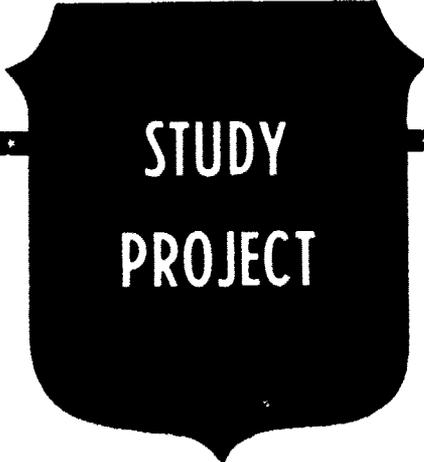


2

AD-A209 738



The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

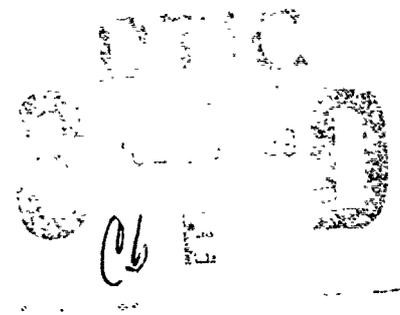
LEADERSHIP AND MANAGEMENT  
COMMAND PHILOSOPHY VICE EXECUTIVE PHILOSOPHY

BY

LIEUTENANT COLONEL GARY L. GRESH

**DISTRIBUTION STATEMENT A: Approved for public release; distribution is unlimited.**

15 MARCH 1989



U.S. ARMY WAR COLLEGE, CARLISLE BARRACKS, PA 17013-5050

89 7 0 0 9

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle)  Leadership and Management, Command Philosophy Vice Executive Philosophy		5. TYPE OF REPORT & PERIOD COVERED  Study Project
7. AUTHOR(s)  LTC Gary L. Gresh		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS  US Army War College Carlisle Barracks, PA 17013		8. CONTRACT OR GRANT NUMBER(s)
11. CONTROLLING OFFICE NAME AND ADDRESS  US Army War College Carlisle Barracks, PA 17013		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office)		12. REPORT DATE
		13. NUMBER OF PAGES  109
		15. SECURITY CLASS. (of this report)  Unclas
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report)  Approved for public release; distribution is unlimited		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number)		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) With the services shifting toward the management aspect of running a peacetime force vice the leadership role, the services face a dilemma of sorts; do we teach and stress management of systems or do we concentrate on producing leaders. This study seeks to discover what the difference is between leadership and management training as viewed both by business and the military. It studies contemporary leadership models and compares/contrasts two large		

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

20. businesses with the US Army and US Air Force. The study looks at the way modern business trains its leaders and at the way the services train their leaders in leadership and management. It suggests ways to improve and evaluate military training in leadership, management, and technical proficiency and concludes with several recommendations for senior army leaders to consider in order to improve leadership/management systems in the services

Unclassified

SECURITY CLASSIFICATION OF THIS PAGE(When Data Entered)

UNCLASSIFIED

USAWC MILITARY STUDIES PROGRAM PAPER

The views expressed in this paper are those of the author and do not necessarily reflect the views of the Department of Defense or any of its agencies. This document may not be released for open publication until it has been cleared by the appropriate military service or government agency.

LEADERSHIP AND MANAGEMENT  
COMMAND PHILOSOPHY VICE EXECUTIVE PHILOSOPHY

AN INDIVIDUAL STUDY PROJECT

By

Lieutenant Colonel Gary L. Gresh

Colonel Richard Pomager  
Project Advisor

**DISTRIBUTION STATEMENT A: Approved for public release; distribution is unlimited.**

U.S. Army War College  
Carlisle Barracks, Pennsylvania 17013  
15 March 1989

The views expressed in this study are those of the author and do not reflect those of the Department of the Army or other official source.

UNCLASSIFIED

## ACKNOWLEDGEMENT

The author hereby acknowledges the mentorship of Mr. William S. Orlov, United Telephone Company, Pennsylvania, for his many suggestions on where to find material, references, and general willingness to help in any way with my project. Although he never read the draft, nor necessarily agrees with any of the printed ideas of the work, his 'drive for excellence' and sincere caring attitude about training philosophy, helped to spur me on to completion of this project. Likewise, Mr Othar J. Shalikashvili, GPU Nuclear Corporation, was of immense help in understanding how civilian firms structure training and contract for training not conducted by the individual firm. I owe many thanks to both of these men.

<b>Accession For</b>	
NTIS GRA&I	<input checked="" type="checkbox"/>
DTIC TAB	<input type="checkbox"/>
Unannounced	<input type="checkbox"/>
Justification	
By _____	
Distribution _____	
Avail. Statement Codes	
Dist	Avail. Statement Codes
<b>A-1</b>	



## ABSTRACT

**AUTHOR:** Gary L. Gresh, LTC, AG

**TITLE:** Leadership and Management: Command Philosophy Vice  
Executive Philosophy

**FORMAT:** Individual Study Project

**DATE:** 15 March 1989 **PAGES:**102 **CLASSIFICATION:** unclassified

With the services shifting toward the management aspect of running a peacetime force vice the leadership role, the services face a dilemma of sorts; do we teach and stress management of systems or do we concentrate on producing leaders. This study seeks to discover what the difference is between leadership and management training as viewed both by business and the military. It studies contemporary leadership models and compares/contrasts two large businesses with the US Army and US Air Force. The study looks at the way modern business trains its leaders and at the way the services train their leaders in leadership and management. It suggests ways to improve and evaluate military training in leadership, management, and technical proficiency and concludes with several recommendations for senior army leaders to consider in order to improve leadership/management systems in the services.

## TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	ii
ABSTRACT.....	iii
LIST OF ILLUSTRATIONS.....	v
CHAPTER I. INTRODUCTION.....	1
Background.....	1
II. How Business Trains its Leaders.....	8
III. The Military, A New Look At Leadership & Management...19	
IV. Leadership and Management in the Future.....	27
Recommended Changes.....	33
APPENDIX 1., (Leadership Questionnaire).....	37
APPENDIX 2., (Questionnaire Data Program).....	45
BIBLIOGRAPHY.....	101

## LIST OF ILLUSTRATIONS

1. Management Dimensions Comparing Chart (United Telephone).....	11
2. Performance Appraisal (United Telephone).....	13
3. Senn-Delaney Leadership Model.....	15
4. Leadership Continuum from Center For Creative Leadership.....	16
5. Zais Leadership & Management model.....	22
6. Zais Commandership model.....	23
7. Senior Leaders In Action Wheel (FM 22-105).....	24
8. Army Officer Leadership Model (Proposed).....	29
9. The Army Officer Command Model (Proposed).....	30

**LEADERSHIP AND MANAGEMENT  
COMMAND PHILOSOPHY VICE EXECUTIVE PHILOSOPHY**

**CHAPTER I**

**INTRODUCTION**

Here we go again, the age old leadership versus management game. Hopefully, I can approach this subject from a slightly different angle and add some new perspectives. Why this topic? Haven't the armed services come to grip with this topic? I say we have not. Leadership is the very cornerstone upon which the services build their force. Ours is a very unique profession, unlike any other, and we need to remember this fact in everything we do or attempt to accomplish. Leadership is especially important when trying to attract young men and women to join our volunteer ranks. How we are viewed by our society will determine who will want to serve with us in the future.

**BACKGROUND**

This project will look at the similarities that exist in the commercial executive philosophy of management and the philosophy of military leadership. The services have been shifting toward the management aspect of running a peacetime force vice the leadership role. In this transition, the end result becomes the crucial factor. Leadership skills focus on people while management skills focus on systems. What is the balance between these two techniques? What tradeoffs, if any, are necessary between the two for development of a Command Philosophy?

For the purpose of this study, a Command Philosophy is simply the theory or model that a commander uses to exercise his/her authority to

command. Put another way, a command philosophy is the mental set of rules, values and ethics that the commander uses to establish his/her command style. Basically, I believe a commander can be successful in the services in either of two ways. He can 'manage' his command, or he can 'lead' his command, I prefer the latter.

There is certainly no limit to the amount of material you can find on the subject of leadership and management. Not only is the library full of material but every author is an expert and every school has the solution. The problem is who to believe? I believe the services have to stress leadership subjects more and management subjects less if we are to attract and keep the leaders of the future and our command philosophies must be leadership oriented. This does not mean that we should forget about management, for it also has a place in our command philosophies but we must recognize that the two terms are extremely different and the role each has to play is different in creating the proper environment.

A landmark point in our military history was reached in the 1960's. The services were forced to expand rapidly for the Vietnam War and technology influenced that war to a greater extent than any previous war. "Systems" became important and military leaders had to adapt to "systems management".

At the end of that war, the United States was left with broken dreams and the military would never be the same again. The country's leadership began to follow industry's lead and the military took on many of the forms of executive management. The watershed was reached for the army when the book, Crisis in Command was published in 1978.(1) The army had undergone a terrible catharsis between 1960 and 1973. Not only had it changed in size, but many indicators of leadership problems existed in the force. The Chief of Staff of the Army recognized this problem and directed a study be conducted by the Army War College on the state of the Officer

Corps. This study, later called The Study on Military Professionalism, was so worrisome to the senior Army leadership that its contents were restricted to only a handful of senior officers and filed under an 'eyes only' heading.(2) The interesting thing about the study were the findings spelled out for the Army leadership to take heed. The study is extremely long and I will quote only portions in order to get a starting point.

"The most frequently recurring specific themes describing the variance between ideal and actual standards of behavior in the Officer Corps include: selfish, promotion-oriented behavior; inadequate communication between junior and senior; distorted or dishonest reporting of status, statistics, or officer efficiency; technical or managerial incompetence; disregard for principles but total respect for accomplishing even the most trivial mission with zero defects; disloyalty to subordinates; senior officers setting poor standards of ethical / professional behavior.(3)

The quote is quite an indictment of the Officer Corps , its ethical standards, leadership ability, and managerial style. The report went on to list fifteen major items that were wrong including the following comments:

"The communication between junior and senior is inadequate; the junior feels neglected and the senior is often out of touch with reality. Junior officers believe that lieutenant colonels and colonels in particular do not listen to them; they talk 'to' rather than 'with' them.....Variances between ideal and actual standards are condoned, if not engendered, by certain Army policies regarding officer evaluation, selection for promotion, career concepts and assignment policies, and information reporting systems."(4)

The report recommended changes that would have to be directed from above if they were to be successful since it was widely perceived that the Army did not have the ability to fix itself. It would be thirteen years before the report would be put on the regular shelves of the War College Library for distribution. The report's recommendations included training the officer corps in ethics, testing at certain levels to prove competence, creating a new officer grade of senior captain, including peer ratings in evaluations and changing many assignment policies. Some of the recommendations were adopted and later brought changes in the promotion system and evaluation system. Some recommendations were not accepted for adoption and the report was shelved for a decade.

I maintain that although the Army has corrected some of the problems expressed in the War College Study, it still has problems in leadership and shares these problems with its sister services largely because our doctrine continues to send mixed signals to our junior officers. The problems are perpetuated by a system that inadvertently calls leadership and management the same thing and continues to 'borrow' too much philosophy from the civilian business style of management. Our leadership models are largely borrowed from other sources and fail to send the right message to our junior officers on what is expected of them from our unique profession.

Gabriel had some insights into the problem when he wrote:

"The Army had begun to develop and adopt a new ethical code rooted in the entrepreneurial model of the modern business corporation. The traditional ethics which buttressed the code of duty-honor-country had begun to weaken, and in their place the military officer was expected to operate within a code of ethics drawn largely from the practices of the free-enterprise marketplace... that these new ethics would, ultimately, encourage him to consider 'his' career to be of the highest

**personal and professional importance should have surprised no one.(5)**

**I maintain that the services have attacked some of the problems well in their recent approach to teaching ethics at all levels in our service schools. But, part of the problem remains because two of our primary reward systems do not sufficiently emphasize selfless service. The two systems to which I refer are the evaluation system and the promotion system.**

**Somewhere along the way we leaders have lost control of our basic professional guidelines that make us different from other professions and jobs. Gabriel put it this way:**

**"...systems analysis' became the new Army 'buzz word', and officers suddenly became concerned with something called 'career management'...The entrepreneurial officer and the ethics which motivate him remain one of the major problems afflicting the Army officer corps."(6)**

**That we allowed ourselves to become 'afflicted' in such a way was a sad commentary on us and I am glad we have finally started to reverse the trend. We can bring selfless service back to our ranks but some changes need to be made. First, lest I be misunderstood, selfless service has never really left the services but rather has been suppressed in many officers because of a perceived 'system' that one must climb to be successful. We teach our officers early that 'they are the best managers of their own career'. They are taught to seek the 'right' assignments, the assignments that make officers generals. When captains begin to worry about making general instead of major, perhaps we have missed the target on professional growth.**

**This is what brought Gabriel to his final conclusion that: "The American officer is far more a military bureaucrat than he is a combat**

leader, and is far more adept at mastering the imperatives of the system that provides his promotions and career security than he is at learning and executing the imperatives of battle."(7)

The U.S. Military Academy at West Point, always concerned with the state of leadership in the Army, published a new text in 1981 dealing with leadership in organizations.(8) The summary chapter of their work contains perhaps the very ethic of military leadership. I believe it gives us a good starting point in examining the subjects of leadership and management.

"The leader is the central figure in establishing and maintaining the ethical climate of the organization...The organizational leader influences others in the organization in ways besides serving as a model. The leader also controls rewards and punishments and communicates expectations concerning ethical standards of behavior as well as performance standards. The leader influences organizational socialization processes which attempt to impart the attitudes, beliefs, and values expected of organizational members....Loyalty and obedience, truth-telling, promise-keeping, respect for others and the preservation of human life are among the values central to the ethic of the professional officer corps. There are frequent conflicts between values or moral obligations which the officer must resolve. Among the most vexing are those involving loyalty and obedience and other ethical principles, especially in view of the contemporary nature of the profession which has become a bureaucracy with values which inherently conflict with the professional ethic."(9)

## ENDNOTES

1. Gabriel, Richard A., and Savage, Paul L., Crisis in Command, Mismanagement in the Army.
2. Ibid., p. 22.
3. U. S. Army War College, Study on Military Professionalism, p. 32.
4. Ibid., pp. 40-43.
5. Gabriel, pp. 17-18.
6. Ibid., p. 19.
7. Ibid., p. 188.
8. The U.S. Army Military Academy, West Point, N.Y., Leadership in Organizations, Associates, The Department of Behavioral Sciences and Leadership.
9. Ibid., p. 21-25.

## **Chapter II**

### **How Business Trains its Leaders**

A good general statement on how business trains its leaders is to say 'Business Borrows'. That is, few businesses set up their own schools to train leadership and/or management. A few of the largest, such as the Disney Corporation, may be exceptions, but the majority use outside sources. (Disney declined to discuss its training programs, since they consider such programs private and not for public view)(1).

In this chapter, I will explore the way two large businesses train their managers. These businesses permitted inquiries and were extremely helpful in providing background information for this study. The first company, a subsidiary of United Telephone Company, provides telephone service to the public. During my interviews, two items became apparent immediately. First, most of their training is called 'management' with leadership occupying a small part of the spectrum. Second, providing a reliable service in order to make a monetary profit is the driving force in the company.

The second company was a Nuclear Power Company (GPU Nuclear) whose technical training program was quite extensive and safety considerations drove most of the training. Management training was provided by independent firms.

The driving force in both of these companies, was profitability and return on investment for their shareholders, but something new has been added to these corporate giants; both had written policies, values, and ethics that the companies printed and distributed to all employees and shareholders.

Neither of these companies professed to have the school solution to teaching management polices, however, examination of the way they teach management and leadership provided important information for my study. Both companies borrowed heavily from other sources for leadership and

management training with internal resources focused on providing technical training. Both companies taught 'management' and considered leadership a subset of management. The United Telephone training manager had a good model that the company had drawn which depicts how they view leadership and management within their training program.(see figure 1, next page). Two major distinctions exist between the way businesses and the services train leadership subjects. Business and management schools appear to teach three levels of management which incorporates leadership into each level. They are called upper, middle, and lower management or as in the United case; executive, manager, and supervisor.

The services generally view leadership as dominate and management skills are things a good leader uses to accomplish his/her mission. Leadership is then divided into direct or indirect depending on the level of involvement by the leader.

The United Telephone model implies that senior managers do not have to be good leaders, just superior managers. Even though the model recognizes that senior executives need leadership skills, it is viewed as just another quality used by the executive. The armed services, in some cases, reflect this distressing trend. The idea that a senior leader is only a manager can lead to the kind of abuse we have seen in major stock frauds and unnecessary death in the case of the services. The problem revolves around the central focus of ethics. I contend that managers don't 'have' to worry about ethics, leaders 'must' worry about ethics. People don't follow managers to their deaths, people do follow leaders to their deaths. It may seem simple, but leadership can not be viewed as a subset of management. When that happens, the ethics of monetary gain can easily become the governing ethics of the military leader, a big mistake.

Figure 1

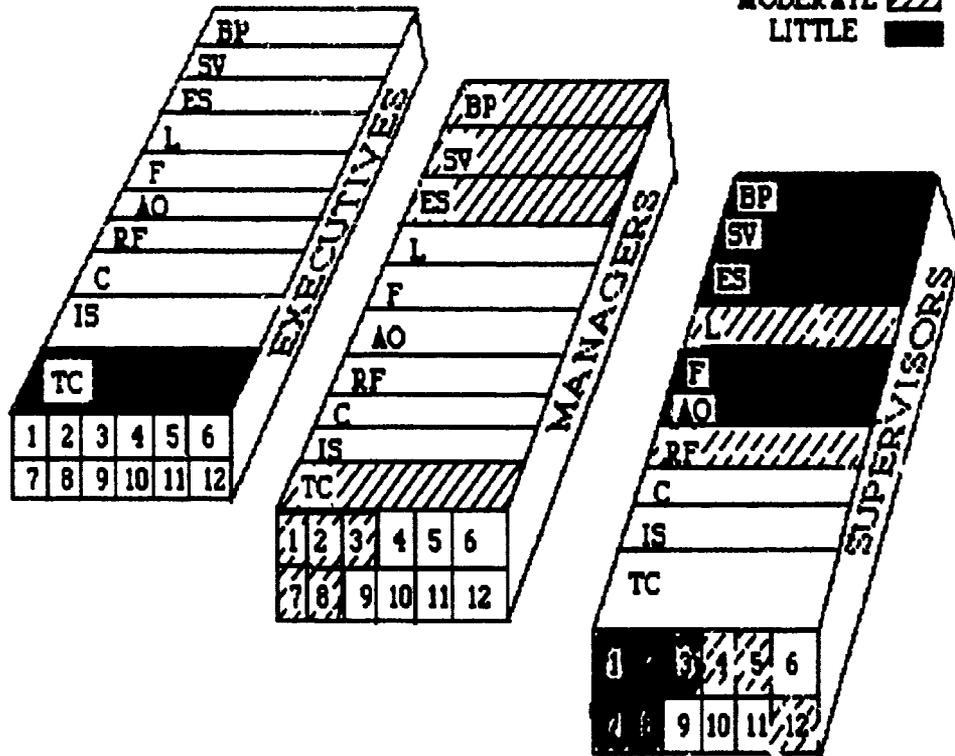
● LEVELS

● FUNCTIONS

● EFFECTIVENESS CHARACTERISTICS

RELATIVE IMPORTANCE GUIDE

GREAT   
 MODERATE   
 LITTLE 



### MANAGEMENT DIMENSIONS COMPARING

#### Effectiveness Characteristics

- BP- Broad Perspective
- SV- Strategic View
- ES- Environmental Sensitivity
- L- Leadership
- F- Flexibility
- AO- Action Orientation
- RF- Results Focus
- C- Communication
- IS- Interpersonal Sensitivity
- TC- Technical Competence

#### Management Functions

1. External Awareness
2. Interpretation
3. Representation
4. Coordination
5. Work Unit Planning
6. Work Unit Guidance
7. Budgeting
8. Material Resources admin
9. Personnel Management
10. Supervision
11. Work Unit Monitoring
12. Program Evaluation

(Copied from Diagram provided by Mr. Orlov, United Telephone of Pennsylvania, Training Division.) interviews October/November 1968.

Perhaps I can demonstrate what I am trying to say a different way. I agree with Richard Gabriel that in the 1960's, the services became enamored with the 'business' way of doing things. A quick review of some of the business literature being written at that time will demonstrate this point. One such text written in 1965 and used by business schools was Earl P. Strong's book, Management Of Business, An Introduction. Several quotes from this book are very enlightening. Mr. Strong contends that leaders are of different types, his preference runs with what he calls the goal-centered leader.(2) This leader keeps the goal of the business as his ethic. "Ethics is not a set of rules or a code or regulations imposed by authority. The ethical man is one who sees reality, respects it, discloses it, and fulfills it."(3) I maintain that this type of self delusion is extremely dangerous. When the manager decides that ethics and reality are one and the same, then its permissible to cheat if everyone else is cheating. Strong continues:

"All organizations exist to provide values to some segment of society. The values may be economic, such as a new source of low cost lendable funds. They may be artistic, such as a new form of musical reproduction like multiplex stereo. They may be intangible and social, such as a recreational center, or tangible and basic to survival, such as food, shelter, and clothing. Only by keeping in touch with the shifting value systems of customers can any organization assure its survival.(4)

It is not difficult to see where a leader could go wrong following such advice. In Strong's world, whatever will sell is the ethic of the day.

United Telephone's rating system is an excellent example of the business view of management (see figure 1a). The rating form is almost structure free, allowing the 'manager' complete freedom in establishing the goals and the levels of performance. Ethics are not mentioned.

Figure 1a.

Performance Planning			Results Summary	Evaluation		
Accountability Key words which describe essential element	RESULTS TO BE ACHIEVED Statements of each work objective.	PRIORITY Relative importance as Percentage  %	Summary of Actual Results  Changes in the mutually agreed upon objectives. If a work obj. becomes invalid or unattainable the obj should still be rated based upon work completed.	Levels of performance distinguished-1 commendable-2 proficient -3 marginal -4 unsatisfactory-5		
				rel im- port	com par to each obj	obj pt value
Management Skills	In addition to the above consider factors such as admin skill, problem solving interpersonal effectiveness		<b>Management Skills</b>  Planning/Organizing 12345 Administrative skills 12345 Communicatio skills 12345 Problem solving/decision making skills 12345 Management skills 12345 Leadership skills 12345 Professional comp 12345 Initiative 12345			TOTALS

Work Objectives were established and agreed upon by:

\_\_\_\_\_ and \_\_\_\_\_ date  
 Supervisor's signature                      employee signature

GPU Nuclear has a different problem in teaching leadership and management. It sells a product, electricity, but it also has an very large ethical problem to deal with, that of safety because of the potential danger to society if something goes wrong. Therefore, environmental safety becomes the company's number one ethic while producing safe power, and making a profit. The company has an impressive training facility and technical training is continuous and extensive. Leadership and management training are imported from other companies who specialize in such training. They use Senn-Delaney Leadership Programs Inc. extensively and send many corporate executives to their training programs. Senn -Delaney Inc., basically offers people oriented training programs. They promote/teach group problem solving techniques. They stress teamwork and leadership together. One of their basic models is shown on page 15, as figure 2. A quote from the beginning pages of their course book will serve to show their approach.

**" Management is a complex profession requiring the constant use of a myriad of technical, business, and people skills. Of all these important skills, the ones we take most for granted, and spend the least time truly perfecting, are the people skills. In reality, because management is more an art than science, a majority of a manager's time involves dealing with people and feelings, not charts, graphs, and reports.**

**The social changes brought about during the 60's, as well as the technological changes of the 70's and 80's have created an environment within organizations that is far different from the 'traditional' organization. In the words of one expert, employees are no longer driven by the 'WORK ETHIC', but now seem to be motivated by a 'WORTH ETHIC'. In essence, effective management is no longer a result of AUTHORITY POWER, but is being replaced by RELATIONSHIP POWER. "(5)**

The Senn-Delaney model  
from  
The Changing World of Management and Leadership

<u>AUTHORITY POWER</u>	<u>RELATIONSHIP POWER</u>
Manage People	Manage Tasks
Goals Set By Boss	Goals Set By Group
Top-Down Commo	Network Commo
Allocation Of Resources Position	Allocation Of Resources By Priority Of Goal
Performance Is Evaluated	Performance Is Coached
Problem Orientation	Solution Orientation
Individual Accountability	Group Accountability

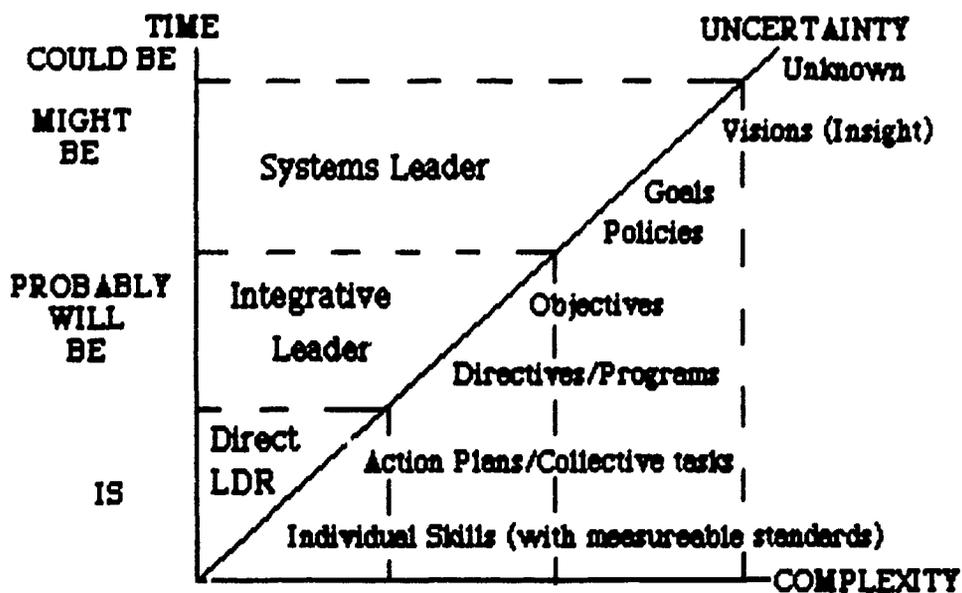
Figure 2

(copied from Senn-Delaney Leadership Programs, Handbook 5150 E.  
Pacific Coast Highway, Suite 360, Long Beach, California 90804, 1987)

The problem with this approach, is that numerous sessions are required to insure that everyone is in 'sync' with the company goals. Many good thoughts are discussed, but little is transferable to the military.

GPU follows the same three tier approach that most management courses advocate of upper, middle and lower management. They call them first level, second level, and higher positions of management. All leadership training is imported from Senn-Delaney or similar firms.

Another Leadership and management consultant used by both business and the military is the Center For Creative Leadership, in Greensboro, North Carolina. This organization uses many models to depict leadership and management and appears to favor the more scientific approach to leadership subjects. They view leaders in three dimensions, the systems leader, the integrative leader, and the direct leader. A look at their leader continuum gives a clear view of their approach.



LEADERSHIP CONTINUUM: From a course (Leadership Systems) taught at the Center For Creative Leadership, Greensboro, N.C. 1989

The Center For Creative Leadership has combined many of the corporate and military models in dealing with leadership. It also uses military expert leaders (retired US military) as corporate executives.

One other source that business uses to teach leadership and management is the current thought of the various graduate colleges and universities throughout the United States and the world. The theories are endless and the 'experts' abundant. But the bottom line appears to remain the same, business considers management supreme and leadership is just a tool the manager needs to know how to employ people.

Business appears to do one thing better than the services and that is to teach the right things to the right level. Training programs are tailored to suit the target audience and very few 'general' type course are taught to all supervisors. Technical skills are carefully taught and emphasized at all levels and not every manager follows the same mold. Different paths to success are allowed and not everyone is expected to climb the corporate ladder the same, if they climb it at all. There is no requirement to move 'up' the corporate ladder in order to survive. Therefore, there is no perceived 'threat' to employees to get promoted or leave the company. Since employees are not required to move upward, training is planned to enhance their present skills to make them more productive in their present positions.

## ENDNOTES

1. The Walt Disney Company, letter to author, 11 November 1988.
2. Earl P. Strong, The Management Of Business. An Introduction. p. 49.
3. Ibid. p.51.
4. Ibid. p.57.
5. Senn-Delaney Leadership Programs Inc., Introduction to Team-work and Leadership at GPU Nuclear. 1985, p. 1.

**Chapter III**

**The Military, A New Look At Leadership & Management.**

**(Models, Theories and Doctrine)**

The Military has reviewed Leadership and Management instruction since Richard Gabriel's book, Crisis in Command, first appeared. Both the Army and the Air Force have revised their texts on the subjects and the Army created the Center For Army Leadership at Fort Leavenworth, Kansas in 1983. (The Army and Air Force were chosen as study subjects because their training schools are very similar; the Navy was not studied.)

Most of the basic Field Manuals on the subjects have been revised and ethics has been incorporated into the program of instruction at both the Command and Staff school level and the War College level.

If all this revision has been done, then what; if anything, needs to be changed? The most important thing that needs to be recognized by all services, is that leadership and management are not the same. The services continue to talk about the two subjects as if they were the same. Leadership is the process by which a soldier influences others to accomplish the mission. He carries out this process by applying his leadership attributes: beliefs, values, ethics, character, knowledge, and skills.(1) It is much more difficult to find a truly good definition of management because most texts use the terms management and leadership interchangeably. FM 22-103 has a good definition when it states that management " is a set of activities or behaviors performed by those in senior positions to acquire, direct, integrate, or allocate resources to accomplish goals and tasks."(2)

Management then, is simply a skill that a good leader should acquire in order to be successful. Why is it important that we recognize the difference between the terms? I believe it is important because the ethics which drive the two terms can be completely different. Just as Strong wrote that business ethics are simply the reality of the day, military ethics don't change with the profit cycle. Duty, Honor, Country may seem trite to some observers, but they remain the cornerstone of all we in the military hold dear. Without the proper ethical code, the military leader can become the

business manager where 'systems' rule, budgets plan, men organize, and people can fall by the wayside. Business itself has recognized this, and is attempting to fix its problem by importing short courses on 'Teamwork', 'Teambuilding', 'Business Ethics', and 'Systems Leadership'.(3)

The new military manuals on leadership help us toward the goal of better understanding for our junior leaders. Filled with case studies and examples, both the Air Force and Army schools have switched to the new texts. But I believe we can do better.

In the most recent publication of Army Command And Management: Theory And Practice, a reference text for the Department of Command, Leadership, and Management at the Army War College, the Army once again confuses the issue in the first chapter. The text states "

Command, leadership, and management form the basis of the text. There is no real attempt made to differentiate between terms. Articles sometimes appear in magazines and journals that attempt to draw distinctions between the terms, but without much success. The terms can be defined well only in relation to specific acts and under certain conditions. The Army requires people who are commanders, leaders, managers, under the same skin, and when they act, it is the function performed that is important - not the label. It does not make any difference whether it is called command, leadership, or management as long as the function performed accomplishes the objective effectively and efficiently."(4)

I would paraphrase that last sentence as 'the end justifies the means'. A pretty dangerous route for a soldier/leader.

One of the best military articles on the subject of leadership and management was recently published by Mitchell M. Zais in a Technical Report at DLA and contains his model for depicting the difference between

leadership and management and how they interact, (see figure 4, below). Zais' major contribution is in depicting the relationship between leadership and management and how they are used by a commander in an organization.

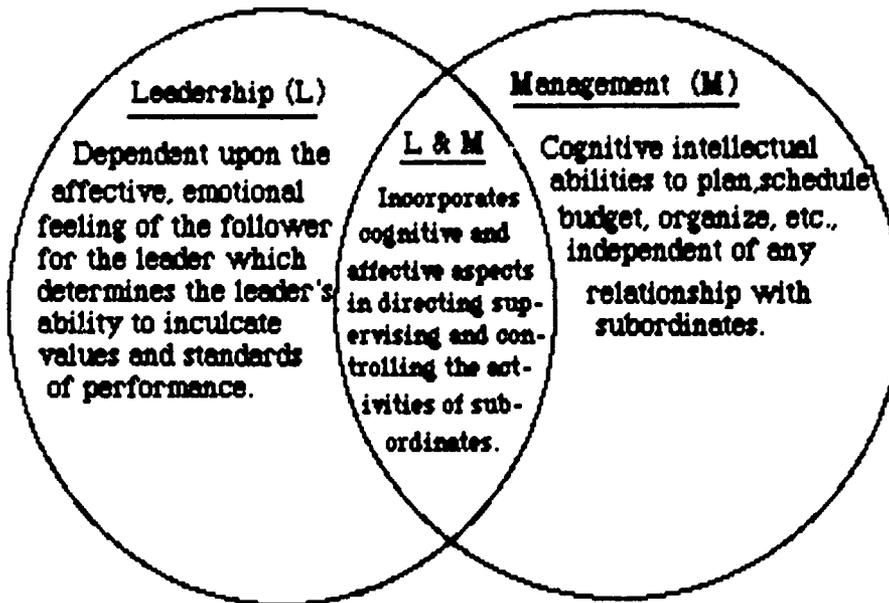


Figure 2. Leadership and management as separate domains and the region of overlap including aspects of both (Zais, 1982a, p. 53).

#### FIGURE 4

(copied from Zais, Mitchell M., Generalship and The Art of Senior Command: historical & scientific perspectives, Technical Report, DTIC, DLA, Alexandria, Va., May 85.)

Mitchell Zais points out that it's important to realize that leadership is not results, results come about when good management and other factors such as characteristics of subordinates, is applied to the leadership process. His next model puts the idea together with Commandership to form an overall method of command. (see figure 5, below).

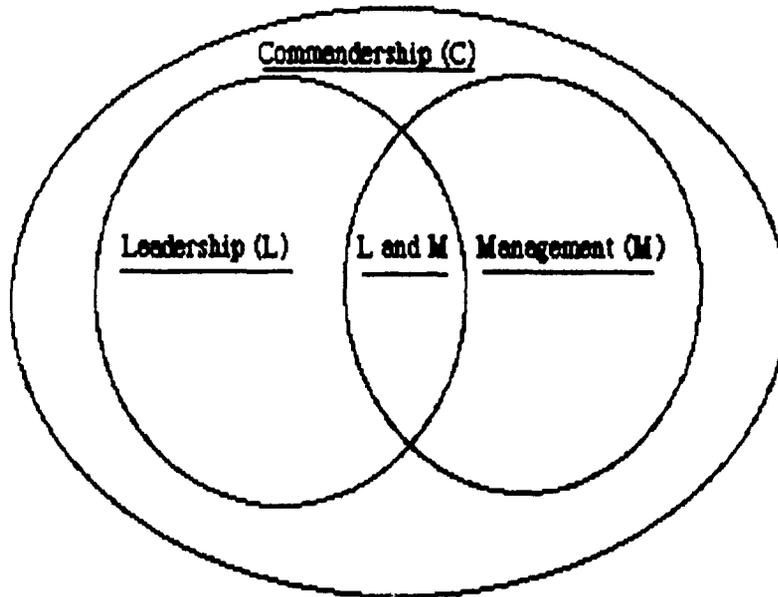


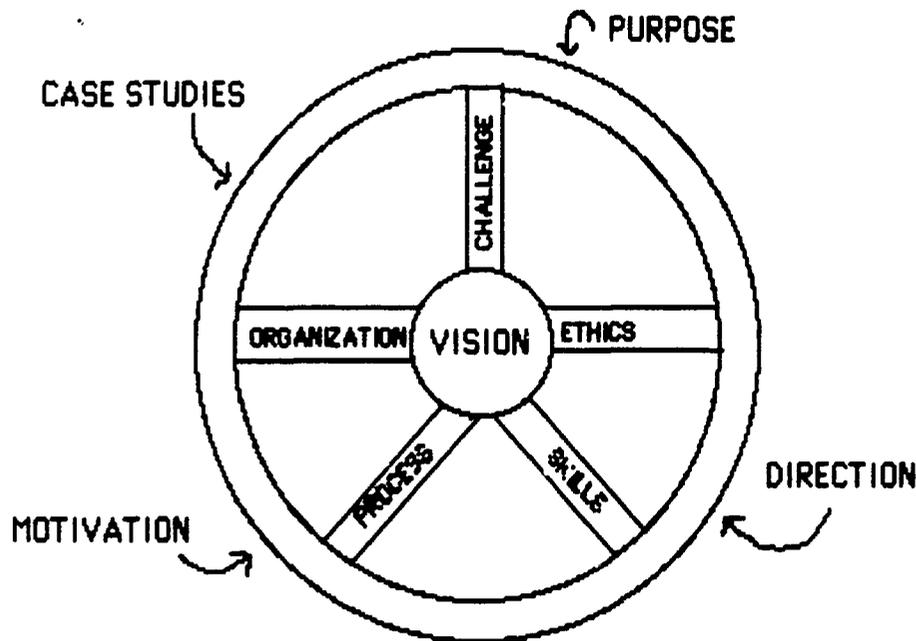
Figure 3. Commandership and its relationship to leadership and management. Commandership includes all aspects of leadership and management. However, the commander's focus is on the organization as a whole instead of individuals and things. The perspective of commandership shifts from analytic cause-effect to one of synthesis and integration. The commander must contend with increasingly complex issues and organizational systems (Zais, 1982a, p.53).

#### FIGURE 5

(Copied from Zais, Mitchell M., Generalship and The Art of Senior Command: historical and scientific perspectives, Technical Report, DTIC, DLA, Alexandria, Va., May 85)

The US Air Force's latest publication of AU-24, Concepts For Air Force Leadership is an excellent combination of articles written by various authors with various viewpoints about leadership. The lack of a clear separation between leadership and management in previous military texts, and the need for continued emphasis on ethics have been major shortcomings in previous training literature.

The following 'Wheel' model from FM 22-103 is an excellent way to depict Senior Level Leadership, (see figure 6, below).



### SENIOR LEADERS IN ACTION WHEEL FM 22-103

CHALLENGE: Requirements, Characteristics, & Tasks.

VISION: Attributes, Imperatives, & Perspectives.

ETHICS: Foundations, Responsibilities, & Moral Toughness.

SKILLS: Conceptual, Competency, Communications.

PROCESSES: Command, Control, Leadership, & Management.

ORGANIZATION: Characteristics, Components, & Building Teams.

( copied from FM 22-103, Department of the Army, June 1987)

Figure 6

Senior leadership instruction at Ft. Leavenworth has been greatly improved by using FM 22-103. The wheel model is used as the backbone for FM 22-103 and each spoke of the wheel is used as a chapter title. The 'school house' appears to have tackled the tough job of teaching future leaders using solid concepts and clear models. The field force must now improve the incentive systems, such as the promotion system and the evaluation system so as to mold the desired leaders for the future using the principles learned through the leadership models.

## ENDNOTES

1. FM 22-100, p.5
2. FM 22-103, p.44.
3. Management Courses offered by Senn Delaney Inc. and  
The Center For Creative Leadership.
4. The US Army War College, U.S. Department of the Army, Army  
Command and Management: Theory and Practice, p. 1-1.

**Chapter IV**  
**Leadership and Management in the Future**  
**Recommended Changes???**

If business borrows from all sources, and the military services are improving, then where do we go from here? In this chapter, I will put forth my ideas on how the Army can benefit from business training and what I believe I have learned from a six month study of these two complicated subjects called leadership and management. I do not pretend to have all the answers, but a few suggestions will be put forth in the spirit of constructive criticism on how we might better teach our junior leaders of tomorrow.

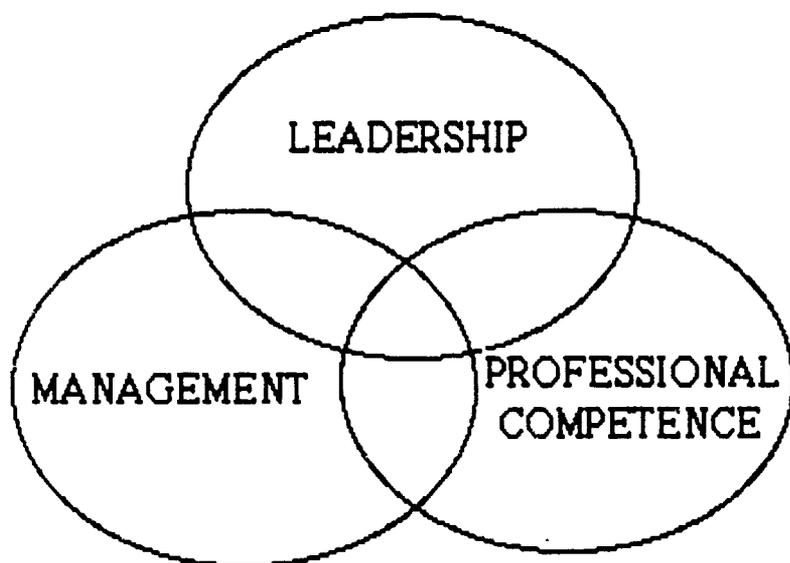
Business will have to take care of itself, and will through expeditious use of both current college thought and the gains made by private consulting firms. Both firms that I dealt with were extremely professional and concerned with the proper development of their leaders at all levels. They borrowed heavily from consulting firms because it was cost effective.

The military services have a different problem. Our leaders are grown and nurtured to do what many feel is unthinkable in peacetime: to wage war against an armed enemy and win. Therefore, the real success for our leader is not a profit and loss statement but rather the skills and ethics to insure that the ultimate loss of life paid was required to maintain/restore the peace. Therefore, we need to continue to stress ethics when teaching leadership subjects and we need to separate current leadership thought and management thought, while continuing to teach both.

As part of this study, an opinion survey questionnaire was administered to the resident Army War College class of 1989. This survey (see appendix A) asked questions similar to those in 1970 that were asked in the Study On Military Professionalism. The responses were generally more favorable than those given by members of the same year groups in 1970. The recent survey suggests that present senior leaders are generally pleased with the leadership environment with minor suggestions/comments. The 1989 survey will be referenced in this chapter when discussing particular

recommendations for improvements in leadership systems.

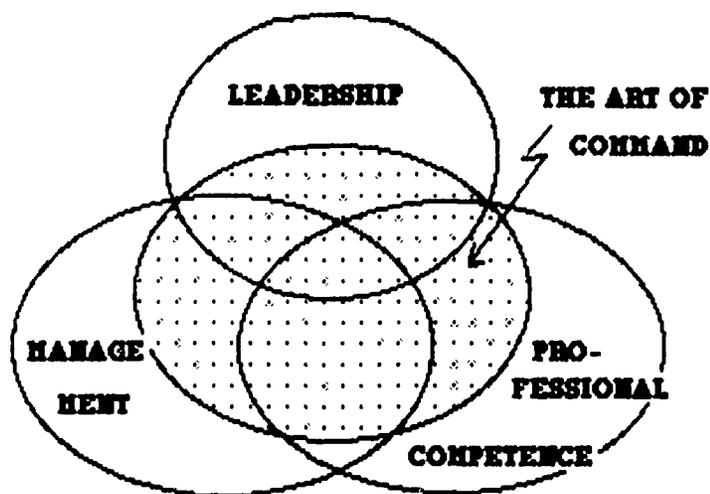
We can begin by recognizing that there are really three parts to the leader model. Zais's model with one addition, would lend itself well to this purpose. I propose we stress leadership, management, and professional competence as our three governing factors in the development of the successful leader. The model would then look like the one in figure 7, below.



**ARMY OFFICER LEADERSHIP MODEL  
(PROPOSED)**

**FIG. 7**

It would likewise follow, that the commandership model would look like the one in figure 8, (next page)



**THE OFFICER COMMAND MODEL**  
(Proposed)

Fig. 8

Using these two models, we should put equal emphasis on these subjects in our service schools and in our operating/evaluation systems. Technical proficiency, the backbone of professional competence, once taught, should also be evaluated. It is evaluated well in the enlisted ranks, but poorly in the officer ranks. We are long overdue for an officer proficiency test that an officer would be required to pass in his/her basic branch. The test should be administered every one or two years through the grade of lieutenant colonel.

The current score should be a matter of record on the Officer Record Brief (ORB) and should be shown to promotion and selection boards. The test should be designed to cover very basic technical and tactical skills and should be related to grade, ie. company grade, or field grade. The school proponent for each branch would be required to design the tests, provide the study material, and the chain of command would do the testing just as in

the enlisted skill qualification test. We have long talked of such tests, but little action has been seen in the execution of such a program.

Leadership and management training must be clearly separated in our military school system. I suggest that departmental names such as 'The Department of Leadership and Management' be avoided and that the military use the 'Department of Command' instead. This prevents any confusion about the terms and allows more flexibility in teaching subjects related to command. Leadership instruction should continue to stress ethics, values, responsibility and integrity using historical and current case studies as the vehicle of learning.

Management training instruction should emphasize 'skills' needed to enhance unit operations. It may be a very subtle difference, but very important to student development. The texts and field manuals are on the right track, it is now up to the field army to enhance training received at the schools through reinforcement training in the unit.

A senior level management school for general officers is also needed. Since generals create the command climate at installation level, there should be a leadership/management course that they are required to complete in order to command such installations,(The Installation Management Course offered by TRADOC is too short and geared to full colonels). Such courses exist in the corporate community at the executive level.

Lastly, our military career management systems need some slight revision to support our leader model. The entire up or out program needs to have a serious relook. This one process, more than any other, causes as many problems as it solves. Although it provides incentive to produce, it also promotes some to levels of their own incompetence because it requires promotion for some people who would do better to remain in the lower grade. The goal becomes the next grade instead of improvement in tactical skill or technical proficiency. The War College Study on Professionalism in

the Army recommended a new grade called Senior Captain be added to the rank structure.(1) This grade could serve as a plateau for those desiring to remain as company commanders but had no desire to go on to senior level staff positions. There is some merit in such an idea.

Many personnel managers believe that you must have an up or out system in order to make room at the bottom for new leaders. My interviews with trainers in the corporate sector were particularly interesting in this area. Some felt that the 'up or out' philosophy hurt productivity while the others felt that 'up or out' helped keep an organization fresh. I would not advocate the complete elimination of such a system, but merely some changes to it to provide for some security among the company grade officers. Captains whose rating officer felt that they were competent at their current level but not ready for promotion could be given tenure so to speak to 20 years as long as they maintained proficiency. They should be told at the time of their first nonselection to major, that promotion might not occur, but that they could continue to compete or leave the service (up to 20 years) at their discretion, assuming they maintained proficiency. The 'up or out' system for field grade officers should continue under present rules. One comment received on my leadership survey administered to the TRADOC Pre-command Course indicated that 'up or out' needs to be more severe when dealing with colonels who become bitter when not promoted to Brigadier General,(see Survey Comments, Appendix 1).

The officer evaluation system should be revised to evaluate the three tenets of the leader model. The current OER is considered adequate by most officers at the senior rater level, but questionably effective at the rater level,( see Opinion Questionnaire, Appendix 1). It should be modified to eliminate the current performance comments block (Part V,c.) narrative of the rater and insert instead several check the box questions on ethics, technical ability and tactical proficiency. These questions should require

the rater to rate the rated officer as : superior, above average, average, or below average in each area and require senior rater agreement before allowing a superior rating.

One question should be added regarding selfless service. We must rate and evaluate what we say is important. Responses from the recent questionnaire given to War College students and opinions of senior officers attending the TRADOC Pre-Command Course still indicate a feeling among leaders that ticket punching is still alive as opposed to selfless service, (Annex A). The only way to correct this perception in the officer corps is through changes to the system that require competence, evaluate that competence, and require ethical conduct in all we do as leaders.

Both the Army and Air Force have taken steps to create a proponent for leadership subjects but in both cases, other agencies continue to publish material that confuses the issue. These proponents must get a handle on leadership material for their respective service and prevent any other agency from establishing doctrine without proponent approval. This will prevent confusion such as exists between publications on whether or not management and leadership are one and the same thing.

The survey at Appendix A, must be viewed realistically. By this I mean that the people responding are the leaders of today's Army. They are the successful officers from the 1960-70's. It is unlikely that they would see their leader roles as anything but successful and optimistic. Why then did I give the survey? Because officers of these year groups were the very same ones surveyed in 1970 that were so pessimistic at the time.

A concise listing of six recommendations follows. These ideas are the result of my six month study in this area. These are by no means the only answers to any of our leadership problems, real or perceived, but I maintain they will provide a good base point to correct what I fear is leading the military services too far astray from our basic military ethics and values.

We must present our training in such a way that it is clear to every potential officer that leadership is the goal of every officer and that he/she must be technically proficient and ethically grounded in our military ethic.

**LISTED RECOMMENDATIONS**

1. Ensure leadership and management continue to be taught as separate subjects and that leadership play the dominant role.
2. Ensure that ethics continue to play a dominant role in the instruction at all service schools since it is the backbone of good leadership.
3. Reconsider the recommendation of the War College Study Group of 1970 to allow a more secure position such as senior captain be added to the 'up or out' system to allow deserving captains a chance at tenure to 20 years.
4. Change the rater portion of the current OER to include several questions that must be answered by the rater on proficiency. Example questions would look as follows:

- |   |                               |
|---|-------------------------------|
| a. This officer's knowledge in his/her assigned field is:<br>superior - above average - average - below average | Sr Rater:<br>agrees/disagrees |
| b. This officer's selfless service and integrity is:<br>superior - above average - average - below average      | Sr Rater:<br>agrees/disagrees |
| c. This officer's leadership ability over peers is:<br>superior - above average - average - below average       | Sr Rater:<br>agrees/disagrees |
| d. This officers accomplishments this period are:<br>superior - above average - average - below average         | Sr Rater:<br>agrees/disagrees |

5. Create an effective testing instrument to be administered to each officer through the grade of LTC every one or two years to insure a basic level of military competence. Ensure the score of such a test be displayed in the official record of each officer and be made available to promotion and selection boards. School proponents for each branch would have the lead on establishing the tests and providing materials.
6. Create a course on installation management for flag officers. This course should be attended by each flag officer before assuming command of a military installation.

Twenty years is a long time and how our perspective changes! Have we changed as much as we think? Do our young officers see us differently? I leave those questions for someone else's study. I was a part of the 1973 follow-up study, a young brash captain, brought from Ft Benning to talk with a seminar group at the War College. Little did I know then that I would be one of those 'senior leaders' we were quick to criticize. So, we must never stop looking for better 'systems', 'better solutions', and 'better leaders' since the legacy we seek to leave is what we will make ourselves.

Leadership is, and must remain, our number one priority in developing the officers of the future. Our leadership publications must reflect the importance of our basic ethics, and our commitment to proficiency in our duties. We can not afford to manage our way into the future.

## ENDNOTES

1. The U.S. Army War College, Study on Military Professionalism, p. 49.

APPENDIX I  
The Survey Instrument (Questionnaire)

Leadership/Management Questionnaire  
Military Study Project  
U.S. Army War College  
Carlisle Barracks  
1988-1989

Leadership/Management Questionnaire  
Military Study Project  
U.S. Army War College  
Carlisle Barracks  
1988-89

The following Questionnaire is being used to gather voluntary information and opinion anonymously from senior leaders on the state of leadership and management training in today's Armed Forces. THIS IS AN OPINION SURVEY ONLY. Several questions concern the state of professionalism in today's force as perceived by senior leaders. If more space is required to illustrate a point, please feel free to use the back of the questionnaire to comment.

(percentages have been added reflecting answers)

Please **circle** the word or phrase you feel is the one best answer to the question.

1. I am:

- a. a Major (0%)
- \* b. a Lieutenant Colonel (79.7%)
- c. a Colonel (18.9%)
- d. a General (1.4%)

2. I am:

- \* a. a Combat Arms Officer (50.3)
- b. a Combat Support Officer (23.1%)
- c. a Combat Service Support Officer (26.6%)

3. As compared to the Army of 1965-1970, today's Army leaders are:

- a. Much worse (0%)
- b. Worse. (4.2%)
- c. Same (8.4%)
- \* d. Better (55.9%)
- e. Much better (31.5%)

4. Ethical conduct among my peers is:

- a. Very bad (0%)
- b. Bad (2.1%)
- c. Neither good nor bad (8.4%)
- \* d. Good (68.5%)
- e. Very good (21%)

5. If given a choice, I would consider :

- a. Leadership a part of management. (8.4%)
- \* b. Management a part of leadership. (65.7%)
- c. Leadership and management as separate subjects. (25.9%)

6. The current OER evaluates officers on proficiency of tasks completed. How well does the current OER evaluate officers on proficiency of tasks?

- a. Very badly (1.4%)
- b. Badly (12.6%)
- c. Neither Bad nor good (25.2%)
- \* d. Good (57.3%)
- e. Very good (3.5%)

7. The current OER does a good job in evaluating an officer from a rater's viewpoint.
- a. Strongly disagree (5.6%)
  - b. Disagree (16.1%)
  - c. Neutral (10.5%)
  - \* d. Agree (62.2%)
  - e. Strongly agree (5.6%)
8. The current OER does a good job in evaluating an officer from a senior rater's viewpoint.
- a. Strongly disagree (3.5%)
  - b. Disagree (9.1%)
  - c. Neutral (6.3%)
  - \* d. Agree (61.5%)
  - e. Strongly Agree (18.9%)
9. Senior Leaders (MAJ and above) are:
- \* a. basically 'selfless'. (ie. consider what's good for their unit first) (53.1%)
  - b. basically 'self-centered'. (ie. consider themselves first in decisions) (10.5%)
  - c. basically 'career-centered'.(ie. consider what's good for advancement first) (35.7%)
10. The professional competence of my peers is:
- a. Very Poor (0%)
  - b. Poor (0%)
  - \* c. Good (69.2%)
  - d. Very good (30.8%)
11. My peers:
- a. care about soldiers first. (7.7%)
  - b. care about their careers first. (10.5%)
  - c. care about what the 'boss' wants first. (11.9%)
  - \* d. try to balance all things equally. (64.3%)
  - e. do what is ethically correct first. (5.6%)
12. The professional competence of junior officers is:
- a. very poor (.7%)
  - b. poor (3.5%)
  - \* c. good (72%)
  - d. very good (23.8%)
13. Junior officers (Captain and below):
- a. care about soldiers first. (8.4%)
  - b. care about their careers first. (9.8%)
  - c. care about what the 'boss' wants first. (27.3%)
  - \* d. try to balance all things equally. (48.3%)
  - e. do what is ethically correct first. (4.2%)

14. General Officers by and large:
- a. lead by example. (17.5%)
  - b. lead by delegating responsibility. (21.0%)
  - c. lead by micro-management. (13.3%)
  - d. employ the "do as I say, not what I do model. (7.7%)
  - \* e. manage instead of lead. (36.4%)

### TRUE/FALSE SECTION

- \*True False 15. The current service philosophy of UP or OUT is a good one.  
(52.4%)(47.6%)
- \*True False 16. Officers who 'suck up' to the boss do better than those that speak their mind.  
(53.1%)(46.9%)
- \*True False 17. Leadership has improved in the Services since the Vietnam era.  
(93.0%)(6.3%)
- \*True False 18. Too many leaders try to manage their commands as opposed to leading them.  
(62.9%)(35.7%)
- \*True False 19. Todays leaders are the best I have seen in my career.  
(77.6%)(21.7%)
- True \* False 20. Officers care more about the next assignment than the present one.  
(21.0%)(77.6%)
- True \* False 21. My peers publish few articles in branch publications because they fear criticism from their bosses/peers.  
(22.4%)(76.2%)
- True \* False 22. Who you know is more important than what you know.  
(46.2%)(53.8%)
- \*True False 23. If I had it to do all over again, I would still join the armed forces.  
(94.4%)(5.6%)
- \* True False 24. I trusted my last Boss.  
(76.2%)(23.8%)
- \*True False 25. My last Boss had real integrity.  
(78.3%)(21.7%)
- \* True False 26. My Junior Officers would say that I have integrity.  
(100%)
- True \* False 27. I inflated my ratings on OERs because I felt I had to protect the careers of my junior officers from the UP or OUT policy.  
(45.5%)(54.5%)
- \* True False 28. I trust 'the system'.  
(67.1%)(32.9%)
- \* True False 29. I trust my peers.  
(90.2%)(9.8%)
- \* True False 30. The leadership in the armed services is better than other professions.  
(87.4%)(11.9%)
- \* True False 31. Ticket-punching exists in todays armed forces.  
(97.9%)(1.4%)

- \*True False 32. My raters have been good 'listeners', I felt my  
(74.8%)(24.5%) advice was really appreciated.
- \*True False 33. The current OER measures efficiency better than  
(62.9%)(36.4%) proficiency.
- \*True False 34. It is better for one's career to command a TOE unit  
(89.5%)(10.5%) than a TDA unit.
- \*True False 35. The 'rewards' system (ie. promotions, awards etc) focuses  
(60.8%)(39.2%) on the accomplishment of short term, measurable, & often  
trivial tasks & neglects the development of ethical standards  
and real proficiency.
- True \* False 36. I have seen peers/seniors distort reports because  
(44.8%)(55.2%) of selfish ambition.
- \*True False 37. The OER should be changed to force the rater to better  
(51.7%)(48.3%) evaluate the technical and tactical proficiency of the rated  
officer.
- True \* False 38. The OER would be a more reliable instrument if peer  
(30.1%)(69.9%) ratings were added to the system.
- True \* False 39. All Officers not selected for promotion to major and/or  
(46.9%)(53.1%) Lieutenant Colonel should be automatically continued on  
active duty until twenty years service is obtained unless  
the raters have stated clearly that the officer should be  
eliminated.

#### YOUR OPINION PLEASE:

40. The 1970 War College Study on Military Professionalism recommended that before an officer got promoted to general rank that the Primary Zone list be sent to the current War College Class for comment. Each officer in the current class would comment anonymously on those officers he/she personally knew and worked with in an assignment. Comments would be limited to five possible short responses such as "I know this colonel and would concur in his selection" or "I know this colonel and he should never be promoted to general." This idea should be reconsidered?

- a. YES (42.7%)  
\* b. NO (57.3%)

Additional comments can be added to the back if desired.  
(see back-up printout attached....Percentages that don't add to 100% are  
caused by questions left unanswered by some taking the survey)

## Survey-Comments

1. Ref Question 40 - " Absolutely absurd! What are they going to do, reconvene the board based on the AWC anonymous statistical sample? Current board system is fairest method yet devised, leave it be."

2." Strongly recommend peer ratings."

3. Ref Question 39 -" not automatically, but there are some that are great captains and would be willing to stay captains as long as they got adequate pay raises. The up or out system is a bad way of doing business."

4. Ref Question 40 -" possibly to all General Officers but not to the AWC Class."

5." My major concern is that the current system is too forgiving for O-5 7 O-6 commanders. If their units are not tactically proficient and capable of operating successfully in a decentralized environment (ie without the commander directing everything), they should be notified they are on probation and removed if things do not get better. Soldiers and young officers should not have to live with incompetent or self-serving leadership."

6." Majors and LTC's are basically selfless because of their location, Col and above, questionable."

7 "Young officers care about what we tell them to care about but not actions and words."

8."Officers should have a yearly proficiency test."

9. "Thought provoking survey!"

10. Ref Question 40 - "peer or rated officer comments would suffice."

11." Senior raters who do not observe the people they senior rate nor counsel them during their rating period are doing a great disservice to the raters and to the army."

12. "I find in general that the majority of officers O6 through MG have been poor role models. They have been self centered and career oriented with only marginal concern for subordinate development. The exceptions to this are many and well regarded, but they are exceptions."

13. Ref Question 37 - "... and add something quick and dirty for boards to look at like the senior rater block."

14. "Subordinate ratings would give selection boards an additional perspective. The ratings would have to be totally anonymous and they should be accomplished after the rater has left."

15. Ref question 6 - "The board system does not and cannot use what's written because of time."

16. "Rather than finding fault with the current system - why don't you come up with a better one?"

17. Ref question 40 - "It's an intriguing idea - some boundaries would be needed and a no-go should be justified."

18. Ref question 40 - "This is the dumbest idea since the Davy Crockett."

19. Ref question 31 - "Joint specialty is (an) example."

20. "Peer ratings should never be used."

21. "Poor survey - most questions cannot be answered with a straight yes/no, true false response. It is much more complex than that."

22. "Peer ratings should be pursued in command positions by peer commanders. You can fool some of the people all the time - but not all the people all the time."

23. "Interesting survey - made me think. - and look at myself "

24. "The Army would be better served if we could eliminate some of the politics of assigning junior officers and majors. Too many good junior officers are not given a chance at the 'good' jobs, and thus are non-competitive for good field grade jobs later. In the past five years I've seen too many spoiled junior officer West Pointers with bad attitudes in good TOE jobs. By contrast, a significant number of good junior officer (non-WP) have not been given a shot in the TOE army."

25. "I don't have any heartburn with those who are selected for 07, for by and large, the selection process works well at that level. However, the biggest problem in the officer promotion system is with 06's who are allowed to hang around with no place to go or contribution to make and in

the process become bitter at 'the system' for not recognizing their need to be a general officer. In the meantime, they focus their bitterness on those behind them, view them as a threat, and allow their resentment to manifest in many ways that are very unprofessional and harmful to their subordinates."

**APPENDIX II**

**Data Program- Leadership/Management Questionnaire**

**Leadership/Management Questionnaire**

**Military Study Project**

**US Army War College**

**Carlisle Barracks**

**1988-1989**

01 RANK

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LTC	2	114	79.7	79.7	79.7
COL	3	27	18.9	18.9	98.6
GEN	4	2	1.4	1.4	100.0
TOTAL		143	100.0	100.0	

Mean 2.217 Std Dev .446 Minimum 2.000  
 Maximum 4.000

Valid Cases 143 Missing Cases 0

02 BRANCH

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
COMBAT	1	72	50.3	50.3	50.3
CBT SPT	2	33	23.1	23.1	73.4
CBT SER SPT	3	38	26.6	26.6	100.0
TOTAL		143	100.0	100.0	

Mean 1.762 Std Dev .847 Minimum 1.000  
 Maximum 3.000

Valid Cases 143 Missing Cases 0

Q3 LDERS TODAY VS YSTRDY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
• WORSE	2	6	4.2	4.2	4.2
SAME	3	12	8.4	8.4	12.6
BETTER	4	80	55.9	55.9	68.5
• MUCH BETTER	5	45	31.5	31.5	100.0
TOTAL		143	100.0	100.0	
Mean	4.147	Std Dev	.741	Minimum	2.000
Maximum	5.000				

Valid Cases 143 Missing Cases 0

Q4 ETHICAL PEERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
BAD	2	3	2.1	2.1	2.1
NEITHER	3	12	8.4	8.4	10.5
GOOD	4	98	68.5	68.5	79.0
VERY GOOD	5	30	21.0	21.0	100.0
TOTAL		143	100.0	100.0	
Mean	4.084	Std Dev	.611	Minimum	2.000
Maximum	5.000				

Valid Cases 143 Missing Cases 0

Q5 LDR VS MGMT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
LEAD IS MGE	1	12	8.4	8.4	8.4
MGE IS LEAD	2	94	65.7	65.7	74.1
LEAD MGE SEP	3	37	25.9	25.9	100.0
		TOTAL	143	100.0	100.0

Mean 2.175 Std Dev .561 Minimum 1.000  
 Maximum 3.000

Valid Cases 143 Missing Cases 0

Q6 CURRENT OER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
VERY BADLY	1	2	1.4	1.4	1.4
BADLY	2	18	12.6	12.6	14.0
NEITHER	3	36	25.2	25.2	39.2
GOOD	4	82	57.3	57.3	96.5
VERY GOOD	5	5	3.5	3.5	100.0
		TOTAL	143	100.0	100.0

Mean 3.490 Std Dev .812 Minimum 1.000  
 Maximum 5.000

Valid Cases 143 Missing Cases 0

Q7 DER RATER

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
STRONGLY DISAGREE	1	8	5.6	5.6	5.6
DISAGREE	2	23	16.1	16.1	21.7
NEUTRAL	3	15	10.5	10.5	32.2
AGREE	4	89	62.2	62.2	94.4
STRONGLY AGREE	5	8	5.6	5.6	100.0
TOTAL		143	100.0	100.0	

Mean 3.462 Std Dev 1.012 Minimum 1.000  
 Maximum 5.000

Valid Cases 143 Missing Cases 0

Q8 DER SR RATER

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
STRONGLY DISAGREE	1	5	3.5	3.5	3.5
DISAGREE	2	13	9.1	9.2	12.7
NEUTRAL	3	9	6.3	6.3	19.0
AGREE	4	88	61.5	62.0	81.0
STRONGLY AGREE	5	27	18.9	19.0	100.0
.	.	1	.7	MISSING	
TOTAL		143	100.0	100.0	

Mean 3.838 Std Dev .958 Minimum 1.000  
 Maximum 5.000

Valid Cases 142 Missing Cases 1

Q9 SR LDR SELFLESSNESS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
SELFLESS	1	76	53.1	53.5	53.5
SELF CENTERED	2	15	10.5	10.6	64.1
CAREER CENTERED	3	51	35.7	35.9	100.0
.	.	1	.7	MISSING	
TOTAL		143	100.0	100.0	

Mean 1.824 Std Dev .932 Minimum 1.000  
 Maximum 3.000

Valid Cases 142 Missing Cases 1

Q10 PROF COMPETENCE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
GOOD	3	99	69.2	69.2	69.2
VERY GOOD	4	44	30.8	30.8	100.0
TOTAL		143	100.0	100.0	

Mean 3.308 Std Dev .463 Minimum 3.000  
 Maximum 4.000

Valid Cases 143 Missing Cases 0

Q11 PEER PREF

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
SOLDIERS FIRST	1	11	7.7	7.7	7.7
CAREERS FIRST	2	15	10.5	10.5	18.2
WHAT BOSS WANTS	3	17	11.9	11.9	30.1
BALANCE	4	92	64.3	64.3	94.4
ETHICALLY CORRECT	5	8	5.6	5.6	100.0
TOTAL		143	100.0	100.0	
Mean	3.497	Std Dev	1.020	Minimum	1.000
Maximum	5.000				

Valid Cases 143 Missing Cases 0

Q12 PRO COMP JR OFF

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
VERY POOR	1	1	.7	.7	.7
POOR	2	5	3.5	3.5	4.2
GOOD	3	103	72.0	72.0	76.2
VERY GOOD	4	34	23.8	23.8	100.0
TOTAL		143	100.0	100.0	
Mean	3.189	Std Dev	.517	Minimum	1.000
Maximum	4.000				

\* Valid Cases 143 Missing Cases 0

Q13 JR OFF PREF

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
SOLDIERS FIRST	1	12	8.4	8.8	8.8
CAREERS FIRST	2	14	9.8	10.2	19.0
WHAT BOSS WANTS	3	39	27.3	28.5	47.4
BALANCE	4	69	48.3	50.4	97.8
ETHICALLY CORRECT	5	3	2.1	2.2	100.0
.	.	6	4.2	MISSING	
TOTAL		143	100.0	100.0	
Mean	3.270	Std Dev	.989	Minimum	1.000
Maximum	5.000				

Valid Cases 137 Missing Cases 6

Q14 GO LEAD STYLE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
BY EXAMPLE	1	25	17.5	18.2	18.2
DELEGATE	2	30	21.0	21.9	40.1
MICRO MANAGE	3	19	13.3	13.9	54.0
DO AS I SAY	4	11	7.7	8.0	62.0
MANAGE VICE LEAD	5	52	36.4	38.0	100.0
.	.	6	4.2	MISSING	
TOTAL		143	100.0	100.0	
Mean	3.255	Std Dev	1.381	Minimum	1.000
Maximum	5.000				

Valid Cases 137 Missing Cases 6

Q15 UP OR OUT

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
TRUE	1	75	52.4	52.4	52.4
FALSE	2	68	47.6	47.6	100.0
		-----	-----	-----	
		TOTAL	143	100.0	100.0
Mean	1.476	Std Dev	.501	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

Q16 SUCK UP TO BOSS

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
TRUE	1	76	53.1	53.1	53.1
FALSE	2	67	46.9	46.9	100.0
		-----	-----	-----	
		TOTAL	143	100.0	100.0
Mean	1.469	Std Dev	.501	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

Q17 LEADERSHIP IMPROVED

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
TRUE	1	133	93.0	93.7	93.7
FALSE	2	9	6.3	6.3	100.0
	.	1	.7	MISSING	
		-----	-----	-----	
		TOTAL	143	100.0	100.0
Mean	1.063	Std Dev	.245	Minimum	1.000
Maximum	2.000				
Valid Cases	142	Missing Cases	1		

## Q18 MANAGE VS LEAD

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	90	62.9	63.8	63.8
FALSE	2	51	35.7	36.2	100.0
	.	2	1.4	MISSING	
TOTAL		143	100.0	100.0	
Mean	1.362	Std Dev	.482	Minimum	1.000
Maximum	2.000				

Valid Cases 141 Missing Cases 2

## Q19 TODAYS LDRS BEST

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	111	77.6	78.2	78.2
FALSE	2	31	21.7	21.8	100.0
	.	1	.7	MISSING	
TOTAL		143	100.0	100.0	
Mean	1.218	Std Dev	.415	Minimum	1.000
Maximum	2.000				

Valid Cases 142 Missing Cases 1

## Q20 NEXT ASSIGNMENT

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	30	21.0	21.3	21.3
FALSE	2	111	77.6	78.7	100.0
	.	2	1.4	MISSING	
TOTAL		143	100.0	100.0	
Mean	1.787	Std Dev	.411	Minimum	1.000
Maximum	2.000				

Q21 PUBLISH ARTICLES

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	32	22.4	22.7	22.7
FALSE	2	109	76.2	77.3	100.0
	.	2	1.4	MISSING	
TOTAL		143	100.0	100.0	
Mean	1.773	Std Dev	.420	Minimum	1.000
Maximum	2.000				
Valid Cases	141	Missing Cases	2		

Q22 WHO YOU KNOW

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	66	46.2	46.2	46.2
FALSE	2	77	53.8	53.8	100.0
TOTAL		143	100.0	100.0	
Mean	1.538	Std Dev	.500	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

Q23 I WOULD JOIN AGAIN

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	135	94.4	94.4	94.4
FALSE	2	8	5.6	5.6	100.0
TOTAL		143	100.0	100.0	
Mean	1.056	Std Dev	.231	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

## 024 TRUSTED BOSS

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
TRUE	1	109	76.2	76.2	76.2
FALSE	2	34	23.8	23.8	100.0
		<u>TOTAL</u>	<u>143</u>	<u>100.0</u>	<u>100.0</u>
Mean	1.238	Std Dev	.427	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

## 025 BOSS INTEGRITY

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
TRUE	1	112	78.3	78.3	78.3
FALSE	2	31	21.7	21.7	100.0
		<u>TOTAL</u>	<u>143</u>	<u>100.0</u>	<u>100.0</u>
Mean	1.217	Std Dev	.414	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

## 026 MY INTEGRITY

Value Label	Value	Frequency	Percent	Valid Percent	Cum. Percent
TRUE	1	143	100.0	100.0	100.0
		<u>TOTAL</u>	<u>143</u>	<u>100.0</u>	<u>100.0</u>
Mean	1.000	Std Dev	0.0	Minimum	1.000
Maximum	1.000				
Valid Cases	143	Missing Cases	0		

## Q27 INFLATED DEBS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	65	45.5	45.5	45.5
FALSE	2	78	54.5	54.5	100.0
		-----	-----	-----	
	TOTAL	143	100.0	100.0	
Mean	1.545	Std Dev	.500	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

## Q28 TRUST SYSTEM

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	96	67.1	67.1	67.1
FALSE	2	47	32.9	32.9	100.0
		-----	-----	-----	
	TOTAL	143	100.0	100.0	
Mean	1.329	Std Dev	.471	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

## Q29 TRUST PEERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	129	90.2	90.2	90.2
FALSE	2	14	9.8	9.8	100.0
		-----	-----	-----	
	TOTAL	143	100.0	100.0	
Mean	1.098	Std Dev	.298	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

030 LEADERS BETTER

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	125	87.4	88.0	88.0
FALSE	2	17	11.9	12.0	100.0
	.	1	.7	MISSING	
		<u>TOTAL</u>	<u>143</u>	<u>100.0</u>	<u>100.0</u>
Mean	1.120	Std Dev	.326	Minimum	1.000
Maximum	2.000				

Valid Cases 142 Missing Cases 1

031 TICKET PUNCHING

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	140	97.9	98.6	98.6
FALSE	2	2	1.4	1.4	100.0
	.	1	.7	MISSING	
		<u>TOTAL</u>	<u>143</u>	<u>100.0</u>	<u>100.0</u>
Mean	1.014	Std Dev	.118	Minimum	1.000
Maximum	2.000				

Valid Cases 142 Missing Cases 1

032 RATERS GOOD LISTENERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	107	74.8	75.4	75.4
FALSE	2	35	24.5	24.6	100.0
	.	1	.7	MISSING	
		<u>TOTAL</u>	<u>143</u>	<u>100.0</u>	<u>100.0</u>
Mean	1.245	Std Dev	.432	Minimum	1.000
Maximum	2.000				

Q33 EFF BETTER THAN PRO

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	90	62.9	63.4	63.4
FALSE	2	52	36.4	36.6	100.0
.	.	1	.7	MISSING	
TOTAL		143	100.0	100.0	
Mean	1.368	Std Dev	.483	Minimum	1.000
Maximum	2.000				
Valid Cases	142	Missing Cases	1		

Q34 TOE VS TDA

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	128	89.5	89.5	89.5
FALSE	2	15	10.5	10.5	100.0
TOTAL		143	100.0	100.0	
Mean	1.105	Std Dev	.307	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

Q35 REWARDS SYSTEM

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	87	60.8	60.8	60.8
FALSE	2	56	39.2	39.2	100.0
TOTAL		143	100.0	100.0	
Mean	1.392	Std Dev	.490	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

Q36 SELFISH AMBITION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	64	44.8	44.8	44.8
FALSE	2	79	55.2	55.2	100.0
		TOTAL	143	100.0	100.0
Mean	1.552	Std Dev	.499	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

Q37 DER CHANGE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	74	51.7	51.7	51.7
FALSE	2	69	48.3	48.3	100.0
		TOTAL	143	100.0	100.0
Mean	1.483	Std Dev	.501	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

Q38 PEER RATINGS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	43	30.1	30.1	30.1
FALSE	2	100	69.9	69.9	100.0
		TOTAL	143	100.0	100.0
Mean	1.699	Std Dev	.460	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

Q39 CONTINUE OFFICERS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
TRUE	1	67	46.9	46.9	46.9
FALSE	2	76	53.1	53.1	100.0
TOTAL		143	100.0	100.0	
Mean	1.531	Std Dev	.501	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

Q40 PEERS RATE GDS

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
YES	1	61	42.7	42.7	42.7
NO	2	82	57.3	57.3	100.0
TOTAL		143	100.0	100.0	
Mean	1.573	Std Dev	.496	Minimum	1.000
Maximum	2.000				
Valid Cases	143	Missing Cases	0		

Page 12 LEADERSHIP SURVEY

11/2/12

This procedure was completed at 4:57:08

\*\*\*\*\* Given WDRSPACE allows for 5269 Cells with  
2 Dimensions for CROSSTAB problem \*\*\*\*\*

Crosstabulation: 02 BRANCH  
 EV 03 LDRS TODAY VS YSTRDY

		Count					
03->	Row Pct	WORSE	SAME	BETTER	MUCH BETTER	Row	
	Col Pct					Total	
	Tot Pct	2	3	4	5		
01							
COMBAT	1	4	8	32	28	72	
		5.6	11.1	44.4	38.9	50.3	
		66.7	66.7	40.0	62.2		
		2.8	5.6	22.4	19.6		
CBT SPT	2	1	1	21	10	33	
		3.0	3.0	63.6	30.3	23.1	
		16.7	8.3	26.3	22.2		
		.7	.7	14.7	7.0		
CBT SER SPT	3	1	3	27	7	38	
		2.6	7.9	71.1	18.4	26.6	
		16.7	25.0	33.8	15.6		
		.7	2.1	18.9	4.9		
	Column Total	6	12	80	45	143	
		4.2	8.4	55.9	31.5	100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
9.35304	6	.1547	1.385	5 OF 12 ( 41.7%)

Number of Missing Observations = 0

Crosstabulation: 02 BRANCH  
 By 04 ETHICAL PEERS

04-	Count Row Pct Col Pct Tot Pct	BAD 2	NEITHER 3	GOOD 4	VERY GOOD 5	Row Total
02						
COMBAT	1	3 4.2 100.0 2.1	7 9.7 58.3 4.9	46 63.9 46.9 32.2	16 22.2 53.3 11.2	72 50.3
CBT SPT	2		1 3.0 8.3 .7	23 69.7 23.5 16.1	9 27.3 30.0 6.3	33 23.1
CBT SER SPT	3		4 10.5 33.3 2.8	29 76.3 29.6 20.3	5 13.2 16.7 3.5	38 26.6
Column Total		3 2.1	12 8.4	98 68.5	30 21.0	143 100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
6.80004	6	.3397	.692	5 DF 12 ( 41.7%)

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
By Q5 LDR VS MGMT

		Count				
Q5->	Q2	Row Pct	LEAD IS	MGE IS	L	LEAD MGE
		Col Pct	MGE	EAD	SEP	Row
		Tot Pct	1	2	3	Total
	1	5	44	23		72
COMBAT		6.9	61.1	31.9		50.3
		41.7	46.8	62.2		
		3.5	30.8	16.1		
	2	2	27	4		33
CBT SPT		6.1	81.8	12.1		23.1
		16.7	28.7	10.8		
		1.4	18.9	2.8		
	3	5	23	10		38
CBT SER SPT		13.2	60.5	26.3		26.6
		41.7	24.5	27.0		
		3.5	16.1	7.0		
	Column Total	12	94	37		143
		8.4	65.7	25.9		100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
6.55227	4	.1615	2.769	2 OF 9 ( 22.2%)

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
 BY Q6 CURRENT DER

		Count						
		Row Pct	VERY BAD	BADLY	NEITHER	GOOD	VERY GOOD	Row
Q6- :		Col Fct	LY				D	Total
Q2		Tot Pct	1	2	3	4	5	
COMBAT	1	2	12	16	38	4	72	
		2.8	16.7	22.2	52.8	5.6	50.3	
		100.0	66.7	44.4	46.3	80.0		
		1.4	8.4	11.2	26.6	2.8		
CBT SPT	2		2	9	22		33	
			6.1	27.3	66.7		23.1	
			11.1	25.0	26.8			
			1.4	6.3	15.4			
CBT SER SPT	3		4	11	22	1	38	
			10.5	28.9	57.9	2.6	26.6	
			22.2	30.6	26.8	20.0		
			2.8	7.7	15.4	.7		
Column Total		2	18	36	82	5	143	
		1.4	12.6	25.2	57.3	3.5	100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
7.56312	8	.4773	.462	8 OF 15 ( 53.3%)

Number of Missing Observations = 0

Crosstabulation: 02 BRANCH  
By 07 DER RATER

07->	Count	02					Row Total
		STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	
	Row Pct	1	2	3	4	5	
	Col Pct	07					
	Tot Pct	07					
32							
COMBAT	1	6 8.3 75.0 4.2	10 13.9 43.5 7.0	6 8.3 40.0 4.2	44 61.1 49.4 30.8	6 8.3 75.0 4.2	72 50.3
CBT SPT	2		3 9.1 13.0 2.1	6 18.2 40.0 4.2	23 69.7 25.8 16.1	1 3.0 12.5 .7	32 23.1
CBT SER SPT	3	2 5.3 25.0 1.4	10 26.3 43.5 7.0	3 7.9 20.0 2.1	22 57.9 24.7 15.4	1 2.6 12.5 .7	38 26.6
	Column Total	8 5.6	23 16.1	15 10.5	89 62.2	8 5.6	143 100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
11.31054	8	.1847	1.846	8 OF 15 ( 53.3%)

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
 By Q8 JER SR RATER

		Count	Q2					
Q8	Q2	Row Pct	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE	Row Total
		Col Pct	1	2	3	4	5	
		Tot Pct						
	1		4	7	4	41	15	71
COMBAT			5.6	9.9	5.6	57.7	21.1	50.0
			80.0	53.8	44.4	46.6	55.6	
			2.8	4.9	2.8	28.9	10.6	
	2		1	4	3	17	8	33
CBT SPT			3.0	12.1	9.1	51.5	24.2	23.2
			20.0	30.8	33.3	19.3	29.6	
			.7	2.8	2.1	12.0	5.6	
	3			2	2	30	4	38
CBT SER SPT				5.3	5.3	78.7	10.5	26.8
				15.4	22.2	34.1	14.8	
				1.4	1.4	21.1	2.8	
	Column Total		5	13	9	88	27	142
			3.5	9.2	6.3	62.0	19.0	100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
8.39897	8	.3955	1.162	8 OF 15 (53.3%)

Number of Missing Observations = 1

Crosstabulation: Q2 BRANCH  
 By Q9 SR LDR SELFLESSNESS

		Count				
Q9		Row Pct	SELFLESS	SELF DEN	CAREER O	Row
		Col Pct	TERED	ENTERED	ENTERED	Total
		Tot Pct	1	2	3	
52						
	1		42	9	20	71
COMBAT			59.2	12.7	28.2	50.0
			55.3	60.0	39.2	
			29.6	6.3	14.1	
	2		16	2	15	33
CBT SPT			48.5	6.1	45.5	23.2
			21.1	13.3	29.4	
			11.3	1.4	10.6	
	3		18	4	16	38
CBT SER SPT			47.4	10.5	42.1	26.8
			23.7	26.7	31.4	
			12.7	2.8	11.3	
	Column Total		76	15	51	142
			53.5	10.6	35.9	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
4.20737	4	.3787	3.486	2 OF 9 ( 22.2%)

Number of Missing Observations = 1

Crosstabulation: 92 BRANCH  
 B, 910 PROF COMPETENCE

		Count		
		Row Pct	GOOD	VERY GOOD
910->		Col Pct	3	4
92		Total		
	1	54	18	72
COMBAT		75.0	25.0	50.3
		54.5	40.9	
		37.8	12.6	
	2	17	16	33
CBT SPT		51.5	48.5	23.1
		17.2	36.4	
		11.9	11.2	
	3	28	10	38
CBT SER SPT		73.7	26.3	26.6
		28.3	22.7	
		19.6	7.0	
	Column Total	99	44	143
		69.2	30.8	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
6.34075	2	.0420	10.154	None

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
By Q11 PEER PREF

		Count						
Q11->	Q2	Row Pct	SOLDIERS	CAREERS	WHAT BOS	BALANCE	ETHICALL	Row
		Col Pct	FIRST	FIRST	S WANTS		Y CORREC	Total
		Tot Pct	1	2	3	4	5	
	1		8	7	8	44	5	72
COMBAT			11.1	9.7	11.1	61.1	6.9	50.3
			72.7	46.7	47.1	47.8	62.5	
			5.6	4.9	5.6	30.8	3.5	
	2		2	2	3	23	3	33
CBT SPT			6.1	6.1	9.1	69.7	9.1	23.1
			18.2	13.3	17.6	25.0	37.5	
			1.4	1.4	2.1	16.1	2.1	
	3		1	6	6	25		38
CBT SER SPT			2.6	15.8	15.8	65.8		26.6
			9.1	40.0	35.3	27.2		
			.7	4.2	4.2	17.5		
	Column		11	15	17	92	8	143
	Total		7.7	10.5	11.9	64.3	5.6	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
8.24668	8	.4098	1.846	9 OF 15 (60.0%)

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
 By Q12 PRO COMP JR OFF

Q12-Q2	Count	Q2				Row Total
		VERY POOR	POOR	GOOD	VERY GOOD	
	Row Pct	Col Pct	Row Pct	Col Pct	Row Pct	Col Pct
	Tot Pct	1	2	3	4	
COMBAT	1	1	5	48	18	72
		1.4	6.9	66.7	25.0	50.3
		100.0	100.0	46.6	52.9	
		.7	3.5	33.6	12.6	
CBT SPT	2			24	9	33
				72.7	27.3	23.1
				23.3	26.5	
				16.8	6.3	
CBT SER SPT	3			31	7	38
				81.6	18.4	26.6
				30.1	20.6	
				21.7	4.9	
Column Total		1	5	103	34	143
		.7	3.5	72.0	23.8	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
7.36086	6	.2888	.231	6 OF 12 ( 50.0%)

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
 By Q13 JR OFF PREF

		Count						
Q13-->	Q2	Row Pct	SOLDIERS	CAREERS	WHAT BOS	BALANCE	ETHICALL	Row
		Col Pct	FIRST	FIRST	S WANTS		Y CORREC	Total
		Tot Pct	1	2	3	4	5	
	1		9	6	16	34	2	67
COMBAT			13.4	9.0	23.9	50.7	3.0	48.9
			75.0	42.9	41.0	49.3	66.7	
			6.6	4.4	11.7	24.8	1.5	
	2		1	3	7	21	1	33
CBT SPT			3.0	9.1	21.2	63.6	3.0	24.1
			8.3	21.4	17.9	30.4	33.3	
			.7	2.2	5.1	15.3	.7	
	3		2	5	16	14		37
CBT SER SPT			5.4	13.5	43.2	37.8		27.0
			16.7	35.7	41.0	20.3		
			1.5	3.6	11.7	10.2		
	Column		12	14	39	69	3	137
	Total		8.8	10.2	28.5	50.4	2.2	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
11.28331	8	.1862	.723	7 OF 15 (46.7%)

Number of Missing Observations = 6

Crosstabulation: Q2 BRANCH  
 By Q14 GO LEAD STYLE

Q2	Q14-	Count	BY EXAMP: DELEGATE: MICRO MA: DO AS I: MANAGE V:					Row Total
		Row Pct	Col Pct	LE	NAGE	SAY	ICE LEAD	
		Tot Pct	1	2	3	4	5	
	1	13	12	9	3	30	67	
COMBAT		19.4	17.9	13.4	4.5	44.8	48.9	
		52.0	40.0	47.4	27.3	57.7		
		9.5	8.8	6.6	2.2	21.9		
	2	6	8	5	5	9	33	
CBT SPT		18.2	24.2	15.2	15.2	27.3	24.1	
		24.0	26.7	26.3	45.5	17.3		
		4.4	5.8	3.6	3.6	6.6		
	3	6	10	5	3	13	37	
CBT SER SPT		16.2	27.0	13.5	8.1	35.1	27.0	
		24.0	33.3	26.3	27.3	25.0		
		4.4	7.3	3.6	2.2	9.5		
	Column Total	25	30	19	11	52	137	
	Total	18.2	21.9	13.9	8.0	38.0	100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
6.22696	8	.6218	2.650	3 OF 15 ( 20.0%)

Number of Missing Observations = 6

Crosstabulation: 02 BRANCH  
Ev 015 UP OR OUT

015-	Count	02		Row Total
		TRUE	FALSE	
02	Row Pct			
	Col Pct			
	Tot Pct			
COMBAT	1	37	35	72
		51.4	48.6	50.3
		49.3	51.5	
		25.9	24.5	
CBT SPT	2	18	15	33
		54.5	45.5	23.1
		24.0	22.1	
		12.6	10.5	
CBT SER SPT	3	20	18	38
		52.6	47.4	26.6
		26.7	26.5	
		14.0	12.6	
	Column Total	75	68	143
		52.4	47.6	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
.09111	2	.9555	15.692	None

Number of Missing Observations = 0

Crosstapulation: C2 BRANCH  
 By 016 SUCK UP TO BOSS

		Count	TRUE	FALSE	
016-	Row Pct				Row
	Col Pct				Total
	Tot Pct	1	2		
C2					
COMBAT	1	19	33	72	50.3
		54.2	45.8		
		51.3	49.3		
		27.3	23.1		
CBT SPT	2	13	20	33	23.1
		39.4	60.6		
		17.1	29.9		
		9.1	14.0		
CBT SER SPT	3	24	14	38	26.6
		63.2	36.8		
		31.6	20.9		
		16.8	9.8		
	Column	76	67	143	
	Total	53.1	46.9	100.0	

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
4.06610	2	.1309	15.462	None

Number of Missing Observations = 0

Crosstabulation: 02 BRANCH  
 By 017 LEADERSHIP IMPROVED

		Count	TRUE	FALSE	
017-	02	Row Pct			Row Total
		Col Pct	1	2	
		Tot Pct			
	1	65	6	71	
COMBAT		91.5	8.5	50.0	
		48.9	66.7		
		45.8	4.2		
	2	33		33	
CBT SFT		100.0		23.2	
		24.8			
		23.2			
	3	35	3	38	
CBT SER SPT		92.1	7.9	26.8	
		26.3	33.3		
		24.6	2.1		
	Column Total	133	9	142	
		93.7	6.3	100.0	

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
2.92204	2	.2320	2.092	3 OF 6 ( 50.0%)

Number of Missing Observations = 1

Crosstabulation: O2 BRANCH  
 BY O18 MANAGE VS LEAD

		Count			
		Row Pct	TRUE	FALSE	Row
O18	O2	Col Pct			Total
		Tot Pct	1	2	
	1		44	27	71
COMBAT			62.0	38.0	50.4
			48.9	52.9	
			31.2	19.1	
	2		25	8	33
CBT SPT			75.8	24.2	23.4
			27.8	15.7	
			17.7	5.7	
	3		21	16	37
CBT SER SPT			56.8	43.2	26.2
			23.3	31.4	
			14.9	11.3	
	Column Total		90	51	141
			63.8	36.2	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. > 5
2.94148	2	.2298	11.936	None

Number of Missing Observations = 2

Crosstabulation: 02 BRANCH  
 By 019 TODAYS LDRS BEST

		Count			
		Row Pct	TRUE	FALSE	Row
		Col Pct			Total
		Tot Pct	1	2	
019-	32				
COMBAT	1	51	21		72
		70.8	29.2		50.7
		45.9	67.7		
		35.9	14.8		
CBT SPT	2	28	5		33
		84.8	15.2		23.2
		25.2	16.1		
		19.7	3.5		
CBT SER SPT	3	32	5		37
		86.5	13.5		26.1
		28.8	16.1		
		22.5	3.5		
Column		111	31		142
Total		78.2	21.8		100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
4.63313	2	.0986	7.204	None

Number of Missing Observations = 1

Crosstabulation: O2 BRANCH  
 by O20 NEXT ASSIGNMENT

O2	Count Row Pct Col Pct Tot Pct	TRUE	FALSE	Row Total
		1	2	
COMBAT	1	19 26.4 63.3 13.5	53 73.6 47.7 37.6	72 51.1
CBT SPT	2	4 12.9 13.3 2.8	27 87.1 24.3 19.1	31 22.0
CBT SER SPT	3	7 18.4 23.3 5.0	31 81.6 27.9 22.0	38 27.0
	Column Total	30 21.3	111 78.7	141 100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
2.60610	2	.2717	6.596	None

Number of Missing Observations = 2

Crosstabulation: 02 BRANCH  
 By 021 PUBLISH ARTICLES

		Count	TRUE	FALSE	
021-0	02	Row Pct	1	2	Row Total
		Col Pct			
		Tot Pct			
	1		13	59	72
COMBAT			18.1	81.9	51.1
			40.6	54.1	
			9.2	41.8	
	2		9	22	31
CBT SPT			29.0	71.0	22.0
			28.1	20.2	
			6.4	15.6	
	3		10	28	38
CBT SER SPT			26.3	73.7	27.0
			31.3	25.7	
			7.1	19.9	
	Column Total		32	109	141
			22.7	77.3	100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
1.87691	2	.3912	7.035	None

Number of Missing Observations = 2

Crosstabulation: Q2 BRANCH  
 By Q22 WHO YOU KNOW

		Count		Row Total
		TRUE	FALSE	
Q22-	Row Pct			
	Col Pct			
	Tot Pct	1	2	
Q2				
	1	30	42	72
COMBAT		41.7	58.3	50.3
		45.5	54.5	
		21.0	29.4	
	2	15	18	33
CBT SPT		45.5	54.5	23.1
		22.7	23.4	
		10.5	12.6	
	3	21	17	38
CBT SER SPT		55.3	44.7	26.6
		31.8	22.1	
		14.7	11.9	
	Column Total	66	77	143
		45.2	53.8	100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
1.85862	2	.3948	15.231	None

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
 BY Q27 I WOULD JOIN AGAIN

Q23->	Count	Q2		Row Total
		TRUE	FALSE	
	Row Pct			
	Col Pct			
	Tot Pct	1	2	
Q2				
COMBAT	1	67	5	72
		93.1	6.9	50.3
		49.6	62.5	
		46.9	3.5	
CBT SPT	2	31	2	33
		97.9	6.1	23.1
		27.0	25.0	
		21.7	1.4	
CBT SER SPT	3	37	1	38
		97.4	2.6	26.6
		27.4	12.5	
		25.9	.7	
Column Total		135	8	143
		94.4	5.6	100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
.89365	2	.6397	1.846	3 OF 6 ( 50.0%)

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
 Ev Q24 TRUSTED BOSS

		Count			
		Row Pct	TRUE	FALSE	
Q24->		Col Pct			Row
		Tot Pct	1	2	Total
Q2					
	1	51	21	72	
COMBAT		70.8	29.2	50.3	
		46.8	61.8		
		35.7	14.7		
	2	29	4	33	
CBT SPT		87.9	12.1	23.1	
		26.6	11.8		
		20.3	2.8		
	3	29	9	38	
CBT SER SPT		76.3	23.7	26.6	
		26.6	26.5		
		20.3	6.3		
	Column	109	34	143	
	Total	76.2	23.8	100.0	

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
3.62802	2	.1630	7.846	None

Number of Missing Observations = 0

Crosstabulation: 02 BRANCH  
 By 025 BOSS INTEGRITY

		Count	TRUE	FALSE	
Q25->	02	Row Pct	1	2	Row Total
		Col Pct			
		Tot Pct			
	1	53	19	72	
COMBAT		73.6	26.4	50.3	
		47.3	61.3		
		37.1	13.3		
	2	30	3	33	
CBT SPT		90.9	9.1	23.1	
		26.8	9.7		
		21.0	2.1		
	3	29	9	38	
CBT SER SPT		76.3	23.7	26.6	
		25.9	29.0		
		20.3	6.3		
	Column Total	112	31	143	
		78.3	21.7	100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
4.11050	2	.1281	7.154	None

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
 By Q26 MY INTEGRITY

	Count	TRUE	Row Total
Q26 ->	Row Pct	Col Pct	Tot Pct
Q2		1	
COMBAT	1	72	72
		100.0	50.3
		50.3	
		50.3	
CBT SPT	2	33	33
		100.0	23.1
		23.1	
		23.1	
CBT SER SPT	3	38	38
		100.0	26.6
		26.6	
		26.6	
Column Total		143	143
		100.0	100.0

\*\*\* Statistics cannot be computed when # of non-empty Rows or Columns is 1 \*\*\*

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
By Q27 INFLATED OERS

		Count			
		Row Pct	TRUE	FALSE	Row
Q27->	Q2	Col Pct	1	2	Total
		Tot Pct			
	1		32	40	72
COMBAT			44.4	55.6	50.3
			49.2	51.3	
			22.4	28.0	
	2		17	16	33
CBT SPT			51.5	48.5	23.1
			26.2	20.5	
			11.9	11.2	
	3		16	22	38
CBT SER SPT			42.1	57.9	26.6
			24.6	28.2	
			11.2	15.4	
Column Total			65	78	143
			45.5	54.5	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
.69045	2	.7081	15.000	None

Number of Missing Observations = 0

Crosstabulation: Q2 BRANCH  
 By Q28 TRUST SYSTEM

		Count			
		Row Pct	TRUE	FALSE	Row
Q28-Q2		Col Pct	1	2	Total
		Tot Pct			
	1		44	28	72
COMBAT			61.1	38.9	50.3
			45.8	59.6	
			30.8	19.6	
	2		26	7	33
CBT SPT			78.8	21.2	23.1
			27.1	14.9	
			18.2	4.9	
	3		26	12	38
CBT SER SPT			68.4	31.6	26.6
			27.1	25.5	
			18.2	8.4	
	Column		96	47	143
	Total		67.1	32.9	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
3.24346	2	.1976	10.846	None

Number of Missing Observations = 0

Crosstabulation: 02 BRANCH  
 By 029 TRUST PEERS

		Count	TRUE	FALSE	
		Row Pct			Row
		Col Pct			Total
		Tot Fct	1	2	
029-0	1	63	9		72
COMBAT		87.5	12.5		50.3
		48.8	64.3		
		44.1	6.3		
	2	31	2		33
CBT SPT		93.9	6.1		23.1
		24.0	14.3		
		21.7	1.4		
	3	35	3		38
CBT SER SPT		92.1	7.9		26.6
		27.1	21.4		
		24.5	2.1		
	Column Total	129	14		143
		90.2	9.8		100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
1.27297	2	.5292	3.231	2 OF 6 ( 33.3%)

Number of Missing Observations = 0

Crosstabulation: 02 BRANCH  
 By Q30 LEADERS BETTER

		Count	TRUE	FALSE	
Q30->		Row Pct			Row Total
		Col Pct			
		Tot Pct	1	2	Total
02					
	1	64	7	71	
COMBAT		90.1	9.9	50.0	
		51.2	41.2		
		45.1	4.9		
	2	30	3	33	
CBT SPT		90.9	9.1	23.2	
		24.0	17.6		
		21.1	2.1		
	3	31	7	38	
CBT SER SPT		81.6	18.4	26.8	
		24.9	41.2		
		21.8	4.9		
	Column Total	125	17	142	
		88.0	12.0	100.0	

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
2.06034	2	.3569	3.951	2 OF 6 ( 33.3%)

Number of Missing Observations = 1

Crosstabulation: Q2 BRANCH  
 By Q31 TICKET PUNCHING

		Count	TRUE	FALSE	
Q2	Q31	Row Pct	1	2	Row Total
COMBAT	1	69	2	71	
		97.2	2.8	50.0	
		49.3	100.0		
CBT SPT	2	33		33	
		100.0		23.2	
		23.6			
CBT SER SPT	3	38		38	
		100.0		26.8	
		27.1			
		26.8			
Column Total		140	2	142	
		98.6	1.4	100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
2.02857	2	.3627	.465	3 OF 6 ( 50.0%)

Number of Missing Observations = 1

Crosstabulation: Q2 BRANCH  
 By Q32 RATERS GOOD LISTENERS

		Count		
		TRUE	FALSE	
Q2	Q32	1	2	Row Total
	1	55	16	71
COMBAT		77.5	22.5	50.0
		51.4	45.7	
		38.7	11.3	
	2	23	10	33
CBT SPT		69.7	30.3	23.2
		21.5	28.6	
		16.2	7.0	
	3	29	9	38
CBT SER SPT		76.3	23.7	26.8
		27.1	25.7	
		20.4	6.3	
	Column Total	107	35	142
		75.4	24.6	100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F.&lt; 5</u>
.75786	2	.6846	8.134	None

Number of Missing Observations = 1

Crosstabulation: 02 BRANCH  
 BY 033 EFF BETTER THAN PRO

		Count	TRUE	FALSE	
033-	02	Row Pct	1	2	Row Total
		Col Pct			
		Tot Pct			
	1	43	28	71	
COMBAT		60.6	39.4	50.0	
		47.8	53.8		
		30.3	19.7		
	2	21	12	33	
CBT SPT		63.6	36.4	23.2	
		23.3	23.1		
		14.8	8.5		
	3	26	12	38	
CBT SER SPT		68.4	31.6	26.8	
		28.9	23.1		
		18.3	8.5		
	Column Total	90	52	142	
		63.4	36.6	100.0	

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
.65968	2	.7190	12.085	None

Number of Missing Observations = 1

Crosstabulation: Q2 BRANCH  
 S. CC4 TOE VS TDA

		Count			
		Row Pct	TRUE	FALSE	Row Total
CC4--		Col Pct			
		Tot Pct	1	2	Total
Q2					
	1		68	4	72
COMBAT			94.4	5.6	50.3
			53.1	26.7	
			47.6	2.8	
	2		29	4	33
CBT SPT			87.9	12.1	23.1
			22.7	26.7	
			20.3	2.8	
	3		31	7	38
CBT SER SPT			81.6	18.4	26.6
			24.2	46.7	
			21.7	4.9	
	Column Total		128	15	143
			89.5	10.5	100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
4.50642	2	.1051	3.462	2 OF 6 ( 33.3%)

Number of Missing Observations = 0

Crosstabulation: 02 BRANCH  
 BY 075 REWARDS SYSTEM

		Count			
		Row Pct	TRUE	FALSE	Row Total
		Col Pct			
		Tot Pct	1	2	
02					
	1	42	30	72	
COMBAT		58.3	41.7	50.3	
		48.3	53.6		
		29.4	21.0		
	2	20	13	33	
CBT SPT		60.6	39.4	23.1	
		23.0	23.2		
		14.0	9.1		
	3	25	13	38	
CBT SER SPT		65.8	34.2	26.6	
		28.7	23.2		
		17.5	9.1		
	Column Total	87	56	143	
		60.8	39.2	100.0	

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F.&lt; 5</u>
.58136	2	.7478	12.923	None

Number of Missing Observations = 0

Crosstabulation: 02 BRANCH  
 BY 036 SELFISH AMBITION

036-	Count	Row Pct		Row Total
		TRUE	FALSE	
01	Col Pct	1	2	
	Tot Pct			
COMBAT	1	36	36	72
		50.0	50.0	50.3
		56.3	45.6	
		25.2	25.2	
CBT SPT	2	15	18	33
		45.5	54.5	23.1
		23.4	22.8	
		10.5	12.6	
CBT SER SPT	3	13	25	38
		34.2	65.8	26.6
		20.3	31.6	
		9.1	17.5	
Column Total		64	79	143
		44.8	55.2	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
2.51646	2	.2842	14.769	None

Number of Missing Observations = 0

Crosstabulation: 02 BRANCH  
 By 017 DER CHANGE

		Count		
		TRUE	FALSE	
037-	Row Pct			Row
	Col Pct			Total
	Tot Pct	1	2	
02				
COMBAT	1	36	36	72
		50.0	50.0	50.3
		48.6	52.2	
		25.2	25.2	
CBT SPT	2	16	17	33
		48.5	51.5	23.1
		21.6	24.6	
		11.2	11.9	
CBT SER SPT	3	22	16	38
		57.9	42.1	26.6
		29.7	23.2	
		15.4	11.2	
	Column Total	74	69	143
		51.7	48.3	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
.80383	2	.6690	15.923	None

Number of Missing Observations = 0

Crosstabs table: 02 BRANCH  
 By 038 PEER RATINGS

		Count			
		Row Pct	TRUE	FALSE	Row Total
		Col Pct			
		Tot Pct	1	2	Total
02					
	1	22	50	72	
COMBAT		30.6	69.4	50.3	
		51.2	50.0		
		15.4	35.0		
	2	8	25	33	
CBT SPT		24.2	75.8	23.1	
		18.6	25.0		
		5.6	17.5		
	3	13	25	38	
CBT SER SPT		34.2	65.8	26.6	
		30.2	25.0		
		9.1	17.5		
	Column Total	43	100	143	
		30.1	69.9	100.0	

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
.85084	2	.6535	9.923	None

Number of Missing Observations = 0

Department: 02 BRANCH  
 54 039 CONTINUE OFFICERS

		Count		Row Total
		TRUE	FALSE	
039-				
		1	2	
1	COMBAT	30 41.7 44.8 21.0	42 56.3 55.3 29.4	72 50.3
2	CBT SPT	19 57.6 29.4 17.3	14 42.4 18.4 9.8	33 23.1
3	CBT SER SPT	18 47.4 26.9 12.6	20 52.6 26.3 14.0	38 26.6
Column Total		67 46.9	76 53.1	143 100.0

<u>Chi-Square</u>	<u>D.F.</u>	<u>Significance</u>	<u>Min E.F.</u>	<u>Cells with E.F. &lt; 5</u>
2.30554	2	.3158	15.462	None

Number of Missing Observations = 0

Crosstabulation: 02 BRANCH  
 3v 040 PEERS RATE GDS

		Count		
		Row Pct	Col Pct	Row Total
		YES	NO	
		1	2	
32				
	1	29	43	72
COMBAT		40.3	59.7	50.3
		47.5	52.4	
		20.3	30.1	
	2	15	18	33
CBT SPT		45.5	54.5	23.1
		24.6	22.0	
		10.5	12.6	
	3	17	21	38
CBT SER SPT		44.7	55.3	26.6
		27.9	25.6	
		11.9	14.7	
	Column Total	61	82	143
		42.7	57.3	100.0

Chi-Square	D.F.	Significance	Min E.F.	Cells with E.F. < 5
.33941	2	.8439	14.077	None

Number of Missing Observations = 0

## BIBLIOGRAPHY

1. Adams, Andrew E., A Comparison And Analysis Of Army Generals And Executives, Technical Report, Defense Technical Information Center, Defense Logistics Agency, 1981, Alexandria, Va. 22314.
2. Braun, William W., LTC, MSC, An Ethical Army Leadership- Real Or Wanting. Study Project, U.S. Army War College, 30 March 1988. (AWC AD-A-191-436).
3. Buck, James H. and Korb, Lawrence J., Editors, Military Leadership, Vol. 10, Sage Publications: Beverly Hills, 1982.
4. Center For Creative Leadership, 'Course Material', P.O. Box P-1, Greensboro, North Carolina, 27402.
5. Clark, Bruce C. Guidelines For The Leader and The Commander, Harrisburg: Stackpole, 1973.
6. Combs, John R. Management Versus Leadership as Reflected in Selected Military Journals (1970-1985), Thesis. Fort Leavenworth: US Army CGSC, 1986.
7. Defense Management Study Group On Military Cohesion, DOD., Cohesion In The U.S. Military, NDU: Washington D.C., 1984.
8. Dixon, Norman F., On The Psychology Of Military Incompetence, New York: Basic Books, Inc., 1976.
9. Flanagan, Edward M., Lt. Gen., Before The Battle: A Commonsense Guide To Leadership And Management., Presidio: Presidio Press, 1985.
10. Fry, John P., The Army Officer As Performance Manager, Professional Paper 13-74, August 1974, Human Resources Research Organization, Alexandria, Virginia, 22314.
11. Gabriel, Richard A., Military Incompetence. Why The American Military Doesn't Win. New York: Hill and Wang, 1985.

12. Gabriel, Richard A. and Savage, Paul L., Crisis In Command, Mismanagement In The Army. New York: Hill and Wang, 1978.
13. GPU Nuclear Corporation, Corporate Objectives and Goals. 1988, GPU Nuclear Corp. 1988.
14. GPU Nuclear Corporation, Our Shared Core Values. a booklet, GPU Nuclear Corp. 1988.
15. Maccoby, Michael, The Gamesman. New York: Simon and Schuster, 1976.
16. National Defense University. Military Ethics. Reflections on Principles - The Profession Of Arms. Military Leadership. Ethical Practices. War and Morality. Educating The Citizen Soldier. Washington D.C.: NDU Press, 1987.
17. Orlov, William., United Telephone Of Pennsylvania, Personal Interviews, October-January 1988-89, Carlisle, Pennsylvania.
18. Pearse, Robert F., Manager To Manager II: What managers Think Of Their Careers. New York: AMACOM, 1977.
19. Peters, Thomas J., and Waterman, Robert H., Jr. In Search Of Excellence. New York: Harper and Row, 1982.
20. Senn-Delaney Leadership Programs Inc., 'Course Literature', 5150 E. Pacific Coast Highway, Suite 360, Long Beach, California, 90804.
21. Shalikashvili, Othar J., GPU Nuclear Corporation, Personal Interviews, October 1988, Middletown, Pa. 17057.
22. Smith, Perry M., Taking Charge. Washington D.C.: National University Press, 1986.
23. Strong, Earl P. The Management Of Business. An Introduction. New York: Harper and Row, 1965.
24. U.S. Air Force, Air Command and Staff College, Air University, Dimensions Of Leadership. Seminar Booklets ,Office of the Commandant, Air Command and Staff College , Maxwell Air Force Base, Alabama, August 1988.

25. U.S. Air Force, Air War College, Air University, AU-2 Guidelines For Command, Air War College, Air University, Maxwell Air Force Base, Alabama, December 1984.

26. U.S. Air Force, Air War College, Air University, AU-24 Concepts For Air Force Leadership, Air War College, Air University, Maxwell Air Force Base, Alabama, 1983.

27. U.S. Air Force, Air War College, Air University, CL 631, Executive Leadership, Department of Command and Leadership, Air War College, Maxwell Air Force Base, Alabama, 1988-1989.

28. U.S. Air Force, Air War College, Air University, CL 632, Command Environment, Department of Command and Leadership, Air War College, Maxwell Air Force Base, Alabama, 1987-1988.

29. U.S. Army Administrative Center, Studies Of Leadership For The Professional Soldier, Leadership For The 1970's. Leadership Monograph Series, #7, Washington, June 1975.

30. The U.S. Army Command and General Staff College, Senior Level Leadership, P913, Advance Sheet Booklet, Fort Leavenworth, Kansas, 1 May 1988.

31. The U.S. Army Command and General Staff College, Student Text 22-3, Senior Level Leadership, Selected Readings, Fort Leavenworth, Kansas, 1 April 1988.

32. The U. S. Army War College, Professional Seminar Committee Reports, AY 1971, U.S. Army War College, Carlisle Barracks, Pennsylvania, 17013, (AWC U413 AY 1971 PSCR)

33. The U. S. Army War College, Study On Military Professionalism, U.S. Army War College, Carlisle Barracks, Pennsylvania, 17013, 30 June 1970. (AWC UB 147,A25)

34. U.S. Department Of The Air Force. AFP 35-55, Commander's Quality Force Guide, Washington, D.C.: 312 July 1986.

35. U.S. Department Of The Army. Army Command And Management: Theory And Practice, A reference text for the Department of Command, Leadership, and Management. U.S. Army War College, Carlisle Barracks, Pennsylvania, 1988-1989.

36. U.S. Department Of The Army. Field Manual 22-100. Military Leadership, Washington D.C.: 31 October 1983.

37. U.S. Department Of The Army. Field Manual 22-103. Leadership And Command At Senior Levels. Washington D.C.: June 1987.

38. U.S. Department Of The Army. Senior Level Leadership. P913. Advance Sheet Booklet, Center For Army Leadership, U.S. Army Command and General Staff College, Fort Leavenworth, Ks., 1 May 1988.

39. U.S. Department Of The Army. Student Text. 22-3. CGSC, Senior-Level Leadership, U.S. Army Command and General Staff College, Fort Leavenworth, Ks, 1 April 1988.

40. The U.S. Military Academy, West Point, N.Y., Leadership In Organizations. Associates, The Department Of Behavioral Sciences and Leadership. West Point, N.Y. : 1981.

41. Wakin, Malham M., War. Morality. And The Military Profession. Boulder and London: Westview Press, 1986.

42. Zais, Mitchell M., Generalship And The Art Of Senior Command: Historical and Scientific Perspectives. Technical Report, Defense Technological Information Center, Alexandria, Va: DLA, May 1985. (AWC U 415.A4 234)