

AIR WAR COLLEGE

AIR UNIVERSITY

IS AIR WAR COLLEGE TEACHING THE RIGHT LEADERSHIP
SKILL SETS?

by

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Biography

Lieutenant Colonel Antonio T. Douglas

Lieutenant Colonel Antonio T. Douglas was born on February 4, 1965 in Charleston, South Carolina. He graduated from Garrett High School, Charleston, South Carolina in 1983. After high school, he attended The Citadel, Charleston, South Carolina and graduated with a Bachelor of Science Degree in Business Administration in 1987. He later received a Master's Degree in Business Administration from the University of Maryland-Europe in 1994. He also earned a Master's Degree in Military Operational Art and Science from Air Command and Staff College, Maxwell Air Force Base, Alabama in June 2000. He completed the Air War College non-residence course in June 2004 and is currently an in-resident Air War College Student (Class of 2008).

He received his commission upon graduating from The Citadel in May 1987 and entered active duty March 1988. Following his training at Sheppard AFB, Texas, he was assigned as the Deputy Budget Officer for the 2nd Bombardment Wing, Barksdale AFB, Louisiana from April 1988 to June 1990. From June 1990 through February 1993, he was assigned as the Chief, Financial Analysis Office, 81st Tactical Fighter Wing, Royal Air Force Bentwaters, United Kingdom. In February 1993, he was assigned as a Command Analyst on the Headquarters United States Air Forces in Europe Financial Management staff. From February 1996 to August 1999, he served on the Squadron Officer School (SOS) faculty, Maxwell AFB, Alabama. While on the SOS faculty, he was a Flight Commander within the 34th Student Squadron, Executive Officer to the Commandant, and 33rd Student Squadron Operations Officer. From July 2000 to June 2002, he served as Commander, 314th Comptroller Squadron, Little Rock AFB, Arkansas. He was assigned to the Air Staff, the Pentagon, Washington D.C. from July 2002 to June 2005. While on the Air Staff, he served as the Chief, Investment Programs Integration Division from July 2002 to March 2004 and Military Assistant for the Principal Deputy Assistant Secretary (Financial Management) from March 2004 to June 2005. From July 2005 to July 2007, he served as Commander, 15th Comptroller Squadron, Hickam AFB, Hawaii.

Introduction

Leadership is the art and science of influencing and directing people to accomplish the assigned mission.

- AFDD 1-1¹

Based on my experience, I have found effective leadership skills are important at all levels within the United States Air Force and these skills have a major impact on the Air Force's ability to successfully accomplish its mission. Additionally and equally important, leadership skills have a tremendous impact on the morale of our officers, enlisted, and civilian members. Air Force leaders, from those that lead one Airman to those that lead thousands, should demonstrate effective leadership skills. There are numerous books, articles, and documents related to leadership and I do not profess to be an expert on the subject; however, I do understand the positive impact of effective leadership and enjoy studying this important subject. Additionally, I have observed effective and ineffective leaders throughout my Air Force career and as a two-time commander gained an understanding and appreciation for leadership and its impact on the people and mission.

As President John F. Kennedy said, "Leadership and learning are indispensable to each other"² and continuous leadership education is one of the keys to develop, enhance, and improve our leadership skills. Senior service schools recognize the significant role leadership plays in the military and these schools have incorporated leadership into their respective curriculum. For example, both the Army War College and Industrial College of the Armed Forces (ICAF) have a separate leadership department and have core leadership courses within their curriculum. When asked why their respective schools have approached leadership in this manner, Colonel Kenneth

¹ Air Force Doctrine Document (AFDD) 1-1, Leadership and Force Development, 18 January 2006, 1

² Smith, Perry M., Maj Gen (Ret), *Rules and Tools for Leaders* (New York, NY: Berkley Publishing Group, 2002), 3

Alford, Professor and Department Chair, Leadership and Information Strategy Department (ICAF), stated, “Strategic Leadership is one of five core courses that all students must complete in order to graduate. [Leadership courses] provide students with structured time to address issues that will directly affect their performance following schooling.”³

Similarly, Colonel James Oman; Chairman, Department of Command, Leadership, and Management (DCLM), Army War College; commented, “We believe the topic of strategic leadership (SL) is of such importance that the topic is allocated nearly three academic weeks in our core curriculum. We believe that the topic of SL provides the ‘so what’ and is the lens that students should view their year with us through. Due to the importance of this material, there has always been a department focused in this area. The DCLM provides the curricular oversight function for the entire topic of leadership to include keeping the material current and up to date.”⁴

Unlike ICAF and Army War College, Air War College (AWC) does not have a formal leadership department nor a course primarily dedicated to leadership. Colonel W. Michael Guillot, former AWC Leadership and Ethics Department Course Director, provided the recent history on AWC’s efforts to teach leadership to future strategic leaders. Colonel Guillot was assigned to the AWC faculty in July 2000 and at that point there was a small Leadership and Ethics Department (approximately five faculty members); however, there was not a separate leadership course. The Leadership and Ethics Department faculty members taught the curriculum to faculty members from other departments. The majority of the leadership classes

³ Interview conducted with Colonel (Dr.) Kenneth Alford, Professor and Department Chair, Leadership and Information Strategy Department, Industrial College of the Armed Forces on 17 December 2007

⁴ Interview conducted with Colonel James Oman; Chairman, Department of Command, Leadership, and Management, Army War College; on 17 December 2007

were taught during the Strategy course by the Leadership and Ethics faculty members and seminar directors from other departments.⁵

In 2001 AWC created a separate Leadership and Ethics course which existed as a “stand alone” course until 2007. The course included items such as classes and case studies on leading large organizations, leading change, ethics, and command decision making. During this period, the course was also expanded to include classes such as critical thinking to strengthen the course and help take it to the “strategic level.” The Leadership and Ethics course also included two tools that provided AWC students valuable feedback. These tools were the Myers-Briggs Type Indicator personality questionnaire and Executive Assessment and Development 360 Degree Evaluation based on feedback from students’ prior supervisors, peers, and subordinates. These tools are no longer utilized by AWC. Colonel Guillot also indicated that the Leadership and Ethics department was disestablished in 2007 due to shortages in resources – faculty and financial.⁶

Dr. Dan Henk, AWC Professor, noted when the department was dismantled, the faculty was integrated into other AWC departments. Additionally, the leadership curriculum was modified and incorporated/merged into other portions of the curriculum.⁷ For example, currently leadership skills such as critical thinking are emphasized throughout the curriculum during the academic year and several separate leadership electives are offered to AWC students.

Based on the history provided above, it appears that AWC appreciates and recognizes the importance of teaching the right leadership skill sets and has taken several approaches to accomplish this challenging task. Air War College’s commitment to develop and enhance

⁵ Interview conducted with Colonel W. Michael Guillot, former AWC Leadership and Ethics Department Course Director (currently serving as Air University Director of International Affairs and Director of International Officer School), on 4 January 2008

⁶ Ibid.

⁷ Interview conducted with Dr. Dan Henk, AWC Professor, on 14 August 2007

students' leadership skills is not in question in this paper; however, I will attempt to determine if AWC is equipping students with the right "senior officer strategic leadership tools." In this paper, I will examine – **Is Air War College teaching the right leadership skill sets?** In order to answer this question, I will have to answer two other questions. First – **What are the right leadership skill sets for Lieutenant Colonels and higher?** I will consolidate common themes throughout several leadership models and theories to determine the proper skill sets for our AWC future strategic leaders. The second question to be answered is – **What leadership skill sets is AWC teaching?** After answering that question, I will then compare the two: right leadership skill sets versus leadership skill sets being taught. Finally, I will wrap up the paper with several **recommendations** based on the research.

What Are the Right Leadership Skill Sets?

Great leaders are almost always great simplifiers, who can cut through argument, debate and doubt, to offer a solution everybody can understand.

- General Colin Powell, U.S. Army (Retired)⁸

To determine if AWC is teaching the right skill sets to future strategic leaders, this question must be answered up front – What are the right leadership skill sets? There have been various models and theories developed over the years to help identify these critical skill sets and I will summarize what the experts have documented on this subject. The models and theories addressed here are the Stratified Systems Theory (SST), Leadership Skills Model, Strategic Leadership Development Inventory, Joint Competencies Leadership Model, and AFDD 1-1 Leadership Competencies Model. In general, all of the models and theories used for this

⁸ Oren, Harari, *Quotations from Chairman Powell: A Leadership Primer*, Govleaders.org (Air War College, The Art of Command Elective AY 2008 Syllabus and Reader)

research have SST as its foundation which emphasizes that different skills are required as leaders move from the tactical to the strategic level within an organization.

Research by Air University students in the past explored similar topics and summarized some of the models and theories, including Major Berlain Hatfield's 1997 Air Command and Staff College (ACSC) paper entitled *Strategic Leadership Development: An Operation Domain Application*⁹ and Major Lista Benson's 1998 ACSC paper entitled *Leadership Behaviors at Air War College*.¹⁰ This past research was used to help capture the SST and Strategic Leadership Development Inventory.

Stratified Systems Theory (Jacques)

The SST is the first theory I will use to help identify leadership skill sets required at the strategic level. The SST, developed by Elliot Jacques, is one of the original and most well-known theories that identified different levels or domains within organizations and the skills required at the different levels. The three domains are Direct, Operation, and Strategic¹¹ where Direct is the lowest level within an organization and Strategic represents the highest. Hatfield states, "These domains correlate with what is more commonly known as the supervisory, middle level, and executive managers' areas of responsibility. They are further broken down into seven strata each with identifiable skills that are dependent upon task complexity (i.e., the complexity and amount of information which is dealt with at each domain) and time span (i.e., the length of time in which a task must be completed or is projected for completion)."¹² Because the focus of this research is senior leadership skill sets, I will not address the skills identified at the Direct and

⁹ Hatfield, Berlain Major, Air Command and Staff College research paper, *Strategic Leadership Development: An Operation Domain Application*, 1997

¹⁰ Benson, Lista Major, Air Command and Staff College research paper, *Leadership Behaviors at Air War College*, 1998

¹¹ Jacques, Elliot, *Requisite Organization: The CEO's Guide to Creative Structure and Leadership* (Cason Hall and Co., 1989), 20

¹² Hatfield, 5

Operation domains (Strata I – IV), only the skills within the Strategic domain (Strata V – VII).

“The Strategic domain is concerned with an organization’s overall functioning and with moving it in a direction that will insure its preparation to meet the societal and environmental demands of 20 to 50 years in the future. Individuals at the Strategic domain face an increasingly broader, longer range view of the organization’s environment and future. Functioning is much more complex because it demands integration between the internal environment of the organization and the knowledge and ability to consider and deal with the external environment.”¹³ Below are the skills identified within the Strategic domain:

Stratum V – Success in this stratum requires the ability to think abstractly, to perform a high level of analysis, and to exhibit a masterful understanding of the operating environment.¹⁴

Stratum VI – Skills include assimilating, analyzing, and incorporating information from the external environment. The leader must network to facilitate gathering political, economical, social, and technical information, and must be able to analyze its current or future impact and plan accordingly.¹⁵

Stratum VII – As strategic leaders work to coordinate organizational units, they require long vision, team building, and networking skills.¹⁶

In summary, following are the primary strategic leadership skill sets identified by the Stratified Systems Theory: **abstract thinking; high level analysis; assimilating, analyzing, comprehending and integrating internal and external environments; long range vision; team building; and networking.** To gain insight from another expert on this subject, I will now examine the skill sets identified by Mr. T.O. Jacobs in a Leadership Skills Model.

¹³ Ibid., 9, 11
¹⁴ Jacques, 28
¹⁵ Ibid., 29
¹⁶ Ibid.,30

Leadership Skills Model (Jacobs)

The Industrial College of the Armed Forces uses Mr. Jacobs' *Strategic Leadership: The Competitive Edge*¹⁷ as part of their leadership curriculum. Jacobs explores numerous aspects of strategic leadership and he uses the Leadership Skills Model below to identify the leadership skills required at the three levels of an organization. These three levels are Operational, Organizational, and Strategic. Also, he identifies three leadership skills that are required at varying degrees at each level and these skills are Technical, Interpersonal, and Conceptual.¹⁸

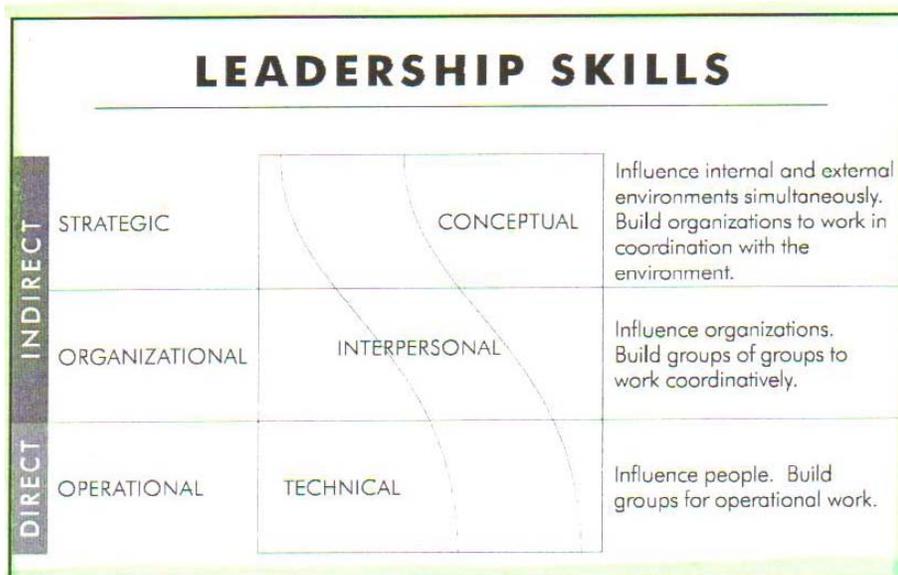


Figure 1. Leadership Skills Model¹⁹

In the model above, leaders at all levels require a blend of technical, interpersonal and conceptual skills. As with the SST, I will only examine the skill sets emphasized at the Strategic level. Jacobs states, “Strategic capacity is the ability to think about and deal with very complex

¹⁷ Jacobs, T.O., *Strategic Leadership: The Competitive Edge*, Copyright T.O. Jacobs, 2002

¹⁸ *Ibid.*, 79

¹⁹ *Ibid.*, 79

problems and issues – the meat of the strategic world.”²⁰ He provides a useful definition of the specific skills leaders require at the strategic level. Jacob’s taxonomy includes the following:

Technical Skills – At the lower levels they typically consist of using, operating or maintaining a system (e.g., flying the aircraft, fill out the form); at upper levels, they are more about employing systems within systems in order to create synergy. At the strategic level, the skills might be what is required to achieve the integration of automation into a multi-service command and control architecture, focusing on the question of whether such an integration will serve overall needs for information integration and synchronization at the system of systems level, as opposed to the subsystem level.

Interpersonal Skills – While the chart shows interpersonal skills to be equally important at all levels, they are not necessarily the same skills. Because relationships at the strategic level are much more lateral and without clear subordination than at the lower levels, persuasion, negotiation, and collaboration (e.g., communication, teamwork) skills are more critical.

Conceptual Skills – Conceptual and decision skills are critical at the strategic level. Strategic leaders gather information from both external and internal sources, make sense of it, and provide interpretations to subordinate echelons. There are several key skill sets in this domain.

Environmental Scanning – Scanning is the purposeful search in the environment for relevant information. The executive networks, scans, interprets, and understands what may have future relevance to the organization.

Decision-Making – In most strategic decision-making where options are consequential, situations may not have clear cause-and-effect outcomes, and/or plausible courses of action may not yet have been developed or identified. Decision makers must be able to isolate and identify key issues, visualize and predict potential problems, and formulate least risk solutions.

Reducing Complexity – The complexity and uncertainty of the strategic environment far exceeds that which can be tolerated at the organizational and operational levels. The strategic role thus is to comprehend the complexity and uncertainty in the strategic environment, and then set understandable azimuths for the mid-levels of the organization that can be used as a rational basis for decision making.

Systems Understanding – This is the capacity to visualize the interactive dynamics of large systems, including interdependencies, so that decision taken in one are will not have unanticipated adverse impact in another.

²⁰ Ibid.

Understanding indirect Effects – Within complex systems, with extensive interdependencies among system components, actions will typically have both direct (typically the intended effects) and indirect (often unanticipated and sometimes hard to see) effects. A strategic leader’s frame of reference must be sufficiently complex to allow prediction and consideration of indirect effects of decisions.

Future Focus and Vision – Strategic leaders must not only be future oriented, but must have a ‘sense of time’ sufficiently long to envision major system-wide programs and required times for implementation.

Proactive Reasoning – This is the action-enabling partner of future focus and vision. It is much more than just seeing the future relevance of present-day events. It is, in addition, understanding what events could be taken in the present to shape what the future will be.²¹

Jacobs also indicates the essence of conceptual skills “is the ability to build and think in terms of concepts...they are essential in military organizations...Most if not all would reflect the importance of ability to conceptualize complex situations in terms that can be used to explain them to others, generally at lower levels.”²² It is clear that cognitive and thinking skills are vital at the strategic level of this model and Jacobs emphasizes both “Critical and Creative thinking – Mental Discipline...A paradox of the strategic decision process is that it must simultaneously be rigorous and unconstrained – at the same time both critical and creative.”²³

Critical thinking is a “disciplined rational evaluation of the logic behind and support for statements of ‘fact,’ propositions, and/or conclusions.”²⁴ Jacobs identifies the following characteristics of critical thinking:

- Differentiate between fact and opinion
- Examine the assumptions, including your own
- Be flexible and open minded as you look for explanations, causes, and solutions
- Be aware of fallacious arguments, ambiguity, and manipulative reasoning
- Stay focused on the whole picture, while examining the specifics
- Look for reputable sources²⁵

²¹ Ibid., 80-84

²² Ibid., 90-91

²³ Ibid., 91

²⁴ Ibid.

²⁵ Ibid.

The other aspect of Jacobs' "Mental Discipline" is creative thinking. He indicates, "If critical thinking is analysis, creative thinking is synthesis. It is the production of an integrated whole that did not exist before, at least for that individual...So when we are talking disciplined creativity, we are talking purposeful and goal-directed invention. Instead of undisciplined and unrestrained individualism, we are talking the hard work of analysis and synthesis that leads to breakthroughs in concepts, doctrines, and systems competitive advantage."²⁶

Jacobs provided a comprehensive assessment of the skill sets required at the strategic level in his Leadership Skills Model. Following is a summary of these skills: **technical, interpersonal, environmental scanning, decision-making, reducing complexity, systems understanding, understanding indirect effects, future focus and vision, proactive reasoning, critical thinking, and creative thinking.**

Strategic Leadership Development Inventory (SLDI)

This paragraph and figure below are excerpted from Benson's research. Jacobs pursued his study of military leadership by developing the Strategic Leadership Development Inventory in 1995. It is an empirical study designed to help strategic leaders in the Army determine their strengths and weaknesses for the strategic level.²⁷ The SLDI is based primarily on SST. Initially, 100 structured interviews of lieutenant generals and generals were conducted to determine the key requirements of their positions. The SLDI grouped leadership requirements within three factors: Conceptual Skills and Abilities, Positive Attributes, and Negative Attributes (Figure 2). The Conceptual Skills and Abilities refer to the leader's cognitive capabilities while the Positive and Negative Attributes refer to the leader's capacities in

²⁶ Ibid., 92-93

²⁷ Jacobs, T. Owen, *A Guide to the Strategic Leader Development Inventory*, In Leadership and Ethics. Edited by Gail Arnott et al. (Maxwell AFB, AL: Air University Press, 1997), 79-105

interpersonal relations or perceptions they may create in others. These behaviors are unique and are derived for just one level of leadership – the strategic level.²⁸

Strategic Leadership Development Inventory

CONCEPTUAL SKILLS AND ABILITIES	POSITIVE ATTRIBUTES	NEGATIVE ATTRIBUTES
Professional Competence	Interpersonal Competence	Technical Incompetence
Conceptual Flexibility	Empowering Subordinates	Self-serving/Unethical
Future Vision	Team Performance Facilitation	Micromanager
Conceptual Competence	Objectivity	Arrogant
Political Sensitivity	Initiative/Commitment	Explosive/Abusive
		Inaccessible

Figure 2. Strategic Leadership Development Inventory²⁹

Jacobs offers descriptions of the conceptual skills/abilities and attributes important to strategic leadership. The descriptions below are excerpted from Hatfield’s research.³⁰

Conceptual Skills and Abilities

Professional Competence – Professional mastery is a cornerstone of effective leadership, as it is paramount in gaining the respect of subordinates. It facilitates assessing information, performing problem solving, and ensuring efficient mission performance.³¹

Conceptual Flexibility – The results of senior leaders’ questionnaires identified the ability to see a problem or situation from different perspectives and a tolerance for uncertainty and ambiguity as important to being effective at higher domains.³²

Future Vision – Surveys of general officers identified the two most important attributes a senior leader might possess as: the ability to visualize future trends, and anticipate, plan, and intervene now for possible “future” problems. Individuals without the ability

²⁸ Benson, 17

²⁹ Ibid., 36

³⁰ Hatfield, 15-18

³¹ Jacobs, T. Owen. *A Guide to the Strategic Leader Development Inventory* (national Defense University, Industrial College of the Air Force, 1996), 86

³² Ibid.

to project or anticipate future trends may find themselves behind the power curve as future events and trends unfold. This may detract from their value to an organization.³³

Conceptual Competence - While conceptual flexibility refers to the ability to quickly react to a situation, conceptual competence indicates the individual's ability to see globally and think through complex situations...an ability to analyze problems from multiple perspectives. These individuals possess good decision making skills. In addition, their understanding of an organization or of a situation facilitates their choosing which issues are worth fighting.³⁴

Political Sensitivity – Awareness of and sensitivity to political issues both within and outside the military becomes increasingly important with progression to upper leadership domains.³⁵

Positive Attributes

Interpersonal Competence – Interpersonal competence involves an appreciation for the personal worth of others and a concern for subordinates. Specifically, this means providing an environment of openness, trusting others' motives, and showing courtesy in interactions. Effectiveness in Interpersonal Competence is important in motivating and fully utilizing subordinates' talents, bringing diverse groups together, facilitating joint efforts, and working with persons of other offices or agencies.³⁶

Empowering Subordinates – Leading an organization towards its fullest potential is facilitated through comfort with delegation, trusting personnel to complete their jobs without micro-managing, creating an environment that encourages initiative, and promoting professional growth.³⁷

Team Performance Facilitation – Facilitating Team Performance involves getting the right person for the job and ensuring that they have what is needed to get the job done. Conversely, just as important is recognizing individuals having difficulty completing their tasks and taking the necessary actions to correct the situation.³⁸

Objectivity - Objectivity is important at all leadership domains and involves the ability to see situations impersonally and maintain composure under threatening situations.³⁹

Initiative/Commitment – Individuals scoring high in this area exhibit drive, commitment, are fully apart of the team, work hard to get things done, take charge in a crisis, and understand priorities.⁴⁰

³³ Ibid.

³⁴ Ibid., 88

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid., 89

³⁸ Ibid.

³⁹ Ibid., 90

⁴⁰ Ibid.

As with the Leadership Skills model, Jacobs also provided a comprehensive assessment of the skill sets required at the strategic level with his Strategic Leadership Development Inventory and these skills are: **Conceptual Skills and Abilities (professional competence, conceptual flexibility, future vision, conceptual competence, political sensitivity) and Positive Attributes (interpersonal competence, empowering subordinates, team performance facilitation, objectivity, initiative/commitment)**. Up to this point, I have used Jacques and Jacobs' work as the conceptual foundation for defining the leadership skill sets required at the strategic level. Next, I will look at the Joint Leader Competency Model and AFDD 1-1 Leader Competencies Model to further examine strategic leadership skill sets.

Joint Leader Competency Model

Leaders in the joint arena also recognize the significance of senior leader competencies. In the November 2005 *CJCS Vision for Joint Officer Development* document, the Chairman of the Joint Chiefs of Staff indicated that colonels and captains [navy] as the output of the Joint Officer Development process will have been equipped as Strategically Minded, Critical Thinker, and Skilled Joint Warfighter.⁴¹

Strategically Minded – A leader who is cross-cultural communicator, able to foster trust internally and externally. Must be self-aware and at ease with decision making in the absence of complete information. Must be able to use communications skills to build teams at the strategic level through persuasive influence, collaboration, negotiation, and consensus building.

Critical Thinker – A leader who can decisively and intelligently make decisions within the context of understanding and sensitivity to culture in ways that allow successful leadership of a world-wide deployable, multi-Service, and multi-national force. Has the ability to recognize patterns and changes and is comfortable with uncertainty and ambiguity. Versatile and creative, able to develop innovative solutions, thinking in time and context within the complex environment to bring about desired effects.

⁴¹ CJCS Vision for Joint Officer Development, November 2005, 4

Skilled Joint Warfighter – A leader who is able to conduct campaigning and statecraft and understands the role of war and politics. Possessing the functional core competency of fighting a joint force, while operating in a transparent, fluid, and networked environment.⁴²

In addition to the skill sets mentioned above, the CJCS indicated that research would be conducted to determine the “uniquely joint and common leader competencies.”⁴³ A CJCS study was conducted, but at the time of this research paper, the findings had not been officially coordinated through all of the appropriate channels; therefore, the Joint Leader Competency information below in Figure 3 and Figure 4 is pre-decisional. Figure 3, Joint Leader Competency Model – Way Ahead, is one slide from the CJCS’ study and it identifies specific joint competencies for strategic leaders on the left half of the slide.

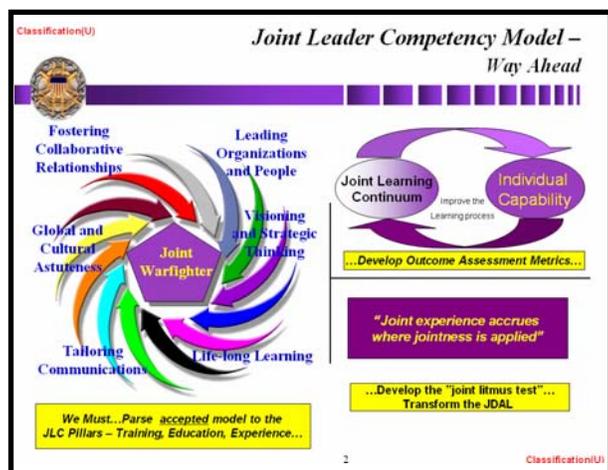


Figure 3. Joint Leader Competency Model – Way Ahead⁴⁴

The study identified competencies, subcompetencies, and definitions of the subcompetencies. The seven joint competencies and subcompetencies from the study are listed below and the complete set of slides with definitions can be found at Appendix A.

⁴² Ibid.

⁴³ Ibid., 10

⁴⁴ Joint Leader Competency Model – Way Ahead – Sep 2007 slides (obtained from Joint staff action officer on 27 Sep 07)

Joint Competency and Subcompetency List

COMPETENCY	SUBCOMPETENCY
Joint Warfighter	<ul style="list-style-type: none"> - Optimizing Joint Capability - Applying Operational and Strategic Art - Joint Perspective
Leading Organizations and People	<ul style="list-style-type: none"> - Moral Courage - Ethical Leadership - Developing Others - Taking Care of People - Inspiring and Transforming - Resource Stewardship - Establishing a Culture of Accountability
Visioning and Strategic Thinking	<ul style="list-style-type: none"> - Visioning - Strategic Planning - Anticipating 2nd and 3rd Order Effects - Adapting - Sound Judgment - Managing Information
Fostering Collaborative Relationships	<ul style="list-style-type: none"> - Building Teams - Building Coalitions - Negotiating - Building Trust
Global and Cultural Astuteness	<ul style="list-style-type: none"> - Global Awareness - Cross-Cultural Savvy
Life-Long Learning	<ul style="list-style-type: none"> - Self Development - Self Awareness
Tailoring Communication	<ul style="list-style-type: none"> - Adapting Communication - Providing Direction and Delegating - Active Listening

Figure 4. Joint Competency and Subcompetency List⁴⁵

The Joint Leader Competency Model provides a list of competencies for leaders at the strategic level and one more model will be examined to get a final perspective on leadership skill sets.

⁴⁵ Ibid.

Air Force Doctrine Document 1-1 Leadership Competencies Model

We just looked at the competencies from a joint perspective and now bringing it closer to home, we will highlight the leadership competencies outlined in AFDD 1-1. In AFDD 1-1 a model is presented that shows the relationship between leadership levels and enduring leadership competencies.⁴⁶ This is significant because from an Air Force doctrine perspective, the Air Force agrees that leadership skills necessary for success change as individuals move from the tactical up to the strategic level – “As leaders move into the most complex and highest levels of the Air Force, or become involved in the strategic arena, the ability to conceptualize and integrate becomes increasingly important.”⁴⁷ The three primary leadership competencies in the AFDD 1-1 model are Personal, People/Team, and Institutions (see Figure 5).

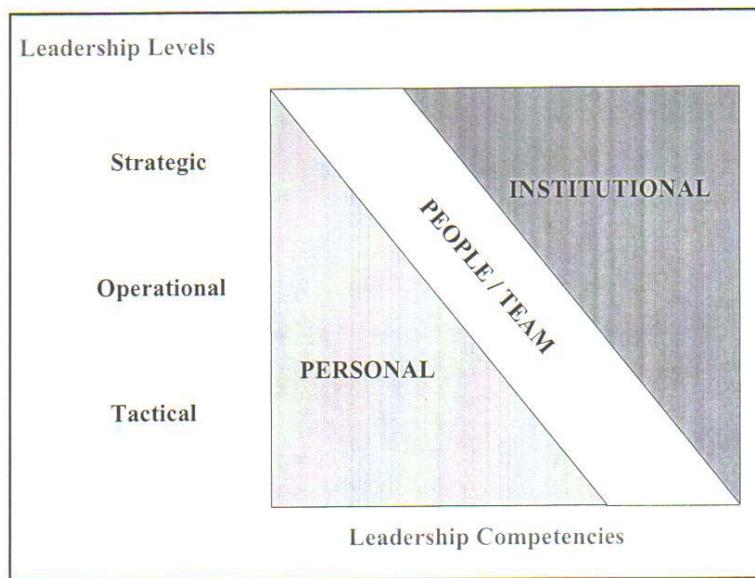


Figure 5. AFDD 1-1 Leadership Competencies Model⁴⁸

⁴⁶ Air Force Doctrine Document (AFDD) 1-1, Leadership and Force Development, 18 January 2006, 9

⁴⁷ Ibid.

⁴⁸ Ibid.

This model is very similar to the Leadership Skills Model presented by Jacobs above because it emphasizes three levels within an organization and three major competencies. Within each broad competency, AFDD 1-1 identifies general skill sets and enduring competencies. Below is an explanation of the competencies and skill sets essential at the strategic level. Additionally, Figure 6 below is a list of the competencies and their associated enduring leadership competencies from AFDD 1-1. Enduring leadership competencies are “the personal and leadership qualities that should be common to all Air Force members.”⁴⁹

Personal Leadership – This competency focuses on face-to-face, interpersonal relations that directly influence human behavior and values. At the strategic level, senior officials apply their expertise in developing plans and programs to guide the Air Force toward achieving the Air Force mission.

People/Team Leadership – This competency involves more interpersonal relations and team relationships. Leaders using this competency tailor resources to organizations and programs. Skill sets required for effective people/team leadership include technical and tactical competence on synchronizing systems and organizations, sophisticated problem solving, interpersonal skills (emphasizing listening, reading, and influencing others indirectly through writing and speaking), shaping organizational structure and directing operations of complex systems, tailoring resources to organizations or programs, and establishing policies that foster a healthy command climate.

Institutional Leadership – This competency exists at all levels throughout the Air Force, predominantly at the strategic level. Strategic leaders apply institutional leadership to establish structure, allocate resources, and articulate strategic vision. Effective institutional leadership skill sets include technical competence on force structure and integration; on unified, joint, multinational, and interagency operations; on resource allocation; and on management of complex systems; in addition to conceptual competence in creating policy and vision and interpersonal skills emphasizing consensus building and influencing peers and other policy makers.⁵⁰

⁴⁹ Ibid., 10

⁵⁰ Ibid., 9-10

AFDD 1-1 Leadership Competencies and Enduring Competencies

LEADERSHIP COMPETENCY	ENDURING COMPETENCY
Personal Leadership	<ul style="list-style-type: none"> - Exercise Sound Judgment - Adapt and Perform Under Pressure - Inspire Trust - Lead Courageously - Assess Self - Foster Effective Communication
People/Team Leadership	<ul style="list-style-type: none"> - Drive Performance through Shared Vision, Values, and Accountability - Influence through Win/Win Solutions - Mentor and Coach for Growth and Success - Promote Collaboration and Teamwork - Partner to Maximize Results
Institutional Leadership	<ul style="list-style-type: none"> - Shape Air Force Strategy and Direction - Command Organizational and Mission Success through Enterprise Integration and Resource Stewardship; - Embrace Change and Transformation - Drive Execution - Attract, Retain, and Develop Talent

Figure 6. AFDD 1-1 Leadership Competencies and Enduring Competencies List⁵¹

I have reviewed several models and theories and now it is time to identify the common elements to help answer the question – What Are the Right Leadership Skills Sets?

Common Leadership Skills/Competencies/Attributes of the Models & Theories

Up to now, the paper has offered perspectives on strategic leadership from various models and theories. From this point, more subjectivity must be applied as we compare the different models and theories to determine the right skill sets. As stated in the introduction, to determine if AWC is teaching the “right” leadership skill sets, we had to first identify the skill sets. The table at Appendix B contains a consolidated list of the strategic leadership skills, competencies, and attributes emphasized in the five models and theories researched for this paper. I used

⁵¹ Ibid., 11

Appendix B to help determine the skills and competencies that were most commonly emphasized by the models and theories as important strategic leadership skills (see Appendix C). Based on this analysis, we are now ready to answer – **What Are the Right Leadership Skills Sets?**

Following are the skill sets for strategic leaders:

- **Critical Thinking (includes Conceptual Competence/Decision Making/Strategic Thinking)**
- **Creative Thinking (includes Conceptual Flexibility)**
- **Integrating internal and external environments**
- **Long Range Vision**
- **Team Performance Facilitation (includes Team Building)**
- **Professional Competence**
- **Effective Communication**
- **Networking**

Now that we have determined what the right leadership skill sets for AWC’s future strategic leaders, the next step is to identify the skill sets AWC is teaching.

What Leadership Skill Sets Is Air War College Teaching?

Give us the tools, and we will finish the job.

- Winston Churchill⁵²

To determine the leadership skills AWC is teaching, I will utilize several approaches. First, I will look at how leadership and ethics courses/themes were incorporated into the Academic Year 2008 (AY08) AWC curriculum, then I will examine the AWC course objectives and

⁵² Churchill, Winston, <http://www.nwlink.com/~Donclark/leader/leadquot.html> (accessed 18 Nov 07)

identify the leadership skill sets based on the description of the concepts being taught and my in-residence AWC student experiences.

Leadership and Ethics Integrated into the AWC Curriculum

As stated in the introduction, the Leadership Department was dismantled and the leadership and ethics courses were incorporated into other courses within the AY08 curriculum. There are four primary courses within the AWC curriculum: Foundations of Strategy and Leadership, National Security and Decision Making, Warfighting, and Global Security. As a note, the curriculum also includes Regional and Cultural Studies, Electives, and Commandant's Lecture Series.

Air War College has made a genuine and concerted effort to incorporate leadership and ethics courses into the curriculum. Below is a summary of the Instructional Periods (IPs) that have incorporated leadership and ethics.

Foundations of Strategy and Leadership Course

- Critical Thinking and Theories of Statecraft
- Ethics, the Decision to go to War, and the Employment of Armed Force
- Creative Thinking: The Origins of Air Strategy: Douhet, Mitchell, ACTS
- Managing Change: The Air War in World War II
- Insurgency Warfare II: Vietnam Strategy Exercise
- Senior Leader Derailment – Lavelle Case Study
- Creative Thinking: Challenges of Info-Age Warfare I: Space
- Creative Thinking: Challenges of Info-Age Warfare II: Cyberspace, Critical Information Infrastructure Protection, Information Operations, and Cyberwar

National Security and Decision Making

- National Security Decision Making: Bureaucratic Politics and Organizational Culture
- National Security Decision Making: The Impact of Individuals

Warfighting

- The Challenges of Range of Military Operations
- Total Force (Reserves, National Guard, Civilians, and Contractors)

- Doctrine and Policy for Joint C2
- C2 of Air and Space Power
- Interagency and Coordination Planning
- Multinational Operations
- Fundamentals of Joint Operations and Operational Art
- Ethics and the Profession of Arms
- Joint Operations Planning Process (JOPP) I – Mission Analysis
- JOPP II – Course of Action Development
- JOPP III – Course of Action Analysis and Wargaming
- Negotiations
- JOPP I/Security, Stability, Transition, and Reconstruction (SSTR)
- JOPP II/SSTR
- JOPP III/SSTR
- Crisis Action Planning Exercise

Global Security

- Cross-Cultural Communication⁵³

Numerous strategic leadership skills have been incorporated into the courses above and in several instances the name of the IP helps clarify the skill being emphasized (i.e., Critical Thinking and Theories of Statecraft IP); however, it may not be as apparent with other names (i.e., Doctrine and Policy Joint C2). Perhaps, a better method to help determine what leadership skills are being taught is to review the course objectives.

Air War College Course Objectives

The course objectives provide an overview of the strategic leadership skill sets that are taught during the course and this information was used to help determine the skill sets AWC is teaching. There is one assumption that must be stated upfront. Assumption: The concepts described in the course objectives are actually being taught by AWC. With this assumption on the table, we will now examine the objectives to identify the skill sets. The **bold text** after the objective represents my assessment of the strategic leadership skill sets being taught based on the

⁵³ Course information obtained from Dr. Marsha Kwolek, AWC professor, on 16 Nov 07

description and my personal experiences as a student here at AWC. I am aware that an assessment based on my current experiences as an AWC student could be perceived as being skewed because I possibly have a “worm’s eye view” instead of a “bird’s eye view” as General Colin Powell stated when he went from an assignment in the field to a headquarters position.⁵⁴ I understand the potential perception; however, I prefer to view it from the perspective that I have additional insight as a current student – someone looking from the “outside” would not have that benefit.

First, the objectives for the Foundations of Strategy and Leadership Course are identified below.⁵⁵

Foundations of Strategy and Leadership Course Objectives

- Analyze, assess, and synthesize the methodologies associated with critical and creative thinking and applying them to strategy development, implementation, and analysis – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**
- Analyze, assess, and apply the fundamental strategic concepts, logic, and analytical frameworks utilized in the formulation and evaluation of grand strategy, national military strategy, and theater strategy in a joint and combined context, such that national ends, ways and means are reconciled, integrated and applied – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**
- Analyze, assess, and evaluate historical and contemporary examples of the integration of all instruments of national power contained within grand strategy in achieving strategic objectives, with a focus on the employment of the military instrument of national power both as a supported instrument and as a supporting instrument of national power, within the context of the changing strategic environment – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**
- Analyze, assess, and evaluate historical and contemporary examples of the ways in which strategic concepts, logic, and analytical frameworks are applied in the formulation and implementation of plans across the range of military operations to support national objectives, within the context of the changing strategic environment – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**
- Analyze, assess, and evaluate the role of airpower, as well as space and cyberspace power in a variety of joint and combined historical and contemporary contexts as part of the theater strategy and national military/security strategy in support of national objectives – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**

⁵⁴ Powell, Colin, General (Ret), *My American Journey* (New York: Random House, Inc. , 1995), 100

⁵⁵ Department of Strategy and Leadership memo, Subject: Foundations of Strategy and Leadership Course, Academic Year 2008. Not dated

- Analyze, assess, and evaluate historical and contemporary examples of the importance of critical and creative thinking, as well as ethical considerations in the development of the leadership skills necessary for the formulation and implementation of grand strategy, national military strategy, and theater strategy, within the context of the changing nature of warfare – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**
- Synthesize and critically evaluate the strategic concepts, logic and frameworks presented in the course and creatively apply them within the context of a practical strategic problem (exercise), as well as contemporary national security challenges – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence, Team Performance Facilitation, Effective Communication**

Next, objectives for the National Security and Decision Making course are below.⁵⁶ As a reminder, the **bold text** represents my assessment of the leadership skill sets being taught for the respective objective.

National Security and Decision Making Course Objectives

- Interpret broad political events that affect global and national security – **Critical Thinking, Creative Thinking, Integrating Environments, Professional Competence**
- Assess the characteristics of today’s world, America’s place in it, and potential threats to U.S. national security – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**
- Evaluate alternative strategies for achieving security, including the current National Security Strategy – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**
- Analyze how multi-agency and multinational instruments of power can be effectively integrated – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence, Team Performance Facilitation, Networking**
- Analyze the process by which the United States develops strategic options – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**
- Analyze the process by which the United States plans for and acquires its military forces – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**
- Assess the leadership skills needed to work effectively in the national security decision making arena, including those associated with leading and working with large organizations – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence, Team Performance Facilitation, Networking**
- Apply course concepts to practical strategic problems – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence, Team Performance Facilitation, Effective Communication**

⁵⁶ Department of International Security Studies memo, Subject: National Security and Decision Making, Part I of International Security Studies. Not dated

Now, we will identify the objectives for the Warfighting Course⁵⁷ and the leadership skill sets being taught.

Warfighting Course Objectives

- Analyze the Joint Operation Planning Process through which combatant commanders set the military conditions for attaining national and coalition objectives as both a supported and supporting instrument of power – **Critical Thinking, Creative Thinking, Integrating Environments, Professional Competence, Team Performance Facilitation**
- Synthesize and apply current and emerging joint warfighting/enabling capabilities to include, special emphasis on the employment and sustainment of Air, Space and Cyberspace forces in a joint interagency, and multinational military environment – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence, Team Performance Facilitation**
- Analyze emerging opposition capabilities and concepts of operations – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence**
- Analyze how information operations are integrated to support the national military and national security strategies and how information operations support achieving desired effects across the spectrum of national security threats – **Critical Thinking, Creative Thinking, Integrating Environments, Professional Competence**
- Synthesize and value techniques for leading in a joint, interagency and multinational environment – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence, Team Performance Facilitation, Effective Communication**
- Synthesize and value leadership skills necessary to sustain innovative, agile and ethical organizations in a joint, interagency and multinational environment – **Critical Thinking, Creative Thinking, Integrating Environments, Long Range Vision, Professional Competence, Team Performance Facilitation, Effective Communication**

The objectives for the Global Security Course are not included because the course introduction memo outlining the objectives for the course was not published prior to this research paper being submitted. In addition to the courses above, AWC also offers over fifteen leadership electives to include courses such as Art of Command, Leading Change, and Legally Leading the Fight to name a few. As the AWC Student and Faculty Handbook states, the Electives Program “enhances and complements the core curriculum by providing students with opportunities to achieve greater depth and breadth of understanding in issues of special interest and provide the

⁵⁷ Department of Warfighting memo, Subject: Warfighting Course of Instruction, Academic Year 2008. Dated 15 Jul 07

AWC curriculum with the flexibility to adapt quickly to changes in the international and domestic security environments.”⁵⁸

Another program within the curriculum that enhances strategic leadership skill sets, but is more difficult to measure, is the Commandant’s Lecture Series. “The Commandant and Dean of Academic Affairs invite approximately 25 distinguished speakers to address the class throughout the academic year. Speakers come from the highest levels of government, military services, the press, nongovernmental organizations, and industry. They are also selected based on their stature (former POWs, Medal of Honor recipients) or for their expertise on current issues. The speakers integrate leadership themes or issues with which senior leaders should be familiar.”⁵⁹

We have taken two important steps by identifying the “right” strategic leader skill sets and by capturing the leadership skill sets AWC is teaching. Now it is time to compare the two and make recommendations.

Gap Analysis and Recommendation

If you don't know where you're going, you'll end up somewhere else.

- Yogi Berra⁶⁰

All the “heavy lifting” of this research project has been completed because we have already answered the key questions: 1) What are the right leadership skill sets? and 2) What leadership skill sets are AWC teaching? A comparison of the results is shown in figure 7, along with recommendations for AWC.

⁵⁸ Air War College Student and Faculty Handbook AY 2008 – 1 October 2007, 14

⁵⁹ Ibid., 16

⁶⁰ Berra, Yogi, <http://www.deca.org/pdf/LeadershipQuotes.pdf> (accessed 18 Nov 07)

Gap Analysis

Question – **Is AWC teaching the right leadership skill sets?** To answer this question, I first identified strategic leadership skill sets that were common across five leadership models and theories. Then, I used the AWC course objectives, my personal experiences at AWC, and sound judgment to determine the skill sets AWC was actually teaching. The table below summarizes this analysis.

Gap Analysis Table

THE “RIGHT” LEADERSHIP SKILL SETS	IS AWC TEACHING THIS SKILL SET?
Critical Thinking/Conceptual Competence/ Decision Making/Strategic Thinking	Yes
Integrating Internal and External Environments	Yes
Long Range Vision	Yes
Team Performance Facilitation/Team Building	Yes
Professional Competence	Yes
Networking	Yes

Figure 7. Gap Analysis Table

Back to the original question – **Is AWC teaching the right leadership skill sets?** The answer is **YES**. Air War College is teaching the right leadership skill sets and here are a few recommendations that may help enhance the strategic leadership program AWC is already providing.

Recommendations

Air War College has the right “sight picture” on strategic leadership development and I applaud its efforts. This is a newly developed, revamped leadership program and the “right” strategic leadership skill sets are being taught. However, as with any program, there is always room for improvement. I have identified several recommendations for AWC that may help

enhance the leadership program [note: AWC may already be implementing some of these recommendations]:

- **Establish a small “Faculty Leadership Curriculum Review Team” with representation from each department. The team’s primary responsibility would be to review the current leadership curriculum and identify ways it could possibly be improved, enhanced or further developed (i.e., assess potential for different and/or new material; assess curriculum delivery methods).**
- **Review other in-resident Senior Developmental Education leadership programs (i.e., National War College, Industrial College of the Armed Forces, Army War College, Naval War College) to determine if there are any “good ideas” or “best practices” AWC can implement.**
- **In a mass briefing within the first week of school, brief AWC students on how leadership is spread throughout the curriculum and the strategic leadership skill sets AWC expects to develop or improve.**
- **Administer the Critical Thinking pre-test and post-test in a structured (“test like”) classroom environment to help increase the validity/reliability of the pre-test versus post-test comparison.**
Note 1: In Academic Year 2008 the pre-test was administered in an ad hoc method and students were given the latitude to complete it by a stated date, instead of every student taking the test at a scheduled time in a structured classroom environment.
Note 2: The structured classroom environment may have been AWC’s intent this year; however, computer/software problems may have prevented this from happening.
- **AWC ask some (not all) of the senior leader guest speakers to share, as part of their discussion, insight on complex or challenging situations/decisions they have faced and the critical/creative thinking procedures they implemented to solve the problem or resolve the situation.**
- **No recommendation is being made to reestablish a separate leadership course based on the current curriculum, because this research found that AWC is teaching its students strategic leadership skill sets. However, AWC should consider reestablishing a separate leadership course based on the critical role leadership plays in the strategic environment. Similar to ICAF and Army War College, a separate leadership course would give students designated time in the academic year to solely study, examine, and reflect on this important subject.**

Conclusion

A leader is one who knows the way, shows the way, and goes the way.

- Unknown Author⁶¹

As previously stated, I was surprised to find that AWC did not have a separate leadership department or leadership course. Because of that, I chose this research topic and was fully expecting to find Air War College lacking in teaching future strategic leaders the “right” leadership skill sets. However, after conducting extensive research into several leadership models and theories to determine the “right” skill sets and after becoming fully immersed into the AWC curriculum as an in-resident student, I realized my initial impression was incorrect.

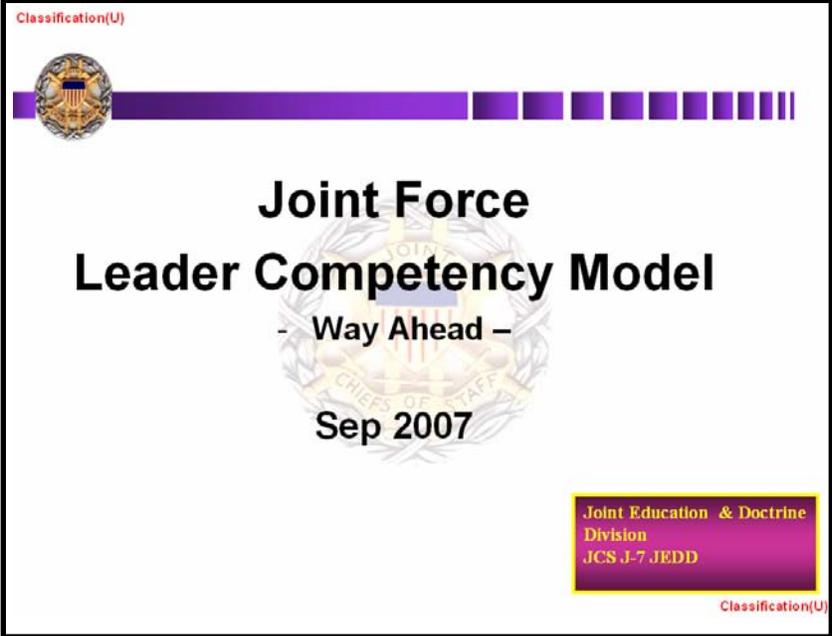
The leadership skill sets that were consistently emphasized throughout the five models and theories researched for this paper were **Critical Thinking, Creative Thinking, Integrating Internal and External Environments, Long Range Vision, Team Performance Facilitation, Professional Competence, Effective Communication, and Networking**; and **AWC is teaching these critical skill sets**. Like any other program, the AWC leadership curriculum is not perfect and there is always room for improvement, and I am confident the team of professionals on the AWC faculty will continue to improve and enhance the strong foundation they have already established. Air War College is doing its part to ensure Air University is the “Intellectual and Leadership Center of the Air Force.”

⁶¹ Unknown Author, <http://www.deca.org/pdf/LeadershipQuotes.pdf> (accessed 18 Nov 07)

Appendix A (page 1 of 7)

Joint Force Leader Competency Model – Way Ahead – Sep 2007

Classification(U)



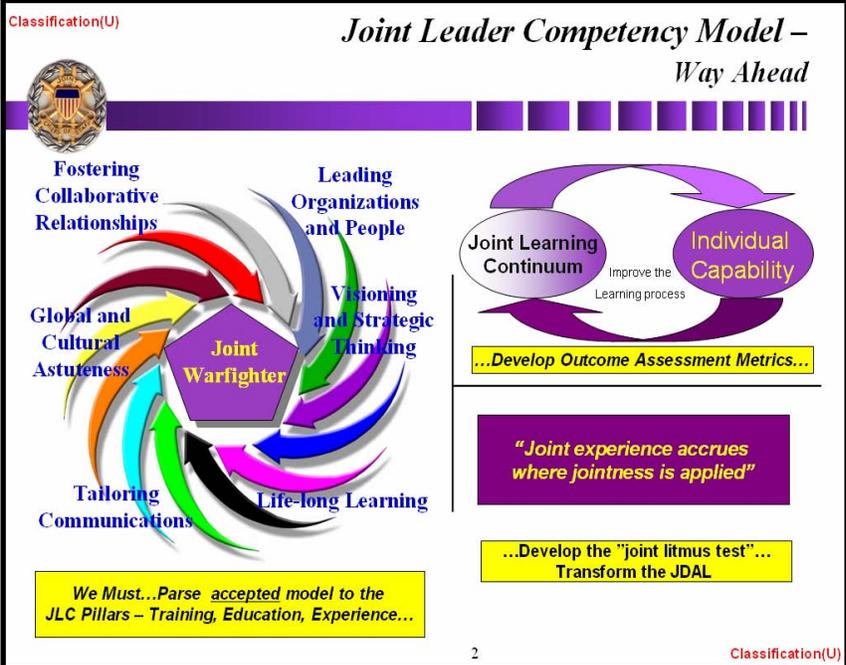
The slide features a purple header bar with a gold seal on the left. The main title is centered: "Joint Force Leader Competency Model - Way Ahead - Sep 2007". A large, faint watermark of the Joint Chiefs of Staff seal is in the background. A yellow box in the bottom right contains the text "Joint Education & Doctrine Division JCS J-7 JEDD".

Joint Education & Doctrine Division
JCS J-7 JEDD

Classification(U)

Classification(U)

*Joint Leader Competency Model –
Way Ahead*



The diagram illustrates the Joint Leader Competency Model. At the center is a purple pentagon labeled "Joint Warfighter". Surrounding it are six colored arrows pointing outwards, each with a competency label: "Fostering Collaborative Relationships" (red), "Leading Organizations and People" (blue), "Visioning and Strategic Thinking" (green), "Life-long Learning" (purple), "Tailoring Communications" (black), and "Global and Cultural Astuteness" (yellow). To the right, a circular flow diagram shows "Joint Learning Continuum" and "Individual Capability" connected by arrows, with the text "Improve the Learning process" between them. Below this is a yellow box: "...Develop Outcome Assessment Metrics...". Another yellow box below that says: "...Develop the 'joint litmus test'... Transform the JDAL". A purple box contains the quote: "Joint experience accrues where jointness is applied". At the bottom left, a yellow box states: "We Must...Parse accepted model to the JLC Pillars – Training, Education, Experience...".

Fostering Collaborative Relationships

Leading Organizations and People

Visioning and Strategic Thinking

Life-long Learning

Tailoring Communications

Global and Cultural Astuteness

Joint Warfighter

Joint Learning Continuum

Individual Capability

Improve the Learning process

...Develop Outcome Assessment Metrics...

"Joint experience accrues where jointness is applied"

...Develop the "joint litmus test"...
Transform the JDAL

We Must...Parse accepted model to the JLC Pillars – Training, Education, Experience...

2

Classification(U)

Appendix A (page 2 of 7):

Classification(U)



Learning Outcomes

- Reflect broad conceptual knowledge and adaptive skills
- Reflect essential knowledge, skills or attitudes
- Focus on results
- Represent desired performance to be affected

3

Classification(U)

Classification(U)



Joint Officer Development

CJCS Vision, Nov 2005

- Premise:
 - Competency-based, lifelong continuum of learning... in a joint context
- Objective:
 - Produce the largest possible body of **fully qualified** and **inherently joint officers** suitable for joint command and staff responsibilities in the CCJO “Envisioned Force”
- Focal Point:
 - Colonels and Captains (O-6 community)
 - Logical culmination point for JOD
 - Convergence & divergence of service development strategies
- Assumption:
 - Joint Officers are built upon Service Officers

4

Classification(U)

Appendix A (page 3 of 7)

Classification(U)



Joint Learning Continuum

- Four interdependent pillars with assessment
 - **Joint Individual Training**...learning to do
 - Joint Learning Portal (JLP); “virtual schoolhouse”
 - **Joint Professional Military Education**... learning to think
 - Competency-based... Petri dish for culture change
 - **Self-development**... self-directed learning
 - Self-motivated quest of knowledge
 - Increased Commanding Officer role
 - **Joint Experience**... practical application of what was learned
 - Joint experience accrues where jointness is applied
 - Joint exercises (JXP)
- Multiple paths of delivery and/or attainment

Competency = Joint Learning AND Demonstrated Performance

5 Classification(U)

Classification(U)



Joint Warfighter

Subcompetency	Subcompetency Definition
Optimizing Joint Capability	Considers and applies capabilities of each service, agency, and entity in a manner that optimizes joint capability, interoperability, and interdependence; may include evolutionary and revolutionary application of capabilities to support the success of integrated operations across a range of missions.
Applying Operational and Strategic Art	Understands and applies operational and strategic art of joint warfare and peacekeeping; demonstrates expertise in integrating and leveraging service and joint doctrine, concepts, and capabilities within an effects-based approach to joint warfare; demonstrates a broad understanding of battle command systems and their inter-relationships.
Joint Perspective	Maximizes joint capabilities by maintaining an understanding and awareness of service centric biases and tendencies (in self and others) that may affect mission success; applies wisdom to eliminate negative biases and tendencies, such as careerism and service parochialism, at the individual and organizational levels.

6 Classification(U)

Appendix A (page 4 of 7)

Leading Organizations and People

Subcompetency	Subcompetency Definition
Moral Courage	Demonstrates selflessness of action by doing the right thing regardless of personal and professional consequences.
Ethical Leadership	Nurtures ethically-minded organizations through goals, actions, and referent behaviors that exemplify professionalism, humility, self-control, personal discipline, and values (e.g., honor, courage, commitment, loyalty, and duty); promotes policies and practices that encourage and reinforce ethical behavior.
Developing Others	Facilitates an environment that motivates others towards success, provides continuous feedback and mentorship, identifies developmental needs, and responds by providing opportunities and time to address those needs through coaching, mentoring, delegating, and training and development.
Taking Care of People	Crafts policies and allocates resources that guide organizations to attend to the physical, mental, and ethical well-being of organizational members; fosters an organization that protects subordinates from ethical and legal jeopardy and minimizes physical/personal risk, emotional stress and trauma.
Inspiring and Transforming	Inspires others to transcend their own self interests and embrace personal sacrifice and risk for the good of the mission and organization; empowers others and guides them in direction of goals; trusts subordinates to carry out intent; responds openly and honestly to inquiries regarding decisions and performance and maintains congruence between stated intentions and actions to elicit trust and ensure consistency of actions.

7

Leading Organizations and People (cont.)

Subcompetency	Subcompetency Definition
Resource Stewardship	Acquires and administers human, financial, material, and information resources in a manner that instills public trust while accomplishing the DoD mission.
Establishing a Culture of Accountability	Maintains checks and balances for self and others; assumes ownership for areas of responsibility, operations of unit, and personal mistakes; addresses poor performance of individuals and organizations while avoiding a "zero-defect" mentality or displacing blame on others.

8

Appendix A (page 5 of 7)

Classification(U)



Visioning and Strategic Thinking

Subcompetency	Subcompetency Definition
Visioning	Understands national-level objectives and develops strategic, operational, and organizational goals for advancing U.S. interests; applies innovative and creative solutions to make functional improvements within the bounds of reasonable risk; develops insights while exploiting rapid and persistent change.
Strategic Planning	Articulates plans for achieving strategic goals; analyzes policy, politics, doctrine, time and national power and develops detailed, executable and forward thinking plans; establishes metrics to evaluate goal achievement.
Anticipating 2nd and 3rd Order Effects	Analyzes situations critically and synthesizes patterns among diverse systems; understands concept of effects-based approaches and interdependencies and applies this understanding to enact change; gauges unintended consequences; maintains situational awareness; attends to societal and political perceptions of the military.
Adaptability	Responds quickly, effectively, and proactively to ambiguous and emerging conditions, opportunities, and risks; includes the ability to perceive opportunities and risks before or as they emerge.
Sound Judgment	Makes sound and well-informed decisions that involve ambiguity, risk, and uncertainty; simultaneously integrates and weighs situational constraints, risks, and rewards and the quality of information while making decisions within an optimum window of time.
Managing Information	Identifies, evaluates, and assimilates information from among multiple streams and differentiates information according to its utility; utilizes information to adjust self, situational, or global awareness.

Classification(U)



Fostering Collaborative Relationships

Subcompetency	Subcompetency Definition
Building Teams	Assembles teams/staffs and makes assignments according to members' unique capabilities and perspectives; instills a group identity while fostering cohesiveness, confidence, and cooperation; encourages the expression of diverse perspectives while maintaining a unified direction and purpose.
Building Coalitions	Creates alliances through a broad network of personal relationships that span organizational, service, agency, and national boundaries; without absolute authority, elicits consensus and commitment in achieving individual or collective goals.
Negotiating	Identifies the interests and goals of other parties; understands the priorities and constraints of others to best position oneself, align interests, and develop a mutually beneficial solution.
Building Trust	Maintains an awareness of the interests, goals, and values of other individuals and institutions; builds trust and commitment through actions that attend to these interests and goals.

10

Classification(U)

Appendix A (page 6 of 7)

Classification(U)



Global and Cultural Astuteness

Subcompetency	Subcompetency Definition
Global Awareness	Maintains an integrated understanding of factors (e.g., globalization, diplomacy, geography, science, health care, and local, domestic, and world politics) influencing defense, domestic, and foreign policy and the reciprocal effects of joint force actions on these factors; uses this understanding to inform visioning and strategic and operational planning.
Cross-Cultural Savvy	Actively seeks to understand foreign cultural, religious, political, and societal norms and customs as well as norms and customs of other organizations; studies unfamiliar cultures to ascertain what they understand about us.

11

Classification(U)

Classification(U)



Life-long Learning

Subcompetency	Subcompetency Definition
Self Development	Continually increases breadth and depth of knowledge and skills (e.g., military and non-military history, economics and trade, technology, religion, culture, and foreign language) that lead to an ever-expanding foundation of individual capabilities and competence.
Self Awareness	Conducts frequent self-assessments to identify strengths and weaknesses and comprehend their impact; understands one's identity with respect to leading organizations and people across a range of operations; actively seeks and incorporates feedback.

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Classification(U)

Appendix A (page 7 of 7)

Classification(U)



Tailoring Communication

Subcompetency	Subcompetency Definition
Adapting Communication	Adjusts communication approach to unique operational environment and audience needs; may involve using joint language or non-military language depending upon the audience; conveys information in a clear and logical manner.
Providing Direction and Delegating	Identifies most appropriate individuals and entities to carry out intent and articulates intent in a clear and concise manner verbally and in writing.
Active Listening	Actively attempts to understand others' points of view; ensures that others understand messages as they were intended and solicits feedback regarding perception of messages; modifies communication in response to feedback.

13 Classification(U)

Classification(U)



The Next OPMEP (ver .01D) - Way Ahead

- Accept the Joint Leader Competency Model
 - JSAP 7A 306-06 (Service, NDU, COCOM); JCS Tank
 - "Map" Competencies to the JLC... [MECC WG task](#)
- ⌘ Convene an OPMEP WG – next OPMEP (.01D)
 - Assess need for additional research
 - Consider tenets of the CJCS Vision for JOD
 - QDR 2006 assessment of the 21st Century Total force
 - Irregular Warfare, SSTR, Culture/Regional Awareness, Language Skills, Building Partnership Capacity, Strategic Communication, NDU/NSO
 - Training Transformation (T2) Strategic Plan
 - Assess Congressional reaction to the Strategic Plan & [JQSIP](#)
 - Determine process for Outcome Assessment
- Assess legislative authorities/relief in FY07 NDAA
- Develop Joint Leader/Leadership Doctrine

14 Classification(U)

Appendix B

List of Strategic Leadership Skills/Competencies/Attributes from the Models & Theories

This appendix contains a list of the strategic leadership skills, competencies, and attributes emphasized in the five models and theories researched for this paper. In the table below, similar skills, competencies, and attributes were placed on the same row under the respective model/theory. This was useful in determining the common strategic skills, competencies, and attributes (see Appendix C).

Stratified Systems Theory	Leadership Skills Model	Strategic Leadership Inventory	Joint Leader Competency Model	AFDD 1-1 Leader Competencies Model
High Level Analysis	Critical Thinking; Decision Making; Reducing Complexity; Proactive Reasoning; Systems Understanding	Conceptual Competence; Objectivity	Strategic Thinking	Exercise Sound Judgment; Shape Air Force Strategy and Direction; Command Organizational and Mission Success Through Enterprise Integration
Abstract Thinking	Creative Thinking; Understanding Indirect Effects	Conceptual Flexibility	Strategic Thinking	Embrace Change and Transformation
Assimilating, comprehending and integrating internal and external environments	Environmental Scanning		Global and Cultural Astuteness	Command Organizational and Mission Success Through Enterprise Integration and Resource Stewardship
Long Range Vision	Future Focus and Vision	Future Vision	Visioning	Vision
Team Building	Interpersonal Skills	Interpersonal Competence; Empowering Subordinates; Team Performance Facilitation	Leading organizations and People; and Fostering Collaborative Relationships	Inspire Trust; Shared Vision Values, and Accountability; Influence Through Win/Win Solutions; Mentor and Coach; Promote Collaboration and Teamwork; Attract, Retain, and Develop Talent
Networking	Environmental Scanning	Political Sensitivity	Fostering Collaborative Relationships; Tailoring Communication	
	Technical Skills	Professional Competence	Joint Warfighter; Life-Long Learning	Sound Judgment; Adapt and Perform Under Pressure; Lead Courageously; Assess Self; Drive Execution
		Initiative/Commitment		
			Tailoring Communication	Foster Effective Communication

APPENDIX C

Common Strategic Leadership Skills/Competencies/Attributes from the Models & Theories

Based on the research conducted on the models and theories in this paper and the consolidated list of strategic leadership skills, competencies, and attributes from Appendix B; below is a list of common strategic leadership skills and competencies. In essence, I selected these specific skills because they were consistently emphasized throughout the five models and theories. These skills and competencies help answer the question – **What are the right leadership skill sets?**

- Critical Thinking (includes Conceptual Competence/Decision Making/Strategic Thinking)
- Creative Thinking (includes Conceptual Flexibility)
- Integrating internal and external environments
- Long Range Vision
- Team Performance Facilitation (includes Team Building)
- Professional Competence
- Effective Communication
- Networking

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