

# A Summary of the Requisite Leader Attributes for the Canadian Forces<sup>1 2</sup>

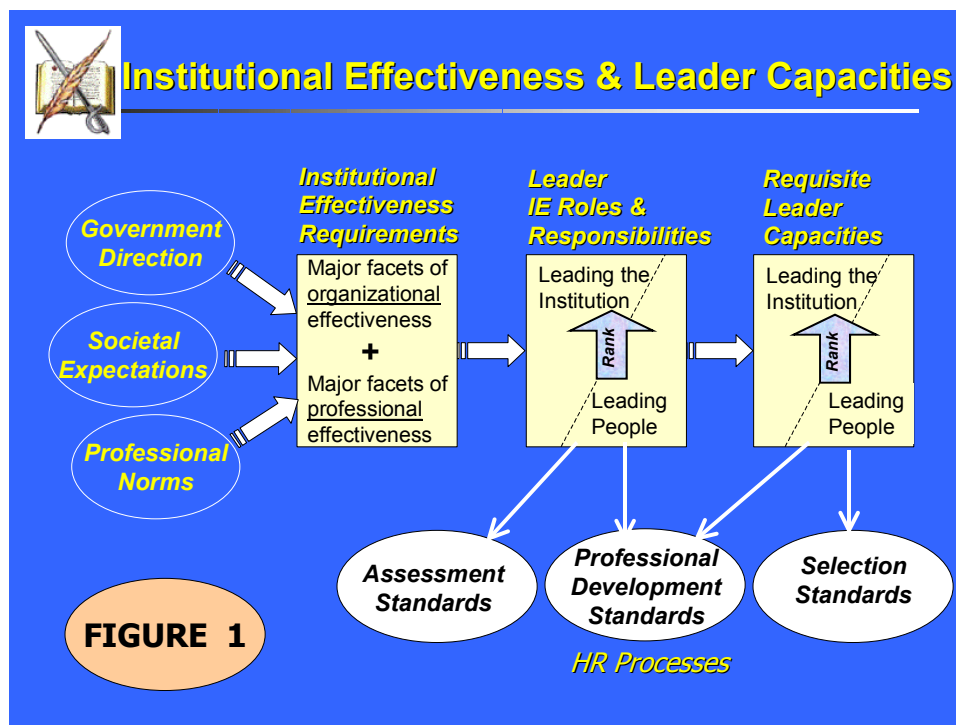
**DRAFT**

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## Institutional Effectiveness

Government direction, societal expectations and professional norms (Clausewitz' trinity) dictate the institutional expectations for a democratic nation's armed force (Figure 1). Our national military institution, the Canadian Forces (CF), to be effective in its obligations and functions, needs to meet institutional requirements in both its organizational facets and its professional, profession-of-arms, facets. To ensure institutional effectiveness, leaders are committed to embrace particular roles and diverse responsibilities, for which requisite leader capacities exist. Human Resources processes need to incorporate these requisite leader capacities into selection, assessment, professional development, and other HR procedures.



**FIGURE 1**

<sup>1</sup> I have addressed military member capacities from leader and leadership perspectives, however leadership is only one conduit through which member capacities may be made effective. Command, management, administration and "doing your job" also are conduits for the application of capacities in support of individual goals, team or group objectives, and overall institutional effectiveness. I am indebted to my colleagues Karol Wenek and Alan Okros of the CF Leadership Institute for their substantial knowledge, ideas, concepts and explanations about leadership.

<sup>2</sup> This Summary relates to the paper *Requisite Leader Attributes for the Canadian Forces* at <[www.cda-acd.forces.gc.ca/cfli](http://www.cda-acd.forces.gc.ca/cfli)>. It is an overview, essentially, of the full paper's arguments but without most of the research reviews and references. For the full story, see the paper, read the research, know the arguments.

Accordingly, the Canadian Forces Leadership Institute (CFLI) has been researching leadership and the profession of arms in order to identify the requisite leader elements and attributes. This research supports the production of CF manuals (*Duty with Honour: The Profession of Arms in Canada* 2003, and *Leadership in the Canadian Forces* 2004) that articulate the broad theories and abstract concepts. However, in order to incorporate these broader, more abstract, concepts in applied human resources processes, a requirement exists to describe the requisite leader attributes in some detail. This Summary integrates generic institutional effectiveness literature with current CF responsibilities, CF effectiveness and the practicalities of leadership, plus an understanding of leader elements, attributes and competencies, all in order to construct a context-specific CF Leader Framework. The current definition for effective CF leadership from the leadership manual is **“Directing, motivating and enabling others to accomplish the mission professionally and ethically, while developing or improving capabilities that contribute to mission success”**.

Pre-manual concept papers (e.g., Wenek<sup>3</sup>) were written that supported the creation of CF leadership doctrine. These concept papers address major emerging and continuing challenges facing the CF in this new century. Others (e.g., Robertson and Hennessy<sup>4</sup>) listed similar CF challenges for the 21<sup>st</sup> century.

Implications for leadership doctrine were identified by Wenek<sup>5</sup> who then reviewed existing (theory based, empirically derived, current government and CF) models and frameworks for institutional effectiveness, including Robert Quinn’s Competing Values Framework<sup>6</sup> model (Figure 2). The Competing Values Framework represents 30 different criteria of organizational effectiveness, and statistical reduction of this list yielded two major dimensions: a Control-Flexibility dimension, and an Internal-External Focus dimension.

The quadrants formed by these axes represent the four major models of organizational theory and their relationships to each other. The Human Relations model in the upper left quadrant is focussed on the commitment of the people in an organization and emphasizes such things as need satisfaction, morale, and social cohesion. The Open Systems model in the upper right quadrant is concerned with an organization’s interactions with its environment (Flexibility plus External Focus) and consequently views effectiveness in adaptability terms. The familiar Rational Goal model in the lower right quadrant reflects a concern for competitive position and measures effectiveness in terms of productivity and related measures. The Internal Process model in the lower left quadrant, which emphasizes control and internal stability, is epitomized by Weber’s machine bureaucracy, a formalized hierarchy of clearly defined responsibilities and authorities in which decisions are based on impersonal rational considerations and people are advanced on merit.

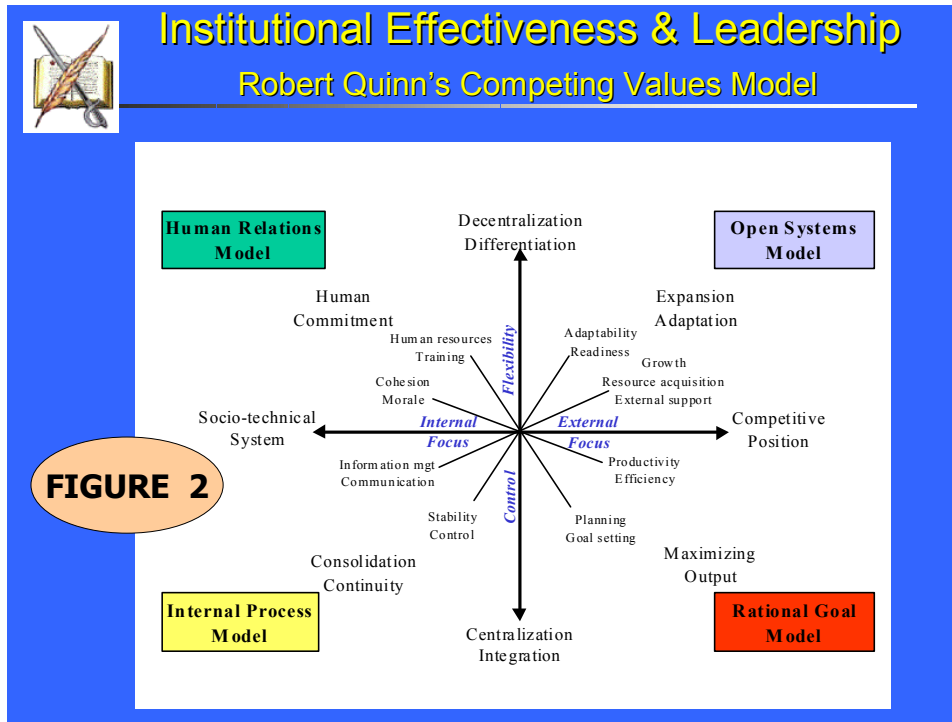
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<sup>3</sup> Wenek, K.W.J., *Institutional Challenge and Change in the 21<sup>st</sup> Century: The Road Ahead for Canadian Forces Leadership*. Presentation at Armed Forces and Society (IUS) Conference, Kingston, Canada, Oct, 2002, page 2.

<sup>4</sup> Robertson, S and Hennessy, M., *The Canadian Forces of Tomorrow*, Canadian Military Journal, Volume 4, 2003

<sup>5</sup> Wenek, K.W.J., *Institutional Challenge and Change... (2002)*.

<sup>6</sup> Quinn, Robert, *Beyond Rational Management*, San Francisco: Jossey-Bass, 1988, and Cameron, Kim & Quinn, Robert, *Diagnosing & Changing Organizational Culture*, New York: Addison Wesley, 1999.



## CF Responsibilities

Importantly, in order to apply an “institutional effectiveness” template such as Quinn’s to the CF, it was necessary first to assemble a thorough representation of CF leader responsibilities. Wenek researched the empirical and theoretical leadership taxonomies, the CF’s unique responsibilities under law and the professional of arms<sup>7</sup>, responsibilities identified as CF deficiencies in the past, and CF responsibilities identified as new requirements. He incorporated into his review the functions of the Officer General Specifications and the NCM General, provisional, Specifications. Table 1 resulted.

Confirmation of the thoroughness, accuracy and validity of the identified leader responsibilities at Table 1 was achieved in a number of ways: theoretical research (Wenek) and empirical research (e.g., Donaghue, Wild et al’s gap analysis of CF leadership doctrine<sup>8</sup>); occupational / job / task analyses; behavioural events / critical incidents research with “real life” lessons learned; leadership incidents acquired from serving or recently retired leaders (e.g., the Strategic Leader review of general/ flag officers (G/FOs) and DND civilian executives, other studies involving the interviewing of G/FOs); the analysis of Non Commissioned Member (NCM) job descriptions or evolving duties of Special Appointment Chief Warrant Officers (SA/CWO); strategy-based initiatives (such as Shaping the Future of Canadian Defence: A Strategy for 2020 (termed “Defence 2020”), Canadian Officership in the 21<sup>st</sup> Century (termed “Officership 2020”) plus others like Debrief the Leaders 2001, Human Resources 2020 and NCM Corps 2020) to identify key institutional future objectives and leader roles beyond current responsibilities.

<sup>7</sup> Duty with Honour: The Profession of Arms in Canada. Kingston: Canadian Forces Leadership Institute, 2003, NDID # A-PA-005-000/AP-001. <[www.cda-acd.forces.gc.ca/cfli](http://www.cda-acd.forces.gc.ca/cfli)>

<sup>8</sup> Donaghue, E., et al. *Leadership Selection & Assessment Standards in the CF*. Ottawa: HRS Limited, 2001.

**Table 1: CF Leader Responsibilities Differentiated By Outcome Values & Leadership Functions**

<i>Outcome Values</i>	<i>Major Focus of Leadership Functions</i>	
	<i>Leading People</i>	<i>Leading the Institution</i>
<p><b>Mission Success</b> <b>(Primary Outcome)</b></p>	<p>Achieve competence &amp; pursue self-improvement. Solve problems; make decisions. Clarify objectives &amp; intent. Plan &amp; organize; assign tasks. Direct; motivate by persuasion, example, &amp; sharing risks/hardships. Secure &amp; manage task resources. Train individuals &amp; teams under demanding &amp; realistic conditions. Build teamwork &amp; cohesion.</p>	<p>Establish strategic direction &amp; goals. Create necessary operational capabilities (force structure, equipment, command &amp; control). Exercise professional judgment wrt military advice &amp; use of force. Reconcile competing obligations, set priorities, &amp; allocate resources. Develop the leadership cadre. Support intellectual inquiry &amp; develop advanced doctrine.</p>
<p><b>Internal Integration</b> <b>(Enabling Outcome)</b></p>	<p>Structure &amp; co-ordinate; establish standards &amp; routines; stabilize. Socialize new members into military values/conduct system, history, &amp; traditions. Keep superiors informed of activities &amp; developments. Keep subordinates informed; explain events &amp; decisions. Reinforce military ethos; maintain order &amp; discipline; establish professional group norms. Understand &amp; follow policies &amp; procedures. Monitor; inspect; correct; evaluate.</p>	<p>Manage meaning; use media &amp; symbolism to maintain cohesion &amp; morale. Develop &amp; maintain professional identity; align culture with ethos; preserve heritage. Develop &amp; maintain military justice system &amp; policies. Develop &amp; maintain effective information &amp; administrative systems. Develop &amp; maintain audit &amp; evaluation systems.</p>
<p><b>Member Well-being &amp; Commitment</b> <b>(Enabling Outcome)</b></p>	<p>Mentor; educate; develop. Establish climate of respect for individual rights &amp; diversity. Treat fairly; respond to complaints; represent interests. Resolve interpersonal conflicts. Consult subordinates on matters that affect them. Monitor morale &amp; ensure subordinate well-being. Recognize &amp; reward.</p>	<p>Accommodate personal needs in development/career system. Establish an ethical culture. Enable individual &amp; collective mechanisms of voice. Ensure fair complaint resolution. Honour social contract; maintain strong QOL &amp; member-support systems. Establish recognition/reward systems.</p>
<p><b>External Adaptability</b> <b>(Enabling Outcome)</b></p>	<p>Maintain situational awareness; keep current; seek information. Establish &amp; liaise with contacts. Anticipate the future. Support innovation; experiment. Learn from experience.</p>	<p>Master civil-military relations. Gather &amp; analyze intelligence; define threats &amp; challenges. Develop external networks &amp; collaborative relationships. Initiate &amp; lead change. Foster organizational learning. Conduct routine external reporting.</p>

Wenek indicated that the responsibilities in Table 1 were, generally, middle-range, middle-rank responsibilities, along the continuum and strata of military levels of members. Leader responsibilities, of course, vary in accordance with levels of leadership. For example, the stratified systems theory of leadership<sup>9</sup>, studied within US militaries and other large organizations, identified seven institutional levels for leadership.

## **CF Effectiveness**

Quinn's Competing Values Framework, as Wenek has applied it to the CF (Figure 3) depicts the major elements of military effectiveness. CF leader responsibilities can be deduced from the competing priorities and goals: at the macro level, leaders have four major priorities, four broad criteria of effectiveness or desired outcomes – getting the primary mission accomplished, with secondary or enabling goals of maintaining the well-being and commitment of the people in the organization, establishing internal order and cohesion, and initiating and adapting to external change.

The first two responsibilities of this set, Initiating Structure (or task orientation) and Consideration (or people/relations orientation), approximate the two major dimensions of leader effectiveness that have been researched over the past 50 years. The latter two, Internal Integration and External Adaptation, correspond to Schein's organizational imperatives and have had wide and successful application to organizational and leadership situations.<sup>10</sup> Thus, two robust, substantial and key literatures - task-versus-people leader orientations and effectiveness, and organizational imperatives for effective leaders - have provided substantiation for a context-specific, CF leader framework.

The major imperatives implicit in Quinn's effectiveness framework are that leaders must learn to see the world in terms of its paradoxes and contradictions, and balance the competing demands represented by each organizational modality. The ability to see organizational dynamics this way does not come naturally however: "It requires a dramatic change in outlook, a redefinition of one's world view. It means transcending the rules of mechanistic logic used for solving well-defined problems and adopting a more comprehensive and flexible kind of logic."<sup>11</sup> It requires leadership with exceptional cognitive/thinking capacities and social/behavioural capacities, and a leadership of change in a learning organization setting, integrated with professional personality characteristics, as well as technical expertise and knowledge.

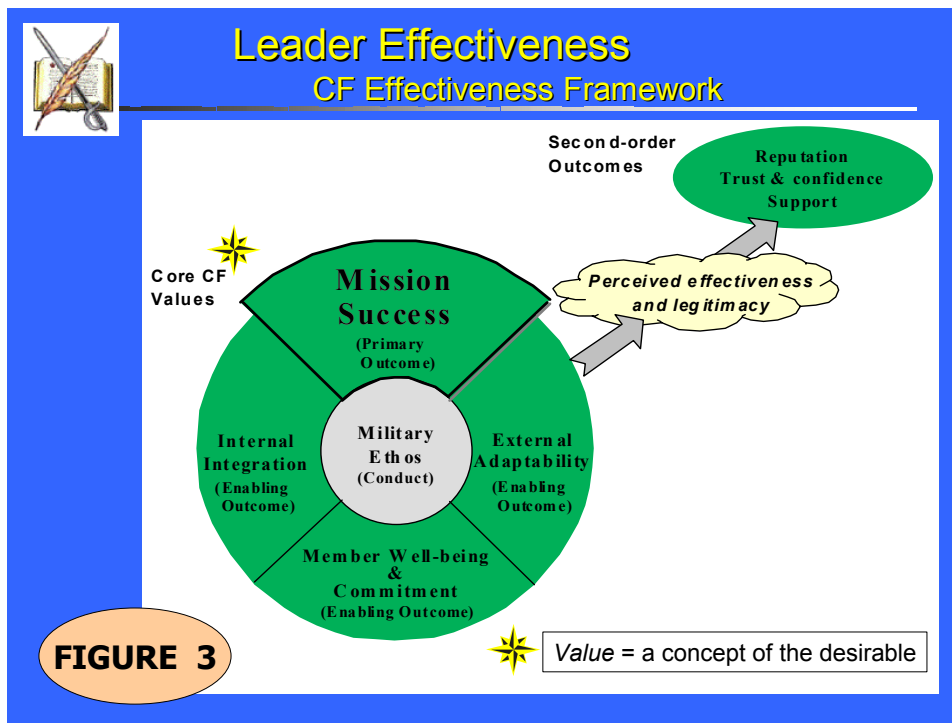
The model also asserts that these major priorities or outcomes must be pursued in accordance with a definable set of values in order to satisfy societal expectations and standards. By this means, the proposed CF effectiveness frameworks combine a conventional pragmatic values system and its informing vision of social utility to the military professional's moral value system and its vision of duty with honour. Finally, second-order outcomes, largely dependent on the perceived effectiveness and legitimacy of the CF, are the reputation of the CF and the attendant trust, confidence and support received by the CF.

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<sup>9</sup> Jacobs, T.O. & Jaques, E., *Military Executive Leadership*. In K. Clark & M. Clark, Measures of Leadership. Greensboro, N.C., Center for Creative Leadership, 1990.

<sup>10</sup> Schein, Edgar H., *Organizational Culture and Leadership* 2<sup>nd</sup> ed. San Francisco: Jossey-Bass, 1992.

<sup>11</sup> Quinn, R. E., "Mastering Competing Values," p. 31.



### Changing Times, Changing Work-Life, Changing Leader Requirements

The undeniable entity underlying this CF leadership initiative is change – change at macro, global, international, philosophical and institutional levels, change at micro, personal, psychological, work site and work unit levels, and change at the meso levels on this change continuum between these macro and micro levels. With these changes comes the need for evolving leader approaches and new attributes.


Pinch's<sup>12</sup> comparison of sociological change across the modern/postmodern eras reflects the macro / global / institutional transitions of particular relevance to the CF, as of several years ago. He observed upon the transitions in perspectives of the postmodern armed forces among civilians, the media, the public and military personnel. For the CF, the Cold War had expired, followed by the 1990's with its substantial and sequential CF budget cuts and the new and complex leadership challenges. Peacekeeping evolved into peacemaking, conflict resolution, or outright combat in regional pop-up wars. Terrorism, homeland security, and post-9/11 regional wars became the collective focus of the 2000's. CF member deployments in Afghanistan, with fatal outcomes for some, reflect the most recent complexity in leadership challenges.

At the micro end of the continuum of change stands the individual member with an individual job, position, set of duties, and responsibilities. Of course, for an individual leader, the boundaries of his/her job, that position, those tasks, are less than precise and less than permanent. The evolution of responsibilities partly is generated by the current shift in perspectives of this

<sup>12</sup> Pinch, Franklin, Canada: Managing Change with Shrinking Resources, quoted by Wenek, K. W., *Wanted: A Military Ethos for the Postmodern Era*. Presentation at the Conference on Leadership in the Armies of Tomorrow and the Future. Unpublished Paper, 2002.

work/worker interface as society evolves from the modern to the postmodern era, from the industrial age into the information age. Previously, worker and leader characteristics were categorized as knowledge, skills, abilities and “other” (KSAOs) although “A” at times also has represented aptitudes, attitudes or attributes<sup>13</sup>. KSAOs were paired with specific tasks, roles, or responsibilities of the work. However, practices have changed as eras have changed.

Figure 4 reflects some of the factors in this era of transition. Responsibilities in an increasing proportion of jobs and positions are no longer only those circumscribed by the organizational chart boxes and job descriptions, but are determined as much by an individual worker’s backpack full of capacities, expertise, characteristics, attributes and potential. The consequence is work definitions that are hybrids of the job/task boundary-specific descriptions of job responsibilities as well as the member’s and leader’s characteristics, elements and attributes.



### The Work Focus/ The Worker Focus A Current Context for Change

FIGURE 4	<i>Work-Oriented</i>	<i>Worker-Oriented</i>
• Era	Modern	Postmodern
• Toffler Wave	Industrial	Information/Knowledge
• Theory	X, Domination	Y & Z, Reciprocal Rel.
• Icon	HenryFord, FredTaylor	Bill Gates, Steve Jobs
• Org Chart	Hierarchy, Bureaucrat	Matrix, Networks, Pods
• Stereotype	Brawn: Assembly Line	Brains: Hi-Tech, Degree
• Job Location	Steel Plant, Factory	Software Design Offices
• Job Framework	Org Chart/Job Descr.	Goals, Projects, Change
• Job Info/Detail	Tasks, Time x %ages	KSAOs, Characteristics
• Process/Detail	Occup/Job Analysis	Competencies (with JA)
• Leader Power	Positional, Role/Rank	Personal, Exemplar
• Leadership	More Transactional	More Transformational
• Mil Profession	Warrior + Technician	Warrior + Technician + Scholar + Diplomat

CF context-specific *elements* and *attributes* are appropriate for incorporating the more dynamic nature of the current work environment. They pay heed to the bordered, bounded job definitions and specified task identification, but incorporate, as well, an open, capacities-based, enlightened worker circumstance. These attributes, as porously bordered, overlapping and broadly inclusive as they are, provide an extensive, practical and flexible approach to understanding the worker/work interface. They address the leader orientations, flexibilities and initiatives required to accommodate these new worker/work relationships. Adding definition and substance to each of the attributes are the more detailed, position- or rank/level-specific, *competencies*, which have been defined as any characteristic, knowledge, quality, skill, ability, work habit or other aspect demonstrated through observable behaviour, that underlies effective performance.

<sup>13</sup> Kierstead, J. *Competencies and KSAO's*. Ottawa, Public Service of Canada, 1998.

Spencer and Spencer provided, to quote Wenek<sup>14</sup>, “one broad characterization [for competency] that has received professional acceptance”. They defined a competency as “an underlying characteristic of an individual that is causally related to criterion-referenced effective and/or superior performance in a job or situation.” The key elements are *characteristic*, *causally related*, and *performance*. Following from these definitions, a more jargon-free, context-specific, working definition of Competency for the CF is proposed: ***“A relevant CF leader Competency is a set of characteristics, skills and other abilities which vary among individuals and which underlie effective leader performance.”*** While this is generally similar to the definitions suggested by CF HR personnel, it is important to recognize that leader performance is more than task or work performance. It also includes professional effectiveness and the internalizing of the military ethos that ameliorates such effectiveness. These are new, consequential attributes of an evolving and increasingly more complex world.

Another significant aspect is the evolving emphasis and change, or foci, of leading people and leading the institution across this leadership continuum. Importantly, leading people and leading the institution are not dichotomous but in fact are two, always present, aspects of a leadership approach. The difference pertains to an increased emphasis on leading the institution as one acquires greater rank and responsibilities. The purpose and the general objectives are the same up and down the continuum, however the process evolves and therefore the specifics of the requisite attributes change in two ways. Leading people at a junior level is more face-to-face, with more immediate, shorter-term results, and leading of people predominates, occupying the major percentage of time and energy spent in leadership. As one progresses to intermediate institutional levels and then onward to senior levels, leading people remains present, always, along with increasing attention to leading the institution, which is a leadership of longer time frames, greater span of influence, and ever greater complexity.

The other manner of change is in “leadership focus”. Military command-oriented, task-cycle, more-transactional, less-transformational leadership of people is more appropriate to position-powered, operations, combat, or critical action-situations and action-followership. For leading the institution, a mini-think tank, policy development-oriented, organizationally- or group-flattened, knowledge-driven, personal-(not position)-powered, change-cycle, influence-driven, less-transactional, more-transformational leadership is appropriate. It addresses best the leadership needs of team / group members situated in a strategic-oriented, culture-mutating, learning organization and focused on leading institutional change.

A profound factor for CF members experiencing the transition from junior to senior leader status, either as officers or as senior NCMs, is this necessary transition of leadership style. A commitment is needed to the evolution of the focus away from people as followers in command- and action-oriented situations to a leader focus on members and others in non-hierarchical teams, mini-think tanks, committees and advisory groups at peer or quasi-peer levels, groups that are committed to support of institutional initiatives and progress. The most senior leader, as “boss”, no longer is expected to have all of the answers or, possibly, even a sense of the best alternatives. For the junior to senior leader transitions, expanding responsibilities also may include a leader’s greater attention to conceptually complex challenges, an increasingly diverse and non-military set of colleagues, a political “typically Ottawa” milieu relatively unfamiliar to previously

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<sup>14</sup> Wenek, K.W.J., *Defining Effective Leadership...*, p 35, Spencer L. & Spencer S., *Competence at Work*, 1993



militarily-immersed senior leaders, and a measured intolerance of deferential but comfortable followers anticipating that “The boss will tell us what s/he wants.”

### **Elements and Attributes of a CF Leader Framework**

The era for taxonomies of ironclad, imperviously walled, mutually exclusive competencies has ended. Change creates ambiguities in the development of leadership doctrine and the process of leadership definition. Closer to the coal face, the ambiguity perplexes followers such that requisite leader competencies need to be identified and defined in such a manner as to capture and contain these ambiguities.

The solution to this conundrum of adequately defining effective CF requisite leader elements, attributes and competencies is in the approach. Accordingly, specific implications for a CF leader framework would include articulation of the elements of a leader, identification and definition of the main leader attributes in each element, and further clarification through descriptions of competencies within attributes. Next would come clarity in defining proficiency levels within competencies and their sub-competencies, and building of competency profiles for specific leader roles, as determined by ranks or levels, and primary and supporting goals.

A number of taxonomies and categories for leader elements and attributes have evolved from research literature and industrial applications. An early, simple and generic three-cluster taxonomy of skills consisted of technical, thinking and interpersonal skills.<sup>15</sup> Zaccaro,<sup>16</sup> after extensive research of military and non-military leadership, created a five-cluster taxonomy of characteristics or components that he termed Expertise and Knowledge, Cognitive Capacities and Skills, Social Capacities and Skills, Personality, and Motivation. Wenek<sup>17</sup> used Zaccaro’s military-based, five-component taxonomy as an anchoring framework for generating Table 2 which displays five other approximate equivalents to Zaccaro’s across leadership taxonomies.

An appropriate, context-specific, leader framework for an organization such as the CF must encircle a collection of the relevant capacities, characteristics, knowledge and expertise of its effective leaders. The need was to generate, at a macro level, a leader framework of institution-wide, unique but inter-connected, leader elements that together constituted a CF Leader Framework. At the next, meso, level, each of these capacities would contain a set of leader attributes that also would have institution-wide application. At the third, micro, level, specific competencies applicable to different sets or sub-sets of leaders also can be defined and developed. Such a multi-layered framework could be supplemented by a dictionary of definitions, a continuum of proficiency levels for each competency, and activities or behaviourally anchored indicators for each proficiency level. Proficiency scales themselves could represent a threshold or entry-level proficiency plus several differentiating proficiency strata expected over time or seniority in position. Competency profiles (a list of competencies and sub-competencies and their proficiency levels) would be created for subsets of, or individual, leaders in accordance with their positions, roles and responsibilities.

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<sup>15</sup> Wenek, K.W., *Defining Effective Leadership*, p. 39

<sup>16</sup> Zaccaro, S., *The Nature of Effective Leadership*. Washington, DC: American Psych. Association, 2001.

<sup>17</sup> Wenek, K. W., *Defining Effective Leadership*, p. 31

Okros, Wenek, Walker et al<sup>18</sup> conceptualized a macro-meso-micro CF leader framework of leader capacities. Subsequently, after some rethinking, the leader elements and their leader attributes were seen as dealing with purpose and outcomes that were inferred, implied and holistic. The more specific leader competencies would deal with achievements and outputs that could be observed, measured and assessed for proficiency. Leader sub-competencies would exist at a level where training, education, development and self-development could address them.

For creating a CF leader taxonomy and context-specific leader framework reflective of the rapidly changing times and militarily-unique professional practices, recently published research and literature is inadequate for it has not kept up with evolving leadership challenges. As examples of the shortcomings in the literature, aspects of the research preceded much of this current, explosive information era, the learning organization phenomena, and leadership of emphatic change. The earlier leadership research and resulting literature of the industrial era and the Cold War period that ended just over a decade ago, explored generic and military leadership mostly as a position-based and interpersonal transaction with a relatively static organizational background of situational variables - a reflection of Henry Ford rather than Bill Gates. Only recently has leadership been redefined for its transformational emphasis, prowess and impact on both people and institutions through leadership of inspiration, of change within a learning organization.

Additionally, the generic “industrial” literature has not addressed the concept of professionalism nor dealt with profession-integrated or -dominated institutions as articulated in *Duty with Honour: The Profession of Arms in Canada*<sup>19</sup>. The Canadian military’s profession of arms has its own unique characteristics of expertise, responsibility and identity, characteristics that demand specific and unique leader attributes not addressed in generic taxonomies and frameworks. The internalization of the military ethos, its beliefs, values and expectations, is fundamental to a military life and career with its unlimited liability and spirit of self-sacrifice and dedication to duty in life-threatening situations and theatres, without regard to personal fear or danger. That ethos includes a fighting spirit with the moral, physical and intellectual qualities to achieve success in military operations, an adherence to a personal and professional discipline to achieve objectives through unit cohesion and a high placement on teamwork that maximizes individual cooperation.

### **Developing a CF Leader Framework**

The challenge, therefore, was to develop a CF effective leader framework that would surpass all current frameworks and be one that fully accommodates the evolving and increasingly effective leader practices needed in the CF, including the unique leader elements of an internalized ethos of military professionalism, and learning/change capacities. Zaccaro’s work, addressed above, resulted from extensive research of military and non-military leadership. Through modification

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<sup>18</sup> Okros, A., Wenek, K. W., Walker, R. W. et al, *A Rational Model of Leader Development*. Presentation to Canadian Psychological Association Conference, June, 2003.

<sup>19</sup> *Duty with Honour: The Profession of Arms in Canada*. Kingston: Canadian Forces Leadership Institute, 2003.

**Table 2: Approximate Equivalencies across Leadership/Management Taxonomies**

Executive Characteristics (Zaccaro, 1996)	Public Service EX competencies (PSC, 1999)	Managerial Skills & Traits (Yukl, 1999)	Leader Attributes (Gardner, 1990)	Leadership Competencies (Tett, et al., 2000)	Managerial Competencies (Spencer & Spencer, 1993)
<b>Cognitive Capacities &amp; Skills</b>					
Intelligence	Cognitive capacity	Analytical ability	Intelligence & judgement	Problem awareness	Analytical Thinking
Analytical reasoning skills	Creativity	Logical thinking	Planning & setting priorities	Short-term planning	: sees implications of situations
Synthesis & mental modeling	Visioning	Concept formation		Strategic planning	: analyzes issues systematically
Metacognitive skills	Action management	Judgement		Creative thinking	: anticipates obstacles
Verbal/writing skills	Organizational awareness	Problem-solving skills		Monitoring	Conceptual Thinking
Creativity		Creativity			: sees non-obvious patterns
					: notices discrepancies
					: rapidly identifies key issues
<b>Social Capacities &amp; Skills</b>					
Social reasoning skills	Teamwork	Empathy	Skill in dealing with people	Motivating by authority	Impact & Influence
Behavioural flexibility	Partnering	Social sensitivity	Understanding of followers	Motivating by persuasion	: uses data or information
Negotiation/persuasion skills	Interpersonal relations	Understanding of behaviour	Capacity to motivate	Team building	: appeals to reason or logic
Conflict-management skills	Communication	Communications skills		Listening	: uses examples
		Persuasion skills		Oral communication	Teamwork & Co-operation
				Public presentation	: improves morale, resolves conflicts
				Developing self & others	: involves others, solicits input
				Tolerance	: gives credit or recognition
				Cultural appreciation	Developing Others
				Directing	: gives constructive feedback
				Decision delegation	: reassures after difficulties
				Co-ordinating	: coaches, suggests, explains
				Goal-setting	: gives developmental assignments
					Interpersonal Understanding
					: knows others' attitudes & needs
					: reads non-verbal behaviour
					: understands motivation
					Team Leadership
					: communicates high standards
					: stands up for group, gets resources
					Relationship Building
<b>Personality</b>					
Openness	Stamina/stress resistance	Openness to experience	Courage, resolution	Compassion	Initiative
Curiosity	Ethics and values	Integrity, character, courage	Trustworthiness	Co-operation	: seizes opportunities
Self-discipline	Stable personality	Emotional maturity	Confidence	Sociability	: handles crises swiftly
Flexibility	Behavioural flexibility	Confidence & composure	Dominance, assertiveness	Politeness	: pushes envelope of authority
Risk propensity		Flexibility & self-monitoring	Flexibility	Political astuteness	: shows tenacity & persistence
Internal locus of control		High energy & stress tolerance	Physical vitality & stamina	Assertiveness	Self-confidence
				Seeking input	: confident in abilities & judgment
				Dependability	: enjoys challenging tasks
				Initiative	: questions/challenges superiors
				Urgency	: accepts responsibility for failure
				Decisiveness	Assertiveness
					: sets limits
					: sets standards, demands quality
					: confronts performance problems
					Information Seeking
					: gathers information systematically
					: curious, asks diagnostic questions
<b>Motivation</b>					
Need for achievement	Self-confidence	Socialized power motive	Need to achieve	Task focus	Achievement Orientation
Socialized power motive			Willingness to accept responsibility		: sets goals
Self-efficacy					: measures progress & performance
					: improves efficiency/effectiveness
<b>Expertise &amp; Knowledge</b>					
Knowledge of environment	Domain knowledge	Technical proficiency	Task competence	Occupational acumen	Organizational Awareness
Functional expertise				Productivity	Technical Background
Social expertise					

and tailoring of Zaccaro's five-element taxonomy, and with due consideration of a number of other leader-qualities taxonomies, a CF Leader Framework was created. Zaccaro's Personality aspects (with characteristics of curiosity, self-discipline, risk propensity, internal locus of control) and Motivation characteristic (with need for achievement, self-efficacy) were replaced with related characteristics, the Canadian military leader elements of Internalized Ethos, and Change Capacities. Internalized Ethos, well articulated in *Duty with Honour*, incorporates the characteristics of personality but extrapolates beyond them by reflecting military values (duty, loyalty, integrity, courage) of a complete military professional. Zaccaro's Motivation characteristic, defined as an important but somewhat individualistic or person-oriented set of components, failed to embrace the capacity for change in a learning organization through learning of self, enhancement and improvement of the group/team, and applying the tenets of a learning organization to the broader CF institution, culture and external partners. However, Zaccaro's Motivation component, when integrated with the latter elements, was readily transformed into the CF leader elements of Change Capacities.

Wenek<sup>20</sup> previously articulated how the classic taxonomy of technical, thinking and interpersonal skills has evolved into a taxonomy of five categories - moral, technical, interpersonal, cognitive and adaptability. In recent writings, Wenek<sup>21</sup> grouped the essential elements into five general categories: technical competence, interpersonal skills, conceptual skills, adaptability, and professionalism. Zaccaro's five categories and Wenek's five-class taxonomy have strong similarities.

The amalgamation of requisite leader capacities undertaken in this paper relied heavily on these consolidations by Zaccaro and by Wenek, as well as guidance from other sources. Importantly, through this process of broad but specific review and research, this CF taxonomy evolved into five appropriate clusters of characteristics that incorporated all of these sources. Through a systematic and sequential categorization process, it was determined that, for the five elements of the CF Leader Framework, Professional Expertise, Cognitive Capacities, Social Capacities, Change Capacities, and Internalized Ethos, a total of 16 attributes was sufficient to articulate fully the important characteristics in the elements. Brief descriptions of the elements and the attributes within them are provided at Table 3.

Abbreviated indications of the competencies within the attributes are provided at Figure 5. Figure 6 and Figure 7 depict the inter-relationships of these elements and attributes from vertical and horizontal perspectives, with the latter trying to represent career tenure pictorially, from "bottom to top". The bottom of the pyramid, or baseline, represents a simultaneous, new entry, commencement of acquisition of professional expertise, cognitive / social / change capacities, and initial internalized ethos, all elements of early military life. All five elements (in the three rectangles) are depicted as sitting on the baseline, i.e., applicable to new CF members. However, in view of the diversity in the life and work experiences, education, maturity, etc., of new members, the requirement to develop attributes will vary greatly. )

Figure 8 reflects the inter-relationship of leader elements through a schematic metaphor of interconnected puzzle pieces and clip-art. It is devoid of time lines and bottom/top dimensionality but, importantly, it does visually represent the interconnectedness and interdependency of leader elements that collectively make effective leadership possible.

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<sup>20</sup> Wenek, K. W., personal communication, September 12, 2003

<sup>21</sup> Wenek, K. W., Unpublished, seventh draft version of CF Manual Leadership in the Canadian Forces, Apr 2004.

**Table 3: CF Leader Framework – 5 Elements, 16 Attributes**

<p><b>CF FRAMEWORK OF 5 LEADER ELEMENTS</b></p>	<p><b>16 ATTRIBUTES WITHIN 5 ELEMENTS ACROSS THE LEADER CONTINUUM *</b></p> <p><i>(The focus on each Element, Magnitude of Responsibilities, Scope of Duties varies with leader level, position, etc., usually increasing with time in service, rank, seniority, professionalism and credibility. Descriptions of Competencies within each Attribute would reflect these specificities. )</i></p>
<p><b>PROFESSIONAL EXPERTISE</b></p>	<p>Professional Expertise consists of <b>Specialist</b> (Military Occupation Classification) and <b>Technical</b> (clusters, e.g., combat arms, sea trades, aircrew) proficiency and functional acumen, an understanding and development of the <b>Military and Organizational</b> environment, practice and eventual stewardship of the profession of arms, and the capacities to transform the system through applications at the <b>Institutional and Strategic</b> levels.</p>
<p><b>COGNITIVE CAPACITIES</b></p>	<p>Cognitive Capacities consist of: a problem-solving, critical, <b>Analytical</b>, “left-brain” competence to think and rationalize with mental discipline in order to draw strong conclusions and make good decisions; plus an innovative, strategic, conceptually <b>Creative</b>, “right brain” capacity to find novel means, “outside the box” ends, and previously undiscovered solutions to issues and problems.</p>
<p><b>SOCIAL CAPACITIES</b></p>	<p>Social Capacities consist of a sincere and meaningful behavioural <b>Flexibility</b> to be all things to all people, combined with <b>Communications</b> skills that clarify understanding and bridge differences. These capacities are blended with <b>Interpersonal</b> proficiency in being persuasive, <b>Team</b> relationships that create coordination, cohesion and commitment, and <b>Partnering</b> capabilities for strategic relations building.</p>
<p><b>CHANGE CAPACITIES</b></p>	<p>Change Capacities involve <b>Self</b>-development, with risk and achievement, to ensure self-efficacy, <b>Group</b>-directed capacities to ensure unit improvement and group transformation, all with an understanding of the qualities of a <b>Learning Organization</b>, applications of a learning organization, and the capacity of knowledge management.</p>
<p><b>INTERNALIZED ETHOS</b></p>	<p>Internalized Ethos is identified by the character/ values/ integrity/ authenticity/ reliability demonstrated in the <b>Credibility</b> (loyalty, courage, self-sacrifice, spirit, discipline) of a leader; the <b>Professional Reasoning</b> through ethics and moral logic resulting in internalization; and the <b>Impact</b>, assertiveness and extroversion in duty that assures the necessary effect by and from the leader.</p>

- - A Leader Element consists of a cluster of Attributes (bold print). Each Attribute in turn consists of a grouping of more position-, level-, and role-specific Competencies.



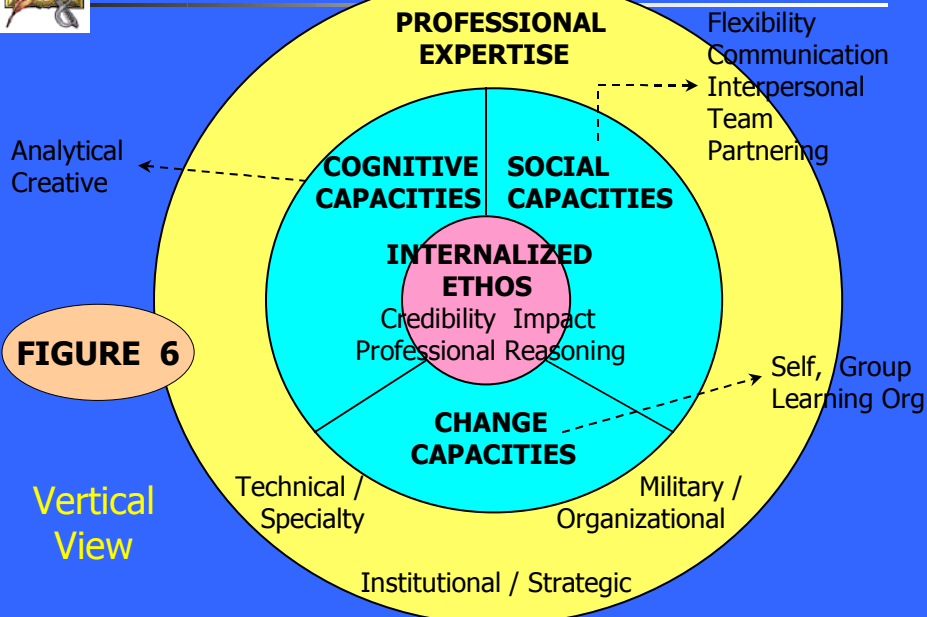
## 5 CF Leader Elements, 16 Leader Attributes

- **Professional Expertise** - Technical/Specialty proficiency, foundations
  - - Military/ Organizational/ P of A development, stewardship
  - - Institutional / Strategic applications, systems change
- **Cognitive Capacities** - Analytical, critical thinking, problem-solving
  - - Creative, innovative, strategic, visionary
- **Social Capacities** - Behavioural flexibility, sincerity, diversity
  - - Communications skills, bridges, clarifies
  - - Interpersonal proficiency, persuasive
  - - Team coordination, cohesion, commitment
  - - Partnering, strategic relations building
- **Change Capacities** - Self-efficacy, achievement, risk taking
  - - Group transformation, improvement
  - - Learning-Org applications, morphing-org
- **Internalized Ethos** - Credibility, character, integrity, authenticity
  - - Impact, assertiveness, extroversion, courage
  - - Professional reasoning, moral logic, ethics

FIGURE 5



## 5 CF Leader Elements, 16 Leader Attributes





## 5 CF Leader Elements, 16 Leader Attributes

Horizontal  
View

**INTERNALIZED  
ETHOS**  
Credibility Impact  
Professional Reasoning

**COGNITIVE  
CAPACITIES**  
Analytical  
Creative

**SOCIAL  
CAPACITIES**  
Interpersonal  
Team  
Partnering  
Flexibility Communications

**CHANGE  
CAPACITIES**  
Self  
Group  
Learning Org

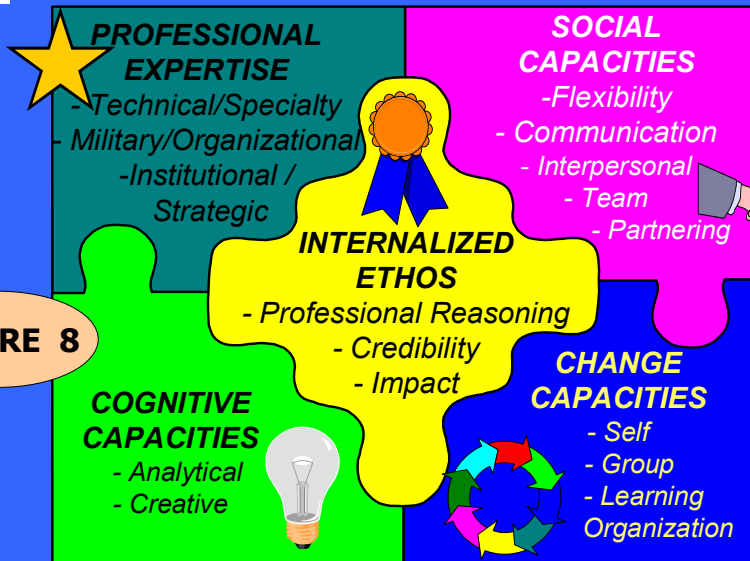
**FIGURE 7**

**PROFESSIONAL EXPERTISE**

Institutional/Strategic  
Military / Organizational  
Technical/Specialty



## An Alternative Configuration 5 Leader Elements, 16 Leader Attributes



**FIGURE 8**

Important to this framework development were three practicalities – first, for the framework of leader elements and attributes to be sufficiently extensive to be thorough and useful, but not so complex as to be incomprehensible and useless in its application. The 16 leader attributes within the 5 leader elements taxonomy have been constructed accordingly, so as to constitute the *minimum, finite but sufficient* number of such leader components for all military members engaged as leaders, regardless of level, rank, role, goals or responsibilities. The 16 attributes represent the *fundamentally necessary, but not necessarily sufficiently specific*, detail for all leadership. That specificity will fall to numerous competencies incorporated into each attribute that would be in line with designated positions, jobs and tasks, and/or also in line with purpose, such as for selection, assessment or professional development decisions.

The second practicality was to design a leader framework that dovetailed with the pedagogical alternatives in CF professional development, such as the increasingly emphasized methodologies for self-development in “soft skills”. The professional development model, as revised, would continue to fit into the overall system and wide range of developmental possibilities in CF human resources practices. Figure 9 diagrams this system of professional development needed for leader attributes and competencies to be acquired and enhanced. This paper addresses professional development of leaders in more detail below.

Thirdly, emphasized once again, the leader competency framework needed to respond to the significant importance of an internalized ethos and the profession of arms as military-specific phenomena, as well as the current and rapidly evolving importance of learning organization characteristics and leadership of change in a dynamic institution.

### **Some Examples**

The elements, attributes and competencies can be better understood when applied to military leadership. For example, Change Capacities for leaders include the first step of self-development to ensure self-efficacy and experimentation, even before any leader initiatives to transform and improve a team or unit, or to attempt learning-organization applications at organizational and institutional levels. Forsythe, Bartone and others<sup>22</sup> utilized Kegan’s<sup>23</sup> theory of identity development to study how officers understand who they are as military professionals. They explored the way that officers think across junior to senior levels, how they “make meaning”, particularly with respect to the Be, Know, Do framework for leader development. Forsythe et al recommend the use of complete 360 feedback and self-assessment mechanisms, with teeth, to better support development of the enduring competencies of self-awareness and adaptability. They also observe that a fourth stage Kegan Identity Development (a self-authored system of values; personal perspective on relationships and societal ideals; independence from the existing institution) may be required to truly lead a profession, as opposed to being just a member imbedded in it. Figure 10 articulates Kegan’s stages, as crucial to understanding senior leadership as they would be to recognizing the diversity of new arrivals to the CF.

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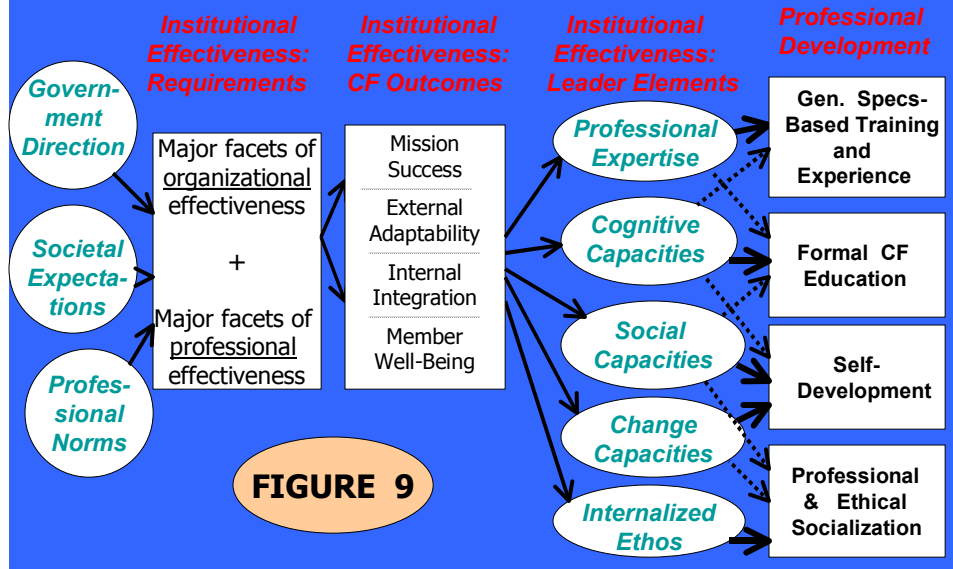
<sup>22</sup> Forsythe, George B, Scott Snook, Philip Lewis, Paul T. Bartone, *Making Sense of Officership: Developing a Professional Identity for 21<sup>st</sup> Century Army Officers*. In Lloyd J. Mathews (Ed.), Don M. Snider & Gayle L. Watkins, (Project Directors), *The Future of the Army Profession*. Boston: McGraw-Hill, 2002.

<sup>23</sup> Kegan, Robert, *The Evolving Self: Problem and Process in Human Development*. Cambridge: Harvard University Press, 1982.





## Leader Elements & Professional Development



## Kegan's Stages of Identity Development

Stage	Feature
■ 1	■ Single perspective, cannot take other's point of view
■ 2	■ Can take multiple perspectives, one at a time
■ 3	■ Takes multiple perspectives simultaneously
■ 4	■ Has personal perspective on relationships and societal ideals
■ 5	■ Recognizes that own perspective is a created convenience

**FIGURE 10**

Social Capacities for effective leaders include behavioural flexibility and strong communication skills needed at interpersonal, team, and organizational / institutional levels, levels which in themselves represent a continuum of increasing complexity. Factors that contribute even more to this increasing complexity are CF engagements in volatile and conflictual national and international arenas, with multicultural participants, non-military partners, CF members with well-being concerns versus unlimited-liability responsibilities, and culturally diverse civilian partners as well as CF recruits. Leaders need the social capacity to be flexible in their leader roles, always with genuinity and sincerity, with differentiation but also congruence in roles sufficient that a syndrome of imposture or deception is not perceived in error. As an example of current research on social capacities, Mumford et al<sup>24</sup> studied social skills and cognitive skills over six grade levels of US military officers in order to create an organization-based model of skill development. They established that it was insufficient for leaders to just solve ill-defined and complex organizational problems. They required as well, the social capacities to formulate solutions in complex organizational environments that were workable in accordance with the multiple constituencies represented by diverse people. They coined the term “complex organizational wisdom” for the social capacities that could be developed through mentoring by senior leaders, novel assignments, solving problems requiring the respondent’s autonomy, risk-taking, sequential and updated environmental assessments, and long-term solutions for the multiple subsystems.

Leadership is complex. Effective leadership requires strong and diverse attributes and competencies. Until recent years, leadership research and leadership development focused almost exclusively on generally circumscribed and static leader-follower-situation scenarios. With a more complex world has come a more complex perspective, one with a focus on senior, executive and strategic leadership. This focus incorporates an expectation for solutions through leading change, leading the institution, and influencing the macro-environment. The diversity of senior leader developmental programs reflects the uncertainty with what works, what doesn’t, in creating strong leaders. Nonetheless, the above examples verify that, in spite of the complexity in elements and attributes needed for strong senior leadership, basic understanding is expanding and solutions, at least for some circumstances, are being found.

Captured in Table 4 are the bare bones of the CF Leader Framework – the five leader elements, the sixteen leader attributes, and four “sample” points (Introduction to, Initial, Intermediate, Advanced) along the continuum of leadership. Brief phrases in each cell of the table reflect the general level and focus for each professional development need. More detailed text, elaborating on this brief terminology, remains to be provided in time by PD professionals.

## **The Leader Framework & Professional Development**

As Figure 4, above, indicated, the transition from the industrial to the informational eras has included a worksite transformation from a work orientation to a worker orientation. As a consequence, leadership in this era is described as far more than what military leader positions stipulate in job descriptions and lists of responsibilities, and instead is described as a taxonomy of clusters of requisite competencies, leadership as an institutional requirement is best addressed through a variety of leadership development methodologies. Hence, the human resources

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<sup>24</sup> Mumford, Michael D., Michelle A. Marks, Mary Shane Connelly, Stephen J. Zaccaro, Roni Reiter-Palmon. *Development of Leadership Skills – Experience and Timing*. Leadership Quarterly, 11(1), pp. 87-114, 2000.

**Table 4: The CF Leader Framework & Professional Development**

<b>FIVE LEADER ELEMENTS</b>	<b>PROFESSIONAL EXPERTISE</b>	<b>COGNITIVE CAPACITIES</b>	<b>SOCIAL CAPACITIES</b>	<b>CHANGE CAPACITIES</b>	<b>INTERNALIZED ETHOS</b>
<b>SIXTEEN LEADER ATTRIBUTES</b>	<b>TECHNICAL / SPECIALTY MILITARY / ORGANIZATIONAL INSTITUTIONAL / STRATEGIC</b>	<b>ANALYTICAL CREATIVE</b>	<b>FLEXIBILITY COMMUNICATIONS INTERPERSONAL TEAM PARTNERING</b>	<b>SELF GROUP LEARNING ORGANIZATION</b>	<b>PROFESSIONAL REASONING CREDIBILITY IMPACT</b>
<b>ADVANCED LEADERSHIP</b> (Offs – DP4&4+) (NCM – DP5&5+)	Expertise & Wisdom, Applications	Knowledge Creation Conceptual- ization Visionary	Strategic Relations Building, Partnering	Multi- Organizational Learning & Organization Applications	Stewardship of the Institution
<b>INTER- MEDIATE LEADERSHIP</b> (Offs - DP3) (NCM – DP3&4)	Defence & CF Knowledge	Mental Models, Innovation Complexity	Team / Unit Coordination Cohesion Commitment	Group / Joint Transformation Improvement Learning Orgz.	Culture Alignment & Increasing Internalization
<b>INITIAL LEADERSHIP</b> (Offs - DP1&2) (NCM - DP2)	MOC & Military Information	Theories & Concepts	Individually Persuasive & Resolving	Self-Efficacy Self- Awareness External Orientation	Self-Regulation Understand Ethos, and Practice it. Credibility Reliability
<b>INTRODUC- TION TO LEADERSHIP</b> (Offs – PreTrg) (NCM – DP1)	Introductory Techniques & Tactical Procedures (Cdt / Pte)	Theorems & Practical Rules / “Laws”	Team- Oriented Followership	Awareness of Evolving CF, Nation, World	Guide Self -Values, Beliefs, -Expectations Normative Compliance

processes that are most advantaged by competency framework developments are *professional development systems*, which can include training, education, learning, self-development, professional capabilities, and slow-growth experiential enhancement of specific leader capacities. Professional development in support of enhancing individual leader effectiveness is possible across all five of the leader elements and throughout a military career, from start to end.

A military member's attention to Professional Expertise, and Cognitive Capacities *usually* commences at the outset of a military career in the guise of technical or specialty training, and technical and tactical problem-solving challenges. Nonetheless, it is noteworthy that, increasingly, new members are joining the CF with greater diversity in age, education, life and work experiences such that various capacities and leader attributes have already been developed or advanced. However, for the younger new member, Social Capacities, Change Capacities, and Internalized Ethos predominantly are addressed through attention to the areas of correct military behaviours and concern for the well-being of others, coping with unpredictability, and duty with honour and tenacity. The latter three, slow-growth, capacities are, in general, acquired over the longer term, not as front-end-loaded attributes.

### **Summary**

Institutional effectiveness for any organization, agency, ministry, transnational industry, etc., has the potential to be achieved if certain specifics are attended to. The roles and responsibilities of the leaders of the institution need to be articulated and understood. The leader capacities necessary to achieve those roles and responsibilities need to be identified and described in detail. For the CF as an institution, those capacities have been integrated into a CF Leader Framework of leader elements, leader attributes and, eventually, leader competencies. Definitions, descriptions, "word pictures", of these components of the framework will need to be generated soon.

**D R A F T**