

USAWC STRATEGY RESEARCH PROJECT

LEADER DEVELOPMENT FOR A TRANSFORMING ARMY

by

Colonel Stephen G. Yackley
United States Army

Colonel George J. Woods III
Project Advisor

This SRP is submitted in partial fulfillment of the requirements of the Master of Strategic Studies Degree. The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

The views expressed in this student academic research paper are those of the author and do not reflect the official policy or position of the Department of the Army, Department of Defense, or the U.S. Government.

U.S. Army War College
CARLISLE BARRACKS, PENNSYLVANIA 17013

Report Documentation Page

*Form Approved
OMB No. 0704-0188*

Public reporting burden for the collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Washington Headquarters Services, Directorate for Information Operations and Reports, 1215 Jefferson Davis Highway, Suite 1204, Arlington VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to a penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number.

1. REPORT DATE 15 MAR 2006	2. REPORT TYPE	3. DATES COVERED 00-00-2005 to 00-00-2006			
4. TITLE AND SUBTITLE Leader Development for a Transforming Army		5a. CONTRACT NUMBER			
		5b. GRANT NUMBER			
		5c. PROGRAM ELEMENT NUMBER			
6. AUTHOR(S) Stephen Yackley		5d. PROJECT NUMBER			
		5e. TASK NUMBER			
		5f. WORK UNIT NUMBER			
7. PERFORMING ORGANIZATION NAME(S) AND ADDRESS(ES) U.S. Army War College, Carlisle Barracks, Carlisle, PA, 17013-5050		8. PERFORMING ORGANIZATION REPORT NUMBER			
9. SPONSORING/MONITORING AGENCY NAME(S) AND ADDRESS(ES)		10. SPONSOR/MONITOR'S ACRONYM(S)			
		11. SPONSOR/MONITOR'S REPORT NUMBER(S)			
12. DISTRIBUTION/AVAILABILITY STATEMENT Approved for public release; distribution unlimited					
13. SUPPLEMENTARY NOTES					
14. ABSTRACT See attached.					
15. SUBJECT TERMS					
16. SECURITY CLASSIFICATION OF:			17. LIMITATION OF ABSTRACT	18. NUMBER OF PAGES 24	19a. NAME OF RESPONSIBLE PERSON
a. REPORT unclassified	b. ABSTRACT unclassified	c. THIS PAGE unclassified			

ABSTRACT

AUTHOR: Colonel Stephen G. Yackley
TITLE: Leader Development for a Transforming Army
FORMAT: Strategy Research Project
DATE: 15 December 2005 WORD COUNT: 5997 PAGES: 24
KEY TERMS: Values, Ethical Climate, Multirater Feedback, 360-Degree Feedback
CLASSIFICATION: Unclassified

The Army is heavily involved in the global war on terrorism while also undergoing transformation to handle future challenges. Changes are occurring across the spectrum of doctrine, organization, training, material, personnel and facilities. These changes will require leaders who are not only tactically and technically proficient, but possess the character and leadership competencies to lead effectively. The development of our future strategic leaders requires an increased emphasis from senior leaders on subordinate leader development, combined with a method to enhance developmental feedback to these subordinate leaders.

This paper, focuses on officer leader development, highlights the role of the senior leader as the values champion and in the establishment of an ethical organizational climate with an emphasis on how this impacts on subordinate leader development. This paper examines the use of a 360-degree feedback system for aiding in leader development. It explores the value of using this additional multirater feedback tool in assisting leaders achieve a higher level of self awareness, leading to increased effectiveness. Finally, this paper recommends the adoption of and a course of action for implementing a 360-degree feedback system for assisting with the leader development of Army officers.

The implementation of a multirater feedback tool will enhance leader development providing a more self aware, effective leader for an Army in transformation.

LEADER DEVELOPMENT FOR A TRANSFORMING ARMY

The Army is heavily involved in the global war on terrorism, transformation, and faces numerous challenges around the world. Even in this environment of high stress, repeated deployments, and uncertainty, the Army continues to perform superbly. In order to sustain the force at this level of performance, and be prepared for the future, it will require an increased and sustained emphasis on leader development, specifically in the officer corps. "The armed services are among the few institutions in this country that focus relentlessly on developing leaders and improving leadership."¹ These leaders must be tactically and technically proficient to handle their wartime tasks. However, more importantly they must be leaders of character. As a values-based organization the Army upholds the principles grounded in the Constitution; the Army values provide the guide for behavior and are the foundation for a Soldier's character.² "Army leadership begins with character, the values and attributes that shape what the leaders must BE."³

As an organization the Army grows leaders. Facing an increasingly complex environment will require self aware; values-based leaders to effectively lead the Army in transformation.⁴ What steps will assist in facilitating the development of these leaders? It will require senior leaders to emphasize that leaders are the values champion, reinforce the importance of an ethical organizational climate, the role of senior leaders in subordinate development, and the realization that additional tools are required to assist in leader development, specifically multirater feedback. The adoption of multirater feedback requires a change in the traditional methods of leader development by adding in the new dimension of peer and subordinate input. FM 22-100 states, "Subordinate leader development is one of the most important responsibilities of every Army leader."⁵ This has never been more important in the Army than it is today; our young leaders will continue to face an increasingly uncertain and complex environment. It is imperative that as the Army focuses on transformation and future challenges that an equal emphasis is placed on leader development.

The Leader as Values Champion

"The leader's character is a strategic source of power for infusing the culture of his / her organization with a code of ethics, moral vision, imagination, and courage."⁶ The Army War College Strategic Leadership Primer identifies that the strategic leader is, "The Values Champion - the standard bearer beyond reproach."⁷ Most Army professionals would agree with this assertion, but this responsibility should go further and apply to all Army leaders. Leaders at

every level must embrace and internalize the Army values. Listed below are these values and their definitions:

- Loyalty: Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.
- Duty: Fulfill your obligations.
- Respect: Treat people as they should be treated.
- Selfless Service: Put the welfare of the nation, the Army, and subordinates before your own.
- Honor: Live up to all the Army values.
- Integrity: Do what's right – legally and morally.
- Personal Courage: Face fear, danger, or adversity (physical or moral).⁸

Values dictate an expected standard of behavior by all members of an organization. The Army is only a microcosm of American society, and it is a bad assumption to believe that everyone entering the Army possesses, understands, or accepts the same values espoused by the Army. New Soldiers are introduced to Army values in their Initial Entry Training (IET), to begin the process of imbuing them with these values. The objective of every IET unit is to inculcate each soldier with an understanding of the Army core values and a willingness to live by them.⁹ These values must be demonstrated by each Soldier, failure to adhere to the Army core values is subject to disciplinary action and / or dismissal from the service.

Values require continued reinforcement in order to affect behavior; members have a choice in exhibiting the desired organizational values. "Organizational values are developed and reinforced primarily through value based leadership, a relationship between a leader and followers that is based on shared, strongly internalized values that are advocated and acted upon by the leader."¹⁰ The Army leader must embrace and internalize the Army values; their behavior is watched at all times and sends a powerful message to their subordinates. People are shaped by what they see, hear, and learn; they exhibit the behaviors that are reinforced.

The leader is responsible for establishing and maintaining trust in the organization through personal attitude and behavior. "Army leaders must demonstrate exemplary conduct in their professional and personal lives."¹¹ The degree to which subordinates will embrace and internalize the values of the organization is affected by the level of trust they have in the leader. "The development of trust represents the consummation of a thousand small acts, while its undermining may be precipitated by a single isolated event."¹² The behavior of the leader validates the behavior of their subordinates, they learn by observing.¹³ What does the leader do on a daily basis, is he consistent in his actions? Does the leader apply the same values in the

little things as he does for the big things? “Leaders must not only exemplify Army values in their words and deeds, they must create the opportunity for every soldier in their command to live them as well.”¹⁴ To do this will create the environment of unconditional trust focused on the shared Army values; they bind together its members and instill the will to win in every Soldier, sometimes requiring the ultimate sacrifice in service to the Nation.¹⁵

Leader Responsibility in Establishing an Ethical Organizational Climate

“Values-based leadership means setting the example, and then creating a command climate where soldiers put values into practice.”¹⁶ Leadership shapes the organization so that its values appeal strongly to each member and also make the organization stronger.¹⁷ Quality of character contributes to command climate. “You build character in subordinates by creating organizations in which Army values are not just words in a book but precepts for what their members do. You help build subordinates’ character by acting the way you want them to act.”¹⁸ General Reimer, former Chief of Staff of the Army stated, “FM 22-100 also provides special focus on the character development process, the importance of teaching values, evaluating an organization’s ethical climate and creating a positive productive leadership environment.”¹⁹ An organization’s leader can shape the environment in which they operate, in fact will shape it, either by design or accident. “The key is to foster the right sort of ethical climate in your organization, the kind of climate in which people are rewarded for doing the right thing.”²⁰ Not just the right thing, but for the right reason. “Leadership climate is reflected in the expectations followers have for their leader and the expectations the leader has for the followers.”²¹

In his book on leadership Burns identifies two basic types of leadership, transactional and transforming.²² In transactional type leadership environments there is a quid pro quo. “The transactional approach is based on an equitable exchange or transaction between leaders and followers based on the self-interests of each.”²³ This can be a productive environment where the mission is accomplished as long as all the agreed upon conditions are met. There is generally a specified agreement and sometimes an implied understanding among the members based on inputs, performance, outputs, and some agreed upon form of reimbursement. In its purest sense it is a business transaction. This type of organization is common in the business world; negotiations conducted that cover just about every facet including pay, breaks, vacation, etc. It is usually a compliance-driven environment, not a values-driven environment. Kanungo and Mendonca believe that “in organizations where the transactional influence process prevails, followers will soon cease to experience dignity, meaning, and community so essential for the growth of both the organization and its members.”²⁴ In its worst case though this type of

organization may resemble a prison environment, a poisoned ethical climate, that breeds mediocrity, and a mindset of what can I get away with.²⁵ This climate may be the direct result of a “toxic leader”. A toxic leader is viewed as self serving and lacking concern for subordinates, is focused on short-term mission accomplishment, and unconcerned about morale or the organizational climate.²⁶

Ideally, a leader wants to shape the organization’s climate by establishing a values-based environment where all the members can reach their full potential.²⁷ Often this is referred to as transformational leadership, where the interaction between leaders and followers and their motivation is driven by their shared values. Kanungo and Mendonca state, “In the transformational influence process, the leader works to bring about a change in the followers’ attributes and values as he or she moves the organization towards its future goals.”²⁸ They believe, “... the use of resources is designed for one purpose: to influence followers to internalize the goals, beliefs, and values that are inherent in the vision.”²⁹ The leader shares his power with his followers so that they take an active role in carrying out the organization’s value based mission, usually as a result of a shared vision. A vision based on what is best for the organization and its members, not the leader’s personal goal.³⁰ Sashkin and Rosenbach contend that “... the relationship between leaders and followers need not be equal and cannot be equal. But it must be equitable, that is fair.” They go on to state that though the contributions of leaders and followers are different they, “... must be equal in effort and in commitment to each other and to a shared vision.”³¹ What a leader wants is followers who are self governed; the key is to foster a positive, ethical climate in the organization based on values and a shared vision, the kind of climate in which people are rewarded for doing the right thing.³² “You can get a sense of the climate of an organization by talking with people, observing, and feeling the spirit and energy that is expressed though word and deed.”³³

The Leader’s Role in Subordinate Development

“Creating the right environment to help leaders develop and mature is only part of the task of growing great leaders for the 21st century.”³⁴ The leader needs to be aware of his role in the organization and how it evolves as time progresses. FM 1 states that, “Leadership is a lifelong learning process for Army leaders, but action is its essence.”³⁵ This also includes the increase in responsibility that leaders have for the development of their subordinate leaders, this will be the basis for the continued success of the organization. Leaders must take responsibility for the future Army leaders serving as a catalyst for their success.³⁶ FM 22-100 states,

Subordinate leadership development is one of the most important responsibilities of every Army leader. Developing the leaders who will come after you should be

one of your highest priorities. Your legacy and the Army's future rests on the shoulders of those you prepare for greater responsibility.³⁷

What are the characteristics and attributes that the Army should be focused on? The premise of this paper is that the basis for all leaders should be Army Values and establishing an environment that is values-based allowing subordinates to prosper and reach their full potential. This is the basis for leader development; it provides the foundation, a fertile ground that encourages followers to grow and learn. In this uncertain environment that is becoming more complex daily, a future leader will need to be better prepared to respond to rapid changes. This future leader will need to have a higher degree of self awareness to be effective in this environment.³⁸ The Army Training and Leader Development (ATLD) Panel identifies self awareness as, "the ability to understand how to assess abilities, know strengths and weaknesses in the operational environment, and learn how to correct those weaknesses."³⁹

How is this accomplished? The leader in the role as values champion, that standard bearer within the organization, works to foster the adoption of those values by its members. The leader also has the responsibility to develop and maintain an organizational climate that is ethical and values-based to allow followers to prosper. The senior leader does this directly by setting the example and then teaching, coaching, and mentoring their subordinates. Teaching and coaching are an everyday component of leadership and are keys to successful organizations. The senior leader has the opportunity to share their knowledge and experience with subordinate leaders. This provides multiple benefits as it helps to develop the subordinate by this experience sharing, it also facilitates better overall unit performance. The subordinate leader also has the opportunity to see the situation from the bigger picture of their senior leader.

Mentoring frequently is mentioned in conjunction with teaching and coaching as a tool senior leader's use in leader development. This is somewhat different as generally the mentor and subject are not in a direct chain of authority position. In this form, it can be less intimidating and provide a different perspective to the development of that subordinate. Establishing a mentor relationship is not necessarily a simple task and may take time and effort to develop, but the benefits of this additional perspective of a senior leader can be invaluable. The classic type of mentor relationship is developed when a senior leader chooses to engage with a junior leader in a relationship beyond an official capacity.⁴⁰

These relationships develop when the junior (or less-experienced person) responds to the positive leadership and example of the senior (or more – experienced one) and both choose to continue the relationship. If either the junior or the senior chooses not to engage in the relationship beyond their official capacity, this deeper type of mentoring relationship will not develop.⁴¹

The traditional tools available to assist in leader development, such as developmental counseling, after action reviews, and performance reviews are beneficial components of the process. These tools can provide valuable insight in relation to performance, mission accomplishment, and to discuss strengths, weaknesses, and helping to design a plan for further leader development. In my experience this technique has proven relatively successful in developing leaders when exercised by senior leaders. However, this feedback is generally top driven and does not necessarily provide a complete or accurate picture. Many times it is the result of infrequent observation, or it is based on the result of collective performance which may mask, or be a poor indicator of the leader's true abilities.

The result of this traditional feedback may be misleading, but more importantly can leave the subordinate leader with a false perception, and they remain unaware of their true strengths and weaknesses. This can lead to reinforcing negative behavior based on inaccurate feedback, and faulty perceptions of leadership performance. The U.S. Army War College Strategic Leadership Primer specifies identity as a strategic leadership meta-competency. Douglas Hall, who heavily influenced the ATLD panel believes identity is "...the ability to gather self-feedback, to form accurate self perceptions, and to change one's self-concept as appropriate."⁴² The Primer identifies other aspects that contribute to identity to include the understanding of one's self, one's values, knowing who you are.

It appears intuitively obvious that a leader who is more self-aware of his or her own strengths and weaknesses, and the environment in which they operate would learn from the experience and develop into a more productive leader. To follow this premise then begs the question of what do we need to do to help develop these type of leaders? If, as discussed above, the primary source of leader feedback is top-driven and the validity of that feedback may be questionable, it may be time to look for other sources of feedback. Other sources of input that could contribute to a more complete picture of a leader's abilities would be from not only top down, but bottom up and lateral input. This would entail assessments of a leader's performance not only by their superior, but also from their peers, and subordinates. A superior's perception of a leader's abilities may be masked by the performance of the organization, but rarely is a subordinate's perception of how they were led masked by the organization's output. This type of multirater feedback for the purpose of leader development can increase a leader's awareness and provide a catalyst for change.⁴³ It will either validate one's self perception or provide insights to areas that need change or reinforcing. The goal is to provide a better understanding of one's leadership abilities, not just how well they get the job done.

Multirater Feedback in Leader Development

The belief is that if leaders have a better self-awareness they can make important changes in their behavior and subsequent performance.⁴⁴

Much of the emphasis on and excitement regarding multirater assessment methods is based on a simple and longstanding belief of organizational change, training and development, and human resource management professionals that feedback leads to an enhanced level of self-awareness on the part of the individual receiving it. This in turn, leads to enhanced effectiveness and performance.⁴⁵

Multirater feedback, especially when compared with self perception is clearly the trend in leadership training and development. It is estimated that over 90 percent of the Fortune 500 companies are using this tool in evaluating the performance of leaders from CEOs to line supervisors.⁴⁶ This tool has gained increased popularity because of its effectiveness for leader development. The multirater feedback process, also called 360-degree feedback, used in the business, provides not only the traditional top down input from senior to subordinate, it also provides inputs from peers, direct reports, and at times customers or clients as depicted in Figure 1. "If individuals truly want a vivid snapshot of how they work within their organization, they should ask those with whom they work—their staff, their colleagues, line managers and even their customers."⁴⁷

Typical 360-Degree Feedback Process

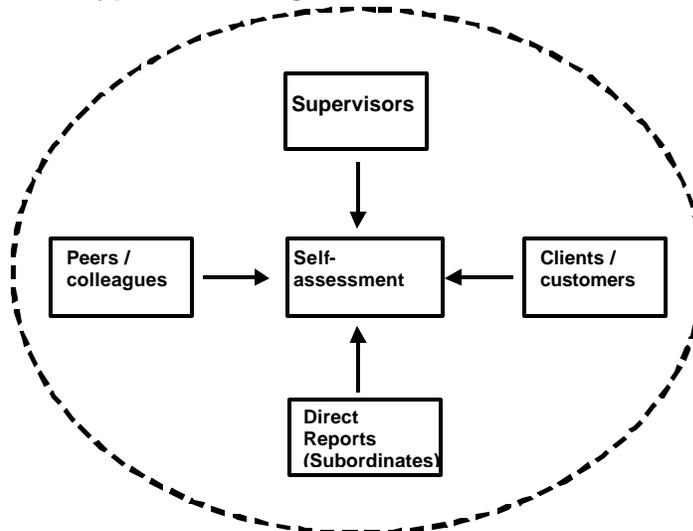


FIGURE 1⁴⁸

Focused on the individual's development within the organization, the intellectual capital, it not only improves the individual's performance but the overall organizational value.⁴⁹

We want to hold leaders accountable for how they get results. We know they can't achieve them without working through people, and don't want them to improve the bottom line and collect bonuses for doing so while discouraging, misusing or burning out the talented people who produced the results.⁵⁰

Sacrificing the long term health of the organization for short term results is not beneficial for the future of any organization. Even in the highly competitive business world where results are paramount, the manner in which those results are achieved is important to business leaders. "They want managers to build up – not use up – the human resources that make them successful. They learn to hold managers accountable for developing, inspiring and empowering the people who produce those bottom line results, as well as for the results themselves."⁵¹

In the transformational approach, leaders develop, inspire and empower their members and are consistent with a values based environment where members can reach their full potential. "A desirable feature of any leadership development practice is that it is oriented toward future leadership competencies."⁵² Multirater feedback programs, as shown in Figure 2, can be a valuable tool in leader development, enhancing the self-awareness of the individual and solidifying their identity. "These tools help executives gain insight into their professional competencies by showing them how their peers, subordinates and superiors perceive them."⁵³ The development of self aware leaders is important to the sustained and long-term growth of the organization. Many of the workplace skill interpersonal dimensions are difficult to measure using traditional methods; multirater feedback which uses assessments from a variety of sources is able to compile objective performance data.⁵⁴ "The important thing is to see where the gaps in perception are, and what needs to be done to bring them into alignment with the expected performance goal and the perception of others."⁵⁵

In one study 92 percent of the participants found the experience helpful by focusing on facets of performance neglected in the traditional boss to subordinate appraisal.⁵⁶ "Good, honest, well-expressed and specific feedback is critical for our development, and in the workplace it is essential."⁵⁷ The benefit of this feedback is that the individual can compare the assessments with their own self perception. Church states this about the effect of the multirater feedback on the individual, "...they are forced into a cognitive process of reflection. This ultimately results in greater levels of awareness of their own actions and the consequences those actions have on others across levels in and out of the organization."⁵⁸ This cognitive reflection, the greater self-awareness, and understanding of the impact of their actions inside and outside the organization are keys to leader improvement.

Many professionals believe that the goal of a multirater feedback system should be for development purposes, as an independent, stand-alone, leader development tool to rate observable behavior and skills.⁵⁹ “The intent is to gather sound and reliable data for a feedback and coaching discussion with the aim of building an independent development plan.”⁶⁰ The fact that almost all the Fortune 500 companies use this development tool implies that the benefit of such a system is worth the effort.

Given the potential impact that such a multirater assessment system can have on behavioral change and, ultimately, on improving employee effectiveness, the importance of the feedback process and its successful implementation in organizational settings cannot be denied.⁶¹

Learning – Based Model of the Link Between Multirater Feedback and Managerial Self-Awareness

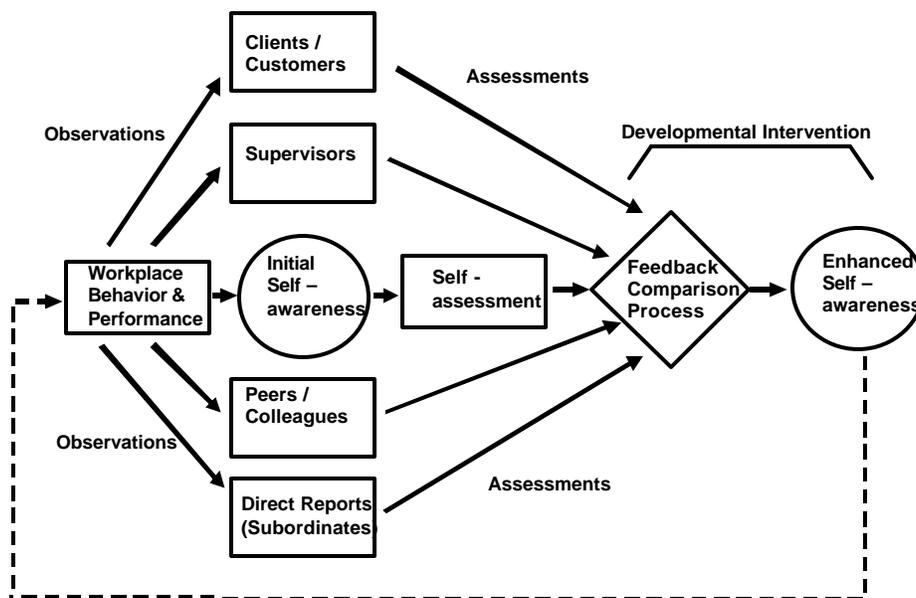


FIGURE 2⁶²

Even though individuals may be uncomfortable with the process initially, with repeated exposure they become comfortable with the process over time. “Many people wonder if feedback will force them to confront their deepest fears and insecurities—that they do not perform as well as they thought, or that the weaknesses they sense within themselves are glaringly obvious to their colleagues.”⁶³

“Ultimately, this direct comparison process is used to promote individual learning and adaptation by presenting the focal individual with information that either supports or refutes his or her own initial assessments.”⁶⁴ These assessments provide a more complete picture of an individual’s behavior, work performance, and leadership style. “The focal individual can then use this information to enhance his or her level of self-awareness and, in turn, affect future workplace behaviors, performance, and subsequent self-assessments, whether or not the feedback process is ever formally completed again.”⁶⁵ This individual learning and increased self-awareness is important in the continuing development of leaders. In order to imbue our future leaders with the desired values, characteristics, and behaviors it will require providing the necessary feedback to act as a catalyst for change. The addition of multirater feedback enhances the ability of the organization to promote this change and facilitates leader development early in an individual’s career.

The benefit of multirater feedback for developmental purposes seems plainly evident, but not all will readily embrace the idea.

Despite the popularity of these systems, it is still common to enter an organizational setting in which managers have not been exposed to even the simplest form of multirater assessment. Initial resistance is almost always a problem in such settings; it is always amazing to see the lengths to which some senior managers will go to defend their existing performance review system.⁶⁶

Some managers may feel that 360-degree feedback is too touchy-feely and will waste their time without producing any results.⁶⁷ Misinformation or a lack of information can also create problems. “You must communicate the purpose of the program and ensure that all employees understand why it is being implemented, how the data will be used, and what the company’s expectations are.”⁶⁸ This is especially the case when this system is used for performance appraisals, pay, and promotions. The introduction of a new system that is unfamiliar to the organization that also has the added impact of affecting the individual’s career or compensation can lead to high anxiety and be counterproductive. In his article, Dennis E. Coates supports the 360 degree feedback for developmental purposes, but regarding the use of multirater feedback for performance appraisal he is less enthusiastic and writes “The headaches associated with performance appraisal have led authorities such as W. Edwards Deming, Peter Drucker and Tom Peters to condemn the practice.”⁶⁹

Some authors advocate the use of multirater feedback only for developmental purposes and not for evaluations, pay or promotions. Kanouse states, “The two programs should always be separate and unique.”⁷⁰ This is reinforced by Coates who observes,

Measuring competence (via behavioral feedback) as the first step to self-improvement is the best use of 360-degree feedback. In this role, there are no concerns about using the results to put someone's career or compensation in jeopardy. Behavioral feedback helps individuals identify strengths and weaknesses so they can set developmental goals.⁷¹

This is the best use of this system, for leader development, especially for application in the U.S. Army. "Multisource feedback evolved over two decades as a developmental tool – a way to help people build new skills and overcome weaknesses – not as a performance-appraisal tool."⁷² Galloucis identified an excerpt from the ATLD Panel study, "The OER is not yet meeting officer expectations as a leader development tool."⁷³ He further writes, "However, like all of its predecessors, the Army's current OER remains a formal leader evaluation tool that involves only senior ranking officers making assessments of the leadership qualities and potential of subordinates."⁷⁴ Leader development in the form of multirater feedback and appraisal via the OER should remain distinct systems. This is not intended to represent support or disagreement with the existing OER system, but rather to recognize the separate functions of a leader development system and a performance appraisal system. "We recommend that, to start with, 360 feedback be used for development only, especially if it is the organization's first experience. It's less risky because people have more control of the data and how it's used."⁷⁵

The successful implementation of a multirater feedback system is not a given. It will require emphasis from the highest levels of the organization. Some fundamental principles will assist in the process:

- Communication plan that clearly explains the project, its importance to the individual and organization, and the expected benefits
- Assurance that the data collected will remain confidential and the anonymity of their assessments; this will require ensuring at a minimum 3 assessments from the same type of source (subordinate, peer, superior) are used provide
- Verification that the data is accurate and is provided to the correct individual
- Ensure the individuals that the assessment is only for developmental purposes, to improve individual performance
- Assurance that the subject individual's assessments will not be given to supervisors, or used for evaluation purposes⁷⁶

"Clearly, senior level executives must visibly and enthusiastically support the process."⁷⁷ Senior leaders should lead the way and be the first to undergo the assessment process. This will help to alleviate some of the fear experienced by subordinates with a new system.

Every system can have problems and multirater feedback is not exempt.

Clearly, given the intense and highly interpersonal nature of the data collected and the potential for real psychological harm to those involved, it is critical that individuals responsible for implementing and / or managing multirater feedback systems in organizations be aware of some key issues involved.⁷⁸

Some individuals are not prepared to accept the feedback for reasons that may not be related to their work environment. They may be overloaded with issues and if the feedback is disturbing may become defensive, deflect responsibility for their actions, and become less effective.⁷⁹

“People who feel victimized by feedback are more likely to spread their negativity to those they believe are responsible. The most obvious potential for abuse happens when confidentiality is compromised.”⁸⁰ Care should be taken when distributing feedback, “A skilled and supportive coach can be a valuable ally when he or she has no agenda other than wanting to help the person succeed.”⁸¹ Many organizations will use an outside source that is specifically trained to administer this multirater feedback system and has the requisite skills to counsel individuals on the assessment data. This can also help alleviate some of the concerns of the organizations’ members regarding anonymity and confidentiality. “When implemented properly, with forethought and planning, multirater feedback can lead to an atmosphere of candor, openness and trust. Companies that apply the concept successfully can anticipate a more cohesive workforce functioning at improved levels.”⁸²

Implementation of Multirater Feedback

The U.S. Army is a different type of organization than most Fortune 500 companies. It has different constraints, a different culture, and much higher consequences when things go wrong. However, the one thing that the Army has in common with all other organizations is its reliance on humans for making the organization what it is.⁸³

A common saying in the Army is that the Army is about Soldiers. The centerpiece of Army formations, the entire organization, is the Soldier. In the past decade the Army has placed a renewed emphasis on the Soldier, Warrior Ethos, and Values. In fact the acronym for the Army’s Values is LDRSHIP highlighting the overarching importance of leadership within a values based organization. Civilian companies used to measure their worth in what property they possessed, that trend has changed with the leading companies placing the worth of their people, the intellectual capital, over their property.⁸⁴ In many companies the results would be catastrophic if a large element of their workforce left the organization.⁸⁵ Equally so in the Army, the loss of experienced Soldiers has a long lasting effect on the Army that can take a decade of concentrated effort to overcome. Even more important is the effects of poor leadership on

organizations, especially in this period of transformation and increased deployments to high threat areas.

The U.S. Army has a formal leader development program, which is most visible in the continuing education at its formalized schools. This system has served the Army well for training on doctrine and general leadership principles, but is not specifically focused on the individual leader's development. I contend that more focus needs to be placed on developing leaders at all levels, throughout their careers. The Army grows its own leaders and the opportunity to shape and mold those leaders begins early and is an ongoing process, not an event. This begs the question then, "Which leadership development practices provide the greatest return on investment for the U.S. Army?"⁸⁶ In a review of industry best practices for leader development 360-degree feedback ranked 2nd only behind formal development programs, in fact many of those formal programs integrate 360-degree as part of their practice.⁸⁷

The advantage of using multirater feedback in leader development is that it focuses on the individual leader and provides a comprehensive assessment of their behavior. The assessment instrument can be tailored, based on the organization's leadership competencies and attributes that will facilitate future success.⁸⁸ The U.S. Army, over the course of its history, has identified those competencies, attributes, and values that are essential to successful leadership. The goal is to establish an integrated leader development strategy that builds leaders at all levels of the organization to ensure continued future success.⁸⁹

An officer attends formal schooling at key points throughout their careers, these being the Captains Career Course, Intermediate Level Education (Command and General Staff College), and Senior Service Schooling (War College). Leadership instruction is already a component of each of these training courses, the increased emphasis on individual leadership development is a natural fit. The period between an officer's attendances at these schools provides an appropriate interval for the officer to benefit from the results of the feedback and a period in which to modify their leadership behavior as needed. The timing is also appropriate, as generally this is a transition point to a new level of increased responsibility in the officer's career. In most cases they have recently completed assignments in leadership positions and are preparing to move to another leadership assignment. This provides an opportunity to receive a detailed 360-degree assessment of recent performance and when coupled with self-perception can produce necessary changes in behavior. Another opportunity that I believe would be especially beneficial to employ multirater feedback is as part of the battalion and brigade pre-command courses. These courses are conducted just prior to an officer assuming command

and this would provide senior Army leaders the opportunity to increase their self-awareness before beginning an important and critical leadership position.

The implementation of a multirater assessment for leader development during these key schooling periods places the employment of this program under one command, the Training and Doctrine Command (TRADOC). TRADOC as the proponent for all the Army's officer training, to include the pre-command courses, can provide the required organizational structure, administration, and assessment scheduling per each officer's attendance at the designated course. The actual execution of the program requires trained professionals to administer the multirater feedback process. To ensure trained professionals implement the program, the Army should contract with an outside agency that is trained in the administration, assessment, and coaching in multirater feedback. An organization experienced in multirater assessment can provide valuable insight on all facets of 360-degree assessment. A trained professional organization can provide the expertise in designing the appropriate assessment instrument specifically focused for each different level of leadership. They also can provide experienced administrators, evaluators, assessors, and coaches necessary to facilitate a successful program. This will provide the necessary separation between multirater feedback used for leader development and the officer evaluation reporting conducted through the Army's command channels. Conducting the multirater feedback in the training environment provides the officer an opportunity, in a less stressful situation, to benefit from this type of assessment and reflect on possible changes to their leadership style.

The successful implementation of a multirater assessment program will require a detailed plan that is integrated into the existing leader developmental strategy.⁹⁰ This will also require the support and emphasis from the Army's senior leaders that is clearly articulated to all levels of the organization.

Conclusion

"First and foremost, the Army is Soldiers. No matter how much the tools of warfare improve, it is Soldiers who use them to accomplish their mission. Soldiers committed to selfless service to the Nation are the centerpiece on Army organizations."⁹¹ As a values-based organization the Army has established values which are the "solid rock on which everything else stands..."⁹² The role of the leader is to champion those values, embrace and internalize them. They must be committed to the Army values at all times which are demonstrated by their professional and personal behavior. These leaders must establish and maintain an ethical organizational climate where their Soldiers can prosper, a climate where the members have a

shared vision and strive to achieve that vision. The Army grows its leaders; the long-term success of the Army is contingent on developing subordinate leaders. Senior leaders have a large role in subordinate leader development through teaching, coaching, and mentoring. Leaders must not be myopic, focused only on mission accomplishment, but must also ensure they are developing the leaders who will ensure the future success of the Army.

These future leaders will need to have a higher level of self-awareness than ever before as the Army grapples with the challenges of transformation and an ever increasingly complex and uncertain environment. The traditional methods of leader development are insufficient to produce the type of leader needed to take the Army into the future. The implementation of multirater feedback can facilitate the development of more self-aware leaders by providing a 360-degree assessment of their performance compared to their own self perception. This holistic look at individual performance provides a more complete picture of an individual's behavior and can provide the impetus for change. "When done well, multirater feedback systems can lead to enormous positive change and enhance effectiveness at the individual, team, and organizational level."⁹³ The implementation of multirater assessment for leader development of officers using the existing schooling structure provides a logical, efficient, and reinforcing system to promote the necessary changes to leader behavior. These systems have been successfully implemented in the overwhelming majority of the Fortune 500 companies. The Army may be a different type organization, but the common asset is people, can the Army ignore the results that can be attained by this? What are the consequences to the Soldiers if they do?⁹⁴

Endnotes

¹ Julian E. Barnes, "An Open Mind For A New Army," U.S. *News and World Report*, 31 October 2005, 72.

² U.S. Department of the Army, *The Army*, Field Manual 1 (Washington, D.C.: Headquarters, Department of the Army, 14 June 2005), 1-15C-1.

³ Ibid, 1-18.

⁴ Leonard Wong, Stephen Gerras, William Kidd, Robert Pricone, and Richard Swengros, *Strategic Leadership Competencies*, Strategic Studies Institute, Carlisle Barracks: U.S. Army War College (September 2003): 3-5.

⁵ U.S. Department of the Army, *Army Leadership*, Field Manual 22-100 (Washington, D.C.: Headquarters, Department of the Army, 31 August 1999), C-1.

⁶ Y. Sankar, "Character Not Charisma is the Critical Measure of Leadership Excellence," *Journal of Leadership & Organizational Studies*, (Spring 2003): 54.

⁷ Stephen Shambach, ed., *Strategic Leadership Primer*, 2nd ed. (Carlisle Barracks, PA: U.S. Army War College, Department of Command, Leadership, and Management, 2004), 56.

⁸ FM 22-100, pg. 2-2.

⁹ U.S. Department of the Army, *Enlisted Initial Entry Training (IET) Policies and Administration*, Training and Doctrine Command Regulation 350-6 (Fort Monroe, VA: U.S. Department of the Army, TRADOC, 15 August 2003), 8-9.

¹⁰ R. Daft, *Organizational Theory and Design* (Columbus: Southwestern Publishing, 2002); quoted in Sankar, Y., "Character Not Charisma is the Critical Measure of Leadership Excellence," *Journal of Leadership & Organizational Studies*, (Spring 2003): 54.

¹¹ FM 1, pg. 1-18.

¹² Walter F. Ulmer, "Leaders, Managers, and Command Climate," in *Military Leadership, In Pursuit of Excellence*, 5th ed, ed. Robert L. Taylor and William E. Rosenbach (Cambridge: Westview Press, 2005), 145.

¹³ Jeffrey A. Zink, PH.D., *Hammer Proof - A Positive Guide to Values – Based Leadership* (Colorado Springs: Peak Press, 2003), 66-70.

¹⁴ Dennis J. Reimer, "Developing Great Leaders in Turbulent Times," *Military Review*, (Jan/Feb 1998): 8.

¹⁵ FM 1, pgs. 1-15 – 1-18.

¹⁶ Reimer, 8.

¹⁷ Joseph L. Badaracco, Jr. and Richard R. Ellsworth, *Leadership and the Quest for Integrity* (Boston: Harvard Business School Press, 1989), 65.

¹⁸ FM 22-100, pg. 2-22.

¹⁹ Reimer, 11.

²⁰ Zink, 61.

²¹ Marshall Sashkin and William E. Rosenbach, *Military Leadership, In Pursuit of Excellence*, 5th ed, ed. Robert L. Taylor and William E. Rosenbach (Cambridge: Westview Press, 2005), 121.

²² James MacGregor Burns, *Leadership*, (New York: Harper & Row, 1978): 4.

²³ Marshall Sashkin and William E. Rosenbach, "A View of Leadership That Matters," in *Military Leadership, In Pursuit of Excellence*, 5th ed, ed. Robert L. Taylor and William E. Rosenbach (Cambridge: Westview Press, 2005), 40.

²⁴ Rabindra N. Kanungo and Manuel Mendonca, *Ethical Dimensions of Leadership* (Thousand Oaks: Sage Publications, Inc, 1996), 55.

²⁵ Zink, 78.

²⁶ George E. Reed, "Toxic Leadership," *Military Review*, (Jul/Aug 2004): 67.

²⁷ FM 22-100, pgs B-4 – B-7.

²⁸ Kanungo and Mendonca, 56-57.

²⁹ Ibid, 57.

³⁰ Marshall Sashkin and William E. Rosenbach,, "A View of Leadership That Matters," in *Military Leadership, In Pursuit of Excellence*, 5th ed, ed. Robert L. Taylor and William E. Rosenbach (Cambridge: Westview Press, 2005), 51.

³¹ Ibid, 51.

³² Zink, 74.

³³ Marshall Sashkin and William E. Rosenbach, *Military Leadership, In Pursuit of Excellence*, 5th ed, ed. Robert L. Taylor and William E. Rosenbach (Cambridge: Westview Press, 2005), 121.

³⁴ Reimer, 11.

³⁵ FM 1, pg 1-19.

³⁶ Shambach, 59 – 61.

³⁷ FM 22-100, C-1.

³⁸ Wong, 2-3.

³⁹ Shambach, 59.

⁴⁰ Gregg F. Martin, George E. Reed, Ruth B. Collins, and Cortez K. Dial, "The Road to Mentoring: Paved with Good Intentions", *Parameters*, Autumn 2002, 125.

⁴¹ Ibid.

⁴² Shambach, 59.

⁴³ Steven M. Jones, *Improving Accountability For Effective Command Climate: A Strategic Imperative*, Strategic Studies Institute, Carlisle Barracks: U.S. Army War College (September 2003): 26.

⁴⁴ Scott Wimer, "The Dark Side of 360-Degree Feedback," *T+D*, Sep 2002, 38.

⁴⁵ Allan H. Church and Janine Waclawski, "Making Multirater Feedback Systems Work", *Quality Progress*, April 1998, 81.

⁴⁶ Louisa Wah, "Managing – Manipulating? – Your Reputation," *Management Review*, October 1998, 48.

⁴⁷ Bodil Jones, "How'm I Doin?," *Management Review*, May 1997, 9.

⁴⁸ Church, 82.

⁴⁹ U.S. Army Research Institute for the Behavioral and Social Sciences, *Leadership Development: A Review of Industry Best Practices*, Technical Report 1111 (Alexandria, VA: U.S. Department of the Army, February 2001), 10.

⁵⁰ Dennis E. Coates, "Don't Tie 360 Feedback to Pay," *Training*, September 1998, 72.

⁵¹ Ibid.

⁵² U.S. Army Research Institute for the Behavioral and Social Sciences, *Leadership Development: A Review of Industry Best Practices*, 11.

⁵³ Wah, 48.

⁵⁴ Coates, 70.

⁵⁵ Jane L. Wilson, "360 Appraisals," *Training & Development*, June 1997, 44.

⁵⁶ Jones B., 9.

⁵⁷ Wilson, 44.

⁵⁸ Church, 82.

⁵⁹ Daniel Kanouse, "Why Multi-rater Feedback Systems Fail," *HR Focus*, January 1998, 3.

⁶⁰ Wilson, 44.

⁶¹ Church, 81.

⁶² Church, 83.

⁶³ Jones B., 9.

⁶⁴ Ibid, 82.

⁶⁵ Ibid.

⁶⁶ Ibid, 84.

⁶⁷ Richard Lepsinger and Antoinette D. Lucia, "Creating Champions For 360 Degree Feedback," *Training & Development*, February 1998, 49.

⁶⁸ Kanouse, 3.

⁶⁹ Coates, 69.

⁷⁰ Kanouse, 3.

⁷¹ Coates, 70.

⁷² Ibid, 69.

⁷³ Mike Galloucis, "Is It Time for a 360-Degree Officer Evaluation System?," *Army*, November 2001, 48.

⁷⁴ Ibid.

⁷⁵ Lepsinger, 51.

⁷⁶ Scott Wimer and Kenneth M. Nowack, "13 Common Mistakes Using 360-Degree Feedback," *Training & Development*, May 1998, 70.

⁷⁷ Allan H. Church, "First Rate Multirater Feedback," *Training & Development*, August 1995, 42.

⁷⁸ Church, "Making Multirater Feedback Systems Work", 83.

⁷⁹ Wimer, 38.

⁸⁰ Ibid, 40.

⁸¹ Ibid, 41.

⁸² Kanouse, 3.

⁸³ U.S. Army Research Institute for the Behavioral and Social Sciences, *Leadership Development: A Review of Industry Best Practices*, 54.

⁸⁴ Ibid, 10.

⁸⁵ Ibid.

⁸⁶ Ibid, 54.

⁸⁷ Ibid, 2.

⁸⁸ Ibid, 11.

⁸⁹ Ibid, 52.

⁹⁰ Ibid, 51.

⁹¹ FM 1, 1-1.

⁹² Ibid, 1-15.

⁹³ Wimer, 69.

⁹⁴ U.S. Army Research Institute for the Behavioral and Social Sciences, *Leadership Development: A Review of Industry Best Practices*, 54.