

MILITARY LEADERSHIP- THE CHANGING PARADIGM

Despite the scope and speed of societal and technological transformation, war itself will remain a constant in which life, death, and personal sacrifice ultimately determine victory in combat. If history is any guide, sustaining an effective military culture in this time of transformation will require the support of timeless values and resources coupled with an improved capacity for rapid adaptation to changing circumstances.

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Introduction

The 21st century environment is one of unprecedented complexity, ambiguity, speed and organizational change. Conceptual skills provide the capacity to perform effectively in these conditions. Leaders must become versatile, flexible, adaptive and innovative to remain effective in the new millennium. The pattern of hierarchical leadership of the past are not well suited to the global complexity, rapid change, interdependence and multifaceted challenges. In the information age future leaders will act in the capacity of facilitators, coaches, designers and teachers. The new leadership paradigm is transforming the role of followers and revolutionizing the design of organizations for the twenty first century. A basic premise of collaborative leadership is the recognition that no one person has the solutions. Collective action is based on shared vision, ownership, mutual values and respect.

The technological revolution is likely to intensify. This will not only lead to new weapon systems, but information warfare which will change the nature of war. Today, effective leaders drive change to take advantage of emerging technology. In 2030 successful leaders will probably need about the same mixture of tactical leaders, staff officers, and senior decisionmakers we have today. But without changing the way they are prepared, there will be an increasing number of tactical level commanders who are unable to take full advantage of new warfighting technologies or cope with increasingly complex personnel problems, staff officers who are controlled by the bureaucracy rather than controlling it, and senior level decisionmakers who are captives of institutional decisionmaking processes. The world is rapidly changing. The leadership team of 2030 is being created now. It will mature over the next three decades. What we need is a clear development concept to guide its progress toward 2030. The human dimension of warfare will always remain preeminent. War is uncertain, mentally complex, physically demanding, and an intensely emotional experience. Physically and mentally tough, competent and confident, highly trained, knowledgeable and disciplined, multifaceted, adaptive, — these are the characteristics of successful leaders in the twenty first century. The question we face is how to build an officer corps for such an environment

In any Army, in any time, the purpose of "leadership" is to get the job done. Desirable qualities and skills may vary a bit, but the basic formula for leader success has changed little in 2000 years. Today, we face significant challenges none more critical than developing 21st century leadership. What issues will confront future leaders?

What qualities and skills will they need to meet the challenges? How should young officers be prepared for leadership roles? These are tough questions that leadership needs to consider today. Personal leadership skills will remain essential for the officer of the 21st century. Leaders must think strategically, impart organizational goals, foster group cohesion, enforce discipline, and make pragmatic decisions in stressful situations. There is no substitute for hands on guidance when training, motivating, and directing people. Nevertheless, leadership will be different in 2030.

We are getting into Fourth Generation Warfare. Armed Forces at the lowest tactical levels have to make potentially strategic level decisions as they carry out increasingly complex missions in a significantly expanded professional jurisdiction. In addition to traditional warfighting, Army leaders from top to bottom must be able to deal with the increased political and cultural complexities of proxy war, CI operations, peace operations, forward presence and engagement, internal security and disaster management. Our young officers are routinely thrust into volatile, uncertain, complex, and ambiguous situations in which more is demanded of them in terms of intellect, initiative, and leadership than was normally seen during the conventional warfare era.

If we are to produce a generation of leaders capable of operating in the 21st century, not only must the thrust of education change but also so must the methods we use to educate. We must introduce innovative instructional delivery methods across a range of disciplines around analytical & critical thinking, cooperative learning, mentoring, case studies, role playing and simulations in order to produce leaders who know intuitively how to think and make high-quality decisions. A premium must be placed on leader development and decision-making.

Future Warfare Trends

Neither a wise nor a brave man lies down on the tracks of history to wait for the train of the future to run over him.

---Dwight D. Eisenhower

Key trends in military technology have the potential to dramatically alter the nature of warfare and the characteristics of the future threat. The impact of applied automation and computers, electromagnetic warfare, brilliant sensors, and the other technologies signal the rise of a military-techno culture in which time, space, speed, and other fundamental conditions are radically changed. The future operating environment will be¹ :-

- Less predictable and diversity will increase both within and outside the armed forces.
- Characterised by higher political/public visibility from media presence and speed of communications. Increased visibility may result in higher potential for immediate interference and critical scrutiny of leader decisions and actions.
- More urban rendering some weapons and equipment ineffective.

- Marked by more complex chains of command.
- Having information overload. Leaders will have to make decisions at all levels and sort out critical information from high volumes of data.
- All leaders should have a shared view of the goals of the mission at all stages and have confidence that soldiers have a shared set of core values and ethics.
- Levels of uncertainty and ambiguity will be higher.
- More difficult to distinguish friend from enemy; military from civilian.
- Focus on knowledge. Most valuable asset in the 21st century is the knowledge worker(Drucker). Wealth is moving from industry to knowledge and services. How can we leverage this growth in knowledge?
- Impact recruiting specially officers. Outsourcing will increase dramatically, Contractors will be conspicuously present in the battlefield.
- Interwoven with continued technology growth. Use of computers, cellular phones and internet will continue to grow exponentially. How can we use these digital systems for leadership development?

Fourth Generation Warfare

Whenever you advise a ruler in the way of Tao,
Counsel him not to use force to conquer the universe.
For this would only cause resistance.
Thorn bushes spring up wherever the army has passed.
Lean years follow in the wake of a great war.
Just do what needs to be done.
Never take advantage of power.

Generations of War². First Generation war was fought with line and column tactics. The First Generation battlefield was usually a battlefield of order, and the battlefield of order created a culture of order in state militaries. Second Generation war was developed by the French Army during and after World War I. It dealt with the increasing disorder of the battlefield by attempting to impose order on it. Second Generation war, relied on centrally controlled indirect artillery fire, carefully synchronized with infantry, cavalry and aviation, to destroy the enemy by killing his soldiers and blowing up his equipment. Third Generation war, also called maneuver warfare, was developed by the German Army during World War two. Third Generation war relied less on firepower than on speed and tempo.

Fourth Generation Warfare(4GW)³ has changed everything. It pits nations against non-national organizations and networks -- including oppressed ethnic groups, mafias, narco-traffickers and extremist quasi-religious cults. 4GW is the chosen weapon of the weak, the downtrodden, the criminal and the fanatic. Its evolutionary roots may lie in guerrilla warfare, the Leninist theory of insurrection, and old fashioned terrorism, but it

is rendered more pervasive by the technologies that the age of computers and mass communication has provided.

It uses all available networks—political, economic, social and military to convince the enemy's political decision makers that their strategic goals are either unachievable or too costly for the perceived benefit. It will be nonlinear, possibly to the point of having no definable battlefields or fronts. The distinction between "civilian" and "military" may disappear. Tactically, fourth generation war will be fought in a complex arena of low-intensity conflict, include tactics/techniques from earlier generations, be fought across the spectrum of political, social, economic, and military networks, be fought worldwide through these networks and involve a mix of national, international, transnational, and subnational actors.

Leadership Imperatives⁴. What do we need to do to prepare our leaders for this 4GW? How can we provide the requisite education and strategic decisionmaking competencies to successfully accomplish these missions? Given its expanded jurisdiction, what should the armed forces as a profession be doing in terms of education, ethics, oversight, and credentialing. Proficiency in 4GW requires leaders to be able to operate comfortably in a decentralized organizational structure, lead in the absence of SOPs or regulations, understand and thrive in a chaotic environment. They also need to not only process a vast quantity of information rapidly but discriminate between what information is relevant and what is not; then form logical decisions. There are several new sciences that would form the foundation for the reform of our current officer education system. Complexity, Chaos Theory, Network Science and Information Technology should be an integral part of the core curriculum.

These changes point to another of the dilemmas that typify Fourth Generation war: what succeeds on the tactical level can easily be counter-productive at the operational and, especially, strategic levels. For example, by using their overwhelming firepower at the tactical level, soldiers may in some cases intimidate the local population into fearing them and leaving them alone. But fear and hate are closely related, and if the local population ends up hating security forces, that works toward our strategic defeat. That is why in Northern Ireland, British troops are not allowed to return fire unless they are actually taking casualties. The Israeli military historian Martin van Creveld argues that one reason the British have not lost in Northern Ireland is that they have taken more casualties than they have inflicted

As former Commandant of the U.S. Army War College, Major General (Retd) Robert Scales pronounced during a recent testimony before the US House Armed Services Committee, "So far we have spent billions to gain a few additional meters of precision, knots of speed or bits of bandwidth. Some of that money might be better spent in improving how well our military thinks and studies war in an effort to create a parallel transformational universe based on cognition and cultural awareness. Today's junior leaders require a robust ability to understand and effectively influence individual and group dynamics across a wide spectrum of cultures. To arm junior officers and provide them the tools needed to succeed as platoon leaders and company commanders as well as negotiators and village mayors, Army training and education must provide them an advanced understanding of human dynamics. One way to fill this new requirement is to establish a voluntary graduate level education program, possibly a partnership program with local universities, which provides young officers the

opportunity to study these critical skills while simultaneously acquiring the necessary military skills they receive at training institutes. War is a thinking man's game and only those who take the time to study war are likely to fight it competently. Soldiers need time for reflection, time to learn, teach, research and write. In this new age of warfare we must do more to prepare soldiers to think as well as act.”

Officer education and training for Fourth Generation war must be based on quality, not quantity, at every grade level. The rule should be, "Better no officer than a bad officer." Training Institutions must constantly put students in difficult, unexpected situations, then require them to decide and act under time pressure. Schooling must take students out of their "comfort zones." Stress, mental and moral as well as physical, must be constant.

Generation X Leaders

Generation Xers⁵, born between 1960 and 1977, appear to have a skeptical outlook on work, yet they possess certain qualities that are in high demand by today's organizations. As a rule, they are flexible, action-oriented, independent, self-directed, technically competent and comfortable with the constantly changing nature of work today. They strive for a healthy balance among work, life, and relationships. Sometimes interpreted as lacking respect, they are often unimpressed with status and authority. They are financially savvy, fascinated by the possibilities of technology, and represent a culturally diverse population.

Members of "Generation Y, are born between 1978 and 1984. This generation seems to thrive on challenging work and creative expression, loves freedom and flexibility and hates micromanagement. They are fiercely loyal to managers who are knowledgeable who act as caring coaches who can mentor and help them achieve their goals.

Leadership Implications. 25 years ago, TISCO/TELCO was considered the most valuable Indian corporation, whose primary assets were steel/vehicle factories. Today's most valuable corporation may be Infosys, whose most valuable assets go home every night. Organizations that want those human assets to return every morning must pay attention to the work environment and their leadership practices. Research shows that "respect for differences in people" is one of the most important qualities of a successful leader.

Today's younger workforce embraces a style of leadership that emphasizes the power of collective responsibility, cooperation among diverse individuals, sensitivity toward others, and equal participation by all regardless of their authority or position. Traditional "top-down" notions of leadership are least appealing to this group of Americans. Leonard Wong, in his study *Generations Apart: Xers and Boomers in the Officer Corps*, deems direct leadership by senior leaders as the main stopgap in mitigating the Xers' (junior officers) aversion to hierarchical leadership. Senior leaders play an important role since the younger force desires interaction with senior leadership. A vital step building this relationship might begin with how we look at mentoring. Wong concludes that the heart of the problem is that "today's senior officers do not understand today's junior officers or their perspective." Senior officers would be advised to talk *with* (not to) junior officers. Mentoring should not be

synonymous with performance or mandatory periodic counseling, but senior officers (not necessarily in the chain of command) taking interest in the lives of junior officers. Of course, junior officers will be guarded at first, but once they see that the senior officer is not doing this just out of concern for the mission or even the unit [but concern for the individual], they will begin to search out mentors.

A Captain (now Major) used to be merely a small cog of a much larger wheel and contact with a senior officer was rare. Today, a Major can be the pseudo-mayor of a town. E-mail and the Internet keep these junior officers well informed of issues and well connected with peers and senior officers. As a result, junior officers now interact much more with senior officers because the unstable world situation demands it and advances in technology allow it. This increased interaction serves to highlight any generational differences between the ranks and often results in debilitating conflict within the Army. Senior officers are aware of the issue. No wonder the Vice Chief of US Army in a message to field commanders stated :

I need your help in convincing these young warriors that there is a bright light at the end of the tunnel. Listen to their concerns, and let them know what we are doing to address them. We know that many of their concerns are similar to those we had as junior officers; so share with them what it was like when you were a captain—when you stood in their shoes and faced similar hard career decisions.

Contemporary Civil Best Practices

What determines your destiny is not the hand you're dealt ; it's how you play your hand. And the best way to play your hand is face reality—to see the world as it really is—and act accordingly.

Jack Welch, CEO General Electric

Peter Drucker, the writer, management consultant and university professor whom the Harvard Business Review calls the "Father of modern management", defines eight practices he's observed which separate a successful leader from an ineffective one. He writes,

They ask: "What needs to be done?"

They ask: "What is right for the enterprise?"

They develop action plans.

They take responsibility for decisions.

They take responsibility for communicating.

They focus on opportunities rather than problems.

They run productive meetings.

They think and say "we" rather than "I."

According to Drucker, the first two practices provide the necessary information, the next four help convert knowledge into effective action and the last two ensure that an entire organization feels responsible and accountable.

Leaders as Businessmen. In the future, military leaders must be world class businessmen. Force planning will require consideration of all options including

nonmilitary alternatives. Tradeoffs that must be made to optimize force structure will be at least as challenging as those of today. Senior leaders will need an understanding of the budget process and knowledge of cost and systems analysis. Those officers who have force planning and budget expertise will be prepared to serve as senior decisionmakers while those without it will be relegated to lesser roles.

INDUSTRY LEADERSHIP TRAINING/EVALUATION PRACTICES. The four key attributes needed in future business and military leaders are the following:-

- ✓ Leadership and professional competencies characterized by
 - cognitive capability to work across a variety of cultures and understand the impact of structure and design on organizational and team development.
 - cognitive capability to think critically and develop and communicate a vision that fits within the strategic context of the environments in which they operate.
- ✓ The capability to build military and civilian collaborative efforts.
- ✓ Character accentuated by core values and ethical decision making.
- ✓ A comfort with taking prudent risks.

Emerging Competencies

It became clear to me that at the age of 58 I would have to learn new tricks that were not taught in the military manuals or on the battlefield. In this position I am a political soldier and will have to put my training in rapping-out orders and making snap decisions on the back burner, and have to learn the arts of persuasion and guile. I must become an expert in a whole new set of skills.

- George C. Marshall

Leaders now must deal with an entirely new set of intellectual, cultural and equipment challenges that were not present even a decade ago. These challenges plus the advent of digital information systems that allow communications at rates and to places never before possible and way more data than a normal human can deal with, all require substantial changes in the skills required of leaders as well. Traditional leadership techniques and practices simply will not suffice in years to come. Leaders must therefore be able to think on their feet, make rapid and accurate decisions, take the initiative, be more aware of their capabilities and adapt instantly to rapidly changing even chaotic situations using divergent thinking to process enormous amounts of information to reach an acceptable solution that will deal effectively with the circumstances.

Figure 1 compares traditional leadership skills with those required for success in the near future⁶.

Required Battlefield Leader Skills



Figure 1. Skill Comparison

Figure 2 below gives out the emerging competencies expected out of next generation leaders

Creating the Next Generation of Leaders: Emerging Competencies

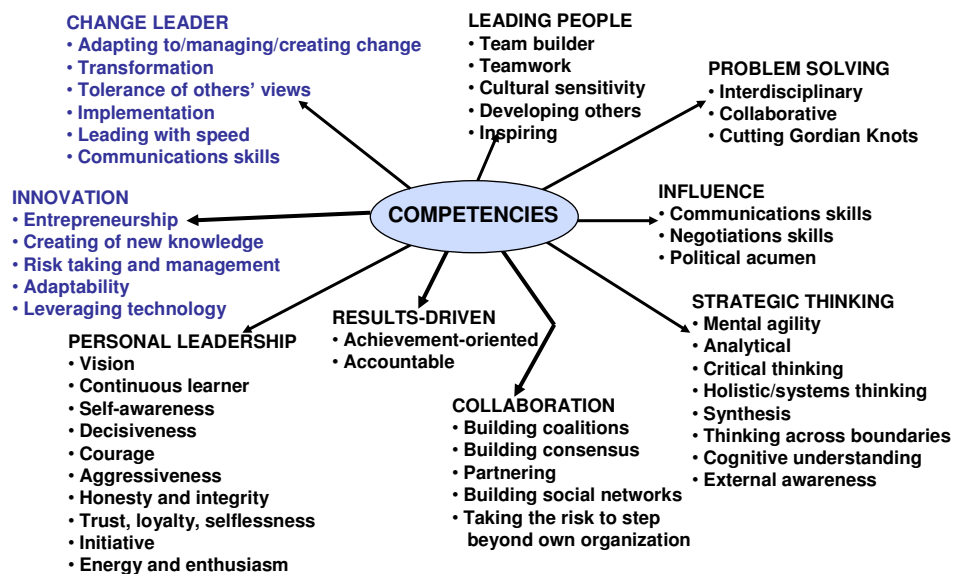


Figure 2. Emerging Competencies

We should be very circumspect of our ability to identify an adequate list of competencies applicable to a rapidly changing operational environment. The danger of

prescriptive lists is that they create the impression that success can be assured by mastering specific competencies. The lists of leader competencies are actually *too* comprehensive. The more we try to describe and prescribe a list of defined, specific competencies, the more we lead away from the agile, adaptive, self-aware leader we want.

US Department of Defense summer study titled “The Military Officer of 2030.” wisely determined that outside of a short list of universal beneficial leadership traits we simply do not know the specifics of the kind of leader we will need in 30 years. It is unwise to attempt to predict the specific traits that will be required. According to the study group, the correct organizational response under such uncertain conditions is to build in as much variation in skills and attributes as tolerable. The idea behind this approach is that with variation you likely will have some in the inventory with the skills needed at any critical point in time, and this gives the organization a population with which to adjust.

We might well be better served by stating that what we really need are leaders who are adept at learning almost anything very quickly, or skilled at recognizing patterns and converting abstract knowledge to action appropriate for a given situation. Leaders need to inspire soldiers and also be able to address the public and the international community through the unblinking eye of the television camera. We must focus on how to think and not what to think.

Adaptability and Agility

The challenge for Army senior leaders is to build agile, perceptive Army to deal with both existing and emerging threats. One way to do that is to minimize bureaucracy. Another is to keep the Army exceedingly close to the soldier and junior leaders in every possible manner. The third is to listen to voices on the front line in shaping Army strategy; after all, they are usually the first to see emerging threats and shifts in the evolution of war. The fourth is to protect the mavericks, those who often drive you crazy with out-of-the box ideas. The fifth is to promote people who support reinvention and innovation and back them up with rewards.

We also should create Adaptability. It is defined as the process by which individuals and groups decide rapidly, almost instinctively, to changes in their situations. Adaptability is a cognitive quality. It cannot be assured by technology alone. Modern technology increases the tempo of war, but it does not assure adaptability. Adaptability has little to do with weapons, munitions, vehicles, platforms. Adaptability and agility are closely related. Both lead to changes in missions, plans, procedures, and outcomes, but adaptability is not constrained by a time dimension. Individuals, groups, and institutions can and most often do adapt slowly to changes. Agility, on the other hand, implies a rapid adaptation to changes in the situation. It is this need for rapid, almost instantaneous changes that govern military operations.

Desired Skill Set of an Adaptive, Self Aware Leader

- Comfortable with being uncomfortable
- Adept at handling massive amounts of information
- Possesses technical savvy
- Able to devise creative solutions to complex challenges - thinkers
- Able to interact with indigenous populations
- Understands 2nd and 3rd order effects of actions – have global implications
- Imbues Warrior Ethos – commands trust and confidence of Soldiers...

“TRAINING FOR CERTAINTY, EDUCATING FOR UNCERTAINTY”

Culture Change

In any change effort, culture plays a vital role, either as a facilitator or a barrier. Leaders must learn to harness the positive dimensions of a culture in the change efforts. Culture is a long-term, complex phenomenon. Individual leaders cannot easily create or change culture. It is part of the organization. It influences the characteristics of the climate by its effect on the behavior and the thought processes of the leader. While strategic leaders focus their attention on organizational culture, they are also responsible for the climate of the organization over which they exert the most direct influence.

The evolution of today's culture to future army culture and how to facilitate these traits are given in Figure 3 below.

<u>Today's Culture</u>		<u>Future Army Culture</u>		<u>How to do it</u>
Stress process		Stress innovation		Stabilization and unit manning will achieve "what right looks like"
Forecasting		Experimentation		Army training ests need to also become centers of experimentation evolving tactics and techniques
Risk aversion		Prudent risk-taking		Contributions need to be highlighted and rewarded
Bureaucratic		Agility		Evaluation reports need to focus on short term as well as long term contributions to the larger organization up to the Army level
Top-down		Feedback loops		
Rank equals success		Contribution valued		
Change is criticism = adherence to process ensures success		Change is evolutionary = as long as objectives are achieved		

Figure 3. Evolution of Culture

RMA, IT and LEADERSHIP

As the general became more and more bound to his office, and, consequently, divorced from his men, he relied for contact not upon the personal factor, but upon the mechanical telegraph and telephone. They could establish contact, but they could accomplish this only by dragging subordinate commanders out of the firing line, or more often persuading them not to go into it, so that they might be at the beck and call of their superiors. In the World War nothing was more dreadful to witness than a chain of men starting with a battalion commander and ending with an army commander sitting in telephone boxes, improvised or actual, talking, talking, talking, in place of leading, leading, leading.

Generalship: its Diseases and their Cure by Maj Gen JFC Fuller

The new society -- variously called information society, knowledge society or networked society -- is marked by four key structural changes reshaping leadership : rapid and far reaching technological changes, especially the digitalization of information and communications technology (ICTs); accelerated globalization; a shift toward knowledge as the central factor of production ; and more distributed, less hierarchical organizational forms with greatly accelerated movement within and across organizations and sectors. In this highly dynamic environment, leadership innovation and adaptability are critical, especially the leader's capacity to channel the right knowledge to the right people at the right time in the right place.

Leadership in the Digital Age needs new attitudes, new skills, and new knowledge gained through unique professional experiences. In reality, leaders must consider a system's capabilities and limitations. A leader should stay abreast of technology trends. Major newspapers such as the Hindu feature good technology columns, and the Internet sites like Wikipedia provides answer to most of the questions. These must be utilised.

Advances in communications and computer technology are fueling a revolution in civilian and military affairs. Military operations within the information domain will become as important as those conducted in the domains of sea, land, air, and space. The importance of leadership and individual initiative in both capturing technology and exploiting it in combat environments cannot be overemphasized. Synergies created by the use of advanced battle command and control systems, satellites, unmanned aerial vehicles, stealth technology and precision-guided munitions let military forces reach adversaries with fast, efficient accuracy.

These technologies are a double edged sword. The savings in time and cost that they afford may be offset by losses in trust and effective communication. The rapid pace of operations in today's military poses challenges for decision-makers whose ability to sift, digest, synthesize, and transform such information and communication into knowledge, sound decisions, and productive action is severely taxed. Those challenges are magnified by the difficulties of coordinating and managing at a distance. Computers can increase the prospects for over-centralization, micromanagement, and impersonal leadership. The tendency toward micromanagement discourages initiative, decision-making and organizational commitment. E-mail, for example, speeds communication, facilitates time management and can enable extensive sharing of information in a short amount of time. But, it can diminish human interaction, be impersonal, entice the micromanager and place new demands on organization members for mutual trust, information accuracy, and discretion in use of data.

Leaders must balance the need for physical presence with the need for speed and dispersion and choose their medium accordingly. Instead of having one or two channels of communication, leaders now must choose among several different media for communicating orders and intent. New choices require leaders to practice and refine new skills. Electronic communications increase commanders' span of control, but the inspiring and motivating effect of physical presence is diminished. Decentralized control by disconnected decision makers is different from decentralized control by connected decision makers. Being connected is not enough. To be an

effective communicator in each medium—voice, video, graphic image or text—a leader must have certain skills. For example, voice radios require the ability to communicate without nonverbal cues. Since almost 90 percent of human communication is nonverbal, developing this skill requires time and training. Using video teleconferencing may solve some of the nonverbal communication issues, but it also requires diverting bandwidth resources from other uses

Equally important is that IT hasten the day when the authority of the military commander could be questioned on the battlefield—a development with potentially disastrous consequences. Instant communications by soldiers from future battlefields raised a question. *Newsweek* asked years ago, “if soldiers can phone mom or the local newspaper from the middle of the battlefield, what are the implications for maintaining military discipline or secrecy?” To answer such concerns some commanders will attempt to restrict the use of these communications devices. But is this realistic? In a democratic country can one expect to isolate forward-deployed troops from contact with their friends and families, especially when they may have grown up in an environment of instant communications gratification?

Finally, the inculcation of the revolutionary technologies into the armed services might create a generation of “console warriors” who wage war without ever confronting the deadly consequences of their actions. Statesmen and soldiers should not assume that such combatants will automatically share the military’s traditional values that restrain illegal and immoral conduct in war.

The technology genie is out to stay. Leaders must learn to use technology or risk being used by it. Information technology is no silver bullet for instant battlefield success. Nothing will replace a leader's ability to think critically or inspire and motivate through physical presence. However, in our effort to capture the leading edge of the information age, it is important to remember that at night, in the rains, attacking uphill in the mud, it is the quality of the leadership, not the speed of the processor, that will carry the battle.

Education and Training

“Warfare is becoming **more complex** at **lower** and **lower levels**, and our **professional military education** system must continue to **evolve** to develop the thinking warriors the future will require. I understand that the way your career timelines are managed now, we can not just add more educational requirements without relieving some of the other demands on your time. I think eventually **reconciling** this **tension** between **professional education** and **other assignments required for career development** is going to **require** a **fundamental reassessment** of what an **Army career means** and **how success is measured.**”

Congressman Ike Skelton
Remarks to Space & Missile Defense
Symposium and Exhibition Dinner,
Association of the United States Army
(8 December 2004)

The professional Army officer must of course be firmly grounded in the fundamentals of tactics, technology, and leadership. These are clearly the basics. But integrated into officer development we also need a more holistic educational approach that imbibes a notion of "lifelong learning" to the profession. Greater fusion between education and training is needed. Young officers leading tactical units deployed far from higher headquarters are making decisions that have far-reaching strategic implications. While wars have become more complex, responsibility for those who fight them has increasingly slipped down the chain of command to junior personnel. Yet these young, inexperienced leaders have little time to prepare themselves to make strategic decisions.

As Army transforms to meet emerging security challenges, and we ponder new weaponry, formations, doctrine, and training, it is imperative we also examine our approach to educating our officers. The Armed Forces should place a higher value on education and on its officers who are educators. One easy and clear way to demonstrate this would be by increasing the value it places in instructor assignments in training establishments. Of the 34 corps commanders who led the American Army to victory in World War II, 31 had taught in the Army school system. They were able to apply the professional knowledge they had developed over years of teaching into the practical business of raising a force, training troops, and leading them successfully in combat

The Army should consider a broader approach to officer education and professionalism strategy, as indicated in figure 4 below⁷. As an officer rises in rank, his training requirements decrease, while his corresponding education requirements increase.

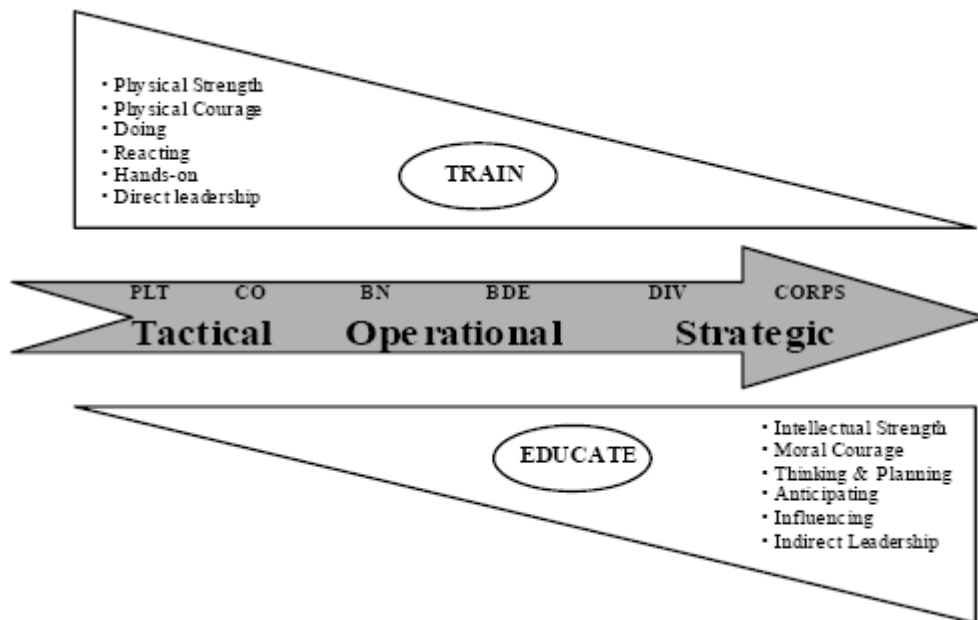


Figure 4. Training and Educational Development

Every military leader, particularly those who practice the art of war, must be given every opportunity to study war. Every soldier, regardless of grade or specialty, should be given unfettered access to the best, most inclusive programs of war studies. And every soldier who takes advantage of the opportunity must be recognized and professionally rewarded for the quality of that learning⁸.

We must also foster distance learning, which allows us to amplify and proliferate learning. Distance learning technology permits students to learn in groups, in virtual seminars, even when on the job in some distant places. Officers should join a web based community of learners from the moment they join the service. The military has too few learning resources to train and educate its leaders adequately. The new learning environment should center on the student, not the institution, with every learning opportunity crafted to ensure that the right methods are used to give the military learner just what is needed when it is needed, in a suitable blend of on-site and web-based instruction. We must do everything possible to enable learning. First preference should go to learning at home over the Web. Schools must monitor and assess the quality of student work while minimizing the time spent in distant classrooms. The creation of websites like companycommander.com and platoonleader.com by junior officers of US Army to share their experience and knowledge of OIF and OEF are well known. In spite of availability of all the hardware and army Intranet connectivity our use of these tremendous resources is poor. There is no distance education worth the name. Use of web pages of Cat A Establishments to disseminate knowledge is missing.

Isolated efforts have been put by enterprising individuals. In Army's Eastern Command website on Army Intranet a huge knowledge portal named Eastern Command Knowledge On Line has been established which is available to anybody connected in army intranet. 16 GB of e material have been kept under different heads. All Rand Reports, US Army Field Manuals, US Joint Doctrines, US Navy/ Air Force/

Marine Corps Doctrines, Newport Papers, UK and Australian doctrines, important publications from US Army War College Strategic Studies Institute and National Defence University, Relevant dissertations from US Army/Air /Naval War Colleges and National War Colleges and important periodicals like Joint Forces Quarterly, Parameter, Military Review, Armor, Australian Defence Forces Journal along with archives are made available. Though College of Defence Management. Precis could be put in the knowledge bank DSSC and Army War College précis could not be put as they are all restricted. That the first précis of DSSC précis list is Administration of Civilians in Armed Forces and except few précis all other précis are given to foreign officers is another matter. Dissertations in all Cat A Establishments are available in soft copy form. All Cat A establishments have respective web pages in Intranet. It takes hardly any effort to link up these dissertations. Same is applicable for journals like Pinnacle, Army War College Journals and other periodicals. The availability of this knowledge portal is not known to the environment, usage is a much later issue. Indian Armed Forces have to come out of their marked anti intellectualism, else events will soon overtake us.

Some Questions

The Army is changing and we need to consider the impact these changes have on the leadership environment. Answers are needed for several pertinent questions including what is now being done that is relevant to the development of the new competencies, can this be done better, what must be put in place to ensure that the newly salient competencies are developed in a timely and efficient manner and how can new policies regarding career planning and advancement ensure that such development takes progress in this area?.

Some of the pertinent questions on leadership development that merit immediate attention are⁹ ;-

- Cooperation and collaboration are becoming more important daily. Global competition have different ways of thinking. None of us is as smart as all of us! But what is the right mix ?
- In business, the question of who is most influential on your corporation : a team or single leaders, was answered in favour of teams – 60%. How do we build teams in Army?
- Leadership is an action verb. It is not enough just to have great thinkers. Need to have people who have great ideas and then do something and make things happen. How do we best promote and apply these great ideas?
- Three pillars of leader development (operational assignment, institutional training and self development) are not the same size. Self-development needs to be made larger. How can we best implement self development?
- The key is the feed back to leaders in the Army, during counseling and assessment, especially at the lower levels where we don't do so well. Feedback mechanism is important to get leaders back on the main course. We

do a poor job of providing feedback, counseling, and assessment. The system has to give objective feedback. How can we improve our feedback systems?

- Leadership science must translate to others skills; this transfer is the art of leadership. Art is to visualize, describe, direct, and lead. We are getting sub-optimal blend of art to science. Problems of combining the art and science of leadership are compounded because there is now less opportunity to experience leadership and we need to accelerate the growth of leaders. How can we provide leadership experiences?

Conclusion

Army After Next Leaders will have access to more decision relevant information than ever before, but there will be too little time to consider it sufficiently.....Subordinate leaders will need experience and expertise currently enjoyed by their superiors.Part of the leader development solution will require us as individuals and the Army as an institution to discern and enable new methods. They may require us to alter or give up some long held and cherished cultural sentiments.

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The explosion in information technology and the digitization of the future battlefield create an environment where knowledge is a key driver of leader effectiveness. Tacit knowledge is made up of the intuitions and automatic strategies, or reactions that are built through years of experience and expertise. These new cognitive capacities are radically different. Adaptability and flexibility will be key qualities that distinguish the effective officer of the future¹⁰.

While the Army Leadership will remain formally hierarchical in responsibility and accountability, its practice will become more collective. As information complexity increases, the demands of the strategic environment will require the shared, “real time” input of interacting top leaders. Commanders and staffs must trust subordinates, decentralize appropriately and develop work-around procedures in case of communication or data-processing failures. Information technology can help only if leaders are willing to use it. Leaders must consider limitations and the dangers of over reliance on computers. Lack of understanding leads to technophobia, in which a natural resistance to change stifles creativity and innovation.

Just as you cannot learn to swim through a correspondence course, you cannot know soldiers and soldiering from a textbook. As much as they help, you do not learn that from leadership manuals either. You gain soldiering intuition by sleeping on the ground, in the winter, when it's raining, and taking turns with your men on sentry duty at odd hours of the night. Few opportunities reinforce intuition better than drinking a tot of rum with a lot of wise JCOc/ NCOs and being smart enough to take notes on what they tell you. Army could best meet its challenges by taking on more of the characteristics of a “learning organization”. This means a greater emphasis on individual assessment, feedback, experimentation, coaching and mentoring. The LEADERSHIP acronym can be defined as Learning, Experience, Adaptability,

Dialogue, Education, Responsiveness, Synergy, Humility, Intellect and Prompt Proficiency.

The question is will the leadership competencies and the leader development systems that have worked in the past continue to work as well in the future? The answer may be yes, with some evaluation, streamlining and possible additions

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