

Improving the Leader Development Experience in Army Units



Colonel Douglas C. Crissman, U.S. Army

The views expressed in this article are those of the author and do not reflect the official policy or position of the Department of the Army or Department of Defense.

COL Douglas C. Crissman recently completed an Army War College Fellowship at the University of Texas at Austin. He holds a B.S. from the U.S. Military Academy and an M.S. from the University of Virginia. He commanded a battalion in the 3rd Infantry Division and a brigade combat team in the 1st Cavalry Division.

PHOTO: In the early evening twilight of 9 September 2011, soldiers from the 2nd Battalion, 82nd Field Artillery, 3rd Brigade Combat Team, perform sit-ups as part of a circuit obstacle course at Contingency Operating Base Adder in Iraq. Events continued throughout the night and into the next day as aspiring leaders were required to demonstrate their proficiency on a variety of tasks to earn their spurs. (U.S. Army, SPC Sharla Lewis)

THE ALL-VOLUNTEER ARMY will draw down by nearly 15 percent over the next four years while the nation concurrently makes difficult strategic choices defining the Army of 2020 and beyond. Faced with fiscal constraints and a challenging and unpredictable global environment, Army leaders seek the optimum balance among personnel, force structure, and readiness.

Regardless of the outcome, the country will continue to rely heavily on the Army's professionalism and the talent of its leaders. To maintain this trust and preserve this capability, the Army must continue its efforts to focus on the human dimension by refining and adapting its approach to developing leaders.

Recently, the Center for Army Leadership's annual assessment of attitudes and perceptions on leader development (CASAL) identified "Develops Others" as the lowest-rated leader competency for the fifth year in a row.¹ Just over half of Army leaders (59 percent) were regarded as effective at developing others by their subordinates.² The CASAL further revealed that one fourth (22 to 26 percent) of those surveyed indicated their units placed a "low" or "very low" priority on leader development activities.³ Feedback also highlighted varying degrees of leader and subordinate understanding of what constituted leader development activities and programs as well as individual responsibilities as "givers" and "receivers" of leader development.⁴ These trends span multiple years and clearly illustrate a deficiency in the perceived effectiveness of Army efforts to "raise the next generation" in the eyes of its most important audience, today's junior leaders.

While the Army has enjoyed a stellar reputation for leader development for generations, the decade of war in Iraq and Afghanistan has altered our expectations of "what right looks like." The Army must now seize the opportunity to improve consistency and effectiveness of unit-level leader

development to deliver capable leaders for the Army of 2020 and beyond. This is best achieved through a concerted effort to—

- Increase awareness and understanding about leader development as a process rather than an event.
- Train and educate battalion and brigade-level commanders on the Army's expectations for them as key leader developers as well as on fundamental approaches to enhance their success.
- Expand senior leader accountability of unit-level leader development programs.

Leader Development: A Process, not an Event

Army leader development is intended to occur across three complementary domains (institutional, operational, and self-development) through the lifelong synthesis of education, training, and experience.⁵ Reaching a shared understanding of leader development is crucial to the subordinate's ability to recognize it when it is happening and to the leader's ability to identify and leverage opportunities to integrate it with everyday activities.

Leader development is not the outcome of a series of classes or the product of a sequence of assignments, nor is it the job of one person or organization. It is a continuous process intended to achieve incremental and progressive results over time.⁶ The CASAL results suggest the lack of an integrated approach as one reason for lower effectiveness ratings as junior officers consider the various leader development activities as isolated events rather than part of an ongoing process of development.⁷ As businesses wrestle with designing effective leader development programs, they commonly cite a patchwork of programs inadequately linked to one another as a persistent obstacle to their effectiveness.⁸ In its recently revised and published Army Doctrine Publication (ADP) 6-22, *Army Leadership*, the Army defines leader development as “recruiting, accessing, developing, assigning, promoting, broadening, and retaining the best leaders, while challenging them over time with greater responsibility, authority and accountability.”⁹ This leader-driven process goes well beyond monthly professional development lectures, regular counseling sessions, an ideal combination/progression of

assignments, or a two-hour block of instruction in an Army schoolhouse. Annual CASAL results over the past five years indicate subordinates may not always recognize leader development opportunities when they are happening, and leaders may be missing or failing to adequately create or leverage key developmental opportunities.¹⁰

Reading different military and civilian leaders' opinions on leader development in contemporary literature and reflecting on my own experiences, I recall many instances when leader development *happened* to me. In some cases, I did not realize the true importance of various episodes—their long-term impact on my development as a leader—for months or even years later.

For example, I recently came across a book given to me by a battalion commander I had when I was a lieutenant. As I pulled the book off the shelf, a few folded papers dropped to the floor. A handwritten note—written more than three years after I had served with this officer—explained why he sent me the book:

It's important for officers to read widely and be well-read. Nothing is more dangerous for our Army than creating an officer corps of 'bubbas.' It's critical for your generation to be prepared to accept the mantle of senior leadership when you get there and our job is to make you better than we were.

The book's title and author are not as important as the act of this concerned senior leader who built on an existing relationship and made an effort to influence my continued development. His selfless personal gesture took forethought, vision, and follow-through—and demonstrated a desire to be actively engaged with cultivating the next generation to be ready to lead the Army of the future.

Similarly, I recall a conversation my brigade commander had with me while I was a young captain commanding one of his companies. He had just observed an after action review (AAR) covering the first three days of a Combat Training Center rotation. While the unit had accomplished a great deal, the AAR brought to the surface several areas for improvement. Noticing that I appeared a bit dejected afterwards, he pulled me aside and quickly recounted all the positive things he heard about our unit during the AAR and identified to me what a great opportunity we now had to work

on those things we wanted to improve for the rest of the rotation. “Now, let’s get to work,” he said. With a quick slap on the back and a handshake, he was gone, but I will never forget that five-minute conversation and what it meant to me then and how it influenced similar conversations I have had with young leaders since. These two personal examples provide useful context to the discussion that follows and help illustrate opportunities for improvement.

It is important to understand that leader development often occurs when and where subordinates least expect it. It is the experienced and perceptive leader who sees an opportunity in the midst of a challenging set of circumstances or at a potential crossroads in a subordinate’s career and seizes it.

Neither of the formative experiences I related occurred during a professional development block of instruction or scheduled counseling session. Neither was formal or structured, yet both were effective, and each influenced my thoughts and actions during crucial periods early in my career. Each one caused me to feel encouraged, challenged, inspired, and developed. Each was part of a larger process, which was not intuitively obvious to me at the time. Their impact on me as a young leader was likely even more memorable because I perceived each as a *transformational* versus purely *transactional* interchange.¹¹ In other words, they were not just about what I could do for the leaders or the unit at the time—accomplish the next mission or get through the task at hand—but instead, what each leader was also doing in the moment to make me better for the long run. As important, each spawned further one-on-one interaction, or mentorship, and contributed to a broader leader development experience spanning two units, multiple duty positions, an Army school attendance, and nearly eight years.

Leaders who recognize and approach leader development as a process are able to balance the long-term needs of the Army, the near-term and career needs of their subordinates, and the immediate needs of their unit missions to determine how and when to integrate leader development opportunities in already-busy calendars and schedules.¹² Subordinates (developing leaders) gain the greatest benefit when they understand and appreciate the broader process and are able to learn and grow from each developmental experience, thereby readying themselves to accept greater

responsibility when called upon.¹³ Engaged leaders provide key context throughout the process, allowing instances like the two described above to be stitched together, often by the one being developed, to make the leader development experience more meaningful.

Creating Meaningful Developmental Experiences

Ask any successful leader to describe his or her most significant developmental experiences and the result will undoubtedly resemble a list of memorable moments—jobs, special assignments, interactions with peers, coaching from mentors, adverse situations, significant emotional events, etc. Each of those experiences taught the developing leaders something about themselves. More importantly, this increased self-awareness almost certainly helped them recognize a needed change in their leader behavior and gave them the motivation to make that change. Gaining a greater understanding of what these high-growth experiences consist of and how they contribute to increased self-awareness is therefore a useful endeavor.

The Center for Creative Leadership suggests that individual developmental experiences are most powerful when they combine elements of assessment, challenge, and support (Figure 1).¹⁴ Ideally then, the most impactful examples would include an opportunity for some form of assessment or feedback regarding the leader’s strengths or skill in a particular area, a challenge or set of challenges that stretch participants, and support for learning and progress before, during, and after.¹⁵ These formative experiences provide essential lessons often in an “on-the-job” context, but always with

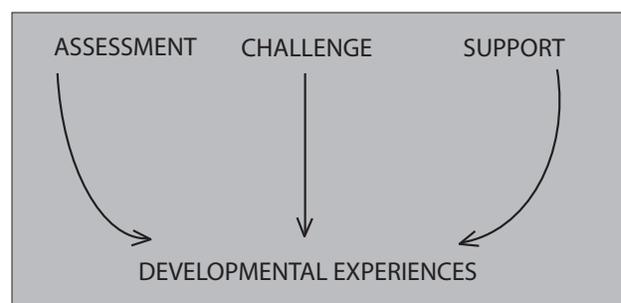


Figure 1
Developmental Experiences Model
(Center for Creative Leadership).

a combination of challenging variables—time constraints, human conflict, moral or ethical dilemmas, the reality of declining resources, and others. These “crucibles” forge the development of leaders unlike anything they can experience in the classroom or by reading a book.

Similar to trials or tests that corner individuals and force them to make decisions about who they are and what is really important to them, crucibles come in all shapes and sizes.¹⁶ Some might occur over months or years while others may run their course in just a few hours. Leaders can enrich any experience—a training program, an assignment, a relationship, or even a conversation—by ensuring the elements of assessment, challenge, and support are present.¹⁷ Maximum benefit occurs not when subordinates are able to just “survive” these experiences one after another, but rather when they can benefit from routine assessment and feedback and the opportunity to learn from and apply these lessons.

A common theme among many of today’s leader development programs is to provide young leaders

opportunities to learn *how* to think rather than merely learning *what* to think. To this end, experiences meant to encourage innovation, ingenuity, initiative, and adaptability are generally viewed as not only worthwhile objectives for leader development activities, but also highly desirable leader attributes.

For the past several years, the Army’s Asymmetric Warfare Group has focused on how to achieve adaptability as a training outcome. The group asserts that it is possible to design training that enhances the adaptability of individuals and teams by introducing opportunities to test and demonstrate their confidence, practice decision making, practice innovative problem solving, and/or demonstrate initiative—all with an awareness of accountability for their actions.¹⁸

In Asymmetric Warfare Group’s two-week course, the Asymmetric Warfare Adaptive Leader Program, instructors teach student leaders to design training “at the threshold of failure” in order to enhance adaptability and achieve maximum growth (Figure 2).¹⁹ Like the Center of Creative Leadership

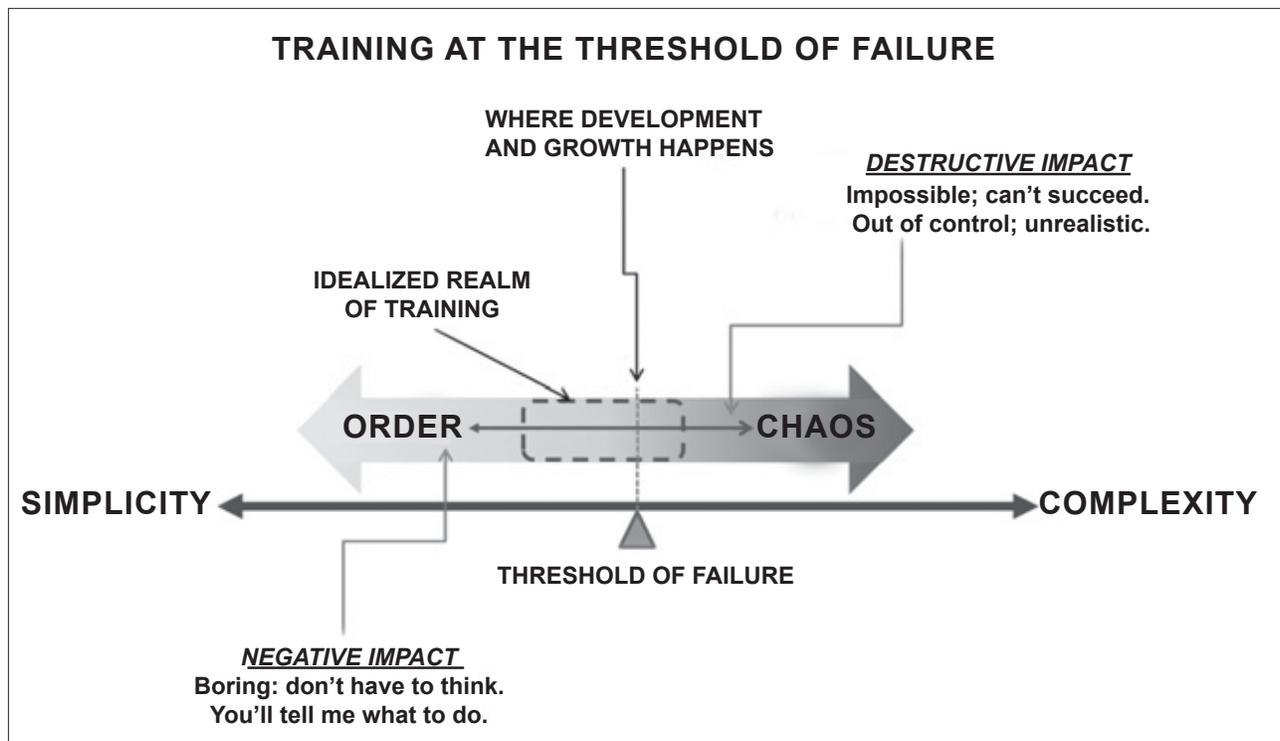


Figure 2
 “Training at the Threshold of Failure” model
 (Asymmetric Warfare Adaptive Leader Program).

model, which calls for a challenging “stretch experience,” the Asymmetric Warfare Group believes participants should come as close to failure as possible to achieve maximum growth and learning. By adjusting scenario conditions and creating a “sweet spot” between order and chaos and simplicity and complexity, leaders can modify the experience to better align it with the competence and/or developmental needs of the individual or group.²⁰

Busy training calendars and pre-deployment timelines can force training conditions to one side or the other of the “idealized realm of training” depicted in Figure 2. Training conditions that provide few opportunities for subordinates to exercise initiative, overcome adversity, consider innovative solutions, or taste failure may not achieve maximum growth and are not likely to become a crucible experience for most participants. Conversely, attempting to accomplish too many training objectives in one exercise, failing to properly gauge the readiness of units and leaders to accomplish certain tasks, or providing inadequate support and guidance during execution will likely have a destructive impact.

Integrating Developmental Experiences into a Systematic Approach

No matter how well-designed or robust an individual developmental experience or crucible might be, no single event achieves complete development.²¹ Development is most effective when lessons from one experience can be linked to and reinforced by other experiences. Behavioral change typically occurs gradually, as developmental experiences are linked to one another in the context of a larger, continuous process.²²

Leaders can create a systematic approach to progressive development by exposing subordinates to a variety of experiences over time within an organizational context (Figure 3).²³ A key aspect of this approach is the recognition that people do not all develop in the same way. Some individuals can learn different things from the same experience, and some may assimilate key lessons more readily than others.²⁴ Engaged and perceptive leaders recognize these differences in individual progress and incorporate them into the feedback they provide and the design and timing of subsequent developmen-

tal experiences. While the Army offers numerous potential development opportunities, the ultimate objective, and most important job for leaders, is creating and aligning these experiences based on the individual needs of their subordinates.

Leading to Develop: A Transformational vs. Solely Transactional Approach

While commanding a battalion, I recall describing an effective leader as one who “dealt with people and solved problems” better than his or her peers. Furthermore, I believed a successful leader had to demonstrate skill in “determining what was important and then seeing that it got done.” While I still agree with these relatively simple principles, I now recognize them as incomplete because they address only the transactional nature of effective leadership. Incorporating the transformational aspect adds a longer-term view and emphasizes individual development as a key part of task accomplishment.

As leaders mature, they must recognize their role not only in *managing* human capital to accomplish the mission (the transactional component), but also in *cultivating and enriching* that human capital to make it more valuable in accomplishing the missions of the future (the transformational component). Retired Lieutenant General Walt Ulmer, Jr., a respected authority on leadership and leader development

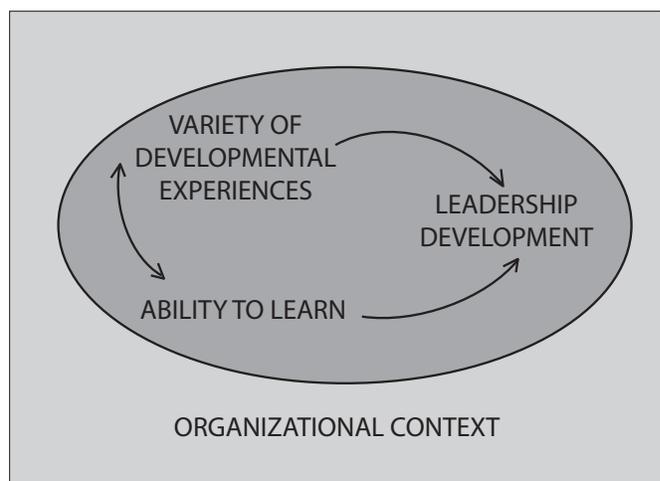


Figure 3
The Development Process
(Center for Creative Leadership).

in both military and civilian circles, describes transformational leadership as applying the “enlightened use of inspiration, communication, and understanding of human behavior to motivate subordinates to achieve more than could ordinarily be expected.”²⁵

At their best, transformational leaders go well beyond the transaction of task accomplishment and convert their followers into leaders themselves by making them feel valued, helping them understand and find meaning in their contributions, and fostering a sense of ownership in the bigger picture of what the organization is doing.²⁶ Leaders successful in applying this approach are more effective at converting the lessons of crucible events into truly transformational experiences that result in growth and improved performance over time.²⁷

As leaders identify opportunities to integrate leader development lessons across the full range of unit-level activities, they soon realize many of the lessons can be viewed as “teachable moments.” Respected advocate and prominent author Noel Tichy believes that leaders who approach every meeting, every training leader development event, every job assignment, and every decision with developing others in mind will find teaching and leading to be strongly linked.²⁸ Tichy further emphasizes this connection by declaring that “for winning leaders, teaching is not a now-and-then sideline activity. It is *how* they lead and at the heart of everything they do.”²⁹ The result is that leader development may not be something one can see on a calendar or log the number of hours devoted to it in a given day or week. Instead, leader development permeates the very culture of a unit; embedded in all aspects of how the unit and its leaders approach accomplishing their missions. In the very best units, every day is “leader development day.”

In the very best units, every day is “leader development day.”

Reducing the Disparity between Leader Development Experiences in Units

The consensus among private sector leader development professionals is that 70 percent of leader development occurs on the job, 20 percent is the result of their interactions with other people (peers, mentors), and 10 percent comes from training courses.³⁰ Similarly, Army leaders spend the majority of their time, 70-80 percent of a typical career, in units and consistently refer to the experience they gain in the operational domain as most effective in contributing to their development as leaders.³¹ A 2008 study conducted by Rand’s Arroyo Center (Leader Development in Army Units: Views from the Field) surveyed over 450 officers (captain through colonel) from several captains’ career courses, the Command and General Staff College, the National Training Center, the Army War College, and the National Defense University and focused its inquiries on leader development activities in the officers’ last operational unit.³² Officer feedback indicated a wide disparity between individual leader development experiences—from excellent to non-existent.³³ While the RAND Arroyo team found ample evidence of unit-level leader development activities, there was “no set of activities they could characterize as a standard or typical leader development program.”³⁴ Experiences differed not only between units, but also within units, and were based primarily on the attitude, capability, and approach of the commander (primarily battalion/squadron level).³⁵

Noting this variation, the study concluded that while a “one-size-fits-all” approach to unit-level leader development was not practical or prudent, the unit commander clearly set the tone, developed and shepherded the program, and was most responsible for its perceived effectiveness.³⁶ Yet study results and junior leader feedback clearly illustrate a wide range in commanders’ ability to design, implement, and execute programs and activities that sufficiently stimulate and encourage subordinates. From understanding the broad approach of a good program, to acknowledging the scope of their responsibilities to design, monitor, and assess the experiential learning within their

organizations, leaders from captain through colonel demonstrated a wide range of awareness and abilities.³⁷

Recent CASAL trends reinforced the Rand findings with many commanders expressing difficulties in implementing leader development programs, specifically needing help prioritizing, fostering, and supporting leader development initiatives in their units.³⁸ Further highlighting the lack of consistency in both programs and results, CASAL recommendations stated that commanders could benefit from knowing “what right looks like” in terms of designing and implementing a unit-level leader development program.³⁹ The implication is not that the Army’s process for selecting battalion and brigade-level commanders is flawed, but instead that merely being a good leader does not necessarily make one a good leader developer.

Leaders are the product of their experiences. Most commanders rely heavily on superiors, mentors, and peers to help shape their leader behavior and draw primarily upon their past leader development experiences—both positive and negative—as they design and execute their own programs.⁴⁰ However, given the disparity in the effectiveness of unit programs and the developmental abilities of the commanders who lead them, there is value in attempting to raise awareness and improve results through increased training and education. While informal interaction amongst senior leaders governs this process today, time and energy invested in a more structured process could conceivably raise both leader confidence and the perceived effectiveness among subordinates.

From understanding what meaningful development experiences consist of to recognizing the value of connecting these events in the broad context of a unit-level program, the Army could leverage this opportunity to ensure its future commanders understand their pivotal role and inherent responsibilities in leader development. Facilitating this professional dialogue and nesting it with current precommand course instruction would allow the Army to give its soon-to-be commanders a better appreciation for the “science” of leader development and better prepare them to immediately apply the “art” upon assuming command.

For example, without necessarily prescribing a single solution, products like the one in

Figure 4 could guide a discussion on the holistic or campaign-like approach to unit-level leader development given the 24-36 month tour of a typical junior officer. By illustrating the breadth, depth, and interconnectedness of potential developmental experiences, commanders could begin to envision what their own programs might look like given unit-specific conditions and variables. Additional discussions could showcase products like the *Commander’s Handbook for Unit Leader Development* and the recently published *Leader Development Improvement Guide*, both developed by the Center for Army Leadership to address deficiencies noted in recent CASALs. Simple exercises highlighting their intended purpose and usefulness would expand commanders’ developmental tool kits. Expanding on a CASAL recommendation, commanders could also gain a better appreciation for the capability and flexibility of the Army’s Multi-Source Assessment and Feedback system during this structured dialogue. More than just a tool for 360-degree feedback for individuals, the assessment and feedback system can be used to design a unit-level feedback event to gain insight into the aggregate strengths and developmental needs of a particular leader audience (e.g., by rank or position) and therefore focus leader development activities.⁴¹ Coaching future battalion and brigade-level commanders on “what right looks like” with respect to these and other leader development approaches while resourcing them with knowledge, tools, and assistance from subject-matter experts can help our talented leaders become better leader developers and consequently improve the leader development experience in units.⁴²

The Role of Accountability and Enhancing its Effectiveness

Fundamental leadership doctrine declares that a lack of true accountability often results in less effective or inconsistent results and frustrated or dissatisfied leaders and followers.⁴³ A 2001 review of industry best practices in leadership development by the Army Research Institute acknowledged that the “presence of an influential champion” appeared to be the most important principle in successful leadership development



Figure 4

efforts.⁴⁴ Soldiers do what leaders check—and junior leaders do what senior leaders check. While all senior leaders arguably understand the importance of leader development as well as their responsibility to develop their subordinates, expanded senior leader accountability can reduce inconsistencies across units. This accountability can take on many forms: guidance, emphasis, personal example, spot-checks, rewards and recognition, allocation of resources, empowering junior leaders to plan and conduct training, the active sharing of best practices, and others. However, it must go beyond merely establishing a positive command climate and stating that leader development is important.

A key form of senior leader support for leader development is their personal example, demonstrated

by developing their own subordinates and holding their subordinates accountable for doing the same.⁴⁵ Through their actions rather than merely words, senior leaders must convince their subordinates that developing leaders is good for them in the short and long term and that creating a system for developing leaders is best for the organization as well as the Army.⁴⁶ Additionally, senior leaders must find innovative ways to measure and reward their subordinates' true contributions toward developing leaders for the future. As important, and perhaps more difficult, senior leaders must influence the behavior of those leaders seen as not adequately contributing to the development of their subordinates. Jack Welch, former chief executive officer of General Electric, had trouble

getting his subordinate leaders to share his passion for leader development until he started stripping power from those who did not develop their subordinates.⁴⁷ When considering individual leaders for promotion, Ford Motor Company now requires prospective leaders to declare which of their subordinates they have developed sufficiently to assume their position before they themselves are fully considered for promotion.⁴⁸

Based on the Army's long-term, process-centric approach to leader development, evaluating the true impact of present day programs and activities is often difficult. Ideally, a battalion commander's investment in developing his lieutenants would be measured by how many of them became battalion commanders themselves a decade later. Similarly, a brigade commander's impact on cultivating the next generation of field grade officers would be at least partially measured by the percentage of captains serving under his or her leadership who elected to leave the Army before being promoted to major.

Obviously, senior leaders cannot wait for downstream indicators like these, but with a long-term view in mind, the personal example they set, the questions they ask, the things they check, and the feedback they give on subordinate unit leader development programs and activities can have valuable impacts today. For example, a division commander could both assess and influence brigade and battalion commander emphasis on one aspect of leader development by asking his personnel officer to tell him how many captains and majors across the division's subordinate units were headed to recognized broadening assignments after their key and developmental time. Likewise, senior leaders might spend less time observing the actual execution of a particular training exercise and more time examining how the leaders attempted to shape the outcome of the event through leader training beforehand by coaching the importance of well-constructed, leader-driven after-action reviews or by ensuring leaders dedicated adequate time to retraining. Their demonstrated interest and focused curiosity alone speak volumes and, over time, communicate a consistent desire to instill a leader development culture across their organization.

It is not hard to imagine how these and other related leader behaviors would expand accountability and result in subordinate commanders thinking more broadly about how they are developing the various audiences of junior leaders under their care. The well-known studies on division-level leadership conducted in 2004 and 2010 underscore how quickly a division commander's behavior, preferences, and priorities become known down to battalion and lower levels.⁴⁹ Some might view these techniques as simply good leadership, but results from both the Rand and CASAL studies clearly illustrate inconsistency across the Army and therefore an opportunity for improvement.⁵⁰

Leader Development: Cultivating Human Capital for the Army of 2020 and Beyond

Over the past decade, Army leaders have performed superbly while fighting two wars under a demanding operational tempo.⁵¹ Countless examples of valor, integrity, fortitude, and compassion illustrate the talent, depth, and versatility of Army leaders at all levels, but we must not rest on our laurels. As today's leaders ready the next generation to lead the Army of 2020 and beyond, the Army must leverage doctrine and the capability still resident in the force to improve the consistency and results of unit-level leader development efforts.

This crucial endeavor must go beyond merely reinvigorating efforts to ensure the Army continues to develop quality leaders at all levels. More completely, it must be about training great Army leaders to also be great leader developers and fostering an organizational culture where the next generation sees it as a primary responsibility, indeed a duty of theirs, to develop the generation behind them. By increasing awareness of the process of leader development, training and educating commanders to understand the art and science of design, executing first-rate leader development programs, and enhancing senior leader accountability of unit-level leader development activities, the Army can improve the quality and consistency of leader development in units, ensuring future leaders reap the benefits of a comprehensive and coherent leader development experience. **MR**

NOTES

1. The Center for Army Leadership, 2011 *Center for Army Leadership Annual Survey of Army Leadership* (CASAL) (Fort Leavenworth, KS: U.S. Army Combined Arms Center, 21 May 2012), 8.
2. Ibid.
3. Ibid., 65.
4. Ibid., 65-69.
5. Army Doctrine Reference Publication (ADRP) 6-22, *Army Leadership* (Washington, DC: U.S. Government Printing Office [GPO], 1 August 2012), 7-9.
6. Ibid.
7. Schirmer, et al., *Leader Development in Army Units: Views from the Field*, A Study for the U.S. Army (Arlington, VA: Rand Corporation, 2008), 70.
8. Jack Phillips, Patricia Pulliam Phillips, and Rebecca Ray, *Measuring Leadership Development: Quantify Your Program's Impact on ROI and Organizational Performance* (New York: McGraw-Hill, 2012), 13.
9. Army Doctrine Publication (ADP) 6-22, *Army Leadership* (Washington, DC: GPO, 1 August 2012), 9.
10. CASAL, 65-69.
11. Noel M. Tichy with Eli Cohen, *The Leadership Engine* (New York: HarperCollins, 2002), 24.
12. ADRP 6-22, 7-9.
13. ADP 6-22, 9.
14. Ellen Van Velsor, Cynthia D. McCauley, and Russ S. Moxley, eds., *The Center for Creative Leadership: Handbook of Leadership Development* (San Francisco, CA: Jossey-Bass, Inc., 1998), 6.
15. Ibid., 223.
16. Robert J. Thomas, *Crucibles of Leadership* (Boston: Harvard Business School Publishing, 2008), 5.
17. Van Velsor, McCauley, and Moxley, 7.
18. U.S. Army Asymmetric Warfare Group, "Asymmetric Warfare Group Leader's Guide for Enhancing Adaptability," memorandum for Asymmetric Warfare Adaptive Leader Program Participants, 15 December 2011, 6.
19. Ibid., 7.
20. Ibid.
21. Van Velsor, McCauley, and Moxley, 223.
22. Ibid., 225.
23. Ibid., 6.
24. David V. Day and John Antonakis, eds., *The Nature of Leadership* 2nd Edition, (Thousand Oaks, CA: Sage Publications, Inc., 2012), 131.
25. Lloyd Matthews and Dale Brown, *The Challenge of Military Leadership* (McLean, VA: Pergamon-Brassey's International Defense Publishers, Inc.), xviii.
26. Bruce J. Avolio and Bernard M. Bass, *Developing Potential Across a Full Range of Leadership: Cases on Transactional and Transformational Leadership* (Mahwah, NJ: Lawrence Erlbaum Associates Publishers, 2002), 1.
27. Robert J. Thomas, *Crucibles of Leadership*, (Boston, Massachusetts: Harvard Business School Publishing, 2008), 6.
28. Tichy and Cohen, 191.
29. Ibid.
30. Center for Army Leadership, Combined Arms Center, *Commander's Handbook for Unit Leader Development* (Fort Leavenworth, KS: 2007), 2.
31. CASAL, 19.
32. Peter Schirmer, et al., *Leader Development in Army Units: Views from the Field*, RAND ARROYO Center, xii.
33. Ibid., 61-63.
34. Ibid., 19.
35. Ibid., 32.
36. Ibid., 61, 63, 70.
37. Ibid., xv.
38. CASAL, 94.
39. Ibid.
40. Schirmer, et al, 62.
41. CASAL, 96.
42. Ibid., 95.
43. Brian Dive, *The Accountable Leader* (Philadelphia: Kogan Page Limited: 2008), 12.
44. David V. Day and Stanley M. Halpin, *Leadership Development: A Review of Industry Best Practices*, U.S. Army Research Institute (ARI) for the Behavioral and Social Sciences, April 2001, viii.
45. ADRP 7-0, *Training Units and Developing Leaders* (Washington, DC: GPO, 23 August 2012), 2-3.
46. Tichy and Cohen, 191.
47. Ibid.
48. Keith H. Hammonds, "Grassroots Leadership—Ford Motor Co.," 31 March 2008, linked from *Fast Company* Home Page at "Features," <<http://www.fast-company.com/39347/grassroots-leadership-ford-motor-co>> (12 November 2012).
49. Walter F. Ulmer, et al., *Leadership Lessons at Division Command Level—2004*, Carlise Barracks, PA: U.S. Army War College, 5 November 2004; Walter F. Ulmer, et al., *Leadership Lessons at Division Command Level—2010*.
50. CASAL, 91-96; Schirmer, et al., 61-72.
51. *Army Profession Campaign Annual Report*, Center for the Army Profession and Ethic, 2 April 2012, 12.

Military Review



"Military Review is an important forum that helps shape the dialogue of our profession."
 - GEN Raymond T. Odierno

Military Review is a refereed journal that provides a forum for original thought and debate on the art and science of land warfare and other issues of current interest to the U.S. Army and the Department of Defense. Military Review also supports the education, training, doctrine development, and integration missions of the Combined Arms Center, Fort Leavenworth, Kansas.

Want to comment? Military Review is on Facebook

The official Military Review Facebook site is now available for readers to comment on the overall layout, design or content of the magazine. We encourage professional discussion and debate on specific articles published in the Military Review. To comment, go to our webpage at <http://militaryreview.army.mil/> and click on the Facebook icon.

"Out-of-the-box thinking from deep inside the Army box."
 - Armed Forces Journal