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CANADIAN FORCES COLLEGE / COLLÈGE DES FORCES CANADIENNES
JCSP 34 / PCEMI 34

EXERCISE/EXERCICE NEW HORIZONS

TITLE/TITRE

LEADERSHIP: COMMAND OR MANAGEMENT.

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ABSTRACT

Command is a fascinating endeavor that involves personal inherent and learned characteristics that a successful leader can demonstrate in the exact place and time. The release of *Leadership in the Canadian Forces – conceptual Foundations and Doctrine* manuals established the leadership models and principles for effective leadership in the Canadian Forces (CF). Today the human factor looks to be the key to the success of an organization and the management of resources is considered to be the essence of the manager. Thereby an efficient organization helps to create a better quality of life of work, inside which their personnel are motivated to realize their functions. This paper is to distinguish leaders from managers and will provide a different perspective to succeed in commanding looking at the triple role that commanders play within the institution, first as commander, secondly as leader and thirdly as manager, these three concepts have extensive meaning in the military. At the end of the paper a recommendation is made to all of those interested in develop their commanding skills in the CF.

A man whose sole quality is courage is not capable of commanding an army. The qualities needed for this honour are far above courage, which is often superficial and one-sided in its views, and never penetrates down to the foundations. It requires genius, talents, good sense and active prudence, prompt and just intuition, and coolness which enables the mind to remain unaffected even when the danger is greatest. All these qualities must be coupled with profound theoretical knowledge and wide experience; with which last two conditions by themselves a man may well be a very good fellow, but he never will make a general.¹

*Turpin de Crissé, Commentaires et observations sur le
Mémoires de Montecucculi.*

Introduction

Command is a fascinating endeavor that involves personal inherent and learned characteristics, that a successful leader can demonstrate in the exact place and time, every time, receiving recognition from his subordinates that increases the confidence in him, and the appreciation from the upper commanders who most of the time present medals and awards for the professional performance.

Today the human factor looks to be the key to the success of an organization and the management of resources is considered to be the essence of the manager. thereby an efficient organization helps to create a better quality of life of work, inside which their personnel are motivated to realize their functions.

Leaders and managers can be distinguished by the manner in which they achieve their objectives. Leaders create an agenda y establishing direction. They develop a vision for the future and produce the strategies necessary to achieve the vision. The leader successfully

¹ Richmond Herbert W., Sir; Command and discipline 1871-1946 London: E. Stanford, 1927, p. 11.

executes an agenda through motivation and inspiration, focusing on empowerment and expansion of responsibility. People are led to overcome bureaucratic and resource barriers by satisfying their basic but sometimes unfulfilled human needs.

Strong and effective leadership is critical to all organizations but has increased importance in the military context. A country's military is entrusted with the protection and security of the nation. It is given weapons of ever increasing potency to meet the tasks assigned to it. With this power comes the responsibility to act in the interest of the government and society within the bounds of the country's values and interests. These responsibilities are given to senior military leadership but are passed on from the strategic level, through the operational level to be carried out at the tactical level. To be effective, strong leadership is required at all levels. Without it failure is certain. As was pointed out for Lord St Vincent, "*the test of a man's courage is responsibility*"² Leadership and management are essential elements of commanding. Distinct fundamentals of leadership are present within the complex environment of current operations for a successful commander in peace time and operations.

This paper is to distinguish leaders from managers and will provide a different perspective to succeed in commanding a unit in peacetime or operations time, and finally I would contend that an individual in the CF in the position of commander has to learn to use both caps, as leader and as manager to better succeed in his career.

² Ibid 108.

Nature of Command.

In the military sense, command is the exercise of authority and direction by a commander over assigned forces in the accomplishment of a given mission³. It is the legal authority to give orders and to enforce compliance. It is also, the responsible for all his subordinates do or not do. This simple interpretation of command encapsulates the most widely agreed definitions. In fact, command is simple to understand even if it has not always been exercised adequately and with clarity. In this respect, the *Canadian Forces Operations* manual defines command as "The authority vested in an individual of the armed forces for the direction, coordination, and control of military forces."⁴

Command is the most important and liable function in the spectrum of conflict, from peace through war. It is a function that has to be exercised more or less continuously.⁵ Command activities encompass planning, directing, co-ordinating, and the controlling military forces. In peacetime, command co-ordinates all the functions that are necessary to produce ready forces. In war, it integrates all the combat "output-related" functions to reach the mission⁶. Due to its varied functions, both in peace and in war, command embraces both management and leadership and it is supported by, and exercised through, an arrangement of personnel, equipment, facilities and procedures.⁷ Command is also a human activity. Even though technology, directives,

³ Joint Chiefs of Staff, Department of Defence Dictionary of Military and Associated Terms (Washington, DC: GPO, June 1987, Cited in Coakley 17).

⁴ Department of National Defense, B-GJ-005-500/FP-000 *Canadian Forces Operational Planning Process* (Ottawa: DND Canada.), 2002-11-06, p G-1

⁵ Martin, van Creveld, *Command in War* (Cambridge: Harvard University Press, 1985).

⁶ Ibid. 5.

⁷ Department of National Defense, B-GL-300-000/FP-000 *Conduct of Land Operation - Operational Level Doctrine for the Canadian Army* (Ottawa: Minister of Public Works and Government Services Canada) 1996. 2-1.

procedures and organization support command, only the commander has the ability to integrate them and use them to form and support his decisions.

Discussion.

Now, Let us first review exactly what leadership and management might be before a more in-depth discussion is undertaken. While there has been a rather large body of work and research done in the area of leadership espousing a variety of opinions, contemporary theory could easily be described as “fragmented, complicated, and self-contradictory.”⁸ There also seems to be a general inability to agree upon a definition of leadership⁹ in either the civilian or military contexts, and there is diverse commentary on management.

In peacetime the role of a commander seems to be more as a manager conducting the organization, always concerned about maintaining in good conditions his personnel and the materiel under his responsibility. Once the operations start, however, the commander changes hats, and he assumes the leadership position that brings up his nature of leader. “In a stable environment, we need managers a not so much leaders; but in a rapidly changing environment, we need leaders. Most would agree that today we are in a rapidly changing environment, and that the future promises only an acceleration of this change. Hence the great need for leadership at all level within the organization”¹⁰. Rather than try to define leadership, many have provided various lists of traits and skills seen as either desirable or essential to be a successful leader. Beyond the usual things such as ability to lead, influence, and various other common verbs, some

⁸ Martin Chemers, *An Integrative Theory of Leadership*, (Mahwah, NJ: Lawrence Erlbaum, 1997)

⁹ Joseph Rost, *Leadership for the Twenty-first Century*, (Westport, CT: Praeger, 1991)

¹⁰ William D. Hitt, *The leader manager guidelines for action*.

have included “the ability to match behavior to the society, the situation and the time... to apply reserves of courage, willingness to make difficult decisions (and a knowledge of when to defer a decision)...”¹¹

Differentiating Leadership from Management.

There is a need to understand the nature of leadership. What is leadership? Can leadership be learned? These questions could be of great value in selecting new leaders and educating and training new managers to become effective leaders. If we search in the vast literature on the subject of leadership to seek an answer to our question, we find that there are some different approaches to the essence of leadership¹². There is a greater effort, however, to differentiate between the broader leadership milieu and management.

Steven Covey’s opinion is that in simple terms, management is about doing things right where leadership is doing the right things. He further elaborates that:

“Leadership deals with direction – with making sure that the ladder is leaning against the right wall. Management deals with speed. To double one’s speed in the wrong direction, however, is the very definition of foolishness. Leadership deals with vision – with keeping the mission in sight – and with effectiveness and results. Management deals with establishing structure and systems to get those results and focuses on efficiency, cost-benefit analyses, logistics, methodologies, procedures, and policies.”¹³

¹¹ Gregory R Copley, “What Constitutes Strategic Leadership?” *Defense & Foreign Affairs Strategic Policy*, Sep 2003, Vol 31 No. 9.

¹² William D. Hitt, *The leader-manager: guidelines for action*. Columbus, Ohio: Battelle Press, 1988. p4.

¹³ Stephen R Covey, *Principle-centered leadership*, (New York: Summit Books, 1991), 246.

William D Hitt presents four different approaches to the study of leadership: the man theory, the trait approach, leadership styles and situational leadership.¹⁴ In essence these four different approaches are options to commanders and CF personnel to learn and study different ways to acquire effective leadership. (See figure No. 1).

Approach.	Method.
The man theory	Studying biographies of great leaders.
The trait approach,	List some of the salient characteristics of effective leaders.
Leadership styles and	Studying the style of successful leaders
Situational leadership	The situation itself must be given due consideration in selecting the appropriate leadership style.

Figure No. 1. The four different approaches to study leadership.

Machiavelli asserted that leadership was about maintaining control and order even, if necessary by means of “well-used” cruelty¹⁵. This was not an encouragement of sadism, only an unsentimental pragmatism that viewed cruelty neither as good nor bad but merely useful in its proper place. This was consistent with the balance of his views on leadership, which were as much about image and posturing as it was about strength, position and power. It had debatable application in medieval times, but hardly in the modern era.

¹⁴ William D. Hitt, *The leader-manager: guidelines for action*. Columbus, Ohio: Battelle Press, 1988. p4.

¹⁵ Barbara Kellerman, “The Pragmatist”. *Harvard Business Review*, Dec2001, Vol 79 Issue 11: 16.

Trying to differentiate the concepts of leadership and managers we could appreciate that managers do things right while leaders do the right things.¹⁶ In essence the different activities of a commander dealing with a Unit must balance his actions to be effective and efficient, in order to accomplish the objectives or the given mission. Leadership is found in a person's ability to move an organization successfully to obtain the outcome of that mission, thus we conclude that the essence of leadership is found in the ability to transform vision into significant actions.

Leadership can be learned.

Are leaders born or made? We know that this questions has been debated in many different ways, at this point we can say that there are leaders and followers. Many people apparently believe that an individual who manifests leadership ability under one set of conditions will demonstrate such ability under all conditions. This could, however, differ from one point of view to another, and many times it is just situational, and based on the performance of the individual.

More contemporary views profess that leadership is the process through which leaders *influence* the attitudes, behaviors, and values of others.¹⁷ Organizational behavior theorists Arnold and Feldman have said: "We will define leadership as an influence process; leadership involves the exercise of influence on the part of the leader over the behavior of one or more other people... What is the source of the leader's power over subordinates? Five distinct sources of leader power have been identified." They go on to explain them as: "reward power; coercive

¹⁶ William D. Hitt, *The leader-manager: guidelines for action*. Columbus, Ohio: Battelle Press, 1988. p5.

¹⁷ Robert Vecchio,, *Organizational Behavior*, Orlando Fl.: Harcourt Brace & Company 1995.

power; legitimate power [authority by position or legal basis]; expert power [respect for their technical knowledge]; and referent power [level of respect they command].”¹⁸

Leaders and Managers.

All too frequently, leaders and managers, or leadership and management, are used synonymously or as interchangeable concepts.¹⁹ This has sparked a debate in many organizations around the world with much literature now in print explaining the fundamental differences and perceived similarities between the two concepts. But there is definitely a very distinct difference in both the characteristics and attributes that make a good leader and a successful manager. The following definitions are common in most dictionaries:

Leader: somebody who guides or directs others;
Leadership: the ability to guide, direct, or influence people;

Manager: somebody who is responsible for directing and controlling the work and staff of a business, or of a department within it; and
Management: the organizing and controlling of the affairs of a business or a sector of a business.¹

The most significant difference that is to be determined from these definitions is that leading is about people and managing is about things or businesses.²⁰ Though it is often-heard that both managers and leaders have subordinates, this is not true. Managers have subordinates; leaders have followers.²¹

In *On Becoming a Leader*, Warren Bennis makes a point that leaders learn through education and managers learn through training. That may initially seem inaccurate until you consider what the differences between education and training are:

¹⁸ First published by Raven and French, *The Basis of Social Power*. (Ann Arbor MI: Inst. For Social Research 1959).

¹⁹ R Vecchio,., *Organizational Behavior*, Orlando FL: Harcourt Brace & Company 1995 p12

²⁰ Ibid 15

²¹ Ibid 45

Education: inductive, tentative, dynamic, understanding, ideas, broad, deep, experiential, active, questions, process, strategy, alternatives, exploration, discovery, active, initiative, whole brain, life, long-term, change, content, flexible, risk, synthesis, open, imagination;

Training: deductive, firm, static, memorizing, facts, narrow, surface, rote, passive, answers, content, tactics, goal, prediction, dogma, reactive, direction, left brain, job, short-term, stability, form, rigid, rules, thesis, closed, common sense.²²

In comparing the two lists, it is easy to see that, according to Bennis, we presently get education and therefore develop leadership through exploration and discovery in life experiences, and get training or managerial skills through our schooling in a static, predictable and stable atmosphere.

A business which is working to be as profitable as it can be will hire the best managers that it can find. The skills that are preferred in managers are those that will enhance the bottom line. These desired skills are administrative, planning and organizational and “downward” communication in nature wherein the manager listens to his superiors and relays instructions to his subordinates.

Hired to be a manager in a business, an individual is in charge of a group of subordinates. This does not in itself make him a leader. The hierarchy of a business is clear to all of the employees, managers and workers alike. They are all given specific job descriptions and are rewarded for completing the tasks assigned in the form of a salary.²³ The manager is the acknowledged supervisor who gives direction and approves the work completed by the subordinates. It is understood by subordinates that failure to complete the tasks assigned can

²² Warren G. Bennis; On becoming a leader; Da Capo Press Leadership/ Case studies Published 2003 p.40.

²³ Changing Minds.org, “Leadership vs. Management,”

<http://changingminds.org/disciplines/leadership/articles/managerleader.htm>; Internet; accessed 26 March 2008.

lead to dismissal by the manager. Reaction by the subordinates because of bribery (in the form of a salary) or fear (of dismissal) does not constitute leadership.²⁴ Beyond this, the relationship between the manager and his subordinates is unimportant to the overall success of the business.

Furthermore, managers are also employees of the business and can be dismissed for poor performance just like subordinates. Therefore, the focus of a manager tends to be upwards to his own supervisors, making sure they are satisfied with his performance. He looks for their direction, tends to ask how and when, and will do things within a set of rules or guidelines dictated by the business.²⁵ He will perform in accordance with the training he received because that is what is expected of him, and is why he was hired. He will not take unnecessary risks and will discourage his subordinates from taking risks.²⁶

Leaders and Leadership

Leadership is all about people. A true leader will attract followers who will be dedicated to him through the hardest of times. A leader will display qualities of courage, integrity, determination, honesty, loyalty and responsibility for his people through his actions. His followers will be inspired by the leader and will place all of their trust in him. A true leader always considers his people when planning to take on a task. This is not to say that he will refuse a task because it is not safe for his people; instead, he will consider their well-being when deciding on the best course of action.

²⁴ Lieutenant General Walter F. Ulmer, Jr, "Introduction," in *The Challenges of Military Leadership*, ed. Lloyd J. Matthews and Dale E. Brown, xi-xviii (Washington: Pergamon-Brassey's International Defense Publishers, 1989), xii.

²⁵ Warren G. Bennis; *On becoming a leader*; Da Capo Press Leadership/ Case studies Published 2003 p.45.

²⁶ Warren Blank, *The 9 Natural Laws of Leadership* (New York, New York: Amacom, 1995), 16.

A leader will ask why and what, and pertinent probing questions inciting debate and discussion.²⁷ He will also invite input from his followers into a plan, consider all of their expertise and make them feel like it is the team's plan and that they are a part of it. A leader does not follow a strict set of rules and guidelines. He will show innovation when confronted with a dilemma and take risks to find a solution. He is not discouraged by failure but learns from his experience and forges ahead. He also encourages his followers to take risks, gives them credit for their successes and takes responsibility for their failures.²⁸

Therefore it can be seen that having subordinates does not make one a leader. Leaders have followers; following is a voluntary activity. A true leader motivates and influences his followers to do what needs to be done. A leader must appeal to his followers, influencing them to want to follow him enough that they are willing to do things that they would not normally do. It is through his leadership that people look up to the leader, are inspired by him and trust him that they choose to *follow* him even in situations involving a high element of risk.

Leadership in the Military

The differences between leaders and managers noted above are distinct and easily apply to the civilian business sector. But a leader in the military needs even more. In his time, Field Marshall Sir William Slim identified five attributes that were necessary to be a successful commander and leader: Willpower or determination, judgment and a willingness to make

²⁷ Warren Bennis, *On Becoming a Leader* (Reading, Massachusetts: Addison-Wesley Publishing Co, 1989), 45

²⁸ Changing Minds.org, "Leadership vs. Management,"

http://changingminds.org/disciplines/leadership/articles/manager_leader.htm; Internet; accessed 26 March 2008.

decisions, flexibility of mind to change a decision, knowledge and integrity.²⁹ From the same era, General Omar Bradley lists the distinguishing qualities of a leader as knowing his job, getting around and showing interest in what their subordinates are doing, possessing mental and physical energy, possessing human understanding and consideration for others, being at times stubborn, having confidence in themselves, possessing imagination and having character. Today, the Canadian Forces Leadership Doctrine states:

What clearly sets military command apart from management are the unique authorities of military commanders to resort to large-scale lethal force, to compel subordinates to go into harm's way, and to dispense a distinct military justice with substantial powers of punishment.³⁰

The Chief of Defence Staff, General Rick Hillier, further defines effective CF leadership as “directing, motivating, and enabling others to accomplish the mission professionally and ethically, while developing or improving capabilities that contribute to mission success.”

All of the above attributes that best make up a successful military leader are summarized in *Leadership in the Canadian Forces: Conceptual Foundations* which lists five effectiveness dimensions with associated responsibilities:

Effectiveness Dimensions	Major Leadership Functions	
	Leading People	Leading the Institution
Mission Success	Achieve professional competence & pursue self-improvement. Clarify objectives & intent. Solve problems; make timely decisions. Plan & organize; assign tasks. Direct; motivate by persuasion, example, & sharing risks and	Establish strategic direction & goals. Create necessary operational capabilities (force structure, equipment, command & control). Exercise professional judgment in relation to military advice & use of forces. Reconcile competing obligations &

²⁹ Field Marshall William Slim, *Higher Command in War*, Transcript of 1952 address to the US Army Command and General Staff College, (New York: Brown University Press, 1999), 9-16

³⁰ Department of National Defence. *Leadership in the Canadian Forces: Doctrine* (Canadian Defence Academy – Canadian Forces Leadership Institute, 2005), 7.

	<p>hardships. Secure & manage task resources. Train individuals & teams under demanding & realistic conditions.</p>	<p>values, set priorities, & allocate resources. Develop the leadership cadre.</p>
Internal Integration	<p>Structure & co-ordinate activities; establish standards & routines. Build teamwork & cohesion. Keep superiors informed of activities & developments. Keep subordinates informed; explain events & decisions. Understand & follow policies & procedures. Monitor; inspect; correct; evaluate.</p>	<p>Develop a coherent body of policy. Support intellectual inquiry & develop advanced doctrine. Manage meaning; use media & symbolism to maintain cohesion & morale. Develop & maintain effective information & administrative systems. Develop & maintain audit & evaluation systems.</p>
Member Well-being & Commitment	<p>Mentor, educate, & develop subordinates. Treat subordinates fairly; respond to their concerns; represent their interests. Resolve interpersonal conflicts. Consult subordinates on matters that affect them. Monitor morale & ensure subordinate well-being. Recognize & reward success.</p>	<p>Accommodate personal needs in professional development/career system. Enable individual & collective mechanisms of voice. Ensure fair complaint resolution. Honour the social contract; maintain strong QOL & member-support systems. Establish recognition & reward systems.</p>
External Adaptability	<p>Maintain situational awareness; seek information; keep current. Anticipate the future. Support innovation; experiment. Learn from experience & those who have experience. Develop effective external relationships (joint, inter-agency, multi-national).</p>	<p>Gather & analyze intelligence; define future threats & challenges. Initiate & lead change. Foster organizational learning. Master civil-military relations. Develop external networks & collaborative strategic relationships. Conduct routine external reporting.</p>
Military Ethos	<p>Seek and accept responsibility. Socialize new members into CF values/conduct system, history, & traditions. Exemplify and reinforce the military ethos; maintain order & discipline; uphold professional norms. Establish climate of respect for individual rights & diversity.</p>	<p>Clarify responsibilities; enforce accountabilities. Develop & maintain professional identity; align culture with ethos; preserve CF heritage. Exemplify and reinforce the military ethos; develop & maintain military justice system. Establish an ethical culture.</p>

Department of National Defence, *Leadership in the Canadian Forces: Conceptual Foundations* (Canadian Defence Academy – Canadian Forces Leadership Institute, 2005), Table 4-1, 48-49.

This table provides an excellent base to assess the leadership potential of a military officer in today's military forces.

On the domestic scene, Canadian commanders will probably face greater challenges with the emergence of non-state actors and the changing of Canadian demography. At one end of the

spectrum, the CF can expect to actively and increasingly respond to international terrorism, international organized crimes and illicit drug cartels. Domestic operations also include the possibility of nationalism and regional instability. The other end of the spectrum in domestic operations comprises disaster relief tasks such as floods, ice storms, fires and civil assistance. The particular challenges for commanders will be to conduct operations at home using forces in any sector of the spectrum of operations while being submitted to external pressures from government agencies, civil authorities, industry, media and the Canadian population. In particular, Canadian military leaders must operate with the new realities that conflicts have no geographical boundaries and can be potentially very violent³¹.

Faced with these asymmetrical threats and external influences, subordinates will discuss the legitimacy and imperativeness of the missions against the Canadian population or on Canadian territory. Commanders will need to instill in their subordinates a collective sense of the mission, innovative thinking, and respect of the military values and beliefs. Subordinates may evaluate commanders on their capacities to deal with the traditional complexity of operation and also their competencies to react to external pressures at home. It is believed that some of the difficult challenges will be the motivational and reward factors associated with domestic operations.

Real leadership is about inspiring trust and generating emotional commitment, none of which is possible without being able to connect with their hearts and minds. ***Emotional commitment is not something you can get with a lawful command or by threats and coercion,***

³¹ Cdr .J.A. Gagné “leadership and human resource management - areas to improve retention in the reserve force.” Toronto: Canadian Forces College Command and Staff Course New Horizons Paper, 2007.

and you can't buy it. You have to *earn it* by standing for, and being seen to stand for, a set of universally appropriate values and principles. Trust must be earned by being, and being seen to be, consistently fair, self-disciplined, having a high degree of integrity and by not abusing your people. The authoritarian management style (certainly in peacetime) is just that, it is managing and not leading at all. Ordering people about is merely administering a human resource and is therefore managing and not leading.

Conclusion.

Only a leader who has inspired his people and generated emotional commitment will leave behind him the will to carry on the philosophy, rationale and purpose that they had shared together. Theorists have approached leadership from many perspectives. Some have focused on the attributes of leadership, such as trait theory, which posits a correlation between personal characteristics and effective leadership. Other approaches, including behavioral, situational, contingency and transactional, were developed and applied with varying results in an attempt to understand leadership effectiveness.

This paper argued that developing leaders must be immersed in a learning environment that capitalized on any and all developmental experiences. The elements of assessment, challenge and support must be fostered to capitalize on learning opportunities. Leaders must be provided unbiased feedback and given an opportunity to address weaknesses.

We are obliged as leaders to develop those that follow; we must ensure all opportunities are given to our subordinates to see that they meet their maximum potential. It is good for the

CF, which will be better manned to meet future challenges. It is good for the individual, who through improved job satisfaction will serve longer in the CF.

MULTIFACTOR LEADERSHIP QUESTIONNAIRE

Bernard M. Bass and Bruce J. Avolio prepared the following table. It provides further factors to explain the leadership styles from the Full Range of Leadership model (1991).

Idealized Attributes

- Instill pride in others for being associated with them
- Go beyond self-interest for the good of the group
- Act in ways that build others' respect
- Display a sense of power and confidence
- Make personnel sacrifices for others' benefit
- Reassure others that obstacles will be overcome

Idealized Behaviors

- Talk about their most important values and beliefs
- Specify the importance of having a strong sense of purpose
- Consider the moral and ethical consequences of decisions
- Emphasize the importance of having a collective sense of mission
- Champion exciting new possibilities
- Talk about the importance of trusting each other

Inspirational Motivation

- Talk optimistically about the future
- Talk enthusiastically about what needs to be accomplished
- Articulate a compelling vision of the future
- Express confidence that goals will be achieved
- Provide an exciting image of what is essential to consider
- Take a stand on controversial issues

Intellectual Stimulation

- Re-examine critical assumptions to question whether they are appropriate
- Seek differing perspectives when solving problems
- Get others to look at problems from many different angles
- Suggest new ways of looking at how to complete assignments
- Encourage non-traditional thinking to deal with traditional problems
- Encourage rethinking those ideas which have never been questioned before

Individualized Consideration

- Spend time teaching and coaching
- Treat others as individuals rather than just as a member of the group
- Consider an individual as having different needs, abilities and aspirations from others
- Help others to develop their strength
- Listen attentively to others' concerns

Promote self-development
Appendix 1

Transactional Leadership

Contingent Reward

- Provide others with assistance in exchange for their efforts
- Discuss in specific terms who is responsible for achieving performance targets
- Make clear what one can expect to receive when performance goals are achieved
- Express satisfaction when others meet expectations
- Clarify what outcomes are expected
- Deliver what is promised in exchange for support

Management-by-exception (active)

- Focus attention on irregularities, mistakes, exceptions and deviations from standards
- Concentrate their full attention on dealing with mistakes, complaints and failures
- Keep track of all mistakes
- Direct their attention toward failures to meet standards
- Arrange to know if and when things go wrong
- Watch for any infractions of rules and regulations

Management-by-exception (passive)

- Fail to interfere until problems become serious
- Wait for things to go wrong before taking action
- Show a firm belief in “if it ain’t broke, don’t fix it”
- Demonstrate that problems must become chronic before taking action
- Take no action until complaints are received
- Have to be told what went wrong before taking any action

Non-transactional Leadership (Laissez-faire)

- Avoid getting involved when important issues arise
- Absent when needed
- Avoid making decisions
- Delay responding to urgent questions
- Avoid dealing with chronic problems
- Fail to follow-up requests for assistance

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