Operational leadership nature: conceptual review, framework and core competencies

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AGENDA

• Introduction
• Competency: concept and approach perspectives
• Duty analysis and description
• US Army Leader Core Competencies Model
• Research methodologies
• Presentation, analysis and discussion of findings
• Conclusions and recommendations
INTRODUCTION

• High interest in organisations and academic world
• Competencies and leadership
• Inexistence of national military doctrine
• Reference model
• Importance of the subject
• Research object and delimitation
INTRODUCTION

• **General objective**

To identify the Portuguese Army operational leaders core competencies in accordance with the requirements and demands of the wide functional spectrum inherent to its activities.

• **Specific objectives**

**SO1**: Assess which are the Portuguese Army operational leaders most important competencies.

**SO2**: Assess which are the Portuguese Army operational leaders most frequent competencies.

**SO3**: Classify the Portuguese Army operational leaders competencies in “core”, “routine” and “critical”.
INTRODUCTION

• Research strategy

• Analysis model
  Dimensions/Indicators/Variables

• Main research question

  *What competencies are assessed as “core” in the operational leadership competencies model, in order to reach the expected performance by the Portuguese Army?*
INTRODUCTION

• Secondary research questions

SRQ1: What are the Portuguese Army operational leaders most important competencies?

SRQ2: What are the Portuguese Army operational leaders most frequent competencies?

SRQ3: What are the differences between the company commanders and battalion commanders competencies in the Portuguese Army?

SRQ4: What are the critical competencies for the Portuguese Army company and battalion commanders?
COMPETENCY: CONCEPT AND APPROACH PERSPECTIVES

Richard Boyatizis

*Individual cause-effect feature resulting in real and superior performance during the execution of an activity.*

Source: [http://www.linkedin.com](http://www.linkedin.com)

Spencer & Spencer

*Intrinsic individual features that influence and are used as standards for performance in the job environment.*

Source: [http://www.icedr.org](http://www.icedr.org)

George Klemp

*Identification of personal features that lead to an efficient and superior performance at work.*

Source: [http://www.icedr.org](http://www.icedr.org)
Ferreira Cascão

An inherent individual characteristic that has cause-effect relationship with effectiveness and superior performance criteria in a job or situation.

Source: http://www.produtodoano.com

Scott Parry

Competencies are based in knowledge, abilities and attitudes and reflect the majority of an individual performance in his work (role or responsibilities), measured through accepted standards and developed by training.

Source: http://www.slideshare.net/
COMPETENCY: CONCEPT AND APPROACH PERSPECTIVES

Approach perspectives

- Functional approach (Ceitil)
- Constructivist theories (Parry)
- Behaviourist theories (McClelland, Boyatzis e Spencer & Spencer)
- French approach (Bilhim)
- Anglo-saxon approach (Woodruff)
COMPETENCY: CONCEPT AND APPROACH PERSPECTIVES

Literature review synthesis

- Duties specific behaviours frequently observed and inherent to a professional activity
- Represent a superior task or specific activity performance
- Measurable
- Different from activities and tasks
- Involve more than personal features
- Multidimensional approach
- Situational and dynamic character
DUTY ANALYSIS AND DESCRIPTION

Collection, analysis and information systematization process of a specific duty, in order to identify tasks, attributions and the necessary competencies for its performance.

Where does he do it?

When does he do it?

What does he do?

Why does he do it?
## US Army Leader Core Competencies Model

<table>
<thead>
<tr>
<th>Leads Others</th>
<th>Extends Influence Beyond the Chain of Command</th>
<th>Leads by Example</th>
<th>Communicates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead others • Provide purpose, motivation, inspiration. • Enforce standards. • Balance mission and welfare of Soldiers.</td>
<td>• Build trust outside lines of authority. • Understand sphere, means, and limits of influence. • Negotiate, build consensus, resolve conflict.</td>
<td>• Display character. • Lead with confidence in adverse conditions. • Demonstrate competence.</td>
<td>• Listen actively. • State goals for action. • Ensure shared understanding.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creates a Positive Environment</th>
<th>Prepares Self</th>
<th>Develops Leaders</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set the conditions for positive climate. • Build teamwork and cohesion. • Encourage initiative. • Demonstrate care for people.</td>
<td>Be prepared for expected and unexpected challenges. • Expand knowledge. • Maintain self-awareness.</td>
<td>Assess developmental needs. Develop on the job. • Support professional and personal growth. • Help people learn. • Counsel, coach, and mentor. • Build team skills and processes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achieves</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provide direction, guidance, and priorities. • Develop and execute plans. • Accomplish tasks consistently.</td>
</tr>
</tbody>
</table>

Source: FM 6-22.
RESEARCH METHODOLOGIES

- Target population: company (108) and battalion (17) commanders (Portuguese Army operational component).
- Two samples: functional interview (7) and questionnaires (61).
- Questionnaire purpose: to measure the importance and frequency of each leader core competency (US Army) in the daily life of the target population.
- Functional interview purpose: to assess the relationship between KSAO and the US Army leader core competencies model.
RESEARCH METHODOLOGIES

- Quantitative analysis conducted by resorting to SPSS and Microsoft Excel.
- Value defined per each independent variable.
- Transformation matrix.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Importance</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scale</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Value</td>
<td>1 2 0 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure</th>
<th>Scale/value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>1, 2, 3 = 1</td>
</tr>
<tr>
<td></td>
<td>4, 5 = 2</td>
</tr>
<tr>
<td></td>
<td>1, 2, 3 = 0</td>
</tr>
<tr>
<td></td>
<td>4, 5 = 2</td>
</tr>
</tbody>
</table>
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Interview content analysis

- Knowledge (Doctrine / Tactics / Operations 100%).
- Skills (Social/Individual skills 100%).
- Abilities (Communication / Oral communication 100%).
- Other Characteristics (Physical fitness 100%).
- Tasks (Make decisions / Planning 100%).
- Roles (Planning and conducting training / Resources, time and risk management 100%).

No differences observed between the two positions (except techniques)
All core competencies were referred
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Questionnaire content analysis

Reliability statistics: 0.78 to 0.83

Competency “Leads others”

A – Manage balance between mission demands and well-being of subordinates (Q4)
B – Maintain and set high professional standards (Q4)
C – Use appropriate influence techniques in order to stimulate others (Q4)
D – Explain the significance of work (Q4)
E – Create and promulgates a vision of future (Q2)
F – Set and communicate clear intents and purposes (Q4).
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Competency “Extend influence beyond the chain of command”

A – Establish and maintain alliances (Q1)
B – Negotiate for understanding, building consensus, and resolve conflicts (Q2)
C – Develop trust (Q4)
D – Understand the sphere, means and limits of influence (Q4)
A – Demonstrate character, by modeling the Army values consistently by actions, attitudes and communications (Q4)
B – Demonstrate commitment to the nation, Army, Unit, soldiers, community and international partners (Q4)
C – Demonstrate tactical and technical knowledge and skills (Q4)
D – Lead with trust in severe stress (Q2)
E – Look for and be open to new and different ideas and point of views (Q4)
F – Demonstrate the “warrior ethos” (Q4)
G – Understand the importance of conceptual skills and communication to others (Q4)
A – Be sensitive to cultural factors when communicating (Q2)
B – Give recommendations so others understand advantages (Q3)
C – Transmit thoughts and ideas to guarantee shared comprehension (Q4)
D – Employ communication techniques (Q4)
E – Determine strategies of information sharing (Q4)
F – Listen actively (Q4)
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Competency “Create a positive environment”

A – Create a positive environment (Q2)
B – Foster team work, cohesion, cooperation and loyalty (Q4)
C – Antecipate needs of others at work (Q3)
D – Encourage subordinates to practice initiative, assume responsibility and control (Q4)
E – Encourage opens and frank communications (Q4)
F – Encourage justice and integration (Q4)
G – Accept reasonable setbacks and failures (Q2)
H – Express and demonstrate concern for people and their well-being (Q4)
I – Expresse and demostrate high expectations for individuals and teams (Q4)
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Competency “Prepare self”

A – Maintain a relevant geopolitical awareness (Q1)
B – Maintain a relevant cultural awareness (Q2)
C – Analyse and organize information to create knowledge (Q2)
D – Expand conceptual and personal capabilities (Q2)
E – Expand technical, tactical and technological knowledge (Q2)
F – Assess and incorporate feedback given by others (Q3)
G – Maintain self-awareness (Q3)
H – Maintain mental and physical health and well-being (Q4)
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Competency “Develop others”

A – Assess the others development needs (Q4)
B – Foster work development, challenges and job enrichment (Q3)
C – Advise, train and mentor (Q4)
D – Facilitate the ongoing development (Q4)
E – Facilitate the development based on the Institution (Q4)
F – Build team or group skills and processes (Q2)
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Competency “Get results”

A – Prioritize, organize and coordinate tasks for teams (Q4)
B – Identify, make available, manage and fight for resources (Q4)
C – Identify and contribute to individual and group capabilities (Q3)
D – Execute plans (Q4)
E – Recognizes and rewards good performances (Q4)
F – Remove work barriers (Q2)
G – Find, recognize and take advantage opportunities to improve performance (Q4)
H – Integrate feedback in work processes (Q3)
I – Designate, clarify and deconflict roles (Q3)
J – Identify, adjust the mission, tasks and organization to external influences (Q4)
PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS
Portuguese Army operational leader core competency profile

- Lead others
- Lead by example
- Influence beyond the chain of command
- Communicate
- Create a positive environment
- Develop others
- Get results
CONCLUSIONS AND RECOMMENDATIONS

• Great diversity of concepts and perspectives.
• Competency means a superior performance in a task or activity; an established standard.
• Identified the most important competencies (SRQ1)
• Identified the most frequent competencies (SRQ2)
• No major differences were observed between Cpt/Maj/Ltc (SRQ3)
• One critical competency identified: “Prepare self” (SRQ4)
CONCLUSIONS AND RECOMMENDATIONS

- Answer to MRQ
- US Army Leader Core Competency Model applicable
- Model needs to be tested and evaluated
- Model can be improved with other models
- Change the paradigm of HR management system

THANK YOU FOR YOUR ATTENTION!
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