

US ARMY MEDICAL DEPARTMENT JOURNAL

LEADERSHIP THE NECESSARY ELEMENT FOR SUCCESS

October - December 2007

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Perspective

Major General Russell J. Czerw

Consideration of leadership usually invokes thoughts of universally acknowledged great leaders on the world stage, normally those who rose to prominence during times of crisis. Such leaders may be political, Abraham Lincoln and Winston Churchill, or seemingly unremarkable people who simply evolve into leadership roles in response to situations and circumstances, Mahatma Gandhi and Lech Walesa, for example.

Similarly, discussions about military leaders usually bring forth the names of senior commanders whose success in combat in major conflicts carried historic significance. The US military has many such individuals whose leadership styles were as varied as their backgrounds: flamboyant and aggressive in the mold of General George Patton and Admiral William “Bull” Halsey, or persuasive and tactful as General Dwight Eisenhower. However, it must be remembered that success of military organizations is directly dependent on the exercise of solid leadership across the entire force structure, at all levels of rank. Every military member looks to superiors, whether or not directly in the chain of command, for leadership, either as examples or for direction and stability. Conversely, every military member also very quickly recognizes the absence of leadership in situations requiring it. When this occurs, we either look elsewhere, or take personal responsibility to fill the void. Often, in critical situations, that exercise of personal leadership can mean the difference between life and death, either for ourselves, or others.

In our world of military medicine, situations involving the lives of others are the primary reason for our existence. In the deadly chaos of the battlefield, the Combat Medic assumes a leadership role based on specialized skills and an unwavering responsibility to the lives of Soldiers. The Medic is in charge of the casualty situation, no matter the ranks or roles of others involved. The leadership displayed by the Medic in such situations is critical to the morale of the unit, which must have complete confidence in his or her skills and ability to use them. At the other end of the chain of casualty care are the senior medical



Soldiers who must exercise clear leadership among their counterparts of varying and interrelated medical specialties. This leadership is critical to ensuring the correct and timely application of medical resources to all casualties—the single Soldier with non-life-threatening injuries or the mass casualty situation wherein numerous people exercise individual leadership at many stages, from triage through the critical care unit, and beyond. However, as in all military organizations, officers are ultimately responsible for the success or failures experienced in the care of our Soldiers. Officers ensure that the Medic is prepared, academically, physically, and emotionally, to fully function on the line with his or her fellow Soldiers. Officers lead their respective medical teams, by action and attitude, in the decisions and procedures which save and better lives every single day, whether in direct patient care, or in the many support functions attendant to the maintenance of our Soldiers’ health and well being.

This issue of the *Army Medical Department (AMEDD) Journal* features articles on the development and refinement of leadership skills in Army medical officers. As with all other aspects of the training of our medical professionals, the AMEDD Center and School has the mission to create and deliver leadership training to medical officers at various stages of their

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military careers. Dr Jody Rogers and his coauthors open with a collection of articles about the Leader Training Center, the focus of Army medical officer leadership training. MAJ Ralph Nazzaro offers a detailed description of the basis and evolution of the AMEDD Officer Basic Leader's Course, the training that establishes the foundation of leadership skills required by new AMEDD officers. He clearly articulates the complexities of defining, developing, and delivering such training to AMEDD officers whose paths to commissioning are varied and often complicated. He clearly describes the biggest challenge for the course designers—ensure AMEDD officers have background knowledge and leadership skills on a par with their contemporaries across the Army, most of whom had been exposed to years of training and experience in military leadership prior to commissioning. This course is vital to the success of Army medicine, both on and off the battlefield.

AMEDD provides additional levels of leadership instruction for officers as they progress through their Army careers. MAJ Thomas Anton provides an overview of the AMEDD Captains' Career Course, which prepares officers for those assignments expected at the mid-grade career point, such as company-sized unit command or higher staff billets. He clearly describes the Army doctrinal basis and the academic approach to the course, with emphasis on its flexibility to adapt to dynamics of our world environment. The refinement of leadership skills continues for senior officers in the AMEDD Medical Strategic Leadership Program. Ken Knight outlines this component of the Command and Staff Training Branch which is designed to stimulate strategic thinking on healthcare issues from both national and international perspectives.

Another aspect of "big picture" thinking concerns the security of the United States as a whole, from the perspective of all threats, conventional, unconventional, foreign, domestic, man-made, and natural. Hank Sebastian describes the Homeland Security Branch, which was established to provide officer training in those considerations. Also, he discusses the initiative to establish a formal master's degree course of study in homeland security.

Dr Rogers wraps up the discussion of the Leader Training Center with a description of the Executive

Skills Branch, where senior officers are provided the requisite training in the executive and administrative skills necessary to prepare them for assignments as facility commanders or senior healthcare executives. The branch's resources expose medical professionals to the disciplines, competencies, and past and current thoughts and practices involved with executive roles in the Federal Healthcare System.

Leadership training of medical professionals cannot be solely the responsibility of the AMEDD Center and School. COL Chuck Callahan and LTC Mark Thompson detail the evolution of a locally conceived and developed officer leadership training program within a major military treatment facility. This article describes how such a program can conform to doctrinal guidelines, adapt to current circumstances, appeal to diverse individuals and disciplines, and address the needs of both the participants and the Army medical system. The initiative, creativity, and flexibility demonstrated by this continuing 8-year success story could serve as a model for other AMEDD commands of all types and sizes. I am confident in the AMEDD Center and School's educational and leader development programs. We produce capable officers who serve well at all levels. However, like any enterprise, our programs should receive critical scrutiny and be improved as necessary to better suit the needs of the Army Medical Department.

A longtime advocate of mentorship as a vehicle for professional development, COL Mark Melanson contributes 3 articles exploring this very important tool from several different perspectives. His first article is written for those leaders who are in positions to initiate and promote mentoring programs. He describes the various considerations, techniques, and approaches to maintaining a viable mentoring program within an organization. Next, in an excellent article reprinted from an earlier issue of the *Journal*, he delineates and details a series of basic rules for both parties directly involved in a mentoring relationship, the mentor and the protégé. His last article is a thoughtful and articulate look at the complexity inherent in the role of mentor, and the flexibility required to be successful. Hopefully COL Melanson's articles will stimulate more interest in this proven, yet all too often overlooked, approach to augment the professional development of our future leaders.

When all aspects of leadership are reduced to the most basic elements, one fact is indisputable: the quality of leadership demonstrated by an individual is a direct result of that individual's motivation, attitude, and choices. Dr Jody Rogers addresses this in his article detailing the various personal considerations which are factors in an individual's development as a leader. Whether a leader is born or trained, a person is only as good a leader as he or she wants to be. In his well researched article, Dr Rogers develops the proposition that once a person decides to be a leader—or discovers that he or she must assume a leadership role—there are definite steps that the individual can follow to evaluate their personal potential, and then take action to enhance the strengths and improve the weaknesses. As in so many things involved in a successful military career, effective leadership is as dependent on personal action as it is on institutional resources and training.

COL George Turiansky's article then explores how the personal characteristics required for effective leadership must be reflected in the organizational ethos. His thoughtful discussion succinctly explains the unbreakable links between the leader's attributes and those of the successful organization. He describes how a true leader cannot be effective in a vacuum. The leader must impart the factors of success into the organizational inner workings and structure to fully realize the potential of effective leadership.

Most treatments of leadership deal with the definable attributes found in effective leaders, and discuss techniques and the application of precepts and guidelines to achieve success. COL Chuck Callahan and COL Bryan Martin approach leadership from a

different, much larger perspective. Their absorbing article discusses leadership in a more philosophical context, developing the ideas that a person's life experiences, particularly the generational and societal influences, shape that person's leadership style and the leadership principles that are imparted to subordinates. The intriguing concepts presented in this article truly widen the scope of any conversations about leadership and should serve as points of reflection for us all.

Since the beginning of recorded history, military leadership has been discussed by chroniclers and analyzed by historians, since success and failure of military campaigns have defined much of the history of civilization. Among the oldest, and undoubtedly most profound, writings addressing principles and philosophy of military organization and leadership are found in Chinese literature. COL Robert Enzenaue closes this issue of the *Journal* with an intriguing collection of excerpts from those ancient Chinese military writings which directly address different aspects of leadership. Most of us are familiar with a few of the more common maxims from *The Art of War*, but the depth and extent of Chinese thought in this area is truly impressive. COL Enzenaue groups the excerpts in categories reflecting various aspects of leadership, within which all of us can no doubt find examples which relate to situations we have experienced over our careers, whether extended or in the beginning stages. The ancient Chinese warriors were masters at capturing timeless truisms about the dynamics of human interactions in succinct, clear, and universally understandable phrases, which are as valuable to leaders today as when they were written.

COL MATTIX JOINS THE *AMEDD JOURNAL* EDITORIAL REVIEW BOARD

The *AMEDD Journal* welcomes COL Marc E. Mattix, VC, USA, to the Editorial Review Board. COL Mattix is the Deputy Chief of the Army Veterinary Corps and the Corps Specific Branch Proponency Officer, AMEDD Center & School, Fort Sam Houston, Texas.

COL Mattix joins the board replacing COL John L. Poppe, VC, USA. COL Poppe has been a member of the Board since July 2005. We thank COL Poppe for his efforts in the planning and coordination of the excellent July-September 2007 issue of the *AMEDD Journal*, which was dedicated to the professionals of the Army Veterinary Corps. We also thank him for his commitment to the overall high standards and professional quality of this publication, and his years of service and support to our mission.



The Editors

The Leader Training Center: Preparing Army Medicine's Leaders for Tomorrow's Challenges

Jody R. Rogers, PhD
MAJ Ralph T. Navarro, MS, USA
MAJ Thomas J. Anton, MS, USA
Hank Sebastian
Ken Knight

The Leader Training Center has the mission to create Army Medical Department (AMEDD) leaders for the 21st century by providing collective and individual leadership training. The development of leaders capable of taking the Army in general, and the AMEDD in particular, into the next several decades is a challenging task. Job complexity, challenging assignments and deployments, and a rapidly changing workforce make the development of strong leadership skills a priority in any organization. Although the Leader Training Center's primary focus is on our younger officers, in reality it exists to help all AMEDD officers maximize their leadership potential.

The Leader Training Center goals include the creation of multiskilled leaders who are:

- Strategic and creative critical thinkers
- Builders of leaders and teams
- Competent, full spectrum warfighters and accomplished professionals who support the Soldiers
- Effective in the leadership, management, and modification of large organizations
- Skilled in governance, statesmanship, and diplomacy, who understand cultural context, and work effectively across it

The ultimate goal is to develop officers who, above all, set the standard for integrity and character, and are:

- Confident and competent decision makers in uncertain situations
- Empathetic and always positive
- Professionally educated and dedicated to lifelong learning
- Effective communicators

In order to accomplish these tasks, the Leader Training Center is in the process of a reorganization around multiple branches focused on a core training area:

- Leader Development Branch
 - AMEDD Officer Basic Leadership Course
- Medical Operations Branch
 - Captains' Career Course
- Command and Staff Training Branch
 - Homeland Defense
 - Medical Strategic Leadership Program
 - AMEDD Executive Skills Program

The branches and their attendant responsibilities are discussed in detail in the remainder of this article.

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MAJ Anton is a student at the Command and General Staff College, Fort Leavenworth, Kansas. When this article was written, MAJ Anton was an instructor at the Captains' Career Course, AMEDD Center and School.

Mr Sebastian is the Chief of the Homeland Security Branch, Leader Training Center, AMEDD Center and School.

Mr Knight is the Director, Medical Strategic Leadership Program, Leader Training Center, AMEDD Center and School.

LAYING THE FOUNDATION: HOW THE AMEDD OFFICER BASIC LEADERS' COURSE GROWS LEADERS

MAJ Ralph T. Nazzaro, USA

The Global War on Terrorism has created an operational environment unlike any the Army has previously seen. Leonard Wong¹ points out that the requirements of Operations Enduring Freedom and Iraqi Freedom mean that company-grade officers are acting with a level of initiative and making decisions with strategic implications unlike any required of junior officers in previous conflicts. With operational deployments at a scale not since seen World War II, young officers are being deployed more frequently and are being thrust into a complex political, social, and tactical environment where their actions may have strategic implications. The Army's Officer Education System now faces the challenge of transforming cadets and officer candidates into leaders who are ready to operate in this environment of ambiguity and rapid change. New officers must arrive at their first duty station fully competent in technical, tactical, and leadership skills because many of them are deployed shortly after arrival.

The foundation of the current Army Officer Education System is the Basic Officer Leaders Course (BOLC). BOLC is a 3-phased officer initial military training program designed to mold students from a variety of commissioning sources into confident, adaptive leaders. With the implementation of this program and the issuance of the new governing field manual, *Army Leadership* (FM 6-22),² the Army is providing clear guidance as to the necessary capabilities its officers must have to prosecute the Global War on Terrorism and prepare for future conflicts, as well as a methodology for continuing officer leadership development throughout their careers.

THE BOLC METHODOLOGY AND THE ARMY LEADERSHIP REQUIREMENTS MODEL

As stated in *Army Regulation 350-1*,³ the 3 BOLC phases are designed to build upon each other so that participating officers are indoctrinated into the Army Warrior Ethos even before accession.

BOLC Phase I encompasses all Army preappointment and precommissioning training. The United States Military Academy (USMA), Reserve Officer Training Corps (ROTC), and the Army Officer Candidate

School are all examples of BOLC I training sites and sources. Such training may last anywhere from several months to 4 or more years. It provides the initial "soldierization" for cadets/candidates and builds the foundation in common skills, attributes, and knowledge desired of all officers. Subjects taught during this phase include customs and courtesies, drill and ceremony, the Army orders process, developmental counseling, and troop leading procedures. Cadets/candidates also learn basic field skills, small-unit tactical doctrine, and physical fitness. The focus is on assessing the readiness and potential of cadets and officer candidates for commissioning as officers and preparing them for further leader development. Cadets/candidates receive their commissions after completion of BOLC Phase I.

BOLC Phase II, or Experiential Leader Training, is designed to be a tough, standardized branch-immaterial course focused on small-unit leadership. The primary mission of this phase is to develop and produce adaptive officers with the confidence to lead small units upon arrival at their first duty station. All attending officers, regardless of branch, are grounded in the basics of small-unit tactics and share a common bond with their combined arms peers. The purpose of BOLC II is to provide students with a practical leadership laboratory, with ample opportunity for instructor and peer review so that they can have a firm understanding of the strengths and weaknesses of their leadership style. This occurs through a training program focused on hands-on training in the 40 Army Warrior Tasks and 11 Battle Drills, to include advanced land navigation training; weapons familiarization and qualification; convoy operations; chemical, biological, radiological, nuclear and high-explosive defense; and squad and platoon-patrol exercises in both woodland and urban terrain. Students are assumed to be proficient in all BOLC I tasks (such as customs and courtesies and physical fitness). Therefore, those subjects are not the training focus of BOLC II. The administrative aspects of officership, such as evaluation reports and property accountability, are also not taught during this phase. BOLC II training is 7 weeks in duration at either Fort Benning, Georgia, or Fort Sill, Oklahoma.

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BOLC Phase III is the branch-specific technical and tactical phase taught at individual officer branch schools. The length of the phase is established by the branch school and may range from several weeks to several months. BOLC III trains new officers in the skills, tactics, and doctrine specific to their branch so that they are prepared to deploy and lead Soldiers as part of, or in support of a warfighting unit. Officership subjects, such as the evaluation reporting systems, training management, property accountability, and unit maintenance management are also taught or reviewed during BOLC III. Leadership evaluation and training may continue during this phase, but the main training mission in BOLC III is branch technical skills.

In summary, BOLC I assesses the cadet/candidate's character and fitness to serve as an officer, BOLC II serves as the crucible experience for the officer's initial leadership development, and BOLC III builds on this leadership foundation with doctrinal knowledge and tactical and technical skills. At the completion of the BOLC program, the new officer is shaped over a period of months to years into a proficient, adaptive leader that meets the Army leadership requirements model as outlined in *Field Manual 6-22*.² In brief, the Leadership Requirements Model states that an Army leader must possess the following attributes:

- **A Leader of Character.** The leader must exhibit commitment to the Army Values and Warrior Ethos. The leader must also possess the empathy to envision the impact that his or her decisions will have on Soldiers and their Families and on their efforts to create a cohesive team. These attributes should be present within the cadet/candidate at the beginning of his or her military career, but can be further developed through training and experience.
- **A Leader with Presence.** The leader must have proper military bearing, to include physical fitness and endurance, mental and emotional resilience, and composure and confidence. Soldiers demand these attributes from their leaders if they are to respect and follow them, whether they are part of a convoy in Mosul, or "code" at an Army hospital or medical center.
- **A Leader with Intellectual Capacity.** This attribute describes a leader who possesses both the critical thinking skills and creativity to operate in the complex environment that is the contemporary

operating environment.* Leaders must temper their adaptability and creativity with sound judgment, interpersonal skills, and technical competence in both skills generic to all Soldiers and specific to their branch and Area of Concentration (AOC).

In addition of these attributes, the Leadership Requirements Model calls for Army leaders to possess certain Core Leader Competencies. Army leaders must be capable of leading by example, communicating effectively, inspiring followers, exerting influence and resolving conflict, developing themselves and their units through training and a positive climate, and achieving realistic plans and consistent successful results. These competencies are acquired at the start of a leader's career and shaped and molded over time. The purpose of the BOLC program is to harness these attributes and competencies in leaders and develop them within the new officers in light of current operational doctrine and the current threat. The result is an officer that is both ready for deployment to a combat theater and capable of continued development and growth.

EVOLUTION OF THE AMEDD OFFICER BASIC LEADER'S COURSE

The Army BOLC model is designed to function over a protracted period of time as students evolve from cadets and officer candidates into Soldiers and Army leaders. Even in the case of officer candidate school candidates, the BOLC model recognizes that time and effort must be invested in the BOLC I "transition phase" to give students a period of character assessment and development, and to create a baseline knowledge of leadership and officer skills. This is absolutely necessary before it is possible to begin the practical leadership experience and warrior skills training of BOLC II, or the technical training of BOLC III. However, many Army healthcare providers, particularly those that meet the Army and the AMEDD's most critical needs to support the Global War on Terrorism, come into the AMEDD directly

*The operational environment that exists today and for the clearly foreseeable future. An operational environment is defined in DoD *Joint Publication 1-02*⁴ as "a composite of the conditions, circumstances, and influences that affect the employment of military forces and bear on the decisions of the unit commander."

from the civilian sector as officers without the benefit of a BOLC I-equivalent transition phase. In addition, the AMEDD receives only 485 BOLC II slots annually for the approximately 2,400 new officers that enter the AMEDD each year. These 485 AMEDD slots are designated for those AOCs that are either assigned to, or support Army brigade combat teams with the most frequency or density: Medical Service Corps Field Medical Assistants (AOC 70B), Aeromedical Evacuation Pilots (AOC 67J) and Medical Specialist Corps Physician Assistants (AOC 65D).

The above described officer input environment means that a majority of AMEDD officers report to the AMEDD Center and School at Fort Sam Houston for officer initial military training without the benefit of BOLC II training. Further, a number of officers do not even have BOLC I equivalent training. Despite the lack of opportunity to follow the same initial Officer Education System model for leadership and officer development as most other Army officers, these AMEDD officers in all branches and specialties are still expected to conform to the same Army leadership requirements model, serve on the same noncontiguous battlefield, and be just as ready to lead under fire as their brethren in the Army Competitive Category* (ACC) and other specialty branches.

To put this disparity in professional development into perspective, a typical ACC officer may spend up to 4 years or more in BOLC Phase I training as a cadet, followed by 7 weeks of BOLC Phase II, and then several more months of BOLC Phase III training before reporting to their first duty station. On the other hand, a directly commissioned AMEDD officer has only the training received at Fort Sam Houston, Texas, before reporting to his or her first unit, and possibly deploying to combat. Consequently, the AMEDD Center and School is challenged to provide a comparable initial-entry training program for all AMEDD officers to ensure that they enter service capable of leading Soldiers to fight, survive, and

support Army operations anywhere in the world. This difficult mission is compounded by the variety of backgrounds, specialties, and commissioning sources within the AMEDD.

In 1994, the AMEDD Center and School and its Leader Development Branch, the organization responsible for the AMEDD Officer Basic Course, addressed the “delta” between the amount and length of formalized leadership and warrior skills training received during the respective Army officer input tracks: the 12-week AMEDD basic course for direct accessions into the AMEDD, and the months-to-years long BOLC program which prepares other Army officers. Additionally, the new AMEDD officers must still receive the doctrinal and technical training from the various branch schools. The Leader Development Branch initiated a series of course revisions designed to bring AMEDD officer initial military training in line with the Army BOLC model, and to better prepare all AMEDD officers to serve as Army leaders in the Contemporary Operating Environment, whether they are reporting to an infantry battalion or to a medical-surgical ward.

The culmination of this effort is the AMEDD Officer Basic Leaders’ Course (OBLC). The revised course is a proven tool, dedicated to forging new officers into capable and adaptable leaders through training rooted in the Army Warrior Ethos, Warrior Tasks and Drills, and warfighting doctrine, and focused through the prism of the AMEDD mission and tactical medical doctrine. The result is a course that provides attendees with the equivalent education of Army BOLC Phases I through III and has a strong emphasis on fieldcraft, practical employment of doctrinal concepts, and leadership development. Together with the AMEDD BOLC Phase III program for those AMEDD officers who have attended Army BOLC Phase II training, the AMEDD OBLC program is producing new officers whose level of training is comparable to their ACC contemporaries in preparation to lead Soldiers on both current and future battlefields.

The Leader Development Branch identified an additional need to ensure that training was of equivalent value, not only across all AMEDD branches and AOCs, but across all components as well. A significant portion of AMEDD personnel strength resides in Reserve Component (RC) units assigned to

*Competitive Category is defined in *DoD Instruction 1320.14*⁵ as:

A separate promotion category established by the Secretary of a Military Department, under Section 621 or 14005 of reference (b) [Title 10, US Code] for specific groups of officers whose specialized education, training, or experience, and often relatively narrow utilization, make separate career management desirable.

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Army National Guard or Army Reserve units. These units are deploying to Afghanistan and Iraq with the same frequency and facing the same threats as their Active Army counterparts. However, the legacy version of the earlier AMEDD Officer Basic Course for RC officers was a 13-day course designed to be completed during the attending officers' required annual training obligation in order to minimize the impact on these officers' civilian medical practices. Health Professional Scholarship Program (HPSP) and Uniformed Services University of Health Sciences (USUHS) medical students are another population with particular requirements. These students attended a compressed, 6-week version of the AMEDD Officer Basic Course in conjunction with their medical training. The requirement for HPSP and USUHS students to attend a longer course would create conflicts with their medical school and residency schedules.

While ACC branches can require all officers, regardless of component, to attend the full Army BOLC II and BOLC III courses, the work and schooling requirements of AMEDD RC officers and medical students render this requirement unfeasible. However, all of these officers must be trained to the same Army leadership requirements model, a task that could not be accomplished for RC officers and HPSP/USUHS students with the previously existing course design and length. To the Leader Development Branch instructors, it was clear that a total redesign of the AMEDD Officer Basic Course was necessary if AMEDD officers were to arrive at their first duty station with the leadership skills that are required for them to lead and manage their Soldiers.

THE AMEDD OFFICER BASIC LEADERSHIP COURSE METHODOLOGY

The threat and demands of the contemporary operating environment required that the Leader Development Branch provide a curriculum equivalent to BOLC II and III in a manner that is relevant and engaging to all AMEDD officers, regardless of commissioning source or branch. The task was made more difficult by the fact that instructors had to determine how to effectively train officers who had graduated from BOLC I programs to meet BOLC II and BOLC III standards, while also providing an effective, simultaneous, soldierization program for students who had not benefited from BOLC I. If this balance was

not struck, the course would either be (a) too overwhelming for most directly commissioned officers to be confident of their preparation for the Army, or (b) not sufficiently challenging for BOLC I graduates to be confident of the value of their training and their preparedness to serve as officers, or, (c) worst of all, both. Ironically, complaints along these lines have plagued the old incarnation of the AMEDD Officer Basic Course for years.

The answer, evolved over 3 years of continual evaluation and refinement of the AMEDD Officer Basic Course, was to create a 7-week course, followed by approximately 2 weeks of AOC-specific track training that would serve as an intense integration into the Army Warrior Ethos mindset. This is accomplished by focusing on those warrior tasks, battle drills, and classes that have been determined to be most pertinent to the success and survival of Soldiers and medical units in Iraq and Afghanistan. From this Army training baseline for all officers and leaders, the course builds to the BOLC III technical tasks of Army operational doctrine, AMEDD force health protection principles and tactical doctrine, and, finally, the technical officership skills pertaining to personnel, property and maintenance management; and training doctrine that leaders must have to run their units and take care of their Soldiers. Students then receive up to 2 weeks (more for some AOCs) of AOC-specific track training. It is during this final phase that branch and AOC representatives from across the AMEDD demonstrate how all the training integrates into their daily mission, whether as a nurse, a physician, a laboratory officer, or any of the other vital AMEDD AOCs.

Obviously the Leader Development Branch instructors could not replicate the same BOLC I transition experience gained over 4 years at the USMA or in an ROTC program without making the course length untenable. They created an accelerated soldierization process by choosing key BOLC I subjects and "front-loading" them during the officer's first days in the course. Upon arrival, OBLC students are immersed in customs and courtesies and given introductory drill and ceremony training. BOLC I graduates remain engaged and challenged with assigned responsibilities to continue this training past the first week, and to evaluate and assist their directly commissioned peers. Students are also given a Record Army Physical Fitness Test (RAPFT) immediately upon arrival. This

allows immediate identification of students who have difficulty passing the RAPFT, or meeting Army height/weight and body fat standards. This allows the course cadre to provide early corrective training to ensure that commanders receive physically fit officers.

The other, and—within the framework of the course—more important, aspect of soldierization is building the Army Warrior Ethos mentality into all students. As with Army BOLC II, this is accomplished through a curriculum rooted in fieldcraft and hands-on training. It starts with rigorous physical training during both the garrison and field phases of AMEDD OBLC. This includes not only student-led physical training sessions, but also tactical foot marches and Level I Army Combatives training.⁶ Nearly 50% of AMEDD OBLC is taught under tactical conditions at Camp Bullis, Texas, in the Leader Development Branch Forward Operating Base (FOB). The initial emphasis during the field phase training is the core individual warrior skills, such as weapons qualification, day and night land navigation, and communications. The emphasis then shifts to predeployment training and certifications most frequently required by deploying units, such as convoy operations, urban room clearing operations, middle eastern cultural awareness, media on the battlefield, and searching and processing of enemy prisoners of war.

All training is reinforced through scenario training in which students are required to build upon and link their knowledge of individual and collective tasks. For example, dismounted land navigation training leads into mounted land navigation, and eventually to convoy operations. M16A2 rifle familiarization training leads into room clearing operations and FOB defense exercises, and then into FOB command and control exercises where students provide company-level command and control while defending the FOB. The difficulty level is then further increased by having the students work through area damage control operations, mass casualty scenarios, and patient tracking. This methodology gives the students the complex training environment necessary to hone critical thinking and adaptability. It also shows students how warrior skills and drills support the treatment and evacuation of casualties.

In addition to field training on BOLC II tasks, the students receive BOLC III-level classroom lectures on Army and AMEDD operational doctrine. This includes

classes on the evacuation continuum and employment of treatment facilities, as well as training in the medical protection system. Students also receive 6-hours of training on Blue Force Tracker* and how to employ it for command and control and movement tracking. Students also spend time on AMEDD officer roles and responsibilities during pre- and postdeployment phases, to include training on pre- and postdeployment health assessments, field sanitation, and the medical evaluation board and physical disability process.

All field and classroom training culminates in a 5-day capstone medical support field training exercise (FTX). Students learn Tactical Combat Casualty Care principles and employ all they have learned in the deployment of battalion aid stations, ambulance exchange points and a Level II medical company in support of a simulated brigade combat team operation. Students also receive an in-depth orientation to a Level III Combat Support Hospital. At the conclusion of the FTX, students know that the knowledge of individual Warrior Tasks is essential to the ability of tactical medical units to successfully provide life-saving care in the contemporary operating environment.

The expectation of this training is not necessarily complete proficiency on the part of the students, nor is this the expectation when the same tasks are trained at BOLC II sites. Rather, the goals are to introduce and familiarize new officers with these tasks; to orient all medical professionals, regardless of specialty, to the missions conducted by the Soldiers for whom they provide medical support; and—a particularly key purpose—to build individual confidence and a warfighting mentality in each student through the successful execution of these tasks. Army nurses and physicians who attend the OBLC are not told that they should necessarily expect to personally conduct room clearing operations in Baghdad. They are told that the experience they gain from understanding what types of operations infantry Soldiers conduct, and the confidence they gain from training to close with the

*Force XXI Battle Command, Brigade and Below System (FBCB2). Also known as Blue Force Tracker or BFT, it gives combat vehicles a dashboard-mounted laptop and a roof-mounted transponder/receiver to beam information via satellite to headquarters and other vehicles. The result is an all-weather, always-on, near-real time picture of the battlefield.⁷

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enemy will make them better Soldiers, and ultimately better able to support those Warfighters.

LEADERSHIP DEVELOPMENT

As with BOLC II, successful completion of a majority of a student's evaluated leadership positions is a graduation requirement for AMEDD OBLC. The fact that a significant number of each AMEDD OBLC student class will have no BOLC I or other prior military experience creates some unavoidable differences in methodology between AMEDD OBLC and Army BOLC II. AMEDD OBLC is, by necessity, focused on instructor-led training on the mechanics of the warrior tasks and battle drills as a vehicle for soldierization, as well as to teach critical baseline military leader skills. By comparison, BOLC II is more focused on providing students with practical leadership experience and peer and instructor evaluation of their leadership techniques, rather than the mechanical process of the warrior tasks and battle drills. The task-centered approach of the AMEDD OBLC curriculum allows its students to make up lost ground on their BOLC contemporaries in terms of their technical knowledge base, but it also means less free-form, practical leadership experience than that gained by BOLC II students.

The AMEDD OBLC program of instruction compensates for this with an intense course pace that serves as the desired "crucible event" to encourage the development of student leadership styles and personal adaptability. Students are placed in leadership positions which are rotated weekly (sometimes more frequently) and, while in those positions, are responsible for the accountability of, and mission accomplishment by the OBLC student company. The student leadership receives guidance from the class advisor as to what tasks must be accomplished, such as having students seated in their platoon classroom according to the training schedule or deploying the student company to the field. It is up to the student chain of command to analyze, through troop-leading procedures, how to accomplish those tasks and, guided by the instructors, how they can meet their requirements more efficiently. For instance, the student chain of command is allowed to determine the times and frequency of student company formations. Some student chains of command may try to eliminate

formations entirely but soon discover, as they try to meet the class advisor's requirements for accountability and dissemination of information, that formations are a vital part of the day for a unit. In this way, the student leadership learns both specific lessons about leadership and general lessons about the Army culture.

Other student leadership opportunities include the physical training ability group leader, convoy commander, part of the student company leadership for the forward operating base defense exercise, squad leader during the urban patrolling/room clearing operations exercise, and any number of leadership positions during the capstone medical support FTX. Each of these positions requires the students to use their knowledge of troop leading procedures and the Army orders process to plan, brief, execute, and assess mission success as part of their duties. OBLC instructors provide informal feedback throughout the leadership rotation. At the end of a student leadership rotation, whether the student served as a physical training group instructor for 50 minutes or as a student platoon sergeant for a one-week FTX, an OBLC instructor provides formal written feedback to the student and verbal counseling on observed strengths and weaknesses. The counseling is a dialogue between student and evaluator that ensures the student understands how he or she performed in the framework of the Army leadership requirements model, what they did well, and how they can improve. Other than the graduation requirement of an overall satisfactory leadership performance, student performance during the leadership rotation and the written counseling are not linked to a grade at the end of the course. The goal is to give the student one-on-one mentoring, discuss specific aspects of their leadership that they can carry to their next assignment, and provide the student with a document to which they can refer as they conduct further self-evaluation of their leadership skills. In short, the instructors lay the groundwork for future growth and mentoring throughout the officer's career.

BALANCING THE GAP FOR RESERVE COMPONENT, HPSP, AND USUHS STUDENTS

In response to the scheduling challenges of RC and Health Professional Scholarship Program (HPSP) and Uniformed Services University of Health Sciences

(USUHS) students, the Leader Development Branch devised unique ways to integrate these officers into the OBLC program. Starting in fall 2007, RC officers that would normally have attended the 13-day AMEDD Officer Basic Course-RC attend the same OBLC program of instruction as Active Army officers. However, RC officers only attend in-residence for 26 days of the 7-week AMEDD OBLC. These 26 days coincide with the 3-week field training phase of OBLC, during which the RC officers are integrated with an Active Army class that is already in session.

Prior to arrival, attending RC officers are required to complete the classroom training received by resident Active Army attendees through an online distance learning program. Once the RC student has completed the distance learning phase, he or she is enrolled in the Phase II resident portion of OBLC at Fort Sam Houston and Camp Bullis. The RC officers thus receive the same program of instruction as attendees at the 7-week OBLC, while limiting their time at Fort Sam Houston to only the critical field training phase.

For HPSP and USUHS students who are restricted to a narrow, 6-week period of availability prior to reporting to medical school or residency programs, the solution for providing identical training to the 7-week AMEDD OBLC was less challenging. Since June 2007, the HPSP/USUHS OBLC course works through weekend periods as necessary to meet the requirements of the complete AMEDD OBLC program of instruction. This provides an extremely intense leadership and training experience and gives HPSP/USUHS students the same number of overall training days as the 7-week AMEDD OBLC. An intense soldierization experience is especially important for HPSP students, as they will return to civilian medical programs and may not return to the Army for several years after the completion of OBLC. Instilling a clear understanding and appreciation of the Army Warrior Ethos in medical students during initial entry training should reap enormous dividends years later when their medical treatment facility commanders reintegrate them into the Army culture as they return to active duty.

THE AMEDD BOLC III COURSE

In the process of determining how to meet the needs of AMEDD officers who may not have the benefit of BOLC I and II training before arriving at Fort Sam Houston, the Leader Development Branch was equally

concerned about providing appropriate and adequate training for another student population, Medical Service Corps Field Medical Assistants, Aeromedical Evacuation Pilots, and Medical Specialist Corps Physician Assistants, all of whom attend Army BOLC II training at Fort Benning or Fort Sill. These officers then report to Fort Sam Houston for BOLC III training. The Leader Development Branch determined that, while the AMEDD OBLC course contained all of the BOLC III technical tasks and doctrinal knowledge that an AMEDD officer requires prior to reporting to the first duty station, Army BOLC II graduates would receive more benefit from a separate AMEDD BOLC III course. This allows instructors to focus on the training needs of officers who are reporting to assignments primarily within brigade combat teams and divisional units.

The resulting AMEDD BOLC III course is a 5-week curriculum followed, as with AMEDD OBLC, by 2 weeks of AOC-specific track training. It is designed to reinforce the crucible leadership experiences and warrior leader skills training of BOLC II with advanced training in these areas while linking them to AMEDD technical and doctrinal tasks. For example, students are expected to arrive from BOLC II competent in convoy operations. Therefore, the BOLC students are given the mission to conduct a convoy to a certain grid, where they will establish a battalion aid station and provide Level I care to a (notional) battalion task force during offensive operations. The students are already capable of conducting a map reconnaissance, writing and briefing an operations order, conducting precombat inspections and checks of vehicles and equipment, and then maneuvering the convoy to its destination, while maintaining communication with their higher headquarters throughout the operation.

Once at the destination, BOLC III instructors take over and teach the students the principles of site selection, aid station establishment, mass casualty operations, and patient tracking. Training continues until the students are proficient enough to conduct site selection and establishment on their own. This methodology allows for continued leadership development while providing the students with the focused branch technical and tactical skill training expected of a BOLC III site.

DEVELOPMENT OF THE AMEDD OFFICER AFTER OBLC

Commanders may wonder, given the dramatic redesign of the AMEDD Officer Basic Course program, what should be expected from an AMEDD officer after he or she completes initial officer training. The AMEDD officer should report to his or her first unit with:

1. A mentality rooted in the Army Warrior Ethos and the increased confidence and level of physical fitness that comes with adopting the warrior ethos mindset.
2. Certification in Antiterrorism Level I training and most annual Skill Level 1 Warrior Task Training requirements (such as weapons assembly/disassembly and functions check; individual chemical, biological, radiological, nuclear and high-explosive defense; and the operation of a tactical communications radio).
3. Familiarization with M16A2 rifle and M9 pistol marksmanship. Students receive the opportunity to zero the sights of the M16A2 rifle and to qualify with both weapons, although they will only be provided a grade sheet for the M9 pistol.
4. A solid grounding in predeployment field training, to include convoy operations and use of Blue Force Tracker,⁷ urban room clearing operations, middle eastern cultural awareness, media on the battlefield, handling enemy prisoners of war, and platoon and company-level command and control.
5. An introduction to Level I Army Combatives Training.⁶ Students that show proficiency and motivation will be given the opportunity for additional training and may receive Level I Combatives Instructor Certification upon graduation from AMEDD OBLC/BOLC III.
6. An understanding of Army and AMEDD doctrine, to include practical experience in the employment of Level I thru Level III medical units in support of a brigade combat team offensive operation, as well as planning and

providing command and control during multiple FOB mass casualty incidents.

7. Training in AMEDD officer roles and responsibilities during predeployment and postdeployment to monitor and maintain the health of the command.
8. An understanding of basic officership principles, to include development counseling, officer and noncommissioned officer evaluation systems, property accountability, and maintenance and training management.
9. An increased understanding of their strengths and areas for improvement as leaders.

Officers depart AMEDD OBLC with a broad education in the Army and AMEDD mission and doctrine. Due to the focus on preparing AMEDD officers for deployment—some officers may deploy in support of OEF and OIF as soon as they arrive at their unit—very little time beyond the first few days of AMEDD OBLC can be devoted to BOLC I tasks. For leaders in the contemporary operating environment, knowledge of drill and ceremony is not as vital an attribute as confidence in their ability to execute convoy battle drills.

Commanders should understand the training focus of AMEDD OBLC and adjust their own integration training as necessary, based on the individual officer's proficiency and the mission of their unit. Commanders will have to reinforce and supplement some tasks, such as medical protection system and combatives training, to ensure the proficiency they require of their officers. It is equally important to continue to develop officers as leaders by providing them adaptive opportunities to strengthen their initiative, critical thinking, and execution and assessment skills. However, commanders will also see that, overall, the officers they now receive from AMEDD OBLC have more confidence in themselves and their military knowledge base, are easier to assimilate into the Army culture, and are more prepared for deployment in support of the Global War on Terrorism than those who have come before.

Developing Future Leaders: The Captains' Career Course

MAJ Thomas J. Anton, MS, USA

The US Army is currently undergoing a tremendous transition, and the AMEDD Captains' Career Course is no different. As stated in *DA Pam 600-4*,

The Army has made a total commitment to the development of its future leaders (officers, noncommissioned officers, and civilians) by providing them opportunities to develop the skills, knowledge, and attributes (SKAs) required to meet the challenges of an increasingly complex, volatile, and unpredictable world.^{8(p4)}

This commitment is realized through a discipline known as leader development, the process the Army uses to develop its leaders to be successful trainers, role models, and standard bearers, both today and in the future. Simply put, good leaders are the result of the education, training, and experience they receive throughout their entire careers.

Since October 2004, the AMEDD Captains' Career Course has gone through significant changes in order to prepare our officers for the Global War on Terrorism. Based on lessons learned from the contemporary operating environment and in response to a revision of the TRADOC Officer Education System, the Captains' Career Course has undergone many changes from initial concept in November of 2004, to the 9-week course implementation in July, 2006.

The goal of the AMEDD Captains' Career Course is to facilitate practical leader development coupled with critical thinking skills. It is charged with the responsibility to develop AMEDD officers to lead company or like-sized units and to serve successfully in US Army staff positions. The methodology is quite simple: facilitate learning through small-group instruction of no more than 15 students per group, conduct the course on a pass/fail basis to alleviate student competition, and improve all students through small-group leader feedback. By the time a student graduates from the course, he or she is better prepared to lead in support of the full spectrum of joint and coalition operations. This is accomplished primarily through small-group instruction.

The areas of training emphasis include national military strategy, the Army problem-solving process,

the military decision-making process, written and verbal communication skills, staff group coordination of synchronization, understanding of Army organizations, and intense physical fitness and modern Army combatives training, all the while fostering AMEDD pride. Redesign teams worked hard to develop relevant and actionable learning objectives and incorporate Army lessons-learned into each block of instruction.

The 9-week course has a total of 43 classroom days. A detailed view of the course redesign which was implemented in July 2006 is presented in the Figure.

The TRADOC Officer Educational System is undergoing transformation to better support the goals of increased readiness, greater relevance of the force, and the expeditionary nature of the Army. With this transformation, the AMEDD Captains' Career Course has led the way in efforts to ensure that our officers receive a quality education and prepare them for assignments in support of the joint team of military medical operations.

Throughout the Army, leader development is executed through 3 pillars: institutional training, operational assignments, and self-development. The goal is the same for each of the 3 pillars: develop leaders who are capable of maintaining a trained and ready Army in peacetime to deter war, and have the required competence and confidence to successfully engage and defeat an enemy in battle should the need arise. The AMEDD Captains' Career Course has been redesigned to better support the 3 pillars of leader development, but more specifically, institutional training, which is defined as:

...all of the "schoolhouse" training and education leaders receive in the SKAs [skills, knowledge, and attributes] needed to perform critical tasks essential to high quality leadership.^{8(p6)}

When these same skills, knowledge, and attributes are tested, reinforced, and strengthened by follow-on operational assignments and meaningful self-development programs, leaders attain and sustain true competency as officers in the armed services.

<p>Inprocessing (4 days) Introductory briefs Conduct Army physical fitness tests Team building Leadership reaction course</p> <p>Agile Leader Block (3 days) Critical thinking Creative reasoning Leadership vignettes Negotiations</p> <p>National Military Strategy Block (1 day) Homeland security The Profession of Arms Critical thinking</p> <p>Leader Development Block (4 days) Leadership styles Ethics Evaluations Counseling Command climate</p> <p>Company Block (4 days) Supply operations Training Legal Equal opportunity Unit movement Quarterly training briefs</p> <p>Cultural Awareness (1 day) What is culture? Iraq Afghanistan</p>	<p>Counterinsurgency (1 day) Insurgency</p> <p>Staff Ride (1 day) Military history Military tactics How to conduct a staff ride</p> <p>Hospital Operations in a Fixed Facility (4 days) Professional Filler System Managed care AMEDD organization Resource management Medical protection system Hospital emergency/crisis management Balanced scorecard</p> <p>Combined Arms Battle Staff (15 days) Introduction to the following Army Field Manuals: <i>FM 1-02: Operational Terms and Graphics</i> <i>FM 3-0: Operations</i> <i>FM 3-90: Tactics</i> <i>FM 5-0: Army Planning and Orders Production</i> <i>FM 6-0: Mission Command: Command and Control of Army Forces</i> <i>FM 7-100.1: Opposing Force Operations</i> Application of the following: Military decision-making process Force health protection planning Joint/combined operations All material learned</p> <p>Specialty Branch & Track Week (5 days) Leader panel Introduction to different Areas of Concentration Additional Professional Education training</p>
<p>The 43-day course of instruction presented during the AMEDD Captains' Career Course</p>	

In the end, the AMEDD Captains' Career Course provides the progressive, sequential education required to develop technical and tactical competencies—as well as common core leadership skills—to form a solid foundation upon which stands all future development for our Warrior Leaders.

Growing Senior AMEDD Leaders

COMMAND AND STAFF TRAINING BRANCH

Jody R. Rogers, PhD

The Command and Staff Training Branch has the mission of training senior AMEDD officers who have been selected for specific command and staff positions. The branch accomplishes this task by conducting courses such as the precommand course, division and brigade surgeon's courses, the Health Services Plans, Operations, Intelligence, and Security Training Course (70H), and the Forward Surgical Team Course. In addition to these courses, the Command and Staff Branch also includes the Medical Strategic Leadership Program and the Executive Skills Program. Each of these conducts their own courses to provide senior AMEDD officers additional leadership skills.

Medical Strategic Leadership Program

Ken Knight

The Medical Strategic Leadership Program is a forum to provide training support focused on strategic level military medical leadership health issues with emphasis on working within coalitions and alliances, combating terrorism, and providing a networking environment for military professionals. Seen as a critical leadership skill for senior AMEDD officers, this course is designed to foster strategic thinking on healthcare issues and the importance of creating alliances with important allies from around the world.

The Medical Strategic Leadership Program (MSLP) is a multinational, postgraduate, continuing medical education program designed for international and US military medical officers (lieutenant colonel and above, or equivalent). The program provides healthcare leadership related training to prepare attendees for the strategic leadership challenges of combined health service support operations, and operating within coalitions and alliances. Major areas of focus include the United Nations, US combatant commands, strategic leadership, international law, military medical readiness, host nation/coalition partner support, health resources allocation and management, nongovernmental organizations, counterterrorism, and homeland security and medical observer training.

The MSLP consists of 3 weeks of instruction. Week one is for international students only and consists of 5 days of in-processing, joint and US Army medical policy, medical observation training, and tours, including a day trip to Fort Hood, TX. The second week is 5 days of in-residence instruction at the Army Medical Department Center and School, consisting of strategic level healthcare and leadership presentations. US students join the course at the beginning of week two. Week three is convened in New York City and Washington, DC, where students spend 5 days participating in briefings and discussions on international medical issues, and visit the United Nations, US healthcare and research facilities, government agencies, and civilian organizations such as think tanks and international media outlets. The MSLP is offered 3 times per year.

A major leadership goal of the MSLP is to encourage and promote networking opportunities between the US

and international attendees. Recent international graduates include the Surgeons General from Iraq, Afghanistan, the Philippines, the Czech Republic, Hungary, Canada, and Moldova. A number of international deputy surgeons have attended as well.

HOMELAND SECURITY BRANCH

Hank Sebastian

A complete understanding of the principles and complexities of homeland security is a knowledge critical to leadership that has gained prominence in just the past few years. Efforts are underway within the Leader Training Center to ensure our future leaders are competent in this skill.

The AMEDD has formed a Homeland Security Cell at the Medical Command Headquarters with the mission of preparing AMEDD medical facilities for any natural or manmade emergencies. Outside of the AMEDD, all major commands have formed Homeland Security Cells to prepare for any contingency. There are requirements in all of these commands for qualified AMEDD leaders to fill homeland security billets. Currently, there is no educational curriculum to prepare AMEDD officers to fill any of these positions except through long-term health education and training.

The Hart-Rudman Commission report⁹ suggested an increasing need for homeland security education to protect against threats to our own soil. The report suggests that the strategy to defend the country is up to the educated, ie, those with the knowledge to prevent the disaster. The national strategy was formulated based on the content and provisions of the Homeland Security Act of 2002.¹⁰ Since 2002, the Department of Homeland Security (DHS) has expounded on these areas and constructed corresponding departments. Offshoot directorates have also been created as the DHS continues to expand vision and mission. It is a long-term goal of the DHS to create sanctioned degrees and certificates in Homeland Security. With the DHS emphasis and the AMEDD requirement for qualified officer leaders, the development of a master's program in Homeland Security at the AMEDD Center and School is imperative. The formation of the master's program will position the AMEDD as prepared for any contingency. The resulting educated and well-informed officer leaders will understand their roles and react appropriately during any contingency, thus saving lives and protecting property.

The proposed location for the master's program is the AMEDD Center and School. In the near future, the AMEDD Center and School will become the DoD Medical Education and Training Command, a triservice medical education and training organization that will build on the synergies of the 3 services to

provide a robust medical training environment for all DoD. Therefore, the curriculum will be taught by faculty representing all 3 services to triservice student classes. The master's program will be sponsored academically by a major university which grants master's and doctoral level degrees.

Ensuring Administrative Competency within the Military Health System

Jody R. Rogers, PhD

JOINT MEDICAL EXECUTIVE SKILLS INSTITUTE

The Joint Medical Executive Skills Institute (JMESI) is the agency within DoD/Health Affairs with the overall responsibility to ensure senior executives across all 3 services are adequately prepared for command or service as senior healthcare executives within the Military Health System. The JMESI accomplishes this task through the Joint Medical Executive Skills Program, which is a congressionally mandated project to assure that military treatment facility TRICARE* lead agents and their senior staff members are adequately prepared for their increased administrative and leadership responsibilities. Failure to ensure Military Health System officers are sufficiently competent to serve as a senior executive could result in Congress withholding funds from military treatment facilities.

The primary focus of the JMESI is the 40 medical executive competencies shown in the Figure that represent the unique skill set necessary for successful healthcare executive management.

The JMESI has created an outstanding website[†] containing pertinent information specific to a senior healthcare executive. In addition to containing important information on competency development, it has a wonderful distance learning section that will enable officers to gain competency in a wide range of skills. Not only are these well-designed courses, officers are also able to obtain continuing medical education credit and continuing education units as well. Currently, JMESI provides over 50 hours of outstanding distance learning programs.

*TRICARE is DoD's health care program for members of the uniformed services, their families and survivors. Information available at <http://www.tricare.mil>.

[†]<http://jmesi.army.mil>

The JMESI also offers a Capstone Symposium designed for senior grade officers selected at The Surgeon General level. It is considered a pinnacle event for participants, most of whom have been recently assigned as senior military treatment facility commanders, lead agents, and senior medical officers in key staff positions, who will benefit from exposure to and familiarity with entities that shape the Military Health System. The symposium is offered 3 times annually in Washington, DC.

AMEDD EXECUTIVE SKILLS BRANCH

The AMEDD Executive Skills Program (ESP) was created to ensure senior AMEDD healthcare executives meet the requirements of the Joint Military Executive Skills Program. The AMEDD ESP performs several functions. Its most important function is to track the competencies for all AMEDD officers. This is an automated process that cross-references information included in an officer's Officer Record Brief with a matrix that identifies competencies earned based on an officer's education, experience, and professional certification.

Officers interested in serving in a senior leadership position can track their competency level by going to the ESP website.[‡] The website includes all necessary information about the AMEDD ESP and gives all AMEDD officers in the ranks of captain and above the ability to view their own competency level (View Profile). The algorithm for determining competency uses the information included in the Officer Record Brief. If a course or an assignment isn't in the brief, the algorithm will not accurately determine the level of competency. This also is a great tool if the officer's unit has an officer professional development program, or when mentoring junior officers.

[‡]<https://executiveskills.amedd.army.mil>

A second important function of the ESP is a one-week course to prepare newly selected deputy commanders for their new responsibilities as senior executives of military treatment facilities. The course is offered every April at Fort Sam Houston. Attendance is determined by selection by each AMEDD Corps.

A third important function of the ESP is to serve as a clearinghouse of leadership thought and practice within the AMEDD. This is accomplished through the Center for Leadership Excellence in Healthcare.

CENTER FOR LEADERSHIP EXCELLENCE IN HEALTHCARE

One of the most important competencies for a senior healthcare executive is leadership. The Center for

Leadership Excellence in Healthcare (Center) was created to capture leadership thought, practice, and theory as it applies to military medicine. The Center was created to serve as a repository of current healthcare leadership thought and practice, with the intent of increasing the leadership capabilities of individuals and organizations within the Federal Healthcare System (FHS). The motivation behind the Center is the belief that the FHS is fortunate to have several outstanding leaders who have made significant, long-lasting contributions to medical mission accomplishment. These contributions must be identified, captured, and made available to future leaders. As such, the Center’s primary goal is to advance the understanding and practice of leadership theory as it applies to federal healthcare, by capturing

Core Competencies	
<p>Military Medical Readiness</p> <ul style="list-style-type: none"> Medical Doctrine Military Mission Joint and Combined Operations (formerly Joint Operations/Exercises) Total Force Management National Disaster Medical Systems Management Medical Readiness Training Contingency Planning <p>General Management</p> <ul style="list-style-type: none"> Strategic Planning Organizational Design Decision Making Change and Innovation Leadership <p>Health Law/Policy</p> <ul style="list-style-type: none"> Public Law Medical Liability Medical Staff By-Laws Regulations External Accreditation <p>Ethics in the Health Care Environment</p> <ul style="list-style-type: none"> Ethical Decision-Making Personal and Professional Ethics Bioethics Organizational Ethics 	<p>Performance Measurement & Improvement</p> <ul style="list-style-type: none"> Quality Management Quantitative Analysis Outcome Measurements Patient Safety (formerly Clinical Performance Improvement) <p>Individual and Organizational Behavior</p> <ul style="list-style-type: none"> Individual Behavior Group Dynamics Conflict Management Communication Public Speaking Public and Media Relations <p>Clinical Understanding</p> <ul style="list-style-type: none"> Epidemiological Methods Clinical Investigation Integrated Health Care Delivery Systems (changed from Alternative) <p>Health Resources Allocation & Management</p> <ul style="list-style-type: none"> Financial Management Human Resource Management Labor-Management Relations Materiel Management Facilities Management Information Management and Technology (changed from Information Management)
<p>The 40 medical executive competencies—the primary focus of the Joint Medical Executive Skills Institute of DoD/Health Affairs—which represent the unique skill set necessary for successful healthcare executive management.</p>	

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outstanding leadership thoughts and practices and making them available for others to study.

Today, leadership development is absolutely critical to organizational success. This is especially true within the FHS. Unfortunately, most healthcare organizations spend very little time developing their leaders. Recent research has shown that less than 10 hours a year of leadership training is provided by most organizations today. This is simply not enough time to ensure future leaders receive the training necessary to serve as effective leaders in the years ahead. The result is a growing population of administrators seeking leadership training and information, but not finding a suitable source from which to learn. To that end, the Center has created a website* intended to serve as a repository for relevant leadership thought and practice for healthcare administrators within the FHS.

The website is divided into 6 categories:

- Leadership book reviews
- Leadership quotes
- Leadership resources
- Leadership surveys
- Leadership spotlight
- Leadership topic of the month.

Listed below each category is a partial list of documents available for review by the user. As the Center grows and more documents are posted, older documents will be archived.

Although the focus of the Center is on the Federal Healthcare System, it is obvious that the outstanding leadership thought and practice common within the FHS will also be a valuable resource for civilian healthcare executives.

*<http://cleh.amedd.army.mil>

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AMEDD Leadership Development: From the Grass Roots Up

COL Chuck Callahan, MC, USA
LTC Mark Thompson, MC, USA

You cannot prepare for the shock of seeing and treating combat casualties. The wounds can be horrific and extensive. But you will be the one that all the medics look to for leadership in the trauma care setting.... If you have the type of personality that screams and yells and curses when you are in a stressful trauma setting, figure out how to change. Take a deep breath and stay calm. Many of these Soldiers on the trauma table are still alert and may or may not know how close they are to dying. You must do everything in your power to remain calm, for their sake. Your medics will most likely be young and have little experience. If you lose your cool, then they will lose their focus. It all spells badness.

MAJ Rick Bickel, USA; Sadr City, Iraq; October 2004

THE NEED FOR MEDICAL LEADERSHIP

The Army assumes that officers will be leaders. It is an assumption based on the need for men to be led into the face of dangers they can see, for reasons they cannot. It is expected that as captains become majors then colonels, they will be students of leadership. Eisenhower, himself a lifelong student, believed that leaders were learners whose character and qualities were "ripened and matured" in battle and the classroom.¹

Army medicine has at least as much need for effective leadership as combat units. Where leadership in the chaos of combat requires controlled expression of aggressive tension, the practice of medicine in combat requires controlled repression of the same aggressive tension.

To date, those professionals best prepared for leadership in Army medicine have been those who have studied the subject elsewhere; at the United States Military Academy, in Reserve Officer Training Corps courses, or through prior service. For many, the leadership lessons learned directly in the Army Medical Department (AMEDD) system have been bad ones. It is remarkable how successful the system has been, despite a somewhat piecemeal approach to the training of those who lead it. Unfortunately, with our current challenges, the system can no longer afford a passive, piecemeal, parochial, or personal approach to the study of leadership.

GLOBAL WAR ON TERRORISM

Army medicine has been to war before. But this conflict is unique in a number of ways. In Afghanistan and Iraq, the deployed class picture changes constantly. As professionals rotate to different forward operating bases, they find themselves thrown into leadership positions with different players on a daily or weekly basis. The doctor or physician's assistant has to lead people from diverse backgrounds; eg, a new private first class with no experience or middle-aged reservist who already has all the answers. Just as the people change, the locations change and a deployed professional may practice in several different settings in the same week period. Finally, the required skills can change multiple times in the same day; eg, combat trauma care, humanitarianism, civil/military affairs, sick call.

GLOBALIZATION

Corporations whose markets expand internationally must confront the leadership challenges of operating in diverse cultural settings. The language of Program Budget Decision 753 will require increasing leadership of joint medical units by Army officers,² a process already underway in theater. Navy and Air Force medicine share a common commitment with the Army to excellence in patient care. But that is where the common thread ends. Civilianization of the work force also means that Army leaders will have to lead nonmilitary subordinates in garrison, and possibly

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even in the combat theater. And finally, expansion of TRICARE* and multimarket management will require Army medicine to increasingly understand capitation and the business of medicine. New languages, new culture, and new values all confront the leaders of Army medicine in this unique process of globalization.

GRADUATE MEDICAL EDUCATION

Residency programs are the factories of Army medical leadership. Leadership, professionalism, and the core competencies have made the Accreditation Council on Graduate Medical Education[†] requirements more labor intensive to meet and document. In addition, we have less time to train residents. There are only 80 hours a week for 3 years (12,480 hours) in a 3-year (family practice, medicine, pediatrics) residency. In practice, the available time is shorter. Subtract 8 weeks of vacation scattered over the 36 months and the total drops to 11,840 hours. In contrast, 20 years ago, workweeks of 100 hours were typical. Two or three 24-hour days on call with 12-hour days for the remainder of the week, even with a rare day off, adds up to 14,800 hours a year. Thus, today residency training time is 20% shorter. The current situation violates the “Bermuda Triangle” of business that states you can only get two of the following three in any given product: good, fast, or cheap. If we want good residency graduates, and we want them faster (less training time) then it won’t be cheap. If we won’t spend the money it will take to train them in less time, then they will not be as good. Leadership of graduate medical education will require new and greater depth of leadership capability.

MODELS FOR LEADERSHIP TRAINING

At Tripler Army Medical Center (Honolulu, HI) Pediatrics, we began formal training in leadership for staff and house staff in 1999 using the Army’s then new publication, *Field Manual 22-100, Army Leadership*, published a year earlier (superseded in 2006 by *Field Manual 6-22*³). The initial efforts were

not well organized and the manual, although an excellent overview, did not read well. Journal articles were also included, but as with most additional reading for journal clubs, it is difficult to get participants to read the material ahead of time, and, of course, lack of preparation hampers discussion.

In 2002, an annual lecture, “The Intentional Officer,” outlining some of the practicalities of leadership and officership was added as preparation for graduating residents. An accompanying article (published in the *AMEDD Journal*⁴ in 2005) provided additional grist for discussion, but suffered from the same challenges of participant preparation.

In subsequent years, leadership was a monthly topic at the resident weekly graduate military education session. With several of the lectures, video clips were presented to foster discussion. For example, the speech by Kenneth Branagh as Shakespeare’s King Henry V at Agincourt from the movie *Henry V* (MGM, 1989) supplemented a discussion of the imperatives of leadership based on Keegan’s *The Mask of Command*.⁵ These clips proved to be among the most successful tools introduced to date, as it seems that participants were more comfortable watching and responding to the video than to reading and discussing an article. In fact, subjectively it seemed that introducing the article as background for the video clip often led to greater readership after the session and discussion in subsequent sessions.

The success of these tools led to the introduction of a more formal, weekly series, “Leadership@Lunch” introduced to the department of Pediatrics in the winter of 2003. A formal schedule, an example of which is included at Appendix 1, was developed covering a range of topics that follow the leadership outline “Be, Know, Do.”^{3(p1-1)}. This series, currently in its fourth iteration, has proven to be very successful with several dozen regular participants, lively debate, and vigorous discussion. Especially successful have been the introduction of case-based scenarios (example included at Appendix 2). Each session, therefore, has a combination of a reading (provided a week ahead), some opening remarks, a video clip, discussion of the video, a scenario with discussion, then a wrap-up. The session is one hour in length.

As with any educational venue, we expect the format and content to change with time and with context.

*TRICARE is the Department of Defense health care program for members of the uniformed services, their families, and survivors. Information available at <http://www.tricare.mil>.

[†]Accreditation Council for Graduate Medical Education (ACGME) (Suite 2000, 515 North State Street, Chicago, IL 60610-4322) is responsible for the accreditation of post-MD medical training programs within the United States. Information available at: <http://www.acgme.org/acwebsite/home/home.asp>.

Some of the same readings and scenarios have proved very useful in mentoring discussions (one-on-one) and in less formal, smaller group discussions. Understanding that the future curriculum may change, it was clear to us that our staff was anxious to discuss leadership, their experiences with leaders, and to think about the science of leading others.

A PROGRAM FOR CEO SUCCESSION

In an article published in *Harvard Business Review*, Charan outlined the weaknesses in the current approach to leadership succession in industry.⁶ Half of the companies he surveyed had no meaningful plans for CEO succession, and less than one fifth of surveyed corporations were satisfied with their leadership succession processes. More striking, 40% of the CEOs chosen by traditional methods failed within their first 18 months of office.

Traditionally, a chief executive officer (CEO) in a major US corporation assumes that position when he or she is between 46 and 52 years of age. This is very similar to AMEDD general officers, who are often in their fifties, and midway through their third decade in Army medicine when they are appointed. Charan proposed that industries with successful CEO succession plans often identify potential candidates 15 to 20 years before they become CEOs. In the AMEDD, that would equate to identifying potential general officers or senior level commanders while they are still midlevel captains or junior majors. Should we be identifying our future CEOs at this level? And if we did, how would we prepare them? There are many options, but, as an example, the following 4 basic steps could help us to do a better job of preparing future AMEDD CEOs for leadership positions.

Train—Leadership seminars could be established at all graduate medical education programs. Taking one lunch a week does not overly tax the program and does not adversely impact the 80-hour work week. The exact substance of the course is less important than establishing the opportunity to discuss leadership and encouraging young officers to become lifelong students of leadership. Senior leaders could host similar weekly journal clubs at the medical activities (MEDDAC). It is possible that there could be a core curriculum based on the Army's leadership manual.² The Surgeon General could develop a suggested reading list with titles from basic leadership science

(ie, John Keegan, Stephen Covey, Marcus Buckingham) and leadership in medicine (Institute of Medicine, Richard Seltzer). These readings could be the basis for the ongoing weekly meetings. "Industry" leadership seminars could be made available to more senior leaders, along with opportunities for physician executive training.

Track—Program directors and department chiefs could identify "stars" in their program for a list maintained by the specialty consultant. For captains and majors, the consultant could maintain this dynamic, fluid list and help the young officers by guiding their career paths. The consultant could work with the MEDDAC commander and deputy commander of clinical services to offer opportunities to these junior officers, including a range of possible duties. The consultant could also maintain frequent contact with these officers by phone and electronic mail in an effort to keep them on active duty and in assignments at both TDA* and TO&E[†] units which will enhance their leadership development.

Tutor—More senior majors and lieutenant colonels would be the subject of formal mentoring[‡] by medical center department or MEDDAC command leaders. The specialty consultant and the branch chief would facilitate the mentorship of these leaders. Different specialty leaders could participate in the mentoring, including senior nursing and administrative leaders. These young leaders could facilitate and participate in local leadership training at their hospital, as one learns as much by researching and teaching these seminars as by attending them. The officers need to participate in hospital level committees and multidisciplinary teams to see how senior level leaders spend their days. Frequent contact with the consultant will help the officer with career choices.

Tailor—By the time the officer is selected for colonel (approximately 16 years of service for Medical Corps officers), it will be important for him or her to make directed career choices that may include a purposeful move from primary clinical, teaching, or research roles

*Table of Distribution and Allowances: Prescribes the organizational structure, personnel and equipment authorizations, and requirements of a military unit to perform a specific mission for which there is no appropriate table of organization and equipment.

†Table of Organization and Equipment: Defines the structure and equipment of a military organization or unit.

‡See related articles on pages 26, 29, and 37.

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into more full time administration. These are the officers who would most benefit from general officer mentorship. They should be offered a formal “360 degree” leadership profile from one of the commercially available organizations and should closely coordinate positions with the specialty consultant and their senior level mentor.

THE WAY AHEAD

There is little question that the challenges currently facing the AMEDD and, even more so, those on the horizon, will require a more intentional approach to leadership development and succession. It is especially so if medical corps officers are to play a continued key role in AMEDD leadership. While there are a variety of options, the exact form of the needed steps should be directed from the Army Medical Command or The Surgeon General level. A list of suggested readings and discussion points could be drafted and modified annually, perhaps at the winter meeting of the joint services graduate medical education selection board and consultants. Leadership seminar development could also be a topic of this meeting on a regular basis. Specialty consultants could work with program directors and department leaders to identify “track” list stars who have the potential to be developed for possible “CEO succession.”

“May you live in interesting times” is said to be a Chinese proverb. There is a thought, however, that it is really a Chinese curse. According to Pratchett,⁷ the curse was accompanied by two others: “May the authorities take an interest in you,” and “May the gods give you everything that you desire.” There is no doubt that we live in interesting times. Whether our interesting times become a curse may well turn on our application of the other two points: whether our best

leaders come to the attention of those in authority, and whether, in their development as leaders, they are able to realize the opportunities they desire.

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3. *Field Manual 6-22: Army Leadership: Confident, Competent, and Agile*. Washington, DC: US Dept of the Army; October 2006.
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6. Charan R. Ending the CEO succession crisis. *Harv Bus Rev*. 2005;83(2):72-81.
7. Pratchett T. *Interesting Times*. New York, NY: HarperTorch; 1994.

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Appendix 1

LEADERSHIP@LUNCH SEMINAR SERIES

Tripler Army Medical Center Department of Pediatrics

BE

IMPERATIVES OF LEADERSHIP

READING: Callahan CW. Imperatives of leadership: Henry at Agincourt. *Mil Rev*. 1999;79(3):88-90.

Appendix 1 (continued)

VIDEO: *Henry V* (MGM, 1989), speech prior to battle at Agincourt

EMOTIONAL INTELLIGENCE – INTRODUCTION

READING: Goleman D. What makes a leader? *Harv Bus Rev.* 2004;82(1):82-91.

VIDEO: *Gettysburg*, Scenes: 8-10; Prisoner delivery/Used by idiots/What we're fighting for (New Line Cinema, 1993).

EMOTIONAL INTELLIGENCE – STYLES OF LEADERSHIP I

READING: Goleman D. Leadership that gets results. *Harv Bus Rev.* 2000;79(2):78-87.

VIDEO: *Miracle*, Scenes 14 & 16; I am a hockey player / This is your time (Disney, 2004).

EMOTIONAL INTELLIGENCE – STYLES OF LEADERSHIP II

READING: Goleman D. Leadership that gets results. *Harv Bus Rev.* 2000;79(2):78-87.

VIDEO: *Gettysburg*, Scene 5, Side B: Lee admonishes Stuart. *The Lord of the Rings: The Two Towers*, Disc 1, Scene 23: The King's decision (New Line Cinema, 2002). *The Lord of the Rings: The Return of the King*, Disc 2, Scene 59; The last debate (New Line Cinema, 2003).

THE LEADERSHIP MOMENT: COL JOSHUA CHAMBERLAIN AT LITTLE ROUND TOP

READING: Useem M. Joshua Lawrence Chamberlain defends Little Round Top. In: *The Leadership Moment*. New York, NY: Three Rivers Press; 1998:127-152.

VIDEO: *Gettysburg*, Scenes 28-35, Little Round Top; name to remember.

INTEGRITY – THE CASE OF NATHAN JESSUP, PART 1

READING: Cohen WA. Maintain absolute integrity. In: *The Stuff of Heroes*. Atlanta, GA. Longstreet Press; 2001:9-39.

VIDEO: *A Few Good Men*, Scenes 25-28; Jessup takes the stand; the verdict (Columbia Pictures, 1992).

INTEGRITY – THE CASE OF NATHAN JESSUP, PART 2

READING: Sherman S. Rethinking integrity. *Leader Leader*. 2003;28:39-45. Available at: <http://leadertoleader.org/leaderbooks/L2L/spring2003/sherman.html>.

VIDEO: *A Few Good Men*, Scene 5; COL Jessup.

KNOW

VISION AND GETTING THE BIG PICTURE: BG JOHN BUFORD AT GETTYSBURG

READING: John Buford and the Gettysburg Campaign. (<http://www.gdg.org/research/people/buford>)

VIDEO: *Gettysburg*, Scene 10, Side A; Bloody moment ahead.

LEADING YOUR PEERS

READING: Blumenson M, Stokesbury JL. Eisenhower. In: *Masters of the Art of Command*. Boston, MA: Houghton Mifflin; 1975:287-303.

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Appendix 1 (continued)

VIDEO: *Ike: Countdown to D-Day*, Patton problem; A plan unveiled (Columbia TriStar, 2004).

LEADERSHIP AGAINST ALL ODDS: SIR ERNEST SHACKLETON. BUILDING A TEAM

READING: Alexander C. Shackleton: epic of survival. *Natl Geogr Mag.* November 1998:83-101.

VIDEO: *Shackleton*, Disc 1, Scene 8; setting sail (A&E Television Networks, 2002).

SCENARIO: Building the Team

LEADERSHIP AGAINST ALL ODDS: SIR ERNEST SHACKLETON. FACING MUTINY

READING: Alexander C. Shackleton: epic of survival. *Natl Geogr Mag.* November 1998:83-101.

VIDEO: *Shackleton*, Disc 2, Scene 6; breaking point.

SCENARIO: Facing Mutiny

DO

CRISIS RESOURCE MANAGEMENT

READING: Gaba DM, Fish KJ, Howard SK. *Crisis Management in Anesthesiology*. New York, NY: Churchill Livingstone; 1994:37-44

VIDEO: *Apollo 13*, Scene 19; Houston, we have a problem... (MCA Universal Pictures, 1995).

LEADERSHIP AGAINST ALL ODDS: SIR ERNEST SHACKLETON. OPTIMISM IN THE FACE OF CRISIS.

READING: Alexander C. Shackleton: epic of survival. *Natl Geogr Mag.* November 1998:83-101.

VIDEO: *Shackleton*, Disc 2, Scene 8; On the edge.

SCENARIO: Facing a Crisis

TOXIC LEADERSHIP

READING: Reed GE. Toxic leadership. *Mil Rev.* 1999;84(4):67-71.

VIDEO: *Band of Brothers*, Episode 1, Currahee: Scene 2; Anything but easy, Scene 5; Trial by court martial (HBO, 2001).

CEO SUCCESSION

READING: Charan R. Ending the CEO succession crisis. *Harv Bus Rev.* 2005;83(2):72-81.

VIDEO: *Master and Commander*, Scene 23; Hollom's weakness (20th Century Fox, 2003).

SCENARIO: I want to be a general. What do I have to do?

SERVANT LEADERSHIP

READING: Greenleaf RK. Servant Leadership. In: Spears LC, ed. *Insights on Leadership*. New York, NY: John Wiley and Sons; 1998.

VIDEO: *Gandhi*, Disc 1, Scene 10 (Columbia Pictures, 1982).

SHACKLETON SCENARIOS

Life as an AMEDD Leader

1. Building the Team (A fictional story)

You have been named the new chief at Fort Hipp. You are stepping into the Army's largest and busiest MEDDAC. There are 10 other general pediatricians and 3 neonatologists. The clinic sees 100,000 visits a year, and the nursery makes 3,600 deliveries. The previous chief did not see "same-day" appointments nor pull in-house call like the other members of the staff. He was busy most of the time with administrative duties, but had given several of the hospital committee meetings to junior staff so they could "gain from the experience." He had an open-door policy, but the door was seldom open. When the door was open, visitors found the desk was between his chair and the door, and he frequently was called or emailed during conversations with the staff. He invariably answered the emails or phone calls saying, "This will just take a moment." He also was one of very few staff members who had not yet deployed.

How will you approach this leadership moment?

2. Facing Mutiny (A fictional story)

You are the Chief at the San Antonio Joint Medical Center, and have responsibility for the Air Force pediatric clinics in San Antonio as well, especially since Wilford Hall closed several years ago. You have recently launched CHCS-III, and your department clinics have not regained their productivity. In addition to the myriad of deployments, you have lost several key general pediatricians and the consultant could not replace them. The Air Force general has insisted that his people's beneficiaries not be denied access at the Air Force clinics, but you do not have the staff. So, you gingerly approach a plan to have the Air Force clinics staffed by your pediatric subspecialists. They are not happy. One, a senior curmudgeon pulmonologist, refuses to attend the clinics. He lets you know with a blistering email message addressed "to all staff."

3. Facing a Crisis (A fictional story)

You have been Chief at Fort Crandell for 2 years and decided to remain in the Army since your promotion to major last summer. MEDCOM has pushed up the deployment of CHCS-III for your site, although the number of trainers has been cut. You should have 6 pediatric staff, but you are down to 4, with 2 of them deployed. One of the remaining staff is pregnant and on profile with restricted work hours. The remaining three share the call, and have picked up the evening clinic that was previously staffed by a civil service pediatrician who was married to a service member but had left recently as her husband had been transferred. You have been informed that one of the three of the remaining staff will have to deploy.

How do you decide, and how do you tell your staff?

Mentoring in the Army Medical Department: Advice for Senior Leaders

COL Mark A. Melanson, MS, USA

INTRODUCTION

During effective mentoring, a senior leader takes a junior officer under his or her wing and provides guidance and advice to help the subordinate grow professionally. A successful mentoring relationship is beneficial for both participants. The protégé receives assistance in career development and learns from the wisdom of the mentor. Meanwhile, the mentor gets a boost to his or her self-esteem and the satisfaction of helping the next generation of Army leaders grow. However, there is another stakeholder with a vested interest in the success of this special relationship, namely the Army Medical Department (AMEDD). Significant benefits to the AMEDD include the retention of qualified officers, continuity of leadership, and regimental esprit de corps. Given these facts, senior AMEDD leaders may wonder what they can do to assist their officers in finding and establishing mentoring relationships. The purpose of this article is to provide advice for senior AMEDD leaders to help foster a culture of successful mentoring.

AVOID MANDATORY MENTORING PROGRAMS

If mentoring is so essential for leader development, then why not just assign each officer a mentor through the establishment of a mandatory mentoring program? The problem with such a program lies in the fact that effective mentoring is a special relationship between two unique individuals. Successful mentoring requires enthusiasm, compatibility, and rapport between the mentor and the protégé. Assigning mentor and protégé pairs will not guarantee the type of affinity or chemistry that is so essential for a lasting mentoring relationship. Furthermore, a bad pairing with a mentor may actually turn a protégé away from mentoring, especially if the mandatory relationship is negative. That is why I strongly oppose the establishment of mandatory mentoring programs and prefer a decentralized system where mentors and protégés choose each other based upon mutual interest and respect. Otherwise, the participants may simply go

through the motions just to “satisfy a requirement,” or worse, become entirely disillusioned with mentoring.

INCORPORATE MENTORING INTO AMEDD VISION STATEMENTS

Given that mentoring is vitally important to the AMEDD, it should be clearly reflected within AMEDD vision statements. Such a delineation would be clear proof of the importance of mentoring and the senior leadership’s commitment to it. Since development of future leaders is a vital strategic goal, it only makes sense to incorporate mentoring into AMEDD vision statements which are, by their very nature, strategic.

PROMOTE AND ENCOURAGE MENTORING

While AMEDD leaders should not mandate mentoring, they should promote and encourage the establishment of mentoring relationships. Senior leaders can become passionate champions for mentoring and openly speak of the importance of mentorship. Another way to encourage mentoring is for senior leaders to share their own personal stories of mentoring and being mentored. This could be done by the informal telling of “war stories,” or by writing about their mentoring experiences in journals and newsletters. Of course, the ultimate way to promote mentoring is for senior leaders to be effective mentors themselves and serve as role models that inspire others to become mentors.

REWARD MENTORING

One of the major barriers to mentoring is the fact that mentorship does not usually contribute to the urgent tasks at hand. Developing tomorrow’s leaders is tough when potential mentors are struggling to accomplish today’s missions. Unfortunately, short term focus on the immediate mission often eclipses the long term goal of developing future AMEDD leaders. A way to help rectify this situation is to provide an incentive to mentors by publicly rewarding those who do it well.

This could be something simple like selecting and recognizing an outstanding mentor of the year. However, the actual method of rewarding does not matter. Rather, what is important is that the rewarding is done publicly, so that everyone can see that mentoring has value and those who do it successfully are rewarded.

IDENTIFY TARGET TIMES FOR MENTORING

While guiding the careers of their junior officers, senior AMEDD leaders should identify those critical times when junior officers might especially need mentoring. Initial officer training during the Officer Basic Leadership Course is a clear example. Another important period is during a junior officer's initial duty station tour, however, this may be difficult depending upon the nature of the assignment (deployment, for example). Senior officers at Regional Medical Commands may wish to reach out to junior officers that are assigned within their region. I have done this with other Nuclear Medical Science Officers that are assigned within the North Atlantic Regional Medical Command. Another occasion for mentoring is an officer's promotion to major, the important transition from company grade officer to field grade officer. Finally, officers in long-term civilian training are another group that may particularly need mentoring as they pursue graduate studies and are "out of the mainstream."

TRAIN MENTORS

Since being a mentor is inherently a matter of personal style, one cannot teach mentoring like one would teach a simple skill such as map reading. However, I do believe fundamental mentoring principles can be taught. One way to teach mentoring is through the use of role models who practice effective mentorship. Incorporating instruction on mentoring during meetings and conferences is also a good way to help mentors learn and grow in this important role. For example, during the annual Force Health Protection Conference, the Health Physics and Radiological Sciences Track typically includes a block of instruction on mentoring. During some years the training for this track was purely didactic, while during other years it included small group exercises that encouraged interactions between junior and senior officers, and opened the door for future mentoring opportunities. Finally, there are many commercially available courses on mentoring. By recognizing and exploiting these training opportunities, senior AMEDD

leaders can train aspiring mentors, thereby making them more competent and ultimately more effective.

PROVIDE RESOURCES FOR MENTORING

Once mentors are trained and willing, they need resources to practice their craft. The most important resource is time; this can be accomplished by establishing an active Officer Professional Development program that sets aside time for the purpose of developing and mentoring subordinates.¹ Another important resource is the establishment of a suggested mentoring reading list where interested mentors can find more information on mentoring. As a starting point, I have included a bibliography of books and articles that I have found helpful in my personal growth as a mentor. When possible, unit funds should be made available to procure any needed reference material or allow personnel to attend mentor training courses.

SEEK FEEDBACK FROM JUNIOR OFFICERS

Since mentoring is really about the needs of the protégé, it only makes sense to periodically check with the junior officers to see if their mentoring goals and objectives are being met. This can be achieved through the use of surveys or by having meetings with junior officers during professional society meetings or military conferences. Based upon this vital feedback, senior AMEDD leaders can gauge the progress of mentoring efforts and make any necessary midcourse corrections.

STAY OUT OF THE WAY

Once mentors have been properly trained and resourced, senior AMEDD leaders should step back out of the picture. With positive feedback from the junior officers, the senior AMEDD leadership should feel confident that their junior officers' mentoring goals are being realized. So, it is helpful to remember the old adage, "if it ain't broke, don't fix it." If mentors are doing their jobs, senior AMEDD leaders need to get out of the way!

COMMIT TO CONTINUOUS LEARNING

Having done considerable research into the subject of mentoring, I have learned that it is an evolving field. Given that, senior AMEDD leaders should strive to stay abreast of developments in the area of mentorship. The reading material in the included bibliography is a

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good place to start. Also, senior leaders can search the internet to find further information and material on mentoring. Much information exists on the subject, within both public and private sectors.

SUMMARY

The purpose of this article is to provide suggestions about mentoring for the senior AMEDD leadership that I have gleaned through ongoing research and personal experience, as both a mentor and a protégé. Key points include resisting the temptation to initiate mandatory mentoring that forces junior and senior officers into mentoring pairs. Since mentoring is so very important, it should be clearly articulated in AMEDD vision statements. Senior AMEDD leaders should promote and encourage mentoring whenever they can by being strong champions for mentorship and sharing their own mentoring stories. The establishment of a reward system for mentoring may inspire more senior officers to become effective mentors and show that the AMEDD truly values mentoring. Identifying critical times for mentoring in

the careers of junior officers will assist in the development and retention of these future AMEDD leaders. Mentors must be trained if they are to be effective in mentoring and better prepared to develop their own personal style of mentorship. Providing resources to mentors, most notably time, is critical to ensure that mentoring opportunities are made available. Periodic feedback from those being mentored is essential to be sure that the junior officers are getting what they need. When effective mentoring is taking place, senior leaders should stay out of the way and let the process unfold. Finally, the senior AMEDD leadership should be perpetual students of the evolving field of mentoring in order to guarantee that our junior officers are being properly groomed to one day take the reins of AMEDD leadership.

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Mentors and Protégés: Simple Rules for Success

COL Mark A. Melanson, MS, USA

Mentoring is a partnering relationship where a senior, more experienced officer provides guidance and advice to a junior officer in order to foster professional growth in the subordinate. Speaking from personal experience, mentoring has been and remains the single most important factor in my development and growth as an officer and a leader. The following are some “kernels of wisdom” for the mentoring relationship that I have discovered during my nearly quarter century of experience as both mentor and protégé. I have distilled this experience into two sets of 10 common sense, yet remarkably often overlooked rules—one set each for the mentor and the protégé respectively.

TEN SIMPLE RULES FOR MENTORS

When initiating any discussion on mentoring, a natural question to ask is where to begin? Do you start with the mentor or the one being mentored (protégé)? While the contributions of both participants are important, mentoring successes or failures most often depend upon the skills of the mentor. If the mentor is not prepared to do his or her job, then the entire mentoring process may be ineffective and, consequently, discourage the protégé from any future mentoring opportunities. It is hoped that by considering these 10 simple rules, mentors, present and future, will be better prepared to assume this very important role.

MENTOR RULE #1

It's Not About You!

Being chosen to be someone's mentor is a powerful, potentially intoxicating experience. Not surprising, it is easy to let it go to your head. However, if you simply engage in mentoring to satisfy your own ego, you will ultimately fail. At best, your protégé will recognize that you are just doing this for yourself and not for him or her. At worst, you will model a self-centered behavior that your protégé may emulate and then perpetuate when he or she becomes a mentor. While mentoring does offer benefits to the mentor, such as self-validation and establishing a legacy, the primary focus of mentoring is on the individual being mentored, the protégé. Since not all attempts at a mentoring relationship will be successful and not all of your advice will necessarily be followed, you should be humble while mentoring and check your ego at the door. It is also essential that you do not use the mentoring relationship as a vehicle to exploit the protégé for your own personal gain. For example, avoid giving “busy work” that you do not want to do to a protégé under the guise of it “being good for him or her”. Chances are your protégé will see right through this veiled attempt at exploitation and understandably grow to resent it.

This article, updated by the author, is reprinted from the July–September 2006 issue of the *AMEDD Journal*. COL Melanson is Chief of the Health Physics Office, Walter Reed Army Medical Center, Washington, DC.

MENTOR RULE #2

Always Maintain Confidences

Trust is critical in a healthy mentoring relationship. Hence, matters discussed between a mentor and a protégé must remain confidential (as long as the issue does not involve violations of Army regulations or the Uniform Code of Military Justice). It is in this “safe” environment that a protégé can openly share mistakes or any lack of self-confidence. It also allows the junior mentoring partner to take risks without fearing negative consequences. Given that, the mentor should not share the protégé’s mistakes and setbacks with others. Of course, maintaining confidences goes both ways. This trusting environment allows the senior mentoring partner to share lessons learned from personal mistakes and failures without the fear of these “blunders” becoming common knowledge. Always remember, trust takes a long time to become fully established, yet it can be destroyed in a matter of moments.

MENTOR RULE #3

Set and Enforce Boundaries

This rule deals with avoiding one of the darker aspects of a mentoring partnership—the development of an inappropriate relationship. Throughout the course of mentoring a junior officer, it is easy to develop a liking or affinity for your mentoring partner. But, it is imperative that the mentor keep the relationship professional. As a mentor, you must always insist on maintaining military courtesy with no exceptions. As a personal example, I called my mentor of more than 20 years, “Sir” until the day he retired as a colonel. If you are a supervisor to your protégé, you must never let your role as a mentor compromise your duties and responsibilities as a rater. You must avoid letting any hint of cronyism or favoritism to creep into your decision making. Of course, a romantic relationship with your protégé is strictly forbidden and will probably adversely affect both of your careers. A final note: you should never allow your mentoring relationship to circumvent the chain of command.

MENTOR RULE #4

Know Your Limitations

Once you have gained the trust and confidence of your protégé, you may find yourself asked for guidance in areas about which you know very little, or, perhaps, nothing at all. That is why it is so important that you acknowledge any such limitations when providing advice. There may be the temptation to provide guidance, any guidance, just so that you don’t lose face. Admitting a lack of knowledge on a subject may seem like a weakness and threaten to undermine your standing with the protégé. But, in actuality, acknowledging your own lack of expertise or experience will further strengthen your mentoring relationship. Those being mentored do not expect their mentors to know everything, but, rather to share their experiences and point them in the right direction. So, if you are asked to provide advice on a subject about which your knowledge is limited, you should guide the protégé in the proper direction and, if possible, to the best person who can give them the necessary guidance.

MENTOR RULE #5

Keep Your Promises

Mentoring takes time, your most valuable resource. Before entering into a mentoring partnership, it is crucial that you determine whether or not you can make the time to dedicate to such an endeavor (I strongly believe that if you truly think that mentoring is important, you will make the time for it!). If you cannot dedicate the time, then I suggest that you do not even attempt it. Once you have decided to commit to a mentoring relationship, you must follow through with your promises. For example, if you agree to weekly meetings with your protégé, you must keep these appointments. If you promise to review a junior officer's OER Support Form, then do it and provide your feedback in a timely manner. A pattern of broken appointments and unfilled promises will send a clear message to your mentoring partner that you are not really devoted to his or her development. So, do what you say you are going to do, when you say you are going to do it.

MENTOR RULE #6

Listen and Ask Questions

A common misconception about mentoring is that the protégé simply brings problems to the mentor and the mentor tells the protégé what to do. Although this may be tempting for both mentoring partners, it should be done sparingly. First, do not assume that you automatically know what your mentoring partner needs from you. You need to truly listen to the questions that the protégé is asking. Practice effective listening to be sure you are giving the actual help or advice that is required. Interestingly enough, a highly effective way to impart wisdom is by asking questions that lead the protégé to discover the right answer for him or herself. I know firsthand that this can be very frustrating to the protégé who usually simply wants a quick answer. However, in the long run, it teaches the one being mentored how to think through problems and independently develop sound solutions.

MENTOR RULE #7

Reach Out to Junior Officers

It is essential that, as a senior officer and potential mentor, one must remain approachable. In the Army, rank can be very intimidating. Remember how you were intimidated by senior officers when you first joined the Army. Given that fact, we as senior leaders need to break the ice. A practice that I learned from another of my mentors is to initiate conversations with junior officers whom I do not know. I introduce myself and ask where they are from and try to learn a little about them. This simple gesture pays big dividends in the long run. It greatly increases the probability that these officers will seek me out for guidance in the future.

MENTOR RULE #8

Don't Sugarcoat Feedback

Honest feedback is very important in an effective mentoring partnership. However, there may be a temptation to soften constructive feedback so as not to offend the protégé or ruin the mentoring relationship. Typically, when handled correctly, such corrective feedback is usually some of the most important mentoring that you can give a young officer. Now, I am not condoning, degrading, or belittling the individual. Negative feedback needs to be specific, given judiciously and unemotionally. Of course, it helps if such feedback is “sandwiched” between positive comments. As with all counseling, it should be done immediately and in private to have the greatest impact. The feedback should also provide recommendations on how to address shortcomings or areas that need improvement. It is important to always separate the individual from the undesirable behavior. Finally, once the matter is discussed, it should not be brought up again unless the behavior or mistake is repeated.

MENTOR RULE #9

Be Yourself

Since mentoring is a relationship between two unique individuals, there is no single guaranteed recipe for mentoring. The relationship will naturally reflect the distinct personalities of the pair of individuals involved. So, it is important that, as a mentor, you are authentic. Your deeds should match your words or “your walk should match your talk.” If you are an introvert by nature, trying to come across as an extrovert will seem phony. One thing that may help you in developing your own style is to do some self-reflection. This can help you identify the key elements of your leadership style and how you can use these traits to become a more effective mentor. The good thing about mentoring is the more that you do it, the better you will become. So take pride in being a mentor and do it your own way, with both passion and conviction.

MENTOR RULE #10

Commit to Continuous Learning

Whatever your military specialty, you should be dedicated to maintaining your technical competency and staying abreast of advancements in your field. This is also true for the leadership and mentoring skills required to be an effective officer. A way to do this is to set aside some quiet time for reading professional journals, those relating to your military specialty and those related to officership. While you are probably aware of professional references for your technical discipline, you may not be aware of journals for leader development. Army journals that may be of help are *Military Review*, published by the US Army Combined Arms Center at Fort Leavenworth, KS, and *Parameters*, from the US Army War College at Carlisle Barracks, PA. Both institutions support websites from where their articles may be downloaded:

Military Review – <http://usacac.leavenworth.army.mil/CAC/milreview/index.asp>

Parameters – <http://carlisle-www.army.mil/usawc/Parameters/>

This publication, the *AMEDD Journal*, is another venue for staying current in developments with the Army Medical Department. Finally, if you are serious about growing as a mentor, you should avidly read all that you can on the subject of mentoring. For a list of suggested reading material, I have included a bibliography of books and articles (page 28) that I have found helpful in my personal growth as a mentor.

SUMMARY

The key points of the above rules include remembering that mentoring is about the protégé, not the mentor. Confidences must always be maintained to ensure trust. The mentor needs to set and enforce boundaries in the relationship to ensure professionalism. A mentor must know his or her limitations when giving guidance or advice. Promises made by the mentor need to be kept if the relationship is to last. During the mentoring, the senior officer must use effective listening and should refrain from simply telling the protégé what to do in order to develop problem-solving skills in the protégé. Potential mentors must be approachable if junior officers are to feel comfortable in seeking them out as mentors. Feedback needs to be specific and, when necessary, include constructive criticism. Mentors must understand themselves and develop a mentoring style that is authentic and consistent with who they really are. Finally, mentors need to dedicate themselves to continuous learning, technically, tactically, and as mentors.

It is my sincere hope that, by considering these key points, mentors will be better prepared to focus on the individualized needs of their respective protégés, the real goal of any successful mentoring relationship.

TEN SIMPLE RULES FOR PROTÉGÉS

While the skills of the mentor are critical to mentoring, the protégé also shares responsibility for ensuring that the relationship is successful. Unfortunately, some new protégés may not be aware of their responsibilities as a mentoring partner. Hence, the following 10 rules for protégés are presented to help them realize the greatest benefit from their mentoring relationships.

PROTÉGÉ RULE #1

Cherish your Mentor's Time

It is important that as a protégé you truly value your mentor's time. Your mentor is setting aside time exclusively for your development and growth. Consequently, you owe it to your mentoring partner to always be on time and fully prepared for meetings with him or her. If he or she assigns you "homework" to do, such as reading assignments, then you must be sure to complete your tasks before they are due. To not do so may be viewed by your mentor as a cavalier attitude and will likely hurt the relationship. Your mentor may reasonably conclude that, if you do not take your professional development seriously, why should he or she?

PROTÉGÉ RULE #2

Always Maintain Confidences

One of the cornerstones of a successful mentoring relationship is trust. It is within a safe relationship that the protégé is able to freely ask questions, express concerns, and take risks without the fear of negative consequences. One of the most effective ways for mentors to impart wisdom is by sharing personal challenges and setbacks and what lessons the mentor has learned from them. Since it is unlikely that anyone would want their mistakes widely advertised to others, the same is probably true for those who mentor. Therefore, when your mentor tells you things in confidence, you must honor that special trust and not share the information outside of the mentoring relationship. Simply put, genuine trust only develops over time and can be destroyed in an instant. Consequently, it is imperative that you always maintain confidences.

PROTÉGÉ RULE #3

Learn from Your Mistakes

Good mentors do not expect perfection in those they mentor and fully expect their protégés to make mistakes. Interestingly enough, it is usually from our mistakes and failures that we learn our greatest lessons. So, be willing to take risks and try new things; it is essential for your growth as an officer and a leader. Also, accept that you will, from time to time, make mistakes. If and when you do fall short, reflect upon those setbacks and glean whatever lesson that lies at the heart of your failure. Now, while a mentor should be tolerant of mistakes, an effective mentor will not tolerate a protégé repeating the same mistake. Such behavior does not show personal growth and maturity. Be sure to learn from your mistakes and not repeat them.

PROTÉGÉ RULE #4

Be Receptive to Feedback

One of the most effective tools in successful mentoring is the use of feedback. Often feedback is positive and encouraging. It can be just what a protégé needs during trying or difficult times. But, sometimes the feedback is more critical. The key to being a good protégé is to accept the bad with the good. If you expect your mentor to only shower you with praise, you will be missing the full breath and depth of mentoring. So, keep your ego in check and listen objectively to any constructive feedback from your mentor. While it might not seem so at the time, such wisdom and insight can often be some of the most important mentoring that you will receive.

PROTÉGÉ RULE #5

Keep Your Promises

Mentoring requires your most valuable resource, namely your time. Before entering into a mentoring partnership, be sure that you can dedicate time to such an endeavor. If you cannot set aside the time, then I suggest that you do not enter into a mentoring partnership. That being said, if you do commit to a mentoring relationship, you must follow through with your promises. For example, if you agree to weekly meetings with your mentor, you must keep these appointments. If you promise to provide your OER Support Form to your mentor, then do it promptly. Broken appointments and unfilled promises will clearly demonstrate that you are not serious about being mentored. To avoid this common pitfall, keep your promises to your mentor. By doing this, you will also be keeping an important promise to yourself, namely to make the most of being mentored.

PROTÉGÉ RULE #6

Genuinely Consider Advice Given

One of the most valuable benefits of mentoring is the opportunity to freely ask for advice. Guidance can range from the technical aspects of getting the job done, to suggestions about choosing an assignment, or whether or not to continue pursuing a military career. As a courtesy to your mentor, you should thoughtfully consider any advice that is given. Now, this does not mean that you simply do whatever the mentor suggests. Rather, it is best to listen to the suggestions given and then carefully decide whether or not to follow the advice. A self-confident mentor does not expect the protégé to follow every bit of advice. However, if you are constantly seeking advice from your mentor, but never follow his or her guidance, then chances are that your mentor will stop giving you any advice. (This happened to me with one junior officer I was mentoring. This recurring behavior ultimately ended the mentoring relationship.) So, genuinely consider any guidance that is given and, if you choose not to follow it, explain to your mentor why you elected not to follow the advice. This kind of open dialogue will help to ensure that your mentor does not feel that he or she is wasting his or her time.

PROTÉGÉ RULE #7

Clarify Your Expectations

Since the focus of the mentoring is on the needs of the protégé, it is important that you clarify your expectations to your mentor. For example, if you are only looking for someone to be a role model or a sounding board, you should make that clear. If you are looking for a more in-depth relationship, you should also spell this out. What you require from the mentoring relationship will determine the degree of your mentor's involvement. Therefore, open and honest communication is critical to ensure that your actual needs are being met. Clarifying your expectations will make it easier for you to gauge your progress and determine whether or not your mentoring goals are being fulfilled.

PROTÉGÉ RULE #8

Respect the Chain of Command

It is important to remember that mentoring is not a way to bypass or interfere with the chain of command. For example, you should never use your mentor to "go over your boss's head" in order to reverse a decision with which you disagree. Also, refrain from asking your mentor to intervene in matters between you and your rater. Now, that is not to say that you cannot ask your mentor for advice on how to talk with your rater or resolve any disagreements. However, your mentor should not be inserting him or herself between you and your rater. Any such interference would be highly inappropriate. So, always remember to respect your chain of command and do not use your mentoring relationship as a short cut around it.

PROTÉGÉ RULE #9

Bring More Than Just Your Problems

Over the years, I have had protégés come to me with problems and they wanted me to simply tell them what to do (Much to their chagrin, rarely did I just give them the answer!). Since the ultimate goal of mentoring is the development of a self-reliant officer that can independently make timely and effective decisions, it is important for protégés to develop their own skills in problem-solving. To help achieve this goal, it is desirable that, along with the given problem that needs solving, you come armed with potential solutions. While this may seem like more work for you and your proposed courses of action may ultimately prove to be inappropriate, this sort of exercise will help you in the long run by improving your ability to solve your own problems.

PROTÉGÉ RULE #10

Commit to Continuous Learning

Whatever your military specialty, you should be dedicated to maintaining your technical competency and staying abreast of advancements in your field. This is also true for the leadership and mentoring skills required to be an effective officer. A way to do this is to set aside some quiet time for reading professional journals, those relating to your military specialty and those related to officership. While you are probably aware of professional references for your technical discipline, you may not be aware of journals for leader development. Army journals that may be of help are *Military Review*, published by the US Army Combined Arms Center at Fort Leavenworth, KS, and *Parameters*, from the US Army War College at Carlisle Barracks, PA. Both institutions support websites from where their articles may be downloaded:

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This publication, the *AMEDD Journal*, is another venue for staying current in developments with the Army Medical Department. Finally, if you are serious about growing as a protégé, you should avidly read all that you can on the subject of mentoring. For a list of suggested reading material, I have included a bibliography of books and articles (page 28) that I have found helpful in my personal growth as a protégé.

SUMMARY

The key points of the protégé's rules include remembering that the protégé must cherish the mentor's time and make the most of it. Mutual trust is dependent upon maintaining confidences. A protégé must learn from his or her mistakes if he or she is to grow as an Army leader. Being receptive to feedback, both positive and negative, is essential to maximize the mentoring experience. Promises made by the protégé must be kept if the relationship is to last. While not all advice must be followed, the protégé should genuinely consider the guidance that is received and, if the advice is rejected, explain to the mentor why it was not followed. Clarifying expectations will ensure that the type of help wanted is provided and that the mentoring goals are achieved. Protégés must never use their mentors to bypass the chain of command or ask the mentor to intervene in issues between the protégé and his or her rating chain. When bringing problems to their mentors, protégés should also have possible solutions in mind to foster the development of their own problem-solving skills. Finally, those being mentored must dedicate themselves to continuous learning, technically, tactically, and as protégés.

I offer these key points in the hope that they will assist junior officers to better prepare for their roles as successful mentoring partners in order to reap all of the lasting rewards of being mentored.

Evolving Roles of Highly Successful Mentors

COL Mark A. Melanson, MS, USA

INTRODUCTION

The purpose of this article is to share what I view as the evolving roles of a highly successful mentor. This short, but important list of interrelated roles is derived from several years of research on the subject of mentoring, observations of superb mentors in my own career, and an assessment of my own strengths and weaknesses as a mentor. It is important to note that the order of these roles is not arbitrary, each role builds upon the previous ones. Ideally, a perfect mentor moves seamlessly from one role to another and back again, adopting the most suitable role that is needed at the time. However, while there are no perfect mentors, there are poor mentors, fair mentors, good mentors, and great mentors. This paper is all about how to become a great mentor. Hopefully, by identifying the roles of a highly successful mentor, individuals who mentor or aspire to be mentors can benefit from this critical analysis and prepare to successfully fulfill these essential roles.

COMPETENT PROFESSIONAL

First and foremost, a mentor must be a thoroughly competent professional in his or her field. Simply put, mentors must know their stuff and know it “cold.” Most often, it is this technical mastery that first attracts potential protégés. So, mentors must be subject matter experts in their chosen area of practice. What it means to be an expert may mean different things in different fields. For example, expertise may be achieved by obtaining advanced degrees, pursuing board certification, becoming an active member of a professional society, publishing in professional journals, or perhaps by achieving all of these things. So, whatever the relevant benchmarks of expertise may be, a mentor must achieve them to fulfill this fundamental role in mentoring.

RESPECTED LEADER

Unfortunately, simply being a true subject matter expert is not enough to secure one’s place as a great mentor. While expertise is absolutely necessary, it is not sufficient. Your mastery of technical excellence

must be accompanied by a well-earned and lasting respect from those within your career field. Interestingly enough, the role of respected leader is one of the two roles that you cannot claim for yourself; it is bestowed upon you by others. Once earned, this coveted respect is widespread, shared by your superiors, peers, and subordinates alike. It goes well beyond the homage due to your rank, title, or position. In order to earn this sincerest form of respect, you must be viewed as trustworthy and deeply committed to the development of those junior to you. So beware—if you put yourself and your career ahead of others, they will see this and will probably deny you the mantle of respected leader. Likewise, if you are not authentic, it will become readily apparent to those who might be considering you as a potential mentor.

HUMBLE SAGE

Paradoxically, the great mentor is a true master of his or her craft, is well renowned as a respected leader, and yet consistently maintains a healthy degree of humility. By being humble, mentors continue to be open to learning from all their mentoring relationships, whether as protégés or as mentors. Because of this humility, the mentor recognizes any personal weaknesses along with his or her own strengths. A humble mentor does not think that he or she has all of the answers, but rather, asks the right questions that will steer the protégé in the appropriate direction and foster personal growth. Proper humility makes a mentor more approachable to prospective protégés and also shields the mentor against the potentially stinging disappointments that may occur during mentoring (such as useful advice being ignored or protégés who think that they no longer need advice and abruptly end the mentoring relationship). Hence, to be most effective, a mentor needs to assume the role of a humble sage.

PASSIONATE TEACHER

Highly successful mentors are passionate teachers. In this role, they can readily spot a protégé’s untapped, but hidden potential and pass on just the right lesson at just the right moment. They truly delight in watching

Evolving Roles of Highly Successful Mentors

their protégés learn and grow. Inherent in this grooming is a quiet, calm patience that readily accepts the fact that protégés are not perfect and will make mistakes. But, the mentor's contagious enthusiasm about the learning partnership helps to lift those they mentor to new heights and achievements that were either previously unimagined or simply viewed as unattainable. Most important, these highly skilled teachers recognize the critical lessons that lie at the heart of each challenge facing their protégé and find the most effective way to illuminate the subtle, often camouflaged message.

REFLECTIVE TRAVELER

One of the most powerful skills of outstanding mentors is the ability to critically look back upon their careers and see the relevant wisdom that can be gleaned from their journey. Learning from one's own experiences, as well as those of others, is the hallmark of adult learning. By coupling technical principles with real-world examples, the mentor can offer precious pearls of wisdom to the eager protégé. Fortunately, the careful blending of theory with appropriate case studies makes the mentor's tutelage more appealing. Given this, skilled mentors periodically don the role of reflective traveler and take time out for introspection and ponder the meaning of their own personal voyage. By routinely doing this, they are better able to guide those who are following behind them.

AVID STORYTELLER

War stories have probably been around forever and remain by far one of the most effective ways to convey wisdom. By being avid storytellers, highly successful mentors can weave important teaching points into engaging yarns that sustain the interest of the listener and are remembered throughout a protégé's career. For me, some of the most poignant and memorable lessons in my career are directly tied to wonderful, vivid stories that I enjoy telling again and again. (The constant challenge remains remembering to whom I have told the stories and to whom I have not!) While many of these tales evoke a strong sense of pride, others reveal some of my worst blunders, and many are quite humorous. Some of the great things about storytelling are its informality, it is engaging, and it is fun. Often those being mentored in this manner do not even realize that it is actually a form of sharing

wisdom. Therefore, be a teller of tales, stories rich in fertile lessons.

KEEN LISTENER

In addition to telling stories, a top-notch mentor is also a keen listener. He or she is able to practice effective listening, focusing on what the protégé is saying, as well as not saying. Rather than immediately jumping to conclusions about what has just been said, the effective listener ensures that he or she is truly understanding the speaker. A useful tool in effective listening is to paraphrase what has been said and to ask reaffirming questions to ensure understanding. Even though it is very difficult, practicing effective listening is an indispensable skill of a highly successful mentor and this critical role should never be underestimated.

OPTIMISTIC CHEERLEADER

In my opinion, a world-class mentor is always an optimist who can see the silver lining in any situation. I know for me, personally, this is the hardest role to consistently play and play well. Being upbeat and positive is essential when dealing with a protégé that is experiencing a setback, a time when the mentor is usually needed most. Now, this does not mean being a "Pollyanna." There needs to be an acknowledgement of the hurt and disappointment associated with such defeats, but the mentor needs to help put things in proper perspective and perhaps share a perennial truth: sometimes when one door closes, another door opens. Recounting relevant personnel failures, and sharing how the mentor survived and grew or learned from them, is also particularly helpful. So, while in this role, have empathy, but also offer encouragement and hope to your protégé.

TRUSTED COUNSELOR

The role of trusted counselor is the pinnacle of the mentoring relationship and one that can take a long time to achieve. It is built upon successfully fulfilling the previous roles and by getting to know the protégé over the years. Not surprising, this is the second mentoring role that must be earned; it is conferred upon you by your protégé. A proven track record of providing sound guidance, keeping confidences, and being there for your protégé when it matters most is what earns you this revered distinction. Given the tremendous influence that you now have over your

protégé, you must always know your limitations when giving advice and restrict your guidance to appropriate areas (for example, do not delve into taboo subjects such as religion or politics). While this ultimate mentoring role is a powerful one, it is extremely fragile and can be lost in an instant; either by a violation of trust or some other form of destructive behavior. So, be proud (inside) and enjoy the view from the summit of mentorship, but do not lose your balance (humility) or you will most certainly fall!

CONSUMMATE STUDENT

One of the ways that mentors remain renewed and vital is by being consummate students, of both their profession and mentoring. By setting aside time to remain technically competent and tactically proficient, one can continue to retain and further hone their perishable expertise. Likewise, staying updated on the evolving art of mentoring ensures that the mentor remains useful and is able to successfully pass on vital insights that have been discovered throughout one's career. Although this may seem difficult, especially when faced with the many overwhelming and competing priorities of the day, it is imperative to ensure that one is not becoming stale and out of touch. Finally, in order to at last come full circle, highly successful mentors must remain consummate students.

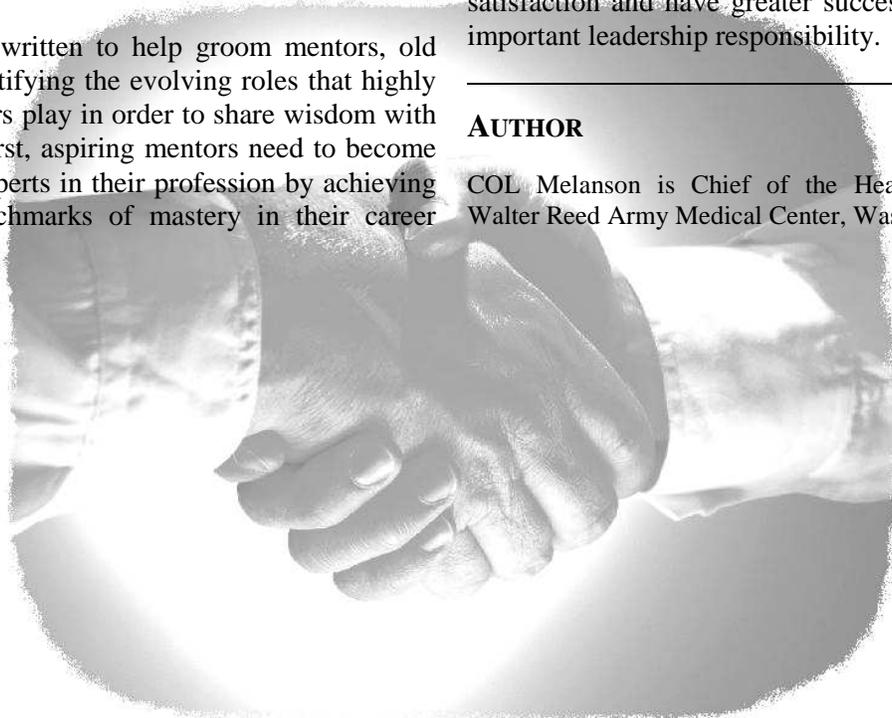
SUMMARY

This article was written to help groom mentors, old and new, by identifying the evolving roles that highly successful mentors play in order to share wisdom with their protégés. First, aspiring mentors need to become subject matter experts in their profession by achieving the relevant benchmarks of mastery in their career

fields. Next, they must win the coveted role of respected leader by being trustworthy and putting the development of others first. The mastery of knowledge and earning of respect must also be balanced by genuine humility if the mentor is to be effective in sharing what he or she knows. Highly successful mentors are teachers, plain and simple, and they are most effective in this role when they have a deep passion for teaching. By properly using reflection, adroit mentors look back upon their many adventures and carefully select critical stories to share with their protégés. While outstanding mentors have a lot to say, they need to spend most of their time listening to those they mentor to ensure that they understand their protégés' individualized needs and goals. To help protégés through the setbacks and disappointments that can accompany an Army career, high-speed mentors need to don the role of optimistic cheerleaders, encouraging those they mentor and restoring hope. Once a striving mentor has finally reached the summit of mentoring and is a trusted counselor, he or she must continue to nurture and protect this fragile, but most influential role. Lastly, great mentors need to be consummate students of both their profession and mentoring so that they remain vital and responsive to those they mentor. In closing, it is hoped that by considering and embracing these evolving roles, dedicated students of mentoring will derive a deeper satisfaction and have greater success in this critically important leadership responsibility.

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The Courage to Lead: Steps to Becoming a Better Leader

Jody R. Rogers, PhD

Army Medical Department (AMEDD) leadership—complementary words or oxymoron? There should be no doubt that outstanding leadership is present throughout the AMEDD. There also should be no doubt that the AMEDD’s cumulative leadership skills need improvement. Today’s complex and increasingly chaotic environment simply mandates that the AMEDD must develop more leaders at all ranks and specialties who are capable of leading organizations much more diverse in terms of capability and location than ever before. As the AMEDD transforms to meet the Army’s new missions and organizations, the ability to inspire, direct, manage, and lead becomes exponentially more important.

Keep in mind that we need more leaders willing to develop the next generation of AMEDD leadership. We can not stop until all AMEDD officers and noncommissioned officers have maximized their individual leadership potential. One of my favorite quotes about success applies equally well to leadership. Abraham Lincoln, one of this country’s greatest leaders, said, “Success is not measured by how high up the ladder you climb, but in how many people you help up the ladder.”¹

Our responsibility to develop our own leadership skills is not enough. We must all work diligently to ensure we also develop the next generation of AMEDD leaders. We must give them hope for a better future by helping them develop the leadership skills that will help them create that future. The French Jesuit priest and philosopher, Pierre Teilhard de Chardin, said it best when he wrote: “The future belongs to those who give the generation reason for hope.”²

Organizations with the best leaders have the most hope for a better future.

THE COURAGE TO LEAD; DEVELOPING FUTURE AMEDD LEADERS

Leadership is an extremely personal issue. It has everything to do with your innermost desire and aspirations, and little to do with capability. Although

there is a mental component to leadership, it is much more an affair of the heart than an intellectual exercise. As such, everyone can become a better leader.

Leadership is not just the responsibility of the command team. Leadership is everyone’s responsibility. Considering that 99% of the most effective leadership happens in areas other than the command suite, it becomes increasingly more important to introduce all officers to the concept of leadership and its importance to organizational success. Look around your organization and you will see great examples of “informal” or “quiet” leaders impacting your organization in just about every area. They are not hard to recognize if you open your eyes to all the great things that your organization is currently doing. Those great things are happening because of people with little to no formal authority using highly effective leadership skills to get the job done. A closer look at this concept called leadership reveals several axioms that require further discussion.

LEADERSHIP AXIOMS

I believe several axioms, statements universally accepted as true, exist when the concept of leadership is discussed. These axioms help frame a discussion of what leadership is and how it can be taught:

Leadership Is A Choice

Leadership has nothing to do with position, education, age, gender, race, religion, or any other physical characteristic of a person. It has everything to do with desire, courage, and a willingness to study and work hard to become a better leader. If you choose to become a better leader, you can always improve your leadership skills.

That does not mean that becoming a better leader is easy for everyone. Some people face far greater challenges to becoming a better leader than do others. While some have to work very hard to overcome these challenges to become a better leader, the point is that if someone chooses to enhance their leadership skills, they can do so through hard work and study.

You Can Always Improve Your Leadership Skills

This is often the toughest axiom for senior, more experienced officers to accept. Leadership skills are very transient. Success as a leader in the past does not guarantee success in the future. This axiom is even harder to comprehend when one considers that leadership content has not really changed that much over the years. If you were to study the myriad of leadership books found in your local bookstore or online, you will see common theories discussed in almost every book. What changes, however, is the context in which leadership is practiced. The leadership skills that served me so well when I was a lieutenant or young captain over 20 years ago would not be as effective today. In fact, those same skills may be more harmful than good.

What has changed is the context in which leadership is practiced. While leadership content has remained relatively consistent, the context in which leadership is practiced has changed dramatically in just the past few years. Globalization, organizational downsizing, longer and more frequent deployments, decreasing resources, higher levels of interconnectivity, and a changing workforce are just some of the contextual changes our leaders must face today.³ Different organizations, missions, positions, and people mean that a leader's skills must continually evolve to remain effective. When you hear someone say they already know everything they need to know about leadership, realize they are rapidly becoming obsolete or worse as a leader. The very best leaders are always developing their leadership skills for the next great challenges.

Your Leadership Challenges Will Increase

A close corollary to the second axiom, leadership challenges are much greater today than at any other time in the AMEDD. A much higher tempo of operations, force reductions, mission creep, a more educated and younger workforce, increasing numbers of civil servants and contractors in organizations, reduced budgets, etc, simply means that you must get more from your people than ever before. This means one's leadership skills will continue to be tested. Failure to develop and refine your leadership skills simply means your effectiveness as a leader today and the future will be severely compromised.

This axiom is also very applicable to our younger officers and new leaders throughout the AMEDD. For example, we are asking more of our younger officers

at a much earlier time in their careers. Our younger officers are serving in leadership positions that just a few short years ago were being filled by much more senior officers. Failure to equip these officers with the appropriate level of leadership skills will only serve to frustrate them as they struggle with an increasingly demanding environment. We simply can not afford to wait until our officers become more senior in grade to start developing their leadership skills.

Developing Leadership Skills Takes Time

A close corollary to the third axiom, developing leadership skills takes time. The very best leaders have worked hard to become the leaders they are today. It did not happen overnight. As I looked back over my career as a leader, I often thought that if I only knew then what I know now, I would have been a much better, more effective leader, especially late in my career. I wish I had started on my leadership journey much earlier. We simply must, as an institution, continually stress the importance of leadership to all of our officers. They must then be put in positions to develop their leadership skills under the skillful mentorship of our more experienced leaders at a much earlier stage in their careers. Remember, there is no quick fix or silver bullet to becoming a better leader. It is the consistent application of specific leadership behaviors that will help ensure leadership success.

Leadership is Everyone's Business

All military personnel, but especially officers and noncommissioned officers, must be prepared to lead. We know not the time or place, but rest assured, there will be a time when you are summoned to be a leader. Failure to prepare is unacceptable. Our colleagues and nation expect this of us.

LEADERSHIP DEFINED

There are as many definitions of leadership as there are leadership books. The one I prefer:

The ability to inspire people to turn challenging opportunities into remarkable successes using ethical means.³

A closer examination of the key words/phrases in this definition is in order.

A simple algorithm helps explain this concept of leadership.

Leadership = f(preparation + opportunity)

The Courage to Lead: Steps to Becoming a Better Leader

Leadership is a function of preparation and opportunity. Both must be present for leadership to occur. The good news is we are surrounded by plenty of opportunities to demonstrate effective leadership. If organizations are not as effective as they should or need to be, the problem can almost always be traced to a lack of leadership. We simply may not be properly preparing officers of all ranks across the AMEDD Corps to provide the leadership so necessary to meet organizational requirements.

When studying leadership, people often ask, are leaders born or are they made? The best answer is a resounding yes. Some people are born with natural leadership skills so you could say that leaders are made. If you doubt this, go to a nursery or preschool and watch a group of toddlers. You will quickly see more leadership ability in some and less in others. I also strongly believe that leaders can be made. The axiom Leadership is a Choice addresses this question. Perhaps the best answer comes from Leonard Sweet:

Leaders are neither born nor are they made. They are summoned by opportunity and those who accept the challenge are called leaders.⁶

We simply must do a better job of preparing our officers to accept the challenge of leadership.

Dr Patrick Quinlan, CEO of Ochsner Health System, reinforced this need to be ready during a recent presentation in San Antonio, Texas.⁷ He told his audience,

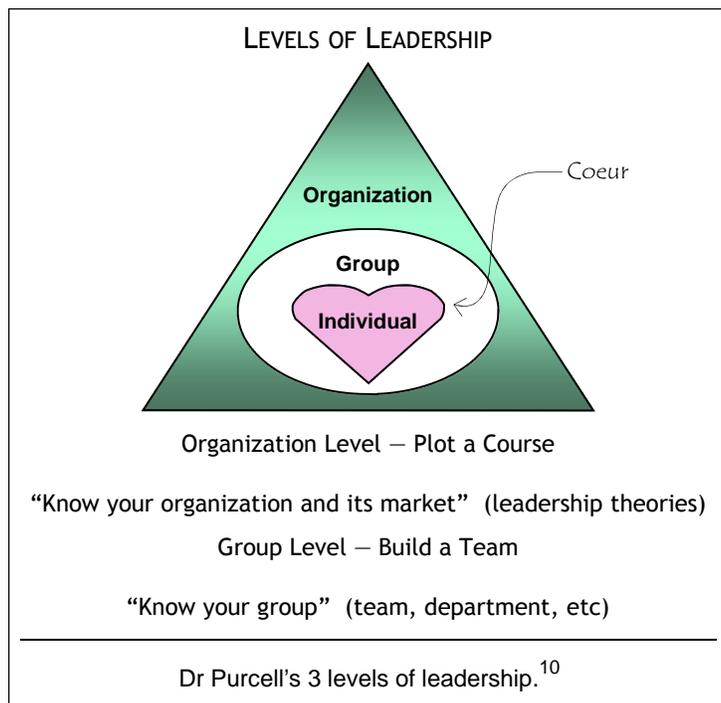
There are moments in everyone's life that will define who they are. The problem is you don't know when those moments will happen.

These moments almost always require some degree of leadership. Failure to prepare could easily result in these defining moments passing you by. Preparation is simply the key to leadership success. There is no better time than now to develop or enhance your leadership skills for the challenges you are about to face.

How can we better prepare our officers, early careerists and experienced officers alike, to become better leaders? The first and probably most important step—also the one not frequently taken in leader development—is to ensure that all officers have taken the time and made the effort for some self-examination of their current leadership strengths and weaknesses. Several US

business leaders were recently asked about the most important capability that a leader should develop. Their nearly unanimous answer was self-awareness.⁸ Leaders must know what motivates them to greatness before they undertake an important leadership role. Even if you realize that you need to change your leadership style to be effective, you must first determine where you are from a leadership standpoint. We all have what I call "leadership DNA." Whether we ever discover or utilize our leadership DNA is another issue, but we all have it. We just need to develop it. In this case, DNA stands for **D**esire, **N**eed, and **A**bility. Do you have the desire to lead? Can you identify a need within your organization for better leadership? Have you developed your ability to lead? All are necessary for leadership effectiveness. Rest assured we all have leadership DNA. The very best leaders develop this DNA to ensure they can meet the challenges before them.

In many ways, our leadership DNA is hidden deep within us. The only way to discover and develop this DNA is to undergo sufficient self reflection or introspection. Without this step, we can never become the very best leaders we need to be. Dr Kevin Purcell⁹ identified 3 levels of leadership, depicted in the Figure. We tend to spend a lot of time studying the first two, while ignoring the most important level.



The organizational level is important because of its importance in environmental scanning, creating and sustaining a vision, and understanding how your organization works together. We frequently learn these skills by studying the various leadership theories that help us understand what motivates our subordinates. While the study of leadership theories such as traits theory, leadership traits and behaviors theory; or leadership traits, behaviors, and situations theory is important and necessary to understanding how leadership works, it is hardly sufficient in the development of leadership skills.¹⁰ Too frequently, many academic organizations focus at this level at the expense of the other, in my opinion, more important levels.

The group or build-a-team level is very important because, as COL (Ret) George Masi (Senior Vice President and Chief Operating Officer, Harris County Hospital District) once told me, “The vast majority of the important decisions made in healthcare are made as a team.” As a result, team leadership becomes extremely important within the rubric we call a healthcare team, whether it is a military treatment facility or a combat support hospital. We are beginning to spend more time training officers how to work in teams, but we need to do more. Our officers must know how groups function, what motivates people working within groups, the importance of selecting the best team members, and how to make the necessary midcourse directions, should the team get off course.

Most important, however, is the individual level. It is here where “the rubber meets the road” when it comes to leader development. It is truly the heart or *coeur* of leadership. Without knowing what makes a leader tick, ie, what touches their heart, they will never be able to fulfill their full leadership potential. Personality evaluations like the Myers-Briggs test¹¹ can help with this, but are clearly not enough. Discovering the leader’s heart requires a lot of soul searching. This type of activity often makes people very uncomfortable. It is this softer side of leadership that many people avoid “like the plague” because it makes people too vulnerable.

Answers to the following questions can help an officer discover his or her leadership heart. These questions are designed to get officers thinking about themselves and what motivates them to do the things they do well.

They are especially good within small group discussions, such as an officer professional development meeting or a one-on-one mentoring session.

1. Who is the greatest leader you’ve ever met or studied and, most important, why?
2. What makes a great leader?
3. How do you know if you are an effective leader?
4. What kind of leadership is necessary in this age,...in this profession?
5. Are leaders born or made?
6. The most important leadership skill is _____
7. What motivates you to greatness?
8. What is your purpose in life, professionally and personally?
9. What is important to you?
10. Who is important to you?
11. What is your most important value?
12. What do you want your legacy to be?
13. Which leadership value is non-negotiable?

Once we have discovered our own courage, or *coeur*, to lead, we can all become much better leaders. But the road to better leadership has to start with the courage to know ourselves. For those who have not done the requisite introspection to becoming a great leader, this is not an easy task. It takes a lot of time, thought, and reflection. This may explain why this critical step to leader development is frequently bypassed or ignored altogether.

Being a successful leader is more about the consistent implementation of seemingly small, common sense things than doing something complex or heroic. Consistently implementing these relatively small, common sense type things can make a huge difference. This is very good news. Unfortunately this good news is closely associated with some bad news. The bad news is that these seemingly simple, common sense things are often the most difficult to implement.

The Courage to Lead: Steps to Becoming a Better Leader

STEPS TO BECOMING A BETTER LEADER

As you will soon see, these seemingly simple, common-sense things can help you become a better leader. The question that must be answered: if these are so simple to do, why isn't everyone doing them? The following are 9 behaviors you could employ immediately to help you become a more effective leader.

1. Care

A seemingly simple step, a caring attitude by the leader can have an extremely powerful effect on an organization. Leaders must care for people, not as functional subordinates but as human beings. A caring attitude shows respect and is extremely important in helping the leader build trust. Leaders are seen as caring when they demonstrate a genuine interest in employees, greet them warmly when they come to work, visit their subordinates' work sites, and when they work to understand the motivations and concerns of their workers. Unfortunately, busy schedules and other demands often result in the perception of leaders as not having a caring attitude, even if they truly do care.

The leader's demonstration of a caring attitude is not enough by itself, however. The best leaders also motivate their subordinates to care as much as they do for their fellow workers, for their customers, and for the mission of the organization. The most effective way to do this is to constantly remind your workers of the importance and contribution of their work toward the accomplishment of the mission.

2. Focus on Intangibles, Especially Values

Although organizational values are important, identification of individual values are also very important. What values are most important to you? Have you written them down? Have you shared them with your fellow employees? Research by Kouzes and Posner has shown that "people who have the greatest clarity about both personal and organizational values have the highest degree of commitment to the organization."³

Other intangibles of which the leader must be cognizant include organizational morale, culture, and esprit-de-corps. All are extremely important to the leader, and all must be actively managed. The best organizations have leaders who spend a lot of their

time ensuring the organizational culture is healthy and contributing to organizational success.

3. Recognize Outstanding Contributions

All organizations consist of people doing outstanding work on a daily basis. Unfortunately, leaders spend more time looking for poor work than for outstanding work. This is extremely counterproductive. Leaders make a conscious effort to "catch" people doing good things, and then recognize them for their good deeds. Remember, people will work hard to maintain a good reputation. Recognition of people for their good work serves as a great motivational tool for future good work. Mark Twain once said, "I can live for two months on a good compliment." Don't underestimate the impact you will have on subordinates when you discover them doing good things.

4. Become a Good Communicator

The ability to communicate with your people is a critical leadership skill. This does not mean having the ability to speak and motivate hundreds of people at a time. The leaders who are exceptional communicators are able to connect with their listeners in a deep and profound way. As long as you are able to connect with your listeners, you will be seen as a great communicator, even if you do not have the skill or talent of the great communicators. An integral part of communication is listening skills. The best leaders are exceptional listeners. They make the effort and take the time to listen to their employees. The best leaders also listen for what is not being said. They are great at "listening with their eyes" and are able to detect the true message being spoken.

5. Master the "Q" Factor

The best leaders ask more questions than they offer answers. They learn how to ask the right question of the right person, at the right time, and in the right manner. They use questions to get their people to share information about what they do, what they like about their jobs, and what they would do differently if they were in charge. Leaders also ask great questions in an effort to educate themselves about what is happening in their organization.

6. Leaders Never Pule

Leaders never whine or complain. When you are leading, you lose all right to complain or whine. People want their leaders to have an eternally positive

attitude. Leaders must also be realistic. They should not downplay a difficult situation or problem. But they must always offer a positive attitude as to how they are going to resolve this issue or problem. People have enough of their own problems without the leader whining publicly about his or her problems. The best leaders never pule in front of their workers, period.

7. Leaders Create a Sense of Urgency for the Work to Be Done

Leaders work hard to avoid complacency within the organization. All organizations move toward the status quo. Leaders work hard to create a sense of urgency for the work to be done and the changes that must occur within the organization to remain successful. Complacency is not part of the lexicon of the best leaders. People enjoy being challenged. They like working for something bigger and better than themselves. Leaders push their people by creating a sense of urgency that keeps the organization alive and moving.

8. Leaders Stress Increasing Everyone's Adaptability Quotient

Change is a way of life. Organizations as well as people must change, or adapt in order to survive. Increasing everyone's Adaptability Quotient is critical to organizational success. The ability to thrive in a constantly changing environment requires constant learning and training. Leaders stress this in their communication and actions. Instead of becoming frustrated by change, the best leaders see a changing environment that is loaded with new opportunities, not necessarily challenges.

9. Leaders Always Remember Their Role

Leadership is not about you. It is about your people and your organization. Never put yourself first when it comes to your people or organization. The concept of being a servant leader is extremely powerful and accurate. You exist to help others become better. You exist to help your organization become better. If both things occur, you will be seen as a great a leader.

It also is important that you remember this: Do not ever underestimate the impact you can have by becoming a better leader. Even if you are a novice, any improvement you make to become a better leader will help your organization maximize its capabilities. Hard

work, constant learning, and seeking opportunities to develop your leadership skills will help you become the leader you want to be, and that your organization needs you to be. By implementing these steps, you will be seen as a better leader and you will be well on your way to maximizing your leadership potential.

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Elements of Leadership for the Successful Organization

COL George W. Turiansky, MC, USA

Leadership is defined in the Army's leadership manual, *FM 6-22*, as "...influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization."¹ My leadership philosophy emphasizes 6 areas that are critical to achieving success in any organization:

- Vision
 - Communication
 - Courage
 - Development of subordinates
 - Know yourself
 - Passion

Leaders who successfully tap these factors in their personal and professional life are role models for their organizations.

Vision is key to leadership. "Without vision, the people perish."^{2(p94)} Vision is the leader's roadmap of the organization's future. It provides the organization with direction and a sense of purpose. An organization needs to know the plan for its future and the milestones that will be used to attain successful results. People who work in an organization without a vision have no sense of belonging and feel there is no higher reason for their existence. Work is not meaningful without a vision. Vision is thus the key ingredient that stokes the fire of creativity and transforms an organization. An intellectual image of the future is a prerequisite for change and must precede any physical change. Organizational change is undirected, unfocused, and unproductive without a unifying vision.

Communication is paramount to leadership. A well-formed vision for an organization is not enough. Goals are useless if members of an organization do not understand what they are. A leader's vision must be communicated to the organization in a clear and succinct manner so that it is easily grasped by

organization members. Communicating the vision involves persuading people to "buy into" it. To achieve success, subordinates at every level of the organization must be able to translate and apply the leader's vision to their daily jobs. Leaders must widely articulate their vision in frequent interactions with organization members. Communication can be verbal or written and within formal or informal settings. Newsletters, email communications, and small and large group forums are effective and practical ways of disseminating the vision. Every contact with a member of the organization is an opportunity to reach out and spread the vision.

Communicating the vision is only one of many messages that must be conveyed throughout an organization. Stressing the need for constant improvement keeps the organization focused on attaining future goals. Dissemination of results-based learning about what is working and what needs improvement within an organization is critical. Giving praise, credit, and positive reinforcement for a job well done is essential. By the same token, counseling and constructive criticism is also important in the pursuit of the vision.

A leader is a facilitator and moderator who influences the behavior of individuals and teams within the organization. Effective communication fosters group problem solving and decision-making. It encourages a climate of openness and truthfulness for free interactions about commonly shared problems, errors, and lessons. An open door policy and a willingness to listen are integral components of effective communication. Listening is just as critical as speaking. Openness to new ideas capitalizes on an organization's creativity. Being accessible sends a message that the leader cares and is approachable.

Nonverbal communication through behavior and gestures sends a powerful message to organization members. Leaders should not underestimate the extent

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to which their followers observe them. A simple gesture of integrity or compassion can be worth a thousand words and can encourage role-modeling behavior within the organization. Conversely, a leader who sends inconsistent and contradictory messages by not living up to the expectations that he sets for his organization breeds mistrust and disrespect.

Courage is a third element of leadership. It is one of the 7 Army values forming the acronym LDRSHIP that all Soldiers are expected to possess. Courage can be summarized by the phrase, "When in charge, be in charge."^{2(p39)} A leader must have courage to follow his vision, take action, and initiate change. He must translate his vision into reality. This involves a willingness to take a public stand on his beliefs and sometimes to challenge the status quo. A leader who takes action does what he says and then more. He speaks the truth and displays integrity, another of the 7 Army values. A courageous leader takes risks and searches for solutions. He is tough enough to ensure that the organization executes the actions necessary to transform vision into reality and to achieve the desired end result. He delegates responsibility to empower his subordinates. He also stands up for subordinates when necessary. Courage also means taking responsibility for decisions and acknowledging mistakes. Through personal reflection, a leader uses mistakes as a learning tool in the lifelong process of self-improvement. A leader with courage embodies the values he cultivates in his organization and lives by them. A leader consistently conducts his personal and professional life in a manner that will bring credit not only to himself, but also to his organization. This encourages subordinates to follow the path to success by emulating the leader's behavior.

Developing and mentoring subordinates is essential to effective leadership. "Leadership conceived as the lone warrior is really heroic suicide."³ A leader cannot command in a vacuum disregarding his staff's input. A leader needs subordinates to advise and challenge him and to help him identify his weak and blind spots. A leader recognizes that developing and mentoring his subordinates enhances his own effectiveness. "Building leadership into the genetic code of an organization is the ultimate competitive advantage."⁴ According to Charan and Tichy, General Electric attributes its abundance of chief executive officer talent to its focus on "nurturing" and "growing" leaders from within the organization.⁴ This means making time for people issues such as encouraging,

mentoring, coaching, and advising. An effective leader gives both positive and negative feedback to his subordinates. A leader rewards, recognizes, and celebrates the accomplishments and successes of their subordinates. A leader provides guidance and suggests pathways for problem solving. A leader also encourages reflection as a tool for self-improvement and emphasizes that people learn from mistakes.

An integral part of subordinate development is the creation of a work environment in which people can succeed. This is done by earmarking resources for learning in areas such as training and education, pilot projects, and developmental assignments and ensuring the availability of basic resources such as financial support, tools, materials, and facilities so subordinates can excel. An environment for success encourages teamwork and collaboration at each level of the organization. A leader develops subordinates by establishing and maintaining an ethical climate, which emphasizes that racism, sexism, and prejudice are unacceptable. Subordinate development also means caring deeply about your people, both personally and professionally. Respect and recognition are essential. Providing resources to remedy social issues such as marital discord and alcohol abuse is important for harmonious and effective work performance. A fair and caring command climate fosters role model emulation and subordinate development.

Effective leadership means knowing yourself by recognizing your limits, abilities, shortcomings, and values. This also involves searching deeply within yourself to understand your own assumptions, biases, prejudices, and beliefs, as well as those of others. An effective leader explores how he differs in these areas from others and realizes the implications of these differences on his behavior and interactions with organization members. It is imperative that a leader look inward and explore feelings toward race, gender, rank, and sexual and religious orientation. The implications of not recognizing differences between your feelings and those of your organization members can be immense. In addition, a leader must recognize that others have varying decision-making, learning, and interpersonal styles and that these styles may be just as effective as any of his own. "Before you can lead others, before you can help others, you have to discover yourself... And nothing is more powerful than someone who knows who they are... if you know who you are, then people trust you."⁵ A leader who knows himself ultimately contributes to a command climate

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of fairness and trust which can only spur role model behavior in subordinates.

Effective leadership is passion. Passion is the inner fire to inspire and motivate people.

Passion is born of empathy, the ability to connect with people.... With passionate leadership, the pulse of an institution and its people beats faster, it breathes harder, it runs stronger.⁶

Passionate leadership involves instilling optimism, high morale, enthusiasm, and an esprit de corps in the work environment. According to the Blair House Papers, one way to maximize people talent is to "... raise the spirit of the workforce... Empowering and energizing the front lines..."⁷ A leader must create a work climate in which people feel good about their jobs and their contributions to the organization. A leader can instill enthusiasm for his vision by his mere frequent presence and personal interactions with organization members. This shows people that you care enough to see how things are going, to make sure that political red tape does not bog people down in their jobs, and to make people feel that they really do make a difference. An effective leader inspires people to focus their energy on specific goals directed toward the vision. However, a leader must be wise enough to balance appropriate optimism with the realities that face the organization members on a daily basis. Inspiring subordinates to attain their goals generates feelings of fulfillment, self-esteem, and job satisfaction. By virtue of the role model status, a passionate leader breeds enthusiasm in subordinates.

To achieve the end result, an effective leader must create a climate that stimulates positive change within his organization. He must have a vision that is clear, succinct, and understood by his subordinates. He must have excellent communication skills as a speaker, listener, facilitator, and moderator. He must have courage to be a true leader. A smart leader nurtures future leaders for his organization and becomes a people's leader by mentoring and developing his subordinates and dealing with people issues. A leader can be fair only when he knows deep inside who he

really is, how this compares with others, and how the actions of his subordinates affect his own behavior. Passionate leadership ignites the organization in pursuit of the vision. These 6 elements are critical to effective leadership in today's Army.

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Postmodernism, the Metanarrative, and Principle-Based Leadership

COL Chuck Callahan, MC, USA

COL Bryan Martin, MC, USA

The world is made of stories, not atoms.

Muriel Rukeyser

In the movie *City Slickers* (Castle Rock Entertainment, 1991), the old cowboy, Curly Washburn, challenges city-slicker Mitch Robbins:

“Do you know what the secret of life is? One thing. Just one thing. You stick to that and everything else don't mean ”

“Yeah, but what's that one thing?” Mitch asks.

“That's what you've got to figure out.” The old cowboy replies.

The same question holds true for the leader in the modern world. We each must understand that one thing that holds the secret of our life. Each of us lives within our own story—a narrative that defines who we are and contributes to our leadership effectiveness. Leadership researchers Irving and Klenke proposed that a leader's story, particularly when it represents a “metanarrative,” or all-encompassing story, is part of a leader's effectiveness. As they put it, “There is a nonspurious relationship between leadership effectiveness and the presence of an integrated metanarrative in the life of a leader.”¹

Effective leaders can better appreciate and build on their own metanarrative, and more effectively work to train the next generation of leaders by remaining true to principles and understanding the role of generational sociology on the application of leadership and leadership development.

To understand the metanarrative, we must first look at the major influences that affect humanity, and then review a number of individual values that most would agree are important foundations for leadership.

PHILOSOPHICAL EPOCHS

Western philosophers divide history into 3 broad, basic periods or epochs, times with dominant philosophical

systems or ways of thinking: premodern, modern, and postmodern. The premodern era, where people accepted knowledge from authoritative sources without proof, spanned from the earliest recorded time up to about 1650 AD. The dominant source of such information was the church. The modern era began around 1650. It was an era of science and discovery that stretched to 1950. During this period, knowledge was based on reason, scientific logic, and proof.

Over the last century, society has grown disenchanted with science, which did not appear to provide all the answers. Philosophers believe we have witnessed the beginning of a new epoch, the postmodern era characterized by pluralism and the deconstruction of the authoritative sources that have contributed to the way we think.

The French philosopher Jean-Francois Lyotard wrote extensively about postmodernism. In his book, *The Postmodern Condition: A Report on Knowledge*,² he posited that the postmodern epoch was characterized by “an incredulity toward metanarratives.” He coined the term metanarrative to help describe the postmodern era. A metanarrative is an all-encompassing (meta, Greek word for behind) true story (narrative) about the history, purpose, and goals of humanity that provides the foundation for the interpretation of information and organization of knowledge. The metanarrative is more than just a story. It is a methodology to organize life events into a coherent whole that provides inherent meaning and adheres to the individual's overall values.

For many, religion serves as a metanarrative. But there are other dominant ways of thinking which can also serve: social development theories such as functionalism and interactionism; political theories such as Marxism, capitalism, and communism; and even science, feminism, and rationalism may all serve as metanarratives.

According to postmodernism, the dominant philosophical system of the current era, history cannot

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be defined by metanarratives, since they do not exist. Rather, it is defined by micronarratives, subjective stories that we and those with whom we identify most closely embrace as true. Therefore, to many whom we will lead, the metanarrative may be a foreign way of thinking.

If the metanarrative does in fact exist, if it exists for an individual leader and, most importantly, if the individual truly lives as though he or she believes the metanarrative exists, it provides an advantage for the leader, as it can become a central organizing theme for his or her life. However, leaders of different ages and experience may approach even the concept of the metanarrative differently, due to the characteristics of the generation in which they were born.

GENERATIONAL SOCIOLOGY

Generations are approximately 2 decades long and represent the time it takes to move from infancy to adulthood. Sociologists William Strauss and Neil Howe have written extensively on the characteristics of the American generations since the mid-16th century.^{3,4,5} They describe cycles of generational types and the characteristics of the different generations. Their theory is based on the belief that people of each generation are shaped differently by the world in which they live, as well as the influence of the generations on both sides of them. In the Army today, there are 3 distinct generations of officers. Much has been made of the differences between the generations, and it is clear that no characterization completely explains any one person's behaviors. It is instructive to realize that officers at different ages and ranks are influenced by very different experiences, with very distinct generational worldviews.

"Baby Boomers" were born between 1940 and 1960 (the ages are hotly debated, and the approximate date used herein are rounded so they are easy to remember). They grew up in a time of prosperity and rebellion, often with an intact nuclear family and stay-at-home mom that doted on them. In the workforce, men and women poured themselves relentlessly into their careers, often at the expense of their marriages and families. They came to be defined by their careers, and their work became, in essence, their reason for being. They grew up solidly in the late stages of the modern era and bring the mechanistic, scientific approach into life philosophy. In 2007, all general officers (over 50

years of age) colonels (over 45 years) many lieutenant colonels, and some senior noncommissioned officers are baby boomers.

Members of "Generation X" were born between 1960 and 1980. They grew up with a latchkey in one hand and the television remote or game-controller in the other. Many came from single parent homes and were overlooked or neglected. They developed skepticism about authority as they listened to their parents rail about Watergate and Three-Mile Island. They learned cynicism from watching Homer Simpson, Beavis and Butthead, and the space shuttle Challenger exploding on their televisions. On the job, they remember the workaholic tendencies of their parents and seek to maintain balance in their lives. They are the first generation to be raised during the era of evolving postmodern philosophies. Many lieutenant colonels (35 to 40 years of age), most majors (30 to 35 years), captains (25 to 30 years), and senior noncommissioned officers are from Generation X.

The "Millennial Generation" was born between 1980 and 2000 in the most "child-centric" time in American history. Parents from the neglected Generation X have showered attention and affection on them; running them between activities in search of something at which they excel. They are used to getting trophies for just being a member of the soccer team. So they may seem cocky and arrogant in their self-confidence. They are masters at multitasking and expect structure at work because they are used to it at home. Medical students (20 to 25 years), young enlisted (18 to 25 years), and junior officers are mostly from the Millennial Generation. And, in the summer of 2006, the first class of Millennial Generation residents entered graduate medical education programs as brand new captains.

It is important that leaders at all levels today have a basic understanding of generational sociology in order to appreciate that there may be large, fundamental differences in the ways that individuals from different generations relate and respond to leaders and situations. It is especially true with the generations that have arisen in the last 5 decades of the past century as they have, in addition to the normal cycle of changes between generations, also experienced the effects of living through the end of one of the world's major philosophic epochs (modernism), and the birth of

another (postmodernism). Today's leaders have been more heavily influenced by the philosophy of the postmodern era than any previous group of leaders. This includes the incredulity of the postmodern era to the existence of a metanarrative.

LEADING AND MENTORING FROM THE METANARRATIVE

Leaders must have a method. Those who work with leaders should have a model. The metanarrative can provide the foundation of an individual's philosophy. In this leadership model, values serve as the map, while the principles of integrity, humility, honor, and faith or belief are the points of the compass. By using our values as a map and our principles as an azimuth, we can move toward our destination or our goals.

Goals ⇒ Destination

Our worlds are made of stories, of narratives. This is how we remember our experiences, how we relate to one another, how we learn and how we live. As we grow, we learn to struggle when listening to another's story, trying not to chime in or try to top that story with one of our own. Children (and some adults) find that to be impossible. Sometimes, we just cannot relate to anything outside of the context of our own story.

Unfortunately, stories are typically historical, too few people tell themselves the story of where they hope their life will go. It is often illuminating to ask a younger colleague, "Where do you want to be in 10 to 15 years, and what do you want to be doing?" These are examples of the *what* questions regarding their life's goals and destination that a person should ask themselves.

What do you want to be doing?

What do you want your life to be like?

What is a good day for you?

What is a bad day?

What is really important to you every day?

What do you end up doing that really isn't that important?

One learns where one wants to go by looking at the lives of others, including the lives of credible mentors. At its most base level, the answer to these questions usually revolves around the kinds of relationships we

hope to have with our spouses, children, coworkers, and bosses. We want to be happy. Most of us want to be successful, particularly when it comes to the way we relate to others. Research has shown that the key to our success in relating to others at work and at home is a concept called emotional intelligence.

Goleman et al describe emotional leadership in the following context:

The emotional task of the leader is primal...It is both the original and most important act of leadership.^{6(p5)}

This can be the spark that ignites a great performance: one must understand both oneself, and then consciously understand and relate to others. Emotionally intelligent leadership "drives performance in organizations of every kind."^{6(p84)}

Emotional intelligence, simply put, is the leader's ability to understand self and others. It is not difficult to imagine that emotional intelligence may be influenced both by the dominant philosophy of an era as well as the sociologic influences of the generation. It is an important leadership skill as there is evidence that the leader's success is directly related to his or her level of emotional intelligence.

An understanding of the concepts of emotional intelligence researched and championed by Daniel Goleman and his associates for the past several decades hold great promise for leader development. Increasingly, leadership pundits refer to emotional intelligence as the foundation of successful leadership.

Emotionally intelligent leaders are characterized by their skill in personal and social competence. These leaders have keen self-awareness and self-management, as well as well-developed social awareness and relational skills, a list of which is presented in the Table. Unfortunately, depending to a large degree on their upbringing and prior experience, leaders of every age and rank may well have gaps in their emotional intelligence. These gaps provide fertile ground for individual progress through personal development and mentoring relationships.

Values ⇒ Map

In a model borrowed from Steven Covey's *Principle Centered Leadership*,⁷ values represent the *how* to

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describe the way we will achieve these goals. They are the map by which we reach our destination. Values are the actions we do that reflect who we are best to those around us.

How do I want to live my life?

How do I want to make my way ahead?

How do I want to relate to others?

Values serve as the map that helps us negotiate life to reach our destination. They include things such as: loyalty (steadfastness or faithfulness to a person or group of people), veracity (passionate adherence to the truth), kindness (warmhearted, considerate, humane and sympathetic), courage (willingness to face danger

with determination), and perseverance (adherence to a course of action, belief or purpose.) Values define the way we “live and move and have our being” especially in regards to the way we relate to others. But the map is relatively useless unless it can be properly oriented.

Principles ⇨ Compass

Principles act as the compass that orients our “values map.” Like the 4 points of a compass, there are 4 principles that can be considered “master principles” upon which others can be based: humility, honor, integrity, and faith or belief. These are the fundamental reasons that we act or move in a certain way. Principles are what orient values. They determine how

Emotional Intelligence Domains and Competencies	
Personal Competence: How we manage ourselves Self-Awareness Emotional self-awareness Reading one’s emotions, recognizing their impact, using one’s “gut” sense or instincts to guide decisions Accurate Self-Assessment Knowing one’s strengths, talents and limits Self-confidence A sound sense of one’s worth and capabilities Self-Management Emotional self-control Keeping destructive impulses and emotions in check Transparency Displaying honesty, integrity, trustworthiness Adaptability Flexibility in responding to changing or challenging situations Achievement The drive to improve performance to meet internal standards of excellence Initiative Readiness to act to seize opportunities Optimism Seeing the “upside” in events Social Competence Social Awareness	Empathy Sensing another’s emotions, understanding their perspective and acting on their concerns Organizational awareness Reading the currents, the decision networks and politics of an organization Service Recognizing and meeting follower, client or customer needs Relationship Management Inspiration Guiding and motivating with a compelling vision Influence Wielding a range of tactics for persuasion Developing others Bolstering others abilities through guidance and feedback Change catalyst Initiating, managing and leading in a new direction Conflict management Resolving disagreements Building bonds Cultivating and maintaining a web of relationships Teamwork and collaboration Cooperation and team building

the values that others may use to describe us are reflected in our character (combination of qualities or features that distinguish one person from another.) They answer, in essence, the *who* questions about a person:

Who do I want to be?

Who do I want people to think that I am?

There are numerous lists and summaries of principles and values that characterize the *who* and *how* of a person's life. It is important for leaders and especially for mentors to develop in their own minds a concept of the principles that they hope describe them, the ability to articulate these principles and even more importantly, the ability to demonstrate these principles consciously, conspicuously, and consistently.

Humility

In his book, *Good to Great*,⁸ Jim Collins specifically set out to discount the role of leadership in companies that experienced a major turn-around. He described himself as "a leadership agnostic." He and his team researched 1,435 Fortune 500 companies from 1965 through 1995, looking specifically for companies that were mediocre for 15 years or longer, then experienced a dramatic turnaround. Eleven companies "made the cut," including Walgreens, General Electric, and Abbott Laboratories.

What stood out first, much to his initial dismay and surprise, was that leadership was important. There was something in a leader that could drive a company from "good to great." These companies were all led by men and women whom he characterized as having "Level 5" leadership skills. The leaders had personal humility, an almost fanatical professional will, workmanlike diligence (more plow horse than show horse) and steadfast ambition for the company's success, not their own. They shunned publicity and self-promotion and were rarely or begrudgingly showcased on the front of major business publications.

Level 5 leaders were characterized by the "window and the mirror" phenomenon—they tended to look in the mirror and blame themselves for mistakes, but when things were good, they would look out the window to find the reason for their successes. They would either proclaim how everyone in the company was wonderful, or how factors of fortune caused

success. They were humble leaders who did not lead for self-aggrandizement.

A senior AMEDD leader was confronted with the possibility that a decision he was making might be looked at disparagingly by those above him. Without prompting, he commented, "Look. I was self-actualized two pay-grades ago. I am not worried about what they will think."

The opposite of this personal humility is demonstrated by the narcissistic leader. These leaders are characterized by a false sense of self. While they may be charming and engaging, they are tremendous actors who use persuasion and manipulation to garnish the input from others that regulates their self-esteem. They tend to have grandiose views of themselves. They are poor judges of reality and they use people as tools to reinforce the self.

Narcissistic leaders are envious of the successes of others. They take credit and distribute blame. They downplay and diminish contributions of others. They are characterized by rage and envy toward perceived competition and demonstrate attention-seeking behaviors. They tend to be poor, disruptive team members, micromanagers, and are critical and belittling of others, especially behind their backs. For the narcissistic leader, people are tools to reinforce a shaky or nonexistent self image. They do not embrace the principle of personal humility. To use Collins' analogy of the mirror and the window,⁸ unlike the Level 5 leader, they look into the mirror for credit and out the window to assign blame.

Honor

Honor is both a verb and a noun. As a verb, to honor is to show respect for another. As a noun, it is the specific respect that we show, the honors we render. Hospital personnel in every department are encouraged to address patients by title or rank, Ms Smith or Sergeant Smith. In so doing, they demonstrate honor, and bestow honor in a setting where a patient can very easily feel dishonored and identity is very easily lost.

Honor is the right way for us to treat others. The Golden Rule is found in one form or another in most of the world's major religions and cultures. However, if attempts at honoring another are merely my

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projections of my own insecurities, then I will fail often as not in showing honor. To truly show honor I must know myself and others.

Honor is not only how we treat or respect others. We also talk about behaving with honor. That is to show respect for ourselves and our ideals, and to act within the confines of our ideals.

Leaders characterized by the principle of honor are aware of and unthreatened by their own weaknesses. They are also unimpressed by their strengths and talents. They see every interpersonal interaction as an opportunity to grow and, more importantly, an opportunity for others to grow as well. The desire to honor others is one of the points on their personal compass.

Integrity

Most leadership discussions start on the subject of integrity. The Army leadership manual⁹ defines it as to “consistently act according to principle” and “morally complete and true to yourself.” For his book, *The Stuff of Heroes*,¹⁰ General William Cohen surveyed 200 combat military leaders, including 62 admirals and generals, regarding the lessons they had learned from leadership in battle. Ninety-five percent of their responses fell into one of 8 principles, the first of which was “maintain absolute integrity.”

It is not just the military that focuses on integrity. Integrity was the Merriam-Webster* Word of the Year in 2005, where the first definition of integrity was “adherence to a code.”

The definition of integrity is interesting because it has changed through the centuries, as described by Stratford Sherman.¹¹ The first definition in the *Oxford English Dictionary*¹² is “the condition of having no part or element taken away or wanting; undivided or unbroken state; material wholeness, completeness, entirety.” It stresses completeness or consistency. The concept of consistency and incorruptibility remained first among the definitions through the 1950s, which was, interestingly, through the end of the modern era.

In the ancient Hebrew world, animals and people were described as having integrity, or more specifically in Hebrew, *tamiym* (without blemish, complete, perfect,

blameless, having integrity). For a sacrificial animal to have *tamiym*, it had to be everything it was supposed to be (male, domestic animal, first born), nothing it was not supposed to be (imperfect, defective, blemished), consistent (without spot or blemish from head to tail), and complete (has all its features, is missing nothing). Integrity was a blend of what was expected as well as what was intrinsically consistent; a combination of an external standard, but, more importantly, an internal completeness and consistency. This is in contrast to the modern definition of integrity, demonstrated by the previously cited 2005 Merriam-Webster definition (adherence to a code). The first definition of integrity has become, “firm adherence to a code of especially moral or artistic values: incorruptibility.” Thus the principle of integrity has migrated from something that was inside of a person, to something imposed on a person from the outside.

Integrity is being constant and consistent to the story we tell ourselves, and the story in which we find ourselves. It is internal first, rooted and based on the metanarrative we embrace, so that all our actions reflect what we say we believe and stand for. It also has an external aspect as we adapt to the ever-changing circumstances of our lives, and encounter unique challenges on the road to our destination. When we are lost, the map may not be of value. We use our compass—our principles—to shoot an azimuth and determine the best way to go.

Faith ⇒ Belief

One of the things that characterizes humans, and distinguishes them from animals, is their ability to believe in something that is not seen, in something that is bigger than themselves. It is one of the core tenants that make life possible. As infants, we learn to trust that our parents will be there when we cry, that our mothers will feed us when we are hungry; that they will care for us and provide for us as we grow. When this is not the case, the consequences for the growing, developing child and adolescent can be devastating. In fact, psychologists have defined the resulting condition as Reactive Attachment Disorder.[†]

[†]Reactive attachment disorder is a disturbance of social interaction caused by neglect of a child's basic physical and emotional needs, particularly during infancy. Source: <http://www.healthline.com/adamcontent/reactive-attachment-disorder-of-infancy-or-early-childhood>.

*Merriam-Webster, Inc, 47 Federal Street, Springfield, MA 01102

Reactive Attachment Disorder is characterized by mistrust and an inability to relate normally in children. It is seen in children who lack consistent parental availability, either because of separation from primary caregivers, or the caregiver's inability or disinterest. Children with reactive attachment disorder develop defensive mechanisms to cope with stress on their own, including lying, stealing and hoarding food, mistrust of basic statements, withheld or inappropriate affection. They do not learn to trust, and thus they find it difficult to believe.

While the word *faith* usually refers to belief in God or a set of religious doctrines, the word (from the Latin, *fides*: to trust) also implies a firm belief in something for which there is no proof. Animals can learn to trust that they will be fed or not beaten by a master, but as far as we know, are not capable of believing anything for which they have not learned by reinforced demonstration. Humans must learn to trust and believe in one another to survive on the battlefield or in the workplace.

The philosopher Friedrich Nietzsche, who certainly would not have considered himself religious, acknowledged that "He who has a why can endure any how." If we have something in which we can believe, a purpose on which we can focus, we can endure any set of circumstances. The belief that one's life has a purpose that is bigger than the immediate and obvious was the way that psychiatrist Victor Frankl survived the concentration camp at Theresienstadt.* He developed the psychological theory of "logotherapy" based on the Greek *logos* (word, intent, or purpose). Frankl writes, "Man's search for meaning is the primary motivation in his life, and not a 'secondary rationalization' of instinctual drives."¹³ In order to believe in this purpose, something that cannot be seen, like the ability to embrace the metanarrative, one must exercise the uniquely human characteristic of faith. Thus faith—the ability to believe—is one of the primary principles, and one of the 4 points of the personal compass that describe who we are: humility, honor, integrity, and faith.

True North: The Metanarrative

If there were not a true north to give meaning to the points on the compass, it would be no more than a relatively uninteresting toy. By analogy, one's metanarrative serves as the true north to which one's personal life compass is anchored. The metanarrative

provides the *why* for the *who*, *what* and *where* questions of our lives—it provides the meaning to our lives.

Why do I want to go that way?

Why do I want to be that kind of person?

Why do I want to be different?

Just as the orientation of the map and the azimuth of the compass are based on north, so the values and principles of life, as well as ultimately the direction, are based on the metanarrative. It has to be powerful enough to surmount the "micronarrative" of self-interest, the "mesonarrative" of the immediate clan or group, and even the "macronarrative" of a particular cause or movement. The metanarrative provides an explanation for knowledge and experience that goes beyond all of these.

The cinema cowboy Curly Washburn provides good advice for the leader today. The rising Millennial Generation of leaders, some think, are looking for the return of the metanarrative as they plot their course toward improving the world. They are, according to Howe and Strauss,⁵ the next "great generation" of Americans, and will surpass the last American "civic generation," the "GI Generation" born between 1900 and 1920. That is the generation that won World War II, built the suburbs, and provided 7 American presidents: Johnson, Reagan, Ford, Nixon, Kennedy, Carter, and George Bush Sr.

The Millennial Generation will learn their metanarrative, as they will learn about principles and values, when they see them lived out in the lives of credible, believable, sincere mentors. It is the single most important thing we can do to lead the next generation, just as it is the single most important role we have as parents, biological or otherwise, to children who are looking to us for examples and for hope.

John McCain, himself a member of the "silent generation" born between 1920 and 1940, suffered as a prisoner of war in Vietnam for 5½ years. At one point, he was invited to enjoy an early freedom because he was the son of a famous US Navy admiral who at the time was commander of the US Pacific Command. He

*Theresienstadt was a Nazi internment camp in the Czech Republic village of Terezin during World War II which was used as a transshipment terminal for prisoners enroute to the extermination camp at Auschwitz, Poland.

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declined, according to his book, *Faith of My Fathers*,¹⁴ and suffered increased torture as a result of his refusal.

John McCain had a metanarrative and a belief system that enabled him to get through his darkest times when everything physical had been stripped away from him. By staying true to his metanarrative, true to his compass—principles of humility, honor, integrity and faith—he reflected the influence of the generations who had gone before him. Buoyed by this assurance, he was able to survive imprisonment and torture, and ultimately to thrive and to serve upon his return to society. He wrote:

Glory is not conceit. It is not a decoration for valor. It is not a prize for being the most clever, the strongest, or the boldest. Glory belongs to the act of being constant to something greater than yourself, to a cause, to your principles, to the people on whom you rely, and who rely on you in return. No misfortune, no injury, no humiliation can destroy it.

This is the faith that my commanders affirmed, that my brothers-in-arms encouraged my allegiance to. It was the faith I had unknowingly embraced at the Naval Academy. It was my father's and grandfather's faith. A filthy, crippled, broken man, all I had left of my dignity was the faith of my fathers.

It was enough.^{14(p257)}

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Leadership Insights of the Chinese Military Classics for Physician Leaders and Healthcare Administrators

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ABSTRACT

Trite sayings from Chinese military classics often find their way into after-dinner fortune cookies in many Chinese restaurants in America. However, no one should underestimate the lessons from those Chinese military classics, and they certainly should never be trivialized. Leaders at all levels of healthcare management can learn timeless lessons spanning three millennia from the wisdom of ancient Chinese military writings.

Chinese military philosophers are responsible for the foundation for much of today's military tactics and strategy. Ever since Sun Tzu's *The Art of War* was translated into English over 200 years ago, Chinese military thought has furnished and continues to underlie many of the fundamental concepts and essential tactics of modern warfare throughout the world. Many current publications simply represent vernacular language translations of the ancient classics. However, other authors have selectively reorganized and reformatted the material to focus on critical problems and lessons in life. The most popular current versions of the Chinese military classics selectively apply principles and concepts from Chinese military thought to the world of business.* Several authors have transcended the common tendency to conceive of business activities as warfare, to apply these classics in the individual's quest to survive and flourish within corporate culture.^{1(ppx-xi)}

Although Sun Tzu's *The Art of War* is the most famous work on military operations and is the oldest military treatise in the world, Chinese military thought is much more extensive. The seven books preserved in the Seven Military Classics, as traditionally arranged since the Sung dynasty, are Sun Tzu's *Art of War*, *Wu-tzu*, *Methods of the Ssu-ma* (Ssu-ma Fa), *Questions*

and Replies between T'and T'ai-tsung and Li Weikung, Wei Liao-tzu, *Three Strategies of Huang Shih-kung*, and T'ai Kung's *Six Secret Teachings*. In addition, the recently rediscovered Sun Pin's *Military Methods*, another Warring States text, essentially constitutes an eighth military classic. Of the Seven Military Classics, only Sun-Tzu's *Ping-fa*, traditionally known as *The Art of War*, has received much exposure in the west. Ralph Sawyer has recently translated and edited *The Art of the Warrior: Leadership and Strategy from the Chinese Military Classics*, arranging these writings thematically to give the reader a comprehensive introduction to the Eastern way of strategy.^{1(ppx-xi)} According to Sun Tzu,

“Warfare is the greatest affair of state, the basis for life ... it must be thoroughly pondered and analyzed.”^{1(p73)}

Effective leadership will continue to be critically important. Physician leaders and healthcare administrators will be forced to deal with increasing challenges, generally “doing more with less” in typical military fashion. We can glean examples from Sawyer's recent publication, reminding our modern healthcare executives and medical leaders of leadership principles from ancient China that are equally applicable today.

*A sample of these works is presented in a suggested reading list at the end of this article.

LEADERS ARE IMPORTANT

The general is the supporting pillar of state. If his talents are all-encompassing, the state will invariably be strong. If the supporting pillar is marked by fissures, the state will invariably grow weak.

The Art of War^{1(p150)}

LEADERS PROVIDE A VISION FOR THE ORGANIZATION

Li Ching said, “The successful employment of the masses lies in their being of one mind. Unification of mind lies in prohibiting omens and dispelling doubts. Should the commanding general have anything of which he is doubtful or fearful, emotions will waver.”

Questions and Replies^{1(p117)}

LEADERS PLAN FOR THE FUTURE

If the leader of the army and commander of the masses does not first establish his plans, the proper equipment will not be prepared.

Six Secret Teachings^{1(p88)}

If the general doesn't carefully contemplate his course of action, his strategists will abandon him.

Huang Shih-kung^{1(p161)}

LEADERS PROMOTE PROPER VALUES

When a ruler's actions are cruelly violent, his subordinates will be hasty to implement harsh measures.

Huang Shih-kung^{1(p81)}

In general, to govern the state and order the army you must instruct them with the forms of propriety, stimulate them with righteousness, and cause them to have a sense of shame. For when men have a sense of shame, in the greatest degree it will be sufficient to wage war, while in the least degree it will suffice to preserve the state.

Wu-tzu^{1(p172)}

LEADERS KNOW WHEN TO REACT

If it is not advantageous, do not move. If objectives cannot be attained, do not employ the army. Unless endangered, do not engage in warfare.

The Art of War^{1(p75)}

Mount a sudden strike on their doubts. Attack their haste. Force them to constrict their deployment. Launch a sudden strike against their order. Take advantage of their failure to avoid harm. Obstruct their strategy. Seize their thoughts. Capitalize on their fears.

Ssu-ma Fa^{1(p222)}

In general, whoever occupies the battleground first and awaits the enemy will be at ease; whoever occupies the battleground afterward and must race to the conflict will be fatigued. Thus one who excels at warfare compels men and is not compelled by other men.

The Art of War^{1(p214)}

LEADERS SHOW INITIATIVE

Thus the highest realization of warfare is to attack the enemy's plans; next is to attack their alliances; next to attack their army; and the lowest is to attack their fortified cities.

The Art of War^{1(p105)}

If the enemy opens the door, you must race in. Attack what they love first. Do not fix any time for battle, assess and react to the enemy in order to determine the strategy for battle.

The Art of War^{1(p107)}

LEADERS ARE CREATIVE

It is the nature of the army to stress speed, to take advantage of the enemy's absence, to travel unanticipated roads, and to attack when they are not alert.

The Art of War^{1(p107)}

LEADERS TAKE RESPONSIBILITY

If you failed to direct them to victory, accept the blame yourself.

Ssu-ma Fa^{1(p171)}

LEADERS HAVE INSIGHT

Thus it is said that one who knows the enemy and knows himself will not be endangered in a hundred engagements. One who does not know the enemy but knows himself will sometimes be victorious, sometimes meet with defeat. One who knows neither the enemy nor himself will invariably be defeated in every engagement.

The Art of War^{1(p106)}

King Wu asked the T'ai Kung, "Before engaging in battle I want to first know the enemy's strengths and weaknesses, to foresee indications of victory or defeat. How can this be done?"

The T'ai Kung replied, "Indications of victory or defeat will be first manifest in their spirit. The enlightened general will investigate them, for they will be evidenced in the men."

Six Secret Teachings^{1(p225)}

LEADERS ARE SINCERE

King Wei said, "How can we cause the people to always listen to orders?"

Sun Pin said, "Always be sincere."

Military Methods^{1(p140)}

If the general can think of his officers as if thirsty, his plans will be followed.

Huang Shih-kung^{1(p161)}

LEADERS ARE CONSISTENT

If orders are consistently implemented to instruct the people, then the people will submit. If orders are not consistently implemented to instruct the people, then the people will not submit. One whose orders are consistently carried out has established a mutual relationship with the people.

The Art of War^{1(p138)}

If the laws and orders are not clear, rewards and punishments not trusted, when sounding the gongs will not cause them to halt, nor beating the drum to advance—then even if you had a million men, of what use would they be?

Wu-tzu^{1(p139)}

LEADERS PROVIDE CLEAR EXPECTATIONS OF PERFORMANCE

If his instructions are not precise and trusted, the officers and men will not be trained.

Six Secret Teachings^{1(p88)}

LEADERS ARE HONEST, TRUSTWORTHY, AND FAIR

Accordingly, when righteousness overcomes desire, one will flourish; when desire overcomes righteousness, one will perish.

Six Secret Teachings^{1(p78)}

In general, with regard to the people: rescue them with benevolence, engage in battle with righteousness, make decisions through wisdom, fight with courage, exercise sole authority through credibility, encourage them with profits, and gain victory through achievements. Thus the mind must embody benevolence and actions should incorporate righteousness.

Ssu-ma Fa^{1(p103)}

The general cannot be without credibility. If he is not trusted then his orders will not be implemented. If his orders are not implemented, then the army will not be unified. If the army is not unified then it will not attain fame. The credibility is the feet of the army.

Military Methods^{1(p160)}

Only benevolence can attract people. However, if one is benevolent but not trustworthy, then on the contrary he will vanquish himself. Treat men as men, be upright with the upright, employ appropriate language, and use fire only where it should be used.

Ssu-ma Fa^{1(p137)}

The *Military Pronouncements* states, “The exemplary general, in his command of the army, governs men as he would want to be treated himself. Spreading his kindness and extending his beneficence, the strength of his officers is daily renewed. In battle they are like the wind arising, their attack is like the release of a pent-up river.”

Huang Shih-kung^{1(p146)}

If he transfers his anger to the innocent, the whole army will be afraid.

Huang Shih-kung^{1(p161)}

The general cannot but be righteous. If he is not righteous then he will not be severe. If he is not severe then he will not be awesome. If he is not awesome then the troops will not die for him. Thus righteousness is the head of the army.

The general cannot but be benevolent. If he is not benevolent then the army will not conquer. If the army does not conquer, it will lack achievement. Thus benevolence is the belly of the army.

The general cannot be without Virtue. If he lacks Virtue then he will not have any strength. If he lacks strength the advantages of the Three Armies will not be realized. Thus Virtue is the hands of the army.

Military Methods^{1(p160)}

LEADERS PROVIDE TIMELY REWARD AND PUNISHMENT

When the bestowing of rewards does not extend past the day, the imposition of punishments is as quick as turning the face, and they are not affected by the man nor subject to external threats, this is the general of the army's virtue.

Military Methods^{1(p183)}

In general, in employing rewards one values credibility. In employing punishments one values certainty. When rewards are trusted and punishments inevitable wherever the eye sees and the ear hears, then even where they do not see or hear there is no one who will not be transformed in their secrecy. Since the ruler's sincerity extends to Heaven and Earth, and penetrates to the spirits, how much the more so to men?

Six Secret Teachings^{1(p181)}

Victory in war lies in establishing awesomeness. Establishing awesomeness lies in uniting strength. Uniting strength lies in rectifying punishments. By rectifying punishments, rewards are illuminated.

Wei Liao-tsu^{1(p183)}

Rewards should not be delayed beyond the appropriate time, for you want the people to quickly profit from doing good. When you punish someone do not change his position, for you want the people to quickly see the harm of doing what is not good.

Ssu-ma Fa^{1(p182)}

If good and evil are treated alike, the meritorious officers will grow weary.

Huang Shih-kung^{1(p161)}

The general creates awesomeness by executing the great, and becomes enlightened by rewarding the small. Prohibitions are made effective and laws implemented by careful scrutiny in the use of punishments. Therefore, if by executing one man the entire army will quake, kill him. If by rewarding one man the masses will be pleased, reward him. In executing, value the great; in rewarding, value the small. When you kill the powerful and the honored, this is punishment that reaches the pinnacle. When rewards extend down to the cowherds, grooms, and stablemen, these are rewards penetrating downward to the lowest. When punishments reach the pinnacle, and rewards penetrate to the lowest, then your awesomeness has been effected.

Six Secret Teachings^{1(p181)}

(Continued →)

Leadership Insights of the Chinese Military Classics

T'ien Chi said, "Are not rewards and punishments the most urgent matters for the military?"

Sun Pin said, "They are not. Now rewards are the means by which to give happiness to the masses and cause soldiers to forget death. Punishments are the means by which to rectify the chaotic and cause the people to fear their superiors. They can be employed to facilitate victory, but they are not urgent matters."

Military Methods^{1(p183)}

LEADERS UPHOLD THE HIGHEST STANDARDS OF ETHICAL BEHAVIOR

The T'ai Kung said, "If the ruler lacks moral worth, then the state will be in danger and the people in turbulence. If the ruler is a Worthy or Sage, then the state will be at peace and the people well ordered."

Six Secret Teachings^{1(p129)}

If he is greedy, treachery will be unchecked. If he is preoccupied with women, then the officers and troops will become licentious.

Huang Shih-kung^{1(p161)}

LEADERS SELECT GOOD SUBORDINATES AND ASSOCIATES

If the general relies solely upon himself, his subordinates will shirk all responsibility.

Huang Shih-kung^{1(p161)}

When Worthy ministers are brought inside the government, depraved ones will be outside. When depraved ministers are inside, Worthy ministers will perish. When within and without lose what is appropriate, disaster and disorder will last through generations.

Huanh Shih-kung^{1(p135)}

King Wen asked the T'ai Kung, "How does the ruler of the state and leader of the people come to lose his position?"

The T'ai Kung said, "He is not cautious about whom he has as associates."

Six Secret Teachings^{1(p134)}

LEADERS HAVE LOYAL FOLLOWERS

Now one who is not loved and cherished in the minds of his men cannot be employed by me; one who is not respected and feared in the minds of his men cannot be appointed by me. Love follows from below, awesomeness is established from above. If they love their general they will not have divided minds; if they are awestruck by their general they will not be rebellious. Thus excelling at generalship is merely a question of love and awesomeness.

Wei Liao-tzu^{1(p143)}

When the general regards his troops as young children, they will advance into the deepest valleys with him. When he regards the troops as his beloved children, they will be willing to die with him.

The Art of War^{1(p186)}

LEADERS INSPIRE THEIR FOLLOWERS

Now what I term governing well means causing the people not to have any selfish interests. If the people do not have selfish interests, then All under Heaven will be one family.

Wei Liao-tzu^{1(p93)}

In general, on the battlefield, soon to become a graveyard, if the soldiers are committed to fight to the death they will live, whereas if they seek to stay alive they will die.

Wu-tzu^{1(p115)}

If you treat them deferentially, then the officers will die for you; the officers will die, but their names will be transmitted. If you encourage them with fundamental pleasures, they will die for their native places. If you importune them with family relationships, they will die for the ancestral graves. If you honor them with feasts, they will die for food and drink. If you have them dwell in tranquility, they will die in the urgency of defense. If you inquire about their febrile diseases, they will die for your solicitude.

Military Methods^{1(pp172-173)}

If one can cause his men themselves to want to fight, then no one will be able to oppose their ardor.

*Questions and Replies*¹⁽¹⁸⁰⁾

The general creates awesomeness by executing the great.

Six Secret Teachings^{1(p181)}

LEADERS REWARD SUPERIOR PERFORMANCE

Now the essence of employing the army lies in respecting the forms of propriety and making salaries generous. When the proper forms of propriety are followed, wise officers will be attracted. When salaries are generous, righteous officers will regard death lightly. Thus, if when granting salaries to the Worthy you do not begrudge the expense, and when rewarding the able are not dilatory, then the strength of your subordinates will be united, while your enemy's state will be reduced as the capable abandon him.

The way to employ men is to honor them with rank and supply them generously with material goods, for then the officers will come of their own accord. Welcome them according to the forms of propriety, stimulate them with righteousness, and then the officers will die for the state.

Huang Shih-kung^{1(p173)}

When the ruler regards the good as good but doesn't advance them, while he hates the evil but doesn't dismiss them; when the worthy are hidden and covered, while the unworthy hold positions, then the state will suffer harm."

Huang Shih-kung^{1(p82)}

In general, if in warfare you are victorious, share the achievement and praise with the troops.

Ssu-ma Fa^{1(p171)}

(Continued →)

The commander-in-chief's method focuses upon winning the minds of the valiant; rewarding and providing salaries to the meritorious; and having his will penetrate to the masses.

Huang Shih-kung^{1(p144)}

The hegemony governed their officers by virtue of authority, bonding them through trust, motivating them with rewards. When that trust declined the officers grew distant, and when rewards became inadequate they would not submit to orders.

Huang Shih-kung^{1(p97)}

Now the essence of employing the army lies in respecting the forms of propriety and making salaries generous. When the proper forms of propriety are followed, wise officers will be attracted. When salaries are generous, righteous officers will regard death lightly. Thus if when granting salaries to the Worthy you do not begrudge the expense, and when rewarding the able are not dilatory, then the strength of your subordinates will be united, while your enemy's state will be reduced as the capable abandon him.

Huang Shih-kung^{1(p173)}

LEADERS TAKE CARE OF THEIR FOLLOWERS

King Wen said to the T'ai Kung, "I would like to learn about the affairs of administering the state. If I want to have the ruler honored and the people settled, how should I proceed?"

T'ai Kung, "Just love the people."

King Wen, "How does one love the people?"

T'ai Kung, "Profit them, do not harm them. Help them to succeed, not defeat them. Give them life, do not slay them. Grant, do not take away. Give them pleasure, do not cause them to suffer. Make them happy, do not cause them to be angry."

Six Secret Teachings^{1(p84)}

In order to stimulate the soldiers, the people's material welfare cannot but be ample. The ranks of nobility, the degree of relationship in death and mourning, the activities by which the people live, cannot but be made evident. One must govern the people in accord with their means to life, and make distinctions clear in accord with the people's activities. The fruits of the field and their salaries, the feasting of relatives through the rites of eating and drinking, the mutual encouragement in the village ceremonies, mutual assistance in death and the rites of mourning, sending off and greeting the troops—these are what stimulate the people.

Wei Liao-tzu^{1(p173)}

In general, with regard to the people: rescue them with benevolence.

Ssu-ma Fa^{1(p103)}

When bestowing your beneficence upon the people you cannot begrudge the expense. The people are like cows and horses. Frequently make gifts of food and clothing, and follow up by loving them.

Six Secret Teachings^{1(p132)}

LEADERS SET THE EXAMPLE AND LEAD FROM THE FRONT

If you lead the men in person your soldiers will become the most valiant under Heaven.

Huang Shih-kung^{1(p146)}

Now when the army is toiling on the march the general must establish himself as an example. In the heat he does not set up an umbrella; in the cold he doesn't wear heavier clothes. On difficult terrain he must dismount and walk. Only after the army's well is finished does he drink. Only after the army's food is cooked does he eat. Only after the army's ramparts are complete does he rest. He must personally experience the same toil and respite. In this fashion even through the army is in the field for a long time, it will be neither old nor exhausted.

Wei Liao-tzu^{1(p153)}

When Wu Ch'I engaged Sh'in in battle, wherever he encamped the army did not flatten the paths between the fields. Young saplings provided protective covering against the frost and dew. Why did he act like this? Because he didn't place himself higher than other men. If you want men to die you don't require them to perform perfunctory acts of respect. If you want men to exhaust their strength you don't hold them responsible for performing the rites. Thus in antiquity an officer wearing a helmet and armor didn't bow, showing people that he is not troubled by anything. To annoy people yet require them to die, to exhaust their strength, from antiquity until today has never been heard of.

Wei Liao-tzu^{1(p153)}

Now those who command the army must share tastes and attitudes with the officers and men, and confront both safety and danger with them, for then the enemy can be attacked. Thus the army will attain full victory, and the enemy will be completely destroyed.

He is with them in safety, he is united with them in danger. Thus his troops can be combined but cannot be forced apart. They can be employed but cannot be tired out. With his beneficence he ceaselessly gathers them together, with his plans he constantly unites them. Thus it is said that when you cultivate beneficence tirelessly, with one you can take ten thousand.

Huang Shih-kung^{1(p154)}

In antiquity, when outstanding generals commanded armies, there was once a case where the commander was presented with a cask of sweet wine. The general had it poured into the river and shared the drinking of the wine with the officers and men as it flowed downstream. Now a cask of wine is unable to flavor a river of water, but the officers of the Three Armies were all motivated to fight to the death because the flavor and taste reached them personally.

Huang Shih-kung^{1(p153)}

The *Military Pronouncements* states, "When the army's wells have not yet been completed, the general does not mention thirst. When the encampment has not yet been secured, the general does not speak about fatigue. When the army's cook stoves have not yet been lit, the general does not speak about hunger. In the winter he doesn't wear a fur robe; in the summer he doesn't use a fan; and in the rain he doesn't set up an umbrella." This is termed the proper form of behavior for a general.

Huang Shih-kung^{1(p154)}

(Continued →)

Leadership Insights of the Chinese Military Classics

If you must fight again, swear an oath and assume a forward position.

Ssu-ma Fa^{1(p171)}

If the general isn't courageous, the officers and troops will be terrified.

Huang Shih-kung^{1(p161)}

If you are respectful the troops will be satisfied. If you lead in person they will follow. When orders are annoying they will be ignored. When Commands are issued in proper measure they will be seriously regarded. When the drumbeat is rapid they will move quickly; when the drumbeat is more measured they will move accordingly. When their uniforms are light they will feel quick; if lustrous they will feel stalwart.

Ssu-ma Fa^{1(p138)}

Thus those who engage in combat must take leading in person as their foundation in order to incite the masses and officers, just as the mind controls the four limbs. If their minds are not incited, then the officers will not die for honor. When the officers will not die for honor, then the masses will not do battle.

Wei Liao-tzu^{1(p142)}

The general shares heat and cold, labor and suffering, hunger and satiety with the officers and men. Therefore, when the masses of the Three Armies hear the sound of the drum they are happy, and then they hear the sound of the gong they are angry. When attacking a high wall or crossing a deep lake under a hail of arrows and stones, the officers will compete to be first to scale the wall. When the naked blades clash, the officers will compete to be the first to go forward. It's not because they like death and take pleasure in being wounded, but because the general knows their feelings of heat and cold, hunger and satiety, and clearly displays his knowledge of their labor and suffering.

Six Secret Teachings^{1(p171)}

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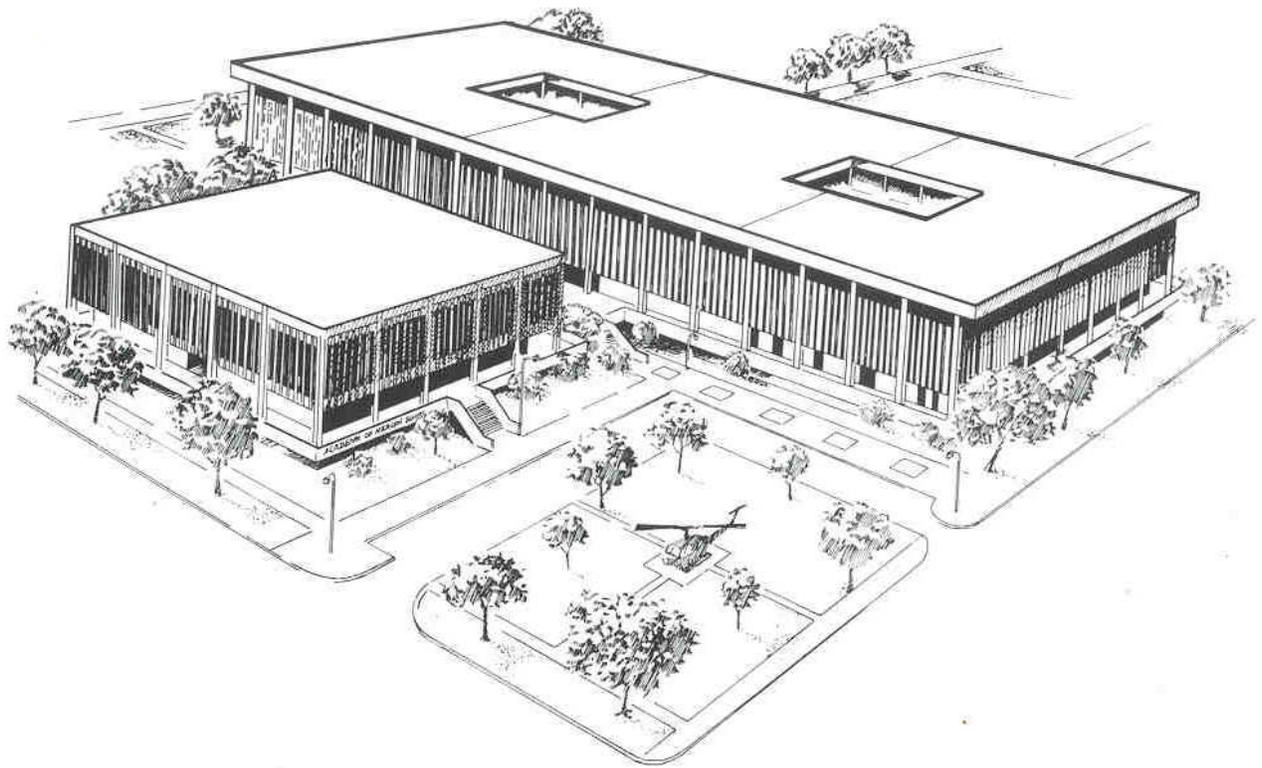
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