“U.S. Army Self-Development: Enhancer or Barrier to Leader Development”?

A Monograph
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MONOGRAPH APPROVAL

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Title of Monograph: "U.S. Army Self-Development: Enhancer or Barrier to Leader Development"?

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Abstract

"U.S. Army Self-Development: Enhancer or Barrier to Leader Development"? by MAJ Milford H. Beagle, U.S. Army, 56 pages.

On 25 May 2001, the U.S. Army Training and Leader Development Panel (ATLDP) released a report on the results of extensive research concerning the future direction of training and leader development. Under the direction of the Army Chief of Staff, General Eric K. Shinseki, the panel's charter was to look at the Army Transformation Campaign Plan's line of operation five, which specifically addresses training and leader development. As part of the findings, conclusions and recommendations, the ATLDP recommended a new leader development model and three additional leadership competencies; self-awareness, adaptability and life-long learning. As an overarching theme of their recommendations, developing the new meta-competencies in leaders serves a partial contributor to the transformation endstate of a trained and ready force for the nation and self-aware and adaptive leaders.

This monograph answers the research question: Is the Army's self-development model capable of contributing to the endstate of providing self-aware, adaptive and life-long learning leaders for the future force?. This monograph focuses on leader self-development due to the ATLDP's assertion that self-development will serve as the link between the institutional and operational pillars of leader development. Additionally, future self-development programs and processes will contribute to developing self-aware, adaptive and life-long learning leaders. This monograph addresses this issue through the construct of history, theory and doctrine and concludes with a survey element designed to assess the effects of training and education on leader development.

The ATLDP confirms that a gap between institutional and operational experiences exists. Additionally, the panel verifies that the leaders of the future will require competencies that will enable them to deal with the ambiguity and uncertainty of the future battlefield environment. As confirmation, these salient points brought to light by the ATLDP report have surfaced in military and civilian literature in varying degrees. As the Army proceeds with transformation, new technologies, doctrine and approaches to warfighting are being advanced at tremendous rates. By providing equal interest to leader development, attempts are being made to keep the warfighting leader apace with his or her environment.

It is a major challenge in both civilian and military sectors to keep individuals apace or ahead of change. There are simply too many variables to account for in the attempt to prepare individuals for uncertainty and ambiguity. A measure of how well individuals are prepared for or adapt to such complexity can be compared to how well programs, process and other external factors prepared them. By answering the research question, this monograph assesses current and future approaches to self-development are the key to providing the force with the self-aware, adaptive and life-long learning leaders necessary to deal with the future battlefield environment. This research reveals that approaches and philosophies that aim to produce changes in behavior or more appropriately skills, knowledge, attributes, and behaviors are reliant on the process as opposed to the individual. By focusing on the individual vice specific processes enables individuals to deal with uncertainty and ambiguity in a manner reflective of their strengths.

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INTRODUCTION

The impetus for this research is the results and recommendations of the Army Training and Leader Development Panel (ATLDP) study and report. As a background for the panel's development and initial charter, General Eric Shinseki, Chief of Staff, United States Army, tasked the ATLDP to inquire into training, leader development issues and concerns associated with the Army Transformation Campaign Plan.[1] The panel began work in June of 2000 and published a final report to the Army on 25 May 2001.[2] As goals for the research, the ATLDP sought to determine the applicability and suitability of Army training and leader development doctrine and practices for the interim force. Additionally, the panel sought to determine the characteristics and skills necessary for the "Information Age Army leaders" to perform in the full spectrum battlespace of tomorrow.[3]

Extensive travel among the Army's major commands provided the panel with a broad range of participants for the study. The panel ultimately surveyed or interviewed 13,500 soldiers in sixty-one locations.[4] Utilizing surveys, focus groups, group interviews, personal interviews and independent research allowed the panel to explore the depths of soldier's expectations, concerns and issues associated with training and leader development. The panel focused their efforts on five major areas: Army culture, the Officer Education System (OES), Army training, the Systems Approach to Training (SAT), and the link between training and leader development.

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[1] The Army Transformation Campaign Plan is the mechanism being utilized to describe, direct and synchronize the implementation of the Army vision. Succinctly, the Army vision espouses transforming the current "legacy" force while simultaneously maintaining operational units at a high level of war readiness. The TCP integrates Doctrine, Training, Leader Development, Organization and Material Resources to serve as a document for transformation planning and execution.

[2] William M. Steele (LTG) and Robert P. Walters, Jr. (LTC), "Training and Developing Leaders in a Transforming Army," Military Review VOL LXXXI, No. 05 (2001): 2.

[3] ATLDP Office Chief of Staff of the Army. Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001. OS-1.

[4] Ibid., OS-4.

This research focuses on the training and leader development category of the ATLDP research. Specifically, this paper will focus on the recommendations and conclusions about current and future Army Self-Development (hereafter referred to as SD). As an overarching recommendation and conclusion, the ATLDP report asserts the following:

> Our leaders must commit to lifelong learning through a balance of educational and operational experiences, complemented by self-development, to fill knowledge gaps educational and operational experiences do not provide.[5]

Conclusions from the ATLDP research focusing specifically on training and leader development are as follows: (1) Army training and leader development programs do not develop self-aware and adaptive leaders, needs leaders that value lifelong-learning through a balance of educational and operational experiences rounded out by SD; and (2) lifelong learning requires standards, tools for assessment, feedback and SD.[6] Additionally, the ATLDP concludes that Army training and leadership doctrine does not adequately address SD. As part of the feedback received, the panel concluded that SD was perceived as a way to cut cost associated with schooling as opposed to being a means towards lifelong-learning.[7]

The 1999 version of Army Field Manual (FM) 22-100, Army Leadership, describes leader development as consisting of three fundamental pillars: operational, institutional and SD. The institutional domain focuses on providing soldiers and leaders with the key skills, knowledge and attributes necessary to function in any environment. The operational domain consists of home station training, deployments, Combat Training Center (CTC) rotations, etc. The SD domain focuses on reducing or eliminating the gap between the institutional and operational domains.[8] This concept asserts that a leader's training and growth are affected through interaction within each of these pillars. The ATLDP concluded that training, assessment and feedback mechanisms

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[5] William M. Steele (LTG) and Robert P. Walters, Jr. (LTC), "Training and Developing Leaders in a Transforming Army," Military Review VOL LXXXI, No. 05 (2001): 11

[6] ATLDP Office Chief of Staff of the Army. Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001. OS-17.

[7] Ibid., OS-18.

[8] Department of the Army . Field Manual 7-0, Training the Force. Washington, D.C.: Government Printing Office, 2002.1-15.

are lacking or non-existent in this model. The panel proposed a new model that maintained the fundamental pillars of institutional, operational and SD, but incorporated seven new components. These seven components are: Army culture, standards, feedback, experience, education, SD and training. The purpose of this revised model is to provide a framework that allows the Army to produce self-aware, adaptive and lifelong-learning leaders for the future force capable of operating in the full spectrum battlespace.

Based on this aforementioned purpose and goal of the future leader development model, it is asserted that the SD domain in its current and future form will or will not effectively contribute to producing self-aware, adaptive and life-long learning leaders. This assertion is based on the following statement made by the ATLDP; "self-development is essential to lifelong-learning and provides the training that educational and operational experiences cannot supply."[9] The remainder of this research attempts to substantiate or disprove this assertion. The purpose of this research is to determine if current approaches, methodologies and focus of SD, as recommended by ATLDP are capable of and the correct vehicle for contributing to producing self-aware, adaptive and lifelong-learning leaders (hereafter referred to collectively as the three-meta-competencies) for the future force. Therefore, one must consider the key goal of this research as answering the question; Is the Army's SD model capable of contributing to the endstate of providing self-aware, adaptive, and life-long learning leaders for the future Force?

To accomplish this, the research focuses on illuminating the context or framework in which SD is expected to contribute, key variables that effect SD and by utilizing a survey among Army captains to gain insights into their beliefs and biases about training, educating and learning. It is an assumption of this research that current and future SD practices are placing a heavy investment in technology and specifically designed programs to assist leaders in self-developing. The Army validates this assumption in the newly published FM 7-0, Training the Force, by stating;

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[9] ATLDP Office Chief of Staff of the Army. Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001. OS-20.

"application of battle focused Officer and NCO Professional Development Programs are essential to leader development. Exploiting reach-back, distance learning, and continuing education technologies support these programs."[10]

SD is a process best affected from the inside than the outside. This means that the process is more beneficial and productive when centered on the individual thereby allowing programs to be tailored to address individual needs, goals and methods of learning. Conversely, if the process is designed from the outside in, then it is the process or program that are attended to and assumptions about the learner become a minor factor. As a basic premise, it must be noted that each leader learns differently. Therefore, SD cannot be a future one-size fit all model to produce traits such as self-awareness and adaptability that are incapable of being measured as skills such as technical or tactical competence.

U.S. Army philosophies for training, educating and developing leaders are grounded in a performance-based or often referred to competency-based model. A performance based approach to learning stresses the attainment of measurable outcomes tied to established objectives.[11] This model is consistent with one of many civilian academia educational philosophies utilized to describe, define and clarify the purpose, goal and orientation of education, development and training practices. In existence is one specific philosophy that relates to the Army's approach to training, educating and developing leaders; it is termed the Behaviorist philosophy or orientation. The Behaviorist orientation focuses on behavioral modification, learning through reinforcement and instructional management by objectives. Control is primarily external to the learner.

Behaviorism is evident in training using task, conditions and standards. Standards in this setting serve as the prescribed objective. It is also evident in military institutional education with the overwhelming incorporation of learning objectives as a dominant approach to educating. This

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[10] Department of the Army . Field Manual 7-0, Training the Force. Washington, D.C.: Government Printing Office, 2002.1-12.

[11] Sharan B. Merriam and Ralph G. Brockett, The Profession and Practice of Adult Education (San Franciso: Jossey-Bass Publishers, 1997) 151.

philosophy is evident in the SD arena in that learning objectives or enhancements to performance gained through individual self-study provide measurable proof that a standard or objective measure of learning has been attained.

The benefits of this philosophy for the Army are indisputable. Many of the finest leaders that the Army has ever known benefited from this philosophy, as a process or method for producing the desired leader that the Army needed in any given era. The Army does not explicitly express approaches utilized to develop leaders, but the ATLDP described two that exist in current leadership doctrine: values-based and research-based.[12] In their report, they describe the values based approach as irrefutable to developing leader competencies.

The values-based approach utilizes Army values as an underlying foundation for training, education and development. These values in turn shape a leaders development in a framework that is consistent with Army beliefs. However, the research-based approach that the Army has utilized in the past arguably shares a close resemblance to a competency-based or Behaviorist approach. The ATLDP describe the research-based approach as examining performance of successful leaders, systematically analyzing their behavior and then validating those behaviors in an effort to derive remaining skills, knowledge and attributes.[13] Simply stated, this is a process of modeling the skills, attributes and behavior (hereafter referred to as **SKAB**) of superior performers. Translating SKAB derived from superior performers into leader development programs and processes is utilized as the framework to produce quantitatively similar SKAB in leaders throughout the force.

A drawback to the competency or performance-based approach as a sub-component of Behaviorism rests in the tendency of these approaches to be prescriptive, promote mediocrity and

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[12] ATLDP Office Chief of Staff of the Army. Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001. OS-2.
[13] Ibid., OS-2

encourage conformity and control.[14] Sharan B. Merriam, professor of Adult Education at the University of Georgia, states, "It is possible to deduce that this approach is not an effective way to address learning related to values and critical thinking skills."[15]

Approaching individual development under the auspices of this philosophy has proven effective in the past, but one must question the validity of this approach for the future leader. Based on the Army's desire to produce the three meta-competencies using technology and program design, it is questionable whether this approach will prove effective. It is asserted that the approaches, practices and methodologies for future leader SD must focus on variables other than process or program design and technology. Future leader SD will depend not so much on what, when or why the leader learns, but how.

CHAPTER ONE

Current SD Utility

U.S. Army visions of the Objective Force reflect a force capable of conducting full spectrum of military operations. A force that is organized, trained, equipped and manned to amplify strategic responsiveness to threats in Major Theater Wars (MTW) or Homeland Security (HLS) is the goal of the Objective Force. As the Army transforms to the Objective Force, the three meta-competencies describe images of the future leader. General of the Army, Omar N. Bradley, recognized the need for life-long learners, when he stated, "For most men, the matter of learning is one of personal preference. But for Army [leaders], the obligation to learn, to grow in their profession, is clearly a public duty."[16] Developers of Army leadership doctrine undoubtedly kept this truth in mind while designing the Army leader development model. By using the individual as a conduit, the model is an attempt to fuse experience and education. Therefore,

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[14] Sharan B. Merriam and Ralph G. Brockett, The Profession and Practice of Adult Education (San Franciso: Jossey-Bass Publishers, 1997) 152.
[15] Ibid., 152.
[16] Department of the Army, Army Leadership, FM 22-100 (Washington, D.C.: U.S. Department of the Army, 31 August 1999), 5-25.

great emphasis is devoted to developing the individual as a part of this fusion process. Additionally, continuous development of the individual is paramount, thus producing a self-aware, adaptive, and life-long learners.

As asserted by the ATLDP, the Army's model of SD, is currently an ineffective model for the development of future leaders. The current doctrinal definition and concept of self-development has sufficed in bringing the Army to the brink of Transformation but is ill suited to meet the needs of the future leader. Based on this general understanding, the current concept of self-development more or less suit the needs of the force. FM 22-100, defines self-development as a process you should use to enhance previously acquired skills, knowledge, and experience...takes place during institutional training and operational assignments.[17]

Unlike the operational environment of the past; ambiguity, complexity and uncertainty are the key terms that describe the Future Operational Environment (FOE).[18] SD served as a relative non-contributor to the leader development model of the past. Between institutional training, operational assignments and a known threat (Soviet Union), self-development of any kind was considered a bonus rather than a necessity for the Army junior officer. In this sense, this "process" of self-developing was suitable for the needs of the force. The Army now realizes that the uncertainties of the FOE will require leaders that are adaptive, innovative, and self-aware. In terms of the future leader, a process is no longer feasible, but a method and goal of enhancing how leaders learn and think is desirable for the future. The method will allow leaders to better interpret, adapt, and anticipate current and future events and requirements. The goal is to

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[17] Ibid.,5-15.

[18] Jeffrey D. McCausland (COL), "Transforming Strategic Leader Education for the 21st Century Army", Parameters 3 (Autumn 2001). 19. The Future Operational Environments are ambigious, nonlinear, and asymmetric in nature and extremely fluid. They include, disaster relief iperations, humanitarian relief operations, fighting in multinational partnerships, coalitions and range from Pre-crisis action to Global conventional war. These operations will potentially occur in complex terrain and urban environments with civilian populations and infrastructure complicating the areas of operation. We will conduct these operations in a decentralized manner, using cutting edge technology for communications, and to provide situational awareness and understanding to allow leaders to quickly make decisions and take appropriate action.

continuously push individual leaders to seek new ways of learning, adapting and thinking that best appeal to their strengths. This will facilitate posturing the future leader to bridge the gap between institutional training and operational assignments. In the past, a narrower gap between the two provided less of a necessity for self-development. Self-development equated to a neat package of resources; correspondence courses, advanced civil schooling, diverse reading, etc. Junior officers that completed any of these or similar objective tasks were considered good self-developers. Emphasis on the requirement, as opposed to the method and learning process, received a majority of the attention.

The current SD bridge was essentially a non-contributor. Additionally, this has led to a misunderstanding and poor application of the self-development concept. Current reality is that the Army will need the self-development bridge more than ever to link institutional training and operational assignments. A commonly understood concept of any kind makes for ease of application and support. This is not the case for Army self-development. Presently, self-development is labeled as anything from completing an interactive Compact Disk (CD-ROM) course to completing a Masters in Public Administration.

The general disunity in understanding self-development as it relates to the future needs of the Army, make it difficult for leaders and soldiers to define, apply and benefit from the concept. FM 22-100 states that self development is a "joint effort involving the person, first line-leader and commander".[19] Among these individuals, one can find a variety of definitions, ideas and understanding as it relates to SD. It is imperative that the central actors, leader and the led, share a common understanding of SD. In order to make SD an integral part of leader development for the future, the leader and the led, must utilize it as a bridge between operational and institutional experiences as well as have a shared understanding of the concept.

The inability of leaders and soldiers to define their role and responsibilities in SD leads to un-disciplined support of SD. This un-disciplined support stems from the inability to successfully

[19] Ibid., 5-15.

integrate SD into operational and institutional experiences. Existing SD concepts do nothing to stimulate life-long learning or self-awareness. Junior Army officers regarded as good "self-developers" are like sharks, they must continue to move in pursuit of goals or they will die. These goals are not to be perceived as personal goals, but as goals or objectives established by the organization. Very little ownership, self-awareness and reflection on abilities, duties and the environment are required on the part of the junior leader in pursuit of these goals. The ATLDP derived a similar conclusion as to the current emphasis on SD:

> Army training and leadership doctrine does not adequately address it[self-development], the Army leaders do not emphasize its value, and the Army does not provide the tools and support to enable its leaders to make self–development an effective component of lifelong learning.[20]

Unit Professional development programs, participation in correspondence courses, critical reading of various subjects, etc., go a long way in developing leaders, but not to the extent of creating self-aware, adaptive and innovative leaders. Emphasis on the SD process must be replaced by emphasis on the method and goal of SD. To remedy the ineffectiveness of Army SD, requires a shift in the way it is currently viewed.

Currently, the three-pillar leader development model is a purposeful and well-designed model, but in need of adjustment and supplementation. Adjustments are necessary in order to redefine and restructure the SD pillar. These adjustments are necessary so that SD does not fall behind during transformation and contribute little to producing the three meta-competencies that the Army views as a necessity of the future force. Edward Gibbon, author of History of the Decline and Fall of the Roman Empire, asserted that "every man who rises above the common level has received two educations: the first from his teachers; the second more personal and important from himself."[21]

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[20] ATLDP Office Chief of Staff of the Army. Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001. OS-18.

[21] Cyril O. Houle. (1960). The Inquiring Mind: A Study of the Adult Who Continues to Learn. Third Edition. University of Wisconsin Press, Madison, 1961. 3

Self-direction will be offered later as an overarching supplemental method and goal to providing the self-aware, adaptive and innovative officer that the future force requires. This does not imply that SD is useless as a concept for leader development. Self-directed learning is defined as personal trait as well as a means to education. Self-direction has three major aims: (1) to enhance the ability of adult learners to be self-directed in their learning, (2) to foster transformational learning as central to self-directed learning; and (3) to promote emancipatory learning … as an integral part of self-directed learning.[22]

Recognizing SD as a means for leader development and not an end is an alternative way of viewing the SD concept. Self-direction however, is both a means and an end to individual development. Striving for this end in education and training philosophies bears the benefits of leaders that recognize life-long learning as the key to their individual development, self-awareness and adaptability. However, the ATLDP report describes this framework as SD being essential to life-long learning. This viewpoint is a contradiction of the notion of life-long learning in that life-long learning bolsters SD. Simply, how can one self-develop if they do not understand what, how and why learning is relevant and facilitative to goal attainment? The cart in this case is leading the horse. Conversely, the horse is life-long learning and the cart self-development. This is not a semantic change in terms, but a change in concept. Self- direction is a more appropriate term because it describes not only a process, but also a personal attribute.

Basic premises of self-direction deal with personal autonomy, self-management, the independent pursuit of learning, and learner control. These are key and necessary premises that must be addressed in order to provide the future leader that the Army desires. In similar words, the ATLDT study concluded that:

[22] Merriam, Sharan B. and Rosemary S. Caffarella. Learning in Adulthood: A Comprehensive Guide, 2nd Edition. San Francisco, CA.: Jossey-Bass Publishers, 1999

Self-awareness without adaptability is a leader who cannot learn to accept change and modify behavior brought about by changes to his environment…They enable lifelong learning and their mastery leads to success in using many other skills required in full spectrum operations.[23]

The bottom line of self-direction is that it provides learners with a means and end framework to be self-aware, adaptive and able to deal with uncertainty. This also lends itself to Edward Gibbon's assertion of rising above the "common level," in that junior leaders must be seen as rising above the common level. The common level in this case is the threat and the operational environment. Self-direction is not a process, but a way of learning, reflecting as well as a goal and method for achieving the human goals of transformation. Future SD may be headed down a well beaten path because of the invigorated emphasis on distance learning, interactive computer assistance and on-line libraries. These are valuable technical resources for development but caution is necessary if these technical means are to be the key factors of leader development.

Historical Perspective

The Army has dealt with leader development designs, initiatives and methodologies for at least twenty-four years. In 1978, the Army completed the Review of Education and Training for Officers (RETO). The study discovered the need to provide officers with the necessary skills, knowledge and education to succeed in the military.[24] The resulting product was the Military Qualification Standards (MQS). In believing that a gap existed between MQS and the three pillars of leader development (operational, institutional and self-development), the Deputy Commandant of the Command and General Staff College (CGSC) conducted a leader development study in 1987. The results of this study were referred to as the Leader Development Action Plan. The goal of this plan focused on integrating MQS into a holistic leader development system. Senior Army leaders of this period expressed their concern

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[23] ATLDP Office Chief of Staff of the Army. Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001. OS-03.
[24] Anne W. Chapman, "Training and Leader Development", in TRADOC Annual Command History. 1994. 9-12

over the perceived ineffectiveness of the program. Based on this feedback, the Army Chief of Staff directed the Center of Army Lessons Learned (CAL) to conduct a study of the system in 1993. A key finding of this study revealed that the SD pillar was a non-contributor to the holistic system, due to lack of product distribution and marketing. [25] Additionally, a gap between operational experiences and the other leader development pillars were found. Up until this point, leader development focused on lieutenants or Military Qualification Standards (MQS) level II.

In November 1993,as a part of the study, a group of seventy-five people from the Department of the Army, Training and Doctrine Command (TRADOC) through the four commissioning sources, recommended a system that standardizes officer common institutional training and provides a tool of use for operational and SD experiences. [26] This recommendation shifted the existing equilibrium among the three pillars of leader development that MQS sought to achieve. The resulting affect was a greater emphasis on the institutional pillar and the use of MQS as a tool to enhance the SD pillar.

The recent Army Training and Leader Development Panel (ATLDP) report makes similar conclusions and recommendations. The perceived gaps between the pillars of leader development and the necessity of providing officers with skills, knowledge and education required to be successful in the military are the same as in 1978. The basic pattern remains the same; perceived inability to prepare leaders for the future. The Army is constantly searching to find successful methods for leader development and previous methods are found to be inadequate. Where does SD factor in to this equation? SD is the one tool that the leader must have as a constant amidst the complexity of the Army and the future. A focus on SD as a powerful process used by the leader to fuse institutional and operational experiences as opposed to use for marginally filling and enhancing knowledge gaps is an alternative approach by which to provide stability to an officers personal development amidst constant change.

[25] Ibid.,12.
[26] Ibid.,12.

The Issue

The FOE, in which the future leader must operate, is altering rapidly due to global changes in technology, social structures, economic as well as political venues. The complex interaction of these variables is increasing the need to better prepare individuals for uncertainty and ambiguity. These variables add to the difficulty of creating programs that prepare leaders for the future. This reduction in certainty and predictability has produced an urgency to develop and design programs that will develop a more aware and adaptive leader. The future leader must be able to leverage various skills in order to deal with the uncertainty and ambiguity inherent in the FOE. The four doctrinal leader development competencies of interpersonal, conceptual, tactical and technical as discussed in FM 22-100, Army Leadership, were identified as requiring supplementation. The three meta-competencies are the desired supplemental competencies. The conclusions of the ATLDP report substantiate this assertion. In the officer study report to the Army, it states, "the ambiguous nature of Objective forces operational environment, Army leaders should focus on developing the "enduring competencies of self-awareness and adaptability"[28]

Purpose of Research

Substantial literature and research exists to support what programs, resources, and methodologies will contribute to producing the skills, competencies, and attributes of the future leader. On the other hand, limited research and doctrine exist concerning the role SD plays as a process for the junior leader to link operational, institutional, and developmental experiences. At first, this assertion seems outlandish due to the aforementioned abundance of literature on leader development.

When it comes to viewing SD as an integral part of the leader development model either in past or current doctrine and literature, it is the one element of this holistic model that is

[28] ATLDP Office Chief of Staff of the Army. Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001. p.OS-03

addressed as a fifth wheel. In the ATLDP report, reference to this assertion is consistent with traditional thinking and literature when addressing SD. The ATLDP report references to SD as an element that rounds out education and operational experience supports this viewpoint.[29] A goal of this research is to explore the utility of regarding SD as a "round out" to other components of the leader development model or as an integral process that allows the leader to fuse the other essential elements together. By redefining SD as a process that enhances the leaders inherent ability to translate contextual knowledge (institutional) into situational performance (operational), clarifies the need to diminish the focus on SD as a knowledge-reinforcing tool. What is currently termed SD is better typified as self-study or independent study.

The three meta-competencies are inherent individual traits. Individuals continuously leverage learning by a natural learning process. It is this continual necessity to learn in order to evolve within a given society or organization that shapes an individual's understanding, utilization and focus of personal development. Because of this natural learning process the individual remains adaptive and versatile during times of change. Continually manipulating this process increases the individual's self-awareness and ability to learn.

The Army Transformation Campaign Plan (ATCP) serves as a key source document for the implementation, planning and execution of the Army's transition to the Objective Force. The plan utilizes lines of operation as a conceptual means of guiding the Army to this goal. By definition, a line of operation links a military force to its objective. Following this logic, the ATCP lines of operation attempt to link the current force to the objective of a trained and ready force capable of fighting and winning in the full spectrum battlespace.

Line of operation five in the Army Transformation Campaign Plan (TCP) addresses training and leader development. As asserted by the ATLDP, central to this line of operation are soldiers. Understanding the human element in correlation to the art and science of war is the significance behind maintaining visibility on leader development and SD. Therefore, leader

[29] Ibid. p.OS-75

development, training, education, and for the focus of this research, SD, are major contributors to the Army's warfighting ability.

In order to move forward, the Army must not only improve as a learning organization, but must continually focus on improving leaders as learners.[30] Viewing leader SD as an afterthought must be avoided. In order to reap the benefits of an effective leader development model, leaders require the autonomy and flexibility to utilize individual learning strategies to their advantage in facilitating effective learning. One only has to look to General Dwight D. Eisenhower as a practical example of this assertion.

Early in his career, General Eisenhower was not the epitome of a model student as a cadet at the United States Military Academy. He likewise maintained an average start to his career as a junior level officer. His interests resided more in coaching post football teams than enhancing his abilities as a professional military officer. It was not until his assignment to the Panama Canal Zone from 1922-1924, as an Executive Officer (XO), that he discovered a new vigor for the profession of arms.[31] During this point in his career Eisenhower encountered General Fox Conner, to whom he served as XO. General Conner served as superior, mentor and facilitator to Eisenhower. General Conner provided Eisenhower with what equated to a crash course in military history.[32]

From this point, Eisenhower embarked on a journey of individual development and growth that placed him among the most notable military leaders of all time. Having had a spark lit under his curiosity, subdued intellectual abilities and inherent learning ability, Eisenhower increased his understanding of himself, his profession and environment through individual development. His individual development consisted of reading, writing, discussion and study. Eisenhower thoroughly immersed himself in history, military science and philosophy. This does

[30] The terms leader and learner will be utilized interchangeably for the purposes of this research.
[31] The Dwight D. Eisenhower Foundation, Biography of Dwight D. Eisenhower, www.dwightdeisenhower.com/biodde.html (23 February 2003)
[32] Ibid. (23 February 2003)

not appear to be a unique example of SD, but it is one that centers on the individual. Eisenhower's ability to control his learning outcomes and enhance his own natural learning ability did not reside in any formal process or program designed by the Army. Conversely, his road to greatness resided in his ability to plan, implement and evaluate his own learning. His overarching dependency on self separated him from others of his generation.

As with this example, SD is something that can be partially replicated through study, reading and discussion, but the more pressing question is why do some benefit more from SD than others? The answer rests not in the process, program or their objectives. The answer can be found by delving into ways individuals learn, and make meaning of their environment. Getting leaders to maximize their own potential takes more than resources as provided by SD; it takes a thorough understanding of how, why and for what purpose individuals engage in learning activities.

A portion of this work depends on survey results from Army active duty, Reserve and National Guard officers in the rank of captain. Extensive use of primary source material published by the U.S. Army that describes leader development concepts and doctrine were utilized to form the basis for providing the foundation of the current philosophy on leader self-development. Additionally, primary source material in the field of social and behavioral sciences and adult education were utilized to provide a common framework of terms, definitions and theories that deal with individual and adult learner development. As part of the primary source material, the ATLDP survey, served as a key source document from which this research was inspired. Third, extensive use of pertinent essays and articles that pertained to leader self-development were used in order to provide a basis and conceptual view of how the Army and others view the future of leader SD.

The criteria utilized to answer the research question are as follows: (1) Army framework in which SD is designed to function, (2) the variables that contribute to individual development; and (3) leader attitudes towards Army training, education and learning. Utilizing these criteria

will facilitate determining if current and future approaches to SD will contribute in producing the three meta-competencies. These criteria will assist in identifying key concepts associated with individual development and provide a means to define and describe the Army SD methodology. Additionally, the criteria will provide a tool in which to evaluate contrasting and complimentary perspectives of Army SD.

Source material from the field of Adult Education will provide a means by which to determine how, why and for what purpose individuals continue to develop or pursue life-long learning. Additionally, the material will serve as a key source in which to gain an understanding of educational approaches, design and theory. This material will be key to assist in establishing a framework in which to compare the Army's leader development model and the use of SD within the model. Leader development material as published by military leaders and scholars will be facilitative in gaining a perspective of the history, theory and doctrine associated with Army SD. This will provide a better understanding of the goals, current and future structure of Army SD. Additionally, this material will provide the basis for the context of SD and the contributions expected of SD in relation to the FOE.

The survey element will provide a baseline understanding of leader biases and beliefs towards training, educating and learning. A key result derived from the survey is how individuals perceive beneficial learning. This provides insights into what strategies, orientations and practices leaders deem conducive to their learning. Learning serves as a key factor for individual development. Through revealing the key variables of individual development, establishing a framework definable in Army and civilian education terms and revealing leader attitudes about development will be the means to answer the research question. These criteria will be assessed and evaluated based on current and future Army leadership and SD doctrine. This assessment and evaluation will further provide a basis in which to measure desired goals and approaches in relation to desired SD outcomes.

The survey element of the research is limited to those officers in the rank of captain. The selection of this group, although not representative of the total Army population, is representative of a key portion of the population. The Captain sample group represents the core group that will eventually be the senior leadership operating at the battalion and brigade level during the Objective Force fielding in 2015. Although leader development is targeted at all levels of the Army organization, it will be this group that will most likely reflect the success or failure of initiatives that are currently under way. The survey will not capture all of the variables necessary to assess attitudes towards training and learning, but it will be instrumental in gathering an assessment of junior leader attitudes towards training, educating and learning.

CHAPTER TWO

Key Variables

Civilian literature of adult education contains a plethora of research in reference to key variables that affect individual development. The opposite is the case when referencing Army literature. This inference is traceable back to the philosophy of training and educating that the Army utilizes. Simply, when designing programs to produce certain skills, knowledge or behaviors, assumptions in reference to the learner are absent. The focus is on the process that achieves the goal and not the individual incorporated into the process.

Conversely, education scholars are able to make assumptions about the learner that in turn influence the design and focus of individual development. This philosophy allows the individual to leverage his unique learning abilities in order to shape programs and processes to their developmental advantage. This serves as a stark contrast to programs and processes designed to shape the individual as an advantage for the institution or organization.

Cyril O. Houle's, The Inquiring Mind, sparked a great deal of academic research into what factors lead to those that continually seek learning opportunities and effectively leverage

their natural learning abilities. [34] His research sparked 40 years of further research into factors of individual development under the auspices of self-direction. The educational construct of self-direction is academia's counterpart to Army self-development. To restate, there are three commonly agreed upon aims of self-direction: enhancement of adult ability to be self-directing in their learning, foster transformational learning and promotion of emancipatory learning. To foster these aims, the focus centers on the learner. The goal is an individual who is self-aware, adaptive and recognizes the value of life-long learning as a means and end to goal attainment.

In reviewing literature associated with the context, orientations and variables of Army SD, one can determine if current concepts or methodologies will contribute to producing the three desired meta-competencies for leaders of the future. Current SD methodologies appear feasible for achieving limited objectives, but do not appear to be a fully maximized domain of the current leader development model. It is an expressed goal of this research to explore whether SD concepts or methodologies will or will not contribute to providing the Army with the three meta-competencies.

SD as a Concept

Army training and education programs are distinguished for producing leaders that possess the required SKAB necessary to fight and win our nations wars. Conversely, these leaders possess qualitatively similar SKAB. For years, the aforementioned core competencies have been produced in leaders through numerous and diverse programs and processes'. The goal of producing the three meta-competencies of self-awareness, adaptability and life-long learning, under the auspices of self-development (SD) initiatives is another matter altogether. This implies that in an effort to produce three new meta-competencies, the Army is relying on antiquated concepts to produce "new" traits. The baseline concept of leader SD has not changed from 1994

[34] Houle, Cyril O. The Inquiring Mind: A Study of the Adult Who Continues to Learn, 3rd Edition. Madison, WI.: The University of Wisconsin Press, 1961.

to the present.[35] The Army intends to prepare leaders for an uncertain and ambiguous future through the application of outdated and dependency-oriented concepts linked to new goals.

To be effective for the future, new methodologies for SD must not remain tied to unchanged concepts. The institutional and operational pillars, to an extent, are undergoing drastic conceptual changes in relation to the FOE. For example, Intermediate Level Education (ILE) and Basic Leader Officer Course (BLOC) are unique concepts in the institutional pillar. Full spectrum operations are an example of new concepts in warfighting as they relate to the FOE. Even the leader development model itself has taken on a different illustrative appearance. Nevertheless, the SD pillar as a part of this concept remains fundamentally unchanged. SD remains as an enhancement and reinforcement tool used by the leader to bolster knowledge gained in the institutional and operational pillars. SD remains to be a sequential, initially narrow in focus, structured and a linear process.

The Army process of SD focuses on improving performance, not personal attributes, of which the three-meta-competencies fall into the latter category. In support of this assertion, SD is geared toward assisting leaders attain pre-established objectives. Stated simply, SD allows leaders to fill the knowledge void created by the institutional and operational setting through self-study. Technical, tactical, conceptual and physically proficient leaders are partially fulfilled through SD efforts. It is for this goal that SD efforts are directed. A focus on enhancing inherent personal attributes is non-existent. Recognizing the necessity for future leaders to possess the three meta-competencies has placed a new emphasis on SD as a way to partially fulfill this role. Finding these three meta-competencies listed on the front side of the future version of the Officer Evaluation Report (OER) will soon follow. Use of the old concept in a new framework appears to be futile in making this goal a reality.

[35] DA Pamphlet (PAM) 350-58, Leader Development for America's Army: The Enduring Legacy, Washington, DC: Headquarters, DA, 1994, 1-7

The Army describes the SD process as first assessing leader strengths and weaknesses. Additionally, this process is initially narrow in focus due to the leader lack of experience and understanding of their personal strengths and weaknesses in relation to duty performance and expectations. In order to guide the officer through the planned process, outside assistance from first line supervisors and commanders, in the form of feedback and assessment is necessary. Lastly, developmental action plans serve to guide the leader in maximizing his strengths, minimizing his weaknesses and improving his performance. This assumes that feedback and assessments occur in a timely manner, to standard, and are reflective of individual needs.

It will be the future leaders inherent ability to rely on powers of autonomy and concept of self that will better posture him to deal with eventual uncertainties. It will benefit the Army to invest in efforts that bolster the leaders ability to rely on himself as opposed to a process, as a key source of strength to deal with uncertainties. As a part of every individual's ability to learn, adapt and self-reflect, an inherent cycle of assessment exists. This cycle is continual, non-linear and individually driven. BG (retired) Huba Wass de Czege, the first director for the School of Advanced Military Studies, FT. Leavenworth, Kansas, succinctly state a need for this type process for future leader development:

> future Army doctrine, education and training must be designed deliberately to accommodate uncertainty, and to foster a culture of institutional initiative and self-reliance that encourages soldiers and leaders to react calmly to the unexpected, avoid predictability, treat rapid changes in mission and environment as routine.[36]

By immersing leaders in a process with specific systems designed to produce a desired result thus yields the desired product. This is the bottomline of Army leader development and a simple explanation of why a gap has evolved between institutional and operational experiences. Placing the burden on SD to close or reduce this gap is a significant undertaking.

Variables such as feedback, assessment, use of resources, and self-study are the key factors in individual development. As a result, these factors improve, enhance and compliment a

[36] Huba Wass de Czege and Richard Hart Sinnreich, The Land Warfare Papers: Conceptual Foundations of a Transformed U.S. Army, No. 40 March 2002, Association of the United States Army, Arlington, VA, 22.

leader's ability to accept positions of greater responsibility and perform at desirable levels and in conjunction with established norms, values and perceptions. However, it would be impossible to prove the relationship between the leader and those variables that affect his successful or unsuccessful development. It can only be inferred that the leader's SD is successful or unsuccessful based on his use and understanding of Army SD methodologies. The question now becomes; how does Army SD account for the intangible factors, such as individual needs, autonomy and personal attributes that effect self-awareness, adaptability and inclination towards life-long learning? The simple answer to this question is; it does not.

As an institution, the Army cannot develop an individually tailored SD program or process. As a standard based process, SD is an excellent tool to raise the level of performance that may be disparate among leaders. SD is not capable of enhancing inherent traits to a level that makes the leader a better learner. The default is a process equivalent to a one-size fit all approach to individual development. The process focuses on external assessment, feedback, state of the art resources, such as distance learning technology, digital libraries, etc., and a sequential progression equal to the leader's career progression. The three meta-competencies are not conducive to a standard measure; therefore, a process designed to produce or develop such competencies will never reach their aim.

Army leader SD places leaders in an awkward position. Leaders are immersed in a "slow pitch" SD model designed to coincide with their experience, perceptions and expectations. The leader is then thrust into an operational game, in which 100 mph fastballs and curve balls are the norm. The Army posits that the filler for this void is SD. Indeed, the methodologies, concepts and goals of SD allow the leader to practice and refine skills for the game, but the resources provided are comparable to utilizing a 20 mph pitch machine to warm up for the Atlanta Braves Gregg Madduxs' 100 mph fast ball. Simply, the process magnifies the void that the leader is expected to fill through SD.

What has been developed up to this point are certain skills, levels of knowledge and desired attributes that allow the leader to adjust and adapt to a given context and progress accordingly. What is un-developed is the leader's ability to fuse or translate institutional and operational experiences into one usable whole. Simply, the leader has not developed self-awareness, autonomy and his inherent process of learning. For this to occur, SD must focus on assisting the leader in understanding how to learn. SD does not account for individual learning abilities, it only provides a resource for learning. SD in comparison to the baseball analogy equates to; SD being the slow pitch machine, the leader being the batter and Gregg Maddux representing the FOE.

SD, like the pitch machine, helps the batter gain technique, fundamentals and an understanding of the dynamics of the game, but once faced with the real thing, trial and error and the hope that the batter is a fast learner is the desire. The FOE will not be kind to trial and error.Once the leader fails to leverage and understand his inherent ability to learn, he fails to progress. He also stifles his self-awareness, adaptability and recognition of life-long learning. The environment, situation and technologies change at such an accelerated rate that adaptive learning serves as the only means for dealing with uncertainty and ambiguity. To stress this point, Christopher P. Neck outlines typical leader behaviors as: "direction, command, assigned goals, reward desired behavior, intimidation, reprimand…"[37] Introducing the three meta-competencies is an attempt to counter balance leader attributes that are not responsive to an FOE labeled as uncertain, ambiguous and complex.

How an individual learns is the thread that affects the three meta-competencies as an enabler to effective individual development. The Army posits developing as opposed to

[37] Christopher P. Neck "In Search Of The Self-Led Soldier: Army Leadership In The Twenty-First Century" in Out-of-the-box Leadership: (Transforming the Twenty-First Century Army and Other Top Performing Organizations. Stamford, Connecticut.: JAI Press Incorporated, 1999.

enhancing the aforementioned traits in anticipation of future ambiguity.[38] The key factor missing from the Army SD process is a recognition that these attributes currently exist at varying levels in each leader. Enhancing these attributes as opposed to producing them to some measurable degree is a feasible alternative focus for SD.

A key assumption in regards to SD is that all leaders will make efforts to undertake SD initiatives in order to achieve this established goal. It is asserted that these initiatives will benefit every leader equally and that over time, all leaders will become good self-developers. This is evidenced by the assertion made in the newly published FM 7.0;, "leaders at all levels study our profession in preparation to fight and win our nations wars".[39] This is a noble assertion, but it is more of a desire than a true state of being.

To imply that Army leaders do not participate in and benefit from SD initiatives is far from the truth. The implication is that leaders engage in SD initiatives as means to performance improvement and progression survival. The fact of having competent leaders, well grounded in the necessary skills of their profession and able to win our nations wars, is partially a result of SD. In a system that adheres to a reward/punishment, competency-based philosophy for education and training, the link is easy to establish. As an example, leaders reap the benefits of competence and positive performance through the rewards of promotion, career advancement, positive performance ratings, and satisfactory completion of educational courses. The effects of punishment are realized when opposite or negative results are produced.

In a view that advocates this process, Gary Yukl, succinctly reveals the benefits and influence of a reward-based system on leader development:

> The formal evaluation and reward system also influence leadership development…new
> The simple answer to this question is; it does not.skills and behaviors are more likely to

[38] Office Chief of Staff of the Army. Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001.OS-3.
[39] Department of the Army . Field Manual 7-0, Training the Force. Washington, D.C.: Government Printing Office, 2002.1-12.

be learned and applied when they are included in performance appraisals and considered in making promotion decisions.[40]

Therefore, SD becomes a means for individual survival as well as positive duty performance. Every other benefit is merely a by-product of the individual's developmental efforts. This places the Army in a win-win situation, and the leader in a win-lose situation based on who receives the majority of the benefits of the process. By designing programs that produce the desired SKAB, the Army satisfies its need to have a certain type of leader. By producing the required leader SKAB, this equates to a win situation. On the other hand, the leader has to find a balance between maintaining the required SKAB and enhancing his own inherent traits. This describes the lose situation because the leader has to do a balancing act between what is required and what is desired. The Army gets both by default because of the SD process.

SD is better served as a process synonymous with independent study. Independent study is defined as a process and method of education. The four key tenets of independent study are: (1) learners acquire knowledge by his or her own efforts and develop the ability for inquiry and critical evaluation, (2) includes freedom of choice in determining objectives within the limits of a given program and with the aid of external assistance. (3) requires freedom of process to carry out objectives [externally established], (4) increased education responsibility is placed on student for achievement of objectives and for the value of the goals.[41] This process is as close to an exact match description of Army SD as one can get. What is common between SD and independent study is that it occurs within a specific framework.

SD and independent study are focused on allowing individuals to attain specific goals as established by the institution or organization. As part of a larger process, SD provides the organization with what it needs from individuals within the organization. Once new needs are

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[40] Gary Yukl "Leadership Competencies Required for the New Army" in Out-of-the-box Leadership: (Transforming the Twenty-First Century Army and Other Top Performing Organizations. Stamford, Connecticut.: JAI Press Incorporated, 1999. 273.

[41] Candy, P.C. Self-Direction for Lifelong Learning: A Comphrensive Guide to Theory and Practice. San Francisco, CA.: Jossey-Bass, 1991. 13

identified, the process is changed or revised. This is evidenced by the Army's goal to change the leader development process in order to produce new "enduring competencies" necessary for future leaders.[42] Therefore, the problem, centers around developing and implementing a process that runs the risk of being out paced by change. Because of the process, the Army must produces leaders with qualitatively similar SKAB in order to function as an institution. Enhancing/fostering individual attributes such as autonomy, self-management, self-reflection and learning styles is the bridge that allows the leader to make meaning of institutional and operational experiences. (see figure 1)

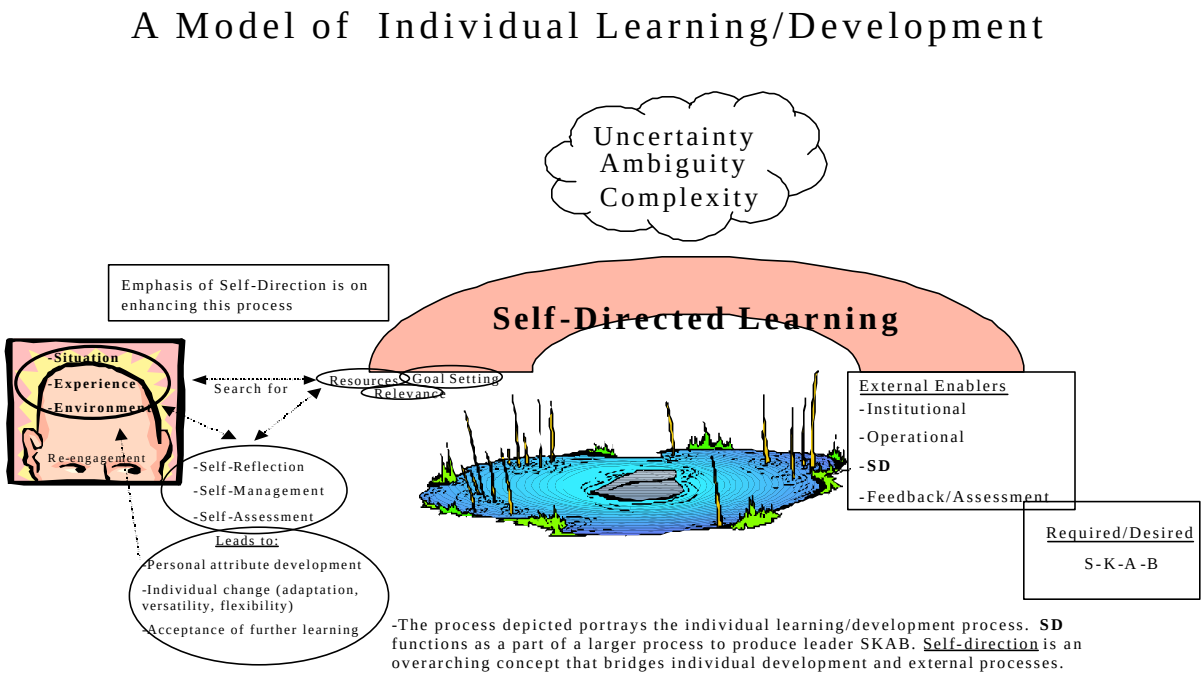

Figure 1. A model of Individual Learning and Development

In order to be effective for the future, SD must be viewed as a personal attribute as well as a process. This assertion stems from the multiplicity of roles that future leaders will be and are

[42] Office Chief of Staff of the Army. Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001.OS-3.

required to perform. Currently, leader roles range from warfighting, stability and support, to making decisions that have strategic and political implications. Additionally, future leaders will be required to leverage a vast range of technologies, solve tactical and operational problems for which they have not been prepared or educated. This represents the gap between institutional and operational experiences. Reliance on a process such as SD will not bridge this gap for the leader. This would compare to watching a young boy wield a cumbersome sword in an effort to slay a giant; awkward, un-responsive and probably tragic. Enhancing self-awareness, adaptability and inclination towards life-long learning as opposed to developing them as skills appears to be a feasible alternative for bridging this gap. Army definitions reflect developing self-awareness and adaptability as skills.[43]

To cope with a high level of complexity, the leader must rely solely on himself and his inherent process of learning to pull together the fragmented pieces of the puzzle that surround him. Missing is an emphasis on facilitating how the leader pieces these fragments together. Therefore, tailoring SD to emphasize how the leader forms these fragments into a coherent whole must be the goal.

Redefining Army Self-Development

Development of self-awareness and adaptability as a skill coincide with a specific purpose in mind, most notably the operational environment. There are simply two many variables in the FOE that will negate developing self-awareness and adaptability in a certain framework. When viewed as personal traits, they are developed void of any specific context or situation, but as a way to overcome uncertainty, ambiguity and foster self-reflection in any

[43] Ibid. p.OS-3. The ATLDP defined the sought after enduring competency of self-awareness as the ability to understand how to assess abilities, know strengths and weakness in the operational environment, and learn how to correct those weaknesses. Additionally, adaptability is defined as the ability to recognize changes to the environment, assess against that environment to determine what is new and what to learn to be effective and the learning process that follows. This reinforces the view of these skills being developed for a specific purpose and in relation to a specific environment.

environment, context or situation. This process fuels individual needs and curiosity to learn, function, and survive in any environment.

What institutional experience will never be able to accomplish is that of maintaining pace with change within the operational setting. Primarily, the individual's self-awareness and adaptability allow him to maintain pace with change. The individual then relies on self-reflection, self-management and access to resources that allows him to tailor his learning in an effort to close the gap. It is this process that develops the 3-meta-competencies. This process of self-reflection, self-management, and self-determination linked to a personal sense of autonomy encompasses self-direction as a means and end concept.[44]

A chief inhibitor to leader development is to surround him with a system such as Army SD that detracts from his inherent ability to be self-aware, adaptive, and deal with change and uncertainty. Army SD serves as an inhibitor to individual development, but is nonetheless an enhancer for professional performance. The relevance of the three meta-competencies to the FOE rests within the Army's ability to enhance these existing traits by fostering leaders ability to be self-directed.

Individual development is not a one size fits all process that starts narrowly focused, structured and broadens as the leader gains experience and is better postured to self determine his needs. The Army has asserted that it wants to develop leaders earlier, faster and possessing competencies equal to operational conditions.[45] Placing a heavy emphasis on the single thread of producing or developing officers with certain SKAB devalues the one thread of learning that serves as the main constant.

Focusing on individual learning will enhance the three-meta-competencies. Currently, Army SD is a partial man approach to development. Simply, development is designed to attain

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[44] Merriam, Sharan B. and Rosemary S. Caffarella. Learning in Adulthood: A Comprehensive Guide, 2nd Edition. San Francisco, CA.: Jossey-Bass Publishers, 1999. 288-317

[45] Office Chief of Staff of the Army. Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001.OS-6.

specific standards, levels of competence and performance. In preparing for an uncertain future, leaders will be required to be mentally prepared for combat as well as a multiplicity of other roles. For this environment, a self-directed approach to development will be crucial. The self-directed approach centers on two key factors: process and reflection.

Harnessing the natural individual development process and developing it as a personal trait serves as an alternative to seemingly producing traits that exist in individuals. Process addresses the leader's ability to learn, develop learning strategies within his unique learning style. Reflection addresses the leaders reasoning abilities and self-concepts. The marriage of these two concepts reflects the leader's ability to enter situations and utilize his natural learning/reflection process in order to evolve a changed or unchanged individual. This further prepares the individual to re-engage the old situation or environment and anticipate new ones. This change is synonymous with being adaptive and self-aware. It is through critical reflection on an internal process that separates the self-aware and adaptive leader from one that is not. Lacking the understanding of process and self-reflection, the unchanged leader continually seeks and becomes dependent on external influences as a means to progressing. SD is but one of those external factors.

The concept of Army SD clearly focuses on improving performance. As described in FM 7-0, the SD process begins initially structured, narrow in focus and evolves into a specific goal-oriented process void of external influences. External influences in this context fall within the category of those resources that are provided for or utilized by an individual in order to facilitate learning. To an Army leader, external influences generally equate to superiors, schools, feedback, and assessment. This latter evolution of the process, in lieu of its specific goal orientation, still remains tied to performance. This rigidity of development is what SD methodologies are intending to prevent for the future leader. By bolstering a process based on enhancing and reinforcing knowledge gained through institutional and operational experiences, this rigidity of leader development will continue to perpetuate itself. Army SD does not provide

the leader with enough autonomy, ability to self-reflect, and enhancement of personal learning styles required to bolster the desired meta-competencies.

CHAPTER THREE

Survey Element

This chapter explores the attitudes of junior officers towards training, educating and learning. By utilizing a Training Style Inventory (TSI), an effort was made to assess the type of future leader the Army is developing in relation to current and changing concepts. The purpose of the TSI was to capture attitudes that reflect leader biases, and beliefs that are being shaped by operational, institutional, and SD experiences.

Richard Brostrom designed the TSI. Brostrom is president of a Wisconsin based training and development consulting firm that publishes Seminars for the directory of Continuing and Professional Education programs. He designed the TSI in order to allow teachers and learners to explore their beliefs about the teaching-learning process. Additionally, the purpose was for participants to learn about themselves, their impact on others, and the impact of others on them. The goal of the survey was to allow participants to explore deeply held beliefs and biases in regards to self, others and the environment. Another goal of the survey is to assisting others in developing alternative and/or flexible procedures and appropriate personal skills for learning, teaching, training and interaction with the environment. The TSI enables an educator to better understand their personal educating philosophies in correlation the environment; the institutions desired goals and the learner needs. Most importantly, for the learner, he gains a better appreciation of the learning philosophy(s) and strategies that he brings into an environment.

It is a key assumption of this research that Army leaders become dependent on external influences/factors to provide for their developmental needs. Additionally, these external influences/factors shape the beliefs of the leader for training, educating and learning. Training

and education are key factors for any organization intent on evolving and maintaining relevance in a given context.

Individuals within the organization begin to believe that the traditional institutional methodologies and concepts for training, educating, and individual development are the only ones suitable. This process fosters a perpetual cycle of stagnation. Individuals become more inclined to believe, foster and further old practices, methodologies and concepts.

Army training and education process' utilized in the operational and institutional setting have cast a shadow on what leaders think is the correct method for training, educating, learning and development. Army institutional environments are inundated with education that relies on curriculums with pre-established learning objectives, competency based testing, pre-established evaluation criteria, and so forth; all of which drive how a subject is to be taught and learned. The operational environment closely follows this model through evaluation of SKAB based on a pre-established standards. A process of this nature, breeds the leader that fights the plan, even when the situation has changed. Additionally, it drives the techniques, methodology and concepts that are used in training to maintain or sustain the required standard. In a world in which few things have a consistent standard of measure, it becomes increasingly difficult to train and educate with specific certainties in mind.

Nonetheless, it is necessary to educate and train to a certain baseline level of knowledge and understanding, but this method cannot be revered as the overarching paradigm. Leaders become dependent on this system, method and overarching concept. The methods within become what the leader recognizes as best and what works as opposed to his natural learning ability.

The way in which the Army learns is by emphasizing control, shaping and reinforcing. This is what each individual stores in his memory bank as experience and beliefs about educating, training and development. These beliefs are passed class after class, training session after training session and from leader to leader. SD falls into this context, in that those that provide the

individual feedback and assessment perpetuate the same set of beliefs and biases as the organization about training, educating and learning. It is a natural tendency for those in a developmental role to develop others in the same fashion and in the same way, they learned it. In a developmental role, following this logic or set of beliefs often leads to speaking the wrong language to the wrong audience.

In order to understand individual's beliefs and biases about education, training and learning, those biases and beliefs need to be explored. The TSI served as a method to explore the biases and beliefs of the Army captain. It is a critical assumption of this research that junior leaders of the Army already have ingrained beliefs and biases for training, education, learning and development reflective of the institution. This also affects how they shape, develop and view personal SD. This will provide evidence that rigid beliefs about educating and training perpetuate themselves. Additionally, it is an expressed desire to reveal that individual biases and beliefs about personal SD fall victim to this same dilemma.

The TSI is an orientation tool that explores various beliefs about the teaching-learning processes. Recognizing these biases and beliefs allows the educator, trainer and learner to develop flexible alternative procedures and enhance personal traits comparable to the learning. This is the essence of adaptive learning. An un-adaptive learner is an un-adaptive leader. The TSI reveals two critical individual beliefs: the individuals desired structure for cognitive development and where the span of control best remains (internal or external to the learner). Using the TSI, a leader dependency on external factors would or would not be revealed. By revealing a dependency, illustrates that operational, institutional and SD experiences do not contribute to self-awareness and adaptability, but rather detract from individual self-awareness/adaptability. Not revealing a dependency would serve to illustrate that leaders are maintaining the desired level of autonomy in their learning and that their beliefs/biases towards learning, training and educating tend to be diverse. The results of the TSI are designed to reflect

two critical points: how much control individuals feel belongs to the learner and beliefs/biases that shape individual development in learning, training and educational experiences.

The Audience

The survey gained participation through the utilization of a computer-designed version of the TSI. Results were managed through a for fee survey designing agency; www.freeonlinesurveys.com. The survey sample group was limited to captains of all branches, various lengths in service, age and level of military education. (See appendix A). This group was selected as the sample because they represent the core group that will eventually become the senior leadership operating at the battalion and brigade level when the Objective Force is fielded in 2015. The total number of participants reached 72. Of the total number of participants, over 50 percent (43) of the final submissions were utilized. Other submissions discarded due to incomplete submissions or invalid entries to the survey.

Richard Brostrom designed the TSI to reveal an individual's beliefs and biases based on four orientations/philosophies: **Behaviorist**, **Structuralis**t, **Humanist** and **Functionalist**. This taxonomy of orientations makes it easier to classify Army training and education beliefs based on the four categories. The Army neither recognizes nor acknowledges that its training, education and approaches to leader development fall predominately into one of the aforementioned categories. Without the Army itself defining educational or training approaches used, it is easier to classify where Army orientations and philosophies predominately rest.

A brief description of each of the four orientations will make it easier to understand the focus of the four orientations in regards to educating and learning.[46] What is key to every

[46] A brief description of each orientation is as follows: The **Behaviorist** orientation orientation assumes that new behavior can be caused and "shaped" with well designed structures around the learner. The **Structuralist** orientation assumes that the mind is like a computer: the teacher is the programmer. The **Functionalist** orientation asserts that people do best by doing and they will do best what they want to do; people will learn what is practical. The **Humanist** orientation views learning as self-directed discovery. This orientation asserts that people are natural and unfold (like a flower) if others do not inhibit the process. Richard Brostrom, "Training Style Inventory" in Facilitation Skills Development Process. <http:www.p2001.health.org> (6 October 2002)

organization and individual is the ability to shed biases and find a learning balance between all orientations. This balance allows individuals and organizations to remain self-aware, adaptive and view life-long learning as the key to individual development.

Through a lack of exploration of deeply held beliefs, biases and their causes, the learner, organization, teacher or institution predominately and unrealistically rely on commonly held beliefs to adapt to all situations, contexts and environments. The commonly held belief for Army SD is that it is initially narrow in focus, structured process designed to fill the gap between institutional and operational experiences.

Based on Brostrom's method of scoring the survey, the participants scored highest in the behaviorist category. The basic assumption underlying the behaviorist orientation to learning, educating and development is reflective of the Army's beliefs to leader development. The assumption asserts; training designers select the desired behaviors and proceed to engineer a reinforcement schedule that systematically encourages learners' progress toward those goals.[47] This is indicative of the Army's view towards training, education, leader development and more importantly SD. The survey reflects that these beliefs and biases are fostered early in a leader's career. Additionally, the leader begins to recognize this orientation as the preferred method of learning. As a preferred method of learning/development, individual autonomy is relinquished to external control. In other words, learning is viewed as better, when someone other than the individual determines what, why and how learning is to take place.

Brostrom states the following when referencing external control. He states, "people respond to forces around them…they prefer guidance from others or the environment; they are externally directed."[48] This is compounded by the fact that the participants scored the second highest in the Structuralist orientation which falls in the previously described category of external control. The basic assumption underlying this orientation is that, content properly organized and

[47] Ibid.
[48] Ibid.

fed bit by bit to learners will be retained in memory…criterion tests will verify the effectiveness of teaching.[49] This reflects the participants beliefs that learning is best accomplished through a narrowly designed and externally controlled process.

Conversely, the participants scored the lowest in the Humanist and Functionalist orientations. These orientations generally reflect beliefs centering on individual ownership of learning and learning independency. Conversely, Brostrom states the following when referencing internal control. He asserts that "people prefer independence, authority and the chance to control their own destinies; they are internally directed."[50]

This survey reveals that future leader beliefs and biases towards training, education and learning are externally directed and dependent on external factors. It is the external process and programs that cause and shape learning. As initially narrow in focus and structured process, SD relies on variables such as distance learning tools, external feedback/assessment; the leader remains dependent on external factors for his professional as well as individual development. These external programs and processes are focused on shaping the individuals attainment of specific goals. In a future in which the Army is seeking self-aware and adaptive leaders, the effect of designing developmental methodologies to produce self-aware and adaptive leaders inadvertently becomes the "crutch" that leaders depend on for their development.

Faced with environments that are complex, uncertain and ambiguous; what happens to the leader when the crutch no longer provides the support required? Operational and institutional experiences do not provide the level of uncertainty necessary to develop self-aware and adaptive leaders. Additionally, uncertainty is not encountered in leader SD efforts. SD efforts for the leader focus on meeting desired goals, not developing the self-direction. Goals of self-aware and adaptive for the future will exist in terms of producing technocrats out of tomorrow's leaders. Leaders will be adept and aware of how to "plug and play" with the technologies of the future.

[49] Ibid.
[50] Ibid.

Leaders that are the servants of the technology as opposed to their master will be the result. Leaders that can self-direct their learning strengths, strategies, powers of reflection and autonomy are bettered postured to become the masters of technology, uncertainty and ambiguous situations.

As Compared to What?

Research conducted by Forsythe focused on understanding officer development from a psychological perspective. The researchers utilized Robert Kegan's developmental stages as a guide to assess where leaders are in their psychological development in relation to their professional development.[51] The research consisted of interviewing and surveying 38 cadets at the United States Military Academy from entrance through graduation. Additionally, Army majors and lieutenant colonels were included in the research. The bottomline of the research concludes that the professional competency expectations placed on leaders are un-balanced with their psychological development. Simply, vertical professional development is out pacing horizontal mental development. Army leader development methodologies contribute to this dilemma by not accounting for where leaders are in their structural development. Therefore, training, educating and developing are utilized as interchangeable concepts, which in turn leads to poor educational, leader development practices.

The implications that they reveal are that traditional training and education models will not suffice in transforming the officer corp for the future. They assert that leader development models adequately informs the officer corp, but informing will not be enough for officers to meet the complex demands of the 21st century.[52] Conversely, Gary Yukl, in "Leadership

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[51] The primary concern of Rober Kegans theory of identity is how individuals make sense of themselves and the world around them. He focuses on five stages of development. For the purposes of Forsythe's research, only stages 2-4 were utilized. Kegan's stages are outlined as: stage 2 – impulses, perceptions and feelings, stage 3 – mutuality, shared meaning, stage 4 – self authored system of values. It is beyond the scope of this research to describe the stages in depth, but as a guide, Kegan believes that individuals progress through these stages in an effort to construct meaning and understanding.

[52] George B. Forsythe, Scott Snook, Philip Lewis, and Paul T. Bartone, "Making Sense of Officership: Developing a Professional Identity for 21st Century Army Officers" in The future of the Army Profession. McGraw-Hill Companies, Inc. 2002. 375

Competencies required for the New Army" finds great utility in the current concept of SD on future leader development.[53] He espouses that the three key components of SD are reading, writing and discussion. In agreement with the Army's future view of SD, Yukl asserts that SD will play an even bigger role due to technological advancements. These advancements for SD include simulations, interactive learning programs, and traditional instruction available on CD-ROM. He does not see much utility in "self-learning" for development of leadership skills and behaviors.

This is a common perspective when so called "self-learning" concepts are offered as alternatives for education or development. The fixation with SKAB development is so dominant as an Army overarching view, that anything dealing with individual psychological development is written off as self-learning or some sort of counter-productive alternative.

However, Yukl does acknowledge that the trend towards empowering greater reliance on initiative and leader problem solving abilities are in contradiction of the Army's approach to developing standard operating procedures for all types of activities and situations. Additionally, he asserts that an over done method of imparting institutional knowledge can stifle creativity and individual initiative.

So in comparison to what; much has been asserted about how the Army trains, educates and develops leaders. The consistent norm appears to be that it does so in the least efficient and most rigid way possible. Utilizing the history of Army forces to adapt, there is no doubt that the Army's leaders will transform to meet the challenges of the future. This will occur regardless of the leader development system, SD methodologies or other. Nevertheless, as a comparison of this research to others of similar kind, it is a common assertion that SD concepts are not contributing to leader development in the most effective or efficient manner.

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[53] Gary Yukl,. "Leadership Competencies required for the New Army" in Out-of-the-box Leadership: (Transforming the Twenty-First Century Army and Other Top Performing Organizations). Stamford, Connecticut.: JAI Press Incorporated, 1999.

CHAPTER FOUR

Conclusions

The focus of this research has been to establish the importance of SD as an integral part of the overall leader development model. Questioning the validity of current and future methodologies to SD as a means of contributing to producing self-awareness, adaptability and an inclination towards life-long learning served as the impetus for the research.

One assertion of this research is that the importance of SD stems from the urgency to produce leaders that can make decisions and exercise judgment under the conditions of maximum ambiguity and uncertainty. Additionally, it is asserted that SD is not the appropriate tool to bridge the gap between the institutional and operational domains of the leader development model. Neither does the future leader development model do any better by adding feedback, assessment and values as facilitators to bridge this gap.

By focusing on the framework and context in which SD is expected to flourish, revealed another indicator as to the importance but actual misapplication of SD as an enhancer to producing the desired meta-competencies in the future leader. First, illustrating how training, education and leader development are all utilized in the Army as exchangeable terms and concepts has led to one overarching philosophy for all three. This overarching philosophy is behaviorism or simply meaning changes in behavior as the goal for Army training, education and developmental programs/processes. This philosophy is grounded in approaches that are competency based, methodical and sequential in nature.

It has been argued that this philosophy works and has worked well to produce leaders with qualitatively similar SKAB. This philosophy is an exact match for the Army as an organization. This philosophy facilitates being able to "plug and play" with leaders in various positions and assignments. This philosophy facilitates promotion based on standard measures of performance, as well as training and education that focus on repeatedly similar results.

What this philosophy facilitates for the small minority is a means to enhancing individual development. SD falls squarely within this framework. SD as a paradigm of the past and future remains the void filler, the enhancer to the operational and institutional pillars of leader development, but never as the bridge builder. The road ahead for the future leader will find him dependent on a SD process that is initially narrow in focus, structured and heavily dependent on external feedback and assessment.

As a model for the future, SD initiatives, distance learning and CD-ROM tutorials will only provide more tools to an already heavily weighted leader kit bag. As with any good mechanics that possess a full compliment of tools in his kit bag, it would be dis-heartening to see him utilize only a few tools for every situation. A future leader that feels comfortable with knowing how to utilize all the tools available regardless of situation, environment or context is the desired goal. Transformation is forging ahead with providing the future leader with all the necessary tools in terms of doctrine, training, education, organization structure and material. What is lagging is an understanding of individual development. One size fits all approaches to leader development particularly SD, will find the future leader utilizing only a few tools for every situation, context and environment. This approach is the opposite effect desired for producing the three meta-competencies.

This research reveals that such approaches and philosophies that aim to produce changes in behavior or more appropriately SKAB are reliant on the process as opposed to the individual. It is arguable that training and education to an extent are process focused, but development; particularly individual development is better suited focusing on the individual.

Utilizing the TSI helped reveal that the future leader is dependent on a process for training and education that focuses on external influences, competency based and sequentially structured. In terms of development, the TSI revealed that future leaders desire a level of control that cannot be afforded in any Army training, education or leader development program. This desired level of control or autonomy is crucial to unlocking the self-awareness, adaptability and

inclination toward life-long learning that the Army desires for the future leader. Army SD is marketed as a valuable contributor to producing the three meta-competencies, but is in essence an unchanged concept geared more towards training and educating as opposed to personal development.

The Army markets self-awareness, adaptability and life-long learning as skills conducive of production, but are actually inherent traits existent in every leader. Process and programs will stimulate those traits in various degrees depending on the leader. CD-ROM technology, distance learning and other technological means will do even less for those less inclined to take SD seriously as a key ingredient of leader development.

To answer this concern, introducing the concept of self-direction served as an overarching approach to not only SD, but also leader development. Self-direction is a concept that does not serve as an alternative to SD, but an overarching approach to leader development as a whole. In this sense, self-direction not only affects the SD domain, but the operational and institutional as well. Simply stated, much has to be done to incorporate as much uncertainty and ambiguity as possible in the institutional, operational and SD domains. This allows leaders to find the relevance, assert the control and develop their own intellectual strengths independent of process or programs.

Upon entering the operational setting, leaders possess specific skills that must be incorporated into a broader, more complex setting. This leap from implementing specific skills into a broader context therefore creates a gap. SD as it currently stands attempts to provide the leader with additional tools to ease this transition. This concept seems feasible enough, but in both settings, a lack of understanding of individual development makes this transition difficult. SD in this sense is seen more as an inhibitor to individual development than an enhancer.

The Army suggests that it wants to produce a specific type of leader earlier and faster. The OES system cannot afford to allocate more time than is currently allocated for formal schooling. Likewise, the operational environment is barely affording leaders the necessary time

in developmental positions for them to fully synthesize the learning received from institutional experiences with those occurring in the operational setting. It is a necessity to match vertical progression provided through operational and institutional experiences with the horizontal progression provided through individual development.

As the junior leader progress through institutional and operational experiences, individual maturity, prior education, and lack of experience contribute to a mental development lag. SD should be the means that decreases this lag. As a current and future concept, SD is portrayed as the knowledge enhancer/re-enforcer for both institutional and operational experiences. An effective method of individual development is what is required for the future. These new methods undoubtedly need to be facilitated by well designed programs and technology, but must incorporate individual learning, a diversity of developmental approaches and provide a means for leaders to exercise maximum control over their own learning and development.

By understanding the why of individual learning and how to enhance it will allow the Army to incorporate flexible, adaptive and responsive approaches to individual development. This does not imply specific tailoring for each individual, but rather altering the purpose of SD to serve the learner instead of the organization. Developmental efforts must be geared toward facilitating how leaders make meaning of their experiences. This ability to make meaning of experiences in turn facilitates individual growth and learning. Army SD only assists the individual leader in the attainment of performance-based objectives. In this sense, SD is a resource not a process. In order to function in the FOE, the future leader not only requires this valuable resource, but also requires a capability that allows him to further develop his natural process of learning.

The next section describes, explains and outlines some of the capabilities that will allow the leader to further develop his natural process of learning. The recommendations of the following section are not only applicable to the SD domain of leader development but the operational and institutional. Applying a holistic approach across the spectrum of the leader

development domains is a feasible way to realize the enhancement of the three meta-competencies as leader inherent traits.

Recommendations

In order to produce future leaders that possess the three meta-competencies a reality; a holistic approach to SD is required. The recommendations offered here are not intended to provide a new SD program. They are offered as a holistic approach that will allow the mentors, superiors, instructors, teachers and curriculum designers of the future leader to contribute to enhancing the self-awareness, adaptability and natural inclination towards life-long learning inherent in every Army leader. As a holistic approach to enhancing the three meta-competencies, recommendations will address a framework that focuses on learning contracts, motivational strategies, curriculum design and feedback and assessment.

The key to understanding why certain leaders excel in SD efforts while others do not is a mystery that cannot be solved through program design. Too many variables contribute to making each leader different. The key difference being the process by which each individual learns. Understanding how to respond, foster and enhance this natural process is the key to enhancing the three meta-competencies. Truth to this assertion can be realized by pondering the following example:

Leader A and B benefited from similar college educational experiences, Officer Basic/Advance Courses (OBC)(OAC), and staff course. Both leaders served in the same units under the same leadership. Likewise, they held the same leadership positions, attended all of the same Officer Professional Development (OPD) sessions at the unit level and had access to the same SD resources. Leader A exhibited more of the core leader competencies than leader B. Additionally, leader A received better evaluations and appeared to be the epitome of the Army junior leader. Leader B on the other hand, was remarkably similar to leader A in terms of SKAB, but did not appear to be as responsive, adaptive and quick to learn as leader A. The general

question that comes to mind is why? How could two leaders so close in qualities, traits, experience and with similar opportunities be so different? How could one leader not benefit from the same process and programs available to the other?

There is much to be argued in this situation about other variables that contribute to making each leader different. The point to be stressed here is that there are fundamental differences in leader B's ability to be an adaptive learner. His learning style, personal development strategies, and motivation to learn are not as closely matched to leader A's in relation to Army SD approaches. Leader A has found the way to utilize SD resources to confirm his understanding of his environment, strike a balance between his learning style/needs and Army expectations. The goal of the future is to produce leaders like leader A. The question remains as to what to do about the leader B's that currently reside in the force and those yet to enter?

Recommendations offered by the ATLDP provide one alternative to this question by suggesting that leaders be taught the importance of self-awareness and adaptability within OES.[54] Additionally, they offer recommendations that call for the expansion of digital libraries such as the Reimer Library and providing an on-line version of officer performance standards by rank, branch, functional area, etc. They also offer the development of the Army Wide Development Center as a solution to facilitate SD. The overarching recommendation provided by ATLDP is stated as providing doctrine, tools and support to foster life-long learning in the Army through balanced educational and operational experiences supported by SD.[55]

It must be remembered that the term SD begins with the prefix "self." Individual development must address individual needs. It must be remembered that the Army process of SD is part of a performance-oriented system. This is a perfect match for the individual development of tactical, technical, physical and conceptual SKAB. Performance-oriented and designed SD programs are not the desired approach for producing the three meta-competencies. The reason

[54] Office Chief of Staff of the Army, Army Training and Leader Development (ATLDP) Report. Washington, D.C. Department of the Army, 2001. OS-20
[55] Ibid, OS-18.

this approach to training, educating and SD is so prominent is due to the main assumption made in reference to the design, approach and structure of these programs. The assumption asserts that performance-oriented training has the highest retention rate among adult learning techniques.[56] This assertion is un-arguably true for training and in certain formal educational settings, but has a limited impact on development. In order to be effective, SD must focus on the individual autonomy and process of learning as well as the external influences that affect individual development.

The theory of SD reveals that by providing the right amount, quality and access to resources, the leader will tap into those resources in an effort to produce the desired competencies and level of performance. By analyzing history, as with the example of General Dwight D. Eisenhower, we learn that all of the required resources can be made available but it is not until the individual decides to utilize those resources will positive results of learning and performance be realized. In Eisenhower's case, General Fox Conner provided the spark that helped Eisenhower gain a better understanding of the Army at a personal level. From there he utilized all of the available resources, his newly discovered sense of ownership, and ability to self-assess and evaluate his own learning to fuel his self-development efforts. He catapulted his way ahead of many in his generation. The key rested in one person's ability to un-lock the internal motivation, curiosity and sense of ownership that allowed Eisenhower to transform SD resources into a personal development gold mine.

Motivation is the door behind which rests individual ability, determination to use their natural learning process in order to attain goals and seek further learning. Tapping into this individual motivation is the key to maximizing individual effort in pursuit of personal and organizational goals. Thinking, practicing, reading, revising and studying are all factors in the process of learning. To be desirable and genuinely enjoyable, adults must view themselves as

[56] Ibid, OS-20.

personally endorsing their own learning.[57] Current SD approaches provide all of the resources for individual development, but neither doctrine nor theory provides a means to assist the leader and the led tap into those resources.

One way to link resources to the individual is through learning contracts. The Army can better connect with individual internal motivation by incorporating learning contracts as a means to forfeit partial learning ownership to the leader. Learning contracts are utilized to allow the learner to select, identify and organize personal and organizational learning objectives in ways closely aligned to their learning strategies, needs and style. Learning contracts prevent the learner from feeling that everything is being dictated in terms of learning objectives and how or when to accomplish them. This provides a way for learners to gain some ownership of a learning situation. This also allows an instructor or teacher to serve more in a facilitative than instructive role. Additionally, the learner will become more inclined to utilize Army SD resources in a manner that is conducive, efficient and tailored to their sense of self and personal ownership. Facilitators gain the benefit of recognizing learner strengths, weaknesses and problem areas unique to each learner. In this sense, the facilitator is in a better position to assist the learner and incorporate organizational learning objectives.

Utilizing learning contracts is not restricted to classroom use, but can be utilized in the operational setting as well. Superiors, mentors and coaches can use them in the same manner in order to receive a true assessment of what the leader wants and needs to know as well as his method to getting there. The current Officer Evaluation Record (OER) and other forms of assessment are only concerned with performance and are provided through multiple external influences. As external influences, the rater and senior rater paint a performance picture of the leader. This process is externally driven. Feedback and assessments are those outputs based on the leader, with little to no input by the individual leader.

[57] Wlodkowski, Raymon J. Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults, Revised Edition. San Francisco, C.A.: Jossey-Bass Publishers, 1999. 75

As evidenced by Army Regulation (AR) 623-105, the purpose of the OER and support forms do not focus on individual development; the focus is on performance and officer integration into an atypical leadership culture. AR 623-105 states, as the purpose for the Junior Officer Developmental Support (JODSF) Form: Institutionalize Army values and leadership doctrine as the common framework for junior officer development, assist junior officer transition into Army leadership culture, standardize junior officer development counseling. It states the purpose of the OER as: Institutionalize Army values and leadership doctrine as the common framework for junior officer development, assist junior officer transition into Army leadership culture and standardize junior officer development counseling.[58]

The chief benefit of learning contracts is realized in the level of ownership given to the learner, level of individual self-assessment and management required to make the tool useful to the individual. Additionally, leaders are groomed to deal with uncertainty and ambiguity not currently maximized in SD approaches. In this sense, self-awareness and adaptability in learning are also maximized. Unlike performance-based approaches, the burden is on the leader to organize, evaluate and assess their learning. The burden falls on the facilitator or superior in that feedback is more specific, personally oriented and centered on cognitive development as opposed to performance development. (See Appendix D, Example Learning Contract)

A second way to bolster individual achievement and desire to learn is through feedback and assessment. The current methods of feedback and assessment are predominately "one-way" and externally driven. This means that OER, Academic Evaluation Record (AER) counseling, performance counseling and other forms of feedback are provided to the leader focusing on objective standards. This is not bad in terms of bringing leaders to a measurable baseline standard in terms of SKAB. The 360-degree and multi-rater feedback approaches provided by

[58] Officer Evaluation Record System Power Point Presentation ,www.armyppt.com/ncoer/6.htm (22 Mar 2003)

superiors, peers and subordinates has been offered by ATLDP and others as an effective way to foster leader development.

This must be taken a step further in counseling and other feedback and assessment approaches to allow leaders to be the driving force behind the session. The junior leader must know himself in order to effectively incorporate, adapt to and learn form the feedback being received. The image of self is provided to the leader in order for him to sustain or improve perceived performance strengths and weaknesses. The superior, mentor, coach, and facilitator must be able to use this self-painted picture the leader provides in order to provide feedback and assessments that are individually specific to mental development as opposed to performance enhancement.

This takes into account assisting leader to understand what they do not, provide alternative strategies that coincide and link to their abilities. Additionally, this allows those providing feedback the ability to provide, establish or facilitate access to other SD resources. As an example, the OER process does not foster individual specific feedback. The OER process generates performance related feedback linked to objective standards. This is evidenced in support form bullets provided to raters and senior raters: "scored 300 on Army Physical Fitness Test", "No DUIs within the unit", "read two books during the quarter", "rewrote the Company Tactical SOP", etc. This input is transformed by raters into output based on performance not individual development. Outputs take the form of written statements related to performance that resemble the following: "CPT X is the best commander in the Battalion, his work ethic and attention to detail are unwavering…promote ahead of peers, etc. This process is indelibly linked to a performance-based approach to development. Positive performance equates to promotion and increased responsibility and opportunity. Feedback and assessment in this process is overwhelmingly geared to performance. The mental development burden is squarely in the court of the individual. Performance improvement is placed in the hands of external influences. Feedback and assessment comes in the form of generic and objective focused. Examples fall in

the category of “focus on developing writing skills,” become familiar with Field Manual xx,” “develop oral presentation skills,” etc. From this point, the leader is directed towards a myriad of resources. This directing of leaders to plentiful SD resources is synonymous with taking a child to a candy store. The child does not know where to start in choosing his selection of candy. Leaders are sent in the SD candy store without a clear understanding of where to start in relation to their needs, learning style and relevance to their current situation.

On a macro-level, company command.com serves as an example of leaders being able to connect to other leaders for assistance, feedback, etc. in a forum most conducive to their learning needs and strategies. Technology such as CD-tutorials, on-line libraries, etc are excellent SD resources, but a mechanism must be in place to assist leaders to know what, how and which resources to use based on his needs and abilities. There is simply an abundance of technological resources that can overwhelm or hinder a leaders ability to learn. The future leader requires a process that allows him to use all resources available to their maximum benefit.

Leaders that utilize SD resources to their maximum benefit know and understand what resources to use based on their needs. Other leaders may have problems tailoring, selecting and organizing resources for their individual gain. Efforts to assist leaders tailor, organize and select from the abundance of SD resources must be a primary effort of superiors, mentors, teachers and facilitators. Before pointing Johnny to a book, you have to ensure that Johnny can read.

As a transition from facilitating leaders use, self-reflection and self-management of resources, feedback and assessments must continue to maintain the vital link between leaders and resources. The current focus of feedback and assessment is on the link between the leader and performance. Assessment can be viewed as methods of validating learner competence in any given field or subject area. Additionally assessments are a way to communicate competence to an individual in a manner acceptable within a given organization. Assessments have a huge impact on individuals in the present and future. They directly or indirectly influence careers and future opportunities. This is true when viewing Army leader assessment methods. As an overall form

of assessment on performance for a particular duty position and assessment of potential, a negative OER has the benefit of influencing leaders both negatively and positively.

As a holistic approach to assessment, it must be authentic and effective. In order to enhance the intrinsic motivation of individual leaders, assessments should reflect individual circumstances, frame of reference and values. As a means for conducting performance assessments, current methodologies are well suited for the task. As a means of allowing individual to see the efforts and benefits of their own competence, assessments have to be reflective of the leader.

Effectiveness of assessments address enhancing the leaders awareness of the accomplishment of important goals as a result of their own learning efforts or outcomes of learning. Effective assessments provide leaders with information on how well they are learning based on their strengths and not in comparison to the whole or others. The endstate is to assist leaders to provide self-assessments that serve as the key catalyst to propel leaders into an aggressive, flexible and relevant cycle of learning. If the leader is currently assessed against objective factors, it becomes increasingly difficult for the leader to leverage their individual strengths for improvement. It is the awareness of competence that is the goal of authentic and effective assessments.

As a corollary to assessments, feedback can be viewed as the information that leaders receive about quality of their learning and learning efforts. As a way of providing performance-oriented feedback, counseling and OERs as the primary means of feedback are adequate mechanisms. Feedback for any individual in any setting is key because it allows an evaluation of their progress. All individuals want to progress in a positive manner. Traditionally, feedback focuses on ideal performance as opposed to actual performance or in layman's terms; where the individual should be as opposed to where he/she is. In this sense, feedback should focus on progressing the leader from a current state to intermediate states. This in contrast to establishing

a future goal but denying the individual the ability to take incremental steps towards attainment of the future state. To accomplish this, feedback must be informative, frequent, and personal.

Feedback in regards to performance and future potential focuses on transforming weaknesses into strengths as well as focusing the individual on attainment of desired performance levels. Feedback serves as a factor that enhances the motivation of individuals because they are able to evaluate their progress, self-assess, self-adjust and maintain efforts towards the pursuit of goals.[59] As a means of informing, feedback must focus on the leaders increasing effectiveness as evidenced by their individual strengths. In a general sense, feedback focuses the leader on standard based criteria. This is well suited for performance-based approaches to development. In order to foster the leader's ability to provide self-feedback in regards to their learning and understanding of their environment, it must inform based on their individual level of standards and goals. Additionally, feedback must be frequent. This statement is particularly crucial in the early stages of learning or assimilation of an individual into a new culture or organization. Feedback conducted on an infrequent basis may contribute to a build up of mistakes committed by the leader in his learning. By allowing these mistakes to build makes it more difficult in the long-term for the individual to overcome or correct. The feedback used to facilitate correcting of learning mistakes may also prove confusing to the individual and make new learning more difficult as they attempt to correct learning deficiencies.

Feedback must be personal. Personally oriented feedback allows individuals and those providing feedback to utilize self-comparison as a measure in which to evaluate improvement. Individuals can track, understand and gain confidence in their progress when the efforts of their learning are brought to their attention. Using comparisons of others or pre-established standards may serve as a source of de-motivating as opposed to motivating individuals. The overall purpose of feedback oriented towards individual learning should provide the motivation that

[59] Wlodkowski, Raymond J. Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults, Revised Edition. San Francisco, C.A.: Jossey-Bass Publishers, 1999. 244

allows individuals to self-evaluate and provide feedback in a manner that facilitates progress for both the individual and the organization.

Guidance given during feedback must be provided in such a manner that it takes into consideration how much or how little the leader wants to decide in developing courses of action for improvement. The key here is that guidance given in regards to learning must be tailored and flexible. In the case of performance-oriented feedback, this is not a necessary requirement.

Curriculum design must be geared towards incorporating motivational strategies. Motivational strategies maintain the integrity of the subject, topic, and organizational learning objective, and focus on individual methods of learning. Motivational strategies address individual needs, curiosity and provides a link to the individual's internal motivation. This is not a recommendation for situations in which fundamentals, principles or concepts are being taught. It is after this understanding of the basics that individuals begin to assess, evaluate and tailor basic concepts to their own understanding. From this point, individuals attempt to advance their understanding of these basics most relevant and conducive to their personal learning strategies.

By building motivational strategies into curriculums, individuals are provided with a variety of ways and means to quickly link the knowledge provided to their learning needs. Performance or competency-based curriculums are geared towards objective attainment. The burden of connecting to the individual falls upon the facilitator. This in un-fair to the leader depending on how lucky or un-lucky he is based on the facilitator, mentor or superior he gets in any setting. Performance-based curriculums strive to reach educational objectives without a great deal of flexibility. Incorporating motivational strategies into curriculums incorporates flexibility and uncertainty into education. This method captures the learner's curiosity and internal motivation early in the learning process. Capturing this early on increases the likelihood of the individual to further their study and maintain relevance in the learning process.

Lastly, the overarching concept for SD doctrine needs to be changed. The concept of fostering life-long learning by providing tools and support through balanced educational and

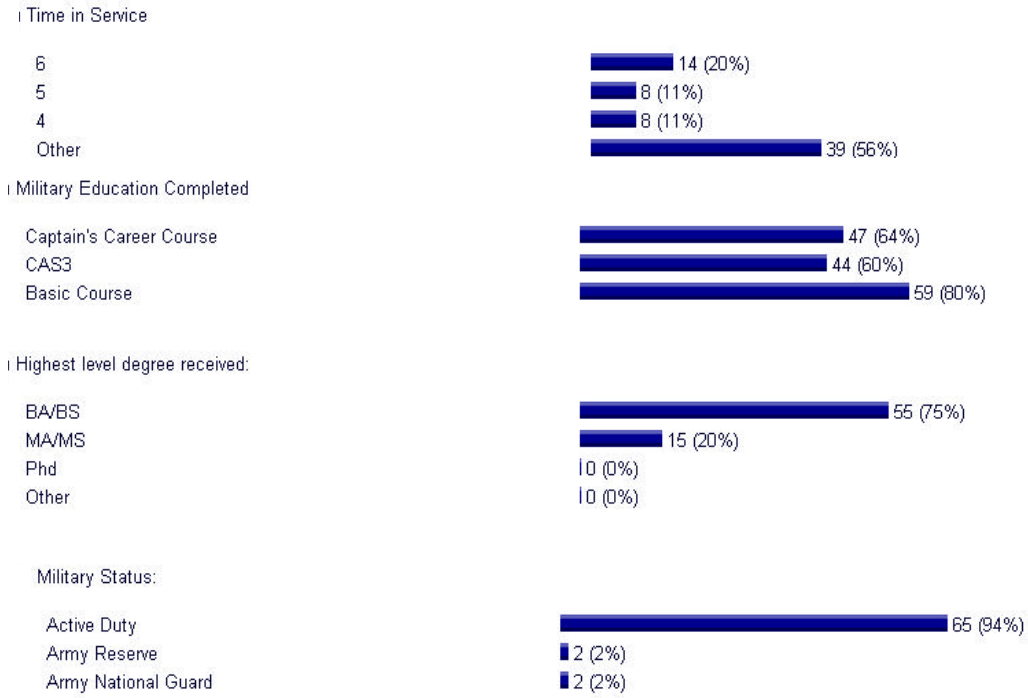
operational experiences supported by SD are fundamentally flawed. The gap that currently exists between the operational and institutional cannot be closed or supported by a SD concept that is synonymous with independent study. As an alternative, doctrine should reflect and focus on the ways and means of getting leaders to utilize SD resources in an effective and efficient manner.

Stated another way, the goal of enhancing the three meta-competencies within leaders requires the support of institutional and operational experiences to foster self-directed learning as a means and end approach to individual leader development. Fostering and facilitating a leader's capacity to match resources with inherent abilities enhance individual development.

Current leadership doctrine focuses on couching SD with technological resources and individual independent study. In terms of SD, doctrine should describe how teachers, superiors, and mentors should link internal motivation inherent in the leader to external motivation provided by external factors. Doctrine should reflect how individuals learn; the process, the factors and variables that affect individual learning. Learning cannot be viewed as a process solely dependent on individual effort and program design. Learning is a dynamic process with many complex variables. Doctrine must reflect those variables, and the complexity of individual learning. Without in depth insights into how the learning process occurs, how some individuals master their learning process and how external influences can best affect and foster this process, the Army will continually rely on one-size fits all approaches to program design as a means to breed adaptability, flexibility and awareness.

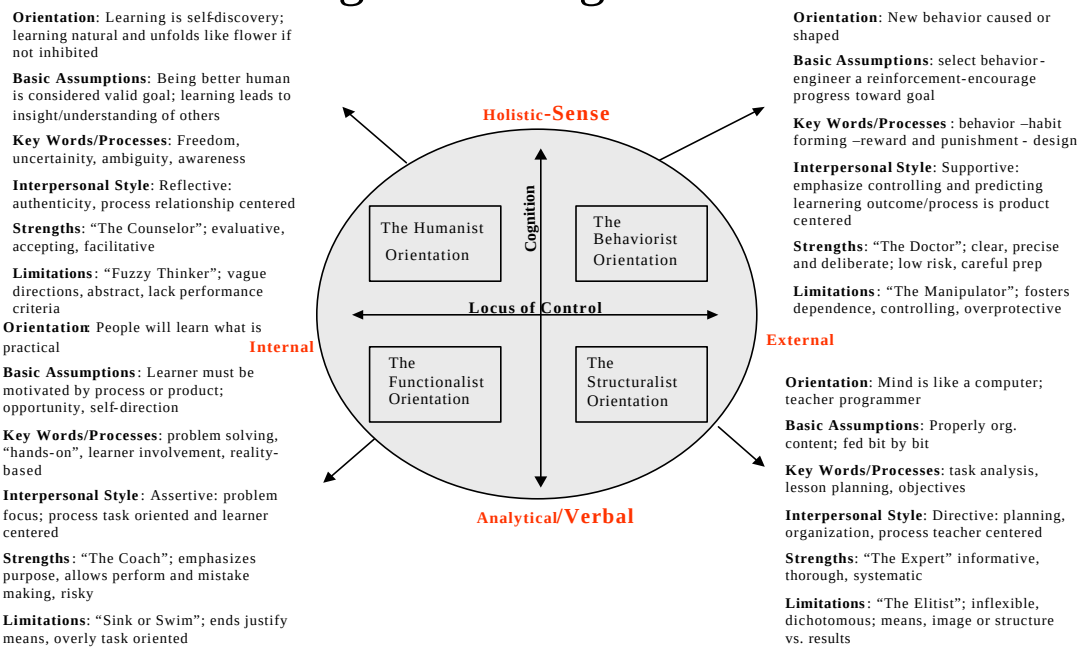
APPENDIX A

Survey Sample Group Demographics



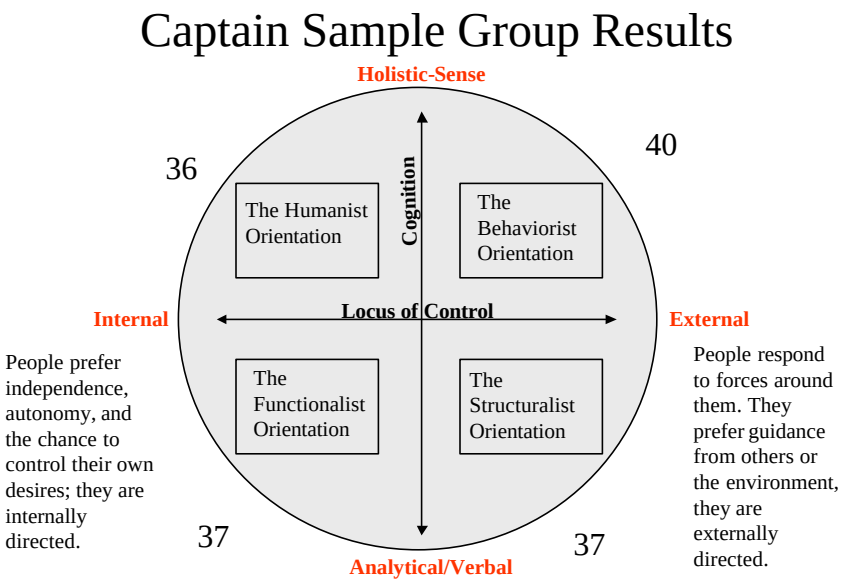
APPENDIX B

Training-Learning Orientations



This Training Style Inventory (TSI) graphic depicts Richard Brostroms grading scale for the TSI. Of the 15 questions on the survey, a point value is assigned to each response. Each question serves as an incomplete statement in order to allow the participant to choose the responses that reflect his or her beliefs. Each response is linked to the four training, learning and educating orientations. The point value assigned to each response and the order of the statements vary in an effort to allow the participants to respond in a manner consistent with their beliefs and biases about learning, training and educating. The participant receives no information about how to score the survey. This is in an effort to prevent participants from producing specific results in relation to the four learning orientations. Once the participants score is tabulated, the two-digit score corresponds to an orientation depicted on the diagram.

APPENDIX C



Based on the scoring system of the TSI, point totals are tabulated from each question. Each question addressed on the survey corresponds to one of four training, educating and learning orientations. Richard Brostrom's scoring model allows ease of corresponding total scores to the orientation. The model and the results allows the participant to identify and evaluate: (1) beliefs and biases about general structure of training, learning and educating (linear, non-linear, sequential, etc.); this represents the vertical axis and (2) the beliefs and biases in reference to where control should reside in a training, learning and educating situations (internally or externally).

The scoring method is designed to provide the participant with illustrative depiction of their beliefs and biases. Although there is no perfect score, a balanced score is the desire. Differentiation in scores does not represent any significance, but provide a quantitative measure in order for the participant to gain a visual appreciation of balance or imbalance in their beliefs and biases in training, educating and learning.

APPENDIX D

Example Learning Contract

Learning Objective	*Learning Resource and Strategy*	*Target Date*	*Evidence of Accomplishment*	*Criteria and Means for Validating Evidence*
Complete class work outlined in syllabus	-Read required material -Present required products	End of Course	-Class notes -Bibliography -Audio/Video research	-Facilitator critique -Grade on products -Feedback on products
Develop knowledge about Reconnaissance Operations	Read: FM 3-90 chp. 13	03 Mar xx	Notes on pertinent concepts, terms	-Facilitator critique -Use of terms/concepts in class -Key terms memorized
Develop Skills in CCIR development	Talk to Bde S2 & S3/Review FM 5.0	22 Mar xx	Notes on CCIR, Examples from S2/S3, class notes	-Facilitator critique on CCIR dev during class PE
Develop skills in presentation	Check-out public speaking video from library	12 Apr xx	Observation notes on other speakers, Peer critiques	-Group evaluation -Personal critique based on weaknesses
Develop knowledge about AAR process	-Interview former Observer Controller -Review FM 7.0 -Attend 2d Bde LFX AAR	27 Mar xx	-Interview notes -Example AAR formats/TTPs -Video of A Co. AAR	-Bn Cdr assessment of my AAR to A Co. -Group feedback

The example learning-contract utilized here represents a means of allowing a learner to take control of his learning in a way that is feasible, relevant and conducive to his learning style. This particular example applies to a formal classroom setting. In the example, one must notice the reference to completing class work outlined in a syllabus. A learning contract is not a way of making organizational learning objectives irrelevant. Each learning situation requires teaching of new concepts, terms, philosophies or applicable theories. The overall learning objectives for a particular course maintain its relevance and focus of instruction. However, the learner is allowed to chart the course on how he wants to accomplish those objectives in a manner most effective and efficient to his learning. The facilitator is relieved of the burden of trying to accomplish pre-

established learning objectives that may or may not be the most effective. The facilitators is now empowered to see and observe what each learner wants to focus on, how well the learner is accomplishing overall objectives and is able to provide tailored and accurate feedback and assessments. It is important to remember that gaining knowledge can be a collaborative effort, but learning itself is an individual effort. The learner and the organization both benefit in that learning objectives are met, validated and measured.

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