remember the last time he had an evaluation, except for the OER being e-mailed to him. The comment made a particular impression and required reflection and a follow-up. Thus, at an International Military Student field study trip to Fort Riley on 4 September 2012, questions concerning leadership development were raised as a topic for discussion in a session with senior officers and NCOs stationed at Fort Riley. The answers were somewhat the same: “Unfortunately leadership development sometimes gets lost among all other activities the units need to perform.”¹³¹ FM 7-0, *Training Units and Developing Leaders for Full Spectrum Operations*, clearly states that every Army leader is responsible for the professional development of subordinate leaders, military and civilian.¹³² Yet, somehow, it seemed from this research that leadership development on occasions fell prey to an overbooked training schedule. However, the senior NCO added a different and refreshing perspective by underlining that every last Thursday of the month, NCOs prioritized leadership development; underscoring that sometimes the simplest of ideas turn out to be the best.

Reflection, Self-development and MSAF

The US Army leadership development program encourages reflection and self-development. The required self-assessment seemed an odd exercise at first. However, after trying both writing a personal leadership and ethical philosophy in addition to a self-

¹³¹IMS Field Study Trip to Ft. Riley, KS, 4-5 September 2012.

¹³²Department of the Army, Field Manual (FM) 7-0, *Training Units and Developing Leaders in Full Spectrum Operations* (Washington, DC: Government Printing Office, 2011), 2-6.

assessment on job performance as part of CGSC curriculum, the personal value became quite clear. However, the survey on company level leadership from “Competent, Agile and Confident,” noted that “the most diverging point from the LRM seem to be within the factors of empathy, self-development and extending influence beyond the chain of command.”¹³³ That statement indicated that leaders rarely associate with or prioritize self-development.

The US Army program uses the MSAF 360-degree Program as a tool for leadership development. The instrument is designed to produce feedback with respect to the LRM in ADP 6-22 and the Army Leader Development Strategy. According to the Center for Creative Leadership, the 360-degree feedback program reduces the leader’s blind spots by studying the discrepancies between one’s own and others’ rating.¹³⁴ The survey instrument is the Leader Behavior Scale (LBS) developed by CAL, and questions derived from the leadership behaviors found in Appendix A. in FM 6-22. The LBS is used for both self-initiated assessments and unit events. When used for a unit event the individual results are aggregated. According to Antony Gasbarre, CAL representative, the results are confidential and for self-development purposes only and are only reported to that individual. However, leaders can share their results if desired.¹³⁵ A Unit Roll-up Report (URR) of the aggregated results is also available to the unit, which the commander can use to plan a unit leadership development program.

¹³³Jankov, 74-75.

¹³⁴Center for Creative Leadership, 53.

¹³⁵Data based on numbers from status of 3 November 2009. Anthony Gasbarre, CAL representative, e-mail dialogue with author, 27 July 2012.

According to CAL, participation in the MSAF program is mandatory for all leaders,¹³⁶ but as indicated by COL Guthrie in the article “Crisis of Confidence,” this is not the case at this point. With strong positive feedback from participants of the program, the MSAF proves a valuable tool for leadership development. In addition, according to Antony Gasbarre, 84 percent of assessed leaders felt that the MSAF process impacted their leader development. Thirty percent said it impacted their leadership development somewhat, 36 percent moderately, 14 percent mostly, and five percent very much so.¹³⁷

Analysis

The US Army’s leadership development program is extensive and impressive, and one from which the NA can learn. The focus on self-development through reflection and self-assessments as well as the MSAF program provide the individual with excellent opportunities to develop. However, studied through different lenses a certain discrepancy becomes apparent. It manifests itself through comments like: “there’s no time.” “I can’t remember last time I had a counseling session,” or “Leadership development is not a priority.” This could suggest that the ability to prioritize leadership development into the training schedule is more important than doctrine and publications. Despite its repeated importance in a number of publications, leadership development programs are on occasion neither properly understood nor prioritized. This occasional neglect underscores why incentives to encourage leadership development could be in order.

¹³⁶Gasbarre e-mail.

¹³⁷Ibid.

How do Leaders Develop in Boeing Corporation?

In addressing the third secondary question, this section considers four main themes around which the interview centered with VP LeAnn Caret from Boeing Corporation. With new leadership and ideas, Boeing started a challenging cultural journey five years ago. Boeing left previous culture, leadership and values behind to face the increased competition of the future. To survive and continue growth in a business under extreme pressure and cutbacks required a sharp focus on personnel. To ensure that everybody understood the strategy, Boeing chose a top down approach to underscore the importance of a people centric focus. Despite their strong efforts, a transformation of such magnitude took time to instill in the minds of leaders and employees. As an employee rising through the ranks, as approximately 95 percent do in Boeing, LeAnn Caret, experienced how instrumental the shift of focus were to increase performance and job satisfaction.

Boeing Leadership Philosophy and Leadership Development Program

In the researcher's interview with Ms. Caret, key points were identified relating to Boeing's process to develop leaders. The following paragraphs attempt to summarize these points. People come first in Boeing. To change the habit of treating employees or personnel more as objects in the pursuit of results was challenging. Thus, Boeing evaluated leaders more on how they achieved the results, than what the results were. In a competitive environment, this was a bold move. However, guided by a leadership philosophy, which directed how leaders were expected to lead and act, the results were positive.

Boeing introduced mentoring as a critical supplement to leadership development. To be a mentor required no formal training, but training was available to those who desired. Instead, leaders were expected to become mentors based on experience, skills, reference power, and position in the organization. Boeing required mentoring to be a top priority for managers and executives. The mentors met the adepts (mentees) on a frequent basis, normally once within a four to six weeks period. The mentor and adept discussed short- and long-term goals, not exceeding the five years horizon. The number of mentees could vary from a couple to as many as 15. However, a mentor would only have as many mentees as he was comfortable with. In addition, to increase understanding and awareness, leaders addressed leadership experiences with their direct subordinates every week. Despite the large amount of time spent on mentoring, a system of transferring skills and expertise in an organization recruiting internally 95 percent of leaders was critical. Thus, a mentoring program of this stature required top leadership prioritization.

Boeing Leadership Talent Management

To provide development possibilities, Boeing maintained a laser focus on talented individuals. A combination of tools and surveys, such as 360-degree feedback identified talented individuals. Equally important, the individual selected whether to aspire to management and executive roles or not. Further, to develop leaders, Boeing used job or project assignments actively, even if it meant being assigned to something outside the regular assignment for a certain period. Boeing massed the best of the best regularly to critical projects whenever needed. The Dreamliner aircraft launched in 2009 was such an effort, which only became a reality because executives of Boeing prioritized the right people to the job for as long as needed.

To use job assignments in such a way placed great responsibility on Boeing to establish supporting personnel systems and develop solid career plans. These job assignments were purposely used to build leaders. Further, a flexible approach guided when it was time for a leader to move on, and not a fixed time. Still, three to five years was the norm for each rotation based upon the necessary time it took to acquire needed skills and experience to lead effectively.

Development of Organizational and Personal Goals in Boeing

The Boeing Corporation established top goals for a year at a time. These goals provided benchmarks and standards to inspire motivation. In addition, they ensured measurability and enabled assessment of performance and development. These goals, developed in December, were followed shortly after by an initial review. The continuous process personalized and specialized the goals through discussions in the chain of command, which in turn ensured that the goals functioned as benchmarks and assessments of individuals. This process accomplished at least two things. First, it strengthened the connection between top management and low-level management and ensured a common understanding of corporate objectives. Second, the process involved the employees and created a sense of shared ownership and motivation.

Although assessments of these personalized goals followed a yearly cycle, they were established with a five-year planning horizon. Counseling throughout the year focused and identified strengths and potential to improve. These sessions contained no breaking news of any kind; rather they were discussions on leadership development.

Experiential and Institutional Leadership Development in Boeing

Chapter 1 introduced the terms institutional and experiential leadership development. As a brief recap; the institutional centered on schooling, courses and formal education, while the experiential centered on the work place. To bridge the gap, or better yet, to learn from both arenas, Boeing established the Leadership Center located in St. Louis, Missouri. The Leadership Center encouraged discussions and sharing of experiences across the different divisions of Boeing. The center reinforced values and cultivated a one-company culture. In addition, vice presidents are obliged to teach and coach other leaders at least twice annually as part of the formal leadership development programs at the center. In general, the center provided Boeing with unique opportunities to set the expectations for leaders, to create enthusiasm and inspiration and build cohesion.

Analysis

Boeing has emplaced an impressive leadership development program unlike many others. As this research shows, at least two factors are instrumental to their success. First, top leadership in Boeing expects leaders to give top priority to leadership development. These leaders are in turn evaluated and assessed on how they commit and apply themselves to leadership development. Second, Boeing focuses first on people, then on results. To remain true to this ambition requires leadership, since the pursuit of results on occasions can blind leaders from what is most important. Without these two fundamental factors, Boeing's extensive leadership development program would be short lived.

The Boeing leadership development program offers a flexible approach centered on the individual to include mentoring, coaching, reflection and assessments. This flexible approach stimulates some reflection of the old military dictum “first, solve the mission and – only then - take care of the soldiers.” Further, the Boeing program underscores the dual responsibility and passion for leadership development leaders and subordinates should share. Boeing suggests leadership development of talented individuals is a two-way street where the individual in general accepts job assignments carefully selected by the organization based on the individual’s developmental needs rather than filling vacancies. Equally important, leaders seem to stay in leadership positions for a minimum of three years, and often more, in stark contrast to the traditional military two to three years posting.

How do Leaders in the NZ Army Develop?

In addressing the fourth secondary question, this section focuses on the framework of the NZ Army leadership development program as well as some of the challenges connected to it. Consider the structure of the NZ Army first. The NZ Army is a professional Army, quite different from the NA’s structure. The NZ Army recruits either through the lines of NCOs or directly from a 12-month long Military Academy. The NZ Army mixes NCOs and commissioned officers into command teams. These command teams can potentially have a long lasting relationship.

The NZ Army realized a need to change their leadership development program several years ago, which is described in the preface of the *Army Leadership Manual* from 2007:

We do not always equip our leaders to be the best they can be or orient them to the all encompassing nature of their role. Staying with our previous leadership-training regime would not have consistently developed the leaders Army needs to meet future scenarios of deployment and delivery. The methods applied to the development of leaders have changed little over the last 30 years and were unlikely to equip leaders for the changing face of their roles. The prevailing operational tempo and difficulty in retaining leaders at key levels have also contributed to erosion in our development infrastructure.¹³⁸

The NZ Army realized that the period from graduating the Military Academy to attending Staff School from a developmental perspective was too long. Thus, the NZ Army attempts to fill the void with more frequent professional input. Now, prior to transitioning from one level to another, NZ officers enroll in a mandatory program aiming to prepare them for the next level of rank. The mandatory program blends the experiential and institutional leadership development domains. The program offers a theoretical leadership module, which for younger officers focuses on direct leadership, whereas for more senior officers the focus is on organizational leadership. In addition, the program offers a practical opportunity to train and develop leadership skills.

According to Ian Brandon at the NZ Army Leadership Faculty, the NZ Army is in the process of incorporating a 360-feedback program into their leadership development program. The NZ Army realized the risk associated with selections and promotions based purely on superior officer's perception. Despite some initial internal opposition to the 360-degree program, their experiences are positive. The opposition against 360 reports likely revolved around the radical change such a program represents. While for some the idea of subordinates formally assessing superiors challenged the traditional mindset, others were likely afraid of the results.

¹³⁸New Zealand Army, 4.

The NZ Army found that there are some rules though, which need to be in place. “Reports must be anonymous for those who complete them, the reports must be properly compiled by psychologists to show trends, and 360 reports should only be used as one piece of a puzzle; to write someone off because of their subordinates comments alone would be wrong.”¹³⁹

Coaching is formally a part of the NZ leadership development program, and implemented within the units, but not without initial challenges. Until the leadership framework is well understood and accepted, coaching has a more random nature than intended. The paradox is that through coaching, the leadership framework would be easier understood, thus underscoring challenges that follow in the wake of change. Coaching from a NZ perspective is as much a leadership style within the chain of command as a tool assigned to an individual. Nevertheless, the NZ Army recognized that embedding the framework would take time, as well as a possible cultural shift. Further, there is a fine line between mentoring and coaching. The NZ Army’s experience with mentorship starts with a voluntary initiative. The key, according to Ian Brandon, is that a mentor has to be chosen based on mutual trust and respect, and not allocated to an individual by someone in the chain of command. If so, mentorship likely fails.

Analysis

The NZ Army offers a different approach to leadership development than that of its military counterparts in this research. The NZ program introduced the NZ Army to mentoring, coaching and 360-degree feedback programs similar to programs in the US

¹³⁹Brandon e-mail.

Army and Boeing. In addition, they all share similar positive experiences, which only underscore why these programs are critical to develop leaders. Despite positive experiences with these programs, it is the mandatory mix of theoretical and practical leadership development prior to promotions, which makes the NZ Army program unique. Similar to the educational gap found in between the Military Academy and Staff School in the NA, the NZ Army realized a need for change to develop leaders as they matured.

The NZ Army has been committed to a sizable change in their leadership development program for several years with marked improvement. Now, the NZ Army faces the challenge of bridging the gap between a solid theory and reality on the ground. The NZ Army battles how to properly embed key elements of the framework into the Army, and in particular in operational units. Despite these challenges, the NZ Army makes progress, and according to the Leadership Faculty, “is at a much better place now than before.”¹⁴⁰

Conclusions

Chapters 1 to 3 built a foundation for chapter 4 to analyze the secondary questions. This analysis has sequentially answered each of the secondary questions with the intent to uncover what the Norwegian leadership development program can learn from other organizations. This analysis suggests that there are several lessons to learn from other organizations, as well as from the informal programs already in place in different Norwegian units. Based upon this analysis, the following chapter will answer the research question and recommend how the Norwegian leadership development

¹⁴⁰Brandon e-mail.

program can improve to better develop leaders. Finally, chapter 5 will recommend three specific areas for further studies.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Growing new leaders requires a conscious effort on the part of an organization's top leadership. As a leader in your own organization, the duty of growing new leaders is primarily yours.¹⁴¹

— Goldsmith, Baldoni, and McArthur,
The AMA Handbook on Leadership

Chapter 4 analyzed the leadership development programs of the Norwegian, the New Zealand and the US Army, as well as the leadership development program of Boeing Corporation, in order to answer how the Norwegian leadership development program can improve to better develop junior leaders. Thus, the following chapter concludes on what the NA can learn from these different leadership development programs. Finally, this chapter recommends improvements to the Norwegian leadership development program, and suggests areas for further studies.

Consider some fundamental principles of leadership development based on this thesis' research. First, leaders come in many forms and specific sets of traits are difficult, or even unnecessary, to try and define, as these change from person to person. However, successful leaders seem to have maintained authenticity and stayed true to their purpose, core and values. Second, leadership development is a lifelong journey where reflecting on experiences is imperative to continue developing as leaders. Third, leadership development is a dual responsibility and passion that the leader and the subordinate share. Without necessary management prioritization or subordinate ambitions, leadership

¹⁴¹Marshall Goldsmith, John Baldoni, and Sarah McArthur, *The AMA Handbook of Leadership* (New York: American Management Association, 2010), 76.

development fails. Finally, people, and not results, should come first. The old military dictum of “first solve the mission, then take care of your soldiers,” sounds better as “develop your soldiers and you will obtain the best results.” Thus, leadership development should encompass flexibility to accommodate different types of leaders, center on character building, and encourage reflection. Most importantly, successful leadership development is possible only through its prioritization by senior leaders, and a people-centric leadership philosophy.

Conclusions

The following section suggests what the Norwegian leadership development program can learn from other organizations’ leadership development programs, as well as present informal practices within Norwegian units.

The NA Leadership Development Program

The lack of formal leadership development requirements and a common understanding of leadership development have forced Norwegian units onto a path of individual initiatives. A combination of these initiatives has the potential to immediately affect the Norwegian leadership development program. The well-written publication *Leadership Development in the Army* is officially guiding leadership development at the Military Academy, and unofficially in one battalion unit. The publication, with a minor rewriting effort, could immediately fill a void by providing overarching guidelines for leadership development in the NA.

Furthermore, most units already use AARs after exercises, and some units use self-assessments prior to counseling and after exercises. In addition, two units described

sporadic attempts and different approaches to making individual career plans, but as stated, they come with a caveat since careers are centrally managed. Further, three units addressed initiatives which attempt to identify and support above average leaders to develop further.

The 360-degree feedback program is absent, as well as an adequate use of mentors and coaching. However, mentoring exists, but only because of personal initiatives, and not necessarily according to how theory prescribes mentoring. These are examples of documented informal initiatives and programs in Norwegian units, which have only survived due to culture, tradition, and commanders' knowledge. Instead, they should be incorporated into a new and more resilient leadership development program to the benefit of the entire NA, and not only some units.

The US Army Leadership Development Program

FM 6-22 *Army Leadership*, in combination with ADRP 6-22 *Army Leadership* and AR 350-1 *Training and Leader Development*, are cornerstones of an impressive indepth document hierarchy describing the US Army leadership development program. Despite some documented discrepancies within the realm of theory and practice, the Norwegian program can learn from the US Army leadership development program. Although the two organizations are significantly different in terms of size and culture, the leader philosophy of mission command remains the same, as well as the challenges leaders face on the battlefield.

The discrepancies above are primarily connected to how a solid theoretical framework transcends through the challenges of time and prioritization to practical use, and underscore the first lesson to learn from the US Army program; the commander is

responsible for leadership development in the unit and only through adequate time, resources and priority can he make it happen. For instance, as suggested by this research, leadership development should be incorporated and scheduled into the training schedule to ensure necessary prioritization.

Furthermore, the US Army has documented strong positive experiences with the MSAF program, known as 360-degree feedback. An effective 360-degree feedback program would enhance the credibility of OERs, which in turn would improve the selection and promotion process in the NA. More importantly, such a process would be instrumental to establishing short- and long-term goals based on uncovered blind spots as well as strengths. Just as the US Army's CAL proposed, the MSAF process should be mandatory.

The US Army offers an extensive mentor program as part of their leadership development program. Officers are encouraged to be mentors and mentees. According to the US program, mentoring is critical to transfer skills and knowledge to the next generation of leaders. As suggested by this research, mentoring works especially well in organizations with high personnel turnover and a great demand for competence. Arguably, few organizations fit that description better than the average military organization.

Finally, a thorough process of self-development consisting of reflection, personal studies, and self-assessments are well worth pursuing for the NA. These, in combination with simple, yet superb initiatives such as writing leadership and moral philosophies provide very effective means for stimulating the process of personal development. Also, the suggestion by CAL to provide a means of collaborating good ideas among leaders to

ensure a better understanding of leadership development and the potential to learn from others is a solid contribution for consideration to improve the Norwegian leadership development program. Consideration of these US Army programs, or even a selected few adjusted for the NA, could improve the Norwegian leadership development framework.

The Boeing Leadership Development Program

The Boeing Corporation's leadership development program is one of excellence. Ranked as the 11th best organization in leadership development in the US and highlighted in "Judgment," a case study of quality leadership, there is no doubt Boeing can offer a number of ideas to improve the NA's Leadership development program.

The Boeing Corporation's leader philosophy underscores the importance of people before results. Thus, Boeing expects every leader to prioritize leadership development, as it will eventually produce the best results. All leaders are evaluated on their efforts to develop subordinates, which is a worthwhile consideration for the NA. For instance, a simple change to the existing OER, could encourage Norwegian leaders to better prioritize leadership development.

The Boeing leadership development program encourages a flow of knowledge through an extensive use of mentors, where seniors are responsible for and expected to mentor juniors. As revealed in this research, up to 15 mentees are possible for one mentor, illustrating not only the value Boeing places on mentoring, but also the time it can consume. Their experiences with mentoring, underscores similar positive experiences found in the US Army program, and strengthens why the NA should follow suit. Additionally, job assignments are used not only to develop leaders, but also to strengthen projects to achieve the best results. The job assignments are accompanied by structured

career plans with a five-year horizon. Counseling sessions are based upon mutually agreed goals, and personal and organizational objectives are prepared and mutually agreed upon from top to bottom through a process where every employee participates.

Further, through the Boeing Leadership Center, the organization provides excellent opportunities to combine theory with experiences. Each year, senior leaders are obliged to teach classes at the Leadership Center to ensure vital organizational knowledge and experiences are passed on to the next generation of leaders. These efforts strengthen their culture, values and cohesion. Such a leadership center could benefit the NA. The center could lead to a better understanding of leadership philosophy and leadership development, as well as present opportunities for juniors to learn from seniors and join educational courses whenever needed. This expertise is likely present in the Army already, but not the organizational structure to preserve it.

Finally, the Boeing leadership development program is only possible through a tough top-to-bottom prioritization of leadership development. Further, leaders at every level are role models who seek to establish a supporting working climate where weekly leadership discussions and adequate time for reflection are incorporated into the culture. A comprehensive program, portions of Boeing Corporation's leadership development program provides significant ideas for improving the NA's leadership development program.

The NZ Army Leadership Development Program

Five years ago, the NZ Army changed their leadership development program. The change suggests several learning points for consideration in the NA; specifically from the combination of theoretical and practical leadership development. The program is

designed to better prepare each leader prior to promotion through a series of specific courses and requirements oriented to the next level of leadership challenges. This provides more frequent professional development inputs to leaders as they mature and become more experienced.

Further, the NZ Army leadership development program is grounded in solid leadership philosophy and overarching policies. This is a common denominator of the Boeing, US and NZ programs, and an area where the Norwegian program can improve. In addition, the NZ Army introduced a number of developmental tools to best develop their leaders, including a 360-degree feedback system, mentoring, and self-assessments similar to that seen in the US Army. Thus, this research suggests that the Norwegian leadership development program could improve by studying what the NZ Army has done over the past five years.

Recommendations

This thesis' research suggested that the NA's leadership development program could improve by studying how other organizations commit to leadership development. Further, this research identified that despite a lack of formal guidance, several solid initiatives and local programs already exist in Norwegian units, but are subject to the commander's priorities, interest and knowledge. The following sections provide recommendations to improve the NA's leadership development framework and program based upon this research.

Leadership Development Framework

First, the NA's leadership development framework should include a leadership development program streamlined with an overarching leadership development policy and leadership philosophy. This will ensure a common understanding of leadership and leadership development guidelines and practices. Second, the NA should introduce a change to the current OER to include leadership development as an evaluation block to ensure that leaders are evaluated for their efforts in developing others. Third, the NA should establish a leadership center dedicated to providing oversight, planning forums for sharing information and experiences, and providing leadership instruction. Finally, the NA should establish a functional career planning system to retain and sustain leaders, to increase junior leaders' planning horizons, and ensure job assignments follow careful career planning rather than filling a vacancy.

Leadership Development Program

To improve the NA's leadership development program, it should first establish a formal mentoring program where sufficient time and priority are given throughout the chain of command. Second, the NA should provide a renewed emphasis on people-centered coaching to improve the development of leaders, rather than merely focusing on mission and objectives. Third, the NA should strengthen and improve self-development as part of the experiential domain. This self-development should encompass elements such as specified reflection time, self-assessments prior to counseling and after exercises, and reflection through mandatory writing exercises, including but not limited to a leadership philosophy, and an IDP. Fourth, the NA should introduce a 360-degree feedback program to ensure that leaders are evaluated from a superior and a subordinate

perspective to best improve individual leadership skills. Finally, the NA should formalize the use of AARs in order to improve both individual leadership skills and unit performance.

Recommended Areas for Further Studies

This thesis has recommended several improvements to the Norwegian leadership development program, some of which require further studies. There are three areas in particular that would benefit from further studies; the OER, leadership course portfolio and a career planning system.

First, the OER should be revised in order to incorporate an evaluation block on leadership development. A revision should include a study of how leadership development can be measured. This research suggests that possible benchmarks could be number of mentees, number of classes taught at the leadership center, number of counseling sessions, and job and command climate satisfaction surveys.

Second, a course portfolio to include leadership and leadership development courses including mentor and coaching courses as well as reflective seminars should be established to ensure a common understanding of leadership and leadership development. This research suggests that frequent professional input provides officers with improved opportunities to develop further as leaders.

Finally, the current career planning system should be revised to provide leaders on all levels with improved planning possibilities. This revision should also study the effects of increasing personnel posting from two to three years. This research suggests that career planning is critical to sustaining and retaining leaders with competence, skills and experience.

Closing

The dual intention behind this thesis was to heighten awareness on the Norwegian Army's leadership development program as well as suggest how the program can improve. Through examining the research question, "how can the Norwegian Army's leadership development program improve to better develop junior leaders," this research suggested that there are learning opportunities found within the Boeing, US Army and NZ Army leadership development program. Interestingly, this research also uncovered positive local leadership development programs within the Norwegian units.

The recommendations in this research would likely improve the Norwegian leadership development program. As a minimum, they hope to inspire a more thorough process focused on improving the NA program. "Mission first, people always" is only possible through a continuous focus on people, leaders and leadership development. Although this research suggested the time is right for a review of the Norwegian leadership development program, the status quo will always be a familiar and comfortable way of operating. Thus, it will require top leadership to start the process of improving the NA leadership development program.

APPENDIX A

HOW TO IMPROVE THE NORWEGIAN LEADERSHIP

DEVELOPMENT PROGRAM TO BETTER DEVELOP LEADERS

Questions		Respondents		
		1	2	3
1	How would you describe your leader development program?	Uses "Leader development in the Army" and own values, focus on sustain and improve, self assessment prior to counseling	Three counseling sessions, use a career development form, beyond the formal requirements, it is random	Not formalized, but based on a 25 year old cultural tradition. Use the exercises as arenas for senior leaders to evaluate junior leaders. Midcounseling formalizes and summarizes performances within a number of arenas.
2	How effective are junior leader evaluations in your battalion?	Solid counseling sessions, concrete and clear objective, use role models. Important to keep it simple.	Evaluations according to the formal requirements, probably not a leadership development program	Only OER formalized as form, should be more to develop the individual.
3	How are talents and skills identified in your unit?	Use opportunity map to identify who is a talent from the superiors side, and who are willing to commit themselves to further duty. Then a reality check of what is feasible and not.	10-12 talents identified in each battalion as part of a brigade project. The ones with potential to become coy and bn commanders, or special talents within a special area. These get a specialized program to include career counseling and planning.	Focus on 5 year personnel planning, despite the obvious challenges by doing so (i.e. centralized personnel authority) Defining a plan for the next 3-5 years is critical to motivation and retaining personnel
4	How often do you engage in formal leader development practices?	6-8 bn commander hourly sessions a year, passion of command distributed to all, which combined with the values, constitutes the basis of the leadership development program in the unit. Leadership development is a collective activity and an individual responsibility. 4 seminars are conducted throughout the year where leadership development is an integrated part, similar seminars are run throughout the organization.	Through the formal requirements, three a year	Leadership development is not formalized. Commander participates when possible, for instance when training is conducted in the National Training Center.
5	Are mentoring, coaching and counseling conducted?	very often, only not defined formally as mentoring or coaching. Establish a collegial and including command climate which supports this activity.	A random system, where some identify a mentor, but most not Coaching and counseling as part of the formal requirements of three a year is conducted.	yes, but not formalized. A continuous process involving the junior leaders in the battalion. In the process of establishing trainers who will have mentoring roles in the unit.
6	Are coaching and counseling effective in assessing junior leaders?	Yes, a satisfactory system to compare performance with expectations	The commander must be genuinely interested in the development of subordinates, then they are successful. If not, useless. Some commanders are extremely good, others not.	Not as assessments tools, more developmental tools.

Questions		Respondents		
		4	5	6
1	How would you describe your leader development program?	No leader development program, beyond what that of young sergeants	Leadership development based on colleagues and superiors feedback, the flexibility is a window of possibilities. Still, the Military Academy has a much more thorough system.	Solid at the Military Academy, non existing after.
2	How effective are junior leader evaluations in your battalion?	Non existing	Evaluations against milestones are effective, use external evaluation capacities who are helpful. Positive evaluations in the real environment.	Depends on CO, short evaluations after each exercise, as long as both parties prepare, the two formal counseling can be effective.
3	How are talents and skills identified in your unit?	Not sure if a system exists for this, likely based on hearsay and reputation.	Talents are assessed over a period of time based on shown skills. Character and moral seem to come first, but also physical form, based on character is more difficult to develop than skills.	Through the chain of command from platoon to coy, and the individuals will be encouraged to apply for education.
4	How often do you engage in formal leader development practices?	Cannot remember participating in any such activity since the Military activity	All too seldom. A lack of time due to all daily administrative requirements. Wants more time to personal evaluation, as well as to evaluate own personnel. The larger exercises provide good opportunities, but again, if not a primary focus, it slips away.	Often at the military academy, only a few after as part of day to day training
5	Are mentoring, coaching and counseling conducted?	none	Sometimes, when external coaches are available	None
6	Are coaching and counseling effective in assessing junior leaders?	Most likely effective, but no one takes/has the time or even the interest.	Necessary, but it is left to the commanders to decide whether or not to use it, and how often. In addition, it is hard to make junior leaders understand the importance of evaluations and follow ups. Leadership development is more a maturing experience than the focus on techniques and skills, thus, difficult to get everybody onboard realizing the importance of it.	Maybe, only experienced at the Academy

		Respondents			
Questions		7	8	9	10
1	How would you describe your leader development program?	Only a marginal focus on leadership development. Depends on colleagues and superiors interest and priorities. Career plans are positive, but only marginal experiences with it	The CO provides feed back, and decides how much effort to put in. In addition, the school of warfare provides advice on career planning.	A very good command climate compensates for a lack of leadership development. The command climate encourages feedback and comments on skills and behavior.	A very good command climate compensates for a lack of systemic leadership development program. In addition, the formal requirements are followed.
2	How effective are junior leader evaluations in your battalion?	Such a program is total absent in the unit.	A two way street where the junior has to seek evaluations, and the CO has to give it priority	Varies with the CO	In general, officers receive good feed back and evaluation
3	How are talents and skills identified in your unit?	Formally through the counseling, informally through performance based upon subjective assessments, which in itself is a weakness.	Senior officers focus on junior leaders to identify potential. The immediate superior is responsible. Performance oriented.	Identified by observations and achievements on a daily basis.	As part of mid term counseling as well as a continuously topic for discussion in the command group.
4	How often do you engage in formal leader development practices?	Never	A few courses designed to prepare officers for their new jobs, for instance platoon commander courses are good. Beyond such courses, leadership development is a individual responsibility.	None	None
5	Are mentoring, coaching and counseling conducted?	Through formal requirements, and informal mentor relationship and personal alliances. No formal system of transferring knowledge and skills within the unit.	As part of the formal requirements, depending on the CO, the relationship between the CO and his subordinates are critical. The counseling results in short and long terms goals, with the inherent challenge of quick turnover by CO's and the risk of not overlapping the personnel plans	Varies a lot, but the hierarchy in itself provides possibilities if the individual needs support.	None
6	Are coaching and counseling effective in assessing junior leaders?	Formalized and standardized systems and structures on career guidance, mentoring and coaching should be introduced in the army. Coaching and mentoring is a great motivational builder. To develop Career goals might produce a more predictable future for the officers as well. additional tools which should be in place, is enhanced use of the two phased orders, sponsors establishment, educational courses of different length and for different personnel categories.	Co dependant. Counseling form the maneuver school of excellence seems to have a longer focus, which is positive.	None after the academy	None

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