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Enhancing Leadership Capacity and Building Better Leaders

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ENHANCING LEADERSHIP CAPACITY AND BUILDING BETTER LEADERS

Maj A.D. Sheasby

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Lastly, to anyone who decides to read this paper: I hope it serves as a waypoint along the path for change and propels these ideas for enhancing leadership into future action. It is important to evolve CAF leadership capacity. We should always strive to improve ourselves and become better leaders.

ABSTRACT

The Canadian Armed Forces (CAF) is built and functions with people; it is a people business. Without people, there would be no Canadian military. The CAF teaches members about leadership from day one of entering the military. At the junior level, the training is focused on developing technical skills. Once a member moves beyond the junior leadership level, the focus is on developing leader's capacities to ensure well-reasoned responses for unpredicted situations.

There is currently a gap within the military doctrine and professional development system to develop holistic leaders with well-balanced physical, intellectual, social and emotional competencies. Various tools exist to enhance and evolve leadership capacity that can be integrated into the CAF leadership development while not diminishing the military leader's effectiveness. The equal prioritization of action skills (physical and intellectual) and enabling skills (social, emotional and interpersonal) will ensure that leaders are ready for the challenges and demands of the future. These skills are not mutually exclusive; these abilities intersect and overlap with one another to strengthen leadership capacity.

This paper will offer recommendations for change and a way forward to build better leaders while increasing CAF leadership effectiveness. Emotional intelligence, cultural intelligence and mindfulness will be explored as methods to improve leaders. Leadership and culture are inherently linked, and it is critical to the profession of arms that both evolve; we must accept nothing less.

CHAPTER 1 – INTRODUCTION

“Management is about arranging and telling. Leadership is about nurturing and enhancing.”¹

~ Tom Peters

The Canadian Armed Forces (CAF) is built and functions with people; it is a people business. Without people, there would be no Canadian military. This may seem a trivial statement, but it serves as a significant reminder that members of the CAF are the most important resource. Strong and skilled leadership is required at all levels of the organization to operate effectively. Any soldier can be required to lead others in support of an objective or task, and they must be properly trained and prepared to meet the demands placed upon them. Leaders can train, develop and improve throughout their career. The skills must continue to evolve to steward the profession of arms effectively; it is not merely ‘a check in the box’ or ‘one time’ qualification. Leadership is a fundamental and core element of the day-to-day operations of the Canadian military. Therefore, it is essential to regularly explore ways to improve and strengthen our leaders and leadership capacity, to protect our most valuable resource.

Change is constant, and as the contemporary operating environment continues to evolve, so too must the leadership within the Canadian Armed Forces to meet the new challenges and threats. The change should not be viewed as the enemy. If anything, the lack of change or unwillingness to adapt to the 21st century reality is the real danger. The members joining the CAF today possess a variety of skills and education, and may not be pursuing a career in the forces, as was previously the case. Leaders must possess the

¹ Ekaterina Walter, "50 Heavyweight Leadership Quotes," Last modified [or accessed] 3 March 2021, <https://www.forbes.com/sites/ekaterinawalter/2013/09/30/50-heavyweight-leadership-quotes/>.

skills to create the right environment. The CAF represents Canadian society and its values; the diversity of perspectives is a real asset and strength to the organization. Personnel are the most important part of the CAF organization, and leadership must evolve its skills and capacity to ensure its members' social and mental wellbeing.

The global security challenges and rapid advances in technology are increasing the threats to Canada and fellow Canadians.² These changes place more demands on the Canadian Armed Forces and its personnel than ever before. Most notably, in the recent global pandemic of COVID-19, the government has tasked the Canadian military to provide support to provincial long-term care facilities and distribute the vaccine across Canada (ongoing during the writing of this paper). Perhaps these tasks are what would previously be considered an untraditional or unconventional role for the Armed Forces. Still, these unusual roles have become more common and are another way for the military to provide an essential support to fellow Canadians, especially during these unprecedented times. As the environment changes, it is important that the leadership also adapt to lead our soldiers and institution effectively. The demands placed on the CAF will continue, and its members will be placed in more complex environments domestically and internationally. Canadian soldiers interact more frequently with Canadian society, Other Government Departments (OGDs) and Non-Government Organizations (NGOs) while deployed to protect and serve Canada. As leaders are placed in these multifaceted environments, the CAF must ensure that leaders are well prepared to communicate, interact, thrive, and proudly represent the military profession and institution.

² Government of Canada, *Strong, Secure, Engaged - Canada's Defence Policy*, Ottawa: Department of National Defence, 2017, 57.

The CAF has robust processes and standards in place for measuring and assessing our leaders both physically and intellectually (which can also be referred to as action skills). Doctrine and performance appraisals have placed an emphasis on technical and action skills. However, the institution has not fully evolved to include the psychological capacities of a leader, such as emotional and social development (which can also be referred to as enabling skills). A leader must be well rounded in all facets to lead effectively. A leader's action and enabling skills must be equally prioritized to effectively motivate and lead people and to consult and build relationships at the tactical level through to the institution's strategic level. The current leadership doctrine and development system lacks a comprehensive approach to building effective leadership, and this will be expanded upon later in this paper. Although the culture within the CAF is not the focus of this paper, Edgar Schein astutely stated, "...leadership and culture formation are two sides of the same coin."³ It would be naïve to minimize the effect that leadership can have on the Canadian military culture, the organization's retention and overall health. To ensure the military is fully prepared physically and mentally for the future security environment, it is imperative that we evolve our leaders and leadership capacity.

This paper will explore the Canadian Armed Forces leadership doctrine and how the professional development system is established to provide skills and knowledge that will gradually increase and be built upon as a member progresses through their career in both position and rank. Currently, there are programs that focus on the importance of a leader's physical and cognitive skills. This paper will argue that there is a gap in social

³ Edgar H. Schein and Peter A. Schein, *Organizational Culture and Leadership*, New York: John Wiley & Sons, Incorporated, 2016, xiv.

and emotional skills development. Recommendations will be made to incorporate additional enabling skills into future leadership professional development to strengthen the organization's leadership capacity.

The paper will be divided into four sections. First, it will examine the current direction given to the CAF from the defence policy while exploring what leadership attributes and skills are identified in the current *Leadership in the Canadian Forces* doctrine series and what is required to effectively lead people and the institution. Secondly, the professional development system will be examined. Several of the programs for physical and intellectual assessment and development will be explored to demonstrate the current siloed approach for leadership development. The social and interpersonal competencies gap will be identified and linked to the military competencies dictionary and leadership meta-competencies. Thirdly, the paper will provide various enabling skills that could be integrated into the leadership development system to strengthen leadership capacity holistically. Finally, the paper will offer recommendations for change and then discuss the way forward for how to build better leaders while increasing CAF leadership effectiveness.

AIM AND THESIS

The CAF teaches members about leadership from day one of entering the military. At the junior level, the training is focused on developing technical skills. Members learn as much about leadership by observing those around them, for examples of what to do and what not to do in the future. Once a member moves beyond the junior leadership level, the focus is on developing leader's capacities to ensure well-reasoned responses for unpredicted situations.

There is currently a gap within the military professional development system to develop holistic leaders with well-balanced physical, intellectual, social and emotional competencies. Various tools exist to enhance and evolve leadership capacity that can be integrated into the CAF leadership development while not diminishing the military leader's effectiveness. The equal prioritization of action skills (physical and intellectual) and enabling skills (social, emotional and interpersonal) will ensure that leaders are ready for the challenges and demands of the future. This paper will present recommendations for future consideration that can be integrated into the system to build better leaders.

RESEARCH GUIDANCE

The following questions will guide the research:

Question 1: Does the current leadership doctrine provide leaders with the required skills for the present and future operating environment?

Questions 2: What are the limitations to the CAF leadership doctrine and professional development system?

Questions 3: How can leadership skills be enhanced to build better leaders?

Question 4: What skills should be added to 'the leader's toolbox' to enhance leadership capacity?

CHAPTER 2 – LEADERSHIP IN THE CANADIAN ARMED FORCES

“People really are our most important resource, and people who don't realize that and choose not to live that way, choose not to lead that way, are paying a price for that in many of our companies, many of our organizations.”⁴

- Chesley Sullenberger

INTRODUCTION

The study of leadership has been of interest for hundreds of years, many styles and theories have been created to categorize the subject, and there are various definitions. It has been noted that leadership is the most researched topic in organizational psychology.⁵ The common theme amongst most of the definitions is that leadership involves social interaction and influence between people (the leader and the follower(s)). Leadership is a people business. It is a social and human endeavor, and the Canadian Armed Forces (CAF) must remain a learning organization that continually seeks to improve and evolve the leadership doctrine.

This chapter will examine the direction provided by the recent defence policy, the current Canadian Forces leadership doctrine, and the optimal leadership styles and desired skills and attributes of today's Canadian military leader. As highlighted in the defence policy, the challenges faced by the military leadership today are far more complex and multifaceted than previously experienced. The pace of the operating

⁴ Chesley Sullenberger, "Chesley Sullenberger Quotes," Accessed Dec 15, 2020, https://www.brainyquote.com/quotes/chesley_sullenberger_520166.

⁵ Lieutenant-Commander Lynn Bradley, "Chapter 9 - Leadership and Women: Should we be Leading 'Like a Man' Or Adopting Women's Ways?," In *Women and Leadership in the Canadian Forces : Perspectives and Experience*, edited by Davis, Karen D., Kingston, Canada: Canadian Defence Academy Press, 2007, 139.

environment is rapidly advancing. The institution must adapt to ensure that it continues to build leaders who are prepared for the challenges today and the future.

DEFENCE POLICY

The Government of Canada released its latest defence policy in June 2017, *Strong Secure Engaged (SSE)*. The policy is a significant shift from the previous direction in 2008, the Canada First Defence Strategy (CFDS).⁶ It has a renewed focus on the organization's transformation by investing in joint and service capability development, improvement to member support and transition programs, and an increase in military capacity to deployed operations (domestically and internationally to NORAD and NATO).⁷

Most importantly, it focuses on the people within the CAF, and the first chapter concentrates on prioritizing the members and their families. It also focuses on diversity initiatives, further development of reporting mechanisms and victim support in relation to Operation HONOUR and improved family support programs. Emphasis has been placed on improving leadership and the culture within the organization.⁸ The Canadian military and Defence Team cannot function without its people. The ambitious policy is a twenty-year forward looking plan, which relies heavily on the military's ability to grow personnel capacity through recruitment and improve retention now and well into the future. The Canadian military recognizes the necessity to reflect the Canadian societal views of the people it serves to protect.

⁶ Government of Canada, *Canada First Defence Strategy (CFDS)*, Ottawa: Department of National Defence, 2008, 3-4.

⁷ Government of Canada, *Strong, Secure, Engaged - Canada's Defence Policy*, Ottawa: Department of National Defence, 2017, 11-14.

⁸ *Ibid.*, 19-20, 23-28, 108.

Furthermore, with this transformation focused directive, there is also an opportunity to enhance leadership capacity, improving and promoting all members' well being. Strong leadership is essential to military operations' success and the health and wellness of all serving members. The prospect should begin with changes to the leadership doctrine, which would have a widespread ripple effect across the institution.

CURRENT DOCTRINE

In 2003 the *Duty with Honour: The Profession of Arms in Canada* publication was created to serve as a foundation of the military professional development system, and it laid the groundwork for the production of four other leadership manuals: *Leadership in the Canadian Forces: Doctrine*; *Leadership in the Canadian Forces: Conceptual Foundations*; *Leadership in the Canadian Forces: Leading People*; and *Leadership in the Canadian Forces: Leading the Institution*.⁹ This chapter will focus on *Conceptual Foundations* as the basis for analyzing and reviewing the current CAF doctrine.

Leadership in the Canadian Forces: Conceptual Foundations is the primary document used for all leaders' training and professional development within the Canadian military. The doctrine is used to train effective military leadership. Effective CF Leadership is defined as "directing, motivating, and enabling others to accomplish the mission professionally and ethically while developing or improving capabilities that contribute to mission success."¹⁰ The doctrine explores the CAF values and the behavior of leaders and how this shapes effective military leadership. A values based approach to leadership combines military ethos, mission success, internal integration, external

⁹ Dr Alan Okros, *Leadership in the Canadian Military Context CFLI MONOGRAPH 2010-01*, Kingston, ON: Canadian Defence Academy, 2010, 1-3.

¹⁰ Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), 30.

adaptability, and member well being & commitment to form the CF effectiveness framework for all CAF members, as depicted in Figure 2.1.¹¹

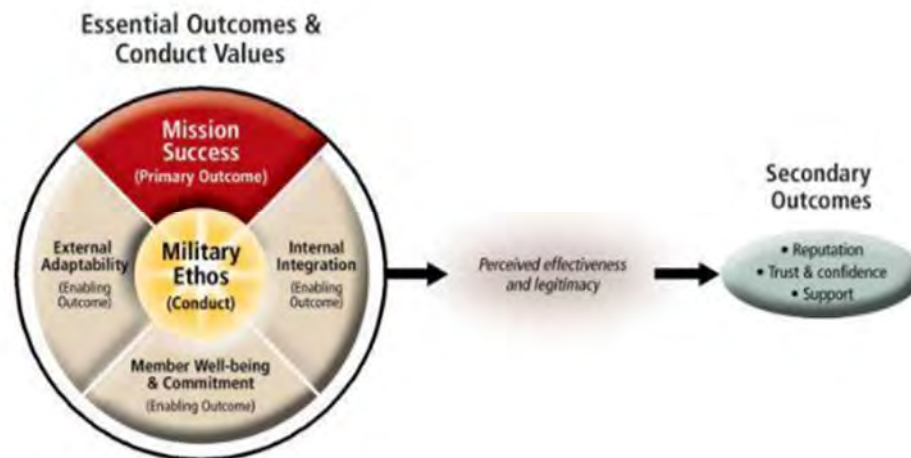


Figure 2.1 - Canadian Forces Effectiveness Framework

Source: Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, 19.

Mission success is the primary outcome, focusing on accomplishing the task, but it cannot be a leader's sole focus; leaders must also attend to the three other enabling outcomes.¹² *Military ethos* is at the core of the effectiveness framework; it is the esprit de corps, which comprises the unlimited liability, the values and beliefs of the military profession and Canadian society.¹³ Military ethos is the heart of the leadership doctrine and provides a compass and ethical backbone to the framework. The other factors are enabling outcomes. Member well-being and commitment is focused on the policies and programs that demonstrate the value and importance of people to the institution; closely

¹¹ *Ibid.*, 19.

¹² Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), 19-20.

¹³ *Ibid.*, 19-23.

linked to morale and job satisfaction (retention).¹⁴ Internal integration ensures a routine and standardized process to ensure stability and efficiency.¹⁵ External adaptability is about flexibility and the ability to anticipate, monitor and adjust to changes; it involves learning and adapting to ensure the organization is ready for future challenges.¹⁶

A unique aspect of the CF effectiveness framework recognizes that second order effects can be achieved from leadership influence internal (influence culture, morale and member happiness) and external (public opinion, support and trust) to the organization. Previous leadership doctrine had been traditionally focused on the immediate military hierarchy and leading subordinates in a conventional military context. However, as the security environment is continually evolving, military leaders and members operate in more complex environments, requiring more human and social interaction outside the traditional combat environment. The role of the Canadian Armed Forces is no longer functioning within one domain, and leaders must adapt and adjust to the demands of the government and continually strive to maintain public confidence domestically and abroad.¹⁷ The CAF must be mindful of interacting with other militaries and other government departments, non-government departments; leaders must influence, motivate and communicate to lead and accomplish their missions effectively.

The manual has evolved from previous doctrine to provide a more comprehensive approach. It recognizes the change in the leader's responsibilities and role, whether the member is an officer or non-commissioned member. As a leader progresses in rank in the

¹⁴ *Ibid.*, 73.

¹⁵ *Ibid.*, 20.

¹⁶ Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), 21.

¹⁷ *Ibid.*, xi-xv.

organization, the nature of leadership and influence evolve from a direct to a more indirect approach.¹⁸ Both leadership functions contribute to the CAF effectiveness, and *Conceptual Foundations* divides the leadership tasks into two categories: 'Leading People' and 'Leading the Institution.' There is a recognition that a gradual shift can occur in a leader's career as they move from the tactical to operational to the organization's strategic level.¹⁹ However, there is no defined black or white transition point. It can often depend on what job an individual is fulfilling, such as an executive assistant or headquarters staff or strategic policymaker. Although, if the institution could identify an officer rank as to where the greatest opportunity for the transition to occur, the rank of Major would be logical. The Joint Command and Staff Program (JCSP) course is ideal for introducing new skills and enhancing leadership capacities to facilitate this transition. While there are common skills and competencies required of a leader throughout their career, the degree to which a leader exercises influence is the core of leadership. How they adjust their style to the audience or task at hand is essential to their effectiveness. Trust and respect remain critical attributes to leader's credibility and influence internal and external to the organization.

LEADING PEOPLE

Leading People focuses on the earlier part of a members career where there is more direct face-to-face interaction with peers and subordinates and focused on accomplishing a task and mission. There is an emphasis on a leader's responsibility to

¹⁸ *Ibid.*, 6-7.

¹⁹ Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), viii-ix.

their people's wellbeing both physically and intellectually.²⁰ However, *SSE* and the Total Health and Wellness Strategic Framework also highlight emotionally, this aspect will be discussed further in Chapter 3. A leader must maintain situational awareness of their team and foster cohesion, which will improve resilience. A leader's span of influence focuses internally on their team or unit and externally to superiors to gain resources and adapt the performance and unit's ability to fulfill their role. *Conceptual Foundations* identifies five ways a leader can influence mission effectiveness at the tactical and operational level:

- develop individual and team capabilities;
- build individual and team resilience (handle stress/adversity and recover);
- instill military ethos (professionalism and self-discipline);
- improve situational conditions to enhance performance; and
- employ individual and collective capabilities effectively (review and improve for future experiences).²¹

These methods speak to the leader's social capacity to motivate and inspire their team and others to succeed. The leader's cognitive and social skills are equally required to influence directly.

LEADING THE INSTITUTION

Leading the Institution focuses on the broader organization and the strategic policies and programs to support the system. The change in roles of senior leaders comes with increased authority and responsibilities. The span of influence is more expansive, and the challenges are more complex, often making long-term decisions, which will

²⁰ Department of National Defence, *Leadership in the Canadian Forces - Leading the People*, (Kingston: Canadian Defence Academy, 2007), 12.

²¹ Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), 95-96.

affect future capabilities well beyond their tenure. There is an emphasis on the indirect influence demonstrated through the leader's communication skills and the ability to manage relationships with the government and allied militaries effectively. A leader must be a steward of the profession and recognize their role in shaping military culture and institutional values. *Conceptual Foundations* identifies four ways senior leaders shape effectiveness at the strategic level:

- strategic planning and adapt the organization to the external environment;
- influence the external environment (through partnerships and networking);
- align organizational systems (doctrine, policy, and resources); and
- strengthen professional capabilities and culture.²²

These methods demonstrate the change that occurs at an undefined mid-point in a leader's career where their direct leadership approach is no longer the only means to effectively influence. There is a transition from leading people to leading the institution. Although a direct approach can still be employed, the indirect leadership style becomes the primary means for an institutional leader to effectively build relationships and consult with other government departments at the strategic level. This change can often be difficult for leaders to make, and BGen Lise Bourgon astutely noted: "that there are no tactical GOFOs."²³ There are fundamental differences between direct and indirect leadership skills. There is a requirement to develop or enhance leaders capacities to ensure they thrive in the institutional complex operating environment. Not to say that

²² Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), 118.

²³ BGen L. Bourgon, zoom presentation with JCSP 47 Course, 5 October 2020.

previously acquired skills are no longer relevant, but those skills must evolve and adapt to be effective at the senior levels of the CAF.

The U.S. Center for Creative Leadership identified that some skills used earlier in a junior leader's career could become 'derailers' to the individual when working at the organization's senior levels.²⁴ Leaders must possess the self-awareness to adapt their style as their operating environment changes from the tactical to the strategic level. The direct authoritative style is not effective when interacting with various departments and organizations. Social skills and an approachable style will serve as a positive example for the organization and profession of arms. This approach can be quite challenging for some leaders, as collegiality and friendliness is not always a natural approach to military leadership and might be negatively viewed.²⁵ This highlights the requirement to develop leaders social capacities before the shift from leading people to leading the institution to strengthen their communication and leadership effectiveness.

LEADER SKILLS AND ATTRIBUTES

What makes an effective leader? That is not a simple question and can have various responses depending on the situation, environment, or organization. In *Conceptual Foundations* five leadership characteristics are identified and defined. However, it also recognizes that there is no guarantee that someone will be an effective leader if they possess these skills but that these abilities require cultivation and development to enhance leadership effectiveness.

²⁴ Dr Alan Okros, *Leadership in the Canadian Military Context CFLI MONOGRAPH 2010-01*, Kingston, ON: Canadian Defence Academy, 2010, 34-35.

²⁵ *Ibid.*, 35.

Ideally, according to CAF doctrine, an effective leader will invest personally and professionally to develop all five capabilities: *knowledge and skills, cognitive ability, social capacities, personality, and motivation and values*.²⁶ Interestingly, defence researchers Doctor Ross Pigeau and Carol McCann created a human-centric framework in their reconceptualization of command and control. They identified that only a human can command and that the balance between a leader's competency (C), authority (A) and responsibility (R) is required; this is referred to as the CAR model.²⁷ It is deemed the military's responsibility to ensure that leaders stay within the balanced command envelope throughout their careers.²⁸ The competency dimension contains four elements: *physical, intellectual, emotional and interpersonal*.²⁹ There are several similarities between the Pigeau & McCann competencies and the CAF leadership characteristics, as depicted in Table 2.1.

CAF Doctrine Leadership Characteristics	Pigeau & McCann Competencies
Knowledge and skills	Physical & Intellectual
Cognitive ability	Intellectual
Social capacities	Interpersonal & Emotional
Personality	Emotional
Motivation and values	- - -

Table 2.1 - Similarities between CAF doctrinal leadership characteristics and the Pigeau & McCann competency dimension attributes

Source: Author created.

²⁶ Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), 60.

²⁷ Dr Ross Pigeau and Carol McCann, "Reconceptualizing Command and Control," *Canadian Military Journal* 3, no. 1 (Spring 2002): 54, 57.

²⁸ Ross Pigeau and Carol McCann, "What is a Commander? in Generalship and the Art of the Admiral: Perspectives on Canadian Senior Military Leadership," (Canada: Vanwell Publishing, 2001), 101.

²⁹ Dr Ross Pigeau and Carol McCann, "Reconceptualizing Command and Control," ..., 58.

Knowledge and skills recognize the requirement for strong technical and trade specific skills to ensure credibility and confidence with their followers. It also notes that a shift in leadership skills is needed as members increase in rank; an understanding of the broader institution is required. These skills are similar to the *physical* and *intellectual* competency identified by Pigeau & McCann. A leader's physical ability ensures they meet the minimum standards to perform their studies and leads to health and wellness. The CAF has a robust assessment program to ensure all members meet the standard required to serve and function, *Duty with Honour* states that it is a leader's responsibility to maintain set the example and maintain the highest standard of physical fitness.³⁰ Whereas intellectual capacity enables a leader's ability to plan, assess risk and make judgments.

Cognitive ability focuses on intellectual abilities and a leader's creativity and problem solving skills. Ross Pigeau and Carol McCann declare that creativity is the most important factor for command.³¹ Without it, individuals and the organization will not adapt; there will continually be attempts to solve the next problem with past solutions. Intellectual capacity is essential for a leader's mental ability to make decisions and solve problems during operations and garrison. This skill can be developed through experience and will evolve during a leader's career and benefit the organization as the leader progresses in rank within the institution.

Social capacities in the CAF doctrine and Pigeau & McCann model note the requirement for strong *interpersonal* skills for a leader to nurture and develop and

³⁰ Department of National Defence, *Duty with Honour*, Kingston: Canadian Defence Academy, 2009, 29.

³¹ Dr Ross Pigeau and Carol McCann, "Reconceptualizing Command and Control," ..., 55.

maintain relationships (with subordinates, peers and superiors). This includes *emotional* competency, which is a skill that can continually be developed and promotes trust and respect within any work environment.³² Social capacities seem simple when identified in *Conceptual Foundations* as it focuses on communication and persuasion skills. However, there is currently no formal training that exists within the CAF to develop these skills. The military culture and fundamental purpose is for “the ordered, lawful application of military force pursuant to the governmental direction” which might seem counterintuitive to developing enabling skills such as empathy or self-awareness.³³ However, as previously noted in *SSE*, the operating environment is rapidly changing, and the military is filling different roles and functions both domestically and abroad. There is a greater requirement for leaders to communicate with civilians, other government organizations, and no longer just like-minded militaries. This change requires the regular use of strong interpersonal skills to be effective in any environment, which takes time and training. Enabling skills need to be prioritized at all levels of the organization because the ‘strategic corporal’ is more a reality today than ever before. Military members are no longer isolated to living on base or garrison, and nowadays, CAF personnel are more integrated socially and professionally in their local communities. The CAF must adapt to this reality in a timely manner and ensure that members are given additional training and resources to fulfill these professional roles. These skills will also benefit the organizational culture, military member’s families, and local communities; it will have a ripple effect internal and external to the institution.

³² *Ibid.*, 58.

³³ Department of National Defence, *Duty with Honour*, Kingston: Canadian Defence Academy, 2009, 4.

Personality as a leadership characteristic is focused on the CAF values and linked to the military ethos. This can also be linked to a leader's creativity and ability to adapt to changes in the situation. A leader's flexibility is a common tenant within *Conceptual Foundations* and Pigeau & McCann's Reconceptualization of C2. A leader's *emotional* competency requires an individual to cope with stress and is linked to resilience.³⁴ A leader models behavior and characteristics for their followers to emulate. When a leader possesses an awareness of self and manages their emotions, particularly in stressful situations, this can benefit the team and foster trust within the organization. A leader's personality closely correlates to numerous emotional competencies and skills. As previously noted, there is a requirement to train and develop these attributes regularly. The subsequent chapters will provide more specific examples about various enabling skills, such as emotional intelligence, that can be incorporated into the military professional development system to enhance leadership capacity.

Motivation and values are also focused on the military ethos and professionalism within the organization. This leadership characteristic is not directly linked to any one specific competency identified by Pigeau & McCann; however, this quality encompasses more of a leader's responsibility and their sense of duty and commitment. This trait is more difficult to qualify. It is more linked to a leader's professionalism, which is inculcated into all Canadian military members throughout the training and serves as the core theme in the profession of arms.

TOXIC LEADERSHIP

³⁴ Dr Ross Pigeau and Carol McCann, "Reconceptualizing Command and Control," ..., 58.

The CAF leadership doctrine focuses primarily on the desired qualities, traits and behaviors of influence, with the optimal leadership style being transformational.

Transformational leadership is what the CAF describes as a practical model, which all leaders should aspire to be since it focuses on the embodiment of the military values and ethos; it is akin to charismatic leadership.³⁵ Although *Conceptual Foundations* acknowledges the ‘dark side of charisma’ and likens it to megalomania and narcissism, there appears to be a fine line between the positives and negatives of a charismatic leader.³⁶ Though, very little information is provided in the doctrine of what leaders should not do and how a leader’s style can impact the team, unit and organizational climate and culture. Authoritarian and Laissez-Faire leadership are identified in *Conceptual Foundations* as the outliers and non-desired and non-effective leadership methods to influence behaviors.³⁷ As important as it is for leaders to have a doctrine that informs them what they should do and achieve, it is equally important for leaders to have direction on what not to do. It is also vital to identify this style and to acknowledge that a particular form of the authoritarian approach is *toxic leadership*.³⁸

As the operating environment becomes more complex, a leader will be challenged and required to utilize various tools to achieve mission success. Labeling and explicating defining what ineffective leadership looks like will shift the organization’s culture and foster openness and trust within the broader military institution. As indicated in the *Conceptual Foundations* secondary outcomes, the CAF needs to shape and maintain

³⁵ Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), 65-68.

³⁶ Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), 68.

³⁷ *Ibid.*, 64.

³⁸ Colonel George Reed, "Toxic Leadership." *Military Review* 84, no. 4 (2004): 69-71.

public confidence. Therefore, by evolving the leadership doctrine and enhancing the leadership capacities, the military will better reflect society and promote future growth in alignment with *SSE* (recruitment initiatives).

As noted in Major Vivian El-Beltagy's directed research paper, "*The CAF's Greatest Challenge: Retention Culture*", the 2016 CAF Exit Survey Data indicated that senior leadership and unit leadership were reasons for CAF members releasing, 17.5% and 11.1%, respectively.³⁹ Although the paper and survey do not provide further details, this remains an important fact that the CAF should explore further. Retention has a direct link to leadership, and the Canadian military must continue to be a learning organization that adapts and evolves to feedback.

Do we adequately address ineffective, destructive or toxic leadership within the Canadian military? If a leader is continually promoted or rewarded for their actions, how will they correct and adjust their behavior? How can leaders and followers identify what toxic leadership is? The U.S. Army War College (AWC) was directed to explore and determine how to detect destructive leadership styles within the U.S. Army. In 2003 the AWC conducted research with students about toxic leadership and how to identify the symptoms, and how a toxic leadership style can adversely affect a command climate.⁴⁰ A leader who models toxic behaviors sets an example for others. Unfortunately, the unhealthy techniques can be emulated and replicated within an organization leading to low morale and diminished unit cohesion. It is important to define and give examples of what toxic leadership is because it can be "a loud, decisive, demanding leader...[it can

³⁹ Major Vivian El-Beltagy, "The CAF's Greatest Challenge: Retention Culture," (JCSP Master in Defence Studies Paper, Canadian Forces College, 2018) 11-12.

⁴⁰ Colonel George Reed, "Toxic Leadership." *Military Review* 84, no. 4 (2004): 67-71.

also be] a leader with a soft voice and façade of sincerity.”⁴¹ The Canadian Armed Forces would be naïve to think that it do not possess any toxic leaders.

Individual and climate assessments are useful feedback mechanisms to increase leaders self-awareness and development.⁴² It is challenging to examine oneself and identify vulnerabilities and biases. The 360° assessment feedback is a tool that is currently employed in a limited capacity within the CAF and only a select cadre of leaders receive feedback. This topic will be further discussed in Chapter 4, and Chapter 5 will also offer recommendations for change where this tool and others could be integrated into the CAF training and professional development system.

CONCLUSION

The current CAF leadership doctrine, *Conceptual Foundations*, provides a value-based approach to ethical and effective leadership. With the ambitious approach SSE has taken to growing and transforming the force, there is also an opportunity to review and evolve the CAF Leadership doctrine. The operating environment is rapidly changing and giving leaders new challenges that have previously not been experienced. There is a greater requirement to interact with people outside of the conventional combat environment. With these changes, the leadership tools and capacities need to adapt to ensure that members can effectively lead people and the institution.

My aim is not to discredit the institution or the leadership or the current CAF leadership doctrine, but my intent is to highlight this opportunity to enhance and evolve the leadership tools for the institution to remain relevant. Leadership is about people, and the CAF leadership doctrine should evolve its focus also to discuss behaviors and

⁴¹ *Ibid.*, 67.

⁴² *Ibid.*, 69-70.

competencies that do not align with effective leadership. The value-based approach to effective leadership is about producing ethical leaders, which is important. Still, this method needs to expand to encompass the attributes and competencies required for a balanced and comprehensive leadership style. This change will require expanding leadership capabilities beyond the traditional focus of physical fitness and intellectual capacity. This evolution of leadership capacity will enhance leaders abilities and not diminish them.

The next chapter will explore the current CAF programs in place to develop leaders. It will identify gaps as to where the organization could enhance the enabling skills by taking a more holistic approach to the professional development system. The following chapter will also explore how developing enabling skills can improve a leader's action skills; therefore, equal prioritization is required to enhance CAF leadership capacity to effectively lead people and lead the institution.

CHAPTER 3 – WHAT IS THE GAP?

"To dominate on the battlefield of the future, the Army must not only invest in long-term technological and equipment solutions, it must also invest in its people as the most agile and adaptive Army resource."⁴³

- Lt-Gen Robert Brown (U.S. Army)

INTRODUCTION

When you join the military, there is no expectation of being able to use a firearm or scale a twelve-foot wall as part of an obstacle course. These are skills that the military institution progressively trains, develops and uses to assess its members. The process is gradual and part of the socialization into the organization. Regular people are transformed into soldiers who can perform specific duties and ultimately operate in a combat environment. Leaders are exposed to training scenarios to develop problem solving skills and the ability to adapt to stressful and complex environments.

Why are members required to complete an annual fitness test? Is physical fitness the most important part of the military? What if a member is not strong enough or wants to improve? Don't worry: there are dedicated personnel support programs (PSP) staff and

⁴³ LtGen Robert Brown, "Soldiers are the Army's most Agile and Adaptive Resource," Accessed Dec 15, 2020, <https://www.ausa.org/articles/soldiers-are-army's-most-agile-and-adaptive-resource>.

fitness instructors to assist all members regularly to meet and exceed the physical health and fitness standards in place. What about the mental, social or emotional health and fitness of military members? How do we train and develop our leaders' enabling skills (social, emotional and interpersonal)?

There are several programs, policies, and mechanisms to train and develop CAF leaders for future challenges at home and abroad in support of the Government of Canada. The previous chapter explored the CAF's leadership doctrine and the various characteristics and skills required of a military leader. The leadership manuals provide a wealth of information to grow ethical and effective leaders capable of leading people and the institution. This chapter will build upon the leadership doctrine and explore how the military conducts training and professional development to build leadership capacity. It will also highlight the current *siloed* approach to shaping leaders' skills and present limitations within the system. A case will be made to enhance leadership capacity by equally prioritize the development of a leader's action skills (physical and intellectual) and enabling skills (social, emotional and interpersonal); these terms will be further explored and discussed later in this chapter. It is considered that a comprehensive institutional approach is required to create an integrated, holistic program for all CAF leaders because military leaders require balance in all capacities to be effective.

PROFESSIONAL DEVELOPMENT SYSTEM

Duty with Honor provided the foundation for CAF Leadership manuals and established "the intellectual and doctrinal basis for all personnel and professional development policies in the Canadian Forces."⁴⁴ The CAF has an established professional

⁴⁴ Department of National Defence, *Duty with Honour*, Kingston: Canadian Defence Academy, 2009, 2.

development system for both officers and Non-commissioned officers (NCOs), documented and formalized in the *Defence Administrative Orders and Directives (DAODs)* and further defined in the *General Specifications*.⁴⁵ The system is comprehensive and meant to create a framework for a continuous learning environment. The system has four pillars: *education, training, employment experience* and *self-development*. Each component has a unique focus and is equally required to ensure that military members obtain the requisite skills and knowledge to perform the tasks and duties required of the respective rank and designated responsibility.⁴⁶ *Education* is defined by the intellectual skills a member needs to make decisions, and *training* is where the member obtains the requisite skills and knowledge to conduct their duties.⁴⁷ *Employment experience* is acquired through the education, training and self-development and conduct of a member's tasks.⁴⁸ Finally, *self-development* is anything that improves a member's competency, and it is self-initiated and usually an independent initiative.⁴⁹ These four methods provide a flexible structure for the CAF's professional development system. See Figure 3.1 below.

⁴⁵ Department National Defence, *DAOD 5031-8, Canadian Forces Professional Development*, Canada: Department of National Defence, 2013.

⁴⁶ Department National Defence, "Canadian Armed Forces Professional Development Framework," Accessed Dec 28, 2020, <https://www.canada.ca/en/department-national-defence/services/benefits-military/education-training/professional-development/framework.html>.

⁴⁷ Department National Defence, *DAOD 5031-8, Canadian Forces Professional Development*, Canada: Department of National Defence, 2013.

⁴⁸ *Ibid.*

⁴⁹ *Ibid.*

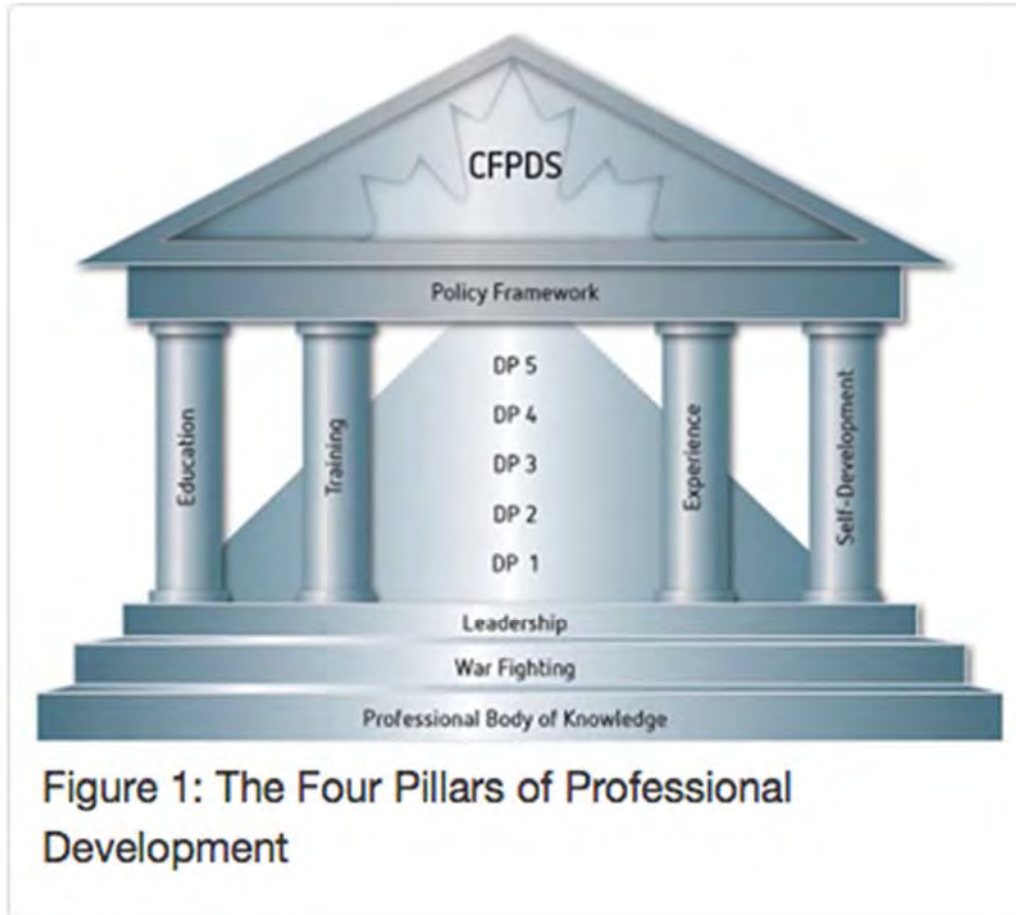


Figure 3.1 - The Four pillars of CAF Professional Development System (CFPDS)

Source: Department National Defence, *Canadian Armed Forces Professional Development Framework*.

The *General Specifications* (GS) serve as the foundation for the CFPDS. They are centered on a task-based job analysis that is necessary to define the technical officer skills required of a leader. It is also used to establish the requisite cognitive abilities to perform the expected tasks at each respective development period (DP).⁵⁰ However, this should not be the sole basis for what is required of a leader; otherwise, this will only focus on a portion of competencies and lead to an imbalance of professional skill development.

⁵⁰ Department National Defence, "Canadian Armed Forces Professional Development Framework," Accessed Dec 28, 2020, <https://www.canada.ca/en/department-national-defence/services/benefits-military/education-training/professional-development/framework.html>.

Correspondingly a person-based job analysis would benefit the CAF and would complement the job-based analysis. A person-based job analysis would expand upon the task-based analysis concept to include attributes that would enhance a leader's ability to be prepared for various scenarios within a job environment, focusing on the less tangible personality and social variables required to perform a job to create a positive work environment and achieve mission success.⁵¹

Too often the emphasis has been placed on a leader's physical and cognitive skills, but this is only effective in a routine, habitual workplace and the military operating environment is not the case. This observation is not meant to be negative. The unpredictability, variety and complexity of the military create a challenging and rewarding atmosphere. Nonetheless, leaders must be equipped with skills to lead for unpredicted situations effectively, and this requires evolution of the GS. The current GS does not effectively reflect the five meta-competencies in *Conceptual Foundations* or the four competencies in Pigeau-McCann CAR model. It must broaden to include both the person-based and the job-based analysis to effectively prepare for the future expected and unexpected tasks, enhancing the foundation from which the four pillars build throughout a leader's developmental periods (both officer and NCO).

The four professional development pillars lead to developing the professional leader within the institution. The current system primarily focuses on the first two pillars, *education* and *training*, to develop leaders. Training and education vary and are different. *Training* involves practicing a response for a well-predicted situation. *Education* involves

⁵¹ Juan I. Sanchez, and Edward L. Levine, "The Rise and Fall of Job Analysis and the Future of Work Analysis," *Annual Review of Psychology* 63, no. 1 (November 30, 2011): 397-425.

developing a well-reasoned response for an unpredicted situation. A leader is often expected to gain experience through their breadth of employment and the variety of positions they fill.

In comparison, a significant portion of a member's *experience* comes from others (peers, supervisors or superiors) within the organization. Experience only works well with effective examples and proper developmental feedback. This depends heavily on good leaders helping to shape members' experience and it is personality and time dependent. Is this sufficient to properly prepare a leader for future employment? Training is critical to development at the junior officer level, but as a leader progresses beyond the junior officer level there is a requirement to prepare for the unpredictable future. The *Self-development* pillar can provide leaders with additional competencies such as enabling skills, which would enhance their existing core skills. LGen (ret'd) Michael Jeffery conducted an analysis of the officer DP 5 period, executive officer development, which identified several gaps in general officer competencies, particularly noting the need for senior officers to "be self aware, to recognize personal strengths and weaknesses, and to develop successful compensating strategies ... and possess a degree of humility."⁵² The professional development system cannot expect one pillar alone to be sufficient to address this competency gap; these skills must be targeted well before a leader reaches the executive officer rank.

Duty with Honour also emphasizes the strong values and military ethos that ground the profession of arms and maintains that professional development (PD) is key to

⁵² Michael K. Jeffery, *CF Executive Development Programme - A Concept for Developmental Period 5: The CF Officer Professional Development System*. Toronto, ON: Canadian Forces College, 2008, 11-12.

the military profession's organizational health.⁵³ The PD system is a gradual process where individuals develop and build upon their knowledge as they progress in rank and through the development periods. The DPs are different for officers and NCOs. For this paper's purpose and of this chapter, the focus will be on officer skills and development. However, a uniform approach should be considered for all leaders regardless of rank, designation or occupation. A bottom up approach should be considered when enhancing leadership skills and capacity across the organization. Just as *Conceptual Foundations* evolved from previously siloed leadership doctrine that had been separated between officers and NCOs, the PD system needs to progress and broaden to integrate action and enabling skills into leadership training at all levels of the CAF from entry level recruit through to general officer level (GO/FOs). The Leadership Development Framework (LDF) builds on the leadership doctrine to incorporate the changing skills and competency requirements as leaders progress.

LEADERSHIP DEVELOPMENT FRAMEWORK

Developed from *Conceptual Foundations*, the LDF incorporates the CF effectiveness model and the pillars from the professional development system with the recognition that a member's authority, responsibility and competencies change as they progress in their career (the developmental periods), and it determined what education, training and experience a member required.⁵⁴ The framework identifies the differences between leading people and leading the institution and how they relate to *Conceptual*

⁵³ Department of National Defence, *Duty with Honour, ...*, 59.

⁵⁴ Robert W. Walker, *The Professional Development Framework: Generating Effectiveness in Canadian Forces Leadership*, (CFLI Technical Report 2006-01), Kingston, ON: Canadian Defence Academy, 2006, 26-27.

Foundations' effectiveness dimensions.⁵⁵ Dr Robert Walker noted the congruence between the CF effectiveness model and the CF PD system, which created a clear pathway through a military leader's career to generate effective leaders within the institution.⁵⁶ From this extensive analysis and consultation, sixteen attributes/competencies were determined and classified into five meta-competencies: *expertise, cognitive capacities, social capacities, change capacities* and *professional ideology*.⁵⁷ For this paper's purpose and argument for the enhancement of leadership capacity, the meta-competencies will be grouped into two categories: action and enabling skills. Action skills focus on physical and intellectual leadership capacities, which would comprise *expertise* and elements from *cognitive capacities*. Correspondingly, enabling skills are focused on social and emotional leadership capacities such as *social* and *change capacities* and elements from *cognitive capacities*. The *professional ideology* is an interconnected element and would be an overarching element, not necessarily belonging to one particular skills category. There is an inherent interconnectedness between the five meta-competencies and the sixteen leader competencies, as identified in Table 3.1 - A Leader Framework.

⁵⁵ *Ibid.*, 9-10.

⁵⁶ Robert W. Walker, *The Professional Development Framework: Generating Effectiveness in Canadian Forces Leadership*, (CFLI Technical Report 2006-01), Kingston, ON: Canadian Defence Academy, 2006, 1.

⁵⁷ *Ibid.*, 27.

Table 2: The Leader Framework – Five Elements, Sixteen Attributes

A FRAMEWORK OF 5 LEADER ELEMENTS	16 ATTRIBUTES (IN BOLD) WITHIN 5 ELEMENTS ACROSS THE LEADER CONTINUUM The focus, scope, magnitude of Competencies for responsibilities related to the leader attributes will vary with rank, leader level, position, etc., and usually increase with time in CF, rank, seniority and credibility.
EXPERTISE	Expertise consists of Specialist (Military Occupation Classification) and Technical (clusters, e.g., combat arms, sea trades, aircrew) proficiencies, an understanding and development of the Military and Organizational environments, and the practice and eventual stewardship of the profession of arms, with the capacities to represent and transform the system through applications at the Strategic and Institutional levels.
COGNITIVE CAPACITIES	Cognitive Capacities consist of: a problem-solving, critical, Analytic , "left-brain" competence to think and rationalize with mental discipline in order to draw strong conclusions and make good decisions; plus an innovative, strategic, conceptually Creative , "right brain" capacity to find novel means, "outside the box" ends, and previously undiscovered solutions to issues and problems.
SOCIAL CAPACITIES	Social Capacities consist of a sincere and meaningful behavioural Flexibility to be all things to all people, with sincerity, combined with Communications skills that clarify understanding, resolve conflicts and bridge differences. These capacities are blended with Interpersonal proficiency of clarity and persuasiveness, Team relationships that create coordination, cohesion, trust and commitment, and Partnering capabilities for strategic relations building.
CHANGE CAPACITIES	Change Capacities involve Self -development, with risk and achievement, to ensure self-efficacy, Group -directed capacities to ensure unit improvement and group transformation, all with an understanding of the qualities of a CF-wide Learning Organization , applications of a learning organization philosophy, and the capacity of strategic knowledge management.
PROFESSIONAL IDEOLOGY	Professional Ideology consists of an acute awareness of the unique, theory-based, discretionary body of knowledge at the core of the profession with an Internalized Ethos whose values and beliefs guide the application of that knowledge. The discretionary nature of military knowledge requires keen judgement in its use and involves Moral Reasoning in thinking and acting, shaped by the military ethos. Professional Ideology underpins a leader exemplar with Credibility/Impact who displays character, openness, assertiveness and extroversion that ensures the necessary effect by and from the leader.

Table 3.1 - A Leader Framework: Five Meta-competencies and Sixteen attributes
Source: Dr Robert W. Walker, *The Professional Development Framework: Generating Effectiveness in Canadian Forces Leadership*, 28.

CAF COMPETENCY DICTIONARY

From Dr Robert Walker's extensive analysis of the leadership development framework and *Conceptual Foundations*, in 2015, the CAF developed a comprehensive competency dictionary. It consists of nineteen competencies, which can be applied to the learning development, career planning and career performance tool (to replace CFPAS); it is meant to operationalize the LDF.⁵⁸ The competencies are align with the CAF values and are not linked to specific jobs or tasks. They are listed in order of priority from most to least important, as determined by the average ranking scores, which were obtained through extensive consultation and feedback sessions with both officers and NCMs:⁵⁹

1. Communication;
2. Teamwork;
3. Credibility and Influence;
4. Commitment to Military Ethos;
5. Personnel and Resource Management;
6. Planning and Organizing;
7. Technical/Professional Proficiency;
8. Action Orientation and Initiative;
9. Ethical Reasoning;
10. Interpersonal Relations;
11. Stress Management and Resiliency;
12. Analytical Thinking;
13. Developing Others;
14. Developing Self;
15. Adaptability;
16. Organizational Awareness;
17. Innovation;
18. Envisioning; and
19. Partnering.⁶⁰

⁵⁸ Rankin, Karen J and Kevin Rounding, *Defence Research and Development Canada Scientific Letter Canadian Armed Forces Competency Dictionary (CAF CD)*, Ottawa, ON: National Defence, 2019, 1-3.

⁵⁹ *Ibid.*, 8.

⁶⁰ *Ibid.*, 9-53.

The CAF competencies correlate directly to the LDF five meta-competencies (*expertise, cognitive capacities, social capacities, change capacities and professional ideology*). As previously proposed, the interconnectedness of the LDF meta-competencies can be further grouped into two categories: action and enabling skills. Therefore the nineteen identified competencies could also be grouped into the two skill types. See Table 3.2 below.

Action Skills <i>Expertise</i> <i>Cognitive Capabilities</i>	Enabling Skills <i>Social Capacities</i> <i>Change Capacities</i>
<i>Professional Ideology</i> (3) Credibility and Influence (4) Commitment to Military Ethos (8) Action Orientation and Initiative (9) Ethical Reasoning	
(5) Personnel and Resource Management	(1) Communication
(6) Planning and Organizing	(2) Teamwork
(7) Technical/Professional Proficiency	(10) Interpersonal Relations
(12) Analytical Thinking	(11) Stress Management and Resiliency
(16) Organizational Awareness	(13) Developing Others
(17) Innovation	(14) Developing Self
(18) Envisioning	(15) Adaptability
	(19) Partnering

Table 3.2 - Categorization of the CAF CD based on Action and Enabling Skills

Source: Author created.

Based on Table 3.2 categorization, the top two most important competencies identified by the CAF CD, *communication* and *teamwork*, fall under the enabling skills; the enabling skills category contains eight of the nineteen competencies. Based on the officer competencies description, *communication* consists of both oral and written skills.

Leaders are required to tailor their message to the audience clearly and effectively.⁶¹ Active listening and observation of non-verbal cues are also important techniques to ensure that the target audience receives and understood them. With this definition in mind, a leader must possess a variety of social capacities to communicate with various people effectively and create an inclusive work environment.⁶²

Teamwork is defined as a competency, which includes collaboration, enabling team goals.⁶³ Leaders are to “build, promote, and maintain team spirit, morale, and cohesion, and a climate of transparency to aid meeting goals.”⁶⁴ As previously noted, the CAF leaders’ operating environment is becoming increasingly complex due to technology and the new roles that the military are undertaking, such as providing support in long-term care facilities during the ongoing global pandemic and the future task to distribute the COVID-19 vaccine across Canada. Leaders must possess and actively develop these social skills. Dr Robert Walker’s report highlighted American research conducted on social capacities that demonstrated that leaders require both social and cognitive skills to effectively tackle complex problems and devise creative solutions.⁶⁵ The action and enabling skills work ‘*hand in glove*’ together to create a holistic leadership capacity and framework to effectively lead people and lead the institution. Chapter 3 will expand on the research that further supports this statement. The development of these skills cannot be a mere ‘check in the box’ or ‘one and done’

⁶¹ Rankin, Karen J and Kevin Rounding, *Defence Research and Development Canada Scientific Letter Canadian Armed Forces Competency Dictionary (CAF CD)*, Ottawa, ON: National Defence, 2019, 9.

⁶² *Ibid.*, 10-11.

⁶³ *Ibid.*, 12-14.

⁶⁴ *Ibid.*, 12.

⁶⁵ Robert W. Walker, *The Professional Development Framework: Generating Effectiveness in Canadian Forces Leadership*, (CFLI Technical Report 2006-01), Kingston, ON: Canadian Defence Academy, 2006, 34.

qualification. There is a requirement to build upon these core competencies throughout a member's career. The military professional development and training system must evolve to incorporate the development of these enabling skills. The next section will explore what programs and strategies the CAF currently have to target the development of leaders' action and enabling skills.

FOCUSED SKILLS DEVELOPMENT

There are various programs and standards within the CAF designed to assess a member's cognitive and physical skills. There are military academic institutions and occupation training establishments devoted to developing members' technical skills.

Physical

The Canadian Armed Forces has a robust and standardized physical fitness program in place with an annual assessment mechanism to ensure that all serving members meet the minimum standard and fit to serve. The assessment criteria and test have evolved. In the past decade, significant changes have been made to ensure the evaluation program aligns with all members' core physical demands. The latest version of the CAF physical fitness system is the FORCE Operational Fitness Evaluation.

The program is now called the FORCE evaluation, which includes four parts: a sandbag lift, intermittent loaded shuttles, a sandbag drag and twenty-meter rushes.⁶⁶ The test is administered annually and designed to ensure all members meet the minimum physical employment standard.⁶⁷

⁶⁶ Canadian Forces Morale & Welfare Services, "FORCE Evaluation," Accessed Dec 18, 2020, <https://www.cafconnection.ca/National/Programs-Services/For-Military-Personnel/Military-Fitness/FORCE-Program/FORCE-Evaluation.aspx>.

⁶⁷ *Ibid.*

In 2019 a new Physical Performance Strategy was implemented, and it is known as *Balance*. It is based on research that recognizes that a member's body requires proper rest (sleep), physical activity, injury prevention and nutrition to achieve optimal physical performance (referred to as P4).⁶⁸ The publication provides leaders with a detailed strategy to ensure personnel are healthy and physically fit to perform their duties and meet the operational demands in accordance with the direction given in *SSE*. It also identifies how balanced physical health (P4) can optimize cognitive skills.⁶⁹ The previous fitness strategy was released in 2008, and the new document provides an updated and reinvigorated focus on the physical health of serving members. Supporting Annexes provides service specific guidance and direction based on what the Army, Navy, Air, and Special Operations Force (SOF) Commanders identify as specific to their respective unique operating environments. Although *Balance* is a significant improvement upon the previous direction, it remains unilaterally focused on physical fitness and unfortunately fails to incorporate the social and emotional aspects, the link between a members physical fitness and mental fitness.

The U.S. Army has taken this one step further and created a Comprehensive Soldier Fitness program, which was developed in conjunction with the Positive Psychology department led by Martin E.P. Seligman, PhD at the University of Pennsylvania.⁷⁰ The program was created to equally prioritize the psychological and physical fitness of the Army soldiers. Resiliency training makes up a significant portion of the program to build and strengthen soldier's mental capacities and ideally reduce

⁶⁸ Department National Defence, *Balance - the CAF Physical Performance Strategy*, 2019, 11-12.

⁶⁹ *Ibid.*, 13, 25.

⁷⁰ Amy Novotney, "Strong in Mind and Body," Accessed Dec 28, 2020, <https://www.apa.org/monitor/2009/12/army-program>.

posttraumatic stress disorders (PTSD) and other significant mental health issues that many soldiers can experience through the conduct of their duties. The program has been implemented across the U.S. Army and has become part of the core annual training.

Resilience – Mental Health

The CAF has created several programs and initiatives to decrease the stigma associated with mental health issues and create a more open dialogue about mental health issues. Education and awareness focus on improving support to members and their families. The Road to Mental Readiness (R2MR) program is a Canadian military wide program, which is incorporated in early career courses such as Basic Military Qualification (BMQ – both officer and NCO), Primary Leadership Qualification (PLQ), Intermediate Leadership Program (ILP). It has also been incorporated into some Army junior officer courses, such as the Army Tactical Operations Course (ATOC) and the Combined Arms Team Commanders Course (CTCC).⁷¹ Although resilience is in the program's title, the focus is on increased awareness of strengthening member's mental health, particularly in a deployment and operational context. The program will lead to positive dialogue and awareness of operational stress and the strengthening of the CAF mental health resources. It is an excellent tool and knowledge for all members to have within the organization. However, the program resides under the Director Casualty Support Management (DCSM) and Joint Personnel Support Unit (JPSU). It does not address the development or evaluation of resilience skills from a leadership capacity.⁷² The program becomes a deployment tool and a check in the box for mental health

⁷¹ Department National Defence, "The Road to Mental Readiness (R2MR) Program," Accessed Dec 29, 2020, <https://www.canada.ca/en/department-national-defence/services/guide/dcsm/r2mr.html>.

⁷² *Ibid.*

awareness. Perhaps if the program could evolve and become part of a member's annual individual training, it would become more of the military culture, a mainstream forces-wide knowledge set, and desired skillset. Resilience training in the military must expand beyond junior introductory training to ensure that knowledge and skills are regularly maintained and nurtured throughout a leader's career.

The Canadian Army (CA) created their own program operational focused on soldiers' mental health (illness and operational stress injury) that was rolled out in 2015 as the Canadian Army Integrated Performance Strategy (CAIPS).⁷³ The strategy integrates resilience and the military readiness cycle, consisting of six domains of fitness: emotional, physical, social, spiritual, familial, and intellectual.⁷⁴ The program endeavors to provide a more holistic approach to Army soldiers' readiness and resilience at home and deployed. The supporting Annexes for the emotional and social domains depicts a performance continuum and outlines the scale from optimal to distressed while providing a list of CAF resources and Army specific resources.⁷⁵

The CAF resources are divided amongst strategic publications, programs and services, and courses and training. The majority of the CAF training revolves around R2MR and PSP's core programs such as: Mental Fitness and Suicide Awareness, Stress: Take Charge, Inter-Comm, Managing Angry Moments etc. These programs are excellent and offered to all CAF members; however, they are 'one time', short duration and isolated courses. There remains no continuum of learning and developing these skills, nor does it address or evaluate individual competency or cultivate and build upon these

⁷³ Commander Canadian Army, *Canadian Army Integrated Performance Strategy (CAIPS)*, Ottawa, ON: Commander Canadian Army, 2015.

⁷⁴ *Ibid.*

⁷⁵ *Ibid.*

specific skills over time. These programs remain essential to introduce members to targeted skills development but should not replace comprehensive and progressive leadership training.

Defence Team Total Health and Wellness

The Department of National Defence (civilians and military members) has also developed its own Total Health and Wellness (THW) Strategic Framework (SF), which focus on the leadership responsibility to create a holistic approach to the Defence Team.⁷⁶ The SF leverages and builds upon existing programs and resources to ensure it is aligned and organized into a comprehensive strategic approach for all Defence Team members. The World Health Organization (WHO) definition of health is used for the basis of the framework, which states that health is “*a state of complete, physical, mental, and social well-being and not merely the absence of disease or infirmity.*”⁷⁷ The aim is to ensure a positive psychological workplace for all DT members to benefit organizational health and wellness. The THW dimensions consist of a multi-layered look at what impacts a member’s workplace and personal life and how each of these dimensions can impact the other. Figure 3.2, displays the total health and wellness dimensions.⁷⁸

⁷⁶ Gareth Doherty, Maj E. C. Knight, and Tzvetanka Dobрева-Martinova, "Defence Team Total Health and Wellness Strategic Framework," Paper submitted to the 43rd HFM Panel Business Meeting, Germany 2019, 2.

⁷⁷ *Ibid.*, 3.

⁷⁸ *Ibid.*, 4.



Figure 3.2 - Total Health and Wellness Dimensions

Source: Gareth Doherty, Maj E. C. Knight, and Tzvetanka Dobрева-Martinova, *Defence Team Total Health and Wellness Strategic Framework*, 7-4.

The Defence Team's Strategic Framework regards a member's health and wellness as a priority and believes that improvement cannot be isolated to one specific area such as physical fitness. Still, it must be holistic to address the complex factors that can affect a member. It must provide various programs to develop, assess, and improve all members of the organization.⁷⁹ The Total Health and Wellness Strategic Framework is designed to

⁷⁹ Gareth Doherty, Maj E. C. Knight, and Tzvetanka Dobрева-Martinova, "Defence Team Total Health and Wellness Strategic Framework," Paper submitted to the 43rd HFM Panel Business Meeting, Germany 2019, 12-16.

empower, prevent and ensure the appropriate care and support in place as required; and acknowledge that leadership plays a significant role in the framework. The Strategic Framework shows excellent potential to incorporate greater flexibility into the Defence Team organization to reduce the competition for resources while ensuring a holistic approach to member's health and wellness moves in a positive direction. There might be future opportunities to acknowledge enabling skills and place greater importance on their assessment and development.

SILOS AND GAPS

There are several initiatives, programs, strategic frameworks and strategies across the Canadian Armed Forces, all serving various purposes but with the underlying focus primarily on the members and leaders' physical strength and well-being. Physical fitness and cognitive skills are important, but they are not the only part of an effective military leader. Just because someone can excel in a particular aspect does not mean that they excel in all aspects. Some programs seek to encompass and develop more than physical and cognitive skills. However, the programs lack the depth and do not focus on specific skills or competencies to address the progression of social and emotional capacities. The current approach to developing a member's physical, intellectual, social and emotional skills is scattered and siloed, and it lacks a comprehensive approach.

There is currently a gap within the professional development system that does not focus on developing leaders enabling skills. The GS requires a change to incorporate an inclusive person and task-based approach to improving the foundation from which the four pillars build upon in the CFPDS. The Leadership Development Framework's five meta-competencies have identified the requirement for enabling skills such as social and

change capacities to ensure leadership effectiveness. However, action skills are prioritized over enabling skills, but these skills must be equally prioritized. LGen (ret'd) Michael Jeffrey's executive development study noted "the cultural bias within the CF is that our primary mission is operations, so every opportunity must be taken to be in operations...the result is a culture that undervalues employment in other areas" and this institutional way of thinking creates gaps within the PD systems.⁸⁰ Throughout a leader's career, there could be numerous opportunities to introduce enabling skills and build upon these competencies to enhance leadership capacity. One-dimensional leadership is not sufficient. Social capacities complement and enhance a leader's cognitive skills.

However, there are no existing programs or training currently in place, specifically targeting the development of enabling skills. As opposed to viewing enabling skills as part of a leader's *self development*, which can be self-initiated and pursued outside of the structured training and education, the CAF PD system must prioritize both a leader's enabling and action skills. The CAF CD has integrated the LDF competencies and sought to broaden all CAF members' required skills. Now the PD system must adapt to enhance leadership capacity; it can no longer rely on the "unstated but implicit belief within the CF that any good officer, with suitable operational and command experience can, with time, be a good strategic leader."⁸¹ A comprehensive approach is required to evolve the professional development system. Considerable effort is required to ensure the knowledge is provided at the right point in a leader's career to build upon experience and develop a strong understanding of the required skills. The gradual establishment and

⁸⁰ Michael K. Jeffery, *CF Executive Development Programme - A Concept for Developmental Period 5: The CF Officer Professional Development System*. Toronto, ON: Canadian Forces College, 2008, 14.

⁸¹ *Ibid.*, 16.

progression of enabling skills will better serve leaders throughout their careers, both in command and staff positions. Enabling skills must be built upon over time to produce long-term benefits to the leader and the institution.

CONCLUSION

To be strong and ready to meet the Canadian Government's needs, it is imperative that the Canadian Armed Forces equally prioritize and invest in our greatest resource, our people, to ensure they are both physically and mentally fit. Physical fitness, sports, health and wellness, are all key aspects of the CAF culture. The social and emotional capacities must also become normalized and become part of the core leadership capacities and professional development system.

Who is the lead or champion for the comprehensive wellness/fitness of our leaders? There are many silos and service-related initiatives and programs focused on different aspects of fitness. Yet, there is a gap and, therefore, an opportunity to evolve the existing leadership capabilities. There is no single organization or overarching institutional program that is stewarding, delivering or developing a complete, full mind and body (not just one aspect) approach to leadership capacity. The CAF lacks a comprehensive approach to training and developing holistic leadership skills (both action and enabling skills). A thorough examination is required to minimize redundancies and ensure widespread knowledge, understanding and effectiveness. The silos need to be broken down, not destroyed, but combined to properly take stock of the programs and policies to refine further and enhance all facets of our leaders.

These skills and training cannot become a 'check in the box' qualification. There should be a gradual build up of core skills with reinforcement and regular progression,

particularly in emotional and social capacities. Enabling skills can be learned, nurtured and developed, but these competencies require frequent/routine maintenance, awareness, and assessment to ensure proper development. Perhaps one organization should not be the sole responsibility or authority, but the CAF needs to conduct further research and review various programs to make an informed decision. Many of the programs were created out of a need and an identified gap in the services or health care system. These efforts can be built upon and ideally unified in a complete institutional program that targets leadership capacity at all levels of the military.

As highlighted in the chapter introduction, we do not expect recruits to perform fundamental physical military tasks on day one. Neither do we expect the new leader to perform all leadership tasks on day one. Therefore, it is key to establish a gradual exposure, build up, and reinforce leadership skills throughout a leader's career. Chapter 1 identified the transition point in a leader's career where previously used skills may no longer be suitable and must be exchanged for a more indirect approach to communicate and consult effectively at the strategic level. The CAF must identify and develop the required social and emotional capacities in leaders before the senior general officer level. It is too late to retrain a leader effectively after twenty plus years of service.⁸² There are so many competing priorities and demands placed upon leaders at the organization's most senior levels. Unfortunately the reality is that unless it is an institutional priority, there will always be '*something else more important to do.*' The next chapter will present a case for evolving the CAF doctrine and provide various enabling skills that can and

⁸² Michael K. Jeffery, *CF Executive Development Programme - A Concept for Developmental Period 5: The CF Officer Professional Development System*. Toronto, ON: Canadian Forces College, 2008, 8-15.

should be integrated into the professional development system to enhance leadership effectiveness and build better leaders.

CHAPTER 4 – STRENGTHENING LEADERS & LEADERSHIP CAPACITY

“Leadership is all about people. It is not about organizations. It is not about plans. It is not about strategies. It is all about people-motivating people to get the job done. You have to be people-centered.”⁸³

- Colin Powell

INTRODUCTION

A great deal is expected of leaders today in the constantly evolving and complex operating environment. Leaders must motivate others, communicate clear intentions, and create detailed plans with flawless visions to achieve mission success. However, there is also an increased recognition that CAF leaders need to address racism, harassment and discrimination and the recent announcement of a Chief of Professional Conduct and Culture signals increased emphasis on professional culture. There is also a requirement to possess strong social and interpersonal skills to influence others effectively. Cognitive skills are important and a priority in the military, but they will only get a leader so far and influence others to a certain extent. Leaders must also connect with their followers and be able to motivate others, especially during stressful situations, requiring enabling skills. These competencies are what set good leaders apart from great.

According to a CareerBuilder survey, seventy-one percent of employers value emotional intelligence over technical intelligence because when people understand and manage emotions in themselves and others, it creates a positive and productive work

⁸³ Colin Powell, "Colin Powell Quote," Accessed Jan 2, 2021, <https://www.azquotes.com/quote/1427723>.

environment.⁸⁴ Emotional intelligence is an enabling skill that can enhance leadership capacity, and it will be explored along with other skills that are proven to improve leaders' social and interpersonal skills. These skills are not mutually exclusive; these abilities intersect and overlap with one another to strengthen a leadership capacity. Enabling skills can support cognitive skills, and together, they can build better leaders.

The previous chapter demonstrated that there is currently a gap within the professional development system in cultivating leaders social and emotions skills. Developing leaders' enabling skills will enhance a leader's resilience, teams and broader institutional effectiveness. Enabling skills are equally as important as a leader's action skills. The CAF has recently prioritized diversity and inclusion.⁸⁵ As such, the institution must evolve to ensure that leaders have all the required skills to support an inclusive environment that values differences. This chapter will explore specific tools such as emotional intelligence, mindfulness and cultural intelligence that can be integrated into the CAF's leadership development framework and professional development system to improve and strengthen leaders ability to succeed and thrive in this evolving operating environment.

EMOTIONS ARE NOT THE ENEMY

Hollywood and history have given us many inspirational fictional and non-fictional leaders. What is it precisely about the person that makes you listen to them or want to follow them or be a part of their team? Sometimes you even hear someone say, 'I would take a bullet for X.' That statement alone shows the powerful influence that

⁸⁴ Lauren Landry, *Why Emotional Intelligence is Important in Leadership*, Harvard Business School Online, 2019.

⁸⁵ Department National Defence, *Canadian Armed Forces Diversity Strategy ...*, 1.

someone can have over another, an unwavering sense of loyalty to the individual and not just the mission, an extremely high god-like regard. A leader's intellectual skills will promote them to a certain level, but their social skills will set them apart. Humans connect on an emotional level. As such, emotions should be understood and embraced because when someone can truly motivate others and bring out their best, this is beneficial to the team and the organization. Effective leadership impacts the tactical, operational and strategic levels of the organization. People are the most important resource in the CAF and as such, leaders must strive to enhance all skills that seek to understand better and influence people.

Often in the military, emotions are viewed as a weakness or vulnerability and should be downplayed for fear of judgment; to 'soldier on' or 'tough it out.'⁸⁶ The idea that emotions are chaotic and irrational creates a negative connotation and a perception that they should be suppressed.⁸⁷ By definition, emotion is "a feeling such as happiness, love, fear, anger, or hatred, which can be caused by the situation that you are in or the people you are with" and in this sense, it can cover many feelings both positive and negative.⁸⁸ It can also be defined as "the part of a person's character that consists of their feelings, as opposed to their thoughts", and this context may imply that having emotion or being emotional is without reason or thought; both cases do not have a positive association.⁸⁹ Therefore, understandably these definitions may not align with a

⁸⁶ Wes Smith EdD, Troy Messer EdD, Jeffrey C. Sun PhD, and Meghan J. Pifer PhD, "The Intersection of Leadership and Emotions - Lessons and Actions Leading to Change," *Journal of Military Learning* (2018): 82.

⁸⁷ Alicia Ohlsson and Gerry Larsson, "Emotions in Strategic Leadership: A Literature Review and Theoretical Modelling for Future Research Directions," *International Journal of Organization Theory and Behavior*, 20, no. 03 (2017), 312.

⁸⁸ "Emotion Definition and Meaning," Accessed Jan 23, 2021, <https://www.collinsdictionary.com/dictionary/english/emotion>.

⁸⁹ *Ibid.*

military environment since the military is predominately associated with control and discipline. Research notes that people who can regulate emotions and not suppress them will make more effective cognitive decisions.⁹⁰

The military is a people business, and people have emotions. They are a part of every-day life. Research in affective science has identified skills that might improve a person's overall emotional fitness and wellbeing, also known as emotional resilience.⁹¹ These skills can be practiced and developed over time to strengthen a person's emotional muscle memory. The research shows improved problem solving, better interpersonal relationships, decreased mental illness and greater flexibility to adapt to adversity.⁹² Therefore, if leaders can train and acquire skills to identify and understand emotions and manage them in themselves and others, this would be an asset; it would enhance their overall leadership capacity.

Emotions should not be feared or viewed negatively in the military context; they are something to be understood. Leaders who possess the skills and knowledge to manage emotions in others successfully can use the ability in various situations such as conflict resolution. Improving leaders social and emotional capacity will not diminish or degrade their leadership abilities; it will enhance their leadership capacity. To effectively lead others, a leader must embrace all perspectives and differences to understand better and influence them to conduct a task. Emotion is not a limitation, and it is another element to be understood and cultivated.

Emotional Culture

⁹⁰ Alicia Ohlsson and Gerry Larsson, "Emotions in Strategic Leadership" ... , 319.

⁹¹ Sara B. Algoe, and Barbara L. Fredrickson, "Emotional Fitness and the Movement of Affective Science from Lab to Field," *The American Psychologist* 66, no. 1 (-1, 2011): 35-42.

⁹² *Ibid.*

Just as people have emotions, so too can organizations, and this is known as emotional culture. Culture involves history, traditions, values and norms. An organization's culture is not just the physical or cognitive identity of an organization but also the affective values that govern how people interact and express themselves at work.⁹³ The emotional culture consists of rules, official and unofficial, ingrained in the organization, which guides what emotions are acceptable.⁹⁴ Research indicates that an organization's emotional culture can positively or negatively impact employee satisfaction, creativity, decision-making and attendance.⁹⁵

Leadership plays a significant role in organizational culture, and Edgar Schein stated, "leadership and culture formation are two sides of the same coin."⁹⁶ Leaders create and influence their organization's emotional culture through their actions, presence, and communication directly and indirectly. To create a positive emotional culture, leaders must have self-awareness, and emotions cannot be overlooked or disregarded because they are "a vital part of what makes people and organizations tick."⁹⁷

The emotional culture of an organization is shaped and cultivated at all levels, from the tactical to the strategic level. It is important to recognize that role modelling, inclusivity, and authenticity are key enablers.⁹⁸ Conversely, organizations must not

⁹³ Sigal Barsade and Olivia A. O'Neill, "Manage Your Emotional Culture," *Harvard Business Review* (January, 2016), <https://hbr.org/2016/01/manage-your-emotional-culture>.

⁹⁴ Alicia Ohlsson and Gerry Larsson, "Emotions in Strategic Leadership" ... , 322.

⁹⁵ Sigal Barsade and Olivia A. O'Neill, "Manage Your Emotional Culture," *Harvard Business Review* (January, 2016), <https://hbr.org/2016/01/manage-your-emotional-culture>.

⁹⁶ Edgar H. Schein and Peter A. Schein, *Organizational Culture and Leadership*, New York: John Wiley & Sons, Incorporated, 2016, xiv.

⁹⁷ Sigal Barsade and Olivia A. O'Neill, "Manage Your Emotional Culture," *Harvard Business Review* (January, 2016), <https://hbr.org/2016/01/manage-your-emotional-culture>.

⁹⁸ *Ibid.*

reward or reinforce toxic emotions or behaviours because it will impact credibility and create confusion within the organization regarding what attributes are suitable.⁹⁹

CAF DIVERSITY STRATEGY

In 2017, the CAF issued its first diversity strategy, recognizing that society is changing and becoming more diverse, and the Canadian military must be a reflection of society to remain relevant.¹⁰⁰ Diversity is identified and acknowledged as a strength and force enabler. Therefore, military leaders need to create an inclusive environment with different perspectives. Relationships are an essential part of evolving culture within the organization. It is not a small feat, and it will require leaders at all levels of the organization to understand their member's experiences and communicate effectively. The approach is comprehensive, more than a headcount, and it goes beyond the four designated employment equity groups.

The strategy identifies the requirement to review all CAF doctrine to ensure it aligns with diversity and "to ensure that the principles are firmly embedded within the foundational approach to leadership."¹⁰¹ Leaders are at the center of the strategy to be champions of the initiative, but leaders must possess the attributes and mature skills to understand and support the strategy. Leaders must be capable of supporting an inclusive environment and promoting diverse values.¹⁰²

When leaders possess empathy and strong social skills, it becomes a force multiplier within the organization, and it motivates others to improve and elevate their game. Positive leadership role models for inclusion and diversity act as a catalyst within

⁹⁹ Colonel George Reed, "Toxic Leadership." *Military Review* 84, no. 4 (2004): 68.

¹⁰⁰ Department National Defence, *Canadian Armed Forces Diversity Strategy ...*, 1.

¹⁰¹ *Ibid.*, 9.

¹⁰² *Ibid.*, 8.

the institution and cause a ripple effect. Providing CAF leaders with training to develop social and emotional skills enhances their leadership capacity as opposed to diminishing it; enabling skills are an impetus for positive changes within the organization.

Lead by example is one of the fundamental principles of leadership, and it serves as a reminder that “leaders set the tone for their organization.”¹⁰³ To effectively generate a CAF that reflects Canada’s diversity, it is imperative to equip military leaders with the enabling skills to succeed. Priority to modernize the training and professional development system to ensure that diversity factors into the system will enhance cultural awareness, communication and decision-making.¹⁰⁴ Emotional intelligence skills development aligns with the CAF diversity strategy goals. It would enhance leaders’ self and social awareness capacity to recognize the strength of diversity and create an inclusive environment.

EMOTIONAL INTELLIGENCE

As the operating environment continues to evolve, the Defence Research and Development Canada (DRDC) has studied areas to improve command and control and leadership was explored.¹⁰⁵ With increased complexity, the research showed that different command and control approaches are required to adapt, and these varied styles could increase agility, enhancing chances for mission success.¹⁰⁶ Although a preliminary study, it acknowledges the intrinsic link between leadership and various aspects of decision-making, it recognizes collaborative nature, particularly when working in a distributed

¹⁰³ Lauren Landry, *Why Emotional Intelligence is Important in Leadership*, Harvard Business School Online, 2019.

¹⁰⁴ Department National Defence, *Canadian Armed Forces Diversity Strategy*: Department National Defence, 2017, 13.

¹⁰⁵ Micheline Bélanger, *Command and Control Canadian Armed Forces of Tomorrow (C2CAF-T)*, DRDC – Valcartier Research Centre: Defence Research and Development Canada, 2016, i.

¹⁰⁶ *Ibid.*, 13.

environment. The research findings establish a list of positive and negative leadership attributes that contribute to mission success. The positive attributes are: dispositional, social and cognitive. The literature reviewed by the researchers identified emotional intelligence as a key component, and those positive relationships can impact the team's actions.¹⁰⁷ The research also noted that "most effective leaders will use the leadership style that is the most appropriate to the situation."¹⁰⁸ Therefore, the institution needs to train and develop these attributes to ensure that leader possess a variety of skills to call upon in whatever operating environment they find themselves in the future.

Emotional intelligence (EQ) is "the capacity to reason about emotions, and of emotions to *enhance thinking* ... to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to *promote emotional and intellectual growth*."¹⁰⁹ Emotional intelligence focuses on improving an individual's self-reflection and understanding (self-awareness and self-regulation) and improving their social skills (empathy, communication and motivation).¹¹⁰ EQ is a skill, which can be developed and strengthened over time. Although EQ is separate from IQ, both forms of intelligence are related and emotional intelligence has been identified as more important than cognitive intelligence when determining leadership effectiveness. EQ has proven to enhance cognitive abilities. While IQ is somewhat fixed and only contributes to about 20% of a person's success, EQ skills can often be more important than IQ.¹¹¹

¹⁰⁷ Micheline Bélanger, *Command and Control Canadian Armed Forces of Tomorrow (C2CAF-T)*, DRDC – Valcartier Research Centre: Defence Research and Development Canada, 2016, 22.

¹⁰⁸ *Ibid.*

¹⁰⁹ Golnaz Sadri, "Emotional Intelligence and Leadership Development," *Public Personnel Management* 41, no. 3 (2012), 536.

¹¹⁰ *Ibid.*, 535-537.

¹¹¹ Daniel Goleman, *Emotional Intelligence - Why it can Matter More than IQ*, 10th ed. New York, New York: Bantam Book, 2005, 34.

Emotions and feeling are a natural and normal part of being human. Leadership is about influencing others to accomplish a task. If a leader can understand others, this can enable them to inspire and motivate others to do something. Emotions impact and affect a leader's ability to interact with others, cope with stress, learn and make decisions.

Emotions should not be viewed negatively but instead as something to be understood in oneself (self-awareness) and others (social awareness). Leaders who can recognize emotions in themselves can better regulate their response and reaction to demanding situations. A strong grasp of the human dimension can improve leaders personally, and it can also improve organizational culture.

Transformational Leadership And Emotional Intelligence

Transformational leadership has been identified in CAF doctrine, *Conceptual Foundations*, as the optimal and preferred leadership style, which include characteristics such as the ability to *motivate* and *influence others*, to be charismatic and also to provide “a sense of *personal meaning*, value and *purpose*...addresses higher order individual needs.”¹¹² *Leading the Institution* also noted how transformational leadership skills are required to foster and influence cultural change within the organization.¹¹³

There are many parallels between emotional intelligence and transformational leadership, emotional intelligence can enhance a leader's social and emotional capacities. A leader who possesses the ability to recognize emotions and manage them in themselves and others can yield better results (positive outcomes) for a team (achieve a mission or task) and for the organization (build connection and meaning with the institution).

¹¹² Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), 69.

¹¹³ Department of National Defence, *Canadian Forces Leadership – Leading the Institution*, (Kingston: Canadian Defence Academy, 2005), 34.

Additionally, a leader who can connect more with their followers and understand their needs can motivate and inspire them, especially during stressful or challenging situations. Emotional intelligence can provide a leader and their followers with enhanced resilience and the ability to cope with stressors and readily adapt to changes.

When reviewing *Conceptual Foundations*, the word ‘emotion(s)’ or ‘emotional’ appears less than a dozen times and mainly in connection to a charismatic leader’s followers having more of an emotional attachment/connection, how persuasion and motivation can arouse emotions in others, and lastly how emotional volatility contributes to chaos and it can have a significant impact on a mission’s success.¹¹⁴ There are no connections identified between a leader’s effectiveness or abilities or emotional intelligence. Little reference is made to emotions and only in the leader's ability to influence others. However, the CAF leadership doctrine does state, “leaders modelling of self-control and effective coping behaviour can have a generally beneficial effect on the performance of others.”¹¹⁵ The requirement is present; the training and skills development must be considered and implemented into the leadership professional development system. The doctrine must also evolve to include and acknowledge the benefits of emotional intelligence and how other enabling skills can enhance leadership capacity.

MODELS FOR MEASURING EMOTIONAL INTELLIGENCE

¹¹⁴ Department of National Defence, *Canadian Forces Leadership - Conceptual Foundations*, (Kingston: Canadian Defence Academy, 2005), 61.

¹¹⁵ *Ibid.*

Several methods and tools exist to assess, measure and develop emotional intelligence. This section will provide a brief summary of three of the main methods to assess emotional intelligence and the key components of each model.

Daniel Goleman's model

A competency-based model that is often viewed as a mixed model approach that is well suited for the workplace. The model consists of twenty competencies that can be learned and four main areas: self-awareness (understanding and recognizing internal feelings), self-management (managing internal states and impulses), social awareness (awareness of others feelings) and relationship management (the ability to motivate and achieve desired responses from other, teamwork).¹¹⁶ These skills focus on recognizing and regulating emotions in oneself (personal competencies) and others (social competencies).¹¹⁷ The Goleman model has two ways to measure emotional intelligence: the Emotional Competency Inventory (ECI) and the Emotional and Social Competency Inventory (ESCI).¹¹⁸

Mayer-Salovey-Caruso model

An abilities model that is thought to evolve with ones experience and age from basic level abilities to more complex, which is meant to be separate from personality.¹¹⁹ The model consists of four parts: perceiving emotion (visually identifying emotions in people and pictures), emotional facilitation (weighing emotions and deciding how to react), understanding emotion (labelling emotions) and managing emotions (regulation of

¹¹⁶ Lisa Gardner and Con Stough, "Examining the Relationship between Leadership and Emotional Intelligence in Senior Level Managers," *Leadership & Organization Development Journal* 23, no. 1 (2002): 69-70.

¹¹⁷ Golnaz Sadri, "Emotional Intelligence and Leadership Development," *Public Personnel Management* 41, no. 3 (2012): 537.

¹¹⁸ *Ibid.*, 537.

¹¹⁹ Lisa Gardner and Con Stough, "Examining the Relationship between Leadership ... , 69.

self and others). The model is measured using the Mayer-Salovey-Cruso Emotional Intelligence (MSCEIT), and research noted that many leadership development programs integrated this model with 360° feedback before attending the training to enhance the learning experience.¹²⁰

Reuven Bar-On model

A non-cognitive model that explores both social and emotional intelligence together. The model consists of fifteen components that are divided into five domains: intrapersonal emotional intelligence (inner-self focused skills and competencies), interpersonal emotional intelligence (adaptability and interpersonal skills such as empathy), stress management emotional intelligence (stress tolerance and effective coping) and general mood emotional intelligence (positivity, optimism and happiness).¹²¹ The model is measured through a self-report test that contains one hundred and thirty-three questions covering the five domains. The results are presented similar to intelligence quotient (IQ) testing and the score is used to predict an individual's ability to perform with daily challenges at that point in time.¹²² The higher the score, the more positive the association.

Elements of the various models could be integrated into the CAF professional development system and even combined with current tools, such as the 360° feedback. There are many commonalities between the three main models as they focus on the individual's ability to understand emotions and manage during challenging and stressful

¹²⁰ Golnaz Sadri, "Emotional Intelligence and Leadership Development," ... , 537.

¹²¹ Lisa Gardner and Con Stough, "Examining the Relationship between Leadership and Emotional Intelligence in Senior Level Managers," *Leadership & Organization Development Journal* 23, no. 1 (2002): 69.

¹²² *Ibid.*

environments. These aspects are relevant and similar to military leadership. Emotional Intelligence can be taught, measured, and when understood, it can elevate a leader's ability. Therefore, it should be another tool used to enhance CAF leadership capacity. Research and peer-review journals have recognized the Mayer-Salovey-Cruso Emotional Intelligence (MSCEIT) model as the preferred choice for testing and the Emotional Quotient Inventory (EQ-i / Baron-On model) as the second best option to assess an individual. However, it also noted that the EQ-i could be linked to a person's personality.¹²³ Research also indicated that the various models posed challenges to test-retest reliability, which is a limitation, and perhaps EQ is best suited as a PD or personal feedback mechanism.¹²⁴ The self-report questionnaire was identified as reliable, and it would be a small-scale option to explore for future program development.

Incorporating EQ In CAF Training

In Daniel Goleman's book "*Primal Leadership*" he hypothesizes about what an organization would like if its core principles revolved around leadership instead of being utilized as more of a corrective approach to an organization's effectiveness.¹²⁵ He wondered how the organization would look if it started hiring by focusing on an individual's EQ skills for leadership.¹²⁶ The Canadian military is an organization founded upon leadership, it is a core element to the military culture and throughout CAF publications. The CAF should incorporate emotional intelligence awareness and training into the professional development system to build, evaluate and assess better leaders.

¹²³ Kimberly-Anne Ford Ph.D., and Karen D. Davis, *Cultural Intelligence, Emotional Intelligence and Canadian Forces Leader Development - Concepts, Relationships, and Measures - CFLI TR 2007-01*, Kingston, ON: Department National Defence, 2007, 23.

¹²⁴ *Ibid.*, 31.

¹²⁵ Daniel Goleman, Richard Boyatzis, and Annie McKee, *Primal Leadership - Unleashing the Power of Emotional Intelligence*, Boston, MA: Harvard Business Review Press, 2013, 5.

¹²⁶ *Ibid.*, 5.

The 360° feedback is currently employed in a limited capacity in the CAF as a self-assessment tool for leaders to assess and develop their personnel competencies. The Canadian Forces College (CFC) uses the 360° feedback mechanism for the Joint Command Staff Program (JCSP) and National Security Program (NSP) courses.¹²⁷ The tool is a method to improve self-awareness and identify individual strengths and weaknesses.¹²⁸ However, delivery's timeliness is not optimal since the students do not receive detailed feedback from the 360° assessment until the end of the course. Ideally, the leaders could obtain the information at the beginning of the course and then have the ten-month period to reflect and develop a plan to improve their competencies and potentially even reassess individual capacities. Additionally, it might be beneficial to include peer feedback to provide an alternative perspective throughout the CFC courses, particularly the JCSP and NSP, where the selected leaders could benefit from alternative trade and service peer perspectives, other than their directing staff.

The Vice Chief of Defence Staff (VCDS), LGen Michael Rouleau, indicated that emotional intelligence (EQ) assessments were conducted for all of the Colonels and General Officer / Flag Officers (GOFO) being considered for promotion in 2020. Also, candidates were allowed to participate in an executive coaching pilot program, which provided individually tailored coaching to select Defence Team leaders.¹²⁹

The trial's initial feedback is very positive, and the executive coaching tool is considered essential to developing institutional leaders. Many of the volunteer participants reported, "the broadening of their leadership mindset, leading through

¹²⁷ Dr Alan Okros, *Leadership in the Canadian Military Context CFLI MONOGRAPH 2010-01*, Kingston, ON: Canadian Defence Academy, 2010, 49-50.

¹²⁸ *Ibid.*, 45.

¹²⁹ NDHQ ECP PMO, *Evaluation Report - NDHQ Executive Coaching Pilot*, Ottawa, ON, 2020, 4.

complexity, increased interpersonal and team working capabilities and the ability to understand differences, and embrace diversity.”¹³⁰ A significant portion of the feedback correlates directly to the CAF competencies explored in the previous chapter. This demonstrates the immediate and tangible benefit of adding emotional intelligence into leadership development. Although this pilot program focused on senior officers, a similar version could be tailored for different leadership levels. A logical target population would be the JCSP students, and there would be ample opportunity to conduct direct trials and receive immediate feedback, which could be adjusted and improved upon for the program as required. Focusing on one or two levels down in the developmental period from General officer (DP 5) provides a greater opportunity for long-term impact. It would also give leaders more skills to enhance their leadership capacities in preparation for future institutional level positions. The NDHQ Executive Coaching Pilot study also acknowledged this option. It provided feedback that the training may be most effective for the leader who is moving from the technical proficiency (operational level) into a staff officer or strategic level role within the institution level (during the doctrinal transition zone between leading people and leading the institution). The candidates believed that the coaching would have the greatest impact at this point in a leaders career.¹³¹

The data was not an official factor in the promotion recommendations, but it was used as supplementary information to identify any red flags.¹³² This trial is undoubtedly a step in the right direction; however, it would be interesting to see the outputs and how the

¹³⁰ *Ibid.*, 4.

¹³¹ NDHQ ECP PMO, *Evaluation Report - NDHQ Executive Coaching Pilot*, Ottawa, ON, 2020, 4.

¹³² LGen M. Rouleau, zoom conversation with JCSP 47 Course, 16 December 2020.

feedback can assist candidates; perhaps the information could highlight training opportunities earlier on in the officer DPs.

Arguably, it is too late in an officer's career at the senior GO/FO level to implement EQ testing to realize the full benefits and witness the long term effects. However, this testing should be implemented uniformly amongst officers and Non-commissioned members at the beginning of the leadership training and throughout the leadership training system to realize the maximum benefits to the leaders and institution. The senior NCO program at OSSID could benefit from adding these EQ assessments and executive coaching into their curriculum and leadership training. The VCDS spoke to the possibility of including EQ assessments formally into the general officer promotion criteria and selection process, stating that "relationships matter and how we deal with people matters", but this decision is not final at this point.¹³³ This will require further research, review and follow-up.

BUILDING BETTER LEADERS

Enabling skills can improve leadership capacity. Enabling skills are focused on the social and emotional competencies and, as such, tend to be challenging to establish a concrete link to the military environment. The authoritarian leadership style used in the 20th century and long before is no longer applicable in today's operating environment. Leaders need to embrace a holistic approach to their craft and profession. To do so, enabling skills must be leveraged to enhance the art of leadership; these skills will not degrade or diminish the leader's capacity. There are various enabling skills, which can improve a leader's cognitive skills, and often these skills work in parallel or complement

¹³³ LGen M. Rouleau, zoom conversation with JCSP 47 Course, 16 December 2020.

one another. One does not need to choose one enabling skill, but there are similarities and mutual benefits. The various enabling skills support improved personal resilience, social capacity and can build better leaders.

Mindfulness

In the age of information overload, people are regularly bombarded by options, pings and dings, to notify them of new messages, emails etc., it is almost like the mind is continually running a never-ending marathon. It is exhausting and can also lead to injuries and mental fatigue. As a leader, it is important to focus on the task at hand and look forward and make decisions to prepare followers and capabilities for future demands. This ability to focus and effectively use mental energy is a skill that can be developed and enhanced through mindfulness training. Mindfulness training has been heavily researched over the past decades through psychology and medicine, and it is scientifically proven to improve memory, decision-making skills and cognitive capacities, just to name a few of the numerous benefits.¹³⁴ It has also been linked to improved self-awareness and emotional intelligence as well as improving personal resilience.¹³⁵ Bolstering leaders mental strength through mindfulness training is another way to develop enabling skills and strengthen leadership capacity within the CAF. The practice of mindfulness does not only benefit the individual, but it also benefits the organization. This ripple effect could also improve organizational culture and members mental health.¹³⁶

¹³⁴ Richard Mogg, *Mindfulness for Military: Improving Human Performance, Cognitive Mastery, Emotional Intelligence and Resilience*, Grounded Curiosity, 2016.

¹³⁵ *Ibid.*

¹³⁶ The Mindfulness Initiative, *Building the Case for Mindfulness in the Workplace - the Mindfulness Initiative Private Sector Working Group*, United Kingdom: The Mindfulness Initiative, 2016, 7.

Mindfulness is often thought to be associated with Buddhism or other eastern philosophies, and while the practice of mindfulness may have originated there, it is something that has become increasingly popular in western society.¹³⁷ Mindfulness can easily be incorporated into any person's life; it is simply the act of having the mind stay in the present moment and not allowing thoughts to dwell in the past or future. It has gained a lot of traction over the years from large businesses, such as Google, Ford, General Electric, Nike etc.¹³⁸ Although businesses tend to be focused on improving absenteeism and generating revenue, some case studies have also noted a significant improvement in employee's wellbeing, lower stress levels, lower depression and improved workplace relationships.¹³⁹ Some organizations have even hired mindfulness coaches to develop and teach the leadership, which has also been proven to have numerous benefits such as improved decision making, memory and overall work-life balance.¹⁴⁰ These positives can be highly beneficial to any organization and most certainly the military, where the operating environments and deployed missions generate a great deal of stress both physically and mentally. Integrating mindfulness training within military leadership development seems a natural fit. A physically and mentally fit leader will have more resilience to cope with pressure and bounce back from adversity.

A 2018 study conducted by DRDC focused on the prevalence of post-traumatic stress disorder (PTSD) and depression in CAF members and how members might be at an

¹³⁷ Jordan Beatty, "Mindfulness: Building Resiliency in the Canadian Armed Forces," *Canadian Military Journal* 21, (November 20, 2020): 63.

¹³⁸ Richard Mogg, *Mindfulness for Military: Improving Human Performance, Cognitive Mastery, Emotional Intelligence and Resilience*, Grounded Curiosity, 2016.

¹³⁹ The Mindfulness Initiative, *Building the Case for Mindfulness in the Workplace ...*, 9-11.

¹⁴⁰ Jordan Beatty, "Mindfulness: Building Resiliency in the Canadian Armed Forces," *Canadian Military Journal* 21, (November 20, 2020): 63-64.

increased risk for moral injury.¹⁴¹ The study focused on analyzing a period of time where soldiers deployed to Afghanistan, and it determined that over half of the members had experienced psychological stress and at least one potentially morally injurious experiences (PMIEs) from the deployments.¹⁴² The military personnel experienced or developed post-traumatic stress disorder (PTSD) and major depressive disorder (MDD) in 7.6% and 9.2% of the members surveyed. The military operating environment is known to be stressful, and if approximately 1 in 11 deployed members can expect to experience serious mental health concerns following a deployment, then logically, it would be beneficial to introduce skills and resources that can bolster a members mental health. The DRDC study also found several “common PTSD therapies were not always effective, indicating the need to innovate and consider alternative approaches.”¹⁴³ Mindfulness could be one of those alternative approaches that could benefit members post deployment who have been injured but could also be a tool to strengthen member’s mental focus and resiliency prior to encountering high stress scenarios, ultimately making the members more effective and better leaders. Research has shown that mindfulness breathing-based practices reduce anxiety and PTSD symptoms in individuals who conducted testing one month and one year post treatment.¹⁴⁴ This alternative approach was explored when conventional treatment had not been effective with numerous U.S.

¹⁴¹ Anthony Nazarov, Deniz Fikretoglu, Aihua Liu, Megan Thompson, and Mark Zamorski, *Greater Prevalence of Post-Traumatic Stress Disorder and Depression in Deployed Canadian Armed Forces Personnel at Risk for Moral Injury*, Toronto: Defence Research and Development Canada, 2018, 1.

¹⁴² *Ibid.*

¹⁴³ Anthony Nazarov, Deniz Fikretoglu, Aihua Liu, Megan Thompson, and Mark Zamorski, *Greater Prevalence of Post-Traumatic Stress Disorder and Depression ...*, 9.

¹⁴⁴ Emma M. Seppälä, Jack B Nitschke, Dana L Tudorascu, Andrea Hayes, Michael R Goldstein, Dong T H Nguyen, David Perlman, and Richard J Davidson, "Breathing-Based Meditation Decreases Posttraumatic Stress Disorder Symptoms in U.S. Military Veterans: A Randomized Controlled Longitudinal Study," *Journal of Traumatic Stress* 27, no. 4 (-8, 2014), 397.

veterans, and the results demonstrated improvements to three of the hyperarousal PTSD symptoms.¹⁴⁵

The United States military has invested extensively in researching options to assess and determine the effects of mindfulness training on soldiers minds to better prepare soldiers for duty. Dr Amisha Jha, a neuroscientist who leads the project, known as project STRONG, is focused on developing tools to protect soldier minds and brains similarly to how physical fitness training prepares and strengthens member's bodies.¹⁴⁶ The initial mindfulness training conducted on soldiers less than a year before they deploy overseas (roughly eight to ten months prior) has indicated increased attention and awareness. This is a positive correlation because Dr Jha's studies have also noted that 'off-task' thinking happens 30-50% of a person waking hours, leading to hazardous operational impacts due to attention performance lapses.¹⁴⁷ The military system is not foreign to physically demanding tasks and standards; even military drill requires extensive attention, physical training and discipline.¹⁴⁸ However, the Canadian military has not prioritized mental training. There have been progressive steps to increase member's resilience, and mindfulness would be another tool that would complement the existing resiliency training. Mindfulness training cannot be another course; research has proven that it must be regularly practiced, just like physical fitness, to see the focus and attention benefits.¹⁴⁹

¹⁴⁵ *Ibid.*, 403.

¹⁴⁶ Melissa Myers, "Improving Military Resilience through Mindfulness Training," February 1, 2021, https://www.army.mil/article/149615/improving_military_resilience_through_mindfulness_training.

¹⁴⁷ Amishi P. Jha, Alexandra B. Morrison, Justin Dainer-Best, Suzanne Parker, Nina Rostrup, and Elizabeth A. Stanley, "Minds "At Attention": Mindfulness Training Curbs Attentional Lapses in Military Cohorts," *Plos One* 10, no. 2 (February 11, 2015).

¹⁴⁸ *Ibid.*

¹⁴⁹ Melissa Myers, "Improving Military Resilience through Mindfulness Training," February 1, 2021, https://www.army.mil/article/149615/improving_military_resilience_through_mindfulness_training.

Therefore, the CAF should explore applications that can easily be delivered to members across the organization and align with the military culture. The CAF could trial online course options and applications to determine suitable options. The Australian Defence Force has begun trials, and the initial feedback from the various organizations has been positive.¹⁵⁰ Several military-style tailored mindfulness training programs exist and are well established. BOOTSTRAP and Battlemind are both programs used by the U.S. military focused on reducing stress and developing mental fitness.¹⁵¹ BOOTSTRAP consists of short a forty-five minute sessions once per week where participants are also expected to log practice time outside of the training, initially created for new Naval recruits.¹⁵² The training aims to use common military language to deliver the content to improve the military participants' likelihood of adopting and maintaining the practice. Battlemind consists of five phases: Introduction, Event, Reaction, Self and Buddy Aid, and Battlemind Focus.¹⁵³ The training is focused on the premise, '*steel your battlemind*' and '*armor for your mind*', with the intent for this language to be more palpable to military members.¹⁵⁴

The mindfulness training feedback and research have been extremely positive, with soldier's reporting an increased ability to focus and that they "were better able to discern key information under chaotic circumstances and experienced increases in

¹⁵⁰ Richard Mogg, *Mindfulness for Military: Improving Human Performance, Cognitive Mastery, Emotional Intelligence and Resilience*, Grounded Curiosity, 2016.

¹⁵¹ Jordan Beatty, "Mindfulness: Building Resiliency in the Canadian Armed Forces," *Canadian Military Journal* 21, (November 20, 2020): 65.

¹⁵² Dillon Leigh Small, "Review of the Literature regarding Mindfulness Training as Psychological Prophylaxis for Military Stress," Psy.D., Biola University, 2015, 23.

¹⁵³ *Ibid.*, 21.

¹⁵⁴ *Ibid.*, 22.

working memory function.”¹⁵⁵ The earlier the training can be introduced to leaders in their career would increase the potential to have the practice of mindfulness become a ‘*normalized*’ part of military culture and lead to increased leadership capacity throughout a member’s career. By building mental capacity, this will benefit the leader’s resilience, focus and overall wellbeing.

Cultural Intelligence

Too often, leaders state that they ‘*don’t see color or gender and that they only see a uniform*’, but unfortunately, this mentality is problematic because instead of acknowledging the differences, it has the opposite effect and essentially paints everyone with the same brush. It can be a challenging concept for military leaders because the system is designed to inculcate core norms and values that are the foundation for the profession of arms. Diversity and inclusion are key aspects that effective leaders in the CAF must espouse, and members should not feel invisible or not acknowledged. This can affect morale and retention.

The successful leadership skills that support diversity and inclusion also correspond to cultural intelligence. Cultural intelligence (CQ) is defined as “a person’s capability for successful adaptation to new cultural settings...to deal effectively with other people with whom the person does not share a common cultural background and understanding.”¹⁵⁶ A leader that possesses CQ can understand the various perspectives and balance the demands of the situation, people and circumstances that will enhance the

¹⁵⁵ Matt Richtel, "The Latest in Military Strategy: Mindfulness," April 5, 2019, <https://www.nytimes.com/2019/04/05/health/military-mindfulness-training.html>.

¹⁵⁶ Kimberly-Anne Ford, and Karen D. Davis, *Cultural Intelligence, Emotional Intelligence and Canadian Forces Leader Development - Concepts, Relationships, and Measures - CFLI TR 2007-01*, Kingston, ON: Department National Defence, 2007, 5.

mission without diminishing the overall success.¹⁵⁷ Dr Robert Walker's report on the Leadership Development Framework (LDF) noted the utility of CQ as a critical enabler within complex operating environments and also how CQ can provide "maximum leader flexibility in diverse international circumstances."¹⁵⁸ Mindfulness is also linked to CQ as it supports the leaders knowledge and perception of oneself (their assumptions, keeping an open mind and using empathy to understand the perspectives) and it acknowledges the direct and indirect messages that can be conveyed by behavior.¹⁵⁹ Mindfulness is the connection between cultural intelligence's various elements and synchronizes knowledge, cognition, behavior, and motivation.¹⁶⁰

Cultural variety is not only experienced during expeditionary operations or found in another country; it exists within the regular day-to-day interactions of CAF members, the services (Army, Navy, Air Force and SOF) and even within the various occupations.¹⁶¹ Therefore, CQ can be an enabler to foster a cohesive unit, develop teamwork and improve interpersonal skills. Three elements comprise the multifaceted aspect of cultural intelligence: cognitive, motivational and behavioral.¹⁶² It is essential to gain the new knowledge required to understand differences, how to influence, and appreciate differing personalities and perspectives to achieve mission success. CAF leaders must be able to inspire their teams both domestically and abroad.

¹⁵⁷ Karen D. Davis and Justin C. Wright, *Cultural Intelligence and Leadership: An Introduction for Canadian Forces Leaders*, Kingston, ON: Canadian Defence Academy Press, 2009, 47.

¹⁵⁸ Robert W. Walker, *The Professional Development Framework: Generating Effectiveness in Canadian Forces Leadership*, (CFLI Technical Report 2006-01), Kingston, ON: Canadian Defence Academy, 2006, 44.

¹⁵⁹ Karen D. Davis and Justin C. Wright, *Cultural Intelligence and Leadership ...*, 47.

¹⁶⁰ Karen D. Davis and Justin C. Wright, *Cultural Intelligence and Leadership: An Introduction for Canadian Forces Leaders*, Kingston, ON: Canadian Defence Academy Press, 2009, 15.

¹⁶¹ *Ibid.*, 48.

¹⁶² *Ibid.*, 15.

In 2007, Kimberly-Anne Ford and Karen Davis wrote a report on behalf of the Canadian Forces Leadership Institute (CFLI) highlighting the parallels and overlapping concepts between cultural and emotional intelligence. A leader's ability to assess oneself provides insight into their thoughts, blind spots, and the different ways a situation can be viewed. This ability is important in an operational context and in building trust within a unit or team. Similar to EQ, there are methods that can be used to measure and assess CQ. There are questionnaires, such as the twenty-item cultural intelligence scale (CQS), which can be employed to predict cultural judgment, and these tests are proven reliable, especially when used over periods of time.¹⁶³ The study also noted the intersection between the three aspects of CQ and the LDF created by Dr Robert Walker.¹⁶⁴ The cognitive element is related to both the *cognitive capacity* and *social capacity*, where the leader's openness and interpersonal skills create flexible approaches for the diverse perspectives.¹⁶⁵ The motivational aspect connects to the *change capacity* and *professional ideology* through the moral reasoning and self-development required of a leader to foster credibility and enhance group transformation in line with CAF strategic vision.¹⁶⁶ The behavioral element closely links to the *expertise* and *cognitive capacity* through the communication, knowledge and analytical skills a leader can use to understand other cultures and standpoints.¹⁶⁷ The intersections between the LDF dimensions, CQ and EQ

¹⁶³ Kimberly-Anne Ford, and Karen D. Davis, *Cultural Intelligence, Emotional Intelligence and Canadian Forces Leader Development - Concepts, Relationships, and Measures - CFLI TR 2007-01*, Kingston, ON: Department National Defence, 2007, 20.

¹⁶⁴ Kimberly-Anne Ford, and Karen D. Davis, *Cultural Intelligence, Emotional Intelligence and Canadian Forces Leader Development - Concepts, Relationships, and Measures - CFLI TR 2007-01*, Kingston, ON: Department National Defence, 2007, 9.

¹⁶⁵ Kimberly-Anne Ford, and Karen D. Davis, *Cultural Intelligence, Emotional Intelligence and Canadian Forces Leader Development - Concepts, Relationships, and Measures - CFLI TR 2007-01*, Kingston, ON: Department National Defence, 2007, 9.

¹⁶⁶ *Ibid.*, 10.

¹⁶⁷ *Ibid.*, 12.

demonstrate how these enabling skills are essential for developing and enhancing leadership capacity.¹⁶⁸

CONCLUSION

There are numerous roles and tasks expected of military leaders today, arguably more than ever before, such as building cohesive teams, ensuring a positive command climate through a physical and social media presence, establishing trust and credibility as a steward of the profession of arms while developing resilience in self and others etc. Emotion is a human capacity, and it is needed and utilized consciously or even subconsciously in almost all facets of life, particularly when making decisions and interacting with others. Leaders who possess strong social capacities can perform better in challenging operating environments, and this can also enhance leaders cognitive processes while effectively managing others' emotions. Training and developing social and emotional capacity can improve leaders communication, problem solving and interpersonal skills. By developing leaders' social and emotional capacity with emotional intelligence, cultural intelligence, and mindfulness, the investment benefits will be widespread and enhance leadership effectiveness for the CAF.

This chapter presented numerous enabling skills that are proven to enhance a member's resilience and social capacity. The benefits of integrating emotional intelligence, mindfulness training, and cultural intelligence into the CAF would increase the well-being of all members and the teams and units. Additionally, it could potentially serve as a proactive tool for member's mental health, which would improve the organization's emotional culture and potentially retention rates. Even one of these

¹⁶⁸ *Ibid.*, 43.

enabling skills alone demonstrates a significant benefit to leadership capacity, but together these enabling skills are mutually beneficial and warrant the requirement for integration into the CAF LDF and PD system. The next chapter will provide recommendations for immediate and progressive changes that should be given strong consideration to ensure the CAF leadership development remains relevant for future leaders, credible to Canadian society and prepared for the complex operating environment.

CHAPTER 5 – RECOMMENDATIONS

*“Perfection is not attainable. But if we chase perfection, we can catch excellence.”¹⁶⁹
- Vincent Lombardi*

INTRODUCTION

As noted throughout this paper, the current operating environment is extremely complex and rapidly evolving. It presents CAF leaders with new challenges due to the swift technological advances, globalization and heightened security environment, and it is

¹⁶⁹ Wayne Dyer, “Quotes on Leadership and Continuous Improvement,” SproutNoDoubt, 2020.

the responsibility of the Canadian military to adapt and prepare all leaders. Harnessing the diverse experiences and perspectives of members is essential for leaders to succeed in the future. Diversity of skills and background will improve planning and decision-making, creating an inclusive environment for everyone to thrive and succeed. By building better leaders, the CAF organizational culture benefits and it will be a more desirable employer and improve retention of people; it's most valuable resource.

The CAF trains and builds military leaders, and the instruction begins from basic training. A series of leadership publications guide the leadership training that has a value-based approach to creating ethical and effective leaders. *Conceptual Foundations* provides direction on the CF military effectiveness dimensions and the desired skills to *lead people* and *lead the institution*. Although not explicitly identified, several characteristics could benefit from integrating emotional intelligence, mindfulness, and other enabling skills into the leadership development framework. This chapter will consolidate the concepts discussed throughout the paper and offer recommendations for the Canadian Armed Forces institution to consider for future investment, change and implementation.

Although beyond the scope of this paper the ideas identified should also be taken into consideration for the Non Commissioned Members (NCM) Oside institute and leadership training to ensure a uniform approach is taken to enhancing leadership capacity amongst all military members, officers and NCMs.

No. 1 - LEADERSHIP AWARENESS SESSIONS

In person or online information sessions could be created through consultation with industry and academia. The aim would be to educate members on enabling skills

such as emotional intelligence, cultural intelligence and mindfulness, explaining why it is important to members and the military team. The U.S. Army has conducted similar sessions using the adult learning theory created by Malcolm Knowles, and the CAF could consider adopting a similar approach to facilitate learning.¹⁷⁰ These sessions could also be an opportunity for senior leadership to *lead by example* and be directly involved and actively participate. Participants could complete a short questionnaire prior to the training and again following the training sessions to assess the growth and depth of learning achieved. The feedback from several U.S. Army trainees was surprisingly optimistic, and several members noted aspects they planned on changing about their leadership style immediately. Junior leaders may be more willing to open their minds and participate if they see senior leaders making the time and effort to develop and evolve personally.

The awareness and integration of enabling skills will not necessarily be a smooth or natural transition for all members due to its seeming contradiction to the '*rough and tough*' military environment. Yet, this is all the more reason to conduct the leadership awareness sessions at all levels and to ensure that members learn from the beginning of their career onward; conversations are required to normalize these competencies and enhance leadership capacity. It will take time to change the dialogue and culture, but I would suggest that many leaders are ready for this.

Furthermore, it cannot be about creating a '*one time*' briefing and calling it a day, this change will require action at all levels, but it must begin with opening the dialogue and evolving the lexicon that currently describes effective military leadership. Enabling

¹⁷⁰ Wes Smith EdD, Troy Messer EdD, Jeffrey C. Sun PhD, and Meghan J. Pifer PhD, "The Intersection of Leadership and Emotions - Lessons and Actions Leading to Change," *Journal of Military Learning* (2018): 87.

skills must be equally prioritized, along with cognitive skills. *It is no longer possible nor relevant to only train leaders physically; it is critical that mental training receive the same energy and effort.*

No. 2 - DOCTRINE

- Review and revise Duty with Honour and the CAF Leadership publication series to add the enabling skills and competencies to evolve CAF culture and enhance leadership capacity.
- Re-establish the Canadian Forces Leadership Institute (CFLI) to create an institutional “think tank” and address the gaps. A mixed team should include academics, external subject matter experts, and military members focused on evolving and enhancing CAF leadership.

There is an immediate requirement to review and revise the current CAF Leadership publication series. Before the current leadership doctrine, the last revision had been in 1973. The CAF cannot afford to wait thirty more years to update its doctrine. The world has evolved and will continue to do so, and the CAF must adapt to remain relevant with Canadian society. More specifically, the publications must incorporate the new CAF competencies dictionary lexicon and expand leadership skills and attributes. Options should include but not be limited to character-based, adaptive, authentic, and inclusive leadership models.

The current CAF Leadership publications should be examined to directly acknowledge emotions and their role for leaders and the institution. The dialogue must change to address the current gap, as identified in Chapter 3. The conceptual theory concept and narrative need to be updated, and the applied manuals need to be substantively updated to incorporate the Leadership Development Framework.

The CAF has been practicing and teaching leadership for years, but the environment has changed, and the leadership training must also evolve. There is no

formal training that addresses emotions, the skills required to understand and manage emotions and how these skills can enhance leadership capacity; there is a requirement to de-bunk the myth that there is no place for emotions in the military. This previous gap has only caused the CAF's emotional culture to suppress feelings and view them as the enemy. Therefore, acknowledging emotions as any other skill to understand, learn and develop creates a more inclusive work environment, improves mental health awareness, and equips all members of the organization for the future.¹⁷¹

The CAF leadership doctrine review and evolution is the first step and will require dedicated staff to conduct a thorough assessment and re-write. Contracting expertise can be of assistance but this needs to be done by those who fully understand the CAF and the requirements of leaders at all levels. The CAF is just over five years in a huge culture change and evolution with Operation HONOUR, and with this also comes significant leadership transformation. Leadership development is a continuous process and priority; currently, there is a failure to recognize the leadership challenges and acknowledge that leadership demands do not end. The work's importance necessitates a team of mixed professionals with the sole purpose and function to study emerging leadership practices and develop CAF leadership training/development material. Strong consideration must be given to re-establishing the Canadian Forces Leadership Institute (CFLI).

No. 3 – COMMON PROFESSIONAL DEVELOPMENT

- The training environment is ideal to trial new initiatives and allows members to learn, make mistakes and grow. The leader must be equipped with skills to develop well-reasoned responses for unpredicted circumstances.

¹⁷¹ Zea Garcia, Deyanira, Sarayu Sankar and Nuzulul Isna, "The Impact of Emotional Intelligence in the Military Workplace," *Human Resource Development International* (January 1, 2020): 2.

- CDA should trial various enabling skills across the DPs to enhance leadership capacity and build up these skills throughout an officers career, as discussed in Chapter 4.
- There is also a requirement to “re-train” how and what the military instructors are assessing. Institutional biases can unknowingly be perpetuated and impact CAF culture and leadership development.

There is a requirement to review and refocus the PD curriculum across the CAF.

The curriculum should equally prioritize the development of a leader's cognitive and social capacities. Strong consideration should be given to integrating mindfulness, cultural intelligence and emotional intelligence skills development into the core material. The training environment is where leaders need to test new skills and abilities before returning to the workforce.

The new skills could be introduced immediately as a ‘pilot program’. Road testing ideas and initiatives would be a way to trial, develop and quickly improve the integration of various enabling skills. The Canadian Forces College (CFC) teaches the DP 3 and DP 4 officer and the Joint Command Staff Program (JCSP) and National Security Program (NSP) would be an excellent and ideal target audience to test out enhanced leadership capacity skills. Additionally, the Royal Military Colleges (RMC Kingston and St-Jean) would also be an excellent junior level officer audience. Early exposure to social and emotional skill development can have lasting positive effects on the institution. Senior/GOFO level officers should not be the trial audience. Arguably the skills should already exist (should be extremely strong/mature at the DP 5 level), and individuals should have the opportunity to build up these skills through their careers. The CAF must equip the leader and not solely focus on the curriculum. Murray Simons’ thesis about holistic professional military development concluded that there is a requirement to shift

“from the traditional vessel filling paradigm of formal courses to a sociological approach of growing strategic leaders.”¹⁷²

The students could provide valuable feedback into evolving and adapting future programs to train and develop a leader’s enabling skills. As noted in the 2016 *Officer Development Period 4/5 Review Working Group Report*, “the DP reports should include professional commentary on each Canadian military officer’s potential using descriptors aligned with the LDF framework.”¹⁷³ It is important to note that the CFC staff must also receive training and awareness on the new skills and CAF competency dictionary. There is no black and white solution or a specific example of what and how these competencies can be portrayed or experienced.

As the curriculum evolves, so too must the staff’s understanding and training because, unknowingly, the perpetuation of institutional biases can occur. To foster a culture of inclusion, leaders must recognize and appreciate that there are various options, and one size does not always fit all. Murray Simons’ thesis about military PD also noted seven key data themes. It provided associated recommendations, one of those points identified the requirement to improve staff college academic competency due to the significant impact it can be on student’s experience and learning environment.¹⁷⁴

No. 4 - EQ, CQ & MINDFULNESS

- EQ and CQ assessment tools and coaching sessions should be integrated at the beginning of both the JCSP and NSP courses. EQ and CQ should become formal learning objectives as part of the core curriculum at CFC.

¹⁷² Murray V. Simons, "Holistic Professional Military Development: Growing Strategic Artists," Massey University New Zealand, 2009, i.

¹⁷³ *Officer Developmental Period 4/5: PROJECT STRATEGIC LEADER*: Department National Defence, 2016, 32.

¹⁷⁴ Murray V. Simons, "Holistic Professional Military Development: Growing Strategic Artists," Massey University New Zealand, 2009, 211-212.

The previous chapter provided three enabling skills that are proven to enhance leadership capacity. There is a significant overlap between Emotional Intelligence (EQ), Cultural Intelligence (CQ) and mindfulness skills and the required competencies identified in the LDF. Individual elements of each of these skills should be incorporated into the curriculum for leadership development. EQ, CQ and mindfulness could integrate into the training from the beginning of a leader's career, and the skills must be built upon and reinforced during the various DPs. The gradual progression of skills will enhance leader's focus, self-awareness, cognitive skills and foster an inclusive atmosphere. The development of these enabling skills should become part of the assessed officer like qualities (OLQ), as they are essential skills for leading people and leading the institution. There is a requirement for a fundamental review of assessed officer like qualities (OLQs) for DP 3 & 4.

As previously noted in Chapter 3, the 360° feedback currently used at CFC as part of a self-assessment tool to provide information to the JCSP and NSP course students. However, the students receive feedback at or near the end of their course. It would be optimal if students could complete the survey as part of a pre-course package to deliver the personal 360° feedback sessions during the first two-three months of the course. Providing the students with their feedback early on would allow a greater self-reflection period and allow time to develop personal improvement strategies. Ideally, these strategies could be tested throughout the course, as opposed to receiving the information at the end when a member has a variety of competing priorities such as posting and relocation etc.

No. 5 – CULTURE

- Identify an Institutional champion for CAF culture where the various siloed initiatives (identified in Chapter 3) and others such as Op HONOUR, the Path etc., could be unified and stewarded. A unified and holistic approach is required to evolve CAF leadership and culture to build inclusive teams. Leaders need more skills from the beginning of their career, which can be built upon over time to advance the CAF culture.
- There is cultural bias within the CAF that is inculcated over time, such as the primacy of operations.¹⁷⁵ A shift is required along with the reprioritization of leader skill development.
- Organizations possess both cognitive and emotional culture, which can be explicitly understood (written or verbal direction) and implicitly (nonverbal, values, moods and feelings) experienced.¹⁷⁶ (discussed in Chapter 4)

Although beyond the scope of this paper, the CAF culture is intrinsically linked to the organizational leadership. During this paper's writing, a CAF leadership crisis is ongoing in relation to sexual misconduct, but it spans beyond just this subject. In order to evolve and improve CAF culture, leaders at all levels require additional skills and training. The CAF should seek external advice and expertise to develop a comprehensive framework to change and align the existing policies and programs; to provide a unified and transparent system. A phased approach will be required to establish immediate and long-term goals. However, initially small measurable steps are required to rebuild CAF confidence internally and externally. It is not enough to update policies; words on paper will mean nothing to the people in uniform if they do not feel included, respected and supported. It is a leadership responsibility to foster an inclusive environment.

There is a requirement to steward, unify, and champion CAF culture initiatives at the L1 level. The establishment of the Chief Professional Conduct and Culture position

¹⁷⁵ Michael K. Jeffery, *CF Executive Development Programme - A Concept for Developmental Period 5: The CF Officer Professional Development System*. Toronto, ON: Canadian Forces College, 2008, 13-15.

¹⁷⁶ Sigal Barsade and Olivia A. O'Neill, "Manage Your Emotional Culture," *Harvard Business Review* (January, 2016), <https://hbr.org/2016/01/manage-your-emotional-culture>.

presents an opportunity for the gap identified in this paper (Chapter 3) and various enabling skills (Chapter 4) to be further explored. The increased focus on culture emphasizes the people and the team; this requires a shift in priorities beyond operations and tasks to be completed. The internal team dynamic necessitates leaders to be better equipped with the skills to lead inclusive teams effectively. Additional research is required to determine the appropriate training mechanisms (the exact tools and skills needed to build upon through members careers), but the opportunity exists now and must be seized.

CONCLUSION

This chapter has provided some pointed recommendations for the CAF to examine. Military officers' skills development must evolve; enabling skills must receive the same level of importance and prioritization as action skills. Leadership training cannot wait for another decade or more to be updated. The doctrine and training system must adapt now to ensure that CAF leaders possess all the cognitive and social skills to effectively lead diverse teams for various tasks, both domestically and internationally.

CHAPTER 6 – CONCLUSION

“Courage is what it takes to stand up and speak; courage is also what it takes to sit down and listen.”¹⁷⁷

~ Winston Churchill

Change and leadership evolution must be viewed as an opportunity and not a threat to the institution or organizational integrity. Change is constant and it takes time to

¹⁷⁷ Ekaterina Walter, "50 Heavyweight Leadership Quotes," Last modified [or accessed] 3 March 2021, <https://www.forbes.com/sites/ekaterinawalter/2013/09/30/50-heavyweight-leadership-quotes/>.

realize. Therefore, change for the sake of change is not the goal but the ability to review, re-assess, evolve and improve is the aim. By integrating and aligning action and enabling skills, the Canadian Armed Forces (CAF) will enrich its leadership ability. Enabling skills will not diminish a leader's ability, but it will enhance leadership capacity.

Strong, competent and capable leadership is vital for the CAF. It is crucial to developing a leader's social and emotional capacity to increase leadership effectiveness. If leadership development does not evolve to meet the requirements for today and tomorrow's complex operating environment, then the CAF will not be able to recruit or retain its most valuable resource. The people within the CAF are representative of Canadian society, and in order to remain relevant, the military must build better leaders and enhance the organizational leadership capacity.

People are the most important resource of the CAF. Leadership is vital to the success and conduct of all military tasks and missions. This paper has noted that the current approach to developing leadership capabilities is incomplete and that it must evolve to strengthen leadership capacity and build better leaders. There are robust standards and mechanisms to establish and develop a leader's physical and intellectual capacity, but there is more to being an effective military leader than just physical and intellectual prowess. Chapter 4 presented various enabling skills such as emotional intelligence, mindfulness and cultural intelligence. These skills are proven to improve leaders communication and problem solving, further enhancing leadership capacity. Leaders must be well rounded in both cognitive and social capacity. It will better enable them to create an inclusive work environment and motivate members to achieve the mission. Chapter 5 offered several recommendations for swift implementation and others

that require further research before action. Strong consideration should be given to the suggestions to build better leaders within the CAF.

There is a requirement to enhance leadership capacity by integrating social capacities into military training and aligning action and enabling skills to create a comprehensive and balanced professional development system. The CAF leadership capacity and organizational culture must evolve. The military cannot wait another thirty years to update its leadership doctrine to include these core action and enabling skills. It must adapt now.

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