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An Examination of the Leadership Styles of United States Army Reserve General Officers

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AN EXAMINATION OF THE LEADERSHIP STYLES OF UNITED STATES ARMY

RESERVE GENERAL OFFICERS

A Dissertation

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Doctor of Philosophy

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Title: An Examination of the Leadership Styles of United States Army Reserve General Officers

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This study was designed to identify the key leadership factors, characteristics, and qualities that the United States Army Reserve (USAR) General Officer Corps believes are the most critical to success. The Generals highlighted what they believed are the most important leadership skills including communication, the empowerment of their staff, networking, and the ability to listen – for all soldiers, and also identified those that were most critical to their career ascension. Hard work and exceeding expectations in all areas is a common thread among these high achievers. This unique project used a mixed methods research design that surveyed 100% of all Reserve General Officers (121 total at the time), and included comprehensive follow-up interviews with fifteen participants. The survey also included the Multifactor Leadership Questionnaire (MLQ) to help determine the Generals' tendency for transformational, transactional, and other leadership styles. This rich quantitative and qualitative study provided for a greater understanding of the leadership characteristics General Officers view as leading to their success, and is of benefit to all soldiers wanting to learn from the Army Reserves' most senior leaders. The results of this study will be published in the author's dissertation titled, "An Examination of the Leadership Styles of United States Army Reserve General Officers."

ACKNOWLEDGEMENTS

This dissertation is dedicated to my family, friends, and colleagues who helped me tremendously throughout this project. It is due to their support that this Dissertation is completed.

With the switching of jobs, moving from one side of the Commonwealth to the other, to starting a family, and having over 4 years of overseas military deployments, it has been a challenge to complete this project. However, several people have been extremely critical to keeping this effort alive. My wife Brenda and son Michael have always done whatever was needed to give me the time to complete this project. It is my hope that Michael will see through this effort that accomplishments can be made as long as one does not quit.

In the words of the great Henry Ford – "Obstacles are those things you see when you take your eyes off your goal." I had many opportunities to lose sight of my goal of completing this Dissertation, but I have been fortunate to have so many people in my life that would not let that happen. I want to name a few who were extra special in that regard.

A very special thanks goes to my sister Karen, as she always had time to help when it was needed. I would not have completed this project without her encouragement and assistance. The constant support of my parents and other family members over the years was very important as well. The hard-work and accomplishments of my grandparents, though gone now for many years, were frequently on my mind as I completed this PhD program.

There have been many friends and colleagues over the years who have encouraged and inspired me as I worked on this Dissertation. Major General William D. Razz Waff has been a terrific mentor and is someone I am very grateful to have worked for and served with in the Army Reserve. I learned so much from him and am thankful for all of the opportunities he has provided. A recently departed good friend, Mark Binnebose, was very inspirational to me. As an

accomplished Army Special Forces soldier, Mark told me once when I was struggling with the project that "If I were as close to being done as you, I would put everything I had into getting it done" – although it sounds simple, the way he said it hit home and motivated me to drive on. I often think of Mark and wish he were here today to see this project completed.

My wonderful Dissertation Advisor, Dr. Mary Jane Kuffner Hirt, has been a constant support throughout this project. I would not have completed this without her. She always had time for me, despite a busy academic work load, and I appreciated her ongoing guidance. Dr. David Chambers and Dr. Dighton Fiddner were also encouraging and provided especially good advice at the proposal stage of this project. Finally, Dr. John Anderson was instrumental in my completing this project. His personal efforts and communication, especially when I was overseas on military assignments, helped maintain my connection to IUP and this project.

I want to thank all those that I didn't identify by name, but have encouraged and supported me throughout this project. Thank you all.

In the famous words of Winston Churchill – "Never, never, never, give up."

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

As a program and project manager with over 20 years of leadership experience it is clear to me what characteristics are important to rise within the corporate ladder. In my mind, being a subject matter expert, displaying self-confidence, having superior language communication skills, and having a positive attitude are characteristics that will lead to eventual advancement and higher levels of responsibility in a business setting. While it appears that these characteristics that lead to success in the civilian world are the same types of factors that lead to success (and advancement) in the military, what is not clear is the level of importance these and other leadership factors have in a military setting, and which ones are most critical to differentiate individuals from the crowd.

Having worked as an Aide-de-Camp (General's Aide) for nearly three years in the U.S. Army Reserve, I was directly exposed to many General Officers. These individuals impressed me in different ways; some were physically impressive, such as accomplished marathon runners and athletes. Some were outwardly confident with great oratory skills, others seemed to have a great depth of knowledge in specific areas, while others had an overall sense of "greatness" about them that is difficult to describe. At the same time, I worked with many Colonels (the rank directly below General) that were as equally impressive and seemed to be as overachieving as the General Officers. With such a wide array of skill sets, knowledge bases, and backgrounds on display, I am curious as to what the most important factors are that led some to achieving the rank of General in the U.S. Army Reserve and separated them from their former peers.

As Bell and Smith (2002) wrote, "leaders come in more varieties than crayons in the deluxe box." There is simply not a single set of qualities to be found in all leaders at all times. However, as the military is a structured environment with specific minimal requirements for advancement to higher levels of leadership, it is interesting to examine (from the leader's perspective) and identify the attributes that differentiate this very elite group from the rest. After considering scholarly literature as well as my background and exposure to military and civilian leaders, I decided to investigate and identify the leadership characteristics considered by the U.S. Army Reserve General Officer Corp to be most critical for advancement to senior leadership within that organization.

With approximately 205,000 soldiers in the U.S. Army Reserve, and about 120 General Officers, clearly the road to the top of the leadership pyramid is steep. Despite these overwhelming odds, these senior military leaders were selected from thousands of candidates and chosen for these positions.

In a 2007 study focused on U.S. Army Women General Officers, seven themes emerged that positively impacted their ascension in the military (Doll 2007). The broad themes of professional competency, interpersonal skills, developing a good reputation, accepting and excelling in difficult assignments, being in the right place at the right time (luck), and having a good mentor, were identified as the key factors for their advancement (Doll 2007). It will be interesting to learn if these characteristics, or others, emerge as being the most critical for selection to the rank of General in the Army Reserve.

Members of the U.S. Army Reserve, composed of citizen soldiers whose primary vocation is not (typically) the Army Reserve, bring different backgrounds and experiences to their military service. This potential wealth of experiences differentiates the U.S. Army Reserve

General Officers from their brothers and sisters in the active Army, who typically 'grew up' in

the Army, which was their sole career. This added dimension of civilian experience may bring

with it factors that assisted in career advancement in the military as well. An example of this

would be a Colonel in the Transportation Corps who in his civilian capacity has 20+ years senior

executive experience in commercial shipping. This type of knowledge would likely differentiate

that promotion candidate from others who work in an unrelated civilian occupation. It will be

interesting to learn if this phenomenon exists and if it plays a role in selection for promotion to

the General Officer level.

The exploration of these questions has led to a greater understanding of the

characteristics, skills, and abilities for advancement to the highest leadership positions in the

U.S. Army Reserve.

Statement of the Problem

When contemplating career advancement in the military, it is difficult to know where to

focus our energies to ensure the greatest success. As with the ascension up the corporate ladder,

it is never "just one thing" that allows an individual to advance in an organization ahead of his or

her peers; it is a combination of factors that is often hard to pinpoint. As a Commissioned Officer

in the U.S. Army Reserve, I often wonder what areas would be best to emphasize in my yearly

evaluations. Is it my civilian education, the complexity of my current assignment, the numbers of

soldiers under my command, the amount of equipment I am responsible for, or something else?

These questions have led me to the research statement below.

Although the basic selection criteria for promotion to the rank of General in the U.S.

Army Reserve is clear (required professional development, military job specific courses,

mandatory training, minimum years of service, etc.), the critical factors that differentiate those

promoted to the rank of General from those that are not selected is unclear. Through surveying 100% of the current U.S. Army Reserve General Officer Corps, and interviewing at least 10% of those who respond, the key characteristics, skills, and attributes were identified.

Research Questions

This study sought to answer the following questions:

What are the key leadership factors, skills, and abilities that lead to promotion to General Officer in the U.S. Army Reserve?

What personal qualities and leadership styles facilitate career ascension?

To what degree are civilian professional experiences critical to the success of a U.S. Army Reserve military career?

Background

This research was conducted to fill the current gap in the literature regarding the members of the U.S. Army Reserve General Officer Corps and their leadership styles. This study provides insight into the skills most desired for advancement to the highest leadership positions within the U.S. Army Reserve, and gives those following in their footsteps the understanding to focus on how best to develop the skills, characteristics, and abilities that will help them to advance to the highest leadership levels.

From initial entry into the U.S. Army and throughout an officer's career, there are leadership opportunities ranging from squad leader, to platoon leader, company commander, battalion command, etc. All officers have the opportunity for these leadership positions, although most require some interviewing and/or screening to be selected. Additionally, there are standard military courses required to be prompted from one rank to the next higher: Officer Basic must be completed to become a Captain; the Captain's Career Course must be completed to

become/remain a Major, etc. Additional requirements are also mandatory for individual job classifications, such as the need to identify a specialty area of focus or expertise, to be qualified for advancement. For example, a medical service corps officer who is a hospital administrator is required to complete a specialization course in such fields as patient administration, medical logistics, hospital operations, or other areas to be eligible for advancement to the rank of Major. These requirements apply to every Officer and career field in the U.S. Army, and as such, were not examined in this research as discriminating factors for advancement to the General Officer rank. Everyone is required to successfully complete these standard courses to be eligible for promotion.

Through surveying and interviewing these leaders, as well as documenting what they believe to be the reasons for their success, Junior Officers will now be able to better understand what supports promotion to General Officer. If the highest levels of responsibility and leadership are desired, learning directly from those who have achieved is tremendously valuable. This research also provides the guidance needed to improve the overall quality of the U.S. Army Reserve Officer Corps by highlighting the most favored characteristics that lead to the highest level of success.

Although the citizen soldier has been a part of the United States military since its inception, the United States Army Reserve (USAR) was officially formed on April 23, 1908, to provide a reserve of medical officers for the standing U.S. Army . (U.S. Army Reserve, 2012, 4). Since then, the U.S. Army Reserve has grown in size, scope, and importance with large percentages of military specialties found in the Reserve. These areas include 25% of all Special Forces, and a majority of medical civilian support soldiers. The USAR currently consists of approximately 205,000 soldiers that range from the ranks of Private to a three-star Lieutenant

General ("U.S. Army 2013 Posture Statement" (1). Of these 205,000 soldiers, 121 are at the General Officer rank. This elite group has overcome tremendous odds to advance to their positions in the Reserve. This research reveals, from the Generals' perspectives, the factors that they feel propelled them to their current positions as the highest ranking leaders in the USAR. .

There are limits set by law and policy regulating the number of General Officers in the U.S. Army Reserve, which fluctuates over time. At the onset of this project the current total of 121 General Officers in the Reserve is due to the needs of the Army, and the current limit is 136. The General Officer Promotion Selection Board (GOPSB) identifies and maintains an Order of Merit List (OML) of the most highly qualified officers, and the General Officer Assignment Advisory Board (GOAAB) determines assignments for available positions. The combination of these two boards selects and assigns General Officers to their positions.

The selection rate for Colonels to the rank of General is very small, as candidates must "opt in" or be nominated. Each year, the GOPSB considers eligible Colonels for selection to Brigadier General, and their selections are based on vacancies as well as the requirements of the U.S. Army Reserve. If a vacancy exists in a specific career field for which the Colonel is a qualified candidate, he or she may be selected by the GOPSB to fill that position. However, not all vacant positions are filled. There are at any given time positions left vacant that are filled at a later date. Nevertheless, selections are made from this pool of candidates under review, and these nominations must eventually be approved by Congress. For example, in 2009 the GOPSB reviewed the records of 351 Colonels and from that group twenty (6%) were selected for promotion to Brigadier General. The selection rates from 2000 to 2009 ranged from 5-23% with typically 20 to 40 Colonels selected for promotion to Brigadier General each year. General

Officers typically serve three years in a position, then are either promoted to Major General or Lieutenant General, or retire.

As explained on the U.S. Army Reserve website (armyreserve.org), the senior Commander of the U.S. Army Reserve is a Lieutenant General (3-Star), is at the top of the chain of command, and has two distinct roles. The first role is Chief, Army Reserve (CAR). As the CAR the General reports to the Chief of Staff of the Army and represents the Army Reserve in various dialogues with the Army, the Department of Defense, and Congress. The CAR is responsible for all U.S. Army Reserve members, including those reporting directly to the Army. The Commanders' second role is that of Commanding General (CG) of the U.S. Army Reserve Command (USARC). In the role of Commanding General of USARC, the CG reports to Army Forces Command and is responsible for the staffing, readiness, and training of nearly all Army Reserve units (armyreserve.org).

Chapter Summary

In summary, this study sought to learn from the senior leaders in the U.S. Army Reserve their thoughts on leadership; what they think are the most desirable qualities – especially in regards to career advancement. To be clear, this is not a blueprint focused solely on what is needed to be promoted to General Officer, it is an attempt to identify the leadership qualities and intangibles that they feel are most important for all soldiers.

Through identifying the Generals' core leadership qualities, tendencies, and best practices it is hoped that all soldiers, regardless of rank, will gain an understanding of what it takes to succeed in the military. Although I am far from the General Officer level in my career, it was interesting to learn directly from our senior leaders their opinions on what is important and to

personally attempt to incorporate their characteristics and recommendations into my daily

activities.

CHAPTER 2

REVIEW OF LITERATURE

Introduction

This literature review identifies and describes several leadership theories, the thought processes behind them, and how they apply to the subject of the leadership characteristics of General Officers in the U.S. Army Reserve. This literature review focuses on three specific areas; general (not General Officer) leadership theory, military leadership studies and leadership traits, as well as the values and competencies identified in U.S. Army resources.

General Leadership and General Leadership Theory

The organizational leadership and institutional leadership theories are two that focus on the norms of the "business" shaping the characteristics of their members. These are worth noting in the context of their application to the military, as the complexity of the U.S. Army Reserve, its ascension process, and what characteristics are looked upon favorably is very much internal to this "closed" society. The military is a tight-knit community, with its mid-level and higher leaders typically in the organization twenty years or longer, as twenty years of service is the minimum number of years qualifying a member for a full retirement.

According to the leadership skills and bureaucracy theories, the most important component of military leadership is taught by the organization itself. The candidate comes into the organization with some innate skills that the organization has already identified as desirable. An individual with a high school or equivalent education can join the military, traverse through its required training programs, take advantage of its opportunities, and become a General Officer within twenty -five to thirty years. This is amazing to me – especially as a member of the U.S. Army Reserve - as it is something that I feel brings tremendous depth and strength to its

leadership. Truly, if you "fit the mold" and work hard to excel within this organization you will advance. This research reveals the characteristics that take the senior leaders to the very highest leadership positions.

Organizational Leadership and Institutional Leadership

Herbert Kaufman, one of the leading theorists of our time, focused his studies on public administration and government organizations. His works include *The Forest Ranger: A Study in Administrative Behavior, The Limits of Organizational Change,* and *Are Organizations Immortal?* - all having the theme that organizations have a specific culture with unique environs that are different in certain ways from other organizations. Kaufman theorizes that organizations have specific values that can be categorized as representativeness, executive leadership, and neutral competence. A key point in his theories is that organizations attempt to create a neutral competence to manage and oversee their operation without the impact of politics or other undermining influences. Relating this to the U.S. Army General Officer selection process, the promotion criteria may be that of seeking those officers who "fit the mold" of what a senior leader is to represent or who seeks to make organizational improvements through traditional, established means. There is little doubt that the U.S. Army has a culture all its own, and that it has been extremely successful in promoting outstanding organizational leaders who build upon the traditions developed since its founding in 1775.

In a similar way, institutional theory recognizes that all organizations are affected by three forces: regulative, cultural cognitive, and normative. These three forces shape the institutional environment and in turn create internal procedural and structural guidelines that organizations follow (Scott 17-28). Institutionalism is the resulting processes, actions, behaviors, etc. that achieve "rule" like status within an organization or organizational field. It is important

to note that these internal rules (norms) may originally have rational origins, as they become increasingly predominant and gain acceptance as a "given"; they may not be based upon or linked with specific requirements. For example, an emphasis may be placed on the need to promote leaders with extensive experience "in the field" operating in a combat environment, while at other times those with a stronger business background who have led large organizations and instituted changes that resulted in economic savings are favored. Nevertheless, the promotion to General is conducted within the confines of the U.S. Army Reserve structure and according to its needs, with little to no interference from outside forces.

Institutionalism arises from external pressures from the environment, and these have three forms: coercive, normative, and mimetic. Isomorphism results when organizations under the same environmental conditions or pressures begin to resemble one another, as when a new federal law is passed that affects all government organizations. When this is viewed in regards to the selection of leaders, this could possibly cause the factors deemed desirable to change. Under the normative influence, this could cause professional standards to be recognized from other organizations and applied to the U.S. Army Reserve (an MBA or CPA is highly desired for those in the fiscal administration field). This influence can also be mimetic, where organizations attempt to model those (or components of those) that they perceived to be successful (DiMaggio and Powell 80-96). It can be argued that the U.S. Army Reserve is impacted minimally by its environment, but with its yearly operating budget often hinging on the priorities of politicians, its senior leadership must operate within the national environment. In recognizing and responding to these environmental pressures, organizational legitimacy is enhanced.

Organizations typically strive for regulatory, normative, and cognitive legitimacy. Regulatory legitimacy allows the organization to operate free of sanction or penalties. Normative

legitimacy gains the approval of professionals and associates within the field that the organization operates. Cognitive legitimacy stresses conformity to "templates or archetypes, which provide the models for structural design, schemas, scripts, which provide menus for routines and actions" (Scott 44-57). In this way, cognitive legitimacy is displayed by organizations adopting similar organizational forms. I believe that the U.S. Army Reserve selects those officers for promotion who understand and appreciate the importance of organizational legitimacy, and believe that the organization operates within our accepted societal norms.

Clearly, the basic component of an organization is its structure; and this is especially true of the U.S. Army Reserve where the transfer of authority is delegated from the Commanding General down to the most junior Private. The structural approach, with Luther Gulick as one of its original proponents, focuses on this hierarchy of leadership and goal of efficient authority. Gulick's description of executive functions, "POSDCORB" - Planning, Organizing, Directing, Staffing, Coordinating, Reporting and Budgeting- is the classical way businesses operate to one degree or another (Cook 109). Max Weber and his theory of bureaucracy also support the structural theory and separated the leadership process into traditional, charismatic, and rational/legal authority.

Weber theorized that functional organizations have specified fixed divisions of labor, with each area having its specific duties that cannot be easily changed by a single leader. He described a hierarchy of offices, but allowed for lower offices to appeal decisions by the higher. The rational/legal component of the hierarchy allows for the issuing of orders to those lower in the organization – and this authority is granted based on superior skills, position, and authority given to that specific position. Weber continues to describe bureaucracies with clearly understood rules in place to govern decisions and actions (Johnston 12-48).

A key component of Weber's theory that applies to this study is that leaders are chosen on the basis of their qualifications and are selected, not elected, to their positions. The U.S. Army Reserve has a clear career path and opportunity for all to advance based on merit, rather than on association, wealth, or other interests (Swedberg and Agevall 18-25). This stable environment allows for specialization, creativity, and expertise to develop in the organization. It is my belief that individuals are selected to become Officers within this framework, and this is my guiding thought throughout this project.

Leadership Theory

The concept and definition of leadership has been studied for over sixty years resulting in over 100 different definitions of leadership. While leadership researchers may develop their own definitions of leadership, there are concepts agreed upon that represent leaders and leadership. According to Northouse, leadership is a characteristic, ability, a skill, a behavior, and a relationship. Leadership as a factor means each leader possesses certain individual qualities that influence the way he or she leads. Leadership as an ability means an individual is able to lead, has the capacity to lead and become a leader. Leadership as a behavior means what leaders do once in the leadership position is important. Leadership as a relationship focuses on the communication between the leader and the followers or those under the leaders' guidance (Northouse 2-3). Leadership researchers conduct their work within and between each of these concepts. In addition to these concepts, other factors affecting leaders and leadership are discussed further by examining current research in the field. All of these ideas and theories, along with other forms of leadership criteria, combine in various ways to inform how an individual develops into a leader.

Judge et al. further describes leadership criteria as providing a distinction between leadership emergence and leadership effectiveness. Leadership emergence is whether or not others view an individual as a leader (Judge et al. 767-780). These subordinate individuals usually only have limited information about the leader's performance, so combining their perceptions assists in gaining an overall understanding of the leader. Leadership emergence occurs within groups as they develop and gel into a cohesive entity. Leadership effectiveness is based on a leader's performance in influencing /guiding the activities of those individuals in their group to achieve the unit's goals. Leadership effectiveness occurs between groups because the leader must be compared to other leaders to assess effectiveness (Judge et al. 767). Judge's two-part leadership review examines the development (emergence) and performance (effectiveness) phases.

Professional and Personal Leadership

Mastrangelo et al. stated effective leaders engage in both professional and personal leadership behaviors, and have a moderate level of concern for each of these behaviors (Mastrangelo, Eddy, and Lorenzet 435). Mastrangelo et al. defined professional leadership as "providing direction, process, and coordination to the members of an organization for the purpose of attaining the organization's goals," and personal leadership as "personal behavior of leaders in performing the responsibilities of professional leadership including demonstrating expertise, building trust, caring and sharing for people, and acting in a moral way" (Mastrangelo et al.46). These different behaviors are not independent of one another and are thought to have the ability to influence each other during leadership. If employees feel the professional side of an organization is in order, it is easier for them to make positive judgments of qualities, such as expertise, and develop trust (personal leadership) in the organization's leadership (Mastrangelo

et al. 442). Mastrangelo et al. developed the relationship between the different leadership behaviors even further, finding personal leadership mediates the relationship between professional leadership and willing cooperation (Mastrangelo et al. 446). The professional message of the leadership is carried to the employees' personal leadership (Mastrangelo et al. 448). Willing cooperation occurs when individuals engaged in the common purpose outlined by the leadership do more than just follow; they willingly contribute their efforts (Mastrangelo et al. 447).

Transactional and Transformational Leadership and Professional and Personal Leadership

Leadership In addition to the characteristics, skills, and personality methods of studying ledership, there are the transactional and transformational approaches. Transactional leadership focuses on the exchanges that occur between leaders and their subordinates (Northouse 176). Transactional leaders do not individualize their subordinates or focus on their individual development; they exchange things of value with their subordinates in order to advance their own and their subordinates' agendas (Northouse 185). Some examples of transactional leaders given by Northouse are politicians exchanging promises for votes, managers offering promotions to employees with the highest performance, and teachers grading students for their completed work (Northouse 185). Transactional leadership behaviors were related to personality less strongly than those of transformational leadership (Bono and Judge 905).

According to Northouse (175-181), transformational leadership focuses on the charismatic and affective elements of leadership along with emphasizing intrinsic motivation and follower development more than the previous approaches. Other elements that are important within transformational leadership are emotions, ethics, values and standards, long-term goals, assessing the followers' motives, and satisfying their needs (Northouse 175). This process links

the leaders and the followers together rather than treating the two as separate entities unrelated to one another. Transformational leaders engage with others forming connections that raise the overall level of motivation and standards of both parties. These leaders focus on the needs and motives of their followers and encourage and help them to reach their full potential (Northouse 176). Additionally, transformational leaders are effective at motivating their followers to behave in ways that support the greater good rather than their own self-interests (Northouse 181). Leaders rated as transformational by their followers were found more satisfying and motivating by the followers, were more likely associated with followers who showed commitment to the organization, and were more likely rated by their supervisors as effective leaders (Judge and Bono 761). Transformational leadership theory assumes these behaviors can be learned; however, the behavioral differences trace back to the leader's background characteristics (Judge and Bono 760). Also, Judge and Bono's results indicated transformational leadership behaviors are predictable from several personality traits (Judge and Bono 760). However, life experiences also play a role in developing transformational leadership (Bono and Judge 906). This study identifies that effective Army Reserve leaders have many transformational qualities, and that they view these as instrumental to their success.

A meta-analysis found that leaders exhibiting transformational leadership were perceived as more effective with better work outcomes than leaders exhibiting only transactional leadership (Northouse 184). While transactional and transformational leadership can exist independently from one another in leaders (Avolio, Bass, and Jung 457), the best leaders, however, usually display both transactional and transformational leadership approaches (Avolio et al. 1999 457). In separate meta-analysis, researchers suggest transformational leadership behaviors are related to subjective and objective measures of leadership effectiveness, and that transformational

leadership correlates with leader effectiveness (Judge and Bono, 2000 p.751, 54). The different approaches can be beneficial at different times within the leader positions. For example, Avolio explains that transactional leadership could be the basis for structuring developmental expectations and building trust, and transformational leadership allows the further development of this trust the followers have in the leader along with developing the motivation among the followers to achieve their full potential (Avolio et al., 1999, 458).

Bass's model of transformational and transactional leadership illustrates how this type of leadership can be viewed as a single continuum rather than existing independently. This model includes seven different factors; four corresponding to transformational leadership, two corresponding to the transactional leadership style, and one corresponding to the laissez-faire leadership style. The many transformational factors are idealized influence or charisma, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence or charisma describes leaders who are strong role models for their followers, allowing the followers to relate to them and wanting to emulate them (Northouse, 2007 p.181). These leaders have high moral and ethical standards, and they are respected and trusted by their followers (Northouse, 2007 p.183). Northouse further explains that inspirational motivation describes leaders who encourage their followers through motivation to become committed to part of the shared vision of the organization. These leaders express their high expectations to followers. Intellectual stimulation describes leaders who inspire their followers to be creative, pioneering, and pose challenges to their current views and beliefs. This leadership encourages followers to think things through on their own and engage in problem solving (Northouse, 2007 p.183).

Individualized consideration describes leaders who support and listen to their followers' individual needs (Northouse, 2007 p.183). The transactional factors are contingent reward and management-by-exception (Northouse, 2007 p.181). Contingent reward describes an exchange that occurs between the leader and the followers; effort by the followers is exchanged for specific rewards (Northouse, 2007 p.185). Management-by-exception describes leadership involving corrective criticism, negative feedback, and negative reinforcement (Northouse, 2007 p.185). There are both active and passive forms of this leadership behavior; the active form involves the leader watching the followers closely for mistakes and takes corrective action, and the passive form involves intervention only when problems arise or standards of performance are not met (Northouse, 2007 p.185). The passive laissez-faire leadership factor is described by Northouse as "non-leadership, non-transactional" (Northouse, 2007 p.181). Non-leadership describes the absence of leadership; no exchanges with followers and the leader does not make timely decisions, does not take responsibility, and gives no feedback (Northouse, 2007 p.185). It is my experience that this type of leader and leadership style is extremely rare in the U.S. Army Reserve, as those uninvolved, non-communicating individuals do not remain in the organization – and certainly not in leadership positions.

In a 2004 study, Beng-Chong and Ployhart (610-621) utilized the five factor model that identified transformational "antecedents" that they feel are needed to be an effective leader. Not surprisingly, the researchers found a positive relationship between personality and transformational leadership. Their identified critical attributes of transformational leadership are explained to be critical to effective leadership and are listed below.

1. Openness to Experience – This addresses the leader's willingness to new ideas and ability to think/act creatively – especially in challenging environments.

2. Conscientiousness – This is described as important in relation to vocation, as the participants who had a positive outlook regarding their work were more involved, had various personal and professional reward experiences, and in general and felt satisfied.

3. Neuroticism – Beng-Chong and Ployhart identified that neurotic individuals (somewhat emotionally unstable) who had a general negative outlook on life also experienced more negativity in their lives. It was unclear and not identified if there was a cause/effect relationship to this neuroticism.

4. Extraversion – Extraverts tended to see the "glass half full" in regards to life, their experiences, and in relation to their careers. Their more positive personalities led to increased job satisfaction and an overall optimistic outlook.

5. Agreeableness – This factor was identified as leading to both job and life satisfaction, and was a positive element that impacted their professional performance.

These factors play a role in leadership, however, I have witnessed in the U.S. Army individuals who clearly have a negative outlook on life and do admirable/commendable work. I do not know if being overly pessimistic (neurotic) is beneficial to becoming a General Officer, but perhaps that factor is not as important as other skills/traits.

The Leadership Trait Theory

The trait approach to studying leadership has existed since the early 20th century. However, the trait approach has evolved considerably since early "Great Man" theories, which focused on the innate qualities and characteristics of the great social, political, and military leaders (Northouse, 2007 p.15). The "Great Man" theories indicated people were born with these characteristics and only "great" people possessed them. Since Stogill's reviews in 1948, several factors and characteristics have been described as leadership traits (Northouse, 2007 p. 15).

Northouse identifies five characteristics central to the list as the major leadership characteristics: intelligence, self-confidence, determination, integrity, and sociability (Northouse, 2007 p. 18).

In addition to being identified as one of the five characteristics, several qualitative reviews of the literature have also noted intelligence as an important characteristic of leaders (Judge, Colbert, Ilies, 2004, 542). The relationship between intelligence and performance is stronger for complex jobs, highlighting the importance of intelligence regarding leadership as leaders' jobs are often complex. Creativity also links intelligence to leadership; creativity and intelligence are distinct from one another, but are related. Intelligent leaders are likely to be better problem solvers, more creative, and foster creativity in their followers (Judge et al., 2004 p.543). Judge et al. found a moderately low but positive correlation between intelligence and leadership (Judge et al., 2004 p.545). While a meta-analysis showed both perceived and paper-and-pencil intelligence assessments resulted in nonzero mean correlations for the leadership criteria of perceived emergence, perceived effectiveness, and objective effectiveness, intelligence measured by perception had higher correlations than those using paper-and-pencil measures of intelligence (Judge et al., 2004 p.546). The relationship between perceptual measures of intelligence and leadership is stronger than the relationship between paper-and-pencil measures of intelligence and leadership (Judge et al., 2004 p.547).

Some researchers of leadership have concluded that in predicting leadership perceptions, intelligence is an important characteristic (Judge et al., 2004 p.542). Judge et al. cited studies which found intelligence is more strongly related to perceived intellectual competence of the leader rather than leader emergence. Also, the results of the cited studies pertain to leadership perceptions, not effectiveness or the groups' performance (Judge et al., 2004 p.543). Instead of scores on objective instruments, it is possible the followers' perceptions of leaders are more

important in obtaining leadership roles (Judge et al., 2004 p.547). One way of explaining the

modest correlations is that different characteristics all contribute to leadership multiplicatively

(Judge et al., 2004 p.548). Individuals of high intelligence may only attain high levels of

leadership if they also possess the other characteristics necessary for leadership (Judge et al.,

2004 p.549). Possessing one leadership trait may not be enough for an individual to develop into

a leader; it may be the combination of several other characteristics leading to leadership

development.

Leadership Skills Theory

The skills approach to studying leadership was highlighted in Katz's Skills of an

Effective Administrator article published in 1955 (Northouse 2007 p.39) and was explained

further in a similar article published in 1974 (Katz 90-102). Katz suggested that leadership is

based on three skills: technical, human, and conceptual. This way of studying leadership moves

from the characteristics of a leader which are viewed as fixed into the skill set of a leader learned

and developed over time (Northouse 2007 p.39). Additional published research on this approach

beginning in the 1990's states effective leadership relies on the leader's ability to solve complex

organizational problems (Northouse 2007 p.39). The skills approach puts an emphasis on the

abilities and talents needed for effective leadership.

Personality – The Big Five

Along with factors and characteristics, personality or personality characteristics are also

associated with leadership. Possessing certain personality factors makes leaders more or less

effective in their leadership role (Northouse, 2007 p.22). Researchers have narrowed down the

factors that make up "personality" into the Big Five (Northouse, 2007, p.21). The Big Five are

neuroticism, extraversion (urgency), openness (intellect), agreeableness, and conscientiousness

(dependability) (Northouse, 2007 p.21; Judge et al., 2002 p.767). Neuroticism is "the tendency to be depressed, anxious, insecure, vulnerable, and hostile" (Northouse, 2007 p.21; Judge et al., 2002 p. 767). Extraversion is "the tendency to be sociable and assertive and to have positive energy" (Northouse, 2007 p.21; Judge et al., 2002 p. 767). Openness is "the tendency to be informed, creative, insightful, and curious" (Northouse, 2007 p.21; Judge et al., 2002 p.767). Agreeableness is "the tendency to be accepting, conforming, trusting, and nurturing" (Northouse, 2007 p.21; Judge et al., 2002 p.767). Conscientiousness is "the tendency to be thorough, organized, controlled, dependable, and decisive" (Northouse, 2007 p.21; Judge et al., 2002 p.767).

The meta-analysis, as completed and explained by Judge et al., found extraversion to be the most consistent correlate of leadership, suggesting extraversion is the most important trait of leaders and effective leadership. However, extraversion was more strongly related to leader emergence than leader effectiveness. Conscientiousness and openness were the next strongest correlates of leadership, second and third respectively. The authors suggested that organizing activities of these individuals may allow them to quickly emerge as leaders (Judge et al., 2002 p.773).

Judge et al explained that neuroticism failed to emerge as a significant predictor of leadership in the multivariate analysis despite the mean correlation being distinguishable from zero (Judge et al., 2002). Of all of the Big Five traits, agreeableness was the least relevant. Agreeableness was only relevant when the leadership criterion was effectiveness and the sample examined was students. The authors attributed this finding to the general passiveness and compliance of the agreeable individuals, making them less likely to gravitate to leadership positions. This was identified as being especially true in business and government locations

where the environment makes the nature of the agreeable individuals show itself more readily. Judge et al. explained that extraversion and conscientiousness showed the strongest correlations for leader emergence, while neuroticism, extraversion, and openness showed correlations generalized across different studies for leadership effectiveness. Overall, it seems the Big Five traits did a better job of predicting leadership emergence rather than leadership effectiveness. Also, the Big Five traits were able to predict student leadership better than government or military, possibly due to the nature of the studies included in the meta-analysis (Judge et al., 2002 p.774).

Military Leadership – Theories, Studies, and Research

The U.S. Army Leadership Traits

The United States Army believes certain, specific personal values and motives are some of the key prerequisites for effective leadership (Thomas, Dickson, and Bliese 182). The idea that the leaders' values affect their effectiveness is not new. A review of research found a consistent correlation between personal values of managers and several criteria of managerial effectiveness (Thomas et al.182). Extraversion has already been established as an important trait of leaders. Additionally, values likely play a role because extraversion is a way for individuals to show their power (Thomas et al.184). Those with a high need for power and a high need for affiliation are also inclined to be extraverted (Thomas et al. 184).

Thomas et al. examined the idea of values predicting leader performance at the U.S. Army Reserve Officer Training Corps Assessment Center (Thomas et al. 181-196). The nature of the activities at the Assessment Center allowed for only short-term evaluations. Thomas et al. found power motive and affiliation motive were each positively related to extraversion (individuals valuing power and affiliation tended to have high extraversion scores). Additionally,

extraversion completely mediated the relationship between affiliation motive and leadership success, and partially mediated the relationship between power motive and leadership success. Individuals with a high need for affiliation typically were quite extraverted, and extraverted individuals typically received high leadership ratings (Thomas et al.192). Thomas explains that the high need for affiliation may be more beneficial for initial leadership success; however, in the long term, effective leaders may have a low need for affiliation. Based on the findings of the other researchers, Thomas et al. could expect to find a negative relationship between affiliation and leadership success at higher levels of management within the military, compared with the short-term evaluations at the Assessment Center (Thomas et al.193) However, due to the hierarchical nature of the U.S. Army and this particular sample, the importance of the power motive in predicting leadership effectiveness was not unordinary (Thomas et al.194).

A four-year study by Bartone, Snook, and Tremble (324-338) was conducted at the U.S. Army Military Academy at West Point, NY. This study focused on determining if personality and cognitive predictors were keys in identifying an individual's military leadership potential. Bartone et al. argued that elements such as social skills, reasoning ability, and exam scores combined with other personality factors can forecast future success in the military. This is an interesting study as Bartone et al. was looking for ways to predict future success, as compared to examining those who are successful and gleaning insight from them.

Bartone et al. paralleled Northouse's (2007, 39-47) leadership trait approach in their study, and used leadership dimensions and cognitive indicators in an attempt to predict future leadership success. Their dimensions of leadership included the cadet's ability to influence others, organizing and supervisory skills, and military bearing – while the cognitive indicators examined included logical reasoning, social judgment, and problem solving ability.

Not surprisingly, the Bartone et al. study showed a positive relationship between personality and cognitive predictors in leader performance. Their research model highlighted the many aspects of leadership including optimal behaviors, mental ability, and emotional qualities. My research approach encompasses many of their leadership components and reviewing the Bartone et al. study was of benefit as I planned my survey and interview questions.

Traditionally, the U.S. Army has had a mantra that is eloquently encompassed by one of its most famous leaders:

"Lead me, follow me, or get the hell out of my way."

General George S. Patton Jr.

However, one of the Army's more modern leaders provided this insight into leadership:

"The day the soldiers stop bringing you their problems is the day you stopped leading them. They have either lost confidence that you can help them or concluded that you do not care. Either case is a failure of leadership."

General Colin Powell

Both extremely successful leaders served our nation during much different times, and that is reflected in these quotes. General Patton was an integral part of the Allied leadership during World War II, and the urgency and gravity of those times can be felt in his famous quote. Colin Powell's comment comes from a different time in our nation's history, and a much different Army. Although from diverse generations the relative lethality of the military force is the same compared to the rest of the world (perhaps we are even stronger now than in General Patton's time), but the way leaders look at leadership and the leading of soldiers has potentially changed. (Although I will not be interviewing General Patton anytime soon, and likely not General

Powell, it would be both entertaining and interesting to have interviewed them both for this project.)

The U.S. Army today stresses leadership at all levels of the organization, and having completed both Enlisted and Officer Basic training, its importance is highlighted upon entry into the organization. Having an interest in leadership studies, and in particular, how organizations explain what leadership is to their members, I have gathered ten frequently referenced leader traits as identified through various military publications:

1. Lead by Example – The key to this trait is that every member in the organization is important, what they do is important, and it must be recognized that everyone is a leader. Some may have the title as Squad Leader, Platoon Leader, Battalion Commander, or Commanding General that places them in a leadership role; however, at some point it will be "your turn" to be the leader – so adopt these behaviors now (U.S. Department of the Army, 2003s 1-68).

2. Physical Fitness – Having the necessary attributes of physical strength and endurance is highlighted as a critical component for leadership. I can recall several examples throughout my career where the physically biggest, strongest, and/or most physically fit soldiers were placed in leadership positions. I believe there is also anecdotal evidence that this is a tendency in the civilian world as well. The level of importance in relation to the other leadership traits, especially in the eyes of our most senior U.S. Army leaders, is unclear. It is clear, however, that a lack of physical fitness is not accepted at any level in the organization, and this is demonstrated by the twice yearly Physical Fitness examinations (U.S. Department of the Army, 2003 1-68).

3. Confidence – Confidence can be described as the level of conviction one has in their own abilities. The U.S. Army trains soldiers extensively by placing them in positions where they have minimal information, incredible stress, and multiple decisions to make in a short amount of

time. These taxing situations help build self-confidence, as well as confidence in those soldiers in your organization. The building of trust in yourself and your fellow soldiers is a key to building a strong organization (U.S. Department of the Army, 2003 1-68).

4. Communication – The U.S. Army stresses the ability to shoot, move, and communicate, with communications being an integral part of that tenet. Being able to articulate your thoughts properly to your audience - who could be 18-year-old Squad members only a few months out of High School, to 60+ year-old General Officers with 30+ years of military experience – is an invaluable skill to develop. Listening, absorbing, and processing information is also part of communicating that is just as important to leaders (U.S. Department of the Army, 2006, 1-24).

5. Composure - Calmness, poise, and self-control are leadership traits that are stressed by the U.S. Army (U.S. Department of the Army, 2003 7-13). This is not to say that fiery, boisterous leaders are not desired (they are); however, as there is a time and a place for everything, leaders are expected to behave in certain ways at certain times. The time and inclination to display these different leadership attributes is what separates good leaders from outstanding ones.

6. Mental Agility – This trait captures the ability to quickly improvise when faced with a new or difficult situation, and incorporate experience and perspective into the current dilemma. Having a flexible approach to addressing situations is a leadership trait that comes from experience and often with age, as inexperienced soldiers may not have been in enough situations to gain this perspective. The ability to adapt, plan for contingency operations, and anticipate the need for multiple options is a key to being mentally agile (U.S. Department of the Army, 2006 11-17).

7. Tactical and Technical Proficiency – U.S. Army leaders need to know their jobs, their roles, their equipment, and their missions. It is only through having a complete understanding of their teams and assignments that success will occur (U.S. Department of the Army, 2006 6.5-6.10). Repetition and a willingness to "get in the weeds" builds tactical and technical expertise, and is needed by leaders at all levels.

8. Achieves Success – Leaders ensure the mission is completed. As in sporting events, wins and losses are the ultimate way teams (and leaders) are judged to be successful or not. Being able to complete a mission successfully is a key measure of a successful U.S. Army leader (U.S. Department of the Army, 2006 4.1-1.10).

9. Adaptive Leadership – Leaders at all levels must be able to comprehend and embrace changing environments, and pass that acceptance on to their teams. This is often difficult, but successful leaders have the ability to build consensus in their organizations so that changes are not detrimental to mission success (U.S. Department of the Army, 2006 4.1-4.10).

10. Courage – Bravery and courage are displayed in many ways, and includes both actions and decisions to not act. Physical, mental, and emotional courage are U.S. Army leadership traits highlighted often and stressed during training events. To be effective, an Army leader must have personal courage (U.S. Department of the Army, 2003).

Military Leadership Theory

The military leadership theory has been examined through various means and by numerous researchers. Northouse and Chemers concluded that dynamic, charismatic leaders use their skills to capture their subordinates (followers) attention and achieve results by linking their valued self-concepts to the leader's goals and mission. This transformational leadership technique moves the follower's self-interest and personal goals toward that of the organizations,

thereby building a highly effective group. A higher level of organizational commitment is achieved, with subordinates motivated toward the leaders' goals. Although not easy to achieve, Chemers identifies this as an outstanding and highly effective leadership approach (Chemers 1997).

In Mastrangelo's et al. 2004 study (435-451), the claim was made that personal leadership can be recognized through certain identifiable behavioral characteristics and activities. It was explained that by examining specific behaviors and looking for tendencies, effective leaders could be identified. Their leadership model approach highlighted the principles the U.S. Army emphasizes and shows that what is considered to be important is also effective.

Hirst et al. (311-327), theorizes that leadership learning is a key component to team performance and overall improvement. The ability for a leader to learn new tasks, and establishing a learning environment that facilitates this information sharing, are viewed as critical to creating a positive, achieving, and goal-oriented team. Hirst's action learning theory and leadership model specified areas that contribute to a positive learning organization including technical expertise, organizational operations (how the organization works), overall team management, individual member supervision, and learning how to interact with organizations/individuals outside of the group. Hirst places great importance on abilities and techniques learned through problem solving, especially how they enhance the leaders and their ability to effectively lead. This approach to leadership emphasizes the importance of social learning to both the individual and organization, and that both can learn and benefit through sharing these experiences. In relation to the military, it is clear that a Squad, Platoon, or other group that shares problem-solving activities (either real-world or in training) gains as a whole.

As Hirst (311-327) examined the impact of a group learning together and improving individually Yukl (167), and others focused on personality aspects the individual specifically. The U.S. Army has focused on both organizational and individual leadership development, in very comprehensive ways. Through professional leadership development courses, organizational mission, vision, goals, processes and procedures are detailed. Individuals become experts in these areas and bring that expertise to their leadership assignments. However, additional individual character traits including the level of empathy, trust, communication styles, and willingness to share all impact leadership success (Mastrangelo et al.). It is my belief that these personal leadership qualities are affected by the U.S, Army's leadership training, and in a positive way.

Adaptive Leadership

The adaptive theory of leadership is gaining popularity throughout the U.S. Army, with the idea of being amenable to change at a moment's notice a hallmark of today's military. However, to U.S. Army Reserve soldiers this is not a new concept as we can be working in our civilian occupation one day, and several short weeks later can be in a completely different environment. Clearly, with the global situation we have been in over the past decade, the highlighting of being adaptive to one's situation and leadership styles/requirements is a growing theme throughout the U.S. Army Reserve today.

The notion of adaptive leadership is explored by Heifetz et al. in several publications and is described as someone who influences others in an organization to work together and overcome obstacles (Heifetz, Linsky, and Grashow, 1-6). Adaptive leaders leverage all of the tools, processes, and resources available to them in order to achieve the desired results. Heifetz et al. contend that adaptive leadership is a learning activity with three key components: − 1) Observe

the events and patterns surrounding you, 2) Interpret what you are seeing, and 3) Develop strategies to address these challenges. This experimental-like process of observe, understand, and act allows for constant change and flexibility. (Heifetz 1-6), describes leadership as the ability to constantly improvise, and incorporating lessons learned into future plans based on the ever-changing environment.

In a Mumford et al. study looking at levels of leadership within the United States Army, the researchers looked at the factors, characteristics, and skills of the leaders (Mumford 115-133). The study examined characteristics of leaders in the U.S. Army by grouping characteristics by types and then looking at which were most common at different levels of leadership. The highest level of leadership examined was the position of Colonel. The findings of Mumford et al. suggest some individuals attracted to an organization do not have the characteristics needed to advance to more senior leadership roles (Mumford et al. 124). The proportion of Motivated Communicators (17% vs. 40%) and Thoughtful Innovators (11% vs. 26%) increased from the junior to senior officers (Mumford et al. 124). These two types also had the highest proportions within the senior officers.

Mumford et al. described the Motivated Communicators as the stereotypic leaders (Mumford et al.122). They are extroverted, responsible, dominant, and achievement motivated (Mumford et al.122). They also scored high on the verbal reasoning measures and two of the measures of writing skills, generation, and revisions (Mumford et al. 122). Noteworthy were their lower scores in the areas of intuition, feelings, and perception (Mumford et al.122). Thoughtful Innovators achieved high scores on both of the cognitive measures and two measures of motivation, achievement, and dominance (Mumford et al.123). Thoughtful Innovators also scored high on the introversion, intuition, thinking, and openness scales (Mumford et al.122).

Thoughtful Innovators had low scores for the sense and feeling scales (Mumford et al.122).

These findings suggest certain types of individuals are more likely to be leaders, but within those

leadership roles there are different types of individuals occupying the senior officer positions

(Mumford et al.117).

Mumford et al. also attempted to answer why certain types of individuals move into the

senior leadership roles. The authors gave two possible explanations. First, the authors explain

that people remain and progress within organizations' organizational roles consistent with their

needs and values. The results indicated advancement into leadership positions was dependent on

their overall performance. In line with the authors other findings within the article, the Motivated

Communicators and Thoughtful Innovators, both in junior and senior leadership positions,

scored higher on the performance measures of general leader achievement and their performance

in critical situations. Therefore, Mumford et al. concluded that those leaders advancing to the

more senior level positions first demonstrated superior performance while in their Junior Officer

positions and continued to increase their level of performance once promoted to the higher leader

positions (Mumford et al.125). With regards to skill sets, Mumford's work identified again that

the Motivated Communicators and Thoughtful Innovators showed an increase in skills with

advancement.

Mumford's results highlighted that the Motivated Communicators had the largest

increase in moving from junior to mid-level positions with the problem-solving, solution

constructions, and social judgment skills. The Thoughtful Innovators continued to show an

increase in skill level as they moved from mid-grade to more senior positions scoring above

average for problem-solving skills, solution construction skills, and leader expertise (Mumford et

al.128). With their ability to increase their skills as they continue to advance through the

leadership positions, Thoughtful Innovators may excel more at the higher-level leadership positions than the Motivated Communicators (Mumford et al.128). The authors found the individuals with higher proportions of these characteristics in senior level positions represented a pattern consistent with the demands of U.S. Army Reserve leadership positions (Mumford et al.129).

The Motivated Communicators are consistent with the requirements for operational unit leadership roles (more tactical) (Mumford et al.129). The Thoughtful Innovators are consistent with the requirements of staff planning roles (more strategic) (Mumford et al.129). These very specific classifications and categorizations are an interesting way of looking at leadership, and their applicability to military leadership and structure is very high.

In a previously referenced study, Mumford and Connelly attempted to identify and categorize personalities of individuals entering the U.S. Army to learn what types led to eventual higher positions. The seven personality types and characteristics identified in the study are listed below.

1. Social Adaptors – Their characteristics included enhanced perception, sensing, good judgment, extrovert behavior, and openness.

2. Concrete Achievers – These individuals displayed an ability to plan, good perceptiveness and intuition, as well as verbal reasoning skills.

3. Thoughtful Innovators – Although having good intuition and being achievers, these individuals also displayed feelings towards others (empathy) and thoughtfulness.

4. Motivated Communicators – These extroverts were goal oriented, had good intuition and verbal reasoning skills, as well as an enhanced feeling of responsibility.

5. Limited Defensiveness – The individuals in this category tended to be introverted, but had positive judgment and verbal reasoning skills.

6. Struggling Misfits – These introverts displayed good planning and reasoning skills, but had challenges in social relationships.

7. Disengaged Introverts – Although having good intuition and perceptiveness, these introverted individuals remained disconnected.

As explained in the descriptions, these widely different personality types (as categorized by Mumford et al., 1991, 2000) could be seen as fitting into better positions organizationally than others. For example, a Disengaged Introvert might struggle working as a Public Affairs officer, but would thrive as a Supply Officer. Perhaps a Motivated Communicator would do well as a Medic, but might not be satisfied as a Cryptologist deciphering code all day. Their study shows a correlation between personality types and vocations, and is reassuring as it highlights very similar leadership characteristics that were identified by the General Officers participating in this study.

Many organizations emphasize different facets of leadership for individuals at different levels of development or ranks (Conger and Benjamin 1-12). An example of one such organization is the United States Army Reserve. "There are some aspects of leadership that apply to everyone, regardless of rank…on the other hand, leadership in some ways is not the same for the Sergeant as it is for the Colonel…[There are] unique aspects of leadership that exist at the specific levels of leadership." (Conger and Benjamin 27-73). As the excerpt above highlights, while the U.S. Army Reserve does have a single leadership framework across the entire military workforce, there is also the realization that progress within leadership occurs along a continuum of roles and responsibilities (Conger and Benjamin 145-196). Different skills and abilities are

required as the leader advances (Conger and Benjamin 27-73). The process of leader development must have progressive training and education producing leaders who possess the appropriate skills at the appropriate time (Flowers 43). The U.S. Army Reserve uses an intrinsic social development process where up and coming leaders are exposed to and learn the Army's leadership beliefs, and this is accomplished over time by developing direct relationships with their senior leaders. Through this process a consistency in values across all levels of the organization develops, and this transcends the various occupational specialties, locations throughout the world, and is compounded via the normal (daily) interactions and training.

Within the U.S. Army Reserve, training and professional development are two of the most important duties of every leader. This system develops a mutual (organizational) understanding of the character, attributes, and skills required of U.S. Army leaders as well as build a shared dedication of the values and ethics within U.S. Army culture and operations. Many of the U.S. Army's development programs are highly selective, particularly at the senior levels (Conger and Benjamin 167-170). In Van Velsor et al. (645-653) leader development is described as the "expansion of the capacity to be effective in the leadership positions and processes" at hand. Flexibility and the ability to "think on one's feet" is something the U.S. Army Reserve strives for, as this is a critical attribute considering the business of soldiers (Van Velsor, et al., 637-653).

U.S. Army Core Leadership Values and Competencies

U.S. Army leadership development occurs on an ongoing basis throughout a soldier's career. As leaders are expected to provide guidance, motivation, enthusiasm, and control to their organizations, the U.S. Army provides guidance in the form of Core Leader Competencies and

Army Values. These competencies and values are stressed in the all-encompassing and overarching U.S. Army Values (U.S. Department of the Army, 2006).

Values

Prior to even becoming an Enlisted or Commissioned Officer, the seven U.S. Army Values listed below are articulated to the potential incoming soldier. As these are the highest set of responsibilities it is made clear that these are the U.S. Army's organizational values and they guide the actions of all who are enlisted.

1. Duty – You must live up to your responsibilities and complete your assignments. Duty is what one performs, or avoids doing, in fulfillment of their orders and guidance.

2. Respect – The "Golden Rule" of do unto others. It is an attitude of deference, esteem, admiration, and honor.

3. Loyalty – Faithfulness and devotion to ones orders, superiors, country, and Command. This allegiance and duty must be unwavering.

4. Honor – Being honest, sincere, and having integrity.

5. Personal Courage – The ability to stand one's ground in the face of difficult situations. This is especially important when the task at hand is not popular.

6. Integrity – This quality requires one to do what is right both morally and legally, and without being deceitful to others.

7. Selfless Service – Placing your country, your organization, and your fellow soldiers above oneself at all times. This means completing your duty without the goal of personal credit or gain.

The U.S. Army Values are highlighted on a continuous basis throughout one's military career, and they are the same for Enlisted soldiers, Officers, Active Duty and Reserve Soldiers (U.S. Department of the Army, (2006 4.1-4.16). As the U.S. Army defines leadership as the process of providing direction, purpose, and motivation to improve the organization and achieve the mission, these overarching values are key to being a successful leader.

Competencies

The U.S. Army Field Manual (6-22, 4.1 – 4-16) describes the Army Values and Leader Competencies in great detail, and this highlights the importance of these to the organization. Leaders are expected and required to develop their teams, complete their missions and achieve success, as well as guide their organizations; these core competencies apply to all levels of the organization (U.S. Department of the Army, 2006 Appendix A). The following further explains the U.S. Army core leadership competencies of develop, lead, and achieve.

1. Leaders Develop – Being an Army leader has the added responsibility of grooming, mentoring, and training your subordinates to be your eventual successor. This requires the leader to set the standard for their team to follow, build a fundamentally strong group, and establish a sense of esprit-de-corps. Teambuilding is essential to this, and effective leaders are focused on building effective and strong organizations.

2. Leaders Lead – An effective leader must provide inspiration to their soldiers through their actions and words. The communication process is critical to this effort, as not everyone is motivated or reached in a single way. Additionally, strong leaders strive to build trust, teamwork, and sharing organizations that live up to the seven U.S. Army values.

3. Leaders Achieve – Success in the U.S. Army is contingent on accomplishing the desired results. Planning, mission development, cohesiveness, and coordinated effort are hallmarks of leaders who achieve.

The ability to adapt to our ever-changing environment is a reality in today's Army Reserve. The U.S. Army Field Manual (FM 6-22, 9-26 – 9-28) further explains that adaptable leaders are flexible, able to make decisions with ongoing and competing demands, and can function within ambiguous environments. Soldiers must be able to adjust to new cultures at a moment's notice, and this is often a requirement to ensure mission success. Although the U.S. Marine Corps motto Semper Fidelis (always faithful) is a constant, it is being augmented with the Semper Gumby (always flexible) reality of today.

Literature Review: Summary and Personal Reflection

To me, what all of the aforementioned works cited and referenced amount to is that there is not one particular skill, characteristic, personality trait, or leadership theory that can comprehensively describe why an individual becomes a leader, much less be selected to become a General Officer in the U.S. Army Reserve. The combination of different skills, characteristics, personality traits, and leadership theories added together give a better description of the leadership process. Certain concepts may hold true at one stage or for one type of leadership, while others hold true at different stages. The articles focusing on the U.S. Army and the U.S. Army Reserve illustrate that what is required of a leader varies depending on the stage of leadership a leader is within.

The majority of the previously mentioned references concentrated on what the followers or the supervisors of the leaders think a leader is, or what an ideal leader should strive to be. However, the leaders themselves did not look inwardly to examine their own leadership factors,

skills, characteristics, etc. The following sections strive to identify why the leaders themselves think they became the successful leaders they are today. Through the various methods of studying leadership, the Generals within the U.S. Army Reserve will examine themselves as to why they think they advanced to their rank.

Researcher's Bias and Background

As a Commissioned Officer in the U.S. Army Reserve with over twenty years of service (and still going Army strong), it is obvious that the organization seeks to promote the best and brightest to the highest leadership levels. As I am a Major, not a General, I am not at the highest levels yet in my career. However, I have been fortunate enough to be a first-hand witness to many of these great leaders; I cannot recall a time where I questioned the selection of any of these people to the rank of General. It amazes me to this day that the U.S. Army Reserve (designed to be a part-time vocation for its members) can identify these high caliber individuals for its most senior leadership positions.

Having worked over two decades in the civilian sector since finishing college (in private industry and both the state and federal government systems) I have been in and around highly talented and capable individuals. In the private sector the promotion process seems heavily weighted towards individual capabilities and leadership skills, while, unfortunately, this is not always the case in the state and federal government where seniority plays a significant role in advancement. In comparison, to be promoted to General Officer a soldier must be technically proficient, highly motivated, and an outstanding leader that inspires others. Although the leaders that I have been exposed to in the military, especially the General Officers, have been the best of the best, personal admiration for the study participants will in no way influence the analysis of the data, presentation of results, or any components of this project.

During my twenty-two years of military service in the U.S. Army Reserve, I have been called to active duty for over six years. I have been sent throughout the world on peace-keeping, stabilization, and humanitarian missions, as well as to areas where I received combat pay. As a citizen-soldier I have been exposed to a lot of things everyday citizens have not, and these experiences have given me an extraordinary perspective on military leadership.

One of the assignments I enjoyed the most during my military career was Aide-de-Camp to a Brigadier General. In this nearly three-year assignment I assisted the General on a daily basis. The best part of the assignment, however, was seeing how the U.S. Army Reserve senior leadership operates. The decision-making process, the listening skills displayed, and the overall understanding and speedy remediation of sometimes chaotic situations were impressive. My interest in the General Officer Corps has continued as I have progressed in my military career, and though I may not reach that level in the organization, I am interested in learning more about them and understanding what they believe are the important leadership qualities that propelled them to the top.

Conclusion

Without a doubt, the completing of a literature review is both an arduous and rewarding learning experience. It is very labor intensive, as there is often so much information available it seems overwhelming. Sifting through searches to find articles, chapters of books, and pieces that apply to your project is also part of the endeavor. Additionally, of the volumes of items read and reviewed, only a proportion has been highlighted in this section.

During my literature review I could not find any research on U.S. Army Reserve General Officers or senior leaders, although there is a plethora of literature available examining civilian leaders, their leadership styles, and qualities that they identify as critical for success. It seems the

unique leadership position of these individuals holding civilian careers while maintaining

extremely high positions in the military has gone unnoticed by the research community. My

research is aimed at bridging the literature gap and adding to the body of literature available on

leadership in general and military leadership in particular.

A very recent report by the Rand Corporation examines the content and delivery method

of instruction at the Command and General Staff Officer Course (CGSC) – which is the course

used in developing critical thinking skills and abilities in the Officer Corps (Straus 67-78).

Although the examination was primarily focused on how well current instruction and evaluation

methods gauge course success (and identify needed improvements), the subject population of

their report were senior level Officers in the Army. The study aimed to discover if online, in-

person, or a mixture of the delivery methods had a significant difference on the Officers learning.

The results showed no meaningful differences between the various teaching methods, as all were

satisfied with their learning. This study demonstrates the over-achieving and "out-work"

mentality found in my research, where senior Officers simply overcame any difficulties in the

venue, technology, or delivery method to reach ultimate success.

Mumford's 2000 study was interesting in identifying that junior military leaders who

advance to the more senior level positions first demonstrated better performance in the junior

officer positions and continued to increase performance once promoted to the higher leader

positions (Mumford et al.125). My research takes a different approach but is complimentary in

that I want to learn from the senior leaders directly, and through their experiences, the important

components of effective leadership rather than attempting to predict future great leaders by

identifying their performance as junior leaders. However, this Motivated Communicators

leadership category likely contains the qualities identified by the General Officers who participate in this study.

I anticipate that Heifetz's (2009 41-48) description of effective leaders will also be reinforced through this study, as his adaptive leadership theme is extremely important in the Army Reserve. The Army Reserve today is required to constantly improvise and incorporate lessons learned into future plans due to our rapid and ever-changing environment.

A rewarding aspect of this review has been the ability to focus research questions, learn more about topic, understand that there is minimal literature on the subject, and build a base of understanding from which to launch the research.

CHAPTER 3

METHODOLOGY

Introduction

This dissertation presents a mixed methods research design that includes a survey offered

to the entire population of Reserve General Officers as well as follow-up interviews with fifteen

of the sixty-six participants. Creswell explains that mixed methods research combines

quantitative and qualitative research methods into a single study, and that utilizing a mixed

methods research design aids researchers in answering a broad and more complete range of

research questions (Creswell 3-22). Stronger evidence is established through this combination of

methods, the researcher's conclusion is supported through the convergence and corroboration of

these findings and the end-product is a more complete understanding of the phenomenon being

examined (Creswell 203-226). A mixed methods approach also aids in answering questions that

cannot sometimes be addressed fully through either quantitative or qualitative methods alone.

For this study, I believe that it is essential to investigate the various individual perceptions and

experiences in order to fully understand the key factors desired for selection to the rank of

General Officer in the U.S. Army Reserve. Qualitative analysis facilitates the researchers' effort

to investigate questions more fully, as well as being able to better access the meaning within the

research findings. In addition, qualitative data supplements the findings evidenced through the

quantitative data and provides explanation and illustration of findings. Thus, this mixed method

research provides for a greater understanding of the leadership characteristics General Officers

view as leading to their success.

This study focuses on U.S. Army Reserve General Officers and their view as to the key factors that led to their ascension through the ranks. There are currently 121 General Officers out of approximately 205,000 soldiers in the U.S. Army Reserve. Eligible study respondents include the General Officers, who were promoted to the position and not retired as of May, 2012. As a member of the U.S. Army Reserve I have email access to everyone in the organization. Additionally, a list of General Officers is accessible through the Reserve Officers Association.

U.S. Army Regulation 600-46 (1979 1-9) governs participation in research projects. As the individuals participating in this study are General Officers, they can "self-authorize" themselves and be a part of the study if they choose. They as Commanders have the authority to allow for the collection of information and subsequent analysis under the authority of 10 United States Code, Section 2358, "Research and Development Projects" (1979 2-9).

From the first steps of contact with the subjects and throughout the project I was open about my background and my affiliation with the military. I ensured that they knew that I am currently in the U.S. Army Reserve, were aware of my previous jobs in the military and civilian world, and that my intent was to learn from them their thoughts on why they believe they were promoted to the rank of General. I sent them a cover letter explaining this and provided contact information in case they had follow-up questions. (See Appendix A.)

Selected Framework

Theories of Focus for This Study

I found several leadership theories interesting and applicable during the completion of this literature review. Katz's Leadership Skills approach suggests that leadership is based on three skills: technical, human, and conceptual. Katz explains that technical skills refers to competency with respect to the activities specific to an organization, their rules and procedures,

as well as their products and services (Katz 90-102; Yukl 251-280). He feels that this skill set is most important for lower level leaders and least important for senior level managers. Human skills focus on interpersonal skills and management expertise, and are important to all levels of management (Katz 90-99; Yukl 260-275). Finally, conceptual skills are centered on working with ideas, organizational vision, and the ability to communicate these throughout the organization. It is explained that this is the most important attribute for senior leaders to possess, but middle and lower level leaders should demonstrate this skill in order to progress in the organization (Yukl 251-280).

The Leadership Skills approach explains that leaders can be made, and do not necessarily have to be born. I found this an interesting premise and my survey and interview questions sought to determine how the senior leaders in the U.S. Army Reserve regarded this theory. My research has also shed light on the Generals' opinions as to the importance of the technical, human, and conceptual skills described by Katz. Weber's ideas of bureaucracy and its components is also in the forefront of the survey data and interviews, examining how these ideas have influenced those who are in the highest levels of U.S. Army Reserve leadership.

I will also keep in mind Mumford's seven widely different personality types (as categorized by Mumford et al., 1991, 2000). His categorizations and descriptions will be drawn upon, especially during the interview phase of the project. Mumford identified that certain personality types would likely fit into better positions organizationally than others, and I will reference these as the project progresses.

Ethnography

Ethnography is the primary method of anthropology and is the earliest distinct tradition of qualitative inquiry (Patton 81-84). Ethnography involves an ongoing attempt to place specific

encounters, events, and understandings into a fuller, more meaningful context (Tedlock 455-486). It is the study of people in their natural or native environments; research is performed where the subject or subjects are in their normal environment whether that be home, work, or school. The ethnographic approach requires a researcher to immerse him or herself in diverse environments, cultures, and populations and requires establishing rapport with people in their normal environments to gain a deeper understanding of their beliefs, motivations, and behaviors (Tedlock 455-486). Tedlock believes that methods that include interacting with the subjects and ongoing close observation will allow for the identification of the subjects personal perspectives, views, feelings, and principles. In addition to these factors, many unspoken cultural patterns that shape behavior will be revealed through the ethnographic approach. Wherever it has been used, a key assumption of this methodology is that by closely observing subjects in their normal settings and activities, ethnographers are better able to understand the beliefs, motivation, and behaviors of their subjects than they can by using any other tactic (Tedlock 455-486). Tedlock highlights the benefits of this approach and thoroughly explains the greater level of understanding, appreciation of others viewpoints, and advantages to ethnography.

The ethnographic approach highlights the neutral viewpoint on a situation and allows the surveyor opportunity to collect an unbiased response from a subject. During the interview phase of the project it was made clear that I am an active member of the U.S. Army Reserve, having served over twenty years in multiple locations all over the world. I shared my military resume when it was appropriate, but it was not imperative during the interview process. I focused on gaining an understanding from the interviewees of their career paths and views on leadership, without imposing my bias or history on them.

Grounded Theory

The goal of any particular study is to produce data which is then grounded in a particular theory. The grounded theory is both a method and a description of a result, and the advantage to the grounded theory is that one's results are thematically focused while the method of acquiring data remains flexible. The theories serve as analytical guidelines that enable researchers to focus and re-focus data collection to build inductive, mid-range theories through successive levels of data analysis and conceptual development (Charmaz 507-536).

The great benefit of utilizing the grounded theory for this study is that it provides the framework to assess participant responses taken from interviews, observations, and field notes in order to uncover behavioral patterns, and to develop and refine a particular theory. Grounded theory methods do not detail data collection techniques, the strategies include but are not limited to: simultaneous collection and analysis of data, a two-step data collection process, comparative methods, memo writing for the purpose of conceptual analysis, sampling to help refine a researchers focus, and integration of the theoretical framework (Charmaz, 364-366). Through the use of grounded theory methods in addition to the empirical research, I believe a higher level of understanding of military leadership will be obtained. In the grounded theory data sets are recorded, coded, and analyzed through constant comparison methods (Glaser & Strauss, 23-40). Constant data comparison permits a researcher to identify themes, designs, and connections within the data that may not typically be revealed through other methods. The surveying and follow-on interviewing conducted in this project lend itself to this approach.

Charmaz further states that the grounded theory allows the researcher the flexibility to use both quantitative and qualitative methods. Grounded theory methods do not detail data collection techniques or specific strategies, however, the strategies include but are not limited to

simultaneous collection and analysis of data, a two-step data collection process, comparative methods, memo writing for the purpose of conceptual analysis, sampling to help refine a researchers focus, and integration of the theoretical framework (Charmaz 507-536).

Authority to Conduct Research Involving the U.S. Army

Research is a critical activity that facilitates the advancement of the U.S. Army and is conducted on many different levels. In order to streamline research opportunities, the Department of Defense has delegated authority to the U.S. Army and its Commander's to authorize research and the collection of data from U.S. Army personnel by Army Regulation (AR) 600-46. U.S. Army Regulation 600-46 (1-9) provides the authority to conduct survey research throughout the U.S. Army Active Duty, U.S. Army Reserve, and U.S. Army National Guard Forces. My study only includes General Officers, and they have the authority to choose if they would like to participate in the project or not. This regulation also notes that any survey used needs to be submitted to the appropriate human use committee. I submitted all of my Dissertation materials and plans to the Indiana University of Pennsylvania's (IUP) Institutional Review board to approve my selected methodology, and they are the authority for this project.

Excerpt from U.S. Army Regulation 600-46

The following excerpt from this U.S. Army Regulation applies to research involving their personnel, and has been followed throughout this project. Overall, as this study only includes surveying and interviewing of General Officers, it is understood that they have the authority to participate or not, and it is at their discretion as to what questions they would like to respond to(if any).

Attitude and Opinion Survey

A survey is a systematic data collection, using in-person, telephone interviews, or self-administered questionnaires (including Web surveys), from a scientific, probability sample of 10 or more persons as individuals or representatives of agencies (44 USC § 3502). The questionnaires or interview protocols contain identical questions about attitudes, opinions, behaviors, and related demographic information. None of the survey results were used to assess and/or guide current and planned U.S. Army policies, programs, and services. The findings can be generalized to all members of the target population.

Applicability and Data Collection

All surveys including (attitudinal and opinion) of Army personnel conducted within or between two or more major commands (Army Commands, Army Service Component Commands, or Direct Reporting Units), must be approved prior to administration. (For this guidance, "Major Subordinate commands" are not considered as Major Commands.) Requests for survey approval from ARI were forwarded ARI (DAPE-ARI-PS) and must provide the information outlined in the AR 600-46, Attitude and Opinion Survey Program.

Attitude and opinion surveys completed solely within a single command (e.g., ACOM, Division, Brigade, Battalion, Company/Detachment) must be approved by the unit Commander. Attitude and opinion surveys of military members were conducted in two or more DoD Components (Services) approved by the Defense Manpower Data Center, IAW DoD I 1100.13 (Surveys of DoD Personnel). Surveys also must be submitted to the appropriate Human Use Committee.

Data Collection Methods

Prior to disseminating any surveys or conducting any interviews, Major General William D. Razz Waff, Commanding General, 99th Regional Support Command, reviewed all of the questions as an expert in the field. Having worked as Aide-de-Camp for General Waff for several years, I appreciated his insight, guidance, and value his judgment. General Waff reviewed my survey and interview questions, and we discussed the goals of the project. As General Waff has several advanced degrees, including a Doctorate in Medical Ethics, I not only value his insight into the senior level of military leadership but of academia as well. General Waff has supported my efforts to complete this research project, and has been an ongoing source of encouragement throughout my career.

Based on General Waff's recommendations several adjustments to the verbiage of the surveys were completed, as well as the wording of the interview questions. As General Waff is a senior leader, knows all of the military protocols, and has extensive experience in research, his insight and guidance was extremely valuable.

Sampling

I sent surveys to 100% of the U.S. Army Reserve General Officers, the "sampling" technique is straight-forward. I was able to identify all of the General Officers in the U.S. Army Reserve through the review of all the Commands and examination of the force structure. As a member of the U.S. Army Reserve I have access to the organizations website (Army Knowledge Online – AKO) and used that to contact the General Officers. Their email addresses were all in the AKO directory, and as this is the primary communication mechanism for the U.S. Army, their addresses were accurate and current.

I was not concerned as to who was Commander of what organization, for this study I only focused on those individuals who were at the rank of General Officer. I viewed that the activities, styles, and components of leadership that were important for an Infantry Officer would be similar to that of a Medical Officer or Finance Officer.

At the end of each survey the General was asked if they would like to participate in a follow-up interview to discuss their thoughts on leadership. Of the sixty-six respondents to the survey, twenty-two indicated they would like to participate in the interview phase of the project. However, time constraints and scheduling challenges only allowed for fifteen interviews to be conducted.

These fifteen were a subset of the twenty-two who were able to be scheduled and completed, and it was randomized in that the other seven who were not interviewed were a victim of logistics. In my research proposal I hoped to interview between ten and twenty Generals for the study, with fifteen being the mean goal. Although I would have preferred to have more interviewed, I am satisfied with the information provided by through these fifteen.

The fifteen interview participants are twenty-four percent of the total survey respondents, and twelve percent of the total population.

Sensitizing Concepts

As explained by Patton (276-280), sensitizing concepts provide researchers direction, help to identify potential bias, and give insight to the fact that questions can be used/interpreted in many different ways. My acknowledgement of this is important, as recognizing the importance of this in gathering information is critical during interviews.

The emergent themes for the survey were identified using what Patton described as inductive analysis (55-58). By reviewing the survey data, seeing the trends and most frequent responses, I felt confident in moving forward with these interview questions.

Specifically, Reserve soldiers have civilian careers where skill sets not often developed or available in the U.S. Army are possible (being the owner of a business, being a chief executive or finance officer of for profit organizations, being a commercial pilot, or practicing medicine in a large hospital). There may be similar vocations in the military, but there are often major differences - even though on the surface they may seem the same.

My first-hand, real-world, experience with interviewing in relation to the military came while deployed with the U.S. Army Reserve to the country of Haiti in 1995. While there on a one-year assignment as a Psychological Operations officer we routinely, almost daily, interviewed the local population to understand their viewpoints, needs, wants, and pain points. Our military was there to assist them as their Government was transitioning from a brutal multi-generational rule by the Duvalier family, to one much more democratic in nature.

As Psychological Operations soldiers we were attached to Special Operations Detachments and lived in very remote parts of the country. We were given assignments such as learning what the local populace thinks of the current Haitian government transition, gleaning from them insight on the never-ending black market activities, and finding out if they knew the location of any "bad guys" in the area. Our questioning had to be good in order to get accurate information, and gaining trust was critical to gaining valuable information.

When interviewing and interacting with the locals, they obviously knew we were not from Haiti, but did not always understand our presence. I made it clear the reasons we left our homes was to help them and their families in Haiti, and that we did not want or need anything

from them – only cooperation. This was done in a non-threatening way, and over a short amount of time trust was built.

Another important technique learned from that experience was to not have a weapon visible when conversing with the locals. Although this sounds obvious, when in a foreign country with a different language and outlook on almost everything, violence and weapons were a common denominator. However, I did not want them to tell me what they thought I wanted to hear (which is what happened when talking to them with an M16 with grenade launcher on my shoulder), I wanted the truth. Being clear about my motives and intentions, and being as non-threatening as possible, I was able to gain trust and successfully complete my mission.

Prior to finalizing my survey and interview questions I shared them with Major General Waff for his insight as to how they would be received. Having worked for General Waff for several years I trusted his judgment and sought his input regarding the overall project and these documents in particular. Through our many discussions I realized the importance of clearly identifying my personal bias and acknowledging that my career in the military has had an impact on my perspective. This acknowledgement is neither a negative nor a positive in relation to the study itself, but an understanding that it exists. With that in mind, several sensitizing concepts were explored.

For this research project I respectfully made clear my intentions and was as non-threatening in my questioning as possible. I listened much more than I spoke. As the individuals I surveyed and interviewed were three to five ranks higher than me in the military structure, I was in no position to influence their views or responses. However, I needed to clearly explain why I was contacting them, my intentions in regard to the information they were providing, and to let them know that they would remain anonymous throughout this project in order for me to

gain a level of trust. The Generals gave me great answers, a lot of their time, and an insight to their priorities in regards to leadership. With all of this in mind, I identified several sensitizing concepts for this research study:

1. My experience working directly for and around General Officers for several years has caused me to build a respectful opinion of military leaders and leadership. I think I know what they think is important, but I need to be open to all of their ideas and thoughts on the matter.

2. My 10 interview questions needed to be flexible enough to allow the conversation to proceed in harmony with the Generals style. As the Generals have a wide variety of backgrounds and experiences, I did not want to limit myself to a very ridged questioning format. However, I wanted the discussion to remain on the core subject of leadership and learn what they thought propelled them to General Officer.

3. I intentionally avoided referencing my experiences, beliefs, and views into the interview process but focused on their thoughts and feelings. I wanted to learn from them and their experiences, and not force those into a conceptual framework from my own experiences.

4. I wanted to assure everyone that this effort was an academic activity, and not one specifically through the military. To clarify, this was an examination on senior leadership and what those leaders think are important – it just happens to be focused on the U.S. Army Reserve.

After reviewing my sensitizing thoughts and concepts, I moved forward with building the survey and drafting the interview questions. When interviewing the subjects, either in person or via telephone, I maintained a very respectful and professional tone. It seemed that the majority felt confident in sharing their experiences and views with me, and I attribute that to being very

clear on the intent of the project. These very accomplished and distinguished leaders had very strong opinions on what it was that separated them from the pack, and it was refreshing to learn of their views in a very candid, open manner.

After recording the interviews and transcribing them through the Nuance Dragon software (Medical version), these were sent back to the General to verify accuracy. Member checks were used to address questions and to clarify specifics, and this validation by the participants was important to ensure correctness.

Quantitative Data

As previously mentioned, I sent surveys to 100% of the U.S. Army Reserve General Officer population in order to identify the key characteristics, skills, and attributes that they believe led to their success in the military and eventually led to their promotion to General Officer. The General Officers were contacted through their U.S. Army email account and a link to the survey was embedded in the email. The first survey email was sent to all 121 General Officers, and a remainder email was sent two weeks later in order to maximize response rates (See Appendix A for the survey questionnaire). I used Survey Monkey® to facilitate this activity, and have utilized the Indiana University of PA Applied Research Lab (ARL) to assist me with this effort as well.

The Multifactor Leadership Questionnaire (MLQ) was incorporated into the survey to the General Officers, as it covers a broad range of leadership questions and issues. The MLQ questions added a level of in-depth questions to the survey, and helped add to the data received from the respondents. The MLQ questions augmented the ones I developed, and were designed to address issues of transformational leadership, transactional leadership, passive/avoidant

tendencies, and overall tendencies of leadership. In general, the MLQ questions added to the depth and level of data and were of benefit to the research.

I sent the initial surveys to the Reserve General Officer population (121) in June, 2013, and received forty-six completed responses. After a follow-up reminder email twenty more participants completed their surveys, bringing the final total of responses to sixty-six (54%).

The participants were not required to answer every question on the survey to progress, but there were only a minimal number of questions skipped by the respondents. This was not highlighted in the survey, as it was assumed that all of those choosing to participate would do so fully. There was no pattern of missed or skipped questions, and therefore, no questions could be identified as uncomfortable or being avoided.

To provide confidentiality for the respondents there was no indicator of name on the survey itself, with only those who indicated that they would be interested in a follow-up survey providing any contact information.

Survey Data Assistance in Developing Interview Questions

Upon review of the survey data I realized that several themes were emerging, and these commonalities helped formulate the interview questions. The final interview questions are below and attached.

1. What do you think were the most important factors that led to your selection to General Officer?

2. How did you develop these skills and abilities?

3. As Reserve Officers we bring a wealth of additional experiences to the military as compared to active duty soldiers. Do you believe these civilian experiences contributed to your selection to General? If so, why? If not, why not?

4. Do you believe you were selected to General because of some unique factors and experiences that you have acquired or were you selected because you have excelled in the typical/traditional activities in your career?

5. Who were the most influential people in your life who helped you become a leader?

6. Do you believe that leaders are born, and/or can leadership be developed?

7. What can soldiers do to become better, more effective leaders?

8. Is there anything in your career that you believe separated you from the pack?

9. Prior to promotion to General, did you seek additional training opportunities that helped differentiate you for other Officers?

10. Is there anything else you would like to share in regards to how you became a General Officer?

These questions are at the heart of my research study. My analysis will focus on these 10 questions to shed light on the important components of military leadership and, from the General Officer perspective, what are the most desirable qualities that helped them advance and be successful in the U.S. Army Reserve.

Qualitative Data

Out of the total sample of 121 Reserve General Officers who finished the email survey and indicated their willingness to participate in an in-depth interview, fifteen were randomly selected for interviews. The fifteen interviews were either conducted in person or via the telephone from August to December 2013.

Those that indicated in the affirmative were asked for contact information, as well as a best time and method for this contact. After several weeks of calls, emails, and other outreach attempts the fifteen interviews were able to be scheduled.

However, as scheduling challenges were rampant (mostly on the researcher side), the last interview was completed on 2 December 2013 – nearly four months from the completion of the survey. The delay in completing this phase of the project (although troubling at times) allowed for more time to be spent reviewing the survey data, and also for the recording, summarizing, coding, and analysis of the interviews being conducted. This primary data provided great insight into the thought processes of the General Officers, as well as numerous interesting examples from their lives that led to my increased understanding and appreciation of their leadership styles.

The interviews consisted of a set of 10 open-ended questions, with the Generals given the ability to expand their responses and provide additional insight at their discretion (See Appendix C). The interviews were conducted for an hour or less, and every interview was digitally recorded. The interviews were summarized and specific themes identified, and a subsequent thematic analysis conducted. These ten questions addressed my research questions and gave me the opportunity for additional inquiry.

During the interviews I kept Patton (2002) – the researcher, not the General – in mind as he highlighted the importance of listening to respondent's level of emotion in their responses, as this cannot be easily captured via surveying alone. Although it was often a challenge to "stick to the script" with the ten interview questions, the rich leadership examples and glimpses into the General Officers' lives were extraordinary. The ability to have access to these individuals and learn of their experiences directly was very rewarding both for this project and personally.

As I conducted the interviews I reminded the General Officers of the goals of my research, their role in the project, and that the information shared would remain confidential (I would not have in my Dissertation that "General X said Y"). However, I explained that I would use examples from the interviews to add depth and understanding to the project – but keep them neutral to the point that the originator would remain anonymous. All of those interviewed understood, and many commented that they were comfortable if I attributed quotes to them directly; they were content with their responses and stood behind their words.

Records Management

Upon receiving sixty-six completed surveys via Survey Monkey[®], and complete fifteen interviews of willing General Officers, the task of managing the recorded data was at hand. The challenge of quantitative and qualitative data management has become less arduous with the many data analysis tools previously mentioned.

All of the data files related to the project have been loaded onto an external hard-drive, with all other project information deleted from its original locations. The only repository of the project data is a locked file cabinet, with the only key being in my possession. This includes the project survey data, recorded and transcribed interviews, and working documents. I will follow the IUP Office of Research Guidelines and requirements in maintaining the security of these data.

Triangulation

Olson describes that triangulation is the mixing of data types and is generally best suited for pilot studies, but that mixed methods research is actually a higher form of triangulation (13). I chose to use more than one type of data, and means of obtaining those data, to enhance the

validity and accuracy of the study. Solely relying on quantitative survey data would clearly shed light on the subject of Reserve General Officer leadership, but the addition of interviews brings tremendous color and richness to the project. Hearing first-hand from the source(s), in their own words, has made this project very special.

Guba and Lincoln (239) explain that member-checks are critically important in gathering qualitative data, as they add additional reliability, credibility, and strength to the study. This triangulation effort included the use of the Survey Monkey® data (that had my questions and those from the MLQ), the interviews of fifteen General Officers (all recorded, transcribed, summarized, and coded by me), and the subsequent member-checks of the interviews to ensure accuracy. The member-checks were important in this triad, as I wanted to ensure all participants had the opportunity to review their transcribed interviews prior to using that information in the study. The member-checks also allowed me the opportunity to ask follow-up questions and to clarify any doubts in my mind.

Additionally, through various military organizations that I belong to, I have discussed my findings with both active and retired General Officers. These informal discussions, sometimes lasting an hour or more, added to my overall understanding of these General Officers' views on leadership and helped me put into context many of the examples mentioned in the interviews. For example, during many interviews I learned about a certain Command (example, the Signal Command) but only had a rudimentary understanding of the depth and breadth of the responsibility of that position. These additional discussions clarified my understanding and provided a greater appreciation of the significance of these positions. To me, these additional member-checks were extremely valuable in the completion of this research, and greatly enhanced my personal understanding of their leadership priorities.

Validity

In an effort to add another level of triangulation to the data, Patton's 4 measures of validity (542-552) was utilized throughout the analysis process. Although this study was not really questioning the information provided, as it was more opinion and perception gathering, referencing these four measures helped in maintaining focus on the larger questions of the research effort.

Patton highlighted these 4 measures – Confirmability, Dependability, Transferability, and Credibility – and explained that these need to be considered to maintain high validity levels when conducting qualitative research (544-560). Confirmability refers to the use of member checks to maintain data accuracy; Dependability refers to the analysis of the data to identify common themes and patterns; Transferability refers to the appropriateness of the research in relation to the research being conducted as well as any assumptions within the research question; and Credibility that are steps taken to ensure the participants information is accurately captured and projected in the study. Patton explains that these validity measures help to ensure accuracy in the data gathered, and lessons the likelihood of incorrect or false data being obtained (190-210).

As this research involved individuals completing an online survey, and those further interested participating in one-on-one interviews, the possibility of "group-think" or other data corrupting activities was minimized. Paul Meehl and Starke Hathaway (1951, 525-564) addressed this through their works and development of the Minnesota Multiphasic Personality Inventory (MMPI) tool. They explained that focus and small group interviews can be dominated (corrupted) by strong personalities – to the detriment of the researcher.

As the sole interviewer I clearly identified myself, my rank in the military (much lower than theirs), and intentions of the research. In no way was there an optimal, specific, or desired

answer to be provided but rather they were free to provide whatever they thought was important in the field of leadership. With this being the case, a tool was not needed to address this type of phenomenon.

Coding of Interviews

After digitally recording every interview I utilized the Nuance Dragon software application to have them transcribed. As this program only can be taught to recognize one voice, the interviews could not simply be played into the system and transcribed. However, the application was utilized in a unique way to take advantage of its capabilities.

While listening to the recordings through a headset (from start to finish) I repeated the entire conversation into the special Dragon microphone. As one of the primary uses for this is medical transcription, it was a perfect tool for this project. I stated my questions, then the responses, my follow-up questions, and repeated this for the entire interview. Not only did this help me understand the responses better, as I was hearing them for a second time, but was assured that there were no mistakes in the transcription itself. I knew and understood all the acronyms, jargon, and verbal shortcuts that were used by the Generals, as would be the case if I sent the recordings somewhere to be "professionally" transcribed. Although very tedious, I gained a greater level of understanding of the interviews and of the General Officers who generously gave their time for my project.

The IUP IRB approved qualitative data collection, storage, and transmission protocols were strictly followed. By adhering to these protocols the process of creating digital audio files, creating back-up files for them, and transferring them to a password-protected storage area for transcription is secure. These recordings are all stored in a central repository, and they were deleted from the individual digital recording device. The IRB protocols governed the de-

identifying of subjects to preserve confidentiality, and this entire process was completed immediately after the transcription and summarization was completed. As the sole interviewer in this process I had responsibility for all data management.

Strengths and Limitations of the Research

Creswell (25-51) explains that quantitative methods do not allow for the full capture and understanding of thoughts, experiences, and the emotions of the participants – and I took this as a warning to not limit the study to relying only on survey data. This research project's strength is in its mixed methods design, as using the quantitative data to shape and support the qualitative tool (set of interview questions) led to receiving richer data and responses from the participants. The interviews were very productive, with additional insight and examples highlighting points and further expanding upon the survey data.

The survey data itself provided a great level of understanding on a wide range of leadership questions, with the MLQ questions examining specific components of transformational, transactional, and passive/avoidant leadership styles. The MLQ questions also addressed other components of leadership to include the importance of extra effort, as well as efficiency and fulfillment. The survey also included demographic and personal/family history questions, and they were included to identify any trends related to those areas.

The use of the study has limitations, as this effort only examined a subset of the leadership in the U.S. Army Reserve; the findings likely cannot be generalized to the Active Duty General Officer Corps, as they typically do not have the same civilian focused background as U.S. Army Reserve soldiers. However limited, this project will provide context for a larger survey. Overall, this mixed methods design will allow for a greater understanding of the most important leadership qualities as identified by the U.S. Army Reserve General Officers Corps.

Ethical Considerations

It is intended that this study only add to the body of work in the leadership field, with no harm being done to anyone in the process. All of the required Institutional Review Board (IRB) processes and procedures were followed as outlined by the Indiana University of Pennsylvania (IUP) research office. Additionally, all of the project participants and the IUP IRB received copies of my IRB Protocol that outline the safety, privacy, and ethical treatment steps followed in this research study. The participants understood that there would be no compensation for their participation in this project, and that their rights would be protected throughout this study. Finally, I reviewed the purpose of the study, identified any and all known (none) and associated risks, as well as ensured them that there would be full disclosure of information gathered.

In my initial contact I explained that participation in this research project was entirely voluntary, and that any participant could remove themselves from the study at any time. I also explained that there is no "penalty" for not answering a question; if they felt uncomfortable they could simply go on to the next question. This ability to not answer a specific question applied to both the survey and the interviews conducted. If at any time a participant wanted to withdraw from the research their information would be deleted, with none of their input included in the data. The informed consent form was used to convey this information to the participants.

There were no risks identified with this research project, however, the option to withdraw or to not participate were always available to the participants. I have maintained their completed consent forms, my interview notes, the recorded interviews themselves, and all associated project materials. As the senior leaders being surveyed and interviewed for this project typically do not have a wealth of spare time, I understood their constraints, focused on brevity and being concise, but ensured to review these documents and the IRB requirements/procedures thoroughly.

The study participants were assured anonymity during this project, and it is hoped that it provided an additional level of comfort as they answered the survey and were interviewed. However, I do not believe anonymity mattered to this group of leaders. As very strong-willed and confident individuals, I am certain that they would be completely open and honest at all times – with no hesitation in answering questions regarding their thoughts on leadership. I was the only person to score and interpret the results, and conveying this to the participants (along with the member-check activities) provided them with a level of comfort with the overall project.

Chapter Summary

Through the use of surveys and interviews I gained a greater understanding of the thoughts and beliefs of the most senior leadership within the U.S. Army Reserve in relation to career ascension. Statistical analysis of the data collected identified the trends, as well as clearly defined the most important leadership factors discussed. The interviews completed provided greater understanding of the thoughts and feelings of the General Officers, with the ability to ask follow-up questions allowing for a rich data set.

This project was completed in accordance with the IUP IRB procedures, as well as the U.S. Army Regulation 600-46. The U.S. Army regulation was referenced as it explains (Section I, Paragraph 2, Subsection B) that U.S. Army personnel may participate in research studies, as long as it is authorized by their Unit Commander. As these General Officers are all Commanders, their participation was at their discretion. The participants were surveyed via the internet, and interviewed either in person or by phone.

As previously explained, my mixed methods design included a survey and follow-up interviews with a randomized subset of those participating in the interviews. In an ethnographic manner the surveys were completed by the participants where they decided, with the interviews

conducted in person (if possible and where practical) or over the phone – and at the Generals'

convenience. As outlined by Denzin and Lincoln (251-284) throughout their Handbook of

Qualitative Research, the goal of participant comfort and being "at ease" during their

participation was of utmost importance. This non-threatening approach allowed for the survey to

be conducted when they had enough time to devote to its completion, as well as greater freedom

to take the interview where the General wanted; this provided me with a richer understanding of

their leadership thoughts.

The use of grounded theory – being thematically focused while having flexibility in data

collection – was used as the effort was to build layers of understanding throughout the research

(Charmaz 359-380). This theory was in the forefront of my research efforts, as gaining a greater

understanding through various means was an ongoing goal of the project.

The quantitative portion of the research was primarily the Survey Monkey® facilitated

leadership survey that was sent to all 121 Reserve General Officers. The ninety-question survey

helped gather demographic data, as well as leadership information, in a very concise way. This

structured questionnaire was the foundation of the research project, and provided a great insight

to what leadership areas were the most important to the General Officers.

I made an effort to acknowledge and mitigate my personal predispositions by identifying

sensitizing concepts, and in that way, ensuring my own awareness and (hopefully) being mindful

of bias. The interviews were recorded and transcribed by me (and only me) to maintain accuracy,

then reviewed with the participants. Upon completion of this cycle, final transcription and

thematic summarizing occurred.

As the surveys were sent to 100% of the Reserve General Officer population at that time

(121 total), no sampling techniques were needed. The sixty-six who responded (54%) covered

the spectrum of age, gender, date of rank, and all demographics. From that group of respondents, a total of twenty-two indicated they would be willing to take part in a follow-up interview. From the group of twenty-two who were willing to interview, fifteen were able to be scheduled and completed. Optimistically, I estimate an additional two to three months would have been needed to complete these additional 7 interviews.

The triangulation of my data was completed through the use of the survey data, interviews, and reviewer checks completed by those interviewed. The effort to ensure the accuracy and validity of the research was an ongoing priority, with Patton's measures of validity (confirmability, dependability, transferability, and credibility) in the forefront of the project activities.

The IUP IRB and U.S. Army regulations regarding research were rigorously followed, and it was made clear to everyone that their participation was absolutely voluntary; in fact, they could end their participation at any time and did not have to answer any question posed. The consent forms were disseminated as required, and transcribed interviews reviewed with the interviewees. These and all other project materials are being stored in accordance with the IUP IRB for the Protection of Human Subjects research protocol.

Finally, I am aware that my personal affiliation and career with the military has instilled a bias in my outlook on life and this study, and there is no argument that my views have been shaped through my two-plus decades in the U.S. Army Reserve. However, the methodologies, computer applications, protocols followed, and analysis have factored out my personal bias and provide a clear picture of the information gathered.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

Introduction

As previously stated, the purpose of this study was to examine the leadership styles of U.S. Army Reserve General Officers. I wanted to learn from those that have achieved the highest ranks in the military as to what they thought separated themselves, and would potentially separate others, from the pack in regards to career ascension. I have personally met numerous well qualified Colonels who do not get selected for General Officer, and wanted to learn from those that were selected, what they think were the reasons for their selection.

Although some may look at this effort as drawing a map or designing a blueprint on how to become a General, that is not my intent. The identification of the most desirable skill sets, personality types, and experiences – in the eyes of our senior leaders – is something that will potentially raise the water level and all the ships afloat. By concentrating on the things the General Officers identify as important, no matter what your job in the U.S. Army Reserve, the organization on a whole will benefit.

This study used a mixed methods approach, utilizing a ninety-question online survey as well as follow-up interviews (with member checks of the transcribed interviews) to create a solid, triangulated methodology. The study included sending surveys to 100% of the U.S. Army Reserve General Officer Corps, with a fifty-four percent rate of return. The qualitative interviews were with fifteen Generals, and these volunteers were a subset from the group that participated in the survey.

After transcribing and summarizing the interviews I sent them to the individuals interviewed for their concurrence and correction (if needed). After this activity was completed I began coding the interviews and identifying common themes from the responses.

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┌─────────────────────────┐         ┌─────────────────────────┐
│   121 Surveys Sent      │         │   22/63 Indicated       │
│  (100% of population)   │         │  Willingness to Interview│
└─────────────────────────┘         └─────────────────────────┘
            │                  ↗                │
            │                 /                 │
            ↓                /                  ↓
┌─────────────────────────┐         ┌─────────────────────────┐
│   121/66 Completed      │         │  15 Interviews Completed │
│   (54% Return Rate)     │         └─────────────────────────┘
└─────────────────────────┘
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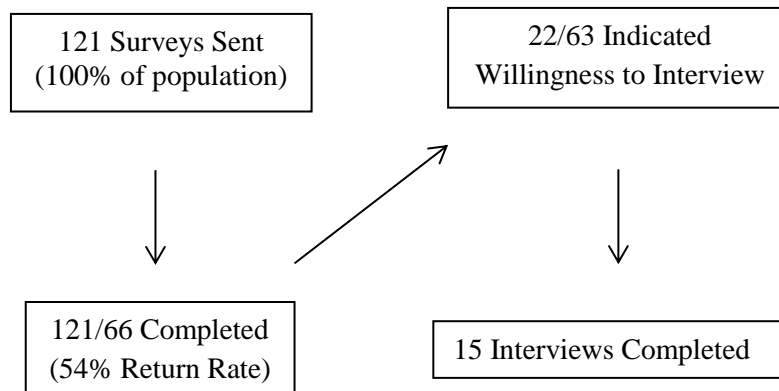
Study Variables and Measurement

Self-reported demographic information was obtained through this project including age, gender, marital status, education, and civilian work experience. Also, their self-assessed "most important factors that impacted their promotion to the rank of General" were measured. These primarily nominal (frequency) and ordinal data sets were used to identify patterns and relationships. For example, I initially thought that age may be a factor in regards to leadership and a key to their ascension to the General Officer rank, but the data gathered showed that they did not think it was important. I also initially thought that the various mandatory U.S. Army leadership courses played a significant role in their selection for promotion, but although seen as important, they were not identified as a discriminating factor for their promotion to General (although they thought they were very effective in developing leadership skills).

During my initial data review I anticipated the following categories to emerge, and I used these broad questions as a starting point to organize the participants' responses:

1. Civilian career experience:

 a. Did their experiences in the civilian world provide them the unique skills to set them apart from the rest?

 b. Were they in a position of authority/responsibility and how did that experience contribute to their success?

2. Military experience:

 a. How much of a factor were the military jobs they held, schools they attended, and other experiences attained through their military careers a factor toward promotion?

3. Timing/Luck

 a. I have often heard that "being in the right place at the right time" is one of the most critical components in life, as well as in the military. I was curious as to if this was really viewed as a significant factor in their ascension to the rank of General.

4. Interpersonal skills:

 a. Is being an effective communicator a key component to career advancement?

 b. How important is networking and building relationships?

5. What roles did mentors play (if any) to your success?

6. Have personal initiative and self-motivation contributed to your success?

By focusing on these categories, and being flexible if others emerged, I had a framework to organize the information and attain greater focus on the subjects' responses.

Data Plan

For a preliminary review I conducted descriptive and univariate analysis using Survey Monkey®, Nuance Dragon Speech recognition software, and SPSS (bivariate analysis). This study focused on descriptive analysis to characterize the sample's demographic variables and key

leadership factors, skills, and abilities that led to promotion to General Officer. In addition, basic analysis of the study variables of interest was conducted to study the various measures of central tendency (mean, median, and mode).

I placed particular focus on the relationships among variables related to the qualities that impacted the Generals' promotion, and to follow-up that survey collected data with interviews to learn first-hand their thoughts on the subject. For example, it was interesting to learn that many thought luck (in particular, good timing) played an important role in their selection to General. It was beneficial to have follow-up questions to better understand that many felt having a variety of military experiences was important and added to their skill set as opposed to others who may have had a limited number of military occupations throughout their careers.

Constant Comparative Analysis

The groundwork of qualitative data analysis is constant comparative analysis, as this provides the conceptual framework for the research (Glaser & Strauss 3-32). Data coding helps the researcher remain organized, but also adds the possibility of subjectivity into the analysis. With the goal of limiting subjectivity, organized data can be more easily analyzed and a higher degree of objectivity achieved. Constant comparative analysis can be an effective way to identify themes and make connections, as it can be a challenging exercise – even a daunting task – to attempt data analysis without a well-developed framework. To this end, Glaser and Strauss (3-32) summarize that this objectivity is the key to grounded research theory, and is a purposeful way to organize data.

The online surveys were sent to the Generals' individual military email accounts – Army Knowledge Online (AKO) – from my individual AKO account. I believe this was a positive aspect of the survey, as the recipients could see that I was a legitimate researcher and member of

the U.S. Army Reserve, as opposed to a system generated survey sent from an unfamiliar email address. A link was included in the email and the Generals were asked to click on it if interested in participating in the study. Of the 121 surveys sent, forty-six surveys were initially returned. After a two-week break, a follow-up reminder email garnered an additional twenty responses for a total of sixty-six returned surveys.

Total surveys sent: N=121

Total surveys returned: N=66

Survey return rate: 54%

A key component of the survey was that it was anonymous; I did not ask for their name, social security number, and could not identify through Survey Monkey® who actually completed which survey.

As I did with the interviews, I assured the Generals that their responses would remain anonymous, and although I may use a quote or two from them, I would not attribute it to anyone in particular. I wanted to gain the highest level of trust and candor possible, and I believe by keeping all of the data anonymous that was achieved.

As the U.S. Army is comprised of 1.3 million Active Duty soldiers, Reserve, and National Guard soldiers, it is difficult to assume this study's findings can be applied to the entire organization. However, the findings from my study of the leadership thoughts of the Reserve General Officers can potentially be considered generalizable. Nevertheless, the very acceptable level of participation from the target audience lends itself to the possibility of generalizability.

Survey Response

Survey Response- Demographics

The Survey Monkey® delivered instrument was set to not require all of the questions to be answered to proceed; it was an option that I chose while formatting the survey. With that said there were a few instances where not every question was answered; however, there was no pattern associated with the questions that were skipped (I believe it was a simple oversight by the participant). Because of this aspect of the survey formatting, when discussing the individual categories and questions from the survey the overall N may or may not be sixty-six (example; the SPSS analysis used sixty-five cases).

Survey Response- Age

The survey was sent to all 121 Reserve General Officers at the time, with sixty-four respondents completing the question. The mean (average age) was 54.95. Respondents had an age range of thirty-seven years to sixty-one years old, and the median age was fifty-five.

Range = 37 to 61

Mean = 54.95

Median = 55

Survey Response- Gender

A total of sixty-four respondents answered this question, with fifty-six males and eight females responding.

Males = 56 (87.5%)

Female = 8 (12.5%)

Did not answer = 2

Survey Response- Race

All sixty-six respondents answered this question, with those identifying themselves into

seven different categories. The question provided three choices – White – African

American – and Hispanic – with a box labeled "other" where the participant could type in

their response.

White = 55 (88.7%)

African American = 3 (4.8%)

Hispanic = 4 (6.5%)

The following answers were entered in the "other" box by the participant:

Amalgamated American

Prefer not to say

Asian American

European/Indigenous American Age

Survey Response- Marital Status

A total of sixty-three respondents completed this question, with over 90% responding that

they were/are currently married.

Married = 58 (92.1%)

Separated = 0

Widowed = 0

Never Married = 0

Did not answer = 3

Survey Response- Educational Attainment

All members of the U.S. Army Reserve Officer Corps complete the same basic military educational requirements; this is not a discriminating factor. Everyone completes the same courses as required for advancement to the next higher grade in rank. However, the requirements (or preferred levels of civilian education) include at a minimum a Bachelor's Degree to be a Commissioned Officer, with preference given to those with a Master's Degree or higher for ranks above Captain (O-3). This is reflected in the percentages of the 63 who responded to this question.

Bachelor's Degree = 2 (3.2%)

Master's Degree = 50 (79.4%)

Doctoral Degree = 11 (17.5%)

Did not answer = 3

An additional response option of "other" was provided, with a box where the individual can provide their input. Two individuals answered Juris Doctor, which I counted as a Doctoral level degree.

Many Officers at the Lieutenant Colonel (O-5) and Colonel (O-6) rank (approximately 800 per year) have the opportunity to attend the U.S. Army War College, where these senior level leaders who complete this very rigorous academic program receive a Master's Degree in Strategic Studies. U.S. Army Regulation 10-5-6 (2005) explains that the mission of the War College is to "prepare selected military, civilian, and international leaders for the responsibilities of strategic leadership…" It is not surprising that nearly all respondents (97%) have either a Master's or Doctoral level degree.

Survey Response- Age at General Officer Promotion

I was interested to learn if there was a significant range for when the individuals were promoted to the rank of General, and it spanned from 2001 to 2013, with the median year being 2009. Although sixty-four of the sixty-six respondents answered the question, it may be interesting to explore if the "older" General Officers had different views on leadership as compared to the "younger" ones surveyed. But, again, gaining an understanding of the important leadership priorities and skill sets as identified by all of the General Officers was the focus of the study.

The next question on the survey asked "How old were you at the time of your initial promotion to General" – and this was used to primarily identify the age range of the participants.

Respondents:

N = 63

Range = 35-59

Median age = 51

Mean age = 50.2
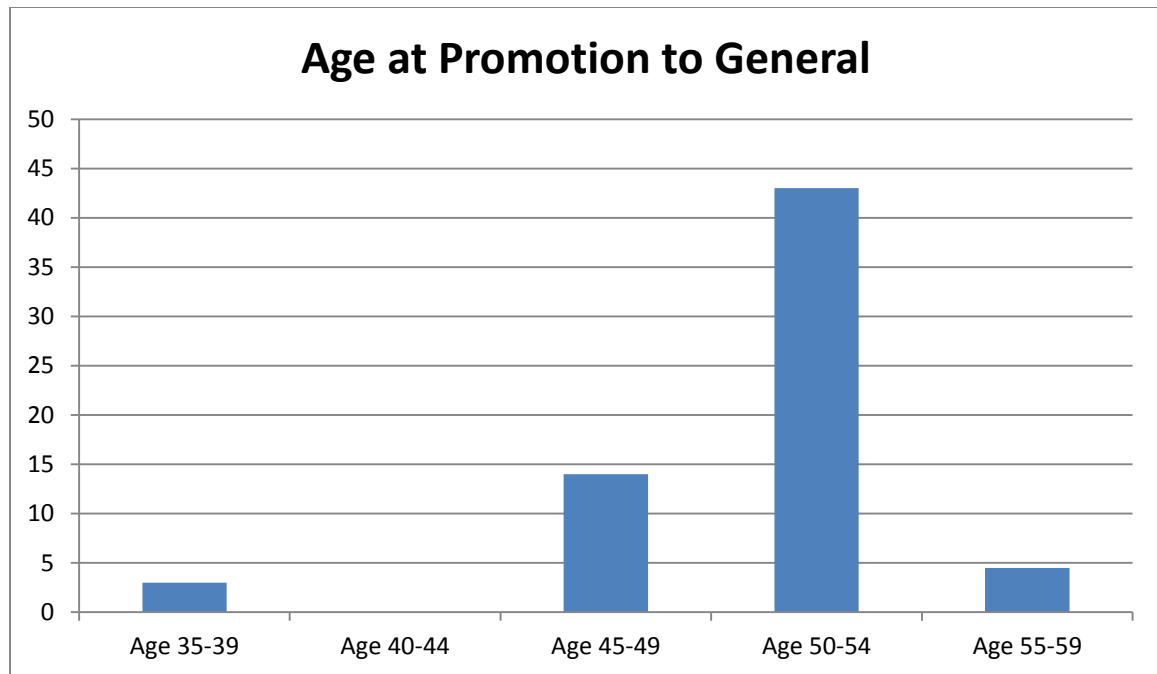
Fig. 1. Age at time of promotion to General Officer.

It is a stretch to understand how a soldier could be a General at the age of 35; it is possible that as this was a free text box (as opposed to a drop down list of ages) that "45" or "55" was the intended response. Despite this outlier, the median and mean seem appropriate.

Survey Response- Years Served Prior to Promotion to General

In the same group of questions I asked "How many years had you served in the Army at that time" – as I was trying to gain an overall understanding of their experience with the military to that point. The results provided a wide range of responses from the 64 individuals who answered the question.

Range = 10-40 years in the Army (r=30)

Median = 28 years in the Army

Mean = 28 years in the Army

Years Served in Army at the Time of Promotion to General
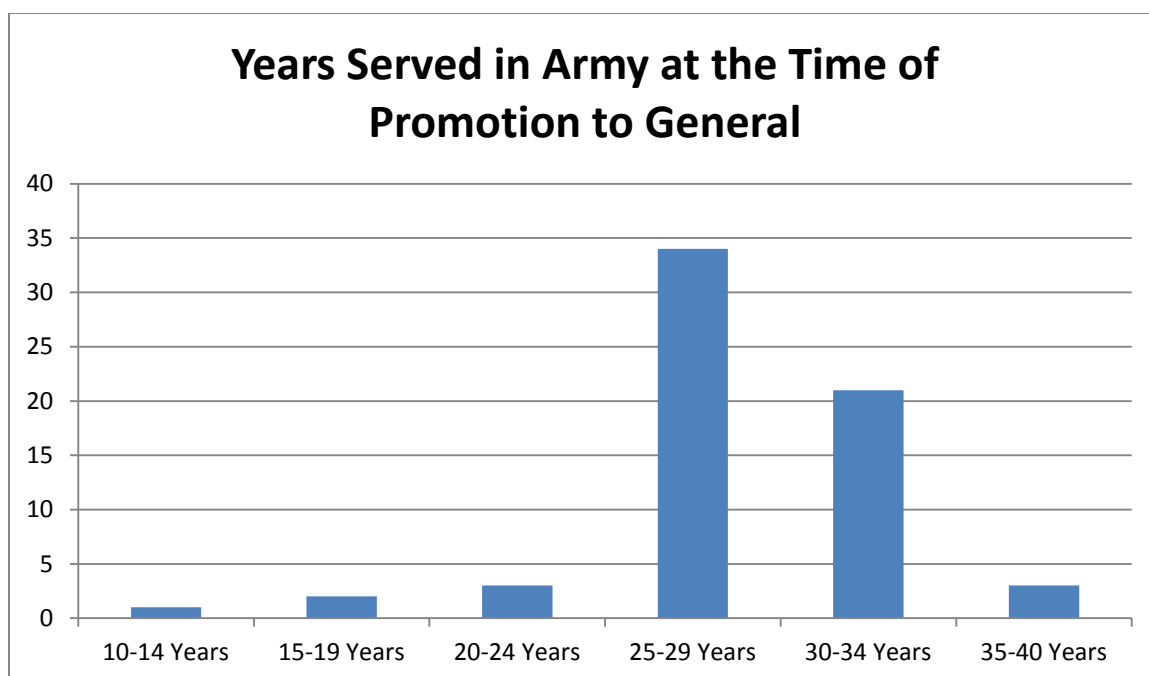
Fig. 2. Years in the Army when promoted to General.

After reviewing the data I wondered how someone could become a General after only serving 10 years in the U.S. Army. However, this can occur if a member of the Medical Corps comes into the U.S. Army with an elevated rank – either Lieutenant Colonel or Colonel – then is promoted to General Officer. Dentists, Pediatricians, Surgeons, and other medical experts often enter the service after completing all of their clinical training and having years of experience in their field (other than military training). They join the U.S. Army and complete an Officer Basic Course (OBC) that teaches them all of the necessary processes and procedures needed to be a Commissioned Officer. I completed my Officer Basic Course with a Podiatrist and a Dentist who were both Commissioned as Lieutenant Colonels after completing the eight-week OBC training. Although they do not have the military experience, they are needed for their medical expertise.

Survey Response- Military Family

The final demographic-type question asked was "Did you come from a military family" –
with the goal of this question being to understand if their military knowledge and experience
came from them first-hand or from exposure to and involvement with their families. I
purposefully did not define "military family" as I wanted it to be to their discretion what a
military family means. There were sixty-four of sixty-six respondents to the question, with this
also being a free-text answer.

Yes – from a military family = 33 (51.5%)

No – not from a military family = 31 (48.5%)

Summary- Survey Demographics

The demographic information for the General Officers participating offered little in the
way of surprises. The average individual who participated in the study is a white male in their
early to mid-50's, has at least a Master's Degree, is married, and was promoted to General within
the last 10 years. Approximately half came from a military family, they were in their late 40's to
early 50's when promoted to General, and have served between 25 and 35 years in the Service.

The Multifactor Leadership Questionnaire (MLQ)

Incorporated in the survey questionnaire was a set of forty-four questions purchased from
mindgarden.com – the Multifactor Leadership Questionnaire (MLQ) (Bass and Avolio 2013). It
is described as "The benchmark measure of transformational leadership" by Bass and Avolio
(2014). I used this instrument as part of my survey to the General Officers, and specifically, used
their questions to help identify whether the leadership styles were Transformational,
Transactional, or more passive laissez-faire in nature.

The forty-four questions of the MLQ all had the option of five responses: 'Not at all', "Once in a while", "Sometimes", "Fairly Often", "Frequently/ Almost always". Scoring the assessment allows the items to be grouped into transformational, transactional and passive/laissez-faire leadership styles.

Patterns of Response

Data indicated that the Generals leadership styles were primarily transformational in nature. They are inspiring and motivating leaders who drive their organizations to their highest potential. Their scores in the categories of displaying confidence, articulating a vision, and their treatment of others clearly show their transformational tendency. The following are the transformational leadership questions within the MLQ section of the survey.

MLQ Transformational Leadership

MLQ Transformational Leadership Factors

1**.** I re-examine critical assumptions to question whether they are appropriate.

2. I talk about my most important values and beliefs.

3. I seek differing perspectives when solving problems.

4. I talk optimistically about the future.

5. I instill pride in others for being associated with me.

6. I discuss in specific terms who is responsible for achieving performance targets

7. I talk enthusiastically about what needs to be accomplished.

8. I specify the importance of having a strong sense of purpose.

9. I spend time teaching and coaching.

10. I go beyond self-interest for the good of the group.

11. I treat others as individuals rather than just as a member of a group.

12. I act in ways that build others' respect for me.

13. I concentrate my full attention on dealing with mistakes, complaints, and failures.

14. I consider the moral and ethical consequences of decisions.

15. I display a sense of power and confidence.

16. I articulate a compelling vision of the future.

17. I consider an individual as having different needs, abilities, and aspirations from others.

18. I get others to look at problems from many different angles.

19. I help others to develop their strengths.

20. I suggest new ways of looking at how to complete assignments.

21. I emphasize the importance of having a collective sense of mission.

22. I express satisfaction when others meet expectations.

23. I express confidence that goals will be achieved.

24. I am effective in meeting others' job-related needs.

25. I use methods of leadership that are satisfying.

26. I get others to do more than they expected to do.

27. I am effective in representing others to higher authority.

28. I work with others in a satisfactory way.

29. I heighten others' desire to succeed.

30. I increase others' willingness to try harder.

31. I lead a group that is effective.

Top 3 – Frequently/Always

I consider the moral and ethical consequences of decisions – 69.2% (45/65)

I go beyond self-interest for the good of the group – 61.5% (40/65)

I talk optimistically about the future – 60.0% (39/65)

Many of the top responses from the MLQ fall into the transformational leadership category. Considering the moral and ethical consequences of decisions (69% always), going beyond self-interest for the good of the organization (61% always), and talking optimistically about the future (60% always), demonstrate the leadership tendencies and preferences of the General Officer corps. Through improving morale, being motivational, and inspiring, they propel their organizations to do greater things.

These following five questions scored high in the "fairly often" category – this being the classification directly below the "frequently if not always" category. These also reinforce the idea that the General Officers have a transformational leadership style.

Top 5 – Fairly Often

I am effective in meeting others' job-related needs – 70.8% (46/65)

I get others to do more than they expected to do – 67.7% (44/65)

I am effective in representing others to higher authority – 63.1% (41/65)

I use methods of leadership that are satisfying – 61.5% (44/65)

I discuss in specific terms who is responsible for achieving performance targets – 58.5% (38/65)

MLQ – Transactional Leadership

MLQ Transactional Leadership Factors

1. I provide others with assistance in exchange for their efforts.

2. I focus attention on irregularities, mistakes, exceptions, and deviations from standards.

3. I make clear what one can expect to receive when performance goals are achieved.

4. I keep track of all mistakes.

5. I direct my attention toward failures to meet standards.

6. I am effective in meeting organizational requirements.

Top 1 – Frequently/Always

I am effective in meeting organizational requirements – 46.2% (30/65)

Top 3 – Fairly Often

I am effective in meeting organizational requirements – 47.7% (31/65)

I make clear what one can expect to receive when performance goals are achieved –
46.2% (30/65)

I provide others with assistance in exchange for their efforts – 35.9% (23/64)

Top 1 – Not at all

I keep track of all mistakes – 46.9% (30/64)

Far less General Officers' responses scored high in the transactional leadership category of questions as compared to the transformational, as the Generals' role is much more strategic and visionary. Their responsibilities go far beyond the day-to-day operational issues on which transactional leaders tend to focus their attentions, with their focus being more strategic and setting the tone for the organization itself. While transactional leaders often use incentives and goals to motivate, the transformational leader also attempts to share their vision to inspire their followers.

MLQ – Passive/Avoidance Laissez-Faire Leadership

MLQ – Passive/Avoidance Laissez-Faire Factors

1. I fail to interfere until problems become serious.

2. I avoid getting involved when important issues arise.

3. I am absent when needed.

4. I show that I am a firm believer in "If it ain't broke, don't fix it."

5. I demonstrate that problems must become chronic before I take action.

6. I avoid making decisions.

7. I delay responding to urgent questions.

Top 5 – Not at All

I avoid getting involved when important issues arise – 81.5% (53/65)

I am absent when needed – 80.0% (52/65)

I avoid making mistakes – 77.8% (49/63)

I demonstrate that problems must become chronic before I take action – 70.8% (46/65)

I delay responding to urgent questions – 67.7% (44/65)

As it is impossible to imagine a General in the U.S. Army Reserve being passive and having an avoidance leadership style, it was of benefit that the MLQ included questions that addressed this area. The top 5 questions in this area (all answered "not at all" in the survey) were clearly not a leadership style of the Generals.

1. I avoid getting involved when important issues arise (81.5% - not at all)

2. I am absent when needed (80% - not at all)

3. I avoid making mistakes (77.8% - not at all)

4. I demonstrate that problems must be chronic before I take action (70.8% not at all)

5. I delay responding to urgent questions (67.7% not at all)

Although fairly clear, it is possible to interpret some of these questions in different ways. In particular, questions #1 and #4 could be interpreted to mean the Generals let their teams take care of problems, and only become involved when needed. As the Army stresses that problems should be solved at the lowest organizational level possible, the question may have been read by a few individuals to mean that they avoid becoming involved at all (which is not the case) and would explain why the percentages are not 100%.

I propose that the reason question #2 (I am absent when needed – 81% responded not at all) is not 100% is due to the fact that as Reservists - we are not at our assigned units all the time. Sometimes serving in this capacity does not allow us to be onsite when a problem occurs and when we are needed. As is the routine, when a major problem arises and we are needed our full-time military counterparts quickly contact us and we become involved.

Questions #3 (I avoid making mistakes – 77% not at all) and #5 (I delay responding to urgent questions – 67% not at all) highlight a common theme throughout the U.S. Army; do not be afraid to make a mistake or a decision. From our earliest days in Basic Training or Officer Basic, it is made clear that it is always better to make a decision, even if it is not the best one, rather than not make one at all. It is encouraging that the data reflects that predisposition.

MLQ Data Summary

This set of questions, and how they were answered by the Generals, identifies them to be mostly transformational leaders. Their responses consistently and clearly demonstrate the transformational principles of leadership. The overall top scoring responses to the MLQ questions provide an insight into some of the priorities and important leadership aspects of the General Officers. The following eight questions received a fifty percent or higher response in the "Frequently if not Always" category:

1. I consider moral and ethical consequences of decisions (69.2% - frequently if not always)

As the question receiving the highest number of positive responses, it is clear that our General Officer Corps is extremely mindful of their decision making and the effects of those actions. Responsibility is clearly a part of their daily lives, with consideration of others in the forefront of their decisions.

2. I go beyond self-interest for the good of the group (61.5% - frequently if not always)

The size, scope, and impact of these leaders is tremendous; it is encouraging – if not inspiring – to see that they believe placing the betterment of others above all else a priority. As one of forty-four questions in the MLQ it is interesting to learn that thinking of others is so important.

3. I talk optimistically about the future (60% - frequently if not always)

This question lends itself to the transformational leadership style inherent to senior leaders and especially General Officers. It has been my experience that General Officers are always inspiring and encouraging others, with an optimistic view and positive outlook always being projected.

4. I lead a group that is effective (59.4% - frequently if not always)

It is interesting that the majority of Generals stated the great importance of teamwork, as an effective team is vital to them. The building and transforming their group into an effective team seems a priority.

5. I express satisfaction when others meet expectations (58.5% - frequently if not always)

Whether it is a short email, congratulatory text, or a simple "Atta-boy" – it has been my experience (and now verified through this survey) that Generals place an emphasis on reinforcing positive behavior. Their inspirational, motivational actions are very impactful – as I recall with clarity the times when a General Officer acknowledged my efforts. I know of many soldiers who carry physical mementos (typically a coin) given to them from General Officers that remind them of their good work. This action may also be considered a contingent reward relationship, with praise (or more) being the reward for a job well done.

6. I seek differing perspectives when solving problems (55.4% - frequently if not always)

Being inclusive and especially seeking different opinions (as this question addresses) is a hallmark of transformational leadership. By considering individual opinions and thoughts while having the ultimate decision making power is motivating and demonstrates an attribute that many might not anticipate coming from a senior leader. The unilateral decision-maker stereotype might be common, but as this data indicates, it is more common to have a General who is inclusive and actually seeks input from others to solve problems.

7. I talk enthusiastically about what needs to be accomplished (53% - frequently if not always)

The motivating and encouraging style is imbued in this question, with more indication that most General Officers are transformational by nature.

8. I express confidence that goals will be achieved (52.3% - frequently if not always)

Optimism can be infectious, and a General with a positive outlook can make a very positive impact. Senior leaders demonstrating confidence in themselves, their team, and the mission can inspire others to reach goals once thought unachievable.

In summary, these eight highest scoring responses to the MLQ questions indicate that General Officers show great transformational leadership tendencies, motivating their soldiers and demonstrating positive behaviors. They are inclusive in their decision making, have consideration for others, as well as the ultimate impact of their decisions.

Survey– Leadership Questions

In addition to the demographic and MLQ questions presented in the survey, I included four additional questions in an attempt to gain a greater understanding of what the General Officers thought were the most important leadership qualities that helped them throughout their careers.

Question #1 - Please indicate how important you believe these items were in terms of your promotion to General.

Response Options:

1. Not important at all, 2. Not very important, 3. Somewhat important, 4. Important, 5. Extremely important

Factors:

1. Outstanding Military Occupational Specialty/Area of Concentration (MOS/AOC) skills.

2. Superior communication skills.

3. Demonstrated leadership ability.

4. Self-confidence.

5. Hard work.

6. Teamwork ability.

7. Physical fitness.

8. Civilian education/experience.

9. Flexibility.

10. Organization skills.

11. Sense of humor.

12. Specific military positions held.

13. Timing/luck.

I asked the participants to respond to these thirteen different items and, using the response categories from "not important at all" to "extremely important," rate how important these were to their being selected to General. The following are the highest rated leadership characteristics from that question:

The top five areas that were rated extremely important are the following:

1. Demonstrated leadership ability (81.8% - rated Extremely Important)

2. Superior communication skills (62.1% - rated Extremely Important)

3. Specific military positions held (58.5% - rated Extremely Important)

4. Hard work (57.6% - rated Extremely Important)

5. Teamwork ability (55.4% - rated Extremely Important)
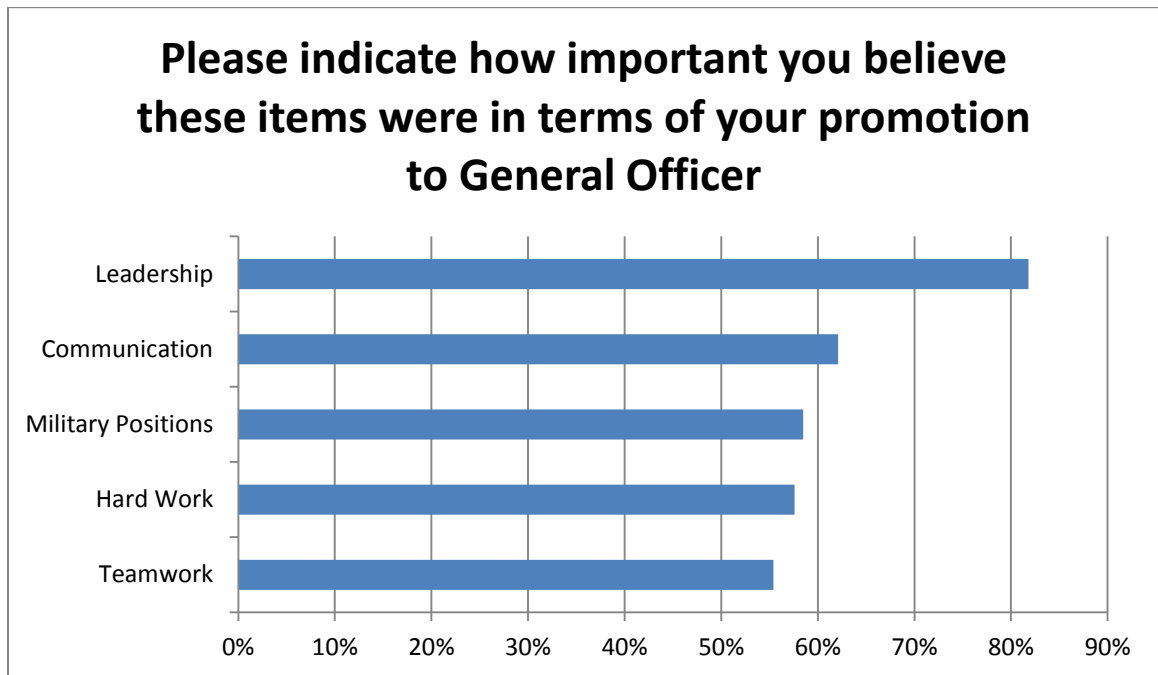
Fig. 3. Most important factors that led to promotion to General.

In looking at a Likert scale of responses from 1-5 valued "not at all important", "not very important", "somewhat important", "important", and "extremely important" for the question asking Generals to rate which items were important to their promotion to General, the item with the highest overall rating (81.8%) was demonstrated leadership ability. There were fifty-four of sixty-six respondents who chose this quality to be extremely important. Other extremely important factors include superior communication skills (62.1%), specific military positions held (58.5%), hard work (57.6%), and teamwork ability (55.4%).

As a continuation of the first question, I asked the participants to indicate the importance of a variety of skills as they relate to their promotion to General.

Question #2 - Please indicate the importance of the following as they relate to your promotion to the General Officer Corps.

Response Options:

1. Not important at all, 2. Not very important, 3. Somewhat important, 4. Important, 5. Extremely important

1. How important was your level of personal initiative to your promotion to general?

2. How important was it to be a hands-on leader as opposed to a delegator?

3. To expand, how important was it to empower members of your staff?

4. How important was it to be task oriented?

5. How important was it to be people oriented?

6. How important were your facilitation skills?

7. How important was it throughout your military career to maintain your own point of

view?

8. How important was it to be flexible in your attitudes?

9. How important was having a positive working team environment?

10. How important was it to be a team member first and a leader/manager second?

11. How important was your civilian occupation to your military career?

It is a similar question to the previous one, but with slightly different choices. The top choices

identified as "Extremely Important" are the following:

    1. Having a positive working team environment (55.4% rated extremely important)

    2. Level of personal initiative (50.8% rated extremely important)

    3. Empowering members of our staff (50.8% rated extremely important)

    4. Being people-oriented (44.7% rated extremely important)

Please indicate the importance of the following as they relate to your promotion to the rank of General Officer

Positive — 55.4%
Initiative — 50.8%
Empowerment — 50.8%
People-Oriented — 47.7%
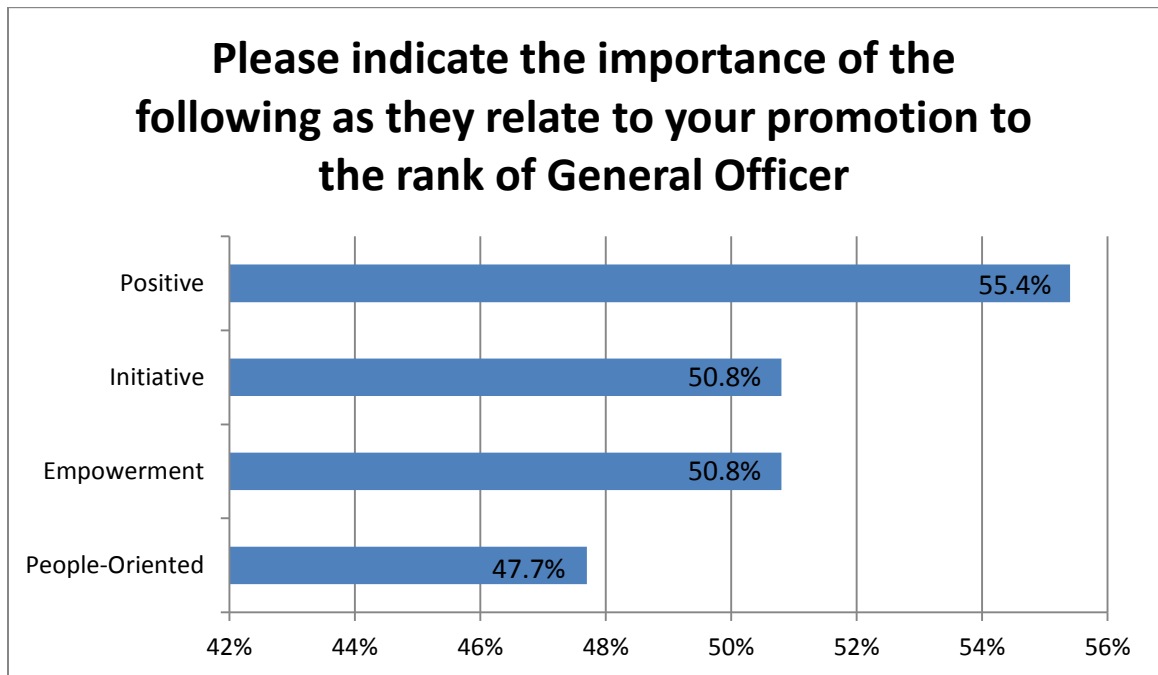
Fig. 4. Importance of additional factors that led to promotion.

The question with the highest value rating of 55.4% (33/65) was "how important was having a positive working team environment?" Other important questions the Generals considered to be extremely important include "how important was your level of personal initiative to your promotion to general?" (50.8%), "how important was it to empower members of your staff?" (50.8%), and "how important was it to be people oriented?" (47.7%).

As with the previous question, social skills ranked prominently as important (actually, extremely important) towards advancement. Being personable, going "above and beyond" what is expected, empowering your staff, and demonstrating empathy are consistently identified as

beneficial characteristics and qualities that the Generals thought were important. As a manager in

the civilian sector, I know these are desirable qualities in that world as well.

Question #3 - If you had to choose one, what do you think was the most important factor that led to your promotion to General Officer?

Response options:

1. Military Occupational Specialty (MOS) skills.

2. Communication skills.

3. Leadership ability.

4. Self-confidence.

5. Hard work.

6. Teamwork ability.

7. Physical fitness.

8. Civilian education/experience.

9. Flexibility.

10. Organization skills.

11. Sense of humor.

12. Other – please specify (open field).

The top responses to this question were the following:

1. Leadership Ability (57%)

2. Hard Work (19.3%)

3. All other factors combined (22.8%)
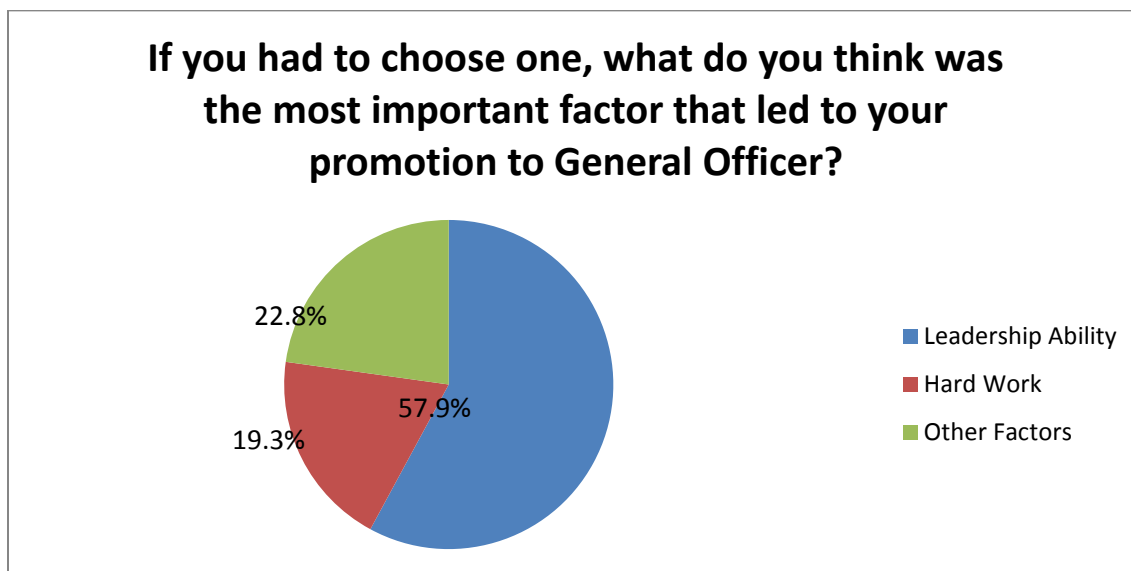
Fig. 5. Most important leadership factor that led to promotion.

An overwhelming majority (57.9%) of respondents chose "leadership ability" (33/57) as the most important quality that led to their promotion to General. The second highest single response was "hard work" at 11/57 or 19.3%. Eight respondents chose to fill-in their own response, as seen below.

Succeeding in critical positions such as Operations Officer, Executive Officer, Deputy Commander, and Command positions

Good Timing (identified twice)

Being know by General Officers as being a solid, good soldier

Good Luck (identified twice)

Having a good mentor to help guide and advise them

Performance - Getting the missions accomplished

The respondents were then asked to only choose 3 factors out of a list of nine and rank

the most important for General Officers to possess.

Question #4 - From this list, identify the top 3 factors that you feel are most important for General Officers to possess. (Indicate by noting: 1= most important; 2= second most important and 3= third most important)

1. Military Occupational Specialty (MOS) expertise
2. Good timing.
3. Communication skills.
4. Extensive civilian education.
5. Being a good mentor.
6. Adaptability.
7. Being well-rounded.
8. Physical fitness.
9. High values.
10. Other – please specify (open field).

This question was asked in an attempt to expand the thoughts on the most important leadership

characteristics. The data identified two that were ranked as most important:

1. High Values (71.9% - selected as the most important)

2. Communication Skills (40.0% - selected as the most important)
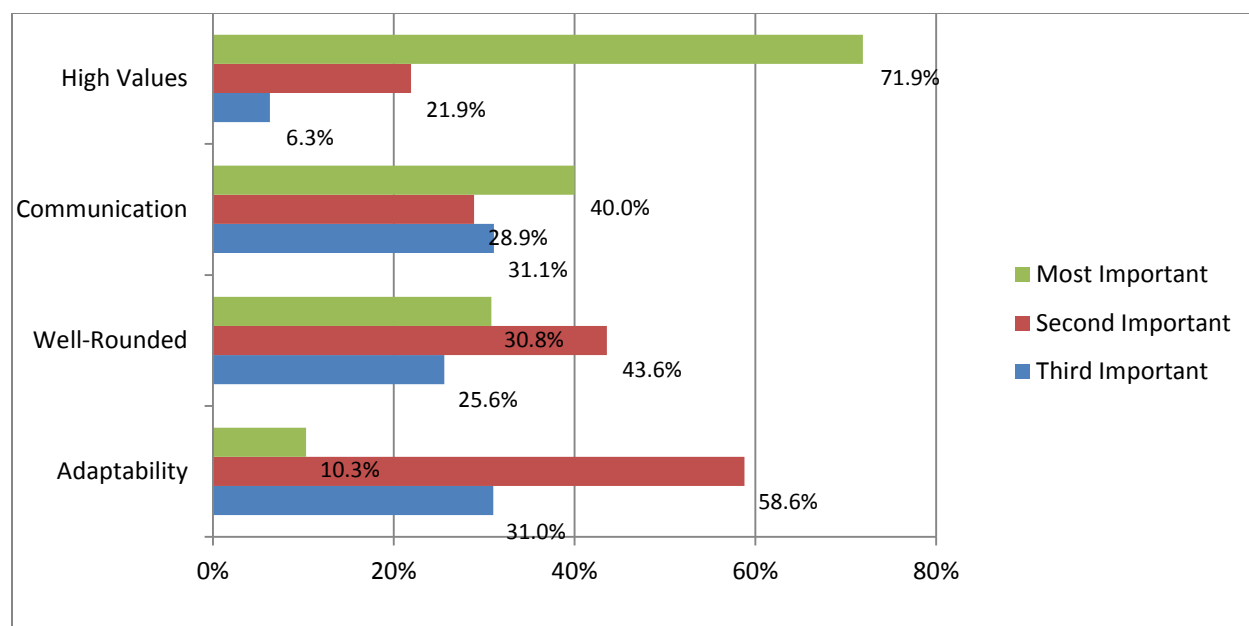
Fig. 6. The top 3 factors for Generals to possess.

The list included Military Occupational Specialty (MOS) specific expertise, good timing, communication skills, extensive civilian education, being a good mentor, adaptability, being well-rounded, physical fitness, and high values. The two highest factors were "high values" (71.9%) and "communication skills" (40.0%). Factors that were also listed high as second most important were "adaptability" (58.6%) and "being well-rounded" (43.6%). Nine respondents chose to fill-in their own response and are listed below:

- Ability to delegate – the efficient use of staff and subordinates to get the job done
- Integrity (identified twice)
- Most important to have a variety of positions and professional experiences
- Having the ability to build trust and confidence in others
- Timing, Luck, Reputation
- High values are assumed

- Most important = getting the missions accomplished

- Being known among current General Officers as being capable

By having the Generals expand from their single most important to their top three has opened the focus a bit to expand on their previous answer. Having high values was the overwhelming choice as the most important quality for a General to possess, with being a good communicator second most important, and being well-rounded and flexible ranking third and fourth most important. These choices are consistent with the previously asked questions and reinforce the idea that leaders must also have management skills (communication, adaptability) as well as much expereince as possible (being well rounded). In the words of the former Supreme Allied Commander during World War II and later President of the Unites States Dwight Eisenhower, "…the supreme quality of leadership is integrity." (Eisenhower 2014). General Eisenhower's contention is that integrity is above all other qualities for leaders is echoed in our current generation of Army Reserve General Officers.

Survey- Bivariate Data Analysis

The Statistical Package for Social Sciences (SPSS) program was used to examine a few specific questions that arose throughout the project. I wondered if there were any differences between those individuals who were promoted to General Officer earlier or later in their military careers, and if coming from a military family had any impact. I was also curious as to if there were many (or any) differences on the leadership thoughts of females and male participants. A summary of all the SPSS data analysis is in Appendix F. As not all of the respondents answered all of the questions, for consistency, N=65 was used for the SPSS anlaysis.

Results of Independent Samples T-Test

Table 1

Military Families and Age/Years Served When Promoted to General

	Military family background		
	Yes	No	p
Age when promoted, Mean (SD)	49.00 (5.09)	51.35 (2.51)	.024
Years served when promoted, Mean (SD)	26.48 (4.94)	29.73 (2.94)	.003

Individuals who came from a military family were younger than people with no history of military service when they were promoted to General. Also, those who came from a military family served a shorter amount of time in the military than people with no history of military service when they were promoted to General.

Although not surprising, military families tend to produce individuals who are promoted to General Officer in less time than those coming from a non-military family. As I did not define what a "military family" is, I left it to the Generals to determine if theirs was a military family or not. In the subsequent interviews, many described their military families as having siblings or parents/grandparents in the military at some point, while those coming from a non-military family as being the "first ones" to join the service.

Female Generals and Age

Females who were promoted to General accomplished that at a younger age and with fewer years served than their male counterparts.

Table 2

Results of Independent Samples T-Test

	Gender		
	Female	Male	*p*
Age when promoted, Mean (SD)	49.57 (6.65)	50.24 (3.84)	.694
Years served when promoted, Mean (SD)	26.14 (7.49)	28.30 (3.81)	.219

Though females were younger (slightly) and had less time in the military when promoted

to General Officer, there was no other significant differences between females and males.

Early Promotion – Important Factors

Continuing with the examination of those who were promoted earlier/quicker to General

than those that were later, the following table displays some of the differences in what they think

were the most important factors that led to their promotion.

Table 3

Most Important Factor that Led to Your Promotion to General

	Total (n= 64)	Quick promotion (n= 33)	Late promotion (n= 31)
Leadership ability	33 (51.6%)	18 (56.3%)	14 (45.2%)
Hard work	11 (17.2%)	7 (21.9%)	4 (12.9%)
Other	8 (12.5%)	2 (6.3%)	6 (19.4%)
Communication skills	5 (7.8%)	2 (6.3%)	3 (9.7%)
Teamwork ability	4 (6.3%)	2 (6.3%)	2 (6.5%)
Civilian education/experience	2 (3.1%)		2 (6.5%)
Military Occupational Specialty (MOS) skills	1 (1.6%)	2 (6.3%)	

Overall, the participants responded that leadership ability (51.6%) was the most

important factor that led to promotion, with hard work (17.2%) being the next most important

factor leading contributing to their promotion.

Similarly the respondents who were promoted earlier than average years served (28.09 years) responded that leadership ability (56.3%) and hard work (21.9%) were the most important factors that led to their promotion to General – with both those categories being scored higher than the average. Slightly different, those participants who were promoted later than average years served (28.09 years) responded that leadership ability (56.3%), other (19.4%), and hard work (12.9%) were the most important factors that led to their promotion.

In a similar question, the participants were asked what they thought were the most important factors for General Officers to possess. This question was further examined in relation to those that were promoted earlier and later than others.

Table 4

Most Important Factors for General Officers to Possess

	1st	2nd	3rd
High values	21 (34.4%)	7 (11.7%)	
Communication skills	17 (27.9%)	13 (21.7%)	13 (22.4%)
Being well-rounded	10 (16.4%)	17 (28.3%)	10 (17.2%)
Military Occupation Specialty (MOS) specific expertise	3 (4.9%)		5 (8.6%)
Other	3 (4.9%)		
Adaptability		15 (25.0%)	9 (15.5%)
Good timing		5 (8.3%)	13 (22.4%)
Being a good mentor			4 (6.9%)

Overall, the participants responded high values (34.4%), communication skills (27.9%), and being well-rounded (16.4%) as the first important factors for General Officers to possess. These findings were reinforced in the subsequent interviews and highlighted the Generals' strong propensity for always having high values, and communicating those very clearly to those around them. High values and communication skills were both rated the most important factors for those promoted early and later to General.

Correlation of Factors

Table 5

Correlation of "How Important Were These to Your Promotion to General"

	1	2	3	4	5	6	7	8	9	10	11	12
2	.29											
3	.11	.25										
4	.20	.33	.45									
5	.30	.19	.09	.15								
6	.15	.24	.21	.35	.28							
7	.27	.08	.37	.52	.19	.37						
8	.21	.29	.10	.34	.12	.34	.36					
9	.24	.26	.07	.31	.22	.52	.27	.39				
10	.30	.22	.09	.11	.37	.24	.19	.20	.52			
11	.22	.38	.30	.47	.02	.27	.42	.28	.35	.13		
12	-.15	-.19	.29	.40	.11	.19	.32	-.01	.01	-.12	.13	
13	-.24	-.18	.05	-.04	.01	-.23	.08	-.14	-.07	.13	-.09	.17

a.1= Military Occupational Specialty/Area of Concentration (MOS/AOC) skills; 2= Superior communication skills; 3= demonstrated leadership ability; 4= self-confidence; 5= hard work; 6= teamwork ability; 7= physical fitness; 8= civilian education/experience; 9= flexibility; 10= organization skills; 11= sense of humor; 12= specific military positions held; 13= timing/luck

The data above displays relationships ranging from a low of -.24 for Military Occupation and timing/luck, to the strongest relationship of .52 between self-confidence and physical fitness, teamwork ability and flexibility, and flexibility and organization skills. These relationships are interesting in that being physically fit leads to greater self-confidence, while the managerial and organizational attributes of team building, flexibility, and being organized are extremely important in both the civilian and military worlds.

As a follow-on question the Generals were asked their thoughts regarding the importance of the factors below - and their relationships are also interesting.

Table 6

Correlation of "How Important Were These to Your Promotion to General"

	1	2	3	4	5	6	7	8	9	10
2	.11									
3	.08	.02								
4	.05	.25	.24							
5	-.07	-.05	.51	.22						
6	.10	-.06	.32	.21	.36					
7	.17	-.17	.23	.27	.20	.30				
8	.14	-.15	.32	.23	.40	.39	.40			
9	-.02	-.24	.41	.13	.43	.41	.43	.47		
10	-.08	.06	.33	.57	.36	.38	.51	.53	.43	
11	.07	-.17	.01	.17	.25	.42	.47	.24	.38	.29

a.1= personal initiative; 2= being a hands-on leader; 3= empowering members of staff; 4= task oriented; 5= people oriented; 6= facilitation skills; 7= maintaining own point of view; 8= being flexible in attitude; 9= having a positive working team environment; 10= being a team member first; 11= civilian occupation prior to military career

The factors having the strongest relationships include empowering members of staff and being people oriented, being task oriented and a team member, maintaining your own point of view and being a team member, as well as being flexible in attitude and being a team member. As almost any soldier can attest, team work and flexibility are vitally important attributes that we all must strive for in order to be successful in today's U.S. Army Reserve. It is reassuring to know that our senior leaders understand and embrace these qualities as well.

Summary of Survey Questions

The three categories of survey data collected (demographic, the MLQ, and leadership questions) each provided an important insight into understanding the research questions posed to the General Officers. The demographic data collected formed the basis, identified what generations the Generals represent, their education levels, and whether they came from a military family. The questions identified their race, gender, and age at the time of their promotion to

General. Through these categories of data a good understanding of "who these people are" is formed.

The MLQ data identified that the General Officers are transformational in nature, bringing positive changes and motivating others as a standard operating procedure. As presented, some questions in the transactional area scored relatively high, such as focusing on details and effectiveness in meeting organizational goals; however, these are also complimentary to being transformational. The MLQ passive laissez-faire questions were scored very low, that being the expectation.

The four additional leadership questions that I added to the survey focused on learning the General Officers thoughts regarding the most important characteristics that led to their career ascension. Communication skills, leadership ability, creating a highly-motivated team environment, and be willing to work "hard" were top-scoring responses. Having high values, being adaptable, as well as being well-rounded were regarded as very desirable qualities and ones that helped them throughout their careers.

The SPSS tool was useful to identify connections among and between the categories of data, and was helpful in reinforcing findings from the surveys and interviews. Additional research questions can be explored with the data collected and the use of SPSS; I look forward to further analysis in future projects.

Analysis of Interview Data

After receiving the survey data and reviewing its contents, I decided upon ten questions to ask the Generals. A total of fifteen interviews were conducted, recorded, transcribed, and analyzed. A thematic review was conducted on the transcribed interviews, and the individual questions are listed below with the most frequently cited themes/responses:

Interview Question #1:

What do you think were the most important factors that led to your selection to General

Officer?

Nine Generals identified social and communication skills as well as working well with others/networking as the most important factor that led to their selection as General Officer. The next most important factor was "experience or expertise in their career field and doing well in their most recent position". Finally, being in the right place at the right time with the needed skill set helped them be in position for selection to General Officer.

Consistent with the survey data, social skills and experience emerged as the most frequent responses to this category. The following quotes in the responses to this question highlight their thoughts on the question:

(General Officer #1) "Some factors that contributed to my selection to General Officer were leadership skills and experience. Early in my career, circumstance put me into a position of supervisor over a group of men not much younger than myself. I learned from that experience that leadership is not just "being the boss". Through that experience and education in leadership, I have become a better leader; one that can be depended on to be fair, and to put the good of the mission (or the group) ahead of personal gain."

(General Officer #5) "Two of the most important factors that have led to my selection to General Officer are communication and organization skills. The ability to communicate in a clear, concise

manner is invaluable. Communication skills are focused on speaking and writing, but listening is also a major factor in this skill set. I also believe that having good organizational skills contribute to effective communication both up and down the chain of command."

(General Officer #7) "Another factor that benefitted me was that I could think on my feet − decision-making was something I could do quickly. The good thing was that most of my important decisions had good outcomes − I was lucky. I could also speak well compared to others and explain things in a way that everyone could understand. Being able to communicate was something that benefitted me as well and helped me get promoted."

(General Officer #10) "I believe my social skills played a tremendous role in my selection to Brigdeer General. I can think of no other reason as I know of many other highly qualified and experienced Colonels who were not − and still have not − been selected. I actually worked very hard at making connections and building relationships with people above my level, below me, and my peers. I don't believe many others spent the time I did cultivating these relationships and building the trust that I had with everyone. I did this on purpose, but it is also in my nature to be a good communicator."

This last quote was a great summation of many who explained that being able to communicate in a positive manner built a network for them, as well as helped them become effective leaders. The majority of those interviewed felt strongly that their communication skills and experience were keys to being an effective leader and advancing in the military. Of the Generals' responses 6 of the 15 indicated social skills, working well with others, and networking were most important, while 5 of the 15 referenced experience, expertise in their field, and doing well in their current position being critical.

Interview Question #2:

How did you develop these capabilities?

As a follow-up question I wanted to understand how the Generals thought they learned these valuable skills. Was it natural for them to network? Did they have a mentor or others to help guide them and teach them leadership skills?

Almost all of the General Officers who responded identified that it was through networking activities such as sharing information and collaborating that helped them succeed. They emphasized that working well with others was an important factor that helped them develop their skills. Another benefit that they mentioned was having great mentors and that their experiences of working with effective leaders helped develop their leadership capabilities. The following quotes highlight the responses received:

(General Officer #1) "My development as a leader can be categorized in two different experiences: education and experience.

I also had several great advisors and mentors who gave just the right amount of inspiration and direction; they helped me make very good career enhancing decisions."

(General Officer #2) "I have developed the skills for efficiency during my civilian career. I have worked in all levels of product distribution and I have found that routinely monitoring for efficiency is the most effective way for programs to be successful."

(General Officer #3) "My family instilled in me the idea that striving to improve does not equate with being inadequate. I have found in my life that many people feel insulted if asked to consider a self-improvement. While I understand this reaction, I don't agree with it. Working with effective leaders that I admired has helped me to identify areas for my own improvement. I have been fortunate in the military and in my civilian life to have built relationships with men and women that I admire and can learn from."

Clearly, these leadership skills and qualities came from a variety of areas – notably from other leaders via networking or mentoring relationships, and both military and civilian sources. Of the 15 Generals interviewed networking, sharing information, and being collaborative was mentioned during 6 of the interviews. Additionally, 5 of the 15 Generals mentioned that they had great advisors and mentors throughout their careers that helped them become the leaders they are today.

Interview Question #3:

As Reserve U.S. Army Officers we bring a wealth of additional expereinces to the military as compared to Active Duty soldiers. Do you feel these civilian experiences contributed to your selection to General? If so, why? If not, why not?

Of those interviewed, eleven responded in the affirmative, with two reporting their civilian careers had some impact on their military careers, while two reported that it did not have an impact. The following quotes highlight the group who indicated that their civilian careers positively contributed to their military careers:

(General Officer #9) "Absolutely! Being able to motivate people through methods other than giving orders is a distinct advantage. Seeing different leadership and supervisory styles helps inform how to deal with different situations. Learning how to negotiate and mediate are valuable and transferable skills."

(General Officer #3) "Most high ranking Officers I have met have similar job experiences in their Reservist careers and civilian jobs. I have not had that experience. My jobs are in two different fields, so I don't feel that job experience, specifically, has contributed to my selection to General. That said, my life experience in working with people has greatly crossed over into both areas of my career."

(General Officer #2) "My civilian experience has given me exposure to a variety of challenges in various settings and circumstances."

(General Officer #12) "Our civilian experiences, especially those who work in a professional, managerial environment, are very important in relation to success in the military. The real reason that is the case is because in the military, you only have to

say what you want done and that is it; but in the civilian world, you

have to really manage people."

The eleven who considered civilian leadership and expereinces key to their military success also had a variety of expereinces in the civilian work environment. The quotes from this group encapsulate the group (of two) who indicated their civilian careers had some positive impact on their military careers.

There were two interviewed who thought their civilian careers had minimal, but not much, direct impact:

(General Officer #8) "I do think the civilian experiences are valuable, but not always do the specific skills apply."

(Generla Officer #13) "In some ways my civilian career experience helped, and in looking at it in retrospect – my communication skills were the most important of these that I gained, but also leadership in general…my civilian job is much different than what I do in the Army."

It was interesting that communication skills were identified again and again in the interviews as an important leadership skill.

Interview Question #4:

Do you believe you were selected to General because of some unique factors and experiences that you have acquired or were you selected because you have excelled in the typical/traditional activities in your career?

I asked this question to gain an understanding as to wether it was because they were spectacular in their particular job – the best Combat Engineer, the best Finance Officer, etc. – or because of things they accomplished above and beyond the expected. For example, did they take extra leadership or other courses, earn extra civilian advanced degrees, or achieve other accomplishments?

The majority of the respondents indicated that it was through hard work and taking on additional and more complex assignments that helped them progress in their career. The Generals believed, and gave concrete examples, of how they outworked their peers. They stated that putting in extra time as well as being creative and proactive resulted in them being viewed in a positive light. Below are a few quotes that highlight the responses:

> (General Officer #3) "I have had success in areas where others have been less successful. I have been given Command of units that had been failing in their accomplishment of tasks because of moral and leadership issues. In this kind of environment, my personal skills have helped me to turn a negative environment into a flourishing one."

> (General Officer #5) "The honest answer to this question is that both unique and typical activities have contributed to my military standing. Hard work (typical) and innovative thinking (unique) are two examples. Another factor that should be mentioned along with hard work and original thinking is "opportunity". I have been fortunate in my career to have been given opportunities to be

innovative by leaders who appreciated this kind of thinking/contribution."

(General Officer #6) "I had a long track record with this group (Current Unit)and they saw what kind of person I am – it helped. I cannot think of any super outstanding accomplishments that I did, however, I did everything at an "above average" level – consistently and throughout my career."

Many examples were given where they went above and beyond the "minimal requirements" needed to complete a task. Thinking "outside of the box," and being prepared when opportunites were presented was mentioned by many of the Generals. Finally, many mentioned being outstanding communicators helped them be successful in their U.S. Army Reserve careers. A total of 8 of the 15 interviewed cited hard work and doing well in tough assignements as being the most important factors.

Interview Question #5:

Who were the most influential people in your life who helped you become a leader?

With this question I was interested in learning if they had great people influence and inspire them, or if their motivation was more organic and derived internally. Not too surprisingly, mentors – both military and civilian – as well as family and teachers had the most influence on the Generals interviewed. A few quotes are below that capture their thoughts:

(General Officer #1) "I have learned skills from many different leaders I have worked with, but the leaders in the military have had the most influence on me."

(General Officer #5) "I will be forever grateful to those amazing leaders who have mentored me throughout my career. I have had opportunities to learn from leaders who give a respectful ear to everyone, regardless of rank or standing."

(General Officer #7) "My parents were hard working people and set the example for me. I also had some good First Sergeants and Officers who I learned from. I also learned from some people and experiences what not to do and how not to behave. To me, these were almost as important."

(General Officer #15) "The foundation of my concept of "leader" comes from my days as a cadet. In the business world, I had CEOs and COOs that provided good and bad examples of leadership (which is quite different from management)."

There were many interesting quotes and stories shared of the many people who made a positive impression on their lives. It appears that almost an equal number of influencers were from the civilian and military areas of their lives. It was also interesting that many mentioned learning from "bad" leaders – they learned what not to do and what does not work. A total of 10 of the 15 General Officers interviewed mentioned military members as being the most influential, with parents being the most influential to 5 of the 15 interviewees.

Interview Question #6:

Do you believe that leaders are born, and/or can leadership be developed?

As a classic question in the world of leaderhsip, I was curious to learn their thoughts on the subject. After completing countless leadership development courses in the military, and

likely many in the civilian world, their perspectives are both interesting and unique. As there was a wide variety of answers that covered both sides of the question, I will provide below quotes highlighting the "leaders are made ", the "leaders are born", and most that gave a combination answer that included innate as well as developed traits.

Leaders are Made Quotes:

(General Officer #5) "Effective leadership can be developed in anyone with a few positive traits: strong work ethic, empathy, and honesty"

(General Officer #14) "It is your attitude and willingness to do more and to take charge that makes a leader great."

(General Officer #9) "The training provided by the military is effective and beneficial – some people just have different personalities and are cut out to be leaders."

Leaders are Born Quotes:

(General Officer #15) "Certain traits of good leadership like empathy and basic intelligence are likely innate."

Leaders can be both Born and Made Quotes:

(General Officer #5) "I was fortunate that my family always encouraged me to step forward, try new things and reinforced the belief that I can learn as much from my failed attempts as from my successes. I think this is how leaders are born."

(General Officer #13) "A misconception made by many is that to be a "born leader" one must only have traits that can be

described as aggressive, loud, or physically the biggest. Those types of leaders are not as effective unless these qualities are supported with good decision making, good communication skills, as well as experience."

(General Officer #1) "It is really hard to pinpoint what it is but I feel people can grow and become much better leaders if given the chance."

(General Officer #6) "I have known people who right away you could tell wanted to take charge and be the leader – fine. However, leadership training can be effective and does work."

(General Officer #7) "I think some qualities you are taught at an early age but for the most part, being smart and able to think on your feet comes from doing your homework."

I found it to be reassuring that leasdership training, and in particular military leadership training, is viewed as being positive and effective. That has been my experience as well, and hearing that sentiment echoed in very expereinced, successful leaders is encouraging.

Interview Question #7:

What can soldiers do to become better, more effective leaders?

This question is aimed at understanding what the Generals placed the most value on in terms of effective leadership training and experiences. It is clear that in their careers they did not wait to be told what needed to be done – they sought education, identified a mentor or two, set goals and honed their listneing skills. With so many mandatory leadership courses required for military advancement, I was curious as to their thoughts on those and other learning

opportunities. The importance placed on learning from others was a common theme throughout this question and exemplified in the quotes below:

> (General Officer #1) "Try to overcome the fear of failure. Once this occurs, the soldier is free to seek out opportunities to do something above what they have done in the past."

> (General Officer #2) "Believing in yourself is a step in the right direction. Also, learning from mistakes and leaving the door open for self-improvement are traits of a good leader."

> (General Officer #4) "Don't make excuses, make a plan."

> (General Officer #7) "All soldiers would benefit by seeking out mentors. Reach out to those who they respect, trust, and who live the Army Values and ask them to be a mentor."

> (General Officer #12) "Sign up for additional educational type courses/training offered by the Army or in their civilian company."

> (General Officer #11) "Putting in the time and effort always, always, pays off."

> (General Officer #15) "Continuous learning. Listening and follow up. It's great to listen, but unless you do something about what you heard, all you did was listen."

Overwhelmingly, the Generals identified that educating yourself, being a livelong learner, and reading about other leaders will help soldiers become more effective leaders. Also mentioned as important was goal setting, developing listening skills, and reflecting on and learning from your mistakes. It was comforting to listen to the importance the Generals placed on

education. This education included both military and civilian academics, life expereinces. and

taking advantage of opportunities. With 7 of the 15 Generals clearing stating education, and 4

mentioning the importance of having a mentor/building a network, self-improvement and

communication skills are viewed as very important.

Interview Question #8:

Is there anything in your career that you believe separated you from the pack?

I asked this question to understand, from their perspective, what made them special. With

only 121 Generals in the U.S. Army Reserve (at that time of the interviews) and over 250,000

other soldiers in the organization, these are the elite. The response of "taking advantage of and

actively seeking opportunities" was mentioned by nearly all those interviewed, with the majority

of the responses falling into this category. These opportunities were not, as it was explained,

simply focused on career advancement, but rather many were learning opportunities and "lateral"

career positions that gained additional experience. Below are quotes that capture the variety of

ideas presented:

> (General Officer #1) "Perhaps the most obvious trait is my
> acceptance of new ideas and technology and the curiosity and
> perseverance to continue learning …and I think that I have pushed
> myself to try new things."

> (General Officer #8) "I truly feel like I out worked my peers. I
> routinely maxed the APFT (U.S. Army Physical Fitness Test),
> always looked sharp in both my regular and dress Uniforms, I
> worked hard to keep my weight down and hair trimmed. These

sound obvious but you would be surprised how many people don't

do these things."

(General Officer #10) "My timing was good but I also angled

myself into good opportunities."

(General Officer #12) "…I have had a very diverse resume with

multiple MOS's (Military Occupational Specialty). Some I spent

more time in than others, but it made me well rounded with a good

overall understanding of how the Army works."

It seems obvious that seeking additional opportunites and outworking others go hand-in-hand

with each other. A total of 5 of the 15 interviewed expanded on the imporatnce of taking

advantage of opportunities, while out working others was referenced by 4 Generals as qualities

that seperated them from others.

Interview Question #9:

Prior to promotion to General, did you seek additional training opportunities that helped

differentiate you from other officers?

With this question I wanted to build from the last, and focus on what training would be

most beneficial to those striving for greater responsibility and military advancemet. I knew the

answer prior to the asking the question (of course they sought additional training and educational

opportunities), but wanted to hear the Generals explain in more detail their motivation and

reasons for this activity. These were classes and training activities that they voluntarily sought,

and I wanted to learn how important these were to them and their careers. There were many

interesting quotes associated with this question, and it is clear that everyone interviewed loved the activity of learning.

(General Officer #2) "I have had the required leadership classes, but the most influential lessons have been those learned on the job and through my personal exploration through reading about leaders that I admire…"

(General Officer #12) "…doing a little extra, whether it's military training, education, and/or taking advantage of opportunities goes a long way…"

(General Officer #3) "I have absolutely sought training opportunities in my career. I have continued my formal education in my career area but also in areas of interest (history, anthropology, even literature). I have also actively sought training in areas that I am not well versed, such as technology."

(General Officer #13) "To me this is another thing that separated me from others. I was able to devote a lot of time and effort to the Army Reserve, going well beyond the 1 weekend a month and 2 weeks a year. I had a civilian job that didn't mind me doing extra duty and that greatly helped."

(General Officer #15) "I wasn't seeking to differentiate myself. I was seeking to do well in each position. Eventually I decided to apply and I went and got an MS and PhD."

The themes of hard work, going beyond what is required, and being goal oriented are frequent in this and all of the questions asked of the Generals.

Interview Question #10:

The final interview question was to allow for any additional thoughts or ideas that were missed to be shared. As these leaders have so many worthwhile and valuable expereinces to discuss, the time passed very quickly. Neverhtheless, a few of their very interesting quotes on leadership are listed below:

> (General Officer #1) "Every successful person I know has taken steps for self-improvement weather motivated by curiosity, self-improvement, or career advancement. Overcoming fear of failure, self-reflection and the honesty to recognize the need for improvement, and seeking out opportunities for self-improvement are all important."

> (General Officer #2) "To be successful in any area of your life I have found that it is necessary to love what you do. If you are working in a career field that you dread every day, it would be to your advantage to make a move to something that will be motivating for your."

> (General Officer #8) "…don't shirk opportunities to demonstrate unique and innovative thinking. Stay true to your country, appreciate your family, give compliments when deserved,

apologize when needed, have high expectations for yourself and

for those around you, and try to make the most of every day."

(General Officer #9) "Getting selected to General Officer has a

lot to do with timing – if you are in the right place at the right time

with the right credentials – you have a chance. Getting yourself

prepared for good things to happen to you is the key."

(General Officer #12) "…Another important thing is to take the

extra time to identify what is important to your boss so that you are

working towards their goals – this alignment is critical and I feel

helped me and my career."

The vast majority of General Officers don't actively seek becoming a General Officer.

(General Officer #14) "They serve because they want to and are

proficient in each position. Actually getting promoted is a matter

of luck and timing."

Summary- Interview Results

The fifteen completed interviews supported and complimented the survey data, with the

ability to follow-up on questions and points from the survey very rewarding. The additional level

of understanding and depth gained was of great benefit. The interviews provided an additional

level of understanding and appreciation for the expeience and leadership of the General Oficers.

It was quite interesting to learn that the same skills that make and excellent leader in the civilian

world are the same skills that make a great leader in the Army Reserve.

I used a thematic analysis as the primary approach to organize and review the interviews. This content analysis of the transcripts assited in categorizing the responses and data gathered. Through the use of thematic analysis, evidence based inferences were determined from the recorded interviews. In general, I recorded and summarized the interviews from the digital recordings to Word files utilizing the Nuance Dragon software program, and coded the responses to identify the most common themes. This common set of themes was developed using a grounded theory approach, and as I was the only person involved with the data Kappa was not needed as a heuristic to insure reliability.

Through the use of the Nuance Dragon software the interview text was able to be analyzed at it most useful level (I could search for individal words, or groups of words), with the possiblity to tag attributes as needed. This software was very helpful in transcribing the interviews and putting them in a format that can quickly identify themes.

Upon completion of the interviews, and through the use of the Nuance Dragon software, I identified major categories of analysis by examining all of the data. The intent of this initial review was to refine the coding and maximize the overlap of category and text. It is at this stage any mismatches within the coding were identified and addressed, as well as the refinement of category definitions completed to increase the validity of the observations. This information formed the codebook, and the remaining (full) dataset was then coded.

To summarize, there were four steps completed during the analysis of the qualitative interview data. Initially, the audio recordings were digitally completed, then transcribed into the Dragon software. Next, the transcribed interviews were coded utilizing the respondents' own verbiage to represent their points of view and feelings (Strauss & Corbin, 1990). Third, the individual codes of data were identified and themes emerged. Patterns were identified within the

themes, and these were segmented into sub-themes. These various themes were analyzed, combined, and brought together parts of ideas or experiences (Strauss & Corbin, 1990). Finally, the last step was the triangulation of the qualitative and quantitative discoveries to provide a level of validation.

The qualitative interviews contained questions about respondents' experiences throughout their careers that they believe led to their selection to the rank of General, and how these experiences and other qualities impacted their military careers. I feel that by conducting the interviews I have a sufficient amount of data to analyze and gain an insight as to the Generals' thoughts on the characteristics, skills, and factors that led to their promotion to General Officer.

During the final phase of data analysis the various themes identified were compared with the outcomes of the survey data analyses. This process allowed for a more broad and deep level of understanding to emerge regarding their collective beliefs as to the reasons for their selection to General. The qualitative and quantitative findings were examinind together an additional time in an effort to cross-validate and augment the other methodology. The reviewing and comapaing of both sets of data, was of great benefit, and the exercise has added depth and richness to the data analysis. It is hoped that this research contributes to the overall understanding of leadership, and with a specific insight into the senior leadership of the U.S. Army Reserve. This integration is presented in the discussion section.

Chapter Summary

The U.S. Army Reserve General Officer Corps are the highest quality, hardest working, and best our country has to offer. The opportunity to develop and administer a survey to all of them, with over half being willing to complete the survey, and then to follow-up that survey with individual interviews was a tremendous experience. It was both educational and entertaining, as

these are very interesting people. Being a member of the military they were of even greater interest, as I have a natural curiosity as to their thoughts on – everything! With the focus of this project on leadership, leader development, and their individual thoughts on their own careers, it was a tremendous opportunity for me to learn from the best.

I developed the survey instrument and initially had planned to only use the quesitons that I personally developed; however, I later incorporated the Multifactor Leadership Questionairre (MLQ) to add another level of depth and concentration to the questions. The MLQ questions specifically focussed on identifying transformational, transactional, and passive leadership styles. The MLQ questions were segmented from the other Survey Monkey delivered questions, and this data analyzed. Finally, fifteen interviews were conducted with individual General Officers and these added depth and richness to the data. I am confident that my findings acurately reflect the beliefs and thoughts on leadership of the U.S. Army Reserve General Officer Corps.

The Nuance Dragon software package, Survey Monkey tools, and SPSS are great repositories of data and allow for greater understanding. The tools allowed for the identification of themes and patterns, in fact, enough for several studies beyond this current effort. The Dragon software facilitated the analysis of the interviews and allowed for the identification of the most frequently used words, phrases, and themes. As coding is a subjective activity, it was important to minimize the subjectivity and complete this activity in as much of a structured framework as could be accomplished. The constant comparative method of data analysis facilitated greater understanding, and specifically, helped identify common themes across the fifteen interviews. This framework facilitated the thoughtful, rigorous, and systematic review of the data.

Although time consuming, being the only transcriber, coder, and analyzer gave me a very strong sense of project ownership – as well as a great understanding of the data. Inductive

analysis was used to detect similarities and the various coding themes. A simple system of colorizing the similar responses was used to organize the responses, as well as the Dragon software tools available in the application (Medical version). Microsoft Word was also used as a simple search engine, to look for the frequency of words, and this was a check on the Dragon transcribed interviews.

As a quick review, the purpose of this study was to identify the leadership styles of the U.S. Army Reserve General Officers, as well as identify from them what they think are the most important charachteristics of leadershp, and what was in their make-up that helped them be promoted to the rank of General Officer. This study sought to answer the following research questions:

- What are the key leadership factors, skills, and abilities that lead to promotion to General Officer in the U.S. Army Reserve?
- What personal qualities and leadership styles facilitate career ascension?
- To what degree are civilian professional experiences critical to the success of a U.S. Army Reserve military career?

Initial Data Review

During my initial data review I anticipated the following categories to emerge, and I used these broad questions as a starting point to organize the participants' responses:

1. Civilian career experience:

a. Did their experiences in the civilian world provide them the unique skills to set them apart from the rest?

b. Were they in a position of authority/responsibility and how did that experience contribute to their success?

2. Military experience:

a. How much of a factor were the military jobs they held, schools they attended, and other experiences attained through their military careers a factor toward promotion?

3. Timing/Luck:

a. I have often heard that "being in the right place at the right time" is one of the most critical components in life, as well as in the military. I was curious as to if this was really viewed as a significant factor in their ascension to the rank of General.

4. Interpersonal skills:

a. Is being an effective communicator a key component to career advancement?

b. How important is networking and building relationships?

5. What roles did mentors play (if any) to your success?

6. To what degree has personal initiative and self-motivation contributed to your success?

Overall Observations

After reviewing the survey data and comparing/contrasting it with the interviews, I feel confident in drawing the following conclusions regarding the research questions:

1. What are the key leadership factors, skills, and abilities that facilitate promotion to General Officer in the U.S. Army Reserve? The responses include the following:

a. The importance of good communication skills,

b. The development of networking skills in order to learn from peers as well as others,

c. The ability to work on and lead an effective team,

d. Becoming a lifelong learner, unafraid to make mistakes and ask questions,

e. Complete as many additional training and educational courses for self-development,

f. Be willing and able to take on difficult assignments,

g. Be prepared to take advantage of opportunities when they present themselves.

2. What are the personal qualities and leadership styles that facilitate career ascension?

a. Team building,

b. Listen to your peers and subordinates alike when making decisions,

c. Aggressively seek learning opportunities,

d. Be Transformational when possible to advance and improve your organization.

3. To what degree are civilian professional experiences critical to the success of a U.S. Army Reserve military career?

a. Both military and civilian professional leadership experiences are important,

c. Civilian leadership experience can add another dimension to Reserve soldiers,

d. The variety of civilian leadership experiences are of tremendous benefit to the individual soldier and to the organization on a whole.

In addition to addressing the Research questions, the following themes emerged from the data review:

1. Civilian career experience:

    a. The individual civilian experiences did provide most General Officers with unique skills to set them apart from their peers.

    b. Many General Officers were/are in positions of civilian authority/great responsibility and that experience contributed to their success.

2. Military experience:

    a. All study participants reported undertaking additional (voluntary) training and completing non-required educational courses to improve themselves, and these likely contributed to their career ascension.

3. Timing/Luck:

    a. Being in the right place at the right time can be of benefit, but it is important to be prepared to take advantage of timing/luck. Although cited as a factor by some, preparedness seems just as important as good fortune.

4. Interpersonal skills:

    a. Being an effective communicator is key to career advancement.

    b. Networking and building relationships are critically important to become more aware of the U.S. Army's priorities and to be ready for changes.

5. What roles did mentors play (if any) to your success?

     a. Mentors, both military and civilian, play important roles in leader development.

6. To what degree has personal initiative and self-motivation contributed to your success?

     a. Self-motivation is inherent in all of the General Officers. This was made quite apparent in the survey data and follow-up interviews.

Leaders at all levels of the military should pay attention to the leadership qualities demonstrated by our General Officer Corps. The focus on communications and networking, the empowerment of subordinates, their eagerness to learn and accept new ideas, the importance placed on mentors, and willingness to go above and beyond the minimal requirements are what set these leaders apart from the rest.

CHAPTER 5

DISCUSSION

Introduction

The intent and purpose of this research study was to learn from the U.S. Army Reserve General Officer Corps their thoughts on leadership. More specifically, I wanted to learn from these senior leaders what components of leadership, personal characteristics, and activities they thought most important in regards to their ascension in the U.S. Army Reserve. I was curious as to what components of leadership they believed benfitted them the most in their careers, especially in regards to their ascension to the General Officer rank.

I wanted to learn if they thought these beneficial characteristics were learned behavior or something innate to the individual. As the military and other organizations spend a lot of time and resources on leadership training, I wondered if the Generals thought that to be of value. Although not intended to be a guidebook toward promotion, the goal of this study was to help Junior Officers and others by identifying the most important leadership skills and abilities from the perspective of the General Officers. Future leadership and other instructors, however, could potentially use this study to identify and improve the factors identified by the General Officers as favorable, and in this way, raise the performance of the U.S. Army Reserve as a whole. Training could also be augmented to better encompass the important leadership characteristics identified by the General Officers such as effective communications, the importance of mentoring, developing listening skills, and networking to gain a better view of the organization as a whole.

I also wanted to learn what leadership style was most relevant, and felt the use of the

Multifactor Leadership Survey (MLQ) would be a great tool to help identify their tendencies –

especially regarding transformational, transactional, and passive styles. The Generals' responses

to the survey were interesting and provided a better understanding of their approaches toward

leadership.

As people and their behaviors are often difficult to explain, it is a challenge to identify

what activities, skills, and characteristics are the most beneficial – especially within the military.

This chapter focuses on the discussion of what I have learned through the survey and interview

processes about the factors that are critical to becoming a General Officer in the U.S. Army. It

will reflect on the general leadership literature, the factors currently emphasized in U.S. Army

military leadership training and development, as well as the literature associated with military

leadership and how my findings relate to the literature.

Current Army Leadership Framework

Since the U.S. Army was formed in the 1770's, identifying how to develop effective

leaders has likely been an ongoing activity. Who would make the best leader (or who should be

promoted to General) from a group of very skilled and effective individuals must be a

tremendously difficult task. Most studies on military leadership focus on the various behaviors,

skills, cognitive predictors, and other traditional leadership predictors. Similar to studies on non-

military leadership, the U.S. Army has gathered many of the common leadership characteristics

and have them complied in the U.S. Army Field Manual 6-22 – Army Leadership: Competent,

Confident, and Agile (2006), as well as its predecessor Field Manual 22-100 Army Leadership:

Be, Know, Do. These doctrinal manuals describe in great detail what it is to be a leader, and how

to become a better one for both yourself and the U.S. Army.

The preface of Field Manual 22-100 explains that soldiers represent the U.S. Army no

matter where they are and what they are doing, and this type of ongoing expectation of

excellence requires leaders who are of the highest caliber. These leaders of character and

competence constantly strive for, and demand in their subordinates nothing short of excellence.

The Field Manual, as well as Field Manual 6-22, explains the framework that applies to all

individuals in the U.S. Army – whether in leadership position or not. The U.S. Army leadership

doctrine has at its core the principles of Loyalty, Duty, Respect, Selfless Service, Honor,

Integrity, and Personal Courage (the acronym LDRSHIP is formed from these words).

The U.S. Army framework also highlights the importance of physical, mental, and

emotional attributes that, when combined with the U.S. Army Values, form Character (what a

Leader must have). The preface further outlines that being a person of character is fundamental

to the U.S. Army. The qualities that make U.S. Army leaders competent are skills with people,

ideas, things, and war-fighting. Those four sets of skills are interpersonal, conceptual, technical,

and tactical. It is acknowledged that these skills are common to effective leaders in all areas, not

just the military. As U.S. Army leaders advance into positions of increasing responsibility, these

and other skills are required for success. It is made clear that the U.S. Army identifies those

leaders demonstrating significant character and competence as also having the required job

skills, that is, they know their people, their equipment, and their profession. The authors of the

U.S. Army Leadership Manual, however, identify that this is still not enough. The U.S. Army

requires that leaders translate character and competence into leader actions. The manual clarifies

that U.S. Army Leaders influence people by providing guidance, purpose, direction and motivation while moving forward with the mission assigned. All U.S. Army leaders are expected to inspire others toward common goals while never losing sight of the big picture – despite the challenges faced on a daily basis.

Along with the traditional U.S. Army Leadership model explained above, the latest movement is toward the Authentic Leadership theory (ALT). The ALT, as explained in Avolio (2004), tries to understand the role of ethics and confidence in training, among other qualities. Avolio describes authentic leaders as being effective at commanding and developing loyalty, as well as building feelings of mutual admiration and respect among both peers and subordinates. With the new emphasis placed on ALT, the U.S. Army seems to be moving beyond the leadership theory outlined in FM 6-22 and potentially towards a model that includes ALT. Nevertheless, it is my contention that the qualities and characteristics detailed in the U.S. Army Leadership manuals will remain constant – a positive outcome.

Although the aforementioned U.S. Army leadership manuals and guidance identify the popular and common leadership concepts, they are not all-encompassing. These identified traditional Army leadership ideas and qualities helped frame my research questions. The U.S. Army leadership manuals are beneficial tools and guides for learning, I simply wanted (and luckily, had the opportunity) to learn from the actual leaders their thoughts on what were the most important factors to them in regard to leadership bases on their personal experiences.

During my military career I have seen first-hand many effective leaders with varying leadership styles. The different behaviors, characteristics, personalities, and cognitive skill levels all impacted the leaders differently. It would be of benefit to identify those specific qualities to produce the highest caliber leaders, even those who go on to become our General Officers.

Through this study the Generals identified several components of leadership that should be stressed to soldiers at all levels.

Several studies and researchers sought this formula for success, but with Reserve leaders, there are additional intangibles not found typically in Active Duty personnel. The part-time nature of the military obligation, the influence and impact of a civilian career, and the completely separate skill-set developed for a civilian vocation (not just a military occupation) adds another dimension to Reservists. When considering Reserve General Officers, these are the highest achievers in the military, and quite frequently, high achievers in the civilian world as well. Through inquiring these super-high achievers I sought to learn from the best and understand what they consider the most important leadership qualities and practices from their own experiences and lives. From the study, their transformational leadership tendency was made clear.

As explained by Northouse (2007), transformational leadership focuses on the charismatic and affective elements of leadership along with emphasizing intrinsic motivation and follower development. Other elements that are important within transformational leadership are emotions, ethics, values and standards, long-term goals, assessing the followers' motives, and satisfying their needs (Northouse 175). The MLQ survey data supports Northouse's explanation of transformational leadership with the participating General Officers utilizing that style.

Interestingly, Bass's model of transformational and transactional leadership illustrates how transformational and transactional leadership can be viewed as a single continuum rather than existing independently. This model includes seven different factors; four corresponding to transformational leadership, two corresponding to transactional leadership, and one corresponding to passive/laissez-faire leadership. As the MLQ questions and data display, the

line between transformational, transactional, and passive is sometimes blurred. What is clear, however, is that the individual leaders who advanced to the rank of General Officer in the U.S. Army Reserve understand this and have the ability to adapt/adjust their leadership styles as needed to ensure effectiveness. Though primarily transformational, I can appreciate where elements of a transactional and even laissez-faire style can be effective.

Survey Data Discussion

Some of the demographic data results surprised me, and some were what I expected. Although gender may be a factor similar to age and race, where answers could be grouped and segmented along those lines – in my analysis there were not any significant trends in responses differentiating males and females, major differences in responses from those of different ages, or from those of different races. As the Army trains everyone basically in the same manner, they are not segregated, so this was not surprising. Everyone attends the same classes, completes the identical courses, and participates side by side in training events. It makes sense that the views on leadership would be similar.

Race was not a factor in the data as there was an overwhelming number of respondents in one category (similar to the gender category); it was not possible to identify or attribute any trends in the responses of the various categories of race. However, as is the case with gender, all members of the Army train and work together. Also, my intention was not to identify the specific important leadership priorities of a race or gender, but rather, to learn what the majority believes are key leadership factors that apply to all.

The ratio describing family background was surprising to me, as I thought that most General Officers came from a military family – the typical definition being a direct member of the immediate family served in a branch of the services. As the survey showed that it was almost

a 50/50 split, this mix of those with a familial military experience and those that did not would be equally represented. This finding is encouraging, as those Reserve members from non-military families appear to have as much opportunity to become a General as those from military families.

Finally, it appears that becoming a General contributes to being married. Based on the high operational tempo that these senior leaders are experiencing, the extraordinary stress levels that come with the position, and frequent, extensive travel requirements, I anticipated that there would be a higher percentage in the divorced category. Although difficult to identify, as the official U.S. Governmental collection of detailed divorce data was suspended beginning in January 1996 by the Centers for Disease Control and Prevention National Vital Statistics System, according to a variety of sources the current U.S. Divorce rate is estimated at approximately 40% (Baker, 2013). This much higher than average marriage rate for Reserve Generals (92%) is surprising, and perhaps warrants additional study as these data indicate that they have better-than-average communication, relationship, and social skills. It is unknown if this higher than normal marriage rate is due to possibly them having more "traditional" relationships, where there is a stay at home spouse, which might add to the stability of the relationship. Nevertheless, the Generals' communication and social skills have likely contributed to their higher than average marriage rate.

Leadership Discussion

Overall, it was interesting that the more social aspects of leadership, including demonstrated leadership ability, communication skills, and teamwork, were rated so high – but I did not anticipate (but now understand why) having a variety of different jobs in the military would be of such benefit. Although I should have anticipated these as important, I often think of

military leadership being different from civilian leadership (in the work environment), and that the skills needed to be a successful leader in the civilian world as being different from what is needed in the military. From the survey results leadership skills, being a good communicator, having a varied background with different experiences, working hard and being a team player are all favorable characteristics that facilitate military career ascension.

It is clear that the General Officers surveyed believe their demonstrated leadership abilities are what helped them be promoted, and they see that as being the most important quality to look for in future General Officers. The fact that hard work was also identified as important is consistent with the previously answered questions, as these can be combined into one statement, such as taking on the toughest leadership jobs, and doing well in those positions, is the key to being recognized for advancement. This makes sense; if you show you can do well in leadership roles as you move up the ranks throughout your career, it is logical that you will continue to do well with greater responsibility.

Identifying high values as being important to the General Officers was expected, as the Generals that I have known have been of the highest character and above reproach. The fact that they identified this as being the clear-cut most important quality is understandable, it is who they are and what they represent. It has been my experience that the General Officer Corps is constantly striving to ensure the highest values – including the U.S. Army Values – and are in the forefront of what we do every day. These values are emphasized and communicated from the highest to the lowest levels of the organization.

I also found it to be fascinating that the components of leadership identified by the Generals as important, especially when viewed in the transformational nature of their positions, were consistently identified throughout the study in the MLQ, survey questions, and interviews.

This consistency in responses provides a level of comfort with the findings, and lends to the

generalizability of the results. As one General relayed in an interview:

> (General #6) "…For those who want to be selected to General I
>
> advise to do all of your required courses, seek additional training
>
> opportunities, and obtain additional MOS's (Military Occupational
>
> Specialties). The more valuable you are to the military, the better.
>
> Listen to your people, to your network of friends, and find a good
>
> mentor - that is how you will survive and thrive…"

Contribution to the Current Leadership Body of Knowledge

Throughout this study I referenced many qualitative and quantitative leadership research

projects. The vast majority of the research focuses on trying to identify what is effective and

what is not regarding leadership. The various studies tend to examine the results of what the

leader does, and in that way determine effectiveness in how much has productivity increased,

how motivated the employees are, or how has the organization grown. These are all great

measures of success and are likely attributable to successful leadership. I focused on identifying

the most successful leaders, and in the military it is not difficult to learn who is successful, to

learn from them the meaning of effective leadership. By asking the senior leaders themselves in a

variety of ways what they consider important to leadership, and also what they excelled at in

their careers that identified them as superior to their peers, I hoped to gain their perspectives,

understanding, and priorities.

In some ways leaders want and need to be visible, as they are the transforming entity that

motivates and inspires the organization to greater heights. In other ways, effective leaders want

to build effective teams that are empowered and take them to the next level. Upon completing

the data analysis and interviews, a quote from the great Chinese philosopher from the 6th century

Lao Tzu came to mind:

> A leader is best when people barely know he exists, when his work
>
> is done, his aim fulfilled, they (the team) will say: we did it
>
> ourselves (Carus, 2000).

The humble, team-focused participants in this study exemplify the selfless-service U.S. Army value, and this quality was identified as being vital as far back as the 6th Century. Nevertheless, they hover on the line between being highly visible, which they are, and empowering. I am convinced that every participant in this study would agree with the statement above.

The attempt to identify the key components of leadership is ongoing, with new theories and studies adding to the field. Although there seems to be an unlimited amount of definitions of effective leadership as there are leadership researchers, the focus of my research has been mostly studied from afar rather than in person. There are countless biographies, stories, and in modern times, movies written about the leadership of General Officers. My study surveyed and interviewed them directly in an attempt to gain a greater understanding of effectiveness within the U.S. Army Reserve. This effort to identify effective leadership by scholars is unending in both the military and civilian sectors.

Military focused leadership studies have tended to examine the various approaches to be utilized, and this is of benefit. It is important to understand the category and style being used - be it transformational, transactional, leadership skills, etc.. These approach-focused views and categories are built from the examinations of traits, behaviors, cognitive predictors, core values, skills, and a myriad of other factors. Leadership scholars have traditionally examined each of

these and more, and in regard to both civilian and military leadership, have focused on identifying those most effective.

Through this project I leaned heavily on books from leading leadership theorists from class readings that include Heifetz, Mastrangelo, Mumford, Northouse, Chemers, Burns, Beng-Chong, Yukl, and Bass, among others. Burns clearly explained transactional leaders and how they effectively lead their followers through a mutually understood quid-pro-quo relationship. His ability to show the differences in this approach from transformational leaders, who influence their teams to achieve beyond their personal needs and focus on the organizational goals, was of great benefit (1978).

Chemers' book, Leadership Reserch and Theory: A Functional Integration, provided a great review of recent leadership theories and thoughts. Chemers' Trait Approach theory (2000) sought to identify and explain the specific components that make good leaders, which include agressiveness, intelligence, physical size, and many others. Although I initially agreed with this approach and categories, after completing my study I do not believe many of the characteristics identified are relevant (but may be of benefit). The General Officers from my study did not indicate physical stature or dominance were of benefit, or a reason for their carreer asscension. They placed greater importance on communication and empowerment. Chemers went on to describe the behavioral and styles approaches, as well as the many cognitive models. Many of these models from the last forty years seem relevant as they place value on the follower, their perceptions, and the interactions between the two. The leaders from my study also place great value on their followers and take pride in helping to develop the next generation. In the words of the great American business leader (Microsoft) Bill Gates:…as we look ahead into the next century, leaders will be those who empower others."

In a study somewhat similar to this, Bass (1993) developed and validated the Multi-Factor Leadership Questionnaire (MLQ) that was used in this project. The factors Bass identified as transformational include being charismatic, establishing a vision, being motivational, empowering, and empathetic. Bass identifies transactional attributes as management by exception, quid-pro-quo (contingent reward), or even being a passive leader. As used in this study, the General Officers were very much in the transformational category, with the ability to alter their technique when required to fit the current situation (situational/adaptive leadership). Obviously this is an effective approach for them, as they are extremely accomplished, goal-oriented, and impactful.

As a specific field of study, there has been an overwhelming majority of leadership research completed in the civilian world as compared to the military. Nevertheless, the U.S. Army has focused on leadership training and emphasizes it throughout every individual soldier's military career. Yukl (1998) focused on leader behavior, their impact on their followers, and is closely related to Mastrangelo's personal and professional leadership work (2004). The Mastrangelo et al. study was thought-provoking in that he examined the level of willingness the followers had in cooperating with the organizations leadership, and this type of study would be interesting to pursue and apply to the military. As military orders and directives are not to be questioned – simply carried out – the intangible of willingness should not come into play; however, human nature exists and this is where motivation, inspiration, and other transformational factors likely make a difference in effectiveness. This study of the U.S. Army Reserve General Officers provides, to a degree, examples and direction to those interested in becoming better leaders. Learning from the most senior successful leaders in the organization can be of great assistance in developing future training. From my study, communication skills is

an area identified that can be further highlighted and developed in soldiers, as it was identified as being critically important to establishing effective leadership.

Both Chemers (2007) and Northouse (2004) theorized that inspirational, motivational leaders are able to fully engage their followers by appealing to their individual needs, and aligning those needs with those of the leaders and organizations. These leaders successfully transform individual needs and priorities into being focused on more collective interests. To be an effective leader, one recognized and accomplished enough to attain the most senior leadership positions within the U.S. Army, this skill must be mastered. As transformational leaders are dedicated to the improvement of their individual team members to their fullest potential (Bass, 1998), so too are the General Officers who participated in this study. These leaders demonstrate very positive behaviors, act as strong role models, and provide ongoing inspiration. They strive to create a supportive environment where creativity and innovation are encouraged.

These and other researchers referenced in the completion of this project helped frame my research question(s) and provided a great foundation of understanding. As previously mentioned, this study adds to the understanding of leadership by examining the thoughts, tendencies, and priorities of the U.S. Army Reserve senior leadership. The General Officers identified what they thought were the most important leadership characteristics that they possess (and helped advance their careers) and that they recommend to others. To me, there is no better way to learn than from the best – and these proven leaders are the best of the best in the U.S. Army Reserve. Their guidance and priorities should be followed to improve the overall quality of the individual soldier leader and organization as a whole.

Contribution to Military Leadership Training

The U.S. Army Values are continuously emphasized and highlighted at all military training schools, as well they should; these form the foundation of the organizations beliefs, norms, and traditions. In regards to leadership training, the U.S. Army Values are incorporated and emphasized in FM 6-22 and other manuals going back to the Be-Know-Do philosophy. These form the baseline of U.S. Army leadership. The Army has a very successful track record of accomplishment, and unquestionably produces very effective leaders. There are specific items, though, identified in this study that could be given greater emphasis in training activities.

The importance of effective communication is a skill that can be developed, as well as the team-building ability. Networking, as a way of taking communications a step further and to learn what other leaders are doing, is of great benefit. The importance of networking cannot be understated, as it was mentioned frequently throughout the surveys and interviews with the General Officers as something that helped them tremendously throughout their careers. Building a network of peers and others to have ongoing, current, and relevant communications is of great benefit.

Team building and empowerment are also qualities that could be highlighted in future training. The Generals frequently mentioned the importance of having effective teams that could get the mission accomplished. Developing productive, cohesive teams is stressed in U.S. Army training – as in patrolling, good team work is vital to survival – and should continue to be emphasized. The U.S. Army ensures that if the leader is not present, the next person in line is the new leader – and this is emphasized often in training activities. From the results of this study the emphasis on empowering followers and team members is important and should continue.

A quality that may be difficult to teach, but was clearly identified as contributing positively to development, is the mindset of "what else can I do to improve both myself and the

organization." Many examples were provided by the General Officers of instances where they, on their own and without provocation, took the next step in learning, self-development, or mission enhancement. As there are required courses that all soldiers need to complete, there are numerous additional ones available for those that are interested and motivated. These additional training and learning opportunities were actively sought by the Generals throughout their careers, and were identified as contributing to their success. Although it may be difficult to teach or instill self-motivation, the act of identifying the importance of thinking outside the box and going the extra mile should at least be presented.

Studies of Military Leadership

The U.S. Army has begun examining the Authentic Leadership Theory (ALT) as an additional way to study and teach leadership. As highlighted by Avolio et al., authentic leaders develop respect, admiration, and loyalty in their teams by demonstrating confidence, optimism, and a level of self-awareness (2004).

Authentic leaders are resilient, and this is a newer component that emerged in this study as the ability to be flexible. Being able to adjust to changing circumstances, locations, personnel, requirements, and environments is the norm within today's U.S. Army. The ability to be prepared and accepting of this is a quality that can be developed, and resiliency training is a new focus in the U.S. Army. The current U.S. Army resiliency training modules focus on building strength of character, being optimistic, having mental agility in the face of change, and being self-regulating are geared to enhance both the soldiers' professional and personal lives. An entire website and program titled Comprehensive Soldier & Family Fitness – Building Resilience / Enhancing Performance has been developed (CSF2 Website). This program reinforces what the

Generals in this study highlighted; the importance of being adaptable and flexible throughout the many ups and downs of your military career.

It will be interesting to learn if authentic leaders have similar qualities to transformational leaders, and from the recent focus on the subject, it is clearly a topic of discussion within the U.S. Army training development leadership community. The degree to which authentic leaders are effective, or if they are as effective as transformational leaders is important, as identifying the most effective Commanders is always a priority within the U.S. Army.

The U.S. Army approach to leadership and leader training is an ongoing, developing activity. With the multi-generational success of the organization, building upon that tradition is paramount. Through examining the ideas and qualities highlighted by the General Officers who participated in this study, an improved level of understanding on what it takes to be an effective leader can be achieved.

The U.S. Army Reserve provides a variety of different ways to improve and become a better soldier, one that is more valuable to the organization and more effective as a leader. The organization appears to be constantly looking for ways to provide better training for its members, and the information from this study can be incorporated into current training efforts. With the U.S. Army moving to focus on developing an adaptive, flexible, and empowering leadership community, a review of those skills and qualities identified by its most senior leaders will contribute to this effort.

Chapter Summary

The goal of this project was to identify from the General Officer Corps the leadership characteristics and qualities that are most desired by the U.S. Army Reserve, and understand if those – or other factors – most impacted their military careers. Through surveying, interviewing,

and analyzing the data gathered, a higher level of understanding was achieved. The body of knowledge in the field of leadership has been expanded, and in particular, an understanding of the most important qualities of military leadership identified.

Throughout this project a great number of leadership theories and theorists have been researched, with my mind focused on how these apply to the senior U.S. Army Reserve leadership. Having worked closely with these individuals, it was interesting to actually study them and learn their leadership skill-set priorities. The mixed methods approach used greatly enhanced my understanding, and added richness to the data through the dialogue and interactions with the General Officers.

As the senior leaders provided insights into their own careers, their reflections and many examples greatly highlighted and gave life to the sometimes dry rhetoric from the academic literature. To actually hear from those that are responsible for thousands of individual soldiers and countless millions of dollars in equipment, not to mention the power at their fingertips to make things happen, was amazing. It was of great benefit to allow these leaders as much time and latitude with the interviews, and many of the survey questions, to gather as much data as possible.

I strongly believe that we need to learn from our senior leaders the best way to approach the future. As these individuals are very inclusive and encourage input from their subordinates, it is refreshing to be a part of the organization.

CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

Introduction

Having started this PhD program nearly a decade ago, with a 4-plus year break in the middle due to military deployments, a number of my personal views on leadership have changed. As my dissertation topic changed several times before settling on this one, I am very glad to have had the opportunity to interact with our U.S. Army Reserve senior leaders. Their experience and insight into how the world works as well as the U.S. Army Reserve was amazing to learn. I was fortunate to have been exposed a little to their operations, and appreciate their time allotted for this project. Through this exercise I am convinced now more than ever that studying successful leaders, their leadership styles, and applying those lessons learned is of great value.

Summary

From my literature review there does not appear to be a clear, systematic, and ongoing pursuit of the study of military leadership, and no other studies specifically on the U.S. Army Reserve leadership. The U.S. Army, however, has many manuals, guides, and training activities focused on leader development that are extremely effective. Nevertheless, it would be of benefit to tap the most valuable resource within the organization (the General Officer Corps) to gain their insights into leader development. My study attempted to do this and sought answers to the following basic research questions:

1. What are the key leadership factors, skills, and abilities that lead to promotion to General Officer in the U.S. Army Reserve?

2. What personal qualities and leadership styles facilitate career ascension?

3. To what degree are civilian professional experiences critical to the success of a U.S. Army Reserve military career?

My research indicates that there are several key skills that helped propel the study participants into their current leadership positions. The most important qualities identified from the General Officers include communication skills, networking, empowering your staff, finding and using a mentor, as well as taking advantage of opportunities. It seems clear that they place a great importance on being prepared to take advantage of good opportunities, along with the ability and willingness to out-work others. Civilian experiences, especially leadership/management positions, are of benefit as well.

In addition to addressing the original Research questions above, the following themes emerged from the data review and built on the base questions:

1. Civilian career experience:

a. The individual civilian experiences provided most General Officers with unique skills to set them apart from their peers.

b. Many General Officers were/are in positions of civilian authority/great responsibility and that experience contributed to their success.

2. Military experience:

a. All study participants reported undertaking additional (voluntary) military training and completing non-required educational courses to improve themselves, and these likely contributed to their career ascension.

3. <u>Timing/Luck</u>

a. Being in the right place at the right time can be of benefit, but it is important to be prepared to take advantage of timing/luck. Although cited as a factor by some, preparedness seems just as important as good fortune.

4. <u>Interpersonal skills</u>:

a. Being an effective communicator is key to career advancement.

b. Networking and building relationships are critically important to become more aware of the U.S. Army's priorities and to be ready for changes.

5. <u>Asking what roles mentors played (if any) to their success.</u>

a. Mentors, both military and civilian, play important roles in leader development.

6. <u>Asking to what degree has personal initiative and self-motivation contributed to success.</u>

a. Self-motivation is inherent in all of the General Officers. This was made quite apparent in the survey data and follow-up interviews.

These great learning points addressed my research questions, and through the use of mixed methods, provided a tremendous insight into the leadership thoughts of the Generals who participated in this study.

Review of Methodology

I have been fortunate in that I learned a lot regarding the leadership field of study, and contributed in a minor way to the subject through the completion of this research project. I

utilized both quantitative and qualitative research methodologies in this study, and this added a greater level of depth to the project. As this project involved members of the U.S. Army Reserve, I referenced and followed U.S. Army Regulation 600-46 (1979) to ensure compliance. As this study only involved members of the General Officer Corps, no further approvals were needed for the project.

The study consisted of my initially contacting the U.S. Army Reserve General Officer Corps via secure email (Army Knowledge Online – AKO) and asking for their participation in the study. Two-weeks after this mailing a reminder email was sent to encourage participation. Following this second contact and after receiving 66 surveys, I began contacting those individuals who indicated on their surveys that they would be willing to be interviewed as a follow-on to the survey.

The grounded theory was useful as the data collected was coded, and key themes identified and grouped. Constant comparative anlaysis was also utilized, as I examined each interview as they were completed (and transcribed) to look for emergent and similar themes. This thematic analysis was critical as I sorted and categorized the data. My research was conducted using ethnography through interviewing the subjects in the manner/location that they preferred. As the participants were located at various locations across the country, and in other countries, some interviews were conducted via the telephone. There was no percieved difference between the information received during in-person interviews and those completed remotely. The Generals were very candid and open, and this greatly facilitated my understanding.

My research focussed on the 121 U.S. Army Reserve General Officer Corps, and I sent my surveys to all 121. As the number of Generals fluctuates due to many different factors, this was the total available at the time of my study/issuance of my survey. From the 121 surveys sent,

eventually a total of sixty-six were returned. However, as not every question was answered by every participant, the N's used during the data analysis varies between sixty-two to sixty-six.

From the sixty-six returned surveys, twenty-two Generals indicated their willingness to participate in a one-on-one interview. However, the logistical challenges involved limited the number of those interviewed to fifteen. As these leaders were/are much higher in the U.S. Army Reserve organization than me, and were very much confident in what they were sharing, they had no reason to embellish or be defensive, I chose not to utilize a tool such as the Marlowe-Crowne Social Desireability Scale (MCSDS). As their participation was purely voluntary, in a one-on-one setting with no other individuals in the room, I do not think this was necessary. An additional reason for choosing not to use a tool such as the MCSDS was that the participants responses are remaining anonymous; their very insightful, and often colorful, quotes will not be directly attributed to anyone in the course of this study. This was purposefully done to add comfort to the participants and made clear to them on several occaisions.

I reminded the General Officers during the various steps of the study that their particiaption was purely voluntary, and that they did not have to answer any specific question asked either in the survey or the interview. I set the Survey Monkey facilitated survey to allow for participants to skip questions, and not be forced to answer all of them, in order to advance to the next page. Although this caused slight variations in the N totals per question, this did not affect the overall findings. I asked every participant to complete a consent form prior to their participation in the study, and these are kept on-file in accordance with the Indiana University of Pennsylvania (IUP) Office of Research requirements.

I used a digital recorder as an intake device during the fifteen interviews completed, and used the Nuance Dragon (Medical Edition) software to assist in transcription. This entailed

repeating both sides of the interviews into the Dragon microphone, as it was trained to recognize only my voice. This process aided my level of understanding and was a complete review of the interview itself. The software also assisted in my search for common themes and in the coding effort. As required, I will securely maintain copies of the transcriptions for 3 years, and after that time, will delete/destroy these files. Prior to embarking on this research project I requested and received approval from the IUP Institutional Review Board (IRB) for the Protection of Human Subjects for my protocol. This information was made available to all participants in the study. Finally, I gave full disclosure to all participants so they understood the purpose of my research and the associated (identified) risks.

Future Research

The research completed in this project is valuable to those in the military, especially individuals in the U.S. Army Reserve who want to be better leaders. As a member of the U.S. Army Reserve I have taken many worthwhile and challenging leadership courses, both as an Enlisted soldier and a Commissioned Officer. Being an effective leader is stressed, and very competent instructors have done a great job throughout my military career to make me the leader that I am today. The incorporation of the leadership qualities identified by the General Officers through this study will take that currently effective leader training to the next level. The more social aspects of leadership – the communication skills, the empowering of team members, the building of effective teams, the building of a mutually beneficial network, as well as going beyond the minimum requirements – are characteristics and qualities that great leaders master. Simply identifying these as important, and potentially elevating them through a block of instruction at the appropriate level in the current leader development process, would be of benefit to the organization.

I did not identify any significant differences in responses between male and female participants, only that female General Officers who participated in this study reported being promoted earlier to General than their male counterparts (females at 49.57 years of age v. males at 50.24). The females also reported serving less years in the U.S. Army Reserve at the time of their promotion to General than the male respondents (females promoted to General with 26.14 years served v. males having 28.30 years). Although interesting, this does not necessarily indicate that the female General Officers are doing anything differently than the male General Officers to be promoted sooner in their careers – but it would worth investigating in the future. As over 85% of the study participants were male, this distribution may not lend itself to drawing meaningful conclusions for that question. A follow-up study focused on this particular question regarding U.S. Army Reserve female General Officers might be worthwhile, however, and be a good next step for research.

An additional research question stemming from this study could address the impact that being reared in a military family has on soldiers. This studied identified that among the participants, over half of the General Officers reported coming from a military family. As previously mentioned, it is unclear if this is a high percentage when compared to the U.S. population, or even the population of those in the U.S. Army Reserve. With lower numbers of individuals having served in the military, and even less in the subset of U.S. Army Reserve, it is interesting to me that over half of the senior leadership who participated in this study has a familial connection to the military.

Finally, it would be interesting to pursue some of the correlations identified in this study, such as the importance of people skills and leadership, as there was a strong relationship identified between the important skills of empowering staff members and being people oriented.

Delegation might be a good study topic with this population, as there was a strong correlation of the identified important qualities of being a good team member and task oriented. To me, this identifies the importance of effective team building and ensuring that tasks are being delegated (and completed). The degree to which this is being done might be an interesting investigation, as those who are great team builders likely get more accomplished and are recognized (and probably promoted). This warrants further research.

Final Thoughts

I have not found a study focused on the U.S. Army Reserve General Officer Corps, and do not know of any that surveyed them on their leadership styles, preferences, and techniques. This study will benefit those interested in learning from the experts and those that have "been there, done that" in regards to military leadership. I am confident that the important qualities identified through this study are of benefit to current and future soldiers, and especially those interested in pursuing leadership positions within the organization.

By researching the senior leaders of any organization it is possible to identify the most important characteristics, qualities, and practices deemed most important. To be successful in the military today, it is clear that mastery of one's Military Occupation Specialty (MOS) is critical – but so are many additional skills that are not necessarily military specific. To be an effective leader a soldier must understand and embrace the importance of networking, of having a mentor to provide guidance and encouragement, to be able to communicate effectively both laterally and vertically within their organization, and to be a team builder. Ultimately, these take the extra effort not necessarily inherent in everyone; however, through this study they have been identified as being the qualities that, in the Generals' eyes, propelled them to success.

Conclusion

There are always ways to improve, and in the area of leadership, a multitude of theories exist as what makes the best, most effective leader. There is a never-ending supply of reasons why some leaders are more successful than others, why some styles work and others do not, and what approach will be most effective under which scenarios. The General Officers who participated in this study made clear that taking a transformational approach to leadership is of benefit – by motivating and demonstrating high values others will be inspired to perform at their best. They personally benefited by being that way, and recommended that through hard work others can achieve their best as well.

Throughout my twenty-two plus year military career I have witnessed many extremely effective leaders, both Officer and Enlisted alike. I recall a very squared-away Private who was in charge of a group of other Privates while on a training mission in Wisconsin. This soldier planned and led his Squad on a very effective ambush of the enemy – all the while having very minimal experience. In hindsight, this soldier had great team building skills, the ability to communicate effectively, and delegated many tasks throughout the course of this mission (I was an observer and was impressed). This soldier exemplified what the Generals in this study highlighted, namely:

1. A successful leader builds an effective team to assist them in completing the mission,

2. Communication is an important skill that will assist you throughout your career,

3. Hard work and effort can overcome almost any challenge,

4. Leadership qualities can be developed.

Both the Nuance Dragon software and SPSS helped in organizing and analyzing the data collected in this study. Both packages were tremendously beneficial in keeping the data organized and facilitating analysis. The examination of the survey data, especially after

completing and conducting the thematic coding of the surveys, was extremely interesting. The mixed methods approach definitely added richness to the study, and the approach was of great value. As a valuable insight into the thoughts of the senior U.S. Army Reserve leadership, it is hoped that this body of work be reviewed/considered by the developers of future military training.

To be the best, it is important to learn from the best. This study sought direction from the best in the U.S. Army Reserve, and they provided great insight and guidance regarding what it takes to be an effective leader.

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APPENDICES

Appendix A - Survey Cover Letter

Date

Dear General XX:

My name is Michael Kistler, and I am a PhD student at Indiana University of Pennsylvania (IUP) finishing my Doctorate in Administration and Leadership Studies, HSS. I am also a Major in the Army Reserves, and was previously the Aide-de-Camp to now MG William Waff, Commanding General of the 99th Regional Readiness Command. For my dissertation I am surveying all general officers in the Army Reserves, as well as interviewing a subset of them, to learn what you think are the most important factors that led to your promotion to the General Officer Corps. The survey can be accessed by clicking on this link __(survey link)____. There will be no association or reference made to you regarding the survey; it will be completely anonymous.

The questionnaire will require approximately 10 minutes to complete, and if you are willing to participate, I ask that you complete it within the next 10 days. There is no compensation for responding nor is there any known risk. In order to ensure all information will remain confidential, please do not include your name. The returned questionnaires will be kept in a secure location for the time required by the IUP Institutional Review Board. If you choose to participate in the project, please answer all of the questions as completely as possible. Participation is strictly voluntary.

Thank you for taking the time to assist me in my educational endeavors. The data collected will provide useful information regarding your insights into which are the most important leadership factors for officers. If you have any questions regarding this study, would like a copy of the final report, and/or would like to participate further in the interview phase, please contact me at michael.kistler1@us.army.mil or via cell at 412-944-7332. My intent is to conduct brief interviews with 10-20 general officers to learn of their beliefs on leadership, experiences, and how that led to their selection for promotion to general.

Thank you in advance for your assistance!

Sincerely,

Michael Kistler
199 Shuster Road, Gibsonia, PA 15044
Michael.kistler1@us.army.mil / Cell 412-944-7332

Dissertation Committee Chair:
Dr. Mary Jane Kuffner Hirt
mjk@iup.edu / 724-357-2290

Appendix B - Survey and Interview Questions

Survey

INSTRUCTIONS: The following survey should take about 10 minutes to complete. Reminder: there will be no identifying information associated with the completion of this survey and is voluntary. Thank you!
Part I.
Please indicate how important you believe these items were in terms of your promotion to general by clicking the button next to your selection. Response options ranging from 1 to 5 are presented below.
1= Not important at all; 2= Not very important; 3= Somewhat important; 4= Important;
5= Extremely important

Outstanding MOS / AOC skills………………………………………….................1 2 3 4 5
Superior communication skills ……. ……………………………….................1 2 3 4 5
Demonstrated leadership ability…..……………………………………….................1 2 3 4 5
Self-confidence…………………………………………………….................1 2 3 4 5
Hard work ……………………………………………………….................1 2 3 4 5
Teamwork ability……………………...…………………………….................1 2 3 4 5
Physical fitness……………………………………………….................1 2 3 4 5
Civilian education/experience………………………………….................1 2 3 4 5
Flexibility…………………………………………………………….................1 2 3 4 5
Organization skills……….……………………….…………….................1 2 3 4 5
Sense of humor…………………………………………………….................1 2 3 4 5
Specific military positions held……………………………………….................1 2 3 4 5
Timing / luck ………………………………………………………… 1 2 3 4 5

PART II
On a scale of 1-5 indicate the importance of the following as they relate to your promotion to the General Officer corps.

1= Not important at all; 2= Not very important; 3= Somewhat important ; 4= Important;
       5= Extremely important

1. How important was your level of personal initiative to your promotion to
General?.. 1 2 3 4 5

2. How important was it to be a hands-on leader as opposed to a delegator?........... 1 2 3 4 5

3. To expand on Question 2, how important was it to empower members of your
staff?..1 2 3 4 5
4. How important was it to be task oriented?...1 2 3 4 5

5. How important was it to be people oriented?..................................... 1 2 3 4 5

6. How important were your facilitation skills?..1 2 3 4 5

7. How important was it throughout your military career to maintain your own point of view?...1 2 3 4 5

8. How important was it to be flexible in your attitudes?..1 2 3 4 5

9. How important was having a positive working team environment?.......................1 2 3 4 5

10. How important was it to be a team member first and a leader / manager second?...1 2 3 4 5

11. How important was your civilian occupation to your military career?………….1 2 3 4 5

PART III.

1. If you had to choose one, what do you think was the most important factor that led to your promotion to general officer? (Place a check on your response.)

_____Military Occupational Specialty (MOS) skills
_____Communication skills
_____Leadership ability
_____Self-confidence
_____Hard work
_____Teamwork ability
_____Physical fitness
_____Civilian education/experience
_____Flexibility
_____Organization skills
_____Sense of humor
Other (Indicate) _____

2. Rank the top 3 factors that you feel are most important for general officers to possess.
Indicate by noting 1= most important; 2 = second most important and 3 = third most important

_____ Military Occupational Specialty (MOS) specific expertise
_____ Good timing
_____ Communication skills
_____ Extensive civilian Education
_____ Being a good mentor
_____ Adaptability
_____ Being well-rounded
_____ Physical fitness
_____ High values
_____ Other (Indicate)_____

PART IV.

Demographic Information

How old are you? _____

What is your gender?

Male _____   Female _____

What is your race?

White _____   African American _____   Hispanic _____   Other_____

What is your marital status?

Married _____   Separated _____   Divorced _____

Widowed _____   Never married _____   Other_____

What is your highest civilian education degree completed?

Bachelor's Degree _____   Master's Degree _____

Doctoral Degree _____   Other _____

PART V.

When you were promoted to general officer?_____

How old were you? _____

How many years had you served in the Army at that time? _____

Did you come from a military family with a history of military service? _____

Appendix C - Follow-Up Interview

If you are willing to participate in a follow-up telephone interview, please contact me via e-mail: Michael.kistler1@us.army.mil or cell 412-944-7332.
Thank you!

Qualitative Interview Questions

Prior to all interviews an informed consent form will be completed by each individual participant. These will be signed by the subjects and submitted to the IRB as part of this project.

1. What do you think were the most important factors that led to your selection to general officer?
2. How did you develop these capabilities?
3. As Reserve Officers, we bring a wealth of additional experiences to the military as compared to active duty soldiers. Do you feel these civilian experiences contributed to your selection to general? If so, why? If not, why not?
4. Do you believe you were selected to general because of some unique factors and experiences that you have acquired or were you selected because you have excelled in the typical/traditional activities in your career?
5. Who were the most influential people in your life who helped you become a leader?
6. Do you believe that leaders are born, and/or can leadership be developed?
7. What can soldiers do to become better, more effective leaders?
8. Is there anything in your career that you believe separated you from the pack?
9. Prior to promotion to general, did you seek additional training opportunities that helped differentiate you from other officers?
10. Is there anything else you would like to share in regards to how you became a General Officer?

Thank you!

Appendix D - Informed Consent for Interviews

Project Title: General Officer Leadership Styles

Authority: The Department of the Army may collect the information requested in this session under the authority of 10 United States Code, Section 2358, Research and Development Projects. In accordance with the Privacy Act of 1974 (Public Law 930579), this notice informs you of the purpose, use, and confidentiality of this session.

Purpose: The purpose of this project is to identify the most important leadership components as perceived by the U.S. Army Reserve General Officers. This information will assist junior officers become better leaders.

Routine Uses: This information may be used to improve the leadership training for soldiers of all ranks and levels, as this guidance is coming directly from the senior leadership themselves. The data collected will be used for research purposes only. It will not be used to evaluate any project participants. The responses will not become part of any Army record and will have no impact on anyone's Army career.

Disclosure: Participating in this session is voluntary and you may choose at any time not to participate. There is no penalty for choosing not to participate.

Confidentiality: All responses will be kept confidential and your privacy protected. All data analyses will be conducted only by persons engaged in, and for purpose of, this study. Moreover, all reports of findings will describe groups of individuals and, in no case, a particular individual. We will not identify you or include your name or other personally identifiable information in our notes or subsequent reports.

We cannot provide confidentiality or non-attribution, to a participant regarding comments involving criminal activity/behavior, or statements that pose a threat to yourself or others. Please do NOT discuss or comment on classified or operationally sensitive information during this session.

Contact: For further information about this project or your rights as a participant please contact Dr. Mary Jane Kuffner-Hirt using MJK@iup.edu.

Informed Consent Form

Title of Project: General Officer Leadership Styles

I am asking for your voluntary participation in my PhD Dissertation project. Please read the following information about the project. If you would like to participate, please sign in the appropriate box below.

Purpose of the research study: The purpose of this project is to understand the leadership styles of General Officers in the Army Reserve. Through this project all general officers in the Army Reserve will be sent a survey to complete, and 10-20 will have follow-up interviews.

If you participate: You will be asked to complete a questionnaire to identify the components of leadership that you believe are most important to career ascension in the Army Reserve. The opportunity for a follow-up individual interview will also be sought, with 10-20 interviews to be completed for this project.

Time required for participation: The initial online survey will take approximately 10 minutes or less to complete. The follow-up interview will take approximately 1 hour. The surveys will be online, with the follow-up interviews completed via telephone or at a location convenient to the project participants.

Potential Risks of Study: The data collected during this study will be used for research purposes only, with the participants remaining anonymous throughout the entire project. I do not anticipate that your participation has any risks.

Benefits: Your responses and participation will help others understand the important components of leadership from your perspective. This will assist younger officers by providing them focus and add to the body of knowledge on leadership.

How confidentiality will be maintained: Participation in the study is voluntary all IUP IRB protocols will be followed throughout. The online surveys will not contain any names or other personally identifiable data, and the follow-up interviews will be the same.

Questions on your rights in the study: Dr. Mary Jane Kuffner-Hirt using **MJK@iup.edu**

Agreement: Participation in this study is completely voluntary. If you decide not to participate there will not be any negative consequences. Please be aware that if you decide to participate, you may stop participating at any time and you may decide not to answer any specific question. By signing this form I am attesting that I have read and understand the information above and I freely give my consent to participate.

Date Reviewed &
Signed:_____

Printed Name of Research
Participant:_____

Signature: _____

APPENDIX E – U.S. Army Rank Structure

Below is a table of U.S. Army ranks, titles, and abbreviations to aid in the understanding of the Army military rank structure:

Enlisted	Ranks	Abbreviation	
E-1	Private	PVT	
E-2	Private	PV2	
E-3	Private First Class	PFC	
E-4	Specialist	SPC	
E-5	Sergeant	SGT	
E-6	Staff Sergeant	SSG	
E-7	Sergeant First Class	SFC	
E-8	Master Sergeant	MSG	
E-9	Sergeant Major	SGM	

Officer	Ranks	Abbreviation	
O-1	Second Lieutenant	2LT	
O-2	First Lieutenant	1LT	
O-3	Captain	CPT	
O-4	Major	MAJ	
O-5	Lieutenant Colonel	LTC	
O-6	Colonel	COL	
O-7	Brigadier General	BG	(1 Star)
O-8	Major General	MG	(2 Star)
O-9	Lieutenant General	LTG	(3 Star)
O-10	General	GEN	(4 Star)

APPENDIX F – SPSS Data and Tables

Descriptive Characteristics of Response

	Total (N= 65)
Age Mean (SD)	53.92 (3.72)
Age when promoted Mean (SD)	50.17 (4.15)
Years served when promoted Mean (SD)	28.09 (4.32)
Gender 　　Male 　　Female	 55 (87%) 10 (13%)
Race White African American Hispanic Other	 54 (86%) 3 (5%) 4 (6%) 2 (3%)
Marital status Married Divorced	 57 (92%) 5 (8%)
Education Bachelor's degree Master's degree Doctoral degree Other	 2 (3%) 48 (75%) 11 (17%) 3 (5%)
Military family background	32 (51%)

- Mean age is 53.92 and mean age when promoted was 50.17. Mean years served when promoted was 28.09.
- 87% of participants were male.
- Most of participants were married (92%).
- Most participants were White (86%), Hispanic (6%), and African American (5%).
- Most participants had a Master's Degree (75%) and (17%) had Doctoral Degree.
- More than half of the participants (51%) had a military family background.

Results of Independent Samples T-Test

	Military family background		
	Yes	No	p
Age when promoted, Mean (SD)	49.00 (5.09)	51.35 (2.51)	.024
Years served when promoted, Mean (SD)	26.48 (4.94)	29.73 (2.94)	.003

- People who came from a military family were younger than people with no history of military service when they were promoted to General.
- People who came from a military family served a shorter amount of time in the military than people with no history of military service when they promoted to General.

Results of Independent Samples T-Test

	Gender		
	Female	Male	*p*
Age when promoted, Mean (SD)	49.57 (6.65)	50.24 (3.84)	.694
Years served when promoted, Mean (SD)	26.14 (7.49)	28.30 (3.81)	.219

- Though females were younger and had less time in the military when promoted to General Officer, there was no other significant difference between females and males.

Most important factor that led to promotion to General

	Total (n= 65)	Quick promotion (n= 32)	Late promotion (n= 31)
Leadership ability	33 (52%)	18 (56%)	14 (45%)
Hard work	11 (17%)	7 (22%)	4 (13%)
Other	8 (13%)	2 (6%)	6 (19%)
Communication skills	5 (8%)	2 (6%)	3 (10%)
Teamwork ability	4 (6%)	2 (6%)	2 (7%)
Civilian education/experience	2 (3%)		2 (7%)
Military Occupational Specialty (MOS) skills	1 (2%)	2 (6%)	

- Most participants responded that leadership ability (52%) was the most important factor that led to promotion; hard work (17%); other (8%); community skills (8%); teamwork ability (6%); civilian education/experience (3%); and Military Occupational Specialty (MOS) skills (2%).
- Participants who were promoted earlier than average years served (28.09 years) responded that leadership ability (56%) and hard work (22%) were the most important factors that led to their promotion to General.
- Participants who were promoted later than average years served (28.09 years) responded the leadership ability (56%), other (19%), and hard work (13%) were the most important factors that led to their promotion.

Most important factors for General Officers to possess

	1st	2nd	3rd
High values	21 (34%)	7 (12%)	
Communication skills	17 (28%)	13 (22%)	13 (22%)
Being well-rounded	10 (16%)	17 (28%)	10 (17%)
Military Occupational Specialty (MOS) specific expertise	3 (5%)		5 (9%)
Other	3 (5%)		
Adaptability		15 (25%)	9 (16%)

		5 (8%)	13 (22%)
Good timing		5 (8%)	13 (22%)
Being a good mentor			4 (7%)

- Participants responded high values (34%), communication skills (28%), and being well-rounded (16%) as the first important factors for General Officers to possess.
- Participants responded being well-rounded (28%), adaptable (25%), and having good communication skills (22%) as the next most important factors for General Officers to possess.
- Participants responded communication skills (22%), good timing (22%), being well-rounded (17%), and adaptability (16%) as the third most frequently given important factors for General Officers to possess.

Most important factor for General Officers to possess (early promotion)

	1st	2nd	3rd
High values	9 (29%)	3 (10%)	
Communication skills	11 (36%)	6 (20%)	5 (17%)
Being well-rounded	7 (23%)	11 (37%)	1 (3%)
Military Occupational Specialty (MOS) specific expertise	1 (3%)		3 (10%)
Adaptability	2 (7%)	4 (13%)	6 (21%)
Other	1 (3%)		
Good timing		4 (13%)	10 (35%)
Being a good mentor		1 (3%)	3 (10%)
Physical fitness		1 (3%)	1 (3%)

- Participants who were promoted earlier than average years served responded communication skills (36%), high values (29%), and being well-rounded (23%) as the most important factors for General Officers to possess.
- Participants who were promoted earlier than average years served responded being well-rounded (37%) and communication skills (20%) as the second most important factors for General Officers to possess.
- Participants who were promoted earlier than average years served responded good timing (35%), adaptability (21%), and communication skills (17%) as the third most important factors for General Officers to possess.

Most important factor for General Officers to possess (later promotion)

	1st	2nd	3rd
High values	12 (41%)	4 (14%)	1 (4%)
Communication skills	6 (21%)	7 (24%)	8 (29%)
Being well-rounded	2 (7%)	6 (21%)	9 (32%)
Military Occupational Specialty (MOS) specific expertise	2 (7%)	1 (3%)	2 (8%)
Adaptability		10 (35%)	3 (11%)
Good timing	2 (7%)	1 (3%)	3 (11%)

Being a good mentor	2 (7%)		1 (4%)
Physical fitness			
Other	2 (7%)		
Extensive civilian education			1 (4%)

- Participants who were promoted later than average years served responded high values (41%), and communication skills (21%) as the most important factors for General Officers to possess.
- Participants who were promoted later than average years served responded adaptability (35%), communication skills (24%), being well-rounded (21%), and high values (14%) as the second most important factors for General Officers to possess.
- Participants who promoted later than average years served responded being well-rounded (32%) and communication skills (29%) as the third most important factors for General Officers to possess.

How important are these for promotion to General, Mean (SD)

	Total (n= 65)	Quick promotion (n= 32)	Late promotion (n= 31)
Demonstrated leadership ability	4.77 (0.49)	4.70 (0.58)	4.86 (0.34)
Hard work	4.53 (0.56)	4.51 (0.56)	4.56 (0.56)
Superior communication skills	4.52 (0.69)	4.58 (0.62)	4.43 (0.77)
Specific military positions	4.52 (0.61)	4.41 (0.67)	4.60 (0.56)
Teamwork ability	4.46 (0.66)	4.41 (0.67)	4.50 (0.68)
Organization skills	4.38 (0.70)	4.54 (0.67)	4.23 (0.72)
Self-confidence	4.33 (0.67)	4.35 (0.55)	4.30 (0.79)
Timing/luck	4.33 (0.80)	4.48 (0.72)	4.16 (0.87)
Flexibility	4.09 (0.85)	4.09 (0.83)	4.06 (0.90)
Outstanding MOS/AOC skills	3.69 (0.90)	3.70 (0.90)	3.83 (0.74)
Civilian education/experience	3.61 (0.92)	3.67 (0.83)	3.60 (1.03)
Sense of humor	3.41 (1.01)	3.58 (0.88)	3.30 (1.11)
Physical fitness	3.38 (0.83)	3.38 (0.71)	3.46 (0.86)

- 1= not important at all; 2= not every important; 3= somewhat important; 4= important; 5= extremely important. The higher the score, the higher level of importance.

How important are these in regards to promotion to General, Mean (SD)

	Total (n= 65)	Quick promotion (n= 32)	Late promotion (n= 31)
Having a positive working team environment	4.45 (0.66)	4.36 (0.66)	4.51 (0.67)
Empowering members of your staff	4.43 (0.66)	4.36 (0.66)	4.48 (0.67)
Being people oriented	4.37 (0.68)	4.26 (0.69)	4.45 (0.67)
Level of personal initiative	4.32 (0.84)	4.23 (0.89)	4.41 (0.80)
Facilitation skills	4.14 (0.76)	4.06 (0.78)	4.22 (0.76)

Being flexible in your attitudes	4.06 (0.78)	4.06 (0.73)	4.09 (0.83)
Being task oriented	4.01 (0.71)	4.03 (0.61)	4.03 (0.79)
Being a hands-on leader	3.77 (0.71)	3.80 (0.80)	3.74 (0.63)
Maintaining own point of view	3.58 (0.98)	3.60 (0.93)	3.61 (1.02)
Being a team member first and a leader/manager second	3.41 (1.03)	3.33 (0.99)	3.58 (0.99)
Civilian occupation prior to military career	3.14 (1.05)	3.20 (0.96)	3.09 (1.16)

- 1= not important at all; 2= not every important; 3= somewhat important; 4= important; 5= extremely important. The higher the score the greater level of importance.

Correlation of "how important to promotion"

	1	2	3	4	5	6	7	8	9	10	11	12
2	.29											
3	.11	.25										
4	.20	.33	.45									
5	.30	.19	.09	.15								
6	.15	.24	.21	.35	.28							
7	.27	.08	.37	.52	.19	.37						
8	.21	.29	.10	.34	.12	.34	.36					
9	.24	.26	.07	.31	.22	.52	.27	.39				
10	.30	.22	.09	.11	.37	.24	.19	.20	.52			
11	.22	.38	.30	.47	.02	.27	.42	.28*	.35	.13		
12	-.15	-.19	.29	.40	.11	.19	.32	-.01	.01	-.12	.13	
13	-.24	-.18	.05	-.04	.01	-.23	.08	-.14	-.07	.13	-.09	.17

1= Military Occupational Specialty/Area of Concentration (MOS/AOC) skills
2= Superior communication skills
3= demonstrated leadership ability
4= self-confidence
5= hard work
6= teamwork ability
7= physical fitness
8= civilian education/experience
9= flexibility
10= organization skills
11= sense of humor
12= specific military positions held
13= timing/luck

The correlations between the factors are as follows:
- self-confidence and physical fitness (.52)
- teamwork ability and flexibility (.52)
- flexibility and organization skills (.52)
- self-confidence and sense of humor (.47)

- demonstrated leadership ability and self-confidence (.45)
- physical fitness and sense of humor (.42)
- self-confidence and specific military position held (.40)
- civilian education/experience and flexibility (.39)
- superior communication skills sense of humor (.38)
- hard work and organization skills (.37)
- teamwork ability and physical fitness (.37)
- demonstrated leadership ability physical fitness (.37)
- physical fitness and civilian education/experience (.36)
- self-confidence and teamwork ability (.35)
- flexibility and sense of humor (.35)
- teamwork ability and civilian education/experience (.34)
- self-confidence and civilian education/experience (.34)
- superior communication and self-confidence (.33)
- self-confidence and flexibility (.31)
- Military Occupational Specialty/Area of Concentration (MOS/AOC) skills and hard work (.30)
- MOS/AOC skills and organization skills (.30)
- demonstrated leadership ability and sense of humor (.30)

Correlation of "how important to promotion to General"

	1	2	3	4	5	6	7	8	9	10
2	.11									
3	.08	.02								
4	.05	.25	.24							
5	-.07	-.05	.51	.22						
6	.10	-.06	.32	.21	.36					
7	.17	-.17	.23	.27	.20	.30				
8	.14	-.15	.32	.23	.40	.39	.40			
9	-.02	-.24	.41	.13	.43	.41	.43	.47		
10	-.08	.06	.33	.57	.36	.38	.51	.53	.43	
11	.07	-.17	.01	.17	.25	.42	.47	.24	.38	.29

1= personal initiative
2= being a hands-on leader
3= empowering members of staff
4= task oriented
5= people oriented
6= facilitation skills
7= maintaining own point of view
8= being flexible in attitude
9= having a positive working team environment
10= being a team member first
11= civilian occupation prior to military career

The top correlations between the factors are as follows:

- being task oriented and being a team member first (.57)
- being flexible in attitude and being a team member first (.53)
- empowering members of staff and being people oriented (.51)
- maintaining own point of view and being a team member first (.51)