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MILITARY LEADERSHIP STRATEGIES IN A HIGHER EDUCATIONAL SETTING

By

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A DISSERTATION

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Educational Leadership

ABSTRACT

Leaders in higher education must be ready to address the needs of an institution and its stakeholders. The problem addressed in this study is that there is a need for talented leadership in the higher education community. The purpose of this study is to understand what leadership training and skills made a sample of United States Army military leaders successful in their various leadership roles and the potential for those leadership skills and qualities to be transferable to leadership positions in higher education institutions. This qualitative study is focused through the lens of servant leadership with two research questions examined. How do United States Army veterans in higher education leadership roles describe their leadership training? How do United States Army veterans describe the influence of military training on their execution of higher education leadership roles? A formal interview process was developed and conducted. The data gathered through interviews with United States Army veterans were analyzed and the results were documented. The participants of the study provided rich data from which an understanding of military leadership training and skills was obtained. Based upon the shared experiences described by the veterans, they did receive leadership training in the United States Army and their Army experience did influence their execution of leadership in higher educational roles.

This study provided feedback from veterans with experience in higher educational leadership roles that directly connected valuable skillsets developed through military service to their performance in higher education. This connection was not previously suggested in the literature examined. It was also understood that, based upon the shared experiences of the

veterans, these skills were transferable to their leadership in higher education. Findings suggest there is an opportunity to deliver a leadership program at colleges and universities developed from many of the established United States Army programs with modification for the needs of higher education. The findings from this study also suggest that there is a potential to add employees with leadership knowledge and experience by hiring veterans into key positions of the institution.

University of New England

Doctor of Education
Educational Leadership

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CHAPTER 1

INTRODUCTION

Higher education leadership is often comprised of experts in their respective fields, but that does not automatically make these experts excellent leaders (Gigliotti & Ruben, 2017). Academic and administrative leaders must be able to guide their institutions and employees through difficult decisions and have the skill sets to work in an increasingly regulated environment (Gigliotti, 2016). Black (2015) discussed the ongoing interest in the development of higher education leaders. He cites both their influence in developing learners who become leaders and the ever-growing global challenges faced. Institutions of higher education can be complicated structures with multiple levels of varying needs (Gigliotti, 2016). While an institution is focused on the educational outcomes of its students it should also focus on the need for excellence in leadership (Ruben et al., 2017). Effective leaders can be created and supported through a training and development process (Gigliotti, 2016).

Black, Groomsbridge, and Jones (2011) determined that the challenges facing leaders are not unique to the higher education community. They compared these with the need for leadership in the world of resource conservation and suggested that many traits were needed in both communities. A successful leader can communicate a clear vision, possess the ability to see and understand both the big and small pictures, while demonstrating a willingness to learn (Black et al., 2011). Leaders in higher education may be called on to participate in the crafting of an institution's mission and goals (Middle States Commission on Higher Education, 2015). This collaborative effort of the leaders is accomplished by their shared vision of the mission and goals of the organization (Bolman & Deal, 1997). People who take on leadership responsibilities in higher education must see the big picture (Ruben, De Lisi, & Gigliotti, 2017). While there is

limited empirical research on how academic leaders are prepared, there are findings in the literature that few academic leaders have had leadership training prior to taking on a leadership role (Morris & Laipple, 2015). These findings support the need for a willingness in these leaders to learn leadership skills as they will be called on to use skills that they may not have needed in previous responsibilities with the institution. Leaders in higher education need to possess diverse skills in order to address the challenges facing higher education (Gigliotti & Ruben, 2017).

Higher education today is under increased scrutiny on several levels. Universities are facing pressure to reduce costs and improve quality, amid diminished budgets and dropping enrollment numbers at the undergraduate level. They need to work diligently to meet the needs of the most diverse group of students to ever enroll (Beardsley, 2018). There are many principles of effective leadership that are valued in other sectors but receive little emphasis in higher education (Rubenet al., 2017). These include examining leadership styles and determining whether leadership matters in the organization (Silva, 2014). Authentic leadership was a focus of several *Harvard Business Review* articles (George, Sims, McLean, & Mayer, 2007; Useem, 2010).

The focus of the business sector to study and improve leadership principles supports the findings of Ruben et al. (2017). The work of the Stanford Graduate School of Business's Advisory Council determined that a sample of 75 leaders felt that self-awareness was an important capability of leaders (George et al., 2007). Gigliotti's work on the current state of training within the Association of American Universities supports the need for training opportunities for higher education leaders (Gigliotti, 2016). There is a need to increase leadership training for higher education leaders because, without a systematic approach to training, it leaves to chance how the leader will develop (Morris & Laipple, 2015). An

unprepared leader can slow progress that an organization could have made and may adversely affect the morale of the institution (Morris & Laipple, 2015). One approach to building such opportunities is to use other industries' programs as examples. Organizations such as the Harvard Business Publishing Corporate Learning Division work with clients to create world-class leadership programs for organizations across the globe (Caprino, 2014). There are multitudes of well-known leadership mentors who can be brought into an institution to provide leadership programs (Haden, 2014).

Leaders in higher education are facing additional pressures in the operational needs of their institutions. Colleges and universities are under the pressures of rising costs, increasing stakeholder needs, revolutionary changes in technology, and increasing competitors in the market. The continual change in demographics requires continual reassessment of the needs of the students who are their "customers" (Beardsley, 2018). Many institutions that rely on public funding have experienced reductions in the resources they receive from their states. In a comparison of state institutions' funding from 2008–2009 and 2012–2013 it was noted that 41 states reduced their funding to higher education while only nine states saw an increase in higher education funding (Barnshaw & Dynietz, 2015). The Center for Budget and Policy Priorities (2018) found the 2017–2018 academic year had an overall decrease in state funding of seven billion dollars as compared to 2008 levels (Bitar, 2018).

Current term enrollment estimates are published twice a year by the National Student Clearinghouse Research Center. A continual trend of decreasing student enrollment has been reported from the years 2016 to 2018, with the overall decrease in fall 2018 reported as 1.7 percent (National Student Clearinghouse Research Center, 2018). The decrease is due to many factors. In some cases, when the economy is good, people are able to obtain work and so

education may be put aside. Studies by Charles, Hurst & Notowidigdo (2018) noted that this relationship on lower enrollment in times of a strong economy effected two-year schools more than four-year schools. The demographics of a region also play a role. Grawe predicts that the college age population will drop by 15 percent between 2025 and 2029 (Barshay, 2018), although Grawe notes that this drop in population may not affect the elite schools, defined as the top 50 colleges and universities by US News & World Report, as much as others. The drop in birth rate does not directly affect the adult learners' population that is also served by institutions. This possible decrease in enrollment affects the revenues of institutions of higher education as reflected in reduced tuition income and lower state appropriations. Because of this downward trend, many institutions, large or small, are continually being asked to stretch their resources and to do more with less.

As leaders interact with stakeholders and share the mission and vision of their institutions, effective communication skills are important to their success (Gigliotti, 2016; Ruben et al., 2017). Higher education leaders must use these skills to navigate the various cultures in which the institution exists—external community, political, as well as social. Leaders interact with boards of trustees who are appointed for their various expertise. The boards work with administrations to guide decisions and influence the direction of the institution's mission. A solid relationship between the institutional leader and the institution's governing board, built on mutual respect with good communication, will benefit the institution.

Collaboration is another important skill of a successful leader (Bolman & Deal, 1997). Leaders must build trust with those stakeholders who are responsible for the funding of the institution. This can include federal, state, and county organizations, and the students as well. The need to collaborate with this group cannot be overlooked and relationships must be

cultivated with administrators and this group. In order for an institution to be qualified to participate in Title IV, which constitutes a large portion of federal aid, it must be accredited by one of the six regional accreditation organizations (Middle States Commission on Higher Education, 2015).

Among the skills needed by a successful leader in higher education are effective communication skills, analytical skills, and collaborative or interpersonal skills. There are multiple examples of the complexities that administrators in higher education face (Gigliotti, 2018; Hoff, 1999; Ruben et al., 2017). Individuals that come to higher education from other industries often bring with them some of the skills needed to be successful in these areas, while those who have spent most of their career in higher education may not have benefited from professional development opportunities that may be offered in other professions (Beardsley, 2018). The need for strong leaders and how to best support the current leaders in higher education led to this study.

Statement of the Problem

Higher education leadership includes individuals who rose to this role from various academic positions, as well as those who came to a leadership position from other professional backgrounds (Beardsley, 2018). Leaders who rise within the academic field may have content expertise but being a successful teacher does not necessarily give one the skills to operate what is essentially a multimillion-dollar business with a diverse array of customers and stakeholders (Morris & Laipple, 2015). The leaders of today must perform at the highest levels in an increasingly complex climate (Morris & Laipple, 2015). The current recruitment and promotion practices do not guarantee that transformative leaders will be in place for higher education institutions, but these are the leaders who can promote the outcomes needed by the organization

by motivating the employees to work toward achieving their mission (Morris & Laipple, 2015). This study examined military leadership training received by veterans to determine if the skills learned in their training are transferable to leadership training in higher education. While those skills are taught and are assumed to be useful in higher education settings, little data is available that describes whether and to what degree military-trained leaders find they can transfer those skills.

In today's environment leaders need broad competencies to run the institution as well as make advancements for their stakeholders. They need expansive and cross-cutting competencies, such as skills in human resources, accreditation and compliance, labor negotiations, business management, and marketing. These are skill sets which have long been valued by other industries. Well-rounded skillful leaders have the best chance to make effective change. There is currently both a lack of formal leadership training and local support to create or sustain transformational leaders in the higher education community (Ruben et al., 2018). The role of a leader in higher education is multi-dimensional and those in positions of authority need to have the best skill sets to provide quality results for the ultimate customer—the students.

There is great potential to provide the institutions of higher learning with such leaders equipped with the necessary skills by exploring the leadership skills of those people who have served in the military and developed their leadership skills while serving. The military provides many training opportunities in all areas of leadership to service members during their military careers. One of these is staff rides, which are exercises that provide the opportunity to obtain an overall knowledge of historical events for a team of current soldiers; with that knowledge they discuss how current events can be understood better through this process. In this same way,

higher education leaders could spend time analyzing key changes in the education environment and knowledge base to apply past lessons to current issues.

A current program at the Wharton School of Business at the University of Pennsylvania includes the experiences of military leaders in the curriculum (Useem, 2010). Students are engaging with military leaders, participating in training exercises, and visiting historical sites to gain insights in the decisions and approaches taken by past leaders (Useem, 2010). It is through this same process that the leaders of higher education may gain knowledge and skills that are not provided in their ordinary rise to leadership.

The United States Military commits vast amounts of resources preparing courses and leadership materials to train members of the service to become leaders (Fallesen, Keller-Glaze, & Curnow, 2011; United States Army, 2015). The Army Leadership Strategy (ALDS) was approved in 2013 as a codified formal training approach to leadership building. In this initiative, there is an importance placed on senior leaders to balance three components in the current training efforts: training, education, and experience (United States Army, 2013). It is believed that these three components will help service members develop their leadership skills by focusing the components in three areas, including institutional domain, operational domain, and self-development domain. The institutional domain includes all organizations and activities in the United States Army (United States Army, 2013). This domain represents advanced civil schooling, training with industry, and using the technology that enables individuals to connect with faculty and peers (United States Army, 2013). The operational domain is where much of the leadership development takes place. This relates to the deployable units and their work to have junior leads achieve technical competence, mid-grade leaders further develop their leadership abilities, and to have senior leaders contribute to this process. Examples of activities in this area

include after-action reviews, coaching, counseling, sharing, and mentoring with the aim to develop leaders (United States Army, 2013). The final domain of self-development includes planned and goal-oriented learning to reinforce an individual's knowledge base and self-awareness (United States Army, 2013). Building leadership exercises and creating opportunities for self-reflection are displayed by the military (Allen, 2015).

Purpose of the Study

Chunoo and Osteen (2016) state that higher education institutions are called to develop a learning environment that creates leaders. Beyond Chunoo and Osteen's concern for the students' learning environment is one regarding the need for an environment to create leaders among the higher education leadership teams (Ruben et al., 2017). Colleges and universities are at the precipice of great change and need better prepared academic leaders to address it (Gigliotti, 2016). There are several programs being developed to respond to the lack of formal leadership training and development found by scholars (Ruben et al., 2018). This study focused on the experiences of United States Army veterans and how their military leadership training influenced their roles in higher education. The purpose of this study is to understand what leadership training and skills made a sample of United States Army military leaders successful in their various leadership roles and the potential for those leadership skills and qualities to be transferable to leadership positions in higher education institutions.

Research Questions

The research questions examined in this study are:

1. How do United States Army veterans in higher education leadership roles describe their leadership training?

2. How do United States Army veterans describe the influence of military training on their execution of higher education leadership roles?

Conceptual Framework

Servant leadership theory serves as a framework for this study. Greenleaf (1970) explored the need for leaders to focus beyond self-interest as a core characteristic of servant leadership (van Dierendonck, 2011). This theory is threaded through some of the core beliefs documented in military leadership guides. The work of Greenleaf can be seen throughout the Oath of Enlistment and the Soldiers' Creed (Wesson, 2013). Federal law requires everyone who enlists or reenlists in the United States Armed Forces to take the oath of enlistment. In the Oath of the Enlistment and the Soldiers' Creed, the soldiers become servants first. Then when they choose a career path with varying leadership responsibilities, they do not place their needs above the followers (Wesson, 2013). Wesson shares his 27-year leader experience in the Army and notes that good leaders are good followers first. As the soldiers grow in their ranks they learn to care for other soldiers and display the philosophy of servant leadership (Wesson, 2013).

Greenleaf tied servant leadership theory to higher education. He cited that institutional leaders would find greater joy in their lives if they practiced a more servant leadership approach and in turn would then build more serving institutions (Greenleaf, 2002). It is those leaders who blend their need to serve their constituents with their personal leadership approach that truly display servant leadership (van Dierendonck, 2011). Greenleaf's (1970) *Servant Leadership* text identified many challenges in both higher education and business that are still true today. This supports the use of this theory as part of this study's conceptual framework.

The application of servant leadership in both the military and higher education is appropriate. Greenleaf supports the need to produce leadership from within an organization, as

well as from other areas (Greenleaf, 2002). He then articulates one of the major weaknesses this researcher has experienced. He stated that administrators can become preoccupied with tasks and neglect the needs of building the overall organization and investing the attention that they deserve (Greenleaf, 2002). This attention may not be focused because the leaders have not been trained to keep it foremost in their minds. The study explores how the military provides reinforcement training of such skills. The military exists to serve the nation and an institution of higher education exists to serve the students. It is this need to provide a service to others that calls for the use of this leadership style. Therefore, the servant leadership theory is appropriate to this study.

Assumptions, Limitations and Scope

There is an assumption of honesty in the responses of the participants. This group of individuals will be providing personal experiences as they remember them. There was little opportunity to individually validate answers to the questions with those who had the very same experiences. Participants chose to be a part of the study with an interest in helping the researcher complete a dissertation requirement. The veterans who participated brought their experiences and personal biases to the conversation.

Limitations of this study include the time period, size of the sample, and the memories and experiences of those sampled. The study is limited to the participants' perceptions of their military experiences. As all the participants are from a military background, which this researcher is not, there may have been some resistance to sharing some of the experiences with one who could be looked at as an outsider. It was the researcher's responsibility to put the participants at ease by sharing her respect for the military service they have completed.

The scope of the study involved delving into the lived experiences of leaders in higher education who were also leaders during their time in the United States Army. These leaders were interviewed with the goal of learning how their military leadership training informed their suitability for leadership roles in higher education. The interview questions were designed to address only this aspect of the participants' military career. The perceptions of the participants informed the results of the study.

Significance and Rationale of the Study

Per the results published by the National Student Clearinghouse Research Center, the higher education system is in a time of reduced enrollment (National Student Clearinghouse Research Center, 2018). There continues to be increased fiscal constraints in many public and private institutions. There is increased federal scrutiny and some smaller institutions struggle to keep their doors open, their programs in operation, and maintain the high quality that generations of students and alumni expect. School leaders are looking for ways to realign and modernize their programs, construct and renovate their facilities, and improve their technology. It is imperative that those in leadership positions make the right decisions for the institutions they serve. Many leaders who rose through the faculty path were focused on their individual success and learning, but not the institution as a whole (Ruben et al., 2017).

Critical thinkers are needed in all areas of leadership; however, higher education leaders should have skills in other areas, such as business, human resources, contract negotiation, marketing, program development, and compliance with accreditors and federal and state regulations. Both in the military and higher education leaders are expected to make decisions that require in-depth analysis. Some examples of analysis and business acumen involve higher education leaders being able to study expected enrollment levels and how they impact the

staffing needs of the organization, or to make a determination as to the appropriate investment of money in a physical facility versus on-line resources (Gigliotti, 2016).

A strong leader needs to be able to make decisions. The continual changes in the demographics of the "average" student and the scholastic, remedial, and personal skill needs of the students must be addressed by knowledgeable, capable leaders. The need for succession planning and leadership training is actively managed in many business environments but most institutions of higher education do not have such programs in place. The lack of easily accessible programs in the higher education industry to develop and support its leaders creates the need for this study (Ruben et al., 2018).

Definition of Terms

College enrollment—The enrollment in college of students who graduate from high school consistent with 34 CFR 200.19(b)(1) and who enroll in an institution of higher education (as defined in section 101 of the Higher Education Act, P.L. 105-244, 20 U.S.C. 1001) within 16 months of high school graduation (US Department of Education, 2017).

Contract negotiation—Collective bargaining is a contract negotiation process using joint decision making in which employment related issues between employers and employees are resolved. It takes place between an employer and a group of employees (Ahmad & Lambert, 2019).

Emotional intelligence—A term that denotes a person's ability to identify emotions and generate emotions by accurate perception of others as well as self. This understanding of emotions and emotional knowledge is used to promote emotional and intellectual growth (Mayer, Salovey, & Caruso, 2004).

Fiscal management—The process of forecasting, building, and managing the finances of an institution (Barr & McClellan, 2018).

Human resource function—This function is a set of activities concerning people, aimed at achieving an organization's objectives and satisfying the needs of both the employer and employees, including personal development (Golembski, 2015).

Institution of higher education—An institution of higher education admits students with a secondary education; is legally authorized to provide programs beyond secondary education; provides an educational program for which a degree is conferred; can be public or private in nature; and is accredited by a nationally recognized accrediting agency (US Department of Education, 2017).

Leadership—A process that influences a group or individuals to achieve a common goal (Northouse, 2015).

Leadership training—A formal process to inform leaders' abilities to develop skills that benefit their organizations. These skills include assessment of organizational, corresponding leadership needs at a point in time, as well as creating effective succession planning (Ruben et al., 2017).

Military leader—As defined by the Unites States Army, a leader is anyone who by virtue of assumed role or assigned responsibly inspires and influences people to accomplish organizational goals (United States Army, 2015).

Servant leadership—The leader starts with a need to serve and then makes a conscious choice to become a leader (Greenleaf, 2002).

Transformational leadership—A process in which leaders and followers work together to achieve a higher level of morale and motivation (Burns, 1978).

Veteran—A person who served in the active military and who was discharged or released under conditions other than dishonorable (38 U.S.C. § 101 (2), 2012).

Conclusion

This study focused on developing an understanding of how United States Army veterans perceive how the leadership training they received while serving in the military has informed their higher education leadership. There are two research questions crafted to gain this understanding. How do United States Army veterans in higher education leadership roles describe their leadership training? How do United States Army veterans describe the influence of military training on their execution of higher education leadership roles? Through interviews with a sample of higher education leaders who were leaders in the United States Army it was determined if whether those leadership skills and qualities are transferable to leadership positions in higher education institutions. The interviews provided data to determine whether these leaders have been able to leverage some of the leadership training they received while serving to make meaningful differences to the institutions where they are employed. Data gathered in this study can be shared with higher education institutions looking for potential ways to add to their pool of qualified leadership applicants.

CHAPTER 2

REVIEW OF THE LITERATURE

To begin to answer the research questions presented in Chapter 1 a review of the available literature was performed. This chapter will examine a selection of literature regarding leadership. The review will be built on extensive research of scholarly, peer reviewed materials, and primary sources. Many resources were obtained throughout the coursework completed for this leadership degree with an emphasis on transformational leadership. Others were the result of searches performed through the University of New England's library system.

The searches included terms such as transformational leadership, leadership theories, military and higher education leadership, and trends in leadership. As articles were read, reference lists were reviewed to identify additional resources not found in the original search. This chapter strives to provide a concise background on leadership as studied by previous scholars. The chapter reviews the current environment in higher education and some of the needs of this industry's leadership. The content relates to higher education and the challenges therein, as well as a review of the methods used by the military in their development of its leaders. The military's approach to leadership building and support will be introduced.

The intention of research, such as this, is to add to the communal knowledge of the topic. While there were many examples throughout Chapter 2 of higher education and military leaders there was not a substantial amount of literature that specifically compared or contrasted the two. The outcomes of this study therefore may present a case for more focused research that would be a valuable pursuit for subsequent researchers.

Conceptual Framework

Ravitch and Riggan (2017) referred to the conceptual framework as a reason that the topic of study matters and why the method of study is appropriate and rigorous. The conceptual framework incorporates multiple leadership theories including servant leadership, transactional and transformational theories. Transactional and transformational are concepts that have been discussed throughout the chapter. Servant leadership was introduced by Greenleaf in 1970. Greenleaf explored the need of leaders to focus beyond self-interest as a core characteristic of servant leadership (van Dierendonck, 2011). This theory is threaded through some of the core beliefs of military personnel. The work of Greenleaf can be seen throughout the Oath of Enlistment and the Soldiers' Creed (Wesson, 2013). Federal law requires everyone who enlists or reenlists in the United States Armed Forces to take the oath of enlistment. In the Oath of the Enlistment and the Soldiers' Creed, the soldiers become servants first. Then when they choose a career path with varying leadership responsibilities, they do not place their needs above the followers (Wesson, 2013). Wesson shares his 27-year leader experience in the Army and notes that good leaders are good followers first. As the soldiers grow in their ranks they learn to care for other soldiers and display the philosophy of servant leadership (Wesson, 2013). The military focuses on the unit and not the soldier. It is important that the mission of the group is attained. Higher education leadership is also focused on others, the students. Faculty and staff work together to support the goals of the students, whether it be a degree or employment.

Greenleaf tied this servant leadership theory to higher education by suggesting that institutional leaders would find greater joy in their lives if they practiced a more servant leadership approach and in turn would then build more serving institutions (Greenleaf, 2002). It

is those leaders who blend their need to serve their constituents with their personal leadership approach that truly display servant leadership (van Dierendonck, 2011). Greenleaf (1970) identified many challenges in both higher education and business that are still true today. Greenleaf supported the need for producing leadership from within an organization, as well as importing leaders from other areas (Greenleaf, 2002). He stated that administration can become preoccupied with tasks and neglect the needs of building the overall organization by not investing the attention that it deserves (Greenleaf, 2002).

Challenges in Higher Education

Gigliotti and Ruben (2017) described the challenges in higher education to be such that they can jeopardize a school's ability to survive. There is a long list of disruptors, some of which include rising costs, greater accountability, shifting competitors, and decreasing student enrollment (Beardsley, 2018; Gigliotti & Ruben, 2017). Higher education is now forced to redefine its mission and measurement practices to meet the needs of its citizens in the twenty-first century (Basham, 2012a). The complexities of economic pressure and digital disruption are contributing to universities looking to outside leaders to fill their top jobs (Beardsley, 2018). Institutions may struggle with these challenges and have little reputation for strong leadership to address them (Portney, 2011). Many leaders in higher education, such as university presidents, provosts, deans, and departments heads, had career paths that were isolated and focused on specific knowledge and the demonstration of that knowledge in teaching and scholarship, which does not directly support leadership roles across a university (Portney, 2011). Many educational administrators, often former faculty members, have had little direct leadership experience or formal preparation and skill development to be successful (Kalargyrou, Pescosolido, & Kalargiros, 2012). Leadership training is an important component of business and military

success but is all but absent from universities, whereas based on the various constituencies they serve and the complexity of the industry, it would be a value-added component of any university focus (Portney, 2011).

Leadership

Northouse (2015) writes that the definition of leadership has evolved over many years. He referred to Rost (1991) as having analyzed materials on the topic published from 1900 to 1990 and determined 200 different definitions of leadership. In 1927, leadership was defined by Moore as the ability of the leader to significantly influence those under its leadership by instituting obedience, respect, loyalty, and cooperation (Northouse, 2016). In the 1930s, the focus of study turned to traits of the leaders and how their specific personality traits may influence those around them while the domination aspect diminished in the studies. In the 1940s the focus was on group dynamics (Northouse, 2016).

Hemphill looked to see how leadership was now defined by group activities as directed by those in leadership roles (Hemphill 1949, as cited in Northouse, 2016). The 1950s approach to leadership continued the focus on group theory but also began to investigate a shared goals approach, which was based on behavior studies, and how effectiveness mattered (Northouse, 2016). The 1960s leadership focused on behaviors and how they influenced people toward a common goal. The 1970s moved away from the group approach to a more organizational behavioral approach (Northouse, 2016).

In 1978, Burns' definition of transformational leadership was an emerging concept. He noted that leadership was reciprocal with various motives, values, and resources used to achieve goals held individually or by both the leader and the followers (Northouse, 2016). Burns went as far as to say that there was a crisis of leadership and that it was the lack of knowledge of

leadership itself that was the problem (Burns, 1978). He stated that the lack of understanding the

essence of leadership was why there were no standards created with which to measure

individuals or groups on leadership (Burns, 1978). In his opinion, leadership was one of the most

observed but least understood concepts (Burns, 1978).

Theories of Leadership

Northouse (2016) noted that many academic institutions across the country began

responding with programs in leadership studies. The 1980s continued to build on Burns' theory

and the transformational leadership movement was created. Since that time many other

leadership scholars have continued the work of those before them. Leadership theories were

developed, for example, authentic, spiritual, servant and adaptive (Northouse, 2016). Other

known theories include transactional, situational, autocratic and charismatic. This introduction to

how leadership studies have evolved sets the tone for more in-depth study. After a thorough

review by this researcher of various leadership types, three were determined to be substantially

beneficial to the needs of those in higher education and therefore more examination was

undertaken of these three.

Transformational Leadership

Bass (1985) looked at the transformational theory introduced by Burns (1978) as

explaining the unique variance between outcomes of transformational and transactional leaders

(Breevaart et al., 2014). Transactional leaders make sure expectations are met, which is needed

as a platform for transformational leaders to motivate their followers to exceed expectations

(Breevaart et al., 2014). The transactional leaders can motivate followers to efficient completion

of tasks. It is the transformational leaders that are more successful overall (Breevaart et al.,

2014). Transformational leaders look to build relationships that are created through shared values

(Giddens, 2017). This leadership style has been described as motivating and inspiring followers to reach lofty goals and it is the transformation of the followers' attitudes, beliefs, values, and behaviors that make the difference (To, Tse, & Ashkanasy, 2015). Transformational leaders' primary focus is on the organization and collective goals, but the needs of the followers are identified and addressed (Allen et al., 2016). Giddens (2017) identified four concepts relative to transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration.

Idealized influence. This is a term used to captivate the charismatic approach to building confidence, trust, admiration, respect, and optimism among the followers (Giddens, 2017). The leader will focus on the needs of others and serve as a role model that instills trust and respect. This leader displays an understanding of what the shared purpose is and aligns resources with it, and also displays high ethical and moral standards for followers to emulate (Allen et al., 2016).

Inspirational motivation. Inspirational motivation is provided to followers by the leader's ability to present a clear vision for the group that they can follow (Giddens, 2018). The leader will present an enthusiastic approach to organizational vision and goals. This sincere and passionate commitment to the vision is evident to the followers (Allen et al., 2016). In an academic environment this sharing of vision and personal commitment to meet the institutional goals supports the needs of shared governance (Giddens, 2018).

Intellectual stimulation. This provides the followers an avenue to question old practices or assumptions. The leader practicing this approach will be willing to take risks and abandon outdated systems even if they were long standing traditions (Giddens, 2018). Followers are encouraged to use creativity, innovation, and risk-taking in the search for improvements to the organization (Allen et al., 2016).

Individual consideration. Here the transformational leader evaluates and considers the individual needs of the followers (Allen et al., 2016). Through this work, a supportive environment with continuous feedback focusing on the followers' achievement and growth with a model of mentorship can develop with principles such as coaching (Allen et al., 2016). The result of this work can be that the followers' efforts are acknowledged and an environment of collaboration is born (Giddens, 2018).

Authentic Leadership

This leadership theory is based on the premise that authentic leaders are self-aware and true to themselves as they perform the role of leader (Authentic Leadership, 2015). This theory has been studied by leaders in various disciplines. From the world of higher education Gunderman (2014) demonstrates that an authentic leader would strive to contribute as much as possible and help others do to the same instead of focusing on achieving the next rung on an administrative ladder. In the business world, George's (2003) *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value* challenged people to begin to work toward this authentic behavior. The authentic leader will have a passion for what they are doing and as they interact with others, they are consistent in purpose and display their intrinsic values (George et al., 2007). Many leaders point to a difficult period in their life as a trigger to make use of these experiences and self-reflect on how they will reframe them to offer support (George et al., 2007).

The struggle researchers face in building this leadership theory is how to draw the distinction between authentic and inauthentic leaders. If authentic leadership is to be seen as a moral basis from which to lead others, it will be necessary to distinguish between those who are true to themselves and those who sacrifice their true selves for other means (Johnsen, 2018).

There are various studies that have looked to authenticate true leaders, but as was contemplated by Plato, it is difficult to do so (Johnsen, 2018).

There is limited empirical research on this topic, which makes accurately assessing the theory difficult for scholars (Gardner, Cogliser, Davis, & Dickens, 2011). The work that has been done has been based on the theoretical model of positive organizational behavior (Gardner et al., 2011). While the research is ongoing there is value in reflecting on what it can provide to leaders of today. An authentic leader will lead in a way that celebrates the leader's core principles and honors both their strengths and weaknesses (Gardner et al., 2011).

Servant Leadership

Servant leadership theory was born in a 1970 essay by Greenleaf and the theory continues to develop through scholarly analysis (van Dierendonck, 2011). There was a movement of empirical scientific investigation in this area after Ehrhart's 2004 publication (Liden, et al., 2015). This work involved the study of organizational citizenship behavior and led to renewed interest in how leadership is not one-directional (Ehrhart, 2004). Servant leadership is a multidimensional approach that involves followers in various ways (Eva, Mulyadi, Sendjaya, van Dierendonck, & Liden, 2019). Servant leaders combine their need to serve with their desire to lead (van Dierendonck, 2011). The needs of the followers are addressed in this servant leadership theory as they are not in transformational theory. Transformational leaders are focused on the organizational goals and will inspire their followers to higher performances in an effort to meet the goal (van Dierendock, 2011).

Greenleaf interchanges the word servant with steward. The exchange of terms allows readers to understand that this leadership theory is concerned with balancing the needs of all interconnected stakeholders within the educational community (McBath, 2018). In the higher

education environment this consists of administrators, board members, faculty, students, and community members and all are important to the institutions in various ways (McBath, 2018). Servant leadership implies that stewardship is essential to effective leadership (Eva, et al., 2019). Although Greenleaf introduced the academic world to the formalized concept of servant leadership, he did not provide an operational definition of it and a way to measure it.

Van Dierendock (2011) provided the key characteristics based on the measurement instruments that have been developed and refined by many researchers in the past 10 years. While Greenleaf left the community with the concept that a servant leader is a servant first, makes a conscious choice to work towards being a leader, and looks to ensure that those served are benefited by some type of personal growth, he did not define what this looks like (Greenleaf, 2002). Greenleaf's protégé Spears (1995) provided 10 characteristics of the servant leader based on his extensive knowledge of Greenleaf's work (van Dierendock, 2011). Many scholars have refined these characteristics over the years: Laub's (1999) six clusters, Russel and Stone's (2002) nine functional characteristics and 11 additional ones, and Patterson's (2003) seven dimensions (van Dierendock, 2011). The six key characteristics of servant leadership that Van Dierendock created are from his differentiation among antecedents, behavior, mediating processes, and outcomes, and by combining the various models with empirical evidence (van Dierendock, 2011). He noted that servant leaders empower and develop followers; they are humble and authentic, accept people for who they are, and provide direction while embodying the role of a steward who is concerned about the good of the whole. Servant leadership is described as capturing the honest leaders who put the needs of the followers first and have the larger community in mind, while possessing the technical skills to provide needed feedback to the followers (Liden et al., 2015).

Leadership in Higher Education

It is becoming more evident that leaders in the twenty-first century are required to navigate an increasingly complex landscape (Beardsley, 2018). In this environment, higher education institutions can, and perhaps should, be at the forefront of leading change (Hempsall, 2014). Today, organizations are looking for individuals who have vision and good decision-making skills and are adaptable, innovative, and demonstrate the skill of collaboration (Fisher, 2014). While the importance of good leadership is evident, the extent to which it has been studied, documented, and tested in the higher education sector has not been well addressed (Hassan, Gallear, & Sivarajah, 2018). Addressing this need, Hassan et al. (2018) studied factors that affected leadership in the area of business schools. This was to address the perceived failures noticed in this sector that were attributed to poor leadership. The study found that, regardless of the organization, leadership effectiveness was dependent on how the followers accepted the leader (Hassan et al., 2018). Building successful leaders then includes more than just a focus on the actions of the leader but on the effects on those around them. While limited studies regarding leadership development focus on an understanding of knowledge skills and capabilities of the leaders they tend to focus on what must be achieved and not how it is to be achieved (Hassan et al., 2018).

Basham (2012a) studied the role of presidents in the higher education institution. In this study he focused on two types of leadership: transformational leadership and transactional leadership. The transactional leader will perform the necessary management functions that keep the institution on track, but the transformational leader will do that while empowering and delegating to its teams (Basham, 2012a). The transformational leader uses a personal value system to draw from and bring followers together to obtain the desired outcomes beyond what

was expected (Basham, 2012a). Burns (1978) introduced transformational leadership theory. Basham's (2012b) study directly asked the presidents questions regarding these two types of leadership practices and, as they were aware of them, they were able to participate in the discussion. Among the findings of the study was the concept that the presidents felt they must show authenticity in their actions to instill the principles of transformational leadership on campus (Basham, 2012b).

Leaders in higher education must be in tune with the institution's strategic plan. This plan must drive decisions and actions if it is to be successfully implemented. Academic planning is vital to institutions of higher education and leadership strategies need to be created to successfully navigate the challenges facing administrators in this area. Lattuca and Stark determined that an academic plan at the curriculum level is influenced by external forces, accreditation organizations, and market needs (Lattuca & Stark, 2009, as cited in Freeman, Chambers, & Newton, 2016). A macro level of institutional mission must be addressed to incorporate the academic and support resources, as well as the governance in place (Freeman et al., 2016). The need for the institution to measure and quantify institutional effectiveness is increasing and institutions must ensure that these institutional needs are met. (Freeman et al., 2016).

Effective Leadership in Higher Education

Chunoo and Osteen (2016) stated that higher education institutions are called to develop a learning environment that creates leaders. Higher education has held a place in American society as early as the 1630s, when the Puritans began to form their version of Cambridge University, an endeavor that would become Harvard University (Rossi, 2014). During this time of new discovery, lectures were structured like sermons and the goal of the institution was to

transform lives to be led with meaning and purpose (Rossi, 2014). The role of education in America has changed over time. From the 1630s to the gilded age, society desired more of the population to be educated. There was a notion that a democracy needed educated citizenry and that mass education was a basic human right (Rossi, 2014). Since the origins of higher education, the complexities have grown; student numbers, changes in funding, increased globalization, and competition are just a few of the factors that must be considered by today's institutions (Black, 2015). In an environment that needs its leaders to efficiently and effectively manage its resources there is a growing need to develop a more managerial approach in higher education (Black, 2015). Black (2015) studied this issue and determined that the current framework used by many in higher education does not include behaviors associated with effective leadership documented in established leadership literature. The need for some academic leaders to take the role of learner can be challenging and so the need for guiding leadership training is apparent and will enhance the effectiveness of the institution (Black, 2015).

Higher Education Leadership Development

In an effort to develop and support university leaders, Rutgers University created the Organizational Development and Leadership group (ODL) to study leadership patterns. The university's staff benefits from the work of this team through training and scholarship (Gigliotti & Ruben, 2017). ODL created a leadership portfolio that includes four fundamental precepts: blending knowledge and skills, integrating vertical and horizontal competencies, building bridges between faculty and staff, and fostering collaborative engagement and sponsorship (Gigliotti & Ruben, 2017). Translating knowledge into practice shows a command of the learned concept, as well as the effectiveness of the leader's skill (Gigliotti & Ruben, 2017).

While the employees of Rutgers have the ODL's work available to them, there is limited empirical research done on how prepared academic administrators are to effectively perform their duties (Morris & Laipple, 2015). The literature suggests that few academic administrators have had any leadership training before taking on the leadership role. In a corporate environment, the balance sheets and income statements may rule, but a good leader is considered an asset (Morris & Laipple, 2015).

Other organizations provide seminars and support for leaders in higher education. The Council of Independent Colleges and the American Academic Leadership Institute both have an executive leadership academy that is a yearlong program to develop university cabinet members for additional responsibilities. Cabinet members report to the president and are representatives of the institution in many ways. They interact with board members and community leaders. The National Association of College and University Business Officers has an annual meeting that includes a day for future business officers. This daylong seminar is designed to build leadership skills and organizational perceptions for the new business officer.

United States Military Leadership

The United States' Army invests time, effort, and resources to actively develop its leaders. The military is intentional in their selection of their leaders and how they are trained and progressively promoted (Hamad, 2015). Unlike corporations or higher education institutions who can hire talent from outside the organization, the Army's leadership comes from within and is why time and effort are placed at all levels to develop the skills needed to be an effective leader. This effort is demonstrated in the various leadership manuals, training exercises, and coursework provided to Army members.

The Army has long been known for its effective leadership abilities at all levels of the organization. The Army is made up of men and women who have varied backgrounds and abilities. They are molded in the established ways of the military to build the units and unity that are needed to run such an organization. It has been over 40 years that the Army has been a fully volunteer-based organization. People join the armed forces in many ways and for many reasons. The leaders in this profession face unique situations such that the right decision at the right time could avoid a catastrophe (Hamad, 2015).

Leadership Referenced in Military Materials of the United States Army

The Army Leadership Handbook is known as ADRP 6-22. It provides clear examples of what the Army determines to be important characterizations of leadership in the command. The handbook is a continued example of the expressiveness of the military to codify their needs for their leaders and what the Army is willing to do to support those needs. Throughout the eleven chapters and various figures and tables of supporting information, the message remains clear: Leadership is the process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization (United States Army, 2015).

Part one provides the reader a basis of leadership and specific definitions to be explored within the chapters. Part two is focused on the character, presence, and intellect of the Army leader. It provides sound direction for the reader to critically think about where they fall in the subject and how improvements, if necessary, can be made. Parts three and four focus the reader on the need to develop and achieve results. There is an important emphasis on helping others to learn—something that leadership in higher education may not currently provide enough of to their subordinates. Learning from experience is not always possible as leaders cannot have every experience in training (United States Army, 2015). Leaders should share their experiences with

subordinates through counseling, coaching, and mentoring, such as combat veterans sharing experiences with soldiers who have not been in combat (United States Army, 2015). Throughout the materials there are summaries of the various attributes and competencies that are in demand. The reader can clearly see the intent of the goals. In the military, understanding the leader's intent is extremely important. This message also translates to those in the United States Army Medical Corps. The fundamental premise of the Army Medical Corps Leadership Program is that the most basic definition of leadership, the ability of one individual to influence the behavior of other individuals, applies broadly to every physician in every aspect of professional life (Moores, 2013).

Building Leader Exercises Used in the United States Army

The United States Army provides group training and team leadership opportunities through a program called Staff Rides. The United States Army Center for Military History prepares what are known as *Staff Ride Guides*. The intention of these guides is to provide participants with the overall knowledge of a historic encounter of the United States Army. Examples of such guides relate to the battles of Gettysburg and Antietam. In the *Staff Ride Guide* for Gettysburg, there are biographical sketches of both leaderships, Union and Confederate. There are other background items such as maps of the period and selected report and communications of those involved. The book is used to prepare current day soldiers to attend a staff ride and work together as a team to dissect and learn from some of the key decisions made during the battle of Gettysburg. Accordingly, the purpose of a Gettysburg staff ride is to visit these and other locations on the battlefield and analyze the battle through the eyes of the men who were there, both leaders and rank-and-file soldiers (United States Army, 2015). The training

exercise will provide the background for discussions of comparative positions and potential decisions that could have been made.

Self-reflection Analysis by the United States Army

The Army consistently gathers data and next are several examples of data collection that support the overall understanding of leadership building and modeling in the Army. The first discussion is about the role of the climate a leader is in and how their actions are affected. Organizational scholar Edgar Schein defines culture as a group's shared basic assumptions that are taught to future members to know how to react or reason through similar issues (Allen, 2015). This understanding of culture provides insight and understanding as to what the leadership of any organization thinks is valid and to better understand their actions. In 2012 and 2013, a review of general officer ethics was completed, which included a survey of compliance with various military policies and procedures. While there were individual findings of noncompliance it did not provide the true cause of the problem. It was then, in 2014, that there was an appointment of a Rear Admiral to organize several areas of the service to refocus on ethics, character, and competence as a top priority for the Department of Defense's senior leadership (Allen, 2015).

During this time, there were reviews of senior-leader training and it was determined not to be a systematic problem of a lack of character. This process of identifying and addressing concerns can be applied to leaders in all industries. Many professional military education programs provide instruction on the philosophies of ethics (teleology, deontology, and consequentialism) and moral reasoning. Concepts introduced include "ethical fading" and "moral blind spots" into the military's awareness (Allen, 2015). It is this kind of self-evaluation that the Army appears to do with its leadership, which is not readily seen in the leadership of higher

education. Self-reflection, as well as entity level reflection, is strongly practiced in the United States Army.

There is an understanding through this material that the Army believes that leadership can be taught and created and is not gifted to a only a few at birth. Therefore, they continue to build and document their training in leadership. There is a brief comparison of the definition of leadership from the 1946 *Army Field Manual* to the current version *Army Field Manual* 6-22 as previously noted in this review. The study revealed that the Army has changed direction from a job-analytic approach to a more competency-based approach. Advantages and disadvantages are associated with both approaches. Competency modeling can potentially align leader competencies with Army strategies. Information gained from job-analytic approaches may be better suited to highly technical jobs or jobs that are more operational in nature (Fallesen et al., 2011). This begins a long and detailed approach to providing feedback to the leaders. There was a summary of a 1984 study of soldiers that provided an understanding of what the leaders actually did, but as the author points out, it does not go beyond a snapshot of behaviors that were needed. It was the competency-based approach that the authors felt provided what the leaders should be expected to do and what capabilities are needed in the present and the future. It was the further work of the Army Training and Leader Development Panel (ATLDO) and the Leader Development and Education (LDE) Task Force that enforced the development of what these leadership capabilities should be and how to include them in future leaders' reviews. It is the work of these researchers that led to detailed review for incorporation into the needs for the higher education leadership. There is a need to determine what the core capabilities are for those various positions in higher education and that may be a challenge. There are many different organizational structures and missions of the higher education institutions that may not provide

the uniformity that the Army positions do. Educators are working through the competency-based education approach as well. The need to provide a path to success inclusive of the skillsets of individuals in conjunction with class time is becoming more apparent in the industry. Again, a review of how the military has begun to orchestrate this approach may prove helpful to those responsible for leadership development in higher education.

This second discussion also introduces the concept of a 360-degree assessment. Coaching systems and 360-degree assessments are particularly powerful, as they provide well-rounded feedback based on input from peers, supervisors, and subordinates that are coupled with support tailored to each individual (Fallesen et al., 2011). There is an annual survey prepared by the Center for Army Leadership, called CASAL. The results of the 2010 CASAL are summarized here in three main sections: leadership development, effects of character and climate on leadership, and professional military education (PME) in leader development (Hinds & Steele, 2012). The data used in this survey were collected online from a sample of over 22,000 participants. The trend at that time was the need to improve the development of subordinates for future roles. This rings true for both an Army environment and higher education. Those leaders who are currently not being properly developed by their superiors will not know how to properly develop others in the future (Hinds & Steele, 2012). One fix alluded to in the research is that more time should be dedicated to mentorship in the current leadership structure. Perhaps the needs of this training could be tied to the leader's individual performance evaluation. If leader development is a requirement for promotion, an assessment through observation should be created for each leader (Hinds & Steele, 2012). A second concern raised in this study was the need to address toxic leadership. As would be expected in a military environment, the soldiers find it difficult to speak out about leaders who behave in this manner. This is where the 360-

degree evaluations can be helpful if the participants feel safe in using them. There would still be the fear that the words chosen would be self-identifying and so the format of the form would need to be carefully crafted. This use of feedback would be beneficial to various levels of leadership and can be well instituted among the leaders in higher education. Higher education has similar concerns and in some cases unionization and tenure can impede this honest sharing of information.

Fischer and Garn's (2014) qualitative study assessed the relationship of physical training success and the perceived transformational style of such participants. The study was of the Reserve Officers' Training Corps (ROTC) program and the Ranger Challenge (RC). While all ROTC participants are expected to participate in physical activities, they do not all rise to the challenge of the Ranger Challenge (RC), which is a competitive and highly challenging physical environment opportunity (Fischer & Garn, 2014). Often the individuals in the RC are perceived by the rest of the battalion as successful in both PT and leadership roles (Fischer & Garn, 2014). After the researchers interviewed various participants in the two programs it was their conclusion that there did seem to be a correlation between the two elements. It was noted that the cadets who were exceptional in physical activities were often chosen for important leadership positions. This study was included in this literature review to examine what would be the related attribute used as an indication to the leadership potential in the higher education sector. Among many college campuses there has been an increased interest by administrations to provide health and wellness programs to support their employees. Whether this is for the employee's strict benefit or a program to entice lower health care premiums is not yet identified. Is there a perception across industries that if the person appears fit and ready for duty, that they are more in command

of leadership qualities? Further study is needed to make any critical assessments of this assumption.

Leadership Challenges Testing Army Personnel

There are fiscal challenges in many areas of managing leadership responsibilities. With a need to be streamlined and do more with less, many governmental agencies are examining ways to better evaluate their leaders based on potential and not past performance. In this analysis, there are three features to review in spotting leadership potential. Muller-Hanson (2013) asks a question and then provides an answer. How do we spot leadership potential? It's a matter of assessing ability, agility, and aspiration (Muller-Hanson, 2013). Muller-Hanson (2013) defines ability as the intellectual capacity to solve problems, make well-reasoned decisions, and the interpersonal and communication skills needed to get the work done through others (Muller-Hanson, 2013). Agility is defined as the willingness and ability to learn from experience, admit mistakes, experiment with new approaches, and rapidly adapt to change (Muller-Hanson, 2013). Finally, aspiration is the motive to lead others, the courage to take risks when needed, and the persistence to keep driving for success in face of challenges (Muller-Hanson, 2013). These three words can be found in both the Army and higher education fields. The intention of this review is to incorporate those things that may strengthen the current leadership and structure in place in higher education. Incorporating this review in a person's overall performance review would be very useful. As the feedback was exchanged there would be a great deal of understanding as to the perceptions of both parties.

Another forum to measure a leader's skills is with a simulated leadership challenge. The United States Army has a web-based peer-to-peer professional forum, which is multimodal, distributed, asynchronous education deployed to troops in combat environments (Miller, Self,

Garven, & Allen, 2011). In a study of over 3,200 participants and overall, the researchers found the time spent worthwhile. It has been reported in various materials throughout this literature review that there is less time spent in training individuals when there are many tasks at hand. This method of training provides access to a wide group of individuals who do have many other tasks at hand. The ability to train a large group of individuals at a potentially reduced cost could be of benefit to higher education institutions. As was reflected earlier, many institutions may not have the complete ability to perform formal training in person. A computer program for this purpose may be beneficial.

There are three primary pillars in the Army's traditional leadership education: training, education, and experience (Miller et al., 2011). The same can be said in many cases for leadership in higher education. This web-based program was built on grounded research and surveys were conducted with leaders in the field. The level of research done by multi-units in the Army was substantial to provide the appropriate environment and learning outcomes from the simulated experiences. It would be a challenge to incorporate this level of detail into a structured program for leaders in higher education as many will not have similar experiences or tasks as perhaps many of the Army participants had. It is an interesting potential tool for more self-directed education on the subject of leadership and the practiced skills that are needed to be successful.

There are challenges faced by the Army in preparing the leadership for the twenty-first century. To support the Army's leadership development in this area, there have been systemic adjustments to the educational system. There was a reintroduction of the need to see how people learn compared to what they learn. Curriculum changes at the Army War College and the Industrial College of the Armed Forces lately have focused more attention on "thinking skills" in

their introductory courses (Ulmer, 2010). This may currently be in place in higher education as leaders work toward supporting students in that way, but self-improvement does not appear to be a constant focus of the staff and faculty. Case studies in leadership and management need to substitute for some of the repetitious tactical scenarios found in the Army program (Ulmer, 2010). The second change under consideration is a more focused look at the competency achieved by the participant rather than the set time spent in the class. The performance measures would be tailored to the participants and their individual success would determine when they are competent enough in the subject of study to earn a completion. As previously mentioned, this is also beginning to be under review in some academic scenarios but has not yet been in practice in the personal and professional development plans of leaders.

There was also an adjustment relating to how people learn on the job and what feedback, if any, people get. It should come from two sources: a formal mentoring program and a supplement to the Officer Evaluation Report (Ulmer, 2010). This adjustment will include having each field-grade and general officer select two formal mentors. There will be a professional education system in place to demonstrate what the mentoring relationship should be and provide the techniques for giving and receiving feedback. This formal method of feedback along with the 360-degree method, noted earlier, are key pieces in development to measure the success of a leader. There is a need to develop more effective ways of measurement (Ulmer, 2010). This is an important point to include in this overall study of leadership. If we are not able to systematically measure what it is that we value and determine if a person is displaying it, we will never be able to materially improve our organizations.

Lessons Learned and Shared by Veterans

There are many ways that military leadership lessons are regularly suggested for implementation in the business world (Shinseki & Hesselbein, 2004). This sharing of ideas can also be explored in the world of higher education. There are multiple schools that provide specific training to the United States Army leaders. Among them are the School of Advanced Military Studies, the Army War College, and the United States Military Academy. There is also potential to work with the Center for Army Leadership. Their mission statement is: The Center for Army Leadership (CAL) conducts leadership and leader development research, providing the Army leadership and leader development doctrine, as well as products and services to develop and maintain the Army Leader Development Strategy within the Army Leader Development Program.

Veterans Serving in Higher Education

There are various examples of highly successful veterans bringing their talents and expertise to institutions of higher learning. The historical figure General Robert E. Lee was a West Point graduate who applied his scholarly training to his various appointments including his contributions to the American victory in the Mexican American War. His ability to achieve results and lead his charges warranted his election to be General of the Army of the Potomac. While he did not accept the role and chose to lend his efforts and skills to the Confederate Army, there is no denying his leadership abilities. Upon surrender, General Lee retired from military service and became the president of Washington College. Under his leadership the college incorporated the Lexington Law School, as well as founded the School of Commerce and the School of Journalism. These disciplines of commerce and journalism were offered here first,

before any other college in the U.S. (Washington and Lee University, 2019) The skills gained from a life of military service were valuable to this institution of higher education.

General Dwight D. Eisenhower was a West Point graduate who held many distinguished titles in his military career. He received the Distinguished Service Medal for his training of solders in the newly formed Tank Corp in 1918 and served as Supreme Commander of the Allied Forces in World War II. He worked his way up the chain of command to become the author of the military engagement plan called Operation Overlord. Under his leadership the United States Forces defeated Nazism. His leadership strategies combined with his deep understanding of personal responsibility and honor are some of what he is remembered for. There are many opportunities to display such understanding but none so poignant as his known letter in case of failure.

As he was successful in this endeavor, the letter was not needed and serves only as a reminder of the honor of this leader. His career was in the United States Army and so it can be concluded that the training and experience he received molded his given abilities in very effective ways. Upon his retirement from the military he became the President of Columbia University for six years. Under his leadership, the school founded the Center for Oral History, as well as the Lamont Geological Observatory (Columbia University, 2019). During his tenure as President of Columbia, he took a sabbatical to become the first supreme commander of the North Atlantic Treaty Organization (NATO). He went on to serve as the 34th President of the United States.

The path to higher education leadership may not predominantly come through a time of military service, but those who take this route bring a vast group of beneficial skills that were honed by the training received in the military. An article was published by Arnett (2017) that

listed thirteen sitting college presidents as veterans. There are some who believe that the military

is an unlikely route to the college presidency (Arnett, 2017), but it is the discipline and balance

that make a successful serviceman or servicewoman exactly the kind of leader needed to guide

an academic institution (Arnett, 2017). The list continues to grow with the recent appointment of

Seth Bodnar as the 18th president of the University of Montana. He was described as a

nontraditional candidate for the role (University of Montana, 2017).

Shared Challenges

Many of the challenges faced by leadership in both the military and higher education are

similar in nature. Among them are the need to have people who are accountable for their actions

and responsibly accountable for their staff (Useem, 2010). The training that the military offers

includes a phrase, "Be, Know, Do," which is also part of the work introduced by the ODL group

at Rutgers. They shared that there can be a knowledge gap when the person is not able to put into

practice the knowledge that they have. An introduction to the Army's phrase and philosophy

may help bridge that gap.

The Center for Creative Leadership (2016) found that there are many shared challenges

between the civilian and military world. Their study showed that of the request to name their top

three challenges the group was able to sort the answers into 17 categories that all overlapped the

two institutions in material ways. This study highlights that many challenges and opportunities in

these two areas are similar and what may make one leader successful in one area could be

supportive to a leader in another environment.

The phrase "Be, Know, Do" was made accessible to others outside of the military world.

A book by that title was published by General Erick K. Shinseki and Frances Hesselbein. The

general is a West Point graduate who retired with four stars and at that time held the respected

title of Army Chief of Staff. Ms. Hesselbein rose from a volunteer troop leader in the Girl Scouts of America to be the CEO for fourteen years. There are many examples that these authors explicitly share of a direct application of the military approaches to the nonprofit arena (Shinseki & Hesselbein, 2004). While the lay student of management studies may not easily correlate the Girl Scouts of America to the United States Army these two successful leaders did. This is the type of crossover work that this study can bring to the attention of leaders in higher education.

Conclusion

Many United States Army veterans continue their careers as leaders in higher education. A study of those individuals who are successfully bridging these fields would assist in gaining insight into what components of their background were most valuable in these new roles. For a leadership program based on the military's training of leaders to be created it will need to explore the experiences of those who have served both the citizens of the United States in a military capacity and the students for whom higher education must be focused. The understanding of various leadership theories is necessary to identify and provide the broad knowledge necessary to assess various leadership practices. There is a potential opportunity to be gained by performing interviews and surveys of these key leaders. A selection of materials, training exercises, or processes that the military uses for training and creating leaders can be reviewed for modification and use in higher education.

CHAPTER 3

METHODOLOGY

This study focused on developing an understanding of how United States Army veterans perceive that the leadership training they received while serving in the military has informed their higher education leadership roles. This chapter includes the setting of the study, the participants and why they were selected, the methods of analysis, the participants rights, and the potential for limitations of the study.

Higher education leaders engage in many aspects of the institutional activities (Gigliotti & Ruben, 2017). The leaders are called to perform at the highest levels of the increasingly complete climate (Morris & Laipple, 2015). There is a potential to enhance the skills of the leaders in higher education by identifying whether the leadership skills obtained by the United States Army veterans are transferable. During the literature review of scholarly, peer reviewed and primary sources, it was noted that the United States Army is intentional in their selection of their leader and how they are trained (Hamad, 2015). It was also noted that often higher education leadership were experts in their respective fields but that this does not automatically make them excellent leaders (Gigliotti & Ruben, 2017).

Research Questions

1. How do United States Army veterans in higher education leadership roles describe their leadership training?

2. How do United States Army veterans describe the influence of military training on their execution of higher education leadership roles?

Design of the Study

To gain the knowledge needed to answer these questions, a basic qualitative study was designed. The research gathered was based upon semi structured interviews with a sample of United States Army veterans who also have experience as higher education leaders. This study is focused through the lens of servant leadership. Greenleaf's original 1970 theory has been republished in a 25th anniversary format and is very relevant to today's leaders. A leader's need to go beyond one's self-interest was reflected as a core characteristic of servant leadership by van Dierendock (2011). As Greenleaf discussed in his work, the servant can be the leader and servant leadership can be found in education. As mentioned in chapter one, the Army exists to serve the nation and an institution of higher education exists to serve the students. Both organizations will be supported by practicing this approach (Shinsecki & Hesselbein, 2004).

Research Setting

The study is limited to those United States Army veterans located in the United States who have also had higher education leadership experience. These leaders have higher education experience with institutions ranging from public to private and large to small organizations. The interviews themselves were conducted via Zoom and scheduled at the convenience of the participants.

Participants

United States Army veterans with various leadership experiences in higher education were interviewed to determine how they believe that their leadership training has informed their higher education leadership roles. Participants are employed in or retired from different leadership positions such as faculty, department chair, dean, director, provost, vice president or president. There are a few articles in the literature (e.g. Arnett, 2017; Lilley, 2017; University of

Montana, 2017) that distinguish some presidents of higher education institutions as military veterans. These leaders in Arnett (2017) article were contacted to solicit participation in the study. The study engaged in purposive sampling, which is a sample chosen based on meeting specific criteria (Terrell, 2016). The initial intended participant pool from Arnett's (2017) article proved limited, so to obtain a sufficient number of participants, snowball sampling was employed. Snowball sampling is a type of purposive sampling that looks to the chosen sample for suggestions of additional participants based upon their connections (Terrell, 2016). In this way, the sampling approach is both criterion—those that meet the criteria established—and snowball or chain; people who refer others who meet the set criteria (Creswell, 2013).

Data

To gather the data needed to answer the two research questions crafted, phone interviews were conducted using the interview protocol outlined in Appendix B. In preparation to design the instrument used in this study the literature of chapter 2 was reviewed. The questions in appendix F were crafted to obtain the participants' perception of leadership training received and how it related to their positions in higher education. An initial survey in appendix E was intended to provide the researcher with some general background about the participant before interacting with them.

The interviews were conducted in a semi structured manner. This semi structure used a set of questions but allowed for some open-ended ones for information that might be obtained by that approach (Terrell, 2016). The participants were asked for permission to record the interviews to provide additional support for the complete reporting of the information gained. Upon completion of the digitally recorded interviews a transcription service was engaged. During this process the content of the discussion was reviewed for similarities and differences, as

well as key terms identified. The expectation was that there would be key words, patterns of thought, and examples that were similar in nature across the interviews.

Analysis

After the interviews were transcribed, they were analyzed in the five-step process described by Roberts (2010). The transcripts were read and organized. Coding terms were given to the responses. As the transcripts were re-read more topics emerged to be coded. A final review of the transcripts and a final coding mechanism was completed. Once the data were categorized in this manner they were analyzed and summarized for a report of the findings. These findings were verified for accuracy against the transcripts. As themes emerged during the transcribing and organizing phase of this research, key phrases or terms were identified. These were coded and used to determine patterns from the interviews of importance to the study.

Participants' Rights

Before the study began, all participants were provided a Participant's Rights Consent Form (Appendix B). All participants of the study returned the signed form to indicate understanding of the agreement. This is to ensure that the participant understands that this is a completely voluntary activity and that they can withdraw from the study at any time. The form provides the participant with why and how the study will be performed. The participants were told that their privacy would be addressed as they wish and that there was no need to publish the participant's personal information. All data gathered were categorized without individual identifiable information, stored in a password protected file and will be destroyed no more than five years after the study is complete. The participants will receive a completed copy of the study if they so wish.

Potential Limitations of the Study

As this study is focused on those persons who were active participants in both military and higher education roles, it may be difficult to ascertain the total population of the group. This is not a statistic often gathered in general surveys of either group. Upon completion of this study it was determined that further studies may be required.

The information gathered for this study relied on the memory and outlook of the participants. There is little opportunity to individually validate answers to the questions with those who also had the very same experiences. The tone of the questions asked of the participants were without bias and it was the intent of the researcher to gather and analyze the intelligence without bias as well. As the participants are all from a military background, which this researcher is not, there may have been a resistance to sharing some of the experiences with someone who could be looked at as an outsider. It was the researcher's responsibility to put the participants at ease by sharing the respect held for the military service completed. As this project's goal is to provide additional training to leaders in higher education, it is the assumption of the researcher that these participants would support such an outcome and therefore be fully open to providing substantive feedback.

Summary

This study of United States Army veterans who have been involved in the leadership of institutions of higher education intended to provide new tools and approaches to training leaders in higher education. Through the interview process and instrumental completion, any successful skills learned through the military experiences that have served the leaders in their roles in higher education were documented. The ability to successfully transfer some of these skillsets and

approaches to leadership will be discussed and next steps formed. The interviews are coded and

analyzed, and the results of this work will be shared in the next chapter.

CHAPTER 4

RESULTS

The purpose of this qualitative study was to understand what leadership training and skills made a sample of United States Army military leaders successful in their various leadership roles and the potential for those leadership skills and qualities to be transferable to leadership positions in higher education institutions. To gain this knowledge two questions were created which guided the research. How do United States Army veterans in higher education leadership roles describe their leadership training? How do United States Army veterans describe the influence of military training on their execution of higher education leadership roles?

Participants were engaged through snowball sampling. A total of 15 participants were interviewed for the study. This sample included veterans who attended West Point or other higher education institutions and were officers in the United States Army and veterans who enlisted in the Army directly after high school. The length of time served in the Army ranged from 4 years to 33 years and had a combined time of 343.5 years of service. The length of time in leadership roles in higher education ranged from 2 years to 21 years and had a combined time of 160 years. Some of the leadership roles in higher education included: Faculty, Department Chair, Deputy Dean, Dean, Assistant Registrar, Director, Associate V.P., Provost and President. Examples of some of the United States Army ranks held by the sample included, Sergeant, Captain, Major, Lieutenant Colonel, Colonel, and Major General. The veterans had a wide variety of military experiences in combat and noncombat areas. Within the sample, veterans worked with various levels of ranks in the service, other joint forces and external partners. The higher educational institutions represented by the sample ranged from large public, small private, military, and community colleges across the United States. The interviews were semi structured

and held virtually via Zoom software over the course of a month. Each interview was

approximately an hour. Each participant was assigned a pseudonym and participant ID to provide

confidentiality for this presentation.

Table 4-1 Participant Demographic Information

Army Veteran Pseudonym	Years in the Service	Years in Higher Education	Participant ID
Bob	32	9	A
Dallas	29	16	B
Garry	30	16	C
George	9	2	D
Greg	20	12	E
Harry	30	15	F
Larry	4	7	G
Manny	30.5	15	H
Mike	33	4	I
Ozzie	30	21	J
Pete	20	3	K
Richie	29	12	L
Steve	13	6	M
Tim	12	4	N
Tug	22	18	O

The interviews were recorded, and transcripts prepared with the Zoom software. The transcripts

were read multiple times as the audio of the interviews were reviewed to ensure accuracy. The

verified transcripts were then studied to assess patterns and themes in the participants' responses

to the 10 interview questions. As the transcripts were studied there were seven key leadership

skills that many of the participant directly referred to during their interviews that will stand as

this study's key thematic findings.

Key Thematic Findings

The 15 veterans openly shared their experiences both in the United States Army and in

their roles in higher education. They provided perspectives from a breadth of leadership vantage

points. Many veterans had shared experiences which provided for some common themes that can be further studied. The study provided data that can be added to the general body of knowledge regarding leadership. While there are many examples in the literature that point to the understood expertise of the Unites States Army (Allen, 2015; Useem, 2010) and its approach to leadership development there is little documentation as to the application of these experiences into the higher education field.

All participants agreed that their military experience influenced their leadership style and that the military trained them to be leaders. All also described skillsets learned in the military that were valuable in their leadership roles in higher education. Fourteen of the fifteen participants felt that the military was influential in their growth as a leader and that the training exercises they experienced in the military would be beneficial to leaders in higher education. The seven key leadership skills that many of the participants directly referred to during their interviews and that will stand as this study's key thematic findings are in the table below with the associated participant IDs.

Table 4-2 Skillsets Identified

	Skill Set	Participant ID
1	Collaboration	D, E, F, G, H, N, O
2	Cross Training	C, E, G, H, K, N
3	Decision Making	A, G, H, I, J, M, N
4	Interpersonal Skills	A, B, E, G, H, M, N
5	Mentorship & Reflection	A, C, E, F, N
6	Strategic Thinking	A, C, F, J
7	Team Building	B, G, J, K, O

Presentation of Results

The majority of veterans shared that their service was influential in their growth as a leader and provided many examples of the military's ability to provide the theoretical educational aspects of leadership mixed with plenty of opportunities to practice what was learned. The Army is a very structured environment and leadership training is a large part of its daily activities. The veterans explained that they are often at "the schoolhouse", as they called it. Both commissioned and noncommissioned officers receive formal training. The United States Army's officer professional military education (OPME) and the noncommissioned officer education system (NCOES) are engaged to provide continuous training and education during a soldier's career. Depending on their length of service, commissioned officers would have attended a basic officer leader course, captain career course, intermediate level education, command and staff college and senior service college (The United States Army, 2010). Depending on their length of service, noncommissioned officers attend an initial military training, structured self-development (SSD) level 1, warrior leader course (WLC), SSD level 2, advanced leader course (ALC), SSD level 3, senior leader course (SLC), SSD level 4, sergeant major academy (SGM) and SSD level 5 (The United States Army, 2015). All participants acknowledged that the military trained them to be leaders. It was shared how important hands on experiences were to practice some of the theoretical lessons learned at "the schoolhouse". Many veterans described the military's approach to leadership development as focused and deliberate. There was an understanding shared that the United States Army values leaders and therefore spends time and effort in training those in the organization to learn the necessary skills to perform leadership duties. The United States Army has a direct approach to leadership training. There was not the same understanding of the higher education institutions. In some cases, the

understanding was that instead of growing people on staff, the necessary leadership skills were obtained from hiring outside the organization. Leadership training was not part of the mission of higher education while in the Army it is a core component that supports the mission. The veterans described a structured ladder of education that provided opportunities for practice and feedback from observing leaders. The military was described as having an ethos that focused on leadership as a primary trade.

Skill Set 1: Collaboration

The adaptability and open mindedness created by the educational and practical experiences of military leaders provides the skills of collaboration and problem solving that would be beneficial to higher education leadership. Most veterans shared that there were training exercises that they thought could be valuable to their peers in higher education. They reflected on the experiences in the academic, as well as operational, tactic realm. While it may not at first appear that a "war games" type of exercise would be an appropriate match for the training needs of higher education leaders it does present opportunities to strengthen skills that are important in higher education. There is a great deal of planning, forethought and strategic thinking that is needed to engage in this type of exercise and that kind of focused ability of thought is certainly an asset to any leader. The needs of the institution change rapidly and so planning, while extremely important, does not always provide a road to success. The need for flexibility and adaptability have never been more apparent that in the current landscape of higher education. This type of exercise will include challenges built into the simulation, for example, the loss of a key leader. The exercise will demonstrate how important it is to have others ready to step up, as necessary. This is another example of why there is a value placed on cross training the soldiers. The veterans provided many examples of exercises and a few will be reviewed in more detail in

chapter five in an examination of the potential effectiveness of incorporating a version of the Army's practices into higher education.

There was a repeated message in the interviews of the need to work with other areas in order to support the mission or the team. In reference to collaboration as it compared to higher education, the overall theme was that if higher education leaders practiced more of a collaborative approach, there would be less silos that are often referred to in the literature. Very often there are dividing lines across an institution and in some cases when they are crossed it makes those who are content behind that line uncomfortable. Collaboration is an important skill of a successful leader (Bolman & Deal, 1997). Leaders must build trust with those stakeholders who are responsible for the funding of the institution. This can include federal, state, county organizations, and students as well. The need to collaborate with this group cannot be overlooked and relationships must be cultivated with administrators and this group.

- "I use the skills learned in the Army for management of materials and people across disciplines to help my students by working across departments to get my students access to the services that are available to them so they will be successful." – George

- "We were taught and experienced the importance of collaboration." – Larry

- "I was provided purpose, direction and motivation while trained on how to manage resources such as time, people and money." – Manny

- "The military is a crucible that brings people down to their sort of core essence by dint of effort that they have to expend in order to achieve the mission and obviously is also a skill you are trying to acquire because your survival could depend on it. The collaboration of working across disciplines with integrity is important in both education and the United States Army." – Greg

- "My experiences in the United States Army gave me the ability to work with variable bosses and that is reflective in my ability to work with the various stakeholders of my current institution." – Harry

Skill Set 2: Cross Training

The value of cross training and learning the importance of process improvement was important to the veterans. There were many examples shared that pointed to success achieved because of the Unites States Army's practice of cross training. Cross training has long been practiced in the business world. It has been a subject of studies for many years that show the benefit for teams and the gains in efficiencies that can be obtained to address changing needs of an organization and its stakeholders (Volpe, Cannon-Bowers & Salas, 1996; Buke, Araz, & Fowler, 2016).

- " You learned very quickly that everybody needs to know everybody's job, such as quad and platoon leaders, should I need to do those tasks." – Larry

- "A leader in higher education needs a very broad scope of understanding, yet many are able to stay on one path, whereas in the Army they force you to broaden, for me I was an intelligence officer, I've done things that have to do with logistics, finance, maneuver of people, human resources, you name it. It was forced upon me with mentorship and that is how growth starts and that does not exist in higher education." – Tim

- "Cross training is very common in the military." – Greg

- "The army prepares you for leadership at two levels up from where you are." – Pete

- "Cross training and cross functional training helps to take you out of your comfort zones to apply what you have learned." – Ozzie

- "I was also taught to master administrative functions so to take care of my soldiers, logistics taking care of families and always learning the job above you." – Harry

- "Higher education expects people to come with it. I am not sure that there is an actual intention to train you for the next level. The United States Army always trains for the next level. The military is very conscious of combat succession. You are always training the person who works for you to take your job because it is an occupational hazard that he or she may need to. You always plan that way. There is no formal intention to train in progression in higher education." – Greg

- "Military provides cross training opportunities and collaboration, there is not enough of that in higher education. In the military you learn the job of your buddies left and right of you. In the military, people can step in but in higher education that is not necessarily happening." – Larry

Skill Set 3: Decision Making

Many felt that they missed the integrity displayed in combination with the decision making ability of their United States Army peers. They shared that their higher education peers displayed less strength in that skill than their peers in the United States Army. There were examples of how frustrating it was for ineffective working groups to spend so much time on a topic but not conclude so that a decision could be made. The current environment is extremely challenging for many institutions, both large and small and there are fiscal and social challenges that have come together to create the need for difficult decisions for institutions. As noted in chapter 2, the United States Army teaches its soldiers decision making skills and how to carry out the military decision making process (MDMP). It was noted as a key and valuable skill that they felt some of their peers in higher education could use some help in developing.

- "Everything about me and my 30 plus years is influenced by the Army, I do everything through the military decision making process (MDMP). What is the issue? What are the constraints, restraints, desired outcome? What resources do I have to put a plan together? Then march forward." – Mike

- "The military makes a basic assumption that you don't know much about leadership and starts from zero. Each grade level provides education in a career that is designed to foremost develop your decision making ability with your leadership skills." – Bob

- "I gained the ability to problem solve and make a decision with the military decision making process (MDMP) which I learned how to apply." – Manny

- "Military decision making process (MDMP) is a staff function. It is very methodical, a group of five to twenty people will review the steps to make a decision, we train on how to use this decision making tool and as a result people around the table all know how they fit into the group and achieve a hopefully effective outcome, when a decision is made it can be put into practice. I think this would be a good skill to teach for academic working groups." – Tim

- "We were shown the importance of having the ability to problem solve while being open minded, there is a course of action analysis we used: three courses of action, evaluation criteria and then after screening the criteria we made a decision. This gives you a better ability to find a root cause of a problem." – Ozzie

- "Advanced individual training is extensive training that empowers us to make split second decisions because we know what our job is, what our function is. Oftentimes in higher education, although we know what our positions are, we do not know the goals and mission of the institutions. Sometimes we do not really know what our job really is,

we have a title, but we do not know what our jobs are because of a lack of training." – Steve

- "I wish my peers in higher education had the gumption to be braver when it comes to being a leader and make more courageous decisions, with less paralysis by over analysis" – Larry

- "Decision making ability is very important. In the military when making a decision risk is analyzed very openly as a group, but then it is accepted, even with the potential risks whatever decision you propose everyone at the table comes to a consensus and accepts the risk and then moves forward. In higher education if risk is discussed the idea becomes fragile and it may not progress forward, there is an avoidance of risk." – Tug

Skill Set 4: Interpersonal Skills

Interpersonal skills were often reflected as developed through their military experiences. One veteran referenced the idea that these are often referred to as soft skills in business but are also the very skills that are often thought of by employers as lacking in candidates or newly hired employees. These types of valuable skills are also referred to as a horizontal approach to identifying leadership competencies that cross disciplines and are credited as essential for outstanding leadership (Ruben, De Lisi & Gigliotti, 2017). Some interpersonal skills are demonstrated by a person's ability to work well with others and provide clear communication. There is also a connection between a person's interpersonal skills and their understanding of emotional intelligence.

- "The military is a leadership development laboratory; it shaped my ability to lead others while teaching me about myself in respect to dealing with people." – Bob

- "The military shaped my leadership style but has also shaped me in a way that helps me understand those above me in leadership roles, it helps me to understand my supervisors when they are leading me; and it shapes me when I am leading others as I communicate with my staff." – Larry

- "I was taught leadership skills and the ability to influence others for a common purpose." -Manny

- "I was exposed to a host of social issues, diversity and had to deal with it, taught to adapt and acknowledge different cultural experiences. It taught me that culture matters and can determine whether an organization is successful or not." – Tim

- "Interpersonal skills and collaboration, soft skills are made in the Army. You pick them up in an organization that you do not have a lot of say, for example, your roommate is not your choice. There are interpersonal relationships that you develop at the very basic levels as you go through your training." – Greg

- "I learned interpersonal skills and communication from my military service. You build empathy and the ability to create a shared understanding. You have a diverse audience in the military that you are required to work with, from the lowest enlisted soldier, who could be 17 and just out of high school and simultaneously working with somebody that is 45 and about to retire and trying to find shared understanding to help them all come together as a team." – Tug

- "How to speak well was something covered in basic officer training up through top levels who may be called to speak in front of television cameras" – Mike

- "In the military, I developed interpersonal skills and am able to communicate with diverse audiences because of it." – Manny

Skill Set 5: Mentorship & Reflection

Mentors can be assigned or sought out relationships.   The ability to mentor someone is perceived to be a learned skill. Many of the participants described examples of having multiple mentorship experiences. The relationship built through mentorship both receives and gives direction and support. Mentors often share personal experiences that will make the recipient stronger or better at their assigned task. One veteran explained that there were hard expectations of mentorship responsibilities to your soldiers and on one occasion late in the day a senior officer asked to see the files of this soldier's subordinates to ensure that mentoring is indeed occurring.

The United States Army members participate in various levels of reflection. Soldiers complete job evaluations which provide a place for formal and informal reflection on duties completed. As discussed along with the decision making skills was a process known as an after action report. This process of reviewing exercises and performing a critique of how it went and what lessons could be learned is a valuable piece of cultural reflection.

- "It is a structured ladder of education to prepare you to be a leader at different levels. It was extremely valuable, along with education I learned by observing leaders. You are in a leadership position and striving to be in advanced leadership positions. Military has an ethos that focuses on leadership as a primary trade. They value what leadership brings and how much you need to have it in the environment that they expect you to operate in when you are called to do your primary mission to support the constitution of the United States. Superiors are constantly counseling and mentoring you along the way." – Harry

- "The military taught me out of high school how to be my own man and gave me the opportunity to witness what leadership looked like." – Steve

- "In this systematic system of education, I had steppingstone opportunities and room to practice what was learned. There were many discovery learning opportunities and bosses with a breadth and depth of knowledge that supervised, taught, coached, and mentored me. The training included simulations at various United States Army training sites." – Garry

- "As you progress in your career you go back to school regularly and discuss your view and how it changes as you move up the ranks. Professional development and reflections are regularly experienced. Circle back and revisit in a focused fashion is beneficial, instantaneous feedback is beneficial to all the participants in any given exercise. It is the Army's practice to create an after action report (AAR). This provides closure when it is still clear what the impact was and where the shortcomings were or where the real gain and efficiency was so that it's not lost." – Greg

- "Force function is being put in positions to lead and force you to have that internal reflection as to what type of attributes you need to improve and what you are strong in." – Tim

- "After making a decision, we would perform the exercise of an after action report (AAR) to talk about how we did and make adjustments from the immediate feedback. I will also say that I miss having trust in others and having leadership that promotes accountability while leading with empathy. Military leaders would have the willingness to say, let us find a better way to do this so we can have some process improvements." – Larry

Skill Set 6: Strategic Thinking

The ability to think strategically and with multiple stakeholders in mind was discussed as a necessary skill in any level of higher education. Those veterans in the sample who attended the

Army War College shared how valuable it was to be able to further develop their approach to strategic thinking and apply it to their responsibilities in higher education. The senior Army leadership works with people outside the organization such as joint forces, other nations, political leaders just as the senior leadership of an institution of higher education has responsibilities to the students, faculty, staff, as well as the local politicians, state leadership and in many cases donors. The need for strategic thinking grows stronger as a person continues through their career as new and more complicated issues arise and the leader continues to have more responsibilities as the rank or title grows.

- "Simulations that taught us how to deal with stress and that communication is imperfect were valuable. First reports are going to be 50% correct. It taught you not to solve problems on the outliers, or the loudest voice. You learned not to go in with the perfect plan, we have a saying 'you can have the perfect plan, but the enemy has a vote'. The military taught you to be flexible and to get a plan good enough to begin iterations of the plan with the team. It taught you to plan for the things you can control." – Harry

- "It taught me professionalism and how to set high expectations for myself. I learned how to communicate and influence others. It introduced me to self-awareness and strategic thinking." – Steve

- "There is future of war funding research that is done to build what the battlefield of 2050 might look like, with study of human resiliency, technology, optimizing information systems, the Army looks to what it needs to do to be ready for that 2050 environment, this would benefit higher education to do a similar review." – George

- "Higher education needs to do what we call in the Army, force development. Predict the force it will need in 40 years. What do we need internationally and nationally? Determine

what are the college graduates we need and make some early calls to start shifting our academic excellence towards the needs of the nation or the world." – Bob

- "Military people are more likely to understand that: you don't know what you don't know. They think about an idea, thinking is promoted and there is more of an ability to forecast informed by the past." – Garry

- "We are taught to understand that a plan is only good up to the point of departure, then you do what must be done. Our strategic thinking was supported by the creation of mission essential task lists (METL) and creating simulations that we called training exercises without the troops (TEWT)." – Mike

Skill Set 7: Team Building

A basic library search will provide thousands of literature pieces that relate to team building and the importance that is placed on it. The United States Army is an organization based upon team building. The underpinning of the Army is its units which are named by the number of soldiers serving in the unit. Some examples include a company of soldiers can be 100-250 soldiers, a battalion is made of 400-1,000 soldiers and a brigade has 1,500 – 3,500 soldiers. In an organization that rarely provides for individuals over team, it is extremely important that all its members understand the importance of team building. It was shared how very important it is that a soldier's performance review reflects he or she to be a good team member because, without that skill, future promotion is unlikely.

- "Team building is an apprentice skill learned very early in the Army as it is built into military culture, no matter how good you are there is little room for individuals in the Army, even as a leader you have to rely on the expertise of others and so my version of leadership style tends to be persuasion." – Dallas

- "It made me look for strengths and weaknesses in others and then look for ways to strengthen people." – Garry

- "I was also made aware very quickly of the idea that the whole person was important. If you are going to be an effective member of the team than your intellectual growth was just as important as your physical wellbeing. I was taught to be conscious of what people brought to work with them (family, personal concerns)." – Tim

- "It taught me that a good leader certainly does empathize with the needs of his or her people to appreciate where we are going, a simple mission statement is not enough." – Greg

- "Team building exercises included staff rides and hands on approach exercises at the National Training Center." – Bob

- "Obstacle course, also known as field leader reaction course, you are thrown into situations where you can't complete all the things on your own. You need the help of your peers to be able to overcome. This helps demonstrate teamwork and show how effective it can be. This could help breakdown the silos in higher education. Creating points of contact across disciplines is common in the Army and would also help break down some of the silos in higher education." – Larry

Conclusion

All participants agreed that their military experience influenced their leadership style and that the military trained them to be leaders. All also described skillsets learned in the military that were valuable in their leadership roles in higher education. Fourteen of the fifteen

participants felt that the military was influential in their growth as a leader and that the training exercises they experience in the military would be beneficial to leaders in higher education. The results of the qualitative interviews with 15 participants have been analyzed and presented here. As the transcripts were studied there were seven key leadership skills that many of the participants directly referred to during their interviews that will stand as this study's key thematic findings. These seven leadership skills identified were: collaboration, cross training, decision making, interpersonal skills, mentorship & reflection, strategic thinking, and team building. Chapter 5 will present how the data can be used to answer the research questions that guided the study and how the data can be used to address the purpose of the study. It will also address implications of the study and recommendations for further study.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

The role of a leader in higher education is multi-dimensional and those in positions of authority need to have the best skill sets to provide quality results for the ultimate customer—the students. In today's environment leaders need broad competencies to run the institution, as well as make advancements for their stakeholders (Ruben et al., 2018). Colleges and universities are at the precipice of great change and need better prepared academic leaders to address those changes (Gigliotti, 2016). Well-rounded skillful leaders have the best chance to make effective change (Ruben et al., 2017). There is currently both a lack of formal leadership training and local support to create or sustain transformational leaders in the higher education community (Ruben et al., 2018).

The purpose of this study is to understand what leadership training and skills made a sample of United States Army military leaders successful in their various leadership roles and the potential for those leadership skills and qualities to be transferable to leadership positions in higher education institutions. This chapter will provide analysis and interpretation of the findings from interviews held with 15 United States Army veterans that also had higher educational leadership roles.

Interpretation of the Findings

Research Question 1

- How do United States Army veterans in higher education leadership roles describe their leadership training?

The participants of the study all stated that the military trained them to be leaders and that this training influenced their leadership styles. Upon entry to the United States Army they were

groomed for leadership. Whether a person enters the service as a commissioned officer or as enlisted, the United States Army provided formal education on the subject. Some veterans spoke about the continued reinforcement of the theoretical concepts of leadership with the opportunities to practice their leadership skills at all levels of their careers. At an early stage in their careers they are tasked with leadership positions among their peers. This occurs during the undergraduate level through such assigned roles at West Point Military Academy and the Reserve Officers' Training Corps (ROTC) for those who attended non-military undergraduate programs.

The United States Army is a very structured environment and leadership training is a large part of its daily activities. The veterans explained that they are often at "the schoolhouse", as they called it. Both commissioned and noncommissioned officers receive formal training. The United States Army's officer professional military education (OPME) and the noncommissioned officer education system (NCOES) are engaged to provide continuous training and education during a soldier's career. Depending on their length of service, commissioned officers would have attended a basic officer leader course, captain career course, intermediate level education, command and staff college and senior service college (The United States Army, 2010). Depending on their length of service, noncommissioned officers attend an initial military training, structured self-development (SSD) level 1, warrior leader course (WLC), SSD level 2, advanced leader course (ALC), SSD level 3, senior leader course (SLC), SSD level 4, sergeant major academy (SGM) and SSD level 5 (The United States Army, 2015).

As defined by the Merriam-Webster dictionary (n.d.), collaboration is to work jointly with others or together especially in an intellectual endeavor; a second definition states, to cooperate with or willingly assist an enemy of one's country and especially an occupying force. The United

States Army trains its members in the first definition and guards against the second.

Collaboration skills is an outcome of United States Army leadership training. Many veterans shared how their roles in the military provided them the opportunity to learn how to collaborate with others and how valuable the skill has been to them over their careers. It was through the skill of collaboration that they were able to manage resources. These resources included: equipment, supplies, money and personnel. The United States Army taught them how to interact across disciplines and departments to support a mission. There were role-playing exercises sometimes enacted to work through scenarios of collaboration opportunities. The United States Army works with other United States forces during operations. These joint forces are key examples of how important good collaboration is. To be able to work with joint forces of their own country as well as allied forces was a required skillset of leadership. There were some veterans in the sample with extensive combat experience based careers. They spoke about the need to work with your team as well as the local leadership, local forces, and allied forces in place. Some spoke of the importance of cultural awareness and how the military experience provided that. Without a shared understanding of the mission the collaboration is not an easy task to master.

Cross training was also noted as a training method that the United States Army consistently employed. There is an understanding that in the field a soldier may be called to act in another's stead and must be prepared to do so. This is seen by many as an occupational hazard and must be planned for. There are very defined roles that are given to members in their positions and as one soldier noted, the military prepares you for two levels up. In his experience, that was a strength of the United States Army. He observed that some counterparts in other country's services this was not a common practice. It provided the United States soldier with the

confidence in his or her training to be able to perform when called upon. The term force function was described as putting people in positions to perform and described as another training method. This soldier noted that having a broad understanding of the organization that comes from cross training is beneficial to a leader.

Leaders are often called to make decisions. As defined by the Merriam-Webster dictionary (n.d.), decision making is the act or process of deciding something especially with a group of people. While many decisions are made daily by all types of people, the study of how to make a decision is less abundant. The United States Army teaches its soldiers at an early stage in their careers what is known as Military Decision Making Process (MDMP). Many of the veterans discussed how important this process is and how it is used routinely for all levels of decision making. The table below lists the main categories of each step. Within each step the key inputs, processes and key outputs are identified and studied.

Table 5-1 Military Decision Making Process (United States Army, 2019)

Step 1	Receipt of Mission
Step 2	Mission Analysis
Step 3	Course of Action Development
Step 4	Course of Action Analysis
Step 5	Course of Action Comparison
Step 6	Course of Action Approval
Step 7	Orders Production, Dissemination, and Transition

As the veterans described using the process, it was clear that this process provided guidance to the service members as to what the United States Army was expecting of them in

this area. The team will also consider what is known as second order effects and the effect sequence of branches of the decision. The United States Army instructs leaders to include second order effects in the process. The effects of a decision can be positive or negative and should be thought about as the decision is under review.

The veterans described that service in the United States Army also provided them with well-developed interpersonal skills. It was noted that in this environment, an early lesson in these skills was developed through the communal living that a veteran had little say in during an early career. This participant reflected that soft skills are developed in the United States Army. It was also noted during the interviews that individuals have agency even in an organization that respects orders. There was an understanding that there was still a need to develop buy-in from the group and this is done through the ability to influence others. Interpersonal skills are valuable at every level of a soldier's career. Refining these skills gives an edge on achieving missions and building shared experiences. Members of the United States Army are of all different ages and backgrounds. These interpersonal skills learned and practiced throughout a soldier's career serves his or her units well. Leaders spoke of using empathy when working with their units and understanding their soldiers' strengths and weaknesses. Within this area there was also an understanding that United States Army training gave them about the importance of an open mind.

The United States Army has a clear focus on creating leaders and provides the mentorship and feedback that this work requires. Providing the course materials is the beginning of the training and putting it into practice is the second piece. Many veterans remembered being mentored by others and their responsibilities of mentoring others. This was a requirement of those in leadership positions and it was checked that it was being done. Many veterans also

spoke of the importance of self-reflection. They referred to this as an extension of professional development received as well as the institutional practice of After Action Reports (AAR). Many veterans shared the importance they felt this exercise of reflection provided to themselves and their units. The purpose of the AAR is to provide valuable feedback essential to correction of training deficiencies and the feedback must be direct, immediate, and standards-based (United States Army, 2016). The review is conducted at the end of a training exercise and it includes a facilitator, the event participants, and other observers. There are two types of AARs, formal and informal. This table shows the differences between the two types.

Table 5-1Comparison of Formal and Informal After Action Reviews (United States Army, 2016)

	Formal	Informal
Conductor	Conducted by either internal or external leaders and external OC/Ts	Conducted by the internal chain of command and internal OC/Ts
Duration	Takes more time to prepare	Takes less time to prepare
Aids	Uses complex training aids	Uses simple training aids
Schedule	Scheduled- leaders identify events and tasks beforehand	Unscheduled - conducted as needed, primarily based on leader assessment
Location	Conducted where best supported	Conducted at the training site.
OC/T - observer-controller/trainer		

The agenda for the review is as follows:

- Review what was supposed to happen.

- Establish what happened.

- Determine what was right or wrong with what happened.

- Determine how to perform the task differently next time.

As with many such things the United States Army provides extensive guidance as to how to train and perform this exercise (United States Army, 2016).

Strategic thinking is a skill that the United States Army values and trains the force to act with. There are many examples of strategic thinking curriculum at both the Command and General Staff College in Leavenworth Kansas and the Army War College at Carlisle Pennsylvania. As officers continue to rise in the ranks this skill is often relied upon to support those below and above the soldier. A veteran shared that the United States Army inspired him to think and others shared that they were taught to think and not react by emotion. As many of the sample had combat experiences, it was noted that leadership in those senior positions required the ability to think strategically and provide sound advice to other senior levels. The United States Army provided various training sessions in this area to the veterans. The Army often uses simulated training exercises to promote this skill set. Veterans have experience participating in these events all over the world. In many cases the exercise is virtual or tabletop to promote more access to the training to more soldiers, as well as contain costs. There are missions given in these scenarios and obstacles injected into the event to practice this critical skill of strategic thinking.

Through the United States Army's intentional focus of leadership development, the members are taught the value of teamwork and interacting as a team. It was referred to by a veteran as an apprentice skill learned very early in a soldier's career. Veterans felt that teamwork is built into the United States Army culture. One veteran noted that there is little room in the United States Army for individuals and that is one reason that the issuance of a medal of honor is so rare. The system is built to have missions performed by a team and not have one individual being called upon to individually act on behalf of others. The United States Army trains its soldiers in many forms about teambuilding and working together. One example provided by

several veterans was a leadership reaction course (LRC). These courses are intended to develop critical thinking, as well as team building. The event is made to have various components that can be done by individuals but also some that can only be completed if the participants work as a team to accomplish the mission. As it has been established in the literature review and in chapters 4 and 5, the United States Army spends time and money to ensure that forces are trained in leadership development.

Research Question 2

- How do United States Army veterans describe the influence of military training on their execution of higher education leadership roles?

The leaders provided many examples as to how their military training influenced their actions as leaders in higher education. All the skill sets reviewed above were actively used in their work in higher education. Some tangible examples follow.

A President of a community college shared that the strategic thinking skills honed during his military service is used in his current role. He spoke of being able to connect his college's internal activities with their external activities and work to best further the interests of the college. His experience of working with different bosses and being in an often-volatile uncertain environment provided the skills to interact with the various stakeholders a county college has. In the county college world, trustees, county officials, state officials and internal community members all can have a voice in the conversation. He has trained for uncertainty and in this current world of health and financial crisis it has given his community the confidence that he is the right leader at this time. Building shared trust and working together collaboratively were skills learned in the military and are practiced in higher education.

Veterans affairs leaders work with their students to share with them what is possible, to be more than you thought you could be. Experiences in resource management helped one leader to see how he could help his students identify the various resources available to them on campus. He collaborated with other areas on campus to bring to the students an understanding of what services were available to them. Utilizing his interpersonal skills assists veterans who are returning to college and may have varying needs that he is looking to help address. Veterans may have difficulty mixing back into civilian life and could have varying traumas to work through. Another leader in this area spoke of the importance in making connections across the various disciplines on campus. This is a clear example of the influence his military career had on his approach to making important connections in an environment known to work in silos. A comment from a third person in this role was this understanding of the sacrifices that are made by soldiers and their families and how similar it can be to the faculty and staff who practice a servant leadership approach. His appreciation for the work of so many educators across the country to support their students in an uncertain time comes from a view of a soldier with extensive combat experience and knows what sacrifice means. This view provides the institution with a leader that is supportive of others and shares in the needs of others through his connection to servant leadership.

A Provost described how his military experiences taught him to be conscious of what people brought with them to work. This gives those he interacts with a role model that practices empathy and understanding in an environment that often has no formal training in this behavior. His understanding of how culture matters to an organization was built through experiential learning in the United States Army. He was taught how to adapt and acknowledge different cultural experiences which is vital in today's society. This leader has an understanding of the

importance of theoretical knowledge in leadership as well as practice and is able to see the need that higher education has in this area. His assessment is that there are few if any leadership training functions to help people move through the ranks of higher education. His military experience of such mentorship helps him to see the need for a similar approach in higher education which many without his background would not readily assess. Through his experiences working in simulation training exercises he is able to see how important it is to articulate the necessary vision and mission that is achievable and communicate it. This background provides his institution with a Provost who can articulate where they are going and how to get there.

An Assistant Registrar spoke of the true value of decision making abilities and how his understanding of the military decision making process influences many of his decisions today. He is able to share with his staff the importance of knowing all the components of making a decision and moving forward afterword. The daily challenges in the United States Army reinforced the importance of thinking. As he interacts with his staff and students, he imparts to them the importance of being accountable but not being afraid to make a decision. Because of his experience with creating mission essential tasks lists (METL) and knowing the importance of contingency plans, he is providing his employer with key skills that he is training others to perform as well. In a world of uncertainty having processes and procedures documented so that others can follow is extremely important. The lessons he learned during simulations he engaged in called training exercises without the troops (TEWT) is what enables him to work with his employer on tabletop exercises to prepare the department for upcoming challenges.

A participant who is currently an adjunct professor and has had the responsibility for a distance education department in the recent past, discussed his connection to servant leadership

and how it is clearly seen in both the military and higher education. His understanding of this provides his peers in higher education someone who sees their sacrifice of putting others first. His problem solving training provided him the knowledge to have a course of action analysis. He defined this analysis to include 3 courses of action, creation of evaluation criteria and then a screening mechanism to make the decision. He has used this process in his various roles in higher education and again, the institution has an employee with a skill set that can support various situations. While each participant could be included in this list and their abilities pointed out, the study suggests that there are many examples of military veterans who describe the influence of military training on their execution of higher education leadership roles.

Implications

Based upon participant reviews, theoretical leadership education, when coupled with experiential learning, strengthens a participant's understanding of leadership. There is an opportunity to build a leadership program to be delivered at colleges and universities developed from many of the established United States Army programs with modification for the needs of higher education. The researcher reviewed and cited many documents of the United States Army's leadership materials that are unclassified and available for future study. An example of an experiential opportunity for higher educational leadership is a staff ride. A staff ride exercise includes planning, engagement, and reflection. While the subject of the ride can continue to be previous military battles such a Gettysburg or a historical event in higher education could be reviewed in the same matter. This staff ride could look at things such as the current technology, communications, and politics and how that may have impacted the event studied. The staff ride moderator could then assist the group with applying lessons learned to a current issue facing

higher education. This is one example among the various United States Army exercises that could be modified and presented to higher educational leaders.

This study also provided feedback from veterans with experience in higher educational leadership roles that directly connected valuable skillsets developed through military service that supported their performance in higher education. This connection was not previously evident after a review of current literature. This provides reason for further review of specific leadership skills and how veterans understand that they were developed. This provides an opportunity to create leadership programs that focus on the development of these skills with similar simulated or actual experiences for higher education leaders.

The final implication of this study is the potential for a focus on hiring practices in higher education. There is a potential to add employees with leadership knowledge and experience by hiring veterans in key positions of the institution. It was shared by participants that work with veterans returning to civilian life that they see veterans often do not apply for positions that they would be qualified for because they do not have the direct experience reflected in the job description. It was mentioned by a veteran that the military trains and promotes from within while higher educational institutions hire talent from outside the entity. There is a population of veterans of the United States Army that may be available to provide further service after the military to higher institutions.

Recommendation for Further Study

Leadership is a topic that has an abundance of literature. As Burns identified early on, there was a crisis of leadership and that it was the lack of knowledge of leadership itself that was the problem (Burns, 1978). Many books are on the shelves of bookstores across the globe that share various authors' understanding of leadership. What is not on the shelf is how to quickly

learn from others experiences and adapt those leadership lessons to an individual's circle of influence. Leaders in higher education, as has been discussed throughout the project, often arrive at their positions without focused and intentional leadership training. Additional study of how professionals can make others' experiences their own in terms of learning and incorporation of lessons learned into their roles as leaders would be valuable. The United States Army has a great wealth of knowledge about leadership training and further study may provide additional insights not yet uncovered. This sample was diverse and determined appropriate for this study but there could be value in expanding the group to obtain more feedback of veterans' experiences.

Conclusion

The purpose of this study is to understand what leadership training and skills made a sample of United States Army military leaders successful in their various leadership roles and the potential for those leadership skills and qualities to be transferable to leadership positions in higher education institutions. Chapter 5 reiterated the research questions, key thematic findings and introduced key skill sets of the veterans through the interview process. In this chapter veterans' military experiences were connected to the research questions. The participants of the study provided rich data for which an understanding of military leadership training and skills was obtained. It was also understood based upon the shared experiences of the veterans that these skills are transferable to leaders in higher education. It is the intention of this researcher to continue to support strengthening leadership in higher educational entities. There is an opportunity to create institutional leadership development programs that are available at an institutional level based upon the United States Army leadership programs. This study will be the basis for such a program.

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APPENDIX A

August 2020

Dear (insert participant name):

My name is Lori A. Wilkin and I am currently pursuing a doctorate in education from the University of New England. I am reaching out to you in hopes that you will agree to participate in my research study. I have always had great respect for those who have served in the United States Military and it is out of this respect that I have found books and articles written by service veterans very helpful as I molded my leadership style.

As I begin this effort, my objective is to learn how the military builds it leaders and how to incorporate some of those practices into the world of higher education. As you are a veteran and currently or recently have had a leadership role at an institution of higher education, I am looking to learn from you and intend to bring those lessons to other higher education leaders.

I am currently the Associate Vice President of Finance for Union County College in Cranford N.J. and have attached my resume for your reference.

This study has been approved by the University of New England Institutional Review Board on July 28,2020.

I have also attached a brief survey that serves as my first step of information gathering. Your participation is voluntary, and I understand how valuable your time is. I would look to have a half hour with you to conduct an interview, to be scheduled at your convenience.

I am eager to learn from you and have included a consent form for this research. Your participation is greatly appreciated, and I will share my research with you.

Thank you for your time and anticipated assistance,

Sincerely,

Lori A. Wilkin
Doctoral Student
University of New England

Attachments: Resume
               Initial Survey
               Consent form

APPENDIX B

Lori A.Wilkin, CPA, MBA

253 Main Street Suite 201
Matawan NJ 07747
LWilkin@une.edu

EDUCATION	PROFESSIONAL AFFILIATIONS
University of New England, Biddeford, Maine Ed.D. (expected 2020)	Institute of Internal Auditors American Institute of Certified Public Accountants National Assn. of College & Univ. Business Officers
Georgian Court University, Lakewood, New Jersey MBA (2009)	New Jersey Society of Certified Public Accountants
Saint Joseph's University, Philadelphia, Pennsylvania B.S. Accounting (1994)	

CERTIFICATION
    Certified Public Accountant

EXPERIENCE

2019 – Present   Union County College, Cranford, NJ
<u>Associate Vice President of Finance</u>
- Responsible for accounting operations and all related reporting thereon.
- Responsible for the design, implementation and maintenance of internal controls.
- Provide leadership and management in financial accountability, policy, systems and reports.

2006- 2019   Middlesex County College, Edison, NJ
<u>Controller</u>
- Manage primary financial operations of the College.
- Participate in the development of the College's annual operating and capital budgets.
- Review business processes to identify and implement changes to improve efficiencies.

2005-2019   Middlesex County College, Edison, NJ
<u>Adjunct Professor of Accounting</u>
- Financial Accounting - ACC101 and Managerial Accounting - ACC102
- Guide students in their first exposure to accounting by preparing engaging lessons to promote a positive classroom-learning environment in person as well as on-line classrooms.
- Evaluate students' performance through exams and class projects.

2003-2006   Franco Manufacturing, Metuchen, NJ
<u>Senior Audit Manager</u>
- Manage all activities of the Internal Audit Department for a privately held company including developing audit programs for all financial and operational audits.
- Direct audit staff with emphasis on internal controls and asset security.
- Responsible for managing corporate standard operating procedures program.
- Participate as a member of the Corporate Audit Committee and present audit findings.

1994-2003   Amper, Politziner & Mattia, Edison, NJ (now known as EisnerAmper)
2001-2003 <u>Audit Manager</u>
- Managed multiple audit engagements of clients including companies with revenues ranging from $1M to $160 M.
- Prepared consolidated financial statements and appropriate footnote disclosures in accordance with generally accepted accounting principles and the financial accounting standards board.
- Developed and facilitated a 40-hour training program for entry level accountants.
- Participated in the development of a firm mentorship program and served as a mentor.
1994-2001 <u>Staff Accountant, Senior Accountant, Audit Supervisor</u>

APPENDIX C

INITIAL SURVEY

1. Name -

2. How many years of military service? -

3. How many years in higher education?   -

4. List positions held in higher education -

5. What do you see as the best time period to conduct a half hour interview?

APPENDIX D

1. Do you see your military experiences influencing your leadership style?

2. Provide some examples.

3. How do you believe that your military service was influential in your growth as a leader?

4. In what ways do you feel that the military trained you to be a leader?

5. Can you tell me about the parallels in the skill sets learned with your service to those skills needed in your role in higher education leadership?

6. What were some of the training exercises that you experienced that you can see would be transferable as valuable experiences for your peers in higher education?

7. What, if any, qualities of military personnel would you like to see in your peers in higher education?

8. What do you see as key priorities in higher education today?

9. How is the approach to leadership development different in the military versus the higher education field?

10. What would you like to see in a higher education leadership development program that would be available at the institutional level?

APPENDIX E

LETTER OF APPROVAL FROM INSTITUTIONAL REVIEW BOARD

UNE | **UNIVERSITY OF NEW ENGLAND**

Institutional Review Board
Mary DeSilva, Chair

Biddeford Campus
11 Hills Beach Road
Biddeford, ME 04005
(207)602-2244 T
(207)602-5905 F

Portland Campus
716 Stevens Avenue
Portland, ME 04103

To: Lori Wilkin, MBA

Cc: Ella Benson, Ed.D.

From: Brian Lynn, J.D.

Date: July 28, 2020

IRB Project # & Title: 072820-15; Military Leadership Strategies in a Higher Educational Setting

The Institutional Review Board (IRB) for the Protection of Human Subjects has reviewed the materials submitted in connection with the above captioned project and has determined that the proposed work is exempt from IRB review and oversight as defined by 45 CFR 46.104 (d)(2).

Additional IRB review and approval is not required for this protocol as submitted. If you wish to change your protocol at any time, including after any subsequent review by any other IRB, you must first submit the changes for review.

Please contact me at (207) 602-2244 or irb@une.edu with any questions or concerns.

Sincerely,

Brian Lynn, J.D.
Director of Research Integrity

APPENDIX F

UNIVERSITY OF NEW ENGLAND CONSENT FOR PARTCIPATION IN RESEARCH

Project Title: Military leadership strategies in a higher educational setting
Principal Investigator(s): Lori A. Wilkin
Introduction:
- Please read this form. You may also request that the form is read to you. The purpose of this form is to give you information about this research study, and if you choose to participate, document that choice.
- You are encouraged to ask any questions that you may have about this study, now, during or after the project is complete. You can take as much time as you need to decide whether or not you want to participate. Your participation is voluntary.

Why is this research study being done?
To explore how United States Army veterans perceive that their leadership training has informed their higher education leadership roles.

Who will be in this study?
Selected United States Army veterans who are currently or have been in positions of leadership in higher educational institutions.

What will I be asked to do?
A preliminary survey will be provided to obtain a base line of informant. Then a semi-structure half hour interview will be performed by phone.

What are the possible risks of taking part in this study?
There are no identified risks related to taking part in this study.

What are the possible benefits of taking part in this study?
The outcomes of the study will be shared with the participants and there are potential benefits to the scholarly community in the study of leadership.

What will it cost me?
There is no direct cost to you, it only requires some of your valuable time.

How will my privacy be protected?
Your privacy will be addressed as you wish. There is no need to publish the participant's personal information in any way.

How will my data be kept confidential?
The data will be kept confidential through standard research practices. It will be destroyed no longer than five years after the study is complete.

What are my rights as a research participant?
- Your participation is voluntary. Your decision to participate will have no impact on your current or future relations with the University.
- You may skip or refuse to answer any question for any reason.
- If you choose not to participate there is no penalty to you.
- You are free to withdraw from this research study at any time, for any reason.
  - If you choose to withdraw from the research there will be no penalty to you.
- You will be informed of any significant findings developed during the course of the research that may affect your willingness to participate in the research.

What other options do I have?
- You may choose not to participate.

Whom may I contact with questions?
- The researcher conducting this study is Lori A. Wilkin
  - For more information regarding this study, please contact Lori A. Wilkin, lwilkin@une.edu
- If you have any questions or concerns about your rights as a research subject, you may call Mary Bachman DeSilva, Sc.D., Chair of the UNE Institutional Review Board at (207) 221-4567 or irb@une.edu.

Will I receive a copy of this consent form?
- You will be given a copy of this consent form.

Participant's Statement
I understand the above description of this research and the risks and benefits associated with my participation as a research subject. I agree to take part in the research and do so voluntarily.

Participant's signature or	Date
Legally authorized representative	

Printed name

Researcher's Statement
The participant named above had sufficient time to consider the information, had an opportunity to ask questions, and voluntarily agreed to be in this study.

Researcher's signature	Date

Printed name