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1996 Army Symposium: "Leadership Challenges of the 21st Century Army" Executive Summary

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In Memorium

Colonel (Ret.) Dandridge M. (Mike) Malone, USA

1 January 1930 to 15 December 1995

Mike Malone began his Army career as a private and ended as a colonel almost 30 years later. During that time, he gained a B.S. degree from Vanderbilt University and an M.S. From Purdue, and graduated from the Army's Command and General Staff College and the Army War College. Renowned as the Army's expert on leadership, both in garrison and in combat, he taught the subject to noncommissioned officers, West Point cadets, and students at various Army service schools, including the Army War College. Audio and video tape versions of his leadership account, "*Soldier*," exceed 100,000 copies in circulation among Army troop units worldwide, and continue to bring Malone's lesson on leadership to commanders everywhere. His 1983 book, "*Small Unit Leadership: A Common Sense Approach*," remains a peerless masterpiece of troop leadership philosophy and technique. Mike Malone was the person questioning our Army during the 1970's when we began to stray from focusing on the essence of our Army--our soldiers. He taught us, encouraged us, and challenged us. Soldiers are our credentials--Mike Malone made sure we never forgot that.

FOREWORD

The 1996 Army Symposium: "Leadership Challenges of the 21st Century Army" was cosponsored by the Commanding General, U.S. Army Training and Doctrine Command (TRADOC), and the Deputy Chief of Staff for Personnel (DCSPER). The symposium was dedicated to Colonel (Ret.) Dandridge M. (Mike) Malone, USA, for his contributions to leadership, to soldiers, and to the Army. The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) and the Human Resources Directorate of the DCSPER planned and coordinated the event, and a total of 37 senior Army leaders and 15 academics participated to discuss the critical leadership and leader development issues facing the Army over the next 10 years. In conjunction with ARI, Dr. Jerry Hunt and Dr. Robert Phillips from Texas Tech University selected the academic scholars to participate and coordinated the development of 12 draft research papers to contribute to the discussions at the symposium and to be expanded and finalized as a scholarly book to be published later this year.

The Army has an excellent leader development system that has functioned well in the past. Numerous conferences have explored leadership and leader development issues, and scholarly books have been published from these conferences over the years. *Why have another one; why now?* Since 1991, the Army has lost almost half of its human capital, operating budgets continue to be reduced, the political climate supports the continuing reductions of personnel and dollars, and the nature of the threat to America and world peace has changed. Senior Army leaders recognize the urgency of going beyond simply responding to the call to reduce people and dollars. This symposium was designed to take a proactive approach by addressing a key critical question: How do we anticipate the future and develop leaders to handle technology, the complex environment, and the challenges of the future?

This report describes the symposium and synthesizes the various issues, discussions, and recommendations that came out of the exchange between senior Army leaders and academic scholars. Issues and recommendations focused primarily on defining the future operating environment and effective leadership; evaluating the leader development system--what do we do right, what needs streamlining or improvement, and what needs to be added; and identifying critical research issues to link the selection, development, assessment, and utilization processes to sound theory and practice.

ARI is dedicated to sponsoring and conducting research to inform not only the scientific and theoretical aspects of leadership, but the practical, operational aspects so critical to individual, unit, and Army effectiveness. A number of innovative ideas and recommendations came from this

symposium that address change involving many parts of the Army. As partners, the research, institutional, and operational Army can increase efficiency, improve effectiveness of the current systems, and build new systems on a solid foundation to ensure that the future Army remains trained and ready.

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1996 ARMY SYMPOSIUM: "LEADERSHIP CHALLENGES OF THE 21ST CENTURY
ARMY"

CONTENTS

	Page
INTRODUCTION	1
OVERVIEW AND ACCOMPLISHMENTS	2
KEY ISSUES	3
The Future Operating Environment	3
Leadership Policy Issues	4
Leader Development Issues	5
Leadership Research Issues	6
IMPLICATIONS AND RECOMMENDATIONS	6
Leadership Policy Recommendations	6
Leader Development Recommendations	8
Leader Development Recommendations	8
APPENDIX A: FRAMEWORK OF THE SYMPOSIUM	A-1
APPENDIX B: PARTICIPATING SCHOLARS' ADDRESSES	B-1

1996 ARMY SYMPOSIUM:
“Leadership Challenges of the 21st Century Army”

Introduction

The purpose of this report is to summarize the significant accomplishments, insights, discussion points, and recommendations resulting from the Leadership Challenges of the 21st Century Army Symposium that was held at the Cantigny Estate, Wheaton, Illinois from 27 to 29 March 1996. The Symposium’s charge was to bring together key senior Army leaders and noted scholars from academia to look at the Army over the next 10 years and develop insights and recommendations in the areas of Army leadership policy, leader development, and leadership research. The Symposium was designed around four main topics with three academic papers written on each topic and a small discussion group formed for each. These topics were:

- (1) Leader Decision Making in a Time Constrained, Technology-Supported, Internettted Organization.
- (2) Value, Cognitive, and Behavioral Requirements for Future Leaders.
- (3) Leadership’s Role in Creating and Maintaining High Performance Systems Across Networks of Organizations and Cultures.
- (4) Short- and Long-Term Development Strategies (particularly self-development) to Stay Ahead of Mission, Structural, Technological, Equipment and People Changes.

This report is a snapshot of the leadership issues and ideas that came out of the Symposium and the implications both for Army leadership and leader development and for future leadership research. The report begins with a brief overview, summarizes the key issues harvested from both plenary and small group sessions, and provides some recommendations and implications from the discussions. Appendix A provides a description of the event, a brief summary of each of the draft academic papers prepared for discussion at the Symposium, and a list of the participants in each discussion group. One goal of this Symposium was to stimulate continued discussion between key Army leaders and the academic scholars to forge a stronger link between Army leader development and sound theory and research, Appendix B provides the addresses of the academic participants to facilitate this continued interaction.

Overview and Accomplishments

A fundamental question running through the symposium was, "Will the leadership competencies and the leader development system that have worked for us in the past continue to work as well in the future?" The answer to this question seemed to be, "Yes, with some evaluation, streamlining, and possible additions."

The primary changes in leadership competencies had to do with increased requirements for leader flexibility and complexity--behavioral, cognitive, and social. The leader development system was seen to require both a content and quality audit to ensure that the technology and techniques we use to develop leaders remain appropriate and flexible as the future changes. A renewed emphasis was placed on leadership research in order to sort leadership fads and fashions from what really works. With the reductions in monetary and human resources, the leader development program has to work both efficiently and effectively. It was clear from the discussions that the changes required in Army leadership policy, the leader development system, and leadership research will not come as a discrete event or as a problem solved -- there is no "quick fix." Rather, improvements will come from gradual adaptation and learning and a willingness to change with the times. It was also agreed that improvements and changes require the backing and emphasis of senior Army leaders.

Overall, the Symposium accomplished several things:

- It brought together the key senior leaders from the Army who were responsible for training, leader development, and policy and scholars in the areas of leadership, management, and cultural and organizational change for focused thought on and discussion of contemporary leadership issues.
- It achieved some convergence of judgment about the leadership issues facing the Army and their potential consequences, and highlighted the need for continued dialogue, both within the Army and within the academic community.
- It produced a set of insights for further reflection and a list of recommendations for action.
- It provided the foundation for a timely, well-grounded book on leadership and the Army.
- It lowered the barrier between academia and the Army and emphasized the mutual benefit of a continuing relationship.

Key Issues

Discussions in the plenary sessions with the total group and in the small group sessions focused on defining the operational environment of the future, leadership policy issues, leader development issues, and leadership research needs. The issues are summarized below in bullet form.

The Future Operating Environment

- Will be less predictable and diversity will increase both within and outside the Army. Flexible and versatile leaders will be needed to deal with this increased uncertainty and diversity.
- Will be characterized by higher political/public visibility from media presence and speed of communications; and from other unofficial information which flows out of the area of operations. Increased visibility may result in a higher potential for immediate interference and critical scrutiny of leader decisions and actions.
- It will be more difficult to distinguish friend from enemy; military from civilian.
- May be more confined or more urban, rendering some equipment and weapons ineffective.
- Will be marked by more complex chains of command involving multiple connections (e.g., joint missions across all U.S. services; U.S. military working with military forces from various countries and cultures; U.S. military working with civilian agencies; U.S. troops under commanders from other services, other countries, and other civilian agencies).
- Information overload resulting from the complex chains of authority and from the communications technology will require leaders at all levels to make decisions and be more aware of the big picture. Information flow and amount are increasing at an exponential rate; leaders will have to sort out critical information from high volumes of words and data.
- It will be more important that all leaders have a shared view of the goals of the mission at all stages and have confidence that soldiers have a shared set of core values and ethics that will hold them in good stead when dealing with complex, multicultural environments.
- Although levels of ambiguity and uncertainty may be higher, the Army has always operated with uncertainty. Make sure we understand what leaders will be expected to do in the various missions that could come up; and, more specifically, on what will be different in terms of tasks, skills, or qualities to lead effectively into the next century.

Leadership Policy Issues

- A more clearly articulated vision of Force XXI to include the identification and understanding of underlying assumptions about who we are and what we will be doing over the next 10 years would drive the needs of leader development and leadership policy.
- Investing resources to increase leaders' cognitive capacity and intuition will yield greater long-term returns than investments in information technology alone -- the human brain processes information orders of magnitude more efficiently than do computers today.
- Ensure that leader development efforts, and indeed skill development at all levels, is congruent with the Army's digitization efforts.
- Leaders make decisions; computers do the information processing and analysis--the interaction between the leader and the supporting system is what is important.
- Human capital can be underutilized in an up or out system; need to develop a system that maximizes the benefit to the Army of experience and technical expertise.
- Attending courses should be more than a "check the block, ticket to promotion" event. With limited time and resources, courses have to be efficient and effective and provide a higher pay-off to the Army. Selection for attendance should not be the sole criterion for success at Army schools -- performance during schools must count, as well.
- Ensure that the Combat Training Center experiences provide the maximum training and feedback in the time available; and that they are, in fact, training and are risk-free for all participants.

There is a perceived gap between the values of new accessions, soldiers, senior leaders, and Army core values. Army core values are good; however, there is some doubt about how these values are being demonstrated, communicated, and operationalized. Today's high operational tempo, post downsizing, and restructuring may be undermining a service ethos.

Leader Development Issues

- The basic technical skills and tactical proficiency required of Army leaders at all levels must be maintained.
- Technology, data access, increased tempo of work, and a decrease in cycle time increases the need to improve human judgment in leadership.
- The increased tempo and decreased cycle time will increase the need for leaders to develop cohesive units and consensus decision making based on mutual respect to be effective in the ambiguous, fast-paced environment of the future. Do not overemphasize data, technology, and analysis at the expense of relationships, trust, respect, common sense, and the intuition that comes from studied practice.
- Both systems-level perception--making sense out of the big picture--and behavioral complexity or flexibility are necessary for future leaders. This goes beyond interpersonal and cognitive skills and technological proficiency.
- A balance must be struck in developing leader cognitive, behavioral, and social skills. Currently, there appears to be an overemphasis on cognitive skills with very little formal behavioral and social development.
- Language skills and cultural diversity awareness may become generally required skills rather than specialty skills.
- A challenge the Army faces is how to expand cutting edge leader development ideas into the Reserve components with limited time for the current hierarchy of schools (time limitations could be an issue in the Active component in the next 10 years, as well). Questions that arose:
 - ⇒ Given that the Reserve component will be more involved in future missions, what are the requirements to ensure quality Reserve leaders?
 - ⇒ Often those in the Reserves have had advanced leadership development from civilian life and careers, how can we harness these experiences?
 - ⇒ Self-development is particularly important for those in the Reserve components--need to develop better guidance from the Army and perhaps blend it with what is available through their civilian jobs.

Leadership Research Issues

- There are many leadership researchers who have interests and are doing work that parallels Army needs but who have little idea what the Army is all about. How can the Army capitalize on this research and continue the dialogue?
- The research community needs to focus on the application of its work and to provide a stronger link between theory, research, and the practical problems facing the Army, both now and in the future.
- There are new and better ways to measure cognitive potential and other personality factors related to flexibility, adaptability, and tolerance for stress and ambiguity. Army entry level and promotion systems do not seem to be taking advantage of these tools. In a smaller Army, it becomes more critical to select the best leaders for promotion at each stage. Poor leaders will become more noticeable and potentially more problematic.
- The content and methods used in academia and the private sector to teach cognitive, behavioral, and social skills and to increase leader effectiveness must be examined for their relevance and possible transfer to the Army to increase the efficiency and effectiveness of the Army leader development system.

Implications and Recommendations

Leadership Policy Recommendations

Molding the Culture

- Do away with the terms “mentor and mentoring,” and reestablish and expand the coaching and teaching role of leaders at all levels.
- Of the 5 “C’s” (courage, compassion, candor, commitment, and competence), compassion and candor seem to be missing in execution. Increase the emphasis on mutual respect, talking to and listening to subordinates at all levels, caring, and congruence between leaders’ words and actions.
- Reexamine how success is defined. Is it command track only; or does it need to expand into multiple paths to maximize the human potential and ensure that we have the skills and capabilities for the more varied missions of the future. Clearly identify the criteria for leader success.

- Ensure that promotion decisions are based on criteria relevant for performance in the next higher position. Decisions based on assessment of skills exhibited in a current position may not yield the best qualified candidate in terms of skills needed for the higher position. Additional assessment tools (subordinate, peer, etc.) and valid, relevant criteria are necessary.
- If unit proficiency and effectiveness are key outcomes of good leadership, we need valid, reliable methods to assess and reward both individual leader and team/unit performance.
- Implement career paths through different units, different organizations (e.g., outside the military), and different countries for learning and practicing the new requirements for operating in open environments (i.e., the multinational arena). Broader experience will be gained, leading to increased intuition and judgment; as well as increased cognitive, behavioral, and social complexity (and flexibility).
- Revise the Academic Efficiency Report (AER) so that it is given the same consideration as the Officer Efficiency Report (OER) or the Noncommissioned Officer Efficiency Report (NCOER) for promotion and assignment decisions.
- Reward what you mean to reward. The skills, ethics, and personal qualities that are rewarded determine the future culture of the Army as leaders move up in the organization.
- Evaluate the current selection methods and tools to ensure that they are working both at the entry level and for promotions.
- Revise current concepts of career length and personnel utilization. We must find ways to retain the Army's best and brightest, possibly:
 - ⇒ selected retention
 - ⇒ stabilize (and do not penalize) school faculty members
 - ⇒ employ "graybeards" in selected schools for selected topics.

Managing Leader Development

- Hold our "school houses" more accountable for assessing, not only the individual students, but the courses and instructors, as well. Ensure that the "users" perspective and assessment of what is working and what is not is taken seriously and action is taken to maintain course relevance and eliminate ineffective, time wasters.

- Track leaders and their development at the micro level (each individual by his or her needs) not at the macro level as it is done today. The needs of the Army will always come first; however, soldiers are often assigned to organizations without regard for their current expertise or for their developmental needs; or assigned to schools without regard for what they will need to know to do their next job.
- Formally encourage initiative in solving problems and in trying new approaches. Stimulate leaders to acknowledge and learn from mistakes (experiential learning).
- Be careful not to move the leader development system into two separate areas--all Army personnel may have to deal with warfighting, peacekeeping, and missions as yet unknown. Also, individuals must have the capability to do the worst case scenario (warfighting) and, at the same time, flexibility to move easily into various types of missions. Maintain the skills for warfighting; simultaneously expand, modify, or develop new skills and techniques which will improve effectiveness for all missions.
- Place more emphasize on developing a learning organizational culture versus a performance-oriented culture (zero-defects). Specifically, design career management structures that facilitate an operational-learning culture.

Leader Development Recommendations

Overall

- Develop strategic competencies in the school house earlier in leaders' careers and reinforce these competencies in operational assignments. Develop pedagogies that favor development of strategic competencies (cognitive, behavioral, and social). Examples of such strategic competencies include:
 - ⇒ flexibility
 - ⇒ adaptability
 - ⇒ persuasion
 - ⇒ negotiation

 - ⇒ conflict management
 - ⇒ political skills
 - ⇒ knowledge of the cultural and economic systems of other nations

 - ⇒ critical and creative thinking
 - ⇒ systems thinking
 - ⇒ technology management

- Examples of strategic competencies (continued):
 - ⇒ consensus building
 - ⇒ creative problem solving
 - ⇒ recognizing and packaging useful information (chunking)
 - ⇒ emotional maturity
- Under the multinational umbrella, there are several avenues to explore in leader development including:
 - ⇒ contingency free leadership
 - ⇒ ethical education
 - ⇒ cultural sensitivity
 - ⇒ social networking
 - ⇒ team-player focus
 - ⇒ public relations skills
 - ⇒ confidence in technology across cultures and geography
- Improve the early identification of leadership and developmental potential by testing for cognitive complexity, behavioral complexity, and social complexity.
- Clarify the skill requirements of each role in the Army; as people grow they will go to the next level and be ready. There should be a clearer understanding of the developmental consequences of specific assignments both for individuals and assignment managers.
- Develop a clear and accurate set of expectations and criteria describing the leader development goals of operational assignments and self-development. Do not overemphasize the school house at the expense of experience.
- Build consensus on the required leader competencies for all leaders (officers and noncommissioned officers) in both the Active and Reserve Components.

Institutional Development

- Educate leaders to be more careful to consider the ethical and moral implications of the decisions they make and to communicate the rationale for their decisions to subordinates.
- Educate leaders on the capabilities and limitations of technology in order to preclude their under-valuing of human reasoning abilities, decision making, intuition, and potential.

- Increase the emphasis on the interpersonal and social complexity aspects of leadership.
- Begin teaching or expand existing programs to teach and reinforce:
 - ⇒ negotiation skills
 - ⇒ team-building skills
 - ⇒ multiple problem solving strategies
 - ⇒ brainstorming techniques to expand creative problem solving
 - ⇒ cultural and political sensitivity
 - ⇒ communication skills
 - ⇒ managing multicultural diversity to maintain unit cohesion and effectiveness
 - ⇒ Army ethics and values
- Beginning in the Officer Basic Course (OBC), Officer Advanced Course (OAC), Basic Noncommissioned Officer Course (BNCOC) , Advanced Noncommissioned Officer Course (ANCOC), increase the emphasis on teamwork and cooperation rather than competition.
- Use more hands-on methods in the schoolhouse--that is, less lecture and rote learning. Decrease redundancy in the schools. Consider decreasing the time away for courses and put more into self-development to optimize the balance between courses and experience. Consider structuring courses as modular units and teaching as interrelated sets.
- Implement curricula that reward flexibility in thinking and behaving.
- Increase foreign national slots in Army schools and Army slots in foreign national schools. Train leaders in transcultural skills.
- Educate leaders to develop a common understanding among groups of differing interests within the Army, among the different services, and among the unified and specified commands.
- Base courses and course development on sound theory and principles.
- Reduce the variance among officer training programs regarding current thinking about leadership. Current curricula largely depend upon who designs and conducts the training.

- Increase “quality control” of leadership faculties. Ensure that faculty and instructors have the skills and experience to teach and develop the kinds of courses and programs needed. Faculty should be proficient in modern teaching methods (experience in interactive learning techniques and information technology utilization) as well as in subject matter expertise. For instance, there is no requirement for instructors to have the necessary educational and operational background (e.g., behavioral science or management degree to teach leadership). Variance often leads to innovation, but more coordination and better dissemination of good ideas and techniques across programs seems desirable (if it can be accomplished without an excess of overspecified doctrine).
- Leader development needs to be properly resourced and the broader mission must be recognized.
- Implement Action Learning techniques (focused at appropriate leadership levels) in the institution and operational assignments.

Operational Development

- Make better use of developmental opportunities in the operational assignments and self-development domains and identify relevant self-developmental activities. Leader development should be part of the Mission Essential Task List (METL) and a Quarterly Training Briefing (QTB) topic. Help leaders construct useful individual action plans or programs and consider getting a written report out from leaders of what they have learned upon completion of an assignment or mission. Some of the “keys” to development in this domain are:
 - ⇒ Challenging tasks (identify those tasks that challenge and allow growth)
 - ⇒ Providing feedback (must teach leaders to provide meaningful, useful feedback)
 - ⇒ Allowing analysis of experience (leaders must know how to reflect on action)
 - ⇒ Providing effective coaching, delegating, counseling, and role modeling (traditional leader skills that we too often take for granted or fail to do when time is tight)
 - ⇒ Providing a supportive climate that encourages new ways of doing things; i.e., encourage, facilitate, and reward innovation and good ideas no matter who has them; allow honest mistakes.

- Put a greater reliance on simulation in preparation for peacekeeping missions and incorporate training for peacekeeping missions into daily operations.

Self-Development

- Educate all Army leaders (Active, Reserve, and DA civilians) to explore innovative self-development activities such as: interactive learning programs on CD-ROM or internet, “expert” networks, etc.
- Develop a feedback system that provides leaders with accurate and timely assessment of their individual performance. Focus on positive feedback as well as on problems.

Leadership Research Recommendations

Leader Development Methods: Weed out the Fad, Incorporate What Works

- Review the three-pillar model of leader development and its implementation in the Army. Is the model still valid? If so, are the three pillars balanced and integrated properly and thoroughly? Should operational assignments not be re-labeled operational-development and institutional training not be re-labeled as institutional-development?
- Explore new and innovative leadership courses or programs used effectively in industry or academia that could transfer to the Army.
- Identify operational assignments that contribute specifically to the development of strategic competencies.
- Continue to evaluate the training required to develop versatile leaders.
- Identify and develop specific self-development strategies and tools by leadership level.
- Determine how much and in what ways self-learning can supplement (or replace) formal training.

Testing and Assessment

- Develop better assessment methods and tools to evaluate individual performance, and also to evaluate the programs and courses in terms of organization, teaching methods, and content, to see if the system is working and the extent to which actual learning is taking place.

- Review current accession criteria and the Armed Services Vocational Aptitude Battery (ASVAB) to ensure that they give us the versatility needed in Army leaders.

Identifying the Skills

- Research the changing skill requirements across levels and functions.
- Identify the competencies needed for leadership at different levels in flexible organizations with greater reliance on teams, semi-autonomous subunits, and temporary units assembled to perform a particular mission.
- Evaluate the emerging relational and contingency theories of leadership.
- Determine the relevant skills required at the higher levels and how to improve the accuracy of assessment of the relevant competencies at these higher levels.
- Determine the core knowledge (tacit and explicit) that must be learned in all of the institutions. Knowledge is considered “core” either due to its importance, the time it takes to develop it, or both.

Providing Feedback

- Analyze the utility and feasibility of using the following methods for selection to schools and for promotions:
 - ⇒ Rating by peers and subordinates on standardized measures of leadership skills. These ratings could supplement other instruments considered in making promotion decisions; and could ensure that leaders focus on the unit and not only on upward mobility.
 - ⇒ Situational tests much like those used by assessment centers for civilian managers.
 - ⇒ Panel interviews during which a group of experts question prospective candidates on how they would solve a series of relevant, complex leadership problems. Answers would be used to evaluate candidates’ leadership competencies and their problem solving/decision making skills under stress.

Other Research

- More empirical and rigorous leadership research is needed on the following:
 - ⇒ general officers: who is selected, what are their experiences after selection, what defines success at this level, what are their insights?
 - ⇒ how to effectively integrate the roles of leader and follower.
 - ⇒ what is effective leadership in various operations? Are the skills, abilities, or qualities different for each situation? Is there a core, fundamental set that is needed for all situations, but which may vary by degree depending on the situation?
- Military leadership research, in general, needs stronger methods (e.g., multiple methods in the same study); longitudinal studies, field experiments; observational studies; and more rigorous capturing of the insights gained during **simulations**.
- Invite key researchers into the Army to observe the Army in action (training exercises, battle labs, courses, etc.) to familiarize them with the Army culture, structure, processes, and problems. Maintain a connection to facilitate a better link between research and application.

The restructuring and reshaping of the Army has been underway for several years. As part of this process, the Army is reevaluating training, personnel management systems, and evaluation systems, to name a few. It has also been performing an increased number of varied missions such as in Somalia, Haiti, and, currently in Bosnia. As a result of these experiences the Army continues to modify training, especially at the National Training Centers. The Symposium was part of this continuing restructuring process aimed at the leadership and leader development issues arising as a result of the world changes, the economic realities, and the mission changes that the Army faces over the near future -- as this report points out, there is no quick fix. The stark reality points to streamlining the entire system and building in more flexibility and quick-reaction capabilities -- in policy, doctrine, vehicles, weapons, units, and leaders. Participants at the Symposium recognized that change is already here and will continue and that the Army, as it has in the past, will meet the challenge.

APPENDIX A

Framework of the Symposium

This symposium at Cantigny, home of the historic First Division Museum, marked a defining moment in our Army's commitment to excellence in leadership. The foundation of effective leader development is an appreciation for the role of formal thinking--leadership theory and research--in the design and execution of strategies to groom our future leaders. Our goal, then, was to convene, to think and discuss, and to subsequently approach leadership policy, leader development, and leadership research with the greatest possible degree of sophistication and commitment at the executive level.

Mission

All participants met in plenary sessions and in small groups to stimulate, shape, and participate in discussions to provide clarifying and elucidating information within the areas of leader development, academic research, and leadership policy. These discussions were intended to assist the military participants in their daily program and policy development, the academic scholars in revising their draft papers, and the authors of this report in developing the connecting and synthesizing materials for the final publication of a book in the Fall of 1996.

Method

Dr. Jerry Hunt and Dr. Bob Phillips, both currently affiliated with Texas Tech University, commissioned a number of respected scholars and their research teams to organize a portion of their work for presentation at the symposium. Draft papers by these scholars were mailed to participants about 2 weeks before the event. During the initial plenary session of the symposium, the papers were summarized by key members of the Army's leader development community--Training and Doctrine Command, the Office of the Deputy Chief of Staff for Personnel, the United States Military Academy, and the Army War College. The Janowitz Inter-University Seminar on Armed Forces and Society (IUS) format was followed. Following these summaries and comments from the scholars themselves, symposium participants broke into small groups to continue discussion of their respective topics using today's knowledge and tomorrow's requirements. In a final plenary session, a representative from each group presented their group's recommendations in the areas of leader development, leadership policy, and leadership research to LTG Theodore G. Stroup, Jr., Deputy Chief of Staff for Personnel, and LTG Leonard D. Holder, Jr., Commanding General, Combined Arms Command, U.S. Training and Doctrine Command, the senior officers in attendance at the final session.

Discussion Groups

Group 1: Leader Decision Making in a Time Constrained, Technology-Supported, Internetted Organization

Papers:

Decision making requirements for future organizational leaders: Leaders not only make decisions, they interact with their environments, interpret events, and create meaning out of events for their organizations. To increase the effectiveness of decision makers in an information rich environment there should be a balance of classical rational decision making and creative action-based decision making. Action-based decision making differs from rational decision making in the use of language, learning, and knowledge creation through the use of scenario planning, mental imagery, reframing, intentional errors, real-time experiments, simulations, creativity enhancing techniques, and continuous feedback and assessment.

(**dt ogilvie**, Rutgers, The State University of New Jersey, and **Frances E. Hauge**, The University of Texas at Austin)

"Managerial morphing": Cognitive requirements for managing in the Twenty-First Century: Double-loop learning (not only underlying assumptions but the bases for the assumptions themselves) may be insufficient in dynamic environments due to constant structural and relationship changes. Leadership meta-learning includes redefining problem solving to emphasize problem finding and redefining control issues recognizing the potential rapid variation of environmental structures as such notions relate to organizational change and organizational learning. Leadership meta-learning may replace double-loop learning. (**Scott Sherman** and **Michael A. Hitt**, Texas A&M University, **Samuel M. DeMarie**, University of Nevada-Las Vegas, and **Barbara W. Keats**, Arizona State University)

Adapting to information-processing requirements in Twenty-First Century organizations: An analysis of leader decision making modes in complex technical organizations: Organizations can recognize and develop cognitive complexity in individual leaders and link reward systems to increased cognitive capacity. (**J. Pace VanDevender**, Prosperity Institute, and **James R. Barker**, University of New Mexico)

Group members:

COL Herb Harback
MAJ Tom Kolditz
MG Robert Scales

Summarize Academic Papers
Facilitate Group Discussion
Report out of Issues

MG Lon E. Maggart
BG Michael B. Sherfield
BG William S. Wallace
COL Dennis Cavin
COL(r) Stephen Clement
Dr. dt ogilvie
Dr. Samuel M. DeMarie
Dr. Pace VanDevender

Group 2: Value, Cognitive, and Behavioral Requirements for Future Leaders

Papers:

Behavioral complexity and the development of military leadership for the 21st Century: Systems thinking, self-efficacy, self-monitoring and behavioral complexity are key aspects of leadership readiness that are moderated by trust in the leader by peers, subordinates, and superiors. Trust is the result of leader integrity (including a core set of values and a core vision) and allows the leader to play multiple roles and exhibit complex, often contradictory behavior over time. Commercial, off-the-shelf leader development technology is available and may be useful in developing Army leader behavioral complexity. (**Robert Hooijberg**, Rutgers, The State University of New Jersey, **R. Craig Bullis**, United States Military Academy, and **James G. (Jerry) Hunt**, Texas Tech University)

In search of the self-led soldier: Army leadership in the 21st Century: Self-leadership techniques such as self-talk, mental imagery, and self-reinforcement are useful for building skills, confidence, and self discipline to better enable subordinates to carry out the commander's intent, even in the absence of the commander. Leadership focusing on role modeling, participative leadership, positive reward behavior, cultural leadership, and goal setting is important for encouraging self-leadership. (**Christopher P. Neck**, Virginia Polytechnic Institute and State University)

Social complexity and executive leadership: The role of social competencies and the development of effective organizational vision: Increased coordination and conflicting demands, goals, and agendas of different constituencies call for increasing leadership social complexity to accompany increasing cognitive and behavioral complexities.

(**Stephen J. Zaccaro**, George Mason University)

Group Membership:

COL James Hallums

Dr. Stephen Zaccaro

BG Claudia J. Kennedy

Summarize Academic Papers

Facilitate Group Discussion

Report out of Issues

LTG(r) Walter Ulmer

MG John C. Thompson

MG Donald W. Shea

MG Richard A Chilcoat

BG(r) Gerald Galloway

Mr. Jack Miller

COL(r) Michael Shaler

Dr. Robert Hooijberg

Dr. Christopher P. Neck

Group 3: Leadership's Role in Creating and Maintaining High Performance Systems Across Networks of Organizations and Cultures

Papers:

The social capital of 21st Century leaders: Leaders accrue social capital through the networks in which they exist. Relationships within these networks are an important leader resource and consist of strong or weak ties to others in the network. Strong ties result in loyalty, trust, and attachment and take more time and energy to maintain. Weak ties result in bridges to other groups and access to non-redundant, novel information and resources, and take less time and energy to maintain. (**Daniel J. Brass**, The Pennsylvania State University)

Leadership in the peacekeeping Army of the future: Leaders must be prepared to deal with complex situations that involve numerous concerns, especially ethical issues, particularly when not adequately covered by the rules of engagement or other formal doctrine. The nine leadership competencies in FM 22-100 may or may not be sufficient to deal with situations encountered in operations other than war, such as those experienced by the United Nations. The competencies themselves may or may not change; however, their interpretation, implied tasks, and the conditions under which they are applied change. (**Michael Gurstein**, University College of Cape Breton, Sydney, NS, Canada)

Leadership in an open Army? Civilian connections, interorganizational frameworks, and changes in military leadership: Expert and referent power will become more important for Army leaders. Army leaders will have to both lead teams and be members of teams sometimes subordinate to civilians, operating outside of the Army under ambiguous and temporary authority. Mediator, negotiator, and liaison roles become more important while the moral and political consequences of actions become more visible and more complicated. (**Boas Shamir and Eyal Ben-Ari**, The Hebrew University of Jerusalem, Israel.)

Group Membership:

MAJ Leonard Wong

Dr. Reuven Gal

BG John G. Meyer

Summarize Academic Papers

Facilitate Group Discussion

Report out of Issues

BG(r) Hal Nelson

Mr. Robert Emmerichs

COL Robert L. Jordan, Jr.

COL Charles S. Hurt

Dr. Michael Gurstein

Dr. Daniel J. Brass

Dr. Boas Shamir

Group 4: Short- and Long-Term Development Strategies (particularly self development) to Stay Ahead of Mission, Structural, Technological, Equipment, and People Changes

Papers:

Leadership issues and challenges for the new Army: Some preliminary ideas and observations: There is some consensus between the civilian sector and the Army as to what competencies are relevant for effective leadership both today and in the future. There are many fads but not much research on how to develop complex cognitive and interpersonal skills. More vigorous, empirical research on military leadership is needed and the Army needs systematic cooperation with the civilian sector to deal with this need. (**Gary Yukl**, SUNY-Albany)

U.S. Army leadership in Century XXI: Challenges and implications for training: The result of the interaction between two cultures (e.g., National, Army-civilian, different units within the Army) results in the creation of a third culture. Transcultural skills are required to lead and operate in a third culture. (**George B. Graen**, University of Cincinnati, and **Chun Hui**, Hong Kong University of Science and Technology)

Developing leaders for the new Army: As leaders move up in the organization, the demands on their cognitive abilities increase. Demands on leaders cognitive abilities at lower levels in the organization are also increasing. The Army personnel selection process may not be giving enough weight to cognitive skills nor assessing them very well. (**T. Owen Jacobs** and **Michael McGee**, National Defense University, **R. N. Kilcullen**, U.S. Army Research Institute, and **H. Barber**, US Army War College)

Group members:

COL John Spears	Summarize Academic Papers
Dr. Gary Yukl	Facilitate Group Discussion
LTG Leonard D. Holder, Jr.	Report out of Issues

MG Alfonso E. Lenhardt
SMA Gene C. McKinney
BG Freddy McFarren
BG David H. Ohle
BG James Helmly
BG John Groves
Dr. Zita M. Simutis
COL Michael McGee
Dr. George B. Graen

Participants at Large

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General(r) Gordon R. Sullivan
Lieutenant General Theodore G. Stroup, Jr.
Major General(r) Neal Creighton
Brigadier General(r) Hal Nelson
Dr. Robert Phillips
Dr. Jerry Hunt

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APPENDIX B

Participating Scholars' Addresses

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