IMPLIED TASKS – THE HIDDEN IMPLICATIONS

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The United States Army and Marine Corps military branches promote leadership attributes and core values in all service members. From initial training, service members are taught the importance of being proficient and professional within their career.

The purpose of this thesis is to understand the relevancy of implied tasks and their impacts to an organization's effectiveness. As the transactional method is a common leadership practice in military organizations, its effects on subordinate troops understanding and completing their tasks may hinder the troops' ability to apply critical thinking skills. Additionally, leaders may not realize the adverse effects of condoning performance deficiencies vice teaching them how to solve the details within the tasks, which in turn, would lead to a more productive section and organization.

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The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

IMPLIED TASKS – THE HIDDEN IMPLICATIONS, by Major Davina C. Evans, 80 pages.

The United States Army and Marine Corps military branches promote leadership attributes and core values in all service members. From initial training, service members are taught the importance of being proficient and professional within their career.

The purpose of this thesis is to understand the relevancy of implied tasks and their impacts to an organization's effectiveness. As the transactional method is a common leadership practice in military organizations, its effects on subordinate troops understanding and completing their tasks may hinder the troops' ability to apply critical thinking skills. Additionally, leaders may not realize the adverse effects of condoning performance deficiencies vice teaching them how to solve the details within the tasks, which in turn, would lead to a more productive section and organization.

When service members perform their tasks, they are to do so with the expectations of completing all aspects associated with the tasks at a satisfactory level; with aspirations of performing "above and beyond" the basic requirements.

ACKNOWLEDGMENTS

Throughout my military career, I have been fortunate to have great leaders who provided sage counsel about their leadership philosophies. The way they led and interacted with their fellow Marines exhibited traits I wanted to emulate. To be a Marine entails a sense of pride and confidence. To lead Marines entails a sense of honor and duty. I dedicate this thesis to the Marines and Sailors I served with. It was their dedication to duty that enabled me to lead them whole heartedly. Just as they taught me new things, I hope this thesis will teach future leaders something new as well.

Many thanks to my family for the continued sacrifices they make; especially as my duties take me away from them. I am grateful for their love, strength, patience, and sense of humor they show every day; especially through the tough times. "Cauliflower!"

Next, thank you to Dr. Matthew Broaddus and my thesis committee members for their patience, guidance, and encouragement as I ventured into this study. With the competing school requirements and occasional personal challenges, Dr. Broaddus always reminded me of the light at the end of the tunnel so that I would remain positive in completing this study.

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Semper Fidelis!

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ACRONYMS

ADP	Army Doctrine Publication
FM	Field Manual
MCDP	Marine Corps Doctrinal Publication
MCWP	Marine Corps Warfighting Publication
NCO	Noncommissioned Officer

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CHAPTER 1

INTRODUCTION

The most important six inches on the battlefield is between your ears.
— General James Mattis, USMC (Ret)

The "battlefield" mentioned in the quote by General Mattis not only pertains to a combative arena in a military sense, but to other arenas within a myriad of organizations. Regardless of the organization, the common denominator within a complex environment is the person's mind. General Mattis, an iconic leader and steward of his profession, stressed the importance of strengthening the mind with knowledge in order to complete tasks successfully and proficiently; especially under chaotic situations. Therefore, it is essential that service members develop and maintain an intellectual edge over any enemy by developing their minds; just as they would prepare any other weapon system for battle.[1]

In general, job tasks are on a spectrum from easy to difficult to complete. The tasks can either be simple to complete or they can be more complex; requiring additional efforts to attain a solution. In *Warrior's Wisdom*, Arthur Clark stated enlisted service members take pride in their work and that it is this personal pride that determines the quality of work performance.[2] Employees want their efforts to count; to make a difference within an organization – whether that organization be in the military or civilian sector. In order to achieve results, both leaders and subordinates must apply their critical thinking skills towards understanding the task assigned and determining the processes needed to complete the assignment. As stated in Army Field Manual (FM) 6-22, critical thinking is composed of various techniques to consider the soundness and relevance of

ideas as they apply to understanding a situation or determining a way ahead.[3] In reference to General Mattis' aforementioned quote, service members need to sharpen their minds in order to apply their critical thinking abilities towards resolving problems.

Unique to the military, service members progress from junior to senior ranks without bypassing intermediate levels. In the book, *Semper Fi: Business Leadership the Marine Corps Way*, authors Dan Carrison and Rod Walsh stated this type of leadership progression entails respect from subordinates as they know progressing through the ranks means the leader is qualified.[4] As junior service members or employees transition to leadership positions, they see their subordinates working to complete similar assignments; just as they did when they were at entry levels. By developing managers out of existing employees, they are a known and proven entity.[5] In essence, leaders use their knowledge and past experiences to not only aid them in executing their duties, but also to set a standard in performance.

Learning is a professional responsibility for service members at all levels. US Marines, for example, must develop the habit of continuous learning early in their careers to set the conditions for success in increasing levels of responsibility.[6] Increasing responsibilities also involves more tasks to oversee completion. Fortunately, the military promotion system allows for personal development.[7] The United States Army (Army) and United States Marine Corps (Marine Corps) understand enhancing an individual's leadership qualities is an investment of time and resources. It is important for such leadership qualities to be employed when ensuring assigned tasks are fully completed vice partially completed.

A service member with knowledge and skills, but lacks judgment, may require close supervision; which may not be possible in combat conditions.[8] As the level of tempo can change within organizations, the ability to complete assigned tasks becomes critical to the completing missions. Yet, despite a subordinate's training, uncompleted assignments are accepted within an organization; impeding the organization's overall effectiveness. To one leader, the task could be 100 percent completed while to another leader it could be regarded as partially completed. This is a gap in a leader's or subordinate's ability to determine the level of completion of the assigned tasks and its impact if not thoroughly completed.

This chapter introduces the relationship of implied tasks associated with assignment completion; specifically, the hidden implications they have on leadership, training, and critical thinking if they are not observed. Through review of various sources and case studies, the researcher will explore the effects of implied tasks towards organizational effectiveness. In addition to providing the background for the thesis, this chapter will describe the qualitative research methodology of using case studies to provide an identifiable framework and lists the research questions developed to resolve the problem.

<div align="center">Problem Statement</div>

Deficiencies in performance impede a task being completed; while simultaneously affecting a service member's development and an organization's success. With this in mind, the researcher developed the primary research question: What is the impact of implied tasks not being completed in relation to personal development and organization effectiveness? US Marines and other service members begin their pursuit of

mastery by developing "brilliance in the basics" of technical and tactical proficiency.[9] A service member's inability to successfully complete all parts of a task will reflect on the service member's performance record while impeding an organization's proficiency. Such deficiencies, along with incorrect practice and lack of focus, will lead to negative training that could be transferred to the battlespace.[10] Thoroughly completed tasks will enable both the leader and service member to elevate performance standards resulting in enhancing an organization's effectiveness.

Purpose of the Study

The research topic for this thesis was to understand the impact of implied tasks not being completed in relation to personal development and organizational effectiveness. This research is significant to the military and civilian profession because it can help leaders understand why tasks are not completed, identify shortcomings in a service member's performance, and facilitate a service member's development in order to optimize their proficiency; increasing an organization's effectiveness. Both leaders and subordinates are held accountable if assignments are not completed. According to Army FM 6-22, accountability impacts to two levels: leaders held accountable for how well they have developed their subordinates and individuals held accountable for their own professional development.[11] In addition to having a negative effect on an organization's effectiveness, poor performance will impact a member's promotion, desired billet, or career stability within an organization. The researcher intended to fill a gap in the scholarly literature as the concept of implied tasks, applied across multi-facet military and civilian organizations, is not so easily recognized.

<u>Secondary Research Questions</u>

The following secondary research questions examined the relationship of implied tasks with transactional leadership, training, and its relevancy to critical thinking skills:

Research Question 1: Is transactional leadership hindering service members' proficiency and ability to be strong leaders?

Research Question 2: How do leaders educate and train subordinate service members about implied tasks in order to increase an organization's proficiency and performance?

Research Question 3: Is the concept of understanding implied tasks relevant to critical thinking skills?

These research questions guided the researcher to conduct a qualitative research methodology study of the relationships associated with implied tasks, assignment completion, and transactional leadership. It was not known how transactional leadership affected the development of subordinate critical thinking skills and task completion.

The first research question examined the relationship between the transactional leadership approach and subordinate task performance. The military means of assigning tasks is usually associated with the transactional leadership style demonstrated by a military leader. According to an article published by St. Thomas University, transactional leaders are likely to command military operations or manage large corporations as such organizations are structured and require rules and regulations to complete objectives on time.[12]

The second research question examined the relationships among education, training, leadership and task performance. A leader should employ methods to help

subordinates understand assigned tasks and increase their performance. According to General Berger, the 38th Commandant of the Marine Corps, officers are to provide opportunities for junior officers and enlisted leaders to lead, educate, train, supervise, and enforce high standards.[13]

The third research question examined the relationship between implied tasks and critical thinking skills. Why is it important for subordinates to be proficient in their jobs? As stated in his planning guidance, General Berger believes leaders have to enable subordinates to think critically, recognize when change is needed, and inculcate a bias for action without waiting to be told what to do.[14]

With these questions in mind, the researcher also hoped to provide solutions to mitigate complacency and micromanagement in the work place. As stated in *Semper Fi: Business Leadership the Marine Corps Way*, managers who are obsessively immersed in every detail of every operation greatly overestimate their own abilities to administer, while underestimating the abilities of their subordinates.[15] With regards to complacency, the individual service member is never allowed to fall into a "comfort zone." He must always be prepared for the next rank.[16] According to Arthur Clark, a leader must master the art of micromanagement; that is, he need not know how to build every component, but he does need to know how to use all components effectively.[17] In doing so, a leader can understand what is required for the organization to be effective and ensure those performing the tasks are proficient.

<u>Background</u>

The concept of this research question resulted from the researcher's personal experience during her last assignment. As the Staff Secretary at a General Officer level,

the researcher's administration section consisted of three subordinate Marines; ranging in paygrades of E-4 to E-7. On account of regular assignment rotations, the section received new personnel of the same rank. Upon the researcher's initial assessment, she noticed a variance in performance between the current and former section members. As the foundations for administrative tasks are consistent throughout Marine Corps units, the researcher noticed the new administrators were partially completing their assigned administrative tasks. This led the researcher to question why performances varied among the administrative Noncommissioned Officers (NCOs) and why a senior NCO was content with the products received. It was evident that leadership, education, and training gaps existed between the two administrative teams.

As previously mentioned, the military promotes service members through a progression of rank structure without skipping any level. This allows the service member to apply the knowledge and skills learned within each rank level towards completing assignments or training subordinates. As identified in Julia Dye's book, *BACKBONE: History, Traditions, and Leadership Lessons of Marine Corps NCOs,* NCOs know what it means to complete assignments; incorporating initiative to complete assignments proficiently as possible without being micromanaged by superiors.[18]

As micromanagement entails immersed supervision of every detail within an operation process, NCOs prevent being micromanaged by using their knowledge and initiative to complete tasks assigned by superiors. In their book, *Leadership: Succeeding in the Private, Public, and Not-for-Profit Sectors*, Ronald Sims and Scott Quatro identified three types of knowledge management that exist as different levels – explicit, implicit, and unconscious. Figure 1 illustrates these levels using the Knowledge Iceberg.

The top and bottom of the iceberg are known or awaiting to be known. The middle of the iceberg is the implicit, or conscious, aspect of knowledge. The authors defined implicit knowledge management as codifiable knowledge implied but not yet captured; recorded in a structured way and thus converting it into information.[19]
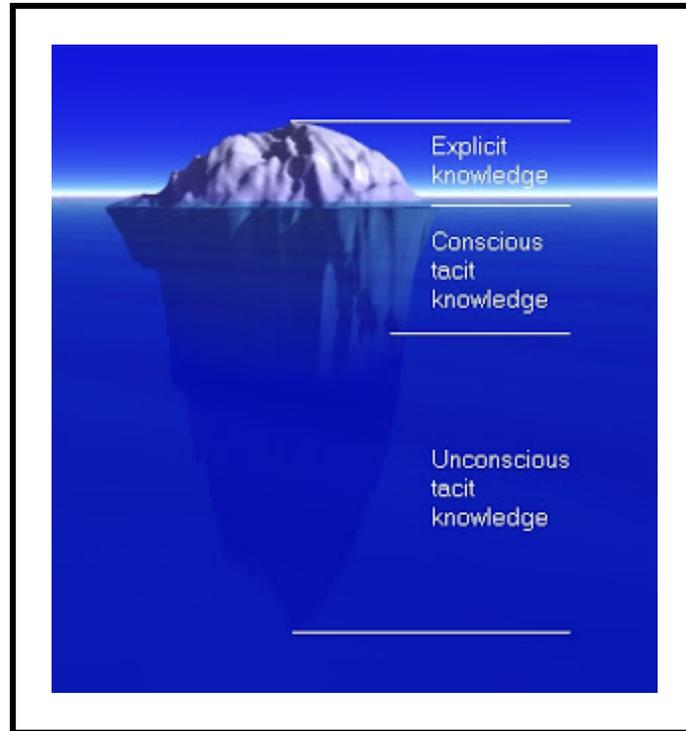
Figure 1.   Knowledge Iceberg

Source: Ronald Sims and Scott Quatro, *Leadership: Succeeding in the Private, Public, and Not-for-Profit Sectors* (Armonk, NY: M.E. Sharpe, 2005), 72.

As service members progress through the rank structure, they need to maintain their initiative; not just towards their job performance, but also towards continued knowledge. Taking into account the Knowledge Iceberg, service members need to consider the implicit knowledge inherit within explicit and unconscious knowledge.

According to Sims and Quatro, leaders must ensure subordinates are equipped with the knowledge, skills, and abilities to build the responsive, flexible, modern government the American people expect.[20]

The knowledge attained by service members can be employed and benefit any type of unit they are assigned. As such, leaders need to ensure their leadership approach encourages the service members to apply their knowledge in completing tasks. In the article "*Leadership and Command*," Angela Febbraro stated to be effective in today's military environment, a commander must be willing to adopt and apply the principles of transformational leadership in addition to the more typical transactional leadership approach, and moreover, must be capable of transitioning from one approach to the other, depending on the circumstances.[21] Senior and junior leaders will need to assess which leadership style is warranted for their current organization; especially as personnel are reassigned. Military leaders understand that military personnel receive reassignment orders; resulting in proficient teams experiencing deficiencies in work performances.[22] With changes in personnel frequently occurring within organizations, leaders need to ensure their service members are proficiently developed in their billets accordingly.

<div align="center">Definitions</div>

Throughout the research, the following terms were used to provide support in answering the research questions. Additionally, these terms were commonly seen throughout the various publications, books, and articles used in this research:

Complacency: Going through the motions of working while not expending enough effort to do the job right.[23]

Creative Thinking: Creative thinking involves examining problems from a fresh perspective to develop innovative solutions. Creative thinking occurs by consciously generating new ideas, and re-evaluating or combining old ideas, to solve a problem.[24]

Critical Thinking: Critical thinking is composed of various techniques to consider the soundness and relevance of ideas as they apply to understanding a situation or determining a way ahead. Critical thinking is an active process in situation assessment that seeks to obtain the most thorough and accurate understanding possible.[25]

Directive Leadership: The directive leader keeps most of the decision making and unit control process to himself.[26]

Essential Tasks: Essential tasks are specified or implied tasks that define mission success and apply to the force as a whole. If a task must be successfully completed for the commander to accomplish his purpose, it is an essential task.[27]

Implied Task: Implied tasks are not specifically stated in the higher headquarters order, but they are necessary to accomplish specified tasks. Implied tasks emerge from analysis of the higher headquarters order, the impending threat, and the understanding of the problem. Routine, inherent, enduring, or Standing Operating Procedures activities are not implied tasks.[28]

Initiative: An essential element of mission command and control since subordinates need to act without instructions…implying a greater obligation to act in a disciplined and responsible way.[29]

Meaning Making Cycle: Making sense of an experience; requires interpretation of the event to create personal understanding. A process that involves observation, feedback, dialogue, and reflection.[30]

Micromanagement: Being obsessively immersed in every detail of every operation; too hands on; characterized as underestimating the abilities of subordinates.[31]

Non-Directive Leadership: Leader involves subordinates in decision making and planning functions; delegates considerable authority to subordinates. Nondirective leadership relies on subordinates' skills and member ability.[32]

Servant Leadership: Servant leadership focuses on the behaviors leaders should exhibit to put followers first and to support followers' personal development.[33]

Specified Tasks: Specified tasks derive primarily from the execution paragraphs of the higher headquarters operation order, but they may be found elsewhere, such as in the mission statement, coordinating instructions, or annexes.[34]

Transactional Leadership: Maintains organizational stability through regular social exchanges, leading to goal achievement for both leaders and their followers. The leaders enter into agreements with followers to reward or take corrective action based on expected behavior and performance. A leader's focus is not on fostering meaningful leader-follower interactions, but accomplishing the organizational mission while meeting guidelines and expectations.[35]

Transformational Leadership: Involves developing personal relationships with followers that raise their levels of motivation and morality. A transformational leadership approach is accomplished by developing followers while allowing them to achieve higher standards of performance.[36]

Limitations

Upon embarking on this research, the researcher discovered a few limitations pertaining to the topic and research questions. First, the researcher identified the term

"implied task" was not easily searched as originally thought. There were not many resources that solely pertained to implied tasks as the subject. Searching for "implied task" as a general topic often rendered a definition of the term. A second limitation was identifying resources that provided an in-dept concept of the term "implied task." The majority of books and articles mentioned the terms "assignment" or "task" and their relationships to employee performance, however, nothing specific to the impacts implied tasks have on continued personal development. A third limitation was finding case studies relating to implied tasks. The majority of case studies focused on leadership styles and their effects on various organizations' performance. Hence, the resources collected for this research pertained to leadership styles, leadership principles and traits, and skill development methods for leaders and subordinates. This, however, led to a couple of delimitations.

Delimitations

While using the resources collected, the researcher discovered a couple of delimitations pertaining to the topic and research questions. The first delimitation was keeping the research within a certain scope. As the research had a premise pertaining to leadership, the researcher recognized how easy it was to stray from the topic. With the plethora of information pertaining to leadership and organizational effectiveness, it was important to ensure the analysis did not over generalize the concepts while missing correlations to the research questions. The second delimitation was providing an incoherent analysis. The researcher ensured the supporting evidence used from the resources for this research was not taken out of context. This would render the research containing fallacies in its analysis and mis-interpretations of the researcher's thesis.

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Hence the researcher ensured the resources, case studies, and information collected were relevant to understanding implied tasks and their impacts on organizational effectiveness and personal development.

Summary

It was the researcher's intent for this research to identify the importance of understanding and recognizing implied tasks and its effects on both a service member and organization's performance. The researcher also intended to address why implied tasks are overlooked and ways to mitigate such occurrences. This research framework consisted of the following chapters:

Chapter 2: provides a review of the resources used for this research.

Chapter 3: identifies the research methodology as it applies to this study.

Chapter 4: provides an analysis and findings resulting from the resources and methodology employed.

Chapter 5: summarizes the study and provides recommendations for the reader to apply and concepts to be further studied.

The researcher's goals for this study were for it to be understood by readers in entry level roles or leadership position and for the study to transcend across both military and civilian organizations. Some may believe it is easy to understand implied tasks, that implied tasks are not always necessary to complete, or are not needed as long as the specified tasks are outlined. The resources identified in Chapter 2 will show how the simple term of "implied task" is not so easily recognized and how they can be disregarded by leaders and subordinates alike.

1 Department of the Navy, Headquarters U.S. Marine Corps (HQMC), Marine Corps Doctrinal Publication (MCDP) 7, *Learning* (Washington, DC: Department of the Navy, Headquarters U.S. Marine Corps, February 2020), 1-18.

2 Arthur Clark, *Warrior's Wisdom: The Combat Guide to Corporate Life* (NY: Berkley Pub. Group, 1997), 47.

3 Headquarters, Department Army (HQDA), Field Manual (FM) 6-22, *Leader Development* (Washington, DC: Government Printing Office, 2015), 5-3.

4 Dan Carrison and Rod Walsh, *Semper Fi: Business Leadership the Marine Corps Way* (New York: AMACOM, 2005), 64.

5 Ibid., 68.

6 HQMC, MCDP 7, 1-6.

7 Carrison and Walsh, *Semper Fi*, 85.

8 HQMC, MCDP 7, 1-5.

9 Ibid., 4-9.

10 Ibid.

11 HQMC, FM 6-22, 1-2.

12 St. Thomas University Online, "What Is Transactional Leadership? How Structure Leads to Results," last updated May 2018, 1, https://online.stu.edu/articles/education/what-is-transactional-leadership.aspx.

13 Commandant of the Marine Corps (CMC), *Commandant's Planning Guidance – 38th Commandant of the Marine Corps* (Washington, DC: Department of the Navy, Headquarters U.S. Marine Corps, 2019), 22.

14 Ibid., 16.

15 Carrison and Walsh, *Semper Fi*, 73.

16 Ibid., 116.

17 Clark, *Warrior's Wisdom*, 30.

18 Julia Dye, *BACKBONE: History, Traditions, and Leadership Lessons of Marine Corps NCOs* (New York: Osprey Publishing, 2011), 8.

[19] Ronald Sims and Scott A. Quatro, *Leadership: Succeeding in the Private, Public, and Not-for-Profit Sectors* (New York: M.E. Sharpe, 2005), 72.

[20] Ibid., 163.

[21] Angela Febbraro, "Leadership and Command," M212RC, US Army Command and General Staff College, Fort Leavenworth, KS, 2019, 3-6.

[22] Sims and Quatro, *Leadership*, 178.

[23] Jon Blades, *Rules for Leadership: Improving Unit Performance* (Washington, DC: National Defense University Press, 1986), 18.

[24] HQMC, FM 6-22, 5-3.

[25] Ibid.

[26] Blades, *Rules for Leadership*, 14.

[27] Department of the Navy, Headquarters U.S. Marine Corps (HQMC), Marine Corps Warfighting Publication (MCWP) 5-10, *Marine Corps Planning Process* (Washington, DC: Department of the Navy, Headquarters U.S. Marine Corps, May 2016), 2-4.

[28] Ibid.

[29] Department of the Navy, Headquarters U.S. Marine Corps (HQMC), Marine Corps Doctrinal Publication (MCDP) 6, *Command and Control* (Washington, DC: Department of the Navy, Headquarters U.S. Marine Corps, October 1996), 111.

[30] Carey Walker and Matthew Bonnot, "Leadership Development: Enhancing the Lessons of Experience," M112RA, US Army Command and General Staff College, Fort Leavenworth, KS, 2019, 2.

[31] Carrison and Walsh, *Semper Fi*, 73.

[32] Blades, *Rules for Leadership*, 14.

[33] W. Glenn Rowe and Laura Guerrero, *Cases in Leadership* (Los Angeles, CA: SAGE, 2019), 175.

[34] HQMC, MCWP 5-10, 2-4.

[35] Fil Arenas, *A Casebook of Transformational and Transactional Leadership* (New York: Routledge, 2019), 3.

[36] Ibid., 5.

CHAPTER 2

LITERATURE REVIEW

> We must make the most of every learning opportunity, fostering our subordinates' learning while continuing our own.
>
> — General David H. Berger,
> 38th Commandant of the Marine Corps

Introduction

In his quote, General Berger emphasized the importance of capitalizing on learning opportunities for all service members; whether it be at work or at a formal education institution. By taking an interest in learning, service members will continue to develop themselves professionally and proficiently. As mentioned in Chapter 1, the purpose of this study was to understand the impact of implied tasks not being completed in relation to personal development and organizational effectiveness. This study also examined the hidden implications implied tasks have on leadership, training, and critical thinking if they are not observed. The researcher theorized the implications of not considering the implied tasks can include negative effects towards personal growth and organization effectiveness. In order to conduct research on implied tasks and their effects on organizations, the researcher attained resources to identify leadership attributes within military organizations, understand various leadership styles employed within military and civilian organizations, and the importance of critical thinking skills in relation to implied tasks.

These selected resources proved pertinent to the researcher's study in that they defined implied tasks, provided a background on service members training and performance expectations, described leadership characteristics for junior and senior

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leaders to apply within their organizations, identified various leadership styles that affect personal and organizational growth, and depicted case studies demonstrating military and civilian organizations with transactional and transformational leadership styles. The researcher divided her literature review into four sections: Military Publications, NCO Leadership, Leadership Styles, and Case Studies about military and civilian leadership styles. Additionally, the resources collected aided in answering the secondary research questions to examine the relationship of implied tasks with transactional leadership, training, and its relevancy to critical thinking skills.

<div align="center">Military Publications</div>

The use of Army and Marine Corps publications served two-fold. First, they provided the reader an understanding of implied tasks, how service members attain implied tasks, and their applicability throughout task execution. Secondly, the publications identified and described leadership traits and principles for service members to apply throughout their service progression. These leadership characteristics served as the base line for understanding the overall premise of leadership.

Army Doctrine Publication (ADP) 6-22 defined leadership as the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.[1] More specifically it identified leadership as having two types of positions – formal and informal. Formal leadership is inherited to billets or positions of responsibilities assigned by virtue of rank, whereas, informal leadership is exhibited through experience and occupational proficiency.[2] Most notably, ADP 6-22 provided information, guidance, and tools to use when evaluating subordinates. One important aspect service members can refer to throughout their

military progression is the Army Leadership Requirements Model. As depicted in Figure 2, the Army's leadership principles are divided into the two categories: Attributes, or what a leader is, and Competencies, or what a leader does. The model's components center on what a leader is, knows, and does.
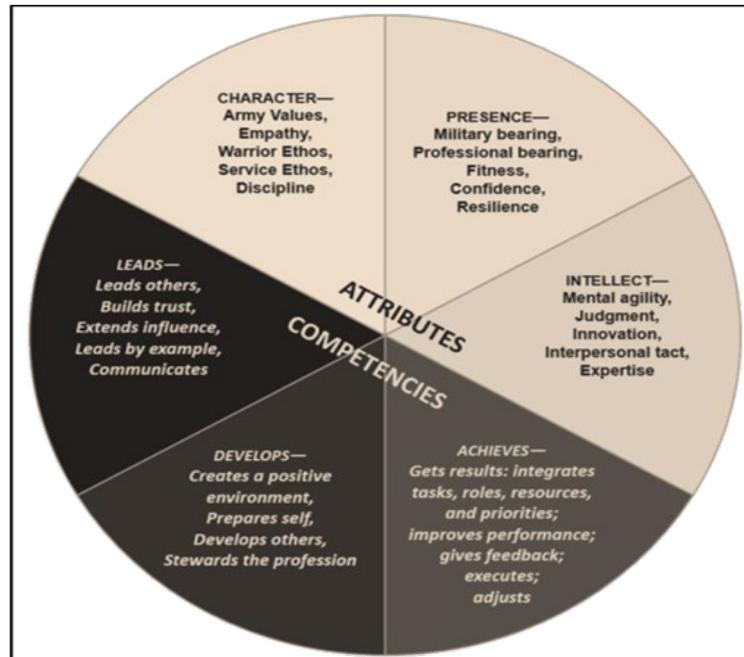
Figure 2. Army Leadership Requirements Model

Source: Headquarters, Department of the Army, Army Doctrinal Publication 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2019), 1-15.

These core attributes and competencies can be demonstrated in all ranks. From the junior soldier demonstrating intellect and development in his military occupation to the general officer exhibiting presence and character when leading others, the Army Leadership Model can be referred to as soldiers progress in their careers.

Field Manual (FM) 6-22 identified responsibilities leaders need to develop and maintain throughout continued progressions. Similar to ADP 6-22, the manual expanded on the responsibilities leaders need to consider and employ when leading their organizations. Primarily, FM 6-22 reinforced that leaders are responsible for ensuring their organizations develop subordinates, perform missions, apply doctrinally sound principles in training, and exercise stewardship of resources.[3] FM 6-22 also addressed aspects to consider when developing subordinate service members; notably creating opportunities, providing feedback, and enhancing learning.[4] Part of encouraging a learning environment also entails promoting critical and creative thinking. As stated in FM 6-22 the abilities and capacities for intellectual and critical thought are essential to effective problem solving.[5] Officers and NCOs need to make prompt decisions in chaotic situations. Their ability to find effective ways to solve problems, with little to no time, ensures a greater chance for completing assignments. As leadership development encompasses thinking critically about solving problems, identifying implied tasks should be considered an important aspect inherent to the problem. Setting conditions that encourage others to think critically not only enhances personal performances, but also increase an organization's effectiveness. Characteristics to consider when enhancing personal performances are also listed in various Marine Corps Publications.

The Marine Corps Doctrinal Publications (MCDP) and Marine Corps Warfighting Publications (MCWP) referenced by the researcher pertained to command and control, learning, planning, and leading Marines. These publications related to this study in that they identified leadership traits and principles service members can apply throughout various leadership billets. The Marine Corps Leadership Traits in Figure 3 and

Leadership Principles in Figure 4 were referenced through these specific publications for service members to demonstrate, particularly as they fulfill their billet or occupation. In the Marine Corps, the 14 Leadership Traits and 11 Leadership Principles are introduced in enlisted and officer basic training with the intent for the recruits to understand and apply throughout their training.

* Justice	* Enthusiasm
* Judgment	* Bearing
* Dependability	* Unselfishness
* Initiative	* Courage
* Decisiveness	* Knowledge
* Tact	* Loyalty
* Integrity	* Endurance

Figure 3.   Marine Corps Leadership Traits

Source: Department of the Navy, Headquarters U.S. Marine Corps, Marine Corps Warfighting Publication 6-10, *Leading Marines* (Washington, DC: Government Printing Office, 2019), 2-5.

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* Know yourself and seek self-improvement
* Be technically and tactically proficient
* Seek responsibilities and take responsibility for your actions
* Make sound and timely decisions
* Know your people and look out for their welfare
* Set the example
* Keep your people informed
* Develop a sense of responsibility in your subordinates
* Ensure that the task is understood, supervised, and accomplished
* Train your Marines and Sailors as a team
* Employ your team within its capabilities
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Figure 4.   Marine Corps Leadership Principles

Source: Department of the Navy, Headquarters U.S. Marine Corps, Marine Corps Warfighting Publication 6-10, *Leading Marines* (Washington, DC: Government Printing Office, 2019), 2-6.

The Marine Corps Leadership Traits and Principles are instilled into service members throughout recruit training and formal military education schools. Upon promotion, service members inherit additional responsibilities as well as a section or fire team to lead. Hence understanding these traits and principles serves as foundations for leading.

As stated within MCDP 6, command and control is an essential requirement for the growth, survival, and success for an organized system.[6] Two vital elements of command and control are people and communication. People are the driving force of the organization through their performance of the daily operations. And as such, the concept of command and control is to help them perform better.[7] In order to ensure organizations are performing effectively, leaders need to communicate to their subordinates the intent of the mission. Effective communication leads to team cooperation and organized coordination.[8]

The purpose of MCDP 7 was to describe to Marines the importance of learning throughout their careers; regardless of their profession of arms. MCDP 7 reinforced aspects of the Marine Corps Leadership Traits and Principles; specifically learning to attain knowledge in order to be technically proficient, as well as, fostering a learning environment for subordinates. The Marine Corps' learning philosophy conveys the idea of the Marine Corps being an effective learning organization and the importance of continuous learning. MCDP 7 consisted of four chapters that provided information on the importance of learning, establishing a learning environment within the organization, setting the conditions for effective learning, and measures for leaders to consider as they maintain their role in the learning environment.

MCWP 5-10 identified the reasonings behind the steps of the Marine Corps Planning Process. Pertinent to the researcher's topic of implied tasks, MCWP 5-10 provided an understanding of the relationship between the planning process and implied tasks.[9] It noted that as implied tasks are not specifically stated in an order, they are important to accomplishing the assignment. As leaders, Officers or NCOs, receive an order, they analyze the overall order in order to identify the implied tasks inherent to not just the specified and essential tasks, but also, to the problem statement and coordinating instructions.

Encompassing the importance of command and control, MCWP 6-10 identified leadership qualities to promote an effective and healthy organization. Such qualities included inspiration, technical proficiency, and moral responsibility.[10] Leader inspiration promoted virtue and honor in one's performance. Technical proficiency included exhibiting military knowledge and skill in occupational performance. Moral responsibility included adherence to high standards of conduct and guiding subordinates towards the same.

Overall, the military publications provided leadership guidance, leadership principles to exhibit, and an understanding of how effective leadership leads to an effective organization. The researcher utilized these publications in order to provide the reader an understanding of implied tasks, training, and performance expectations within the military. Such expectations and leadership capabilities are especially important when developing NCOs as they are sought first hand by leaders to resolve problems.

Noncommissioned Officer (NCO) Leadership

ADP 6-22 provided leadership foundations and attributes to guide NCOs in leadership assignments. It stated NCOs are capable of making decisions in order to execute daily operations. They set the performance standard and example for subordinates to emulate in training, educating, and development.[11] This information is key to understanding the roles and responsibilities of NCOs. Chapter 1 mentioned military progression from junior to senior rankings is based on proficiency and performance. NCOs are expected to demonstrate their technical expertise while leading and training their subordinates in accomplishing assigned tasks. ADP 6-22 identified attributes for Officers and NCOs alike to effectively lead their subordinates. The researcher found the following attributes pertinent to the research topic: leading others in completing assignments by building trust, developing a positive environment, enabling subordinates to be proficient, achieving results, and monitoring performance.

Leaders should offer broadening opportunities and assignments to their subordinates in order to encourage subordinates to exhibit initiative. Those who are not in leadership positions are sometimes reluctant to recognize when a situation calls for them to accept responsibility and step forward.[12] Subordinates assigned to leadership positions can result in hesitation to perform out of fear of making mistakes or underestimating their abilities. Leaders build confidence in subordinates by setting conditions that encourage them to use their initiative and solve problems.

In the book, *Semper Fi: Business Leadership the Marine Corps Way,* Carrison and Walsh noted the importance of training subordinates. Doing so adds to a company's success, as well as, to the subordinate's knowledge and career progression. For example,

the Marine Corps NCO has the respect of his subordinates as they know that he is qualified; having come up through the ranks.[13] For senior leaders to have a "hands off" approach, they rely on NCOs to ensure the daily operations are completed. The individual Marine is never allowed to fall into a "comfort zone."[14] The NCO must continue to ensure assignments are completed accordingly while seeking self-improvement to enhance their proficiency in preparation for the next rank or billet.

In Julia Dye's book, *BACKBONE: History, Traditions, and Leadership Lessons of Marine Corps NCOs*, she mentioned the term initiative as it relates to a NCO's forward thinking. NCOs need to stay alert and think ahead.[15] In doing so, they are successful in completing tasks by any given deadline. As NCOs exhibit initiative, the daily operations continue without a pause. If a leader instills a micromanagement environment, not only does it slow the daily operations, but it also hinders initiative.[16] As NCOs continue to be developed, they must keep in mind the leadership requirements within the next rank. Through continued development and experience, NCOs will enhance their decision-making skills. They will have the ability to analyze information received (gathering all facts, weighing options, and maximize outcomes); resulting in ideas and decisions to resolve problems.[17]

All in all, these resources aided the researcher in understanding NCO performance expectations and considerations to employ when developing NCOs for future assignments. As the resources associated knowledge and qualifications with NCO proficiency, they facilitated the reader in connecting critical thinking capabilities with NCO problem solving capabilities. Although Officers and NCOs possess qualifications to

lead, the leadership style employed affects both subordinate and organization effectiveness.

<u>Books, Articles Referring to Leadership Styles</u>

The books and articles referenced aided in answering the subsidiary questions mentioned in Chapter 1: Is transactional leadership hindering service members' proficiency and ability to be strong leaders? How do leaders educate and train subordinate service members about implied tasks in order to increase an organization's proficiency and performance? Is the concept of understanding implied tasks relevant to critical thinking skills? The books and articles provided an understanding about various leadership style approaches, leadership style characteristics, and case studies to depict leadership styles within military and civilian organizations.

In the book, *Leadership: Succeeding in the Private, Public, and Not-for-Profit Sector,* Ronald Sims and Scott Quatro stated the importance of attaining information in the success of an organization. Over time, more and more companies and individuals in companies contribute to the bottom line and to the market by what they know – not just by what they do.[18] They also emphasized the need to develop the "next generation" of leaders. In doing so, they addressed the Five Fundamentals of Exemplary Leadership identified by Kouzes and Posner. It consists of challenging the process, inspiring a shared vision, enabling others to act, modeling the way, and encouraging the heart.[19] Relative to this thesis, Sims and Quatro related these aspects to military leadership.

Jon Blades' *Rules for Leadership* introduced a few interesting concepts regarding the relationship between a leader and subordinates. For example, Blades introduced the terms "directive" and "non-directive" as leadership styles and their effects on a member's

intelligence and ability to perform. Basically, the evidence established that the nondirective and directive leadership styles can be very effective in certain situations, yet poor choices to use in others.[20] Additionally, Blades identified a relationship between style and performance. With nondirective leadership, which relies on subordinates' skills, member ability has a stronger effect on performance than it would under the directive style. With directive leadership style, which relies on leader skills, leader ability has a stronger effect on performance than it would under the nondirective style.[21] Ideally, both styles of leadership should render results that improve on an organization's effectiveness. Either the nondirective or the directive style will produce good unit performance.[22] Additionally, there are a couple of factors to consider with regards to performance standards – the level of acceptable performance and member ability. Whether members use all or part of their performance capabilities is dependent on how high or low a leader sets the standard.[23] Lastly, a leader's motivation and ability also impact a member's ability.[24]

<div align="center">Transactional Leadership</div>

Transactional leadership is typically associated with structured organizations in which the organization, not the subordinate, is the main focal point. The articles by St. Thomas University and Kendra Cherry referred to transactional leadership as being effective in a well-structured organization, especially to maintain performance as organizations undergo employee turnover. As transactional leadership is effective with specified processes, its simplicity does not require extensive training.[25] Rules, procedures, standards, and self-motivated people are essential in transactional leadership in order to ensure deadlines are met.[26] It is also easier to apply in a crisis situation,

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where everyone must know exactly what is required of them and how a task is to be done under pressure.[27] Overall, the transactional approach is rather an unambiguous construct and applicable in a multitude of leadership situations.

<p align="center">Transformational Leadership</p>

While transactional leadership emphasizes an organization's effectiveness through a "status quo" approach, transformational leadership emphasizes an organization's effectiveness through inspiration and growth of its employees. In the article, *Leadership and Command*, Angela Febbraro stated a leader is attentive to a subordinate's need for achievement and growth, and as such, the leader frequently acts as coach or mentor to the subordinate.[28]

Cases in Leadership, by W. Glenn Rowe and Laura Guerrero, depicted the differences between transactional and transformational leadership in regards to a subordinate's personal development. According to Rowe and Guerrero, contingent reward and management by exception are factors in transactional leadership that impact an organization's efficiency and leadership engagement.[29] Transformational leadership factors encompass influence, motivation, and subordinate awareness in relation to an organization's efficiency. Across a scale, the transactional leadership factors maintain a moderate rate in an organization's efficiency while transformational factors increase an organization's effectiveness through leadership engagement, shown in Figure 5.
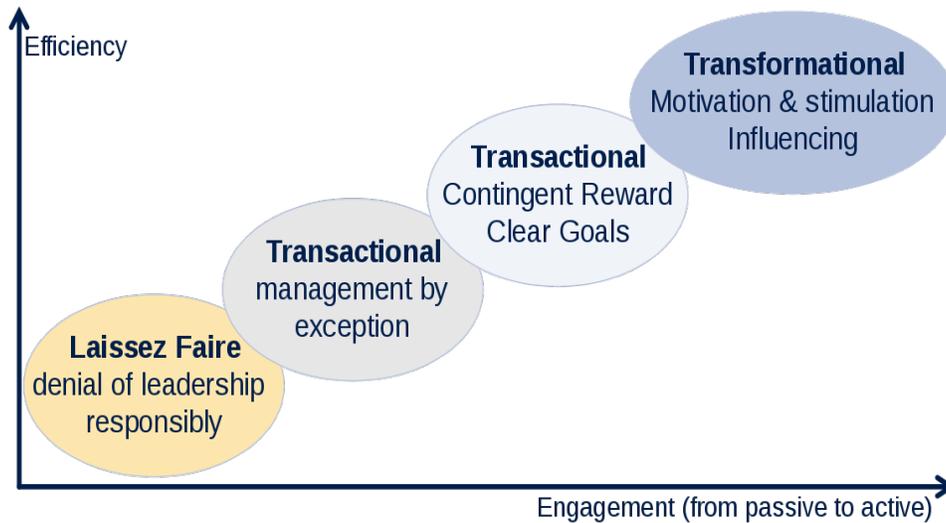
Figure 5.   Efficiency vs. Engagement Model

Source: W. Rowe and Laura Guerrero, *Cases in Leadership* (Los Angeles, CA: SAGE, 2019), 148.

Larry Spears and Michele Lawrence, authors of *Focus on Leadership: Servant-Leadership for the 21st Century*, focused on leaders developing future leaders to prepare for challenges while creating a shared sense of purpose.[30] As the book also introduced servant leadership, the researcher noticed the similarities in characteristics between servant leadership and the Army and Marine Corps Leadership Principles, depicted in Figure 6.

TRADITIONAL BOSS	SERVANT AS LEADER
Motivated by personal drive to achieve.	Motivated by desire to serve others.
Highly competitive; independent mindset.	Highly collaborative and interdependent.
Understands internal policies and uses them to win personally.	Sensitive to what motivates others and empowers all to win with shared goals/vision
Focuses on fast action; complains about others being too slow.	Focuses on gaining understanding, input, all buy-in from all parties.
Relies on facts, logic, proof.	Uses intuition; foresight to balance facts, logic, proof.
Controls information in order to maintain power.	Shares big-picture information generously.
Spends more time telling, giving orders.	Listens deeply and respectfully to others.
Feels that personal value comes from individual talents.	Feels that personal value comes from mentoring and working collaboratively with others.
Sees network of supporters as power base and perks and titles as signal to others.	Develops trust across a network of constituencies; breaks downs hierarchy.
Eager to speak first, feels his/her ideas are more important; often dominates or intimidates opponents.	Most likely to listen first; values others' inputs.
Uses personal power and intimidation to leverage what he/she wants.	Uses personal trust and respect to build bridges and do what's best for the "whole."
Accountability is more often about who is to blame.	Accountability is about making it safe to learn from mistakes.
Uses humor to control others.	Uses humor to lift others up and make it safe to learn from mistakes.

Figure 6.   A New Kind of Leadership Table

Source: Larry C. Spears and Michele Lawrence, *Focus on Leadership: Servant-Leadership for the 21st Century* (New York: Wiley, 2002), 145.

Servant leaders listen without judgment, are authentic, build community, share power, and develop people in order to enhance a shared vision and a true learning organization.[31] Servant leadership attributes can also be employed in military or stream lined organizations. The authors captured a quote from General Peter Schoomaker, Commander in Chief of USSOCOM, regarding leadership engagement among officers and NCOs. He believed the top-down hierarchical organization is outdated and ineffective as it does not allow leadership and followership to know how to be a leader.[32] Knowledge and understanding is not enough to promote change. It will also require sensory, vigilant awareness, and a shared power among both leader and follower to achieve common objectives.[33]

As the resources defined transactional, transformational, and servant leadership, the researcher utilized this formation towards understanding their impacts on subordinate development and organizational effectiveness. Additionally, case studies were attained to provide examples of these leadership styles applied in various organizations.

<center>Case Studies</center>

Four case studies were selected based on leadership styles and their effects on organizational effectiveness. The case studies depicted transformational leadership characteristics in a civilian organization, transformational leadership from a military standpoint, NCO military leadership traits, and transactional leadership in a university organization. Bruce Avolio and Bernard Bass, authors of *Developing Potential Across a Full Range of Leadership – Cases on Transactional and Transformational Leadership,* provided a case study about the Department of Energy's Office of Defense Programs and its application of transformational and collaborative style leadership. In Fil Arenas' book,

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A Casebook of Transformational and Transactional Leadership, the two case studies regarding US Navy Admiral Chester Nimitz and College Football Coach Nick Saban depicted their leadership effects towards their service members and employees. In Julia Dye's book, she wrote about US Marine Sergeant Burgess who demonstrated initiative and knowledge while assigned to the 24th Marine Expeditionary Unit in 1994. These case studies depicted how transformational and transactional leaders led their service members within military organizations and employees and students within civilian organizations. Details of these case studies and how they aided the researcher in answering the primary and subsidiary questions are provided in Chapter 3.

Summary

Through these references, the researcher intended on finding answers to her research and subsidiary questions, and overall, enhancing the knowledge of both military and civilian leaders in order to improve their organization's performance. Throughout the literature review, the researcher identified additional leadership style characteristics that are similar to the Army and Marine Corps leadership attributes. Additionally, the researcher identified a relationship between the leadership styles applied towards an organization's efficiency and amount of leadership engagement. Finally, upon reviewing the case studies and with the information from the resources, the researcher suspected a possibility of combining transactional and transformational leadership factors vice just one style of leadership towards personal and organizational effectiveness. A detailed analysis of the researcher's study is conveyed in Chapter 4.

[1] Headquarters, Department of the Army (HQDA), Army Doctrine Publication (ADP) 6-22, *Army Leadership and the Profession* (Washington, DC: Government Printing Office, November 2019), 1-13.

[2] Ibid., 1-17.

[3] HQDA, FM 6-22, 1-2.

[4] Ibid., 3-2.

[5] Ibid., 5-4.

[6] HQMC, MCDP 6, 36.

[7] Ibid.,48.

[8] Ibid., 115.

[9] HQMC, MCWP 5-10, 2-4.

[10] Department of the Navy, Headquarters U.S. Marine Corps (HQMC), Marine Corps Warfighting Publication (MCWP) 6-10, *Leading Marines* (Washington, DC: Department of the Navy, Headquarters U.S. Marine Corps, January 2019), A-7.

[11] HQDA, ADP 6-22, 1-20.

[12] Ibid., 6-7.

[13] Carrison and Walsh, *Semper Fi*, 64.

[14] Ibid., 116.

[15] Dye, *BACKBONE*, 5.

[16] Ibid., 8.

[17] Ibid., 134.

[18] Sims and Quatro, *Leadership*, 69.

[19] Ibid., 158.

[20] Blades, *Rules for Leadership*, 6.

[21] Ibid., 15.

[22] Ibid., 27.

[23] Ibid., 31.

[24] Ibid., 52.

[25] St. Thomas University Online, "What Is Transactional Leadership? How Structure Leads to Results," 1.

[26] Kendra Cherry, "How a Transactional Leadership Style Works," *Verywell Mind,* July 2019, 2, https://www.verywellmind.com/leadership-styles-2795312.

[27] Ibid.

[28] Febbraro, "Leadership and Command," 1.

[29] Rowe and Guerrero, *Cases in Leadership*, 148.

[30] Larry Spears and Michele Lawrence, *Focus on Leadership: Servant-Leadership for the 21st Century* (New York: Wiley, 2002), 104.

[31] Ibid., 150.

[32] Ibid., 296.

[33] Ibid., 301.

CHAPTER 3

RESEARCH METHODOLOGY

Promulgation of an order represents not over 10 percent of your responsibility. The remaining 90 percent consists in assuring through personal supervision on the ground, by yourself and your staff, proper and vigorous execution.
— General George S. Patton, USA

Introduction

General Patton's quote reminds leaders that while it is easy to state an order to subordinates, the challenge comes in applying proper supervision to ensure the order is carried out. The current problem is that assignments are not being completed thoroughly as expected from trained service members. Additionally, Officers and NCOs who accept incomplete assignments hinder the organization's overall effectiveness. Exploratory research for this study began with building an understanding of the Officer and NCO leadership qualities, a comparison between transactional and transformational aspects regarding service member development, and quality control methods for leaders to employ ensuring the implied tasks of any assignment are addressed by service members. As mentioned in Chapter 1, this study examined the impact of implied tasks not being completed in relation to personal development and organization effectiveness. Specifically, the researcher wanted to understand the hidden implications implied tasks may have on leadership, training, and critical thinking if they are not observed.

The research analysis led to answering the primary research question: What is the impact of implied tasks not being completed in relation to personal development and organization effectiveness? The scope of the analysis was also relative to the secondary research questions involving the relationship of implied tasks with transactional

leadership, training, and its relevancy to critical thinking skills. The researcher applied a qualitative research methodology to answer the primary and secondary research questions. This methodology consisted of an identifiable framework built upon the military leadership principles, transactional and transformational characteristics relative to employee development, and case studies comparing leadership behaviors and expectations involving organizational effectiveness.

The results of this study was used to fill the gap in the collective understanding of how deficiencies in performance impede a task being completed; while simultaneously affecting a service member's development and an organization's success. The research questions guided the researcher to conduct a qualitative research study of the relationships associated with implied tasks, assignment completion, and transactional leadership. It was not known how transactional leadership affects the development of subordinate critical thinking skills and task completion. The researcher intended to use qualitative research to explain the impacts of leadership qualities in relation to the completion of implied tasks.

Data Collection

The data collected for this study were from military publications, books, and online journal articles. The research validated the credibility of sources by using information that was appropriately cited and referenced throughout other research studies involving leadership and organization effectiveness. Military publications were used to provide information about implied tasks, military leadership, and service member development.

As the researcher was limited on case studies pertaining to implied tasks directly, the four case studies selected were based on leadership styles and their effects on organizational effectiveness. The researcher anticipated the leadership styles and reasons for subordinate development to vary, however, the main goal would be for organizational success. The four types of leadership cases depicted transformational leadership characteristics in a civilian organization, transformational leadership from a military standpoint, one exemplifying NCO leadership traits, and transactional leadership. The four types of organizational case studies utilized for this research were: The Department of Energy's Office of Defense Programs, US Navy Admiral Chester Nimitz, US Marine Sergeant Randy Burgess, and College Football Coach, Nick Saban.

The first case study pertained to the Department of Energy's Office of Defense Program and its leadership approach of employing collaborative efforts within the organization. Upon the executives providing their vision to their employees, the executives employed a collaborative approach with their employees in order to attain their commitment towards understanding the same vision. By encouraging peer relationships, in which their employees are considered collaborators, the executives and employees worked together to resolve problems at hand.[1] To the executives, having collaboration between the supervisors and employees reduced the stress of delegating tasks to the employees. The executives believed collaboration allowed them to stay involved and add value in the processes, while still being hands off.[2] The balance between delegating and setting boundaries was difficult to achieve, therefore, collaboration allowed the supervisors to maintain involvement while developing their employees. The executives believed in challenging their employees in their tasks while

inspiring them to give it their best. In summary, the executives in this case steady believed that coaching, mentorship, and inspiration served as catalysts for leaders and employees to attain collaboration towards achieving the organizational vision.[3]

The second case study was the leadership style of US Navy Admiral Chester Nimitz, the Commander in Chief of the Pacific Fleet in World War II. Regardless of how demanding his job was, Admiral Nimitz always found learning opportunities for new vessel Captains heading out to sea for the first time. Upon their return, he listened to their after-action reports as he knew their constructive insights and suggestions would aid in future mission improvements.[4] Admiral Nimitz understood the importance of listening to service members as they could provide new ideas and suggestions. While Admiral Nimitz displayed transformational leadership traits, he also exhibited transactional traits as well. He did not tolerate poor performance, bad manners, or disrespect among the service members.[5] He expected his senior and junior officers to uphold discipline and accountability among their subordinates. In summary, Admiral Nimitz believed military activities required intelligence, vigilance, and common sense in order to maintain a readily fighting force.

The third case study involved an enlisted US Marine by the name of Sergeant Randy Burgess. His initiative, proficiency, and courage were evident throughout his tour with the 24th Marine Expeditionary Unit. Sergeant Burgess was a motor transport mechanic who demonstrated initiative when fixing and maintaining military vehicles; from finding mechanical parts to improvising make shift parts in the absence of parts surplus. Sergeant Burgess ensured the welfare of his Marines remained paramount; to include their proficiency within their occupation. He demonstrated moral courage and

bearing when he advised his superior officers of his recommended solutions to problems. Sergeant Burgess was committed to ensuring operations were conducted proficiently, and as such, he expected the same of his Marines.[6] Sergeant Burgess' demonstration of initiative, critical and quick-thinking skills, and knowledge led him to fill the Maintenance Chief and Motor Transport Officer positions; billets typically filled by higher pay grades.[7] His actions and courage enabled the mission to be accomplished and ensured his Marines safely returned from their operations in Somalia.

The fourth and final case study described Nick Saban's, Head Coach for the University of Alabama football team, transactional leadership style. Saban attributed the success of winning five national championships to the process of mapping everyone's role and controlling the steps necessary for the team to be efficient.[8] Saban exhibited tactician, organizer, and leadership skills on the field. Off the field, he employed discipline attributes to encourage team determination and resilience.[9] As such, his style of leadership entailed a hands-on approach in the team's and staff's daily activities; ensuring his expectations were met.[10] He believed hard work was the secret to success in that it fostered solid work ethics, as well as, enhanced decision making and judgement abilities. Nick Saban's leadership style led the University of Alabama's football team to achieve multiple championships while being recognized as one of the top head coaches within the college football circuit.

<center>Data Analysis</center>

The data analyzed from the resources were to answer the primary research topic of the impacts of implied tasks not being completed and their effects on personal development and organization effectiveness. The information collected from the Army

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and Marine Corps military publications provided definitions of implied tasks and their applicability throughout task execution. These publications also identified leadership traits and principles service members can apply throughout various leadership billets. The researcher considered these traits and principles as the baseline for the overall leadership premise during the analysis of the Sergeant Burgess case study.

The resources pertaining to leadership styles depicted transactional and transformational leadership within military and civilian organizations. Additionally, some of the resources identified leadership practices to apply with leadership styles in order to enhance an organization's effectiveness. These resources were referenced to answer the first subsequent question pertaining to the examination of the relationship between the transactional leadership approach and subordinate task performance. They were also utilized to answer the second subsequent research question pertaining to the relationships among education, training, leadership and task performance. The transactional and transformational resources demonstrated differences in how superiors conveyed tasks to their subordinate and their expectations of desired results. While both leadership styles rendered success within organizations, there were disparities with how both leaders and subordinates envisioned each other's expectations. The case studies involving the Department of Energy, Admiral Nimitz, and Nick Saban were analyzed comparing the transactional, transformational, and the Five Leadership Practices qualities.

Finally, the researcher collected data from resources pertaining to NCO and subordinate roles and responsibilities. These resources also referenced the impact of their completion of assignments to the overall organization's mission. The intent of the data collected was to answer the third research question pertaining to the relationship between

implied tasks and critical thinking skills. The researcher intended to identify the impacts of critical thinking capabilities in relation to employment of micromanagement methods and complacency affecting a subordinate's understanding of tasks.

Summary

This study analyzed the data collected from the resources and case studies to answer the primary and secondary research questions. While transformational and transactional leadership can achieve organizational success, the standard of performance exhibited varies. As previously discussed in Chapter 2, there were multiple aspects governing performance and expectations of leaders and subordinates. For example, completion of tasks can be affected by the leader's directive or non-directive approach and their leadership abilities. Additionally, the standard of performance differed between a leader's and subordinate's understanding of completion. The leadership styles and NCO expectations depicted in the case studies and references were relative to training, leadership development, and critical thinking aspects in identifying implied tasks within assignments. In Chapter 4, the researcher applied an analysis of the literature towards the primary and subsidiary questions. This analysis bridged the gap in literature towards understanding the effects implied tasks have on personal development and organization effectiveness.

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[1] Bruce Avolio and Bernard M. Bass, *Developing Potential Across a Full Range of Leadership – Cases on Transactional and Transformational Leadership* (New Jersey: Lawrence Erlbaum Associates Publishers, 2002), 39.

[2] Ibid.

[3] Ibid., 40.

[4] Arenas, *A Casebook of Transformational and Transactional Leadership*, 45.

[5] Ibid., 46.

[6] Dye, *BACKBONE*, 8.

[7] Ibid., 13.

[8] Arenas, *A Casebook of Transformational and Transactional Leadership*, 111.

[9] Ibid., 112.

[10] Ibid.

CHAPTER 4

ANALYSIS

The most valuable qualification in an officer is common sense; contrary to general belief, it is the rarest element found in mankind.
— Major General Fox Connor, USA

Introduction

Major General Fox Connor related common sense to being a valuable characteristic of officers. The researcher believed common sense is an intangible characteristic of any leader; Officer, NCO, or leader within a civilian organization. Although service members are aware of the military leadership characteristics identified in Chapter 2, deficiencies in service members' performances continued to exist. The current problem was that assignments were not being completed thoroughly as expected from trained service members. This study examined the impact of implied tasks not being completed in relation to personal development and organization effectiveness. Specifically, the researcher wanted to understand the hidden implications implied tasks may have on leadership, training, and critical thinking if they are not observed.

The analysis of this research answered the study's primary and secondary questions. The primary research question was: What is the impact of implied tasks not being completed in relation to personal development and organization effectiveness? The secondary research questions were:

1. Is transactional leadership hindering service members' proficiency and ability to be strong leaders?

2. How do leaders educate and train subordinate service members about implied tasks in order to increase an organization's proficiency and performance?

3. Is the concept of understanding implied tasks relevant to critical thinking skills?

This chapter provides the findings from the analyzed data collected from the resources and case studies to answer the primary and secondary research questions. These research questions guided the researcher to conduct a qualitative research methodology study of the relationships associated with implied tasks, assignment completion, and transactional leadership. This chapter is divided into subsections in order to address the secondary questions, with case studies to support the analysis; resulting in an identified response to the primary research question.

Research Question 1

The first research question examined the relationship between the transactional leadership approach and subordinate task performance. The military means of assigning tasks is usually associated with the transactional leadership style demonstrated by a military leader. Upon reviewing the references pertaining to transactional leadership, the researcher analyzed that while transactional leadership traits are inherent with service members military training, it should not be viewed as a negative leadership approach. For military members, basic training instills the leadership traits and principles for one to maintain throughout training. It is easier to understand these leadership characteristics in an organization that is streamlined and systematic. There are transformational leadership approaches evident throughout a service member's progression. The term "crawl, walk, run" is a method that teaches service members the fundamentals of their military

occupational specialty. Service members have to know the basics in order to build upon their knowledge of their occupation. Additionally, transactional leadership styles promote accountability for both the leader and subordinate. Although the leader is primarily responsible for the overall organization's efficiency, the subordinate is aware of their accountable actions being part of the organization's overall success.

As Chapter 1 provided a definition of transactional leadership and Chapter 2 provided resources identifying it as an effective style of leadership, the researcher conducted an analysis of its relationship between leader and subordinates. According to Kendra Cherry, transactional leadership is known as managerial leadership as it emphasizes supervision and group performance in order to achieve organizational effectiveness.[1] Subordinates are taught the importance of following rules, procedures, and standards; in which leaders supervise their training. The article by St. Thomas University also added that transactional leaders do not promote creativity or innovation as the established rules and regulations keep the organization structured.[2] Being that transactional leadership is associated with simple-to-learn concepts, creative thinking is not required for non-complex situations.

According to Arenas, transactional leadership does not focus on fostering meaningful leader-follower relationships, but more so with accomplishing the organizational tasks while meeting guidelines and expectations.[3] Leaders who employ a transactional leadership style enter into agreements with followers to reward or take corrective action based on expected behavior and performance. According to Rowe and Guerrero, there is no emphasis on the followers' needs or personal development. Instead, there is a relationship based on the exchange of something valuable to followers for the

achievement of the leader's goals.[4] Within a transactional leadership approach, the incorporation of management by exception includes two forms - active and passive. Active involves corrective criticism when employees make mistakes, whereas, passive involves negative feedback and negative reinforcement despite not closely monitoring subordinates. Regardless, the transactional approach will lead to a poor performance evaluation unless the subordinate changes their performance.

While both articles referred to the military as employing solely transactional leadership styles, the researcher analyzed it in a different view. According to Kenneth Estes, leadership means looking out for subordinates by way of encouraging them to maintain initiative and professional competence.[5] In doing so, leaders need to set performance standards for the subordinates to attain or surpass. Once subordinates understand what is required of them, allow them to find the means to complete the task.[6] If a leader micromanages or over supervises, subordinates may not demonstrate their initiative. Jon Blades also stated the subordinate may choose to fight a leader every step of the way or may only give the appearance of trying to do what the leader wants.[7] Nonetheless, micromanagement doesn't increase performance as a leader may think.

In the military and in some organizations, nondirective and directive leadership traits are required. Nondirective and directive leadership focuses on member/leader ability, member/leader motivation, and an establishment of standards. According to Blades, leaders need to ensure their subordinates are not complacent in their duties. Leadership influence should foster member motivation. Talented members who try hard will provide a good performance, however, a member who "goes through the motions" of working and does not expend enough effort to do the job right, will demonstrate a poor

performance.[8] Hence leaders need to maintain a standard of performance and ensure their subordinates are aware of the standards they are to meet. Enforcing standards emphasizes the degree to which the leader requires high quality work from his subordinates. The level to which the leader enforces standards does not depend upon which leadership style he uses as member motivation affects the influence of the leader ability.[9]

Based on the resources, the researcher depicted the characteristics of both transactional and transformational leadership. Figure 7 identifies their characteristics as they relate to various types of categories. Additionally, this depiction also aided the researcher in analyzing two cases studies involving both transactional and transformational approaches.

Transactional *vs* Transformational Leadership

Categories	Transactional	Transformational
Leader's source of power	Rank, position	Character, competence
Follower reaction	Compliance	Commitment
Time frame	Short term	Long term
Rewards	Pay, promotion, etc.	Pride, self-esteem, etc.
Supervision	Important	Less important
Counseling focus	Evaluation	Development
Where change occurs	Follower behavior	Follower attitude, values
Where "leadership" found	Leader's behavior	Follower's heart

Figure 7.   Transactional vs. Transformational Leadership

Source: Ronald Sims and Scott Quatro, *Leadership: Succeeding in the Private, Public, and Not-for-Profit Sectors* (Armonk, NY: M.E. Sharpe, 2005), 72.

In the case study of Nick Saban, the Head Coach for the University of Alabama football team, his employment of a transactional leadership style was successful for the university's organization. As the head coach, Saban was an "hands on" leader; directing the team training, plays, and staff's daily activities in order to meet the main goal – winning championships.[10] This approach was warranted in order for all to understand Saban's vision, while being efficient. During the off season, Saban employed discipline attributes to encourage team determination and resilience in order for the team to maintain their knowledge and proficiency.[11]

Although Saban's leadership was characterized as transactional, his approach also exhibited some transformational aspects. By fostering strong work ethics and enhancing decision making capabilities, Saban readied his players and staff for their future endeavors; whether it be with the university, National Football League, or in another civilian organization. All in all, Saban demonstrated leadership attributes and competencies as identified in ADP 6-22, as well as, the leadership principles and traits identified in MCWP 6-10. While Saban demonstrated the transactional characteristics, the transformational traits exhibited included competence, commitment, self-esteem, and development among his players and staff. Table 1 provides an analysis of Nick Saban's leadership style with that of Figure 7 and Figure 8, the Five Leadership Practices & 10 Commitments.

Table 1.   Nick Saban Leadership Style Analysis

NICK SABAN		
Transactional	**Transformational**	**Five Practices**
Rank, Position	Commitment	Inspire Shared Vision
Compliance	Long Term	Enable Others To Act
Short Term	Pride, Self Esteem	Encourage the Heart
Promotion	Development	

Source: Created by author.

In the case study of US Navy Admiral Chester Nimitz, the Commander in Chief of the Pacific Fleet in World War II, his leadership style incorporated both transactional and transformation aspects. He did not tolerate poor performance, bad manners, or

disrespect among the service members.[12] He instilled compliance from his crew and evaluation of all service members to ensure orders were followed. Admiral Nimitz held his officers to a high standard and expected his junior officers to do the same towards their subordinates.

Transformational aspects included creating learning opportunities and being open to new ideas. Regardless of how demanding his job was, Admiral Nimitz always found learning opportunities for new vessel Captains heading out to sea for the first time. He also searched for adaptive solutions. Upon a Captain's return, Admiral Nimitz listened to their after-action reports as he knew their constructive insights and suggestions would aid in future mission improvements.[13] Admiral Nimitz understood the importance of listening to service members as they could provide new ideas and suggestions. In summary, Admiral Nimitz believed military endeavors required everyone's use of intelligence, vigilance, and common sense in order to maintain a readily fighting force. Table 2 depicts the analysis of the case study.

Table 2.   Admiral Nimitz Leadership Analysis

ADMIRAL NIMITZ		
Transactional	**Transformational**	**Five Practices**
Rank, Position	Commitment	Model the Way
Compliance	Long Term	Challenge the Process
Supervision Important	Development	Enable Others to Act
Follower Behavior		
Leader's Behavior		

Source: Created by author.

While transactional and transformational leadership can achieve organizational success, the standard of performance exhibited by subordinates is affected by the leader's directive or non-directive approach and leadership abilities. Thus, to be effective in today's military environment, a commander must be willing to adopt and apply the principles of transformational leadership in addition to the more typical transactional leadership approach, and moreover, must be capable of transitioning from one approach to the other, as circumstances changes.[14] Contrary to the belief that military leadership may not seem to instill an employee fostering environment, the truth of the matter is that leaders know subordinates will be promoted based on their qualifications. As stated by General Berger, attempts to regiment every aspect of every day is counterproductive.[15] It does not prepare them for future challenges and inhibits their initiative to solve problems.

As such, leaders need to exhibit training and mentorship to ensure their subordinates' success as they directly affect an organization's effectiveness. These training aspects can transcend into civilian organizations. Junior employees need streamlined training approach in order to introduce them to the organization; giving them knowledge and expectations of the organization. Afterwards, leadership engagement should be employed in order to foster their continuation and growth within the organization.

Research Question 2

The second research question examined the relationships among education and training towards understanding implied tasks. While implied tasks are inherent to assignments, the rate of mission accomplishment is relative to both leaders' and subordinates' interpretations and affected by their individual form of the meaning making

cycle. This can result in a difference of standard of performance expectations between a leader's and subordinate's understanding of a task.

With regards to taking care of Marines, General Berger stated leaders need to focus on educating and training; instilling core values and sense of accountability; equipping; and treating Marines with dignity, care, and concern.[16] This can transcend to other services and organizations as leaders need to know and understand their subordinates. Kenneth Estes believed that success in any assignment depends on a leader's common sense, application, willingness to learn, and skill in human relation.[17] Meaning that as team members are different, a leader needs to know how to inspire each one to perform collectively as a team.

James Kouzes and Barry Posner, authors of *The Leadership Challenge – Sixth Edition,* stated an inspired vision will be readily seen by both leader and members; it provides meaning for all to understand, commit to, and care about.[18] Giving members a reason to care will also encourage them to enhance their self-determination and competence.[19] Kouzes and Posner identified five leadership practices to promote a healthy, working relationship between leader and subordinates: Model the way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart.[20] As depicted in Figure 8, the Five Leadership Practices each have commitments inherent within each practice. Employing these practices will enable leaders to give their employees opportunities to make a difference in something they care about, make it enjoyable for them, and treat them with respect and honor they deserve.[21]

For organizations to be effective, Kouzes and Posner provided some additional insights for leaders and employees to take into considerations. First, leaders need to trust

their employees to complete their assigned tasks. Otherwise a leader will end up doing all the work themselves or micromanaging the work.[22] Second, accountability is key for assignment completion. When leaders provide employees a sense of ownership in their tasks, the employees will feel more committed to the organization.[23] Individual accountability is a critical element in collaborative efforts as team members will be more confident in doing their part when they believe others will do the same.[24]

THE 5 PRACTICES & 10 COMMITMENTS
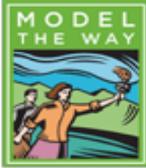
MODEL THE WAY
1. Find your voice by clarifying your personal values.
2. Set the example by aligning actions with shared values.

INSPIRE A SHARED VISION
3. Envision the future by imagining exciting and ennobling possibilities.
4. Enlist others in common vision by appealing to shared aspirations.
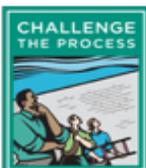
CHALLENGE THE PROCESS
5. Search for opportunities by seeking innovative ways to change, grow, and improve.
6. Experiment and take risks by constantly generating small wins and learning from mistakes.

ENABLE OTHERS TO ACT
7. Foster collaboration by promoting cooperative goals and building trust.
8. Strengthen others by sharing power and discretion

ENCOURAGE THE HEART
9. Recognise contributions by showing appreciation for individual excellence.
10. Celebrate the values and victories by creating a spirit of community.

Figure 1.   Five Leadership Practices & 10 Commitments

Source: James Kouzes and Barry Posner, *The Leadership Challenge*, 6th ed. (Hoboken, NJ: Wiley, 2017), 24.

A case study that employed collaborative efforts and exhibited the Five Leadership Practices within its organization was that of the Department of Energy's Office of Defense Program. Upon the executives providing their vision to their employees, the executives employed a collaborative approach with their employees in order to attain their commitment towards understanding the same vision. By encouraging peer relationships in which their employees are considered collaborators, the executives and employees worked together to resolve problems at hand.[25] To the executives, having collaboration between the supervisors and employees reduced the stress of delegating tasks to the employees. The executives believed collaboration allowed them to stay involved and add value in the processes, while still being hands off.[26] The balance between delegating and setting boundaries was difficult to achieve, therefore, collaboration allowed the supervisors to maintain involvement while developing their employees. The executives believed in challenging their employees in their tasks while inspiring them to give it their best. In summary, the executives in this case study believed that coaching, mentorship, and inspiration served as catalysts for leaders and employees to attain collaboration towards achieving the organizational vision.[27] Table 3 depicts the analysis of this case study.

Table 3.   Department of Energy Office of Defense Leadership Style Analysis

DEPARTMENT OF ENERGY OFFICE OF DEFENSE		
Transactional	Transformational	Five Practices
Leader's Behavior	Commitment	Inspire Vision
	Supervision Less Important	Enable Others To Act
	Development of Employees	
	Pride, Self Esteem	

Source: Created by author.

Leader engagement not only provides the subordinate a standard of performance to maintain, but it also gives the leader a chance to evaluate how well each member understands the task at hand. While the specified tasks are easily recognized in a task, it is the implied task inherent to the specified task that may not be easily understood. Officers and NCOs need to identify any short comings in performance and know how to explain the implied task in a manner the subordinate can understand.

Research Question 3

The third research question examined the relationship between implied tasks and critical thinking skills. As mentioned earlier in this chapter, service members undergo training to be indoctrinated into the military organization, to perform their occupational specialty, and prepare for leadership billets. A pivotal aspect in training is for service members to maintain their initiative; to not just seek self-improvement, but also consider future challenges that will need to be overcome. According to MCDP 6, initiative requires subordinates to always keep the larger situation in mind and act in consonance with their senior's intent.[28] If a leader instilled a micromanagement approach, they would

not be able to observe how a service member uses his critical and creative thinking to solve problems.[29] At the same time, subordinates may feel deterred from using initiative and more reliant on someone else's thinking. Simply put, micromanagement hinders initiative.[30] In doing so, a subordinate may not attain the necessary qualifications for promotion.

The military is able to promote from within its ranks due to the service member being qualified for promotion. This qualification is attained by the service member employing a followership approach. According to Sims and Quatro, no leader can reach his full potential unless he has the opportunity to follow another's direction.[31] Officers and NCOs, already trained in their occupation, will attain additional knowledge by learning and observing other leaders. As service members are assigned leadership billets, they attain a sense of accountability within their organization.

According to FM 6-22, accountability speaks to two levels: leaders held accountable for how well they developed their subordinates and individuals held accountable for their own professional development.[32] To ensure service members perform to a specified standard, leaders need to encourage critical and creative thinking in team members. These abilities and capacities for intellectual and critical thought are essential to effective problem solving. According to Richard Paul and Linda Elder, critical thinkers question information, points of view, and conclusions in order to identify the problems not easily seen.[33] Thinking critically and setting conditions that encourage others to think critically are effective ways to enhance processes within an organization. Paul and Elder stated critical thinking promotes open and effective communication amongst a team to find solutions to complex problems.[34] However, thinking critically

and creatively can cause people to question their own abilities. Leaders can counteract the unsettled feeling by listening attentively, affirming their subordinates' abilities, and reflecting about the processes of thinking and successful outcomes achieved from thorough thinking. [35]

By promoting initiative and critical thinking, leaders will aid their subordinates in better understanding implied tasks. Upon reviewing the Knowledge Iceberg (Figure 1), Sims and Quatro showed how implicit knowledge is not readily seen. While this type of knowledge is codifiable, it is not captured in black and white or easily understood; similar to implied tasks. [36] Leaders need to teach subordinates how to look for implied tasks, provide an understanding of how they relate to specified tasks, and encourage their subordinates to reflect on their experiences to aid in accomplishing the overall mission.

Template for Problem-Solving

1) Figure out, and regularly re-articulate, your goals, purposes, and needs. Recognize problems as obstacles to reaching your goals, achieving your purposes, or satisfying your needs.

2) Wherever possible take problems one by one. State each problem as clearly and precisely as you can.

3) Study the problem to determine the "kind" of problem you are dealing with. For example, what do you have to do to solve it?

4) Distinguish problems over which you have some control from problems over which you have no control. Concentrate your efforts on problems you can potentially solve.

5) Figure out the information you need to solve the problem. Actively seek that information.

6) Carefully analyze and interpret the information you collect, drawing reasonable inferences.

7) Determine your options for action. What can you do in the short term? In the long term? Recognize y our limitations in terms of money, time, and power.

8) Evaluate your options, determining their advantages and disadvantages.

9) Adopt a strategy. Follow through on it. This may involve direct action or a carefully thought-through wait-and-see approach.

10) When you act, monitor the implications of your action. Be ready to revise your strategy if the situation requires it. Be prepared to change your analysis or statement of the problem, as more information about the problem becomes available.

Figure 2.   Template for Problem-Solving

Source: Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools,* 7th ed. (Tomales, CA: Foundation for Critical Thinking Press, 2018), 17.

In the article "*Leadership Development: Enhancing the Lessons of Experience,*" Carey Walker and Matthew Bonnot emphasized the importance of constructing knowledge and meaning from past experiences.[37] To expand on a subordinates critical

thinking, leaders should challenge subordinates by placing them in challenging assignments in order to create learning opportunities.[38] During which, subordinates can apply Paul and Elder's Problem Solving Template to aid in analyzing and solving problems (Figure 9).

The Meaning Making Cycle is a method employed by both the leader and subordinate. As the leader provides observation, feedback, and dialogue, the subordinate reflects on the leader's feedback and makes adjustments; resulting in the subordinate learning through experience. Figure 10 depicts the Meaning Making Cycle as being continuous. According to Walker and Bonnot, subordinates create their own personal understanding of an event through interpretation. In turn, leaders aid the subordinates make sense of an experience through observation, feedback, and dialogue.[39]
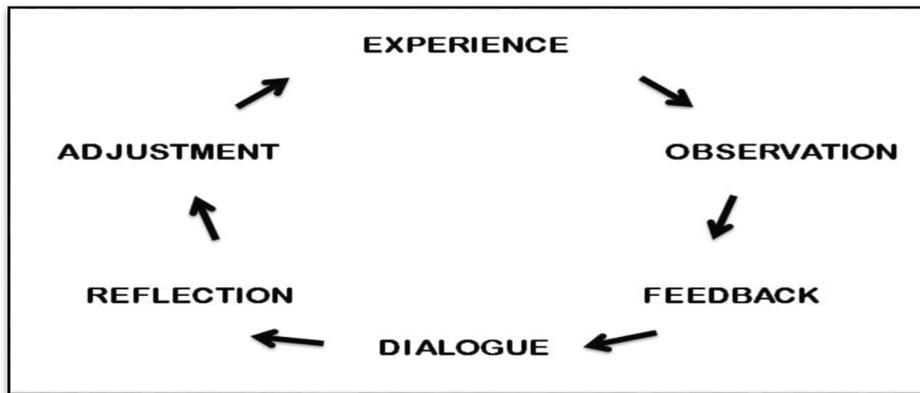

Figure 3.   Meaning Making Cycle

Source: Carey Walker and Matthew Bonnot, "Leadership Development: Enhancing the Lessons of Experience," M112RA, US Army Command and General Staff College, Fort Leavenworth, KS, September 2019, 6.

An example of an NCO exhibiting initiative, critical thinking, and knowledge is Sergeant Randy Burgess; an enlisted United States Marine who served with the 24th Marine Expeditionary Unit during the 1992 Somalia operations. Sergeant Burgess was a motor transport mechanic who demonstrated initiative when fixing and maintaining military vehicles; from finding mechanical parts to improvising make shift parts in the absence of surplus parts. He was committed to ensuring operations were conducted proficiently, and as such, he expected the same of his Marines.[40] Sergeant Burgess' demonstration of initiative, critical and quick-thinking skills, and knowledge led him to fill the Maintenance Chief and Motor Transport Officer positions; billets typically filled by senior ranking service members.[41] His proficiency and initiative enabled him to fulfill the implied tasks associated with assigned orders under chaotic situations. Tables 4 and 5 depict Sergeant Burgess' leadership characteristics.

Table 4.   Sergeant Burgess' Leadership Characteristics and
Marine Corps Leadership Comparison

MARINE CORPS LEADERSHIP	
Traits	Principles
Judgment	Technically & Tactfully Proficient
Decisiveness	
Initiative	Make Sound & Timely Decisions
Bearing	
Unselfishness	Know Men and Look Out for Their Welfare
Courage	
Knowledge	Set the Example
Endurance	

Source: Created by author.

Table 5.   Sergeant Burgess' Leadership Characteristics and
Army Leadership Requirements Model Comparison

ARMY LEADERSHIP REQUIREMENTS MODEL					
Attributes			Competencies		
Character		Intellect	Leads		Achieves
Warrior Ethos		Mental Agility	Leads Others		Gets Results
Discipline		Judgment	Builds Trust		Executes
		Innovation	Communicates		Adjusts
		Expertise			

Source: Created by author.

Enabling subordinates to find their own way of solving problems encourages them to maintain their initiative and enhance their knowledge. Leaders need to provide learning opportunities to advance their knowledge and experience. Leaders and subordinates need to understand accountability as subordinates will be future leaders. As stated in FM 6-22, a leader is responsible for building confidence in a subordinate's ability to solve problems while exhibiting initiative.[42] According to Kenneth Estes, the essence of Marine leadership is looking out for your people.[43] This essence can transcend other military services and civilian organizations as leaders can apply the Five Leadership Practices and aid subordinates in finding meaning within any assignment.

<u>Summary</u>

The researcher answered the three subsidiary questions pertaining to implied tasks. While transactional leadership approach may seem simple and structured, it is needed to ensure subordinates know the fundamentals in their occupation. As subordinates progress in rank, leaders should apply transformational aspects in order to

ensure the subordinate is prepared for future, challenging assignments. Officers and NCOs can apply the Five Leadership Practices in order to encourage initiative, collaboration in accomplishing tasks, and accountability to mitigate complacency. Lastly leaders should encourage subordinates to critically think about problems in order to find solutions. By providing subordinate learning opportunities, observation and feedback on performance, and confidence in their ability, a subordinate will enhance their capability to identify and understand the implied tasks within any assignment. Hence the impact of implied tasks not being completed is a signal for leaders to evaluate their subordinates' personal development as it can lead to inefficiencies within an organization. Chapter 5 discusses the findings of the study and recommendations for future research.

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[1] Cherry, "How a Transactional Leadership Style Works," 1.

[2] St. Thomas University Online, "What Is Transactional Leadership? How Structure Leads to Results," 1.

[3] Arenas, *A Casebook of Transformational and Transactional Leadership*, 3.

[4] Rowe and Guerrero, 148.

[5] Kenneth Estes, *The Marine Officers Guide* (Annapolis, MD: Naval Institute Press, 2008), 337.

[6] Ibid., 338.

[7] Blades, *Rules for Leadership*, 53.

[8] Ibid., 18.

[9] Ibid., 28.

[10] Arenas, *A Casebook of Transformational and Transactional Leadership*, 112.

[11] Ibid.

[12] Ibid., 46.

[13] Ibid., 45.

[14] Febbraro, "Leadership and Command," 3-6.

[15] CMC, *Commandant's Planning Guidance*, 16.

[16] Ibid., 6.

[17] Estes, *The Marine Officers Guide*, 305.

[18] James Kouzes and Barry Z. Posner, *The Leadership Challenge*, 6th ed. (Hoboken, NJ: Wiley, 2017), 15.

[19] Ibid., 16.

[20] Ibid., 24.

[21] Ibid., 112.

[22] Ibid., 200.

[23] Ibid., 229.

[24] Ibid., 230.

[25] Avolio and Bass, *Developing Potential Across a Full Range of Leadership*, 39.

[26] Ibid.

[27] Ibid., 40.

[28] HQMC, MCDP 6, 111.

[29] Clark, *Warrior's Wisdom*, 98.

[30] Dye, *BACKBONE*, 8.

[31] Sims and Quatro, *Leadership*, 187.

[32] HQDA, FM 6-22, 1-2.

[33] Richard Paul and Linda Elder, *The Miniature Guide to Critical Thinking Concepts and Tools,* 7th ed. (Tomales, CA: Foundation for Critical Thinking Press, 2018), 1.

[34] Ibid., 2.

[35] HQDA, FM 6-22, 5-4.

[36] Sims and Quatro, *Leadership*, 72.

[37] Walker and Bonnot. "Leadership Development," 1.

[38] Ibid., 2.

[39] Ibid., 6.

[40] Dye, *BACKBONE*, 8.

[41] Ibid., 13.

[42] HQDA, FM 6-22, 7-3.

[43] Estes, *The Marine Officers Guide*, 350.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Success is the result of perfection, hard work, learning from failure, loyalty to those for whom you work, and persistence.

— Colin Powell, 1995

Introduction

The research topic for this thesis was understanding impact of implied tasks not being completed in relation to personal development and organization effectiveness. Specifically, the researcher wanted to understand the hidden implications implied tasks may have on leadership, training, and critical thinking if they were not observed. This research was significant to military and civilian professions because it could help leaders understand why tasks were not completed, identify shortcomings in a service member's performance, and facilitate a service member's development in order to optimize their proficiency; increasing an organization's effectiveness.

The current problem was that assignments were not being completed thoroughly as expected from trained service members. Deficiencies in performance impeded a task being completed; while simultaneously affecting a service member's development and an organization's success. In addition to having a negative effect on an organization's effectiveness, poor performance impacted a member's promotion, desired billet, or career stability within an organization. The scope of the analysis was also relative to the secondary research questions involving the relationship of implied tasks with transactional leadership, training, and its relevancy to critical thinking skills.

<u>Findings</u>

After reviewing and analyzing the information collected from the various resources and case studies, the researcher identified that while implied tasks may not be understood by subordinates, service members can develop the ability to identify implied tasks. When leaders accepted complacency, completion of implied tasks could be easily overlooked; resulting in subordinates not being proficient and an organization not being effective. Officers and NCOs are enablers for service members to become more educated and proficient in their duties; rendering a stronger commitment to the organization itself. The researcher identified four findings throughout her study of implied tasks.

The first finding was that while a transactional leadership style is focused on an organization's success as a whole, it did not necessarily hinder a service member's proficiency and ability to be a strong leader. To ensure the service member understands the basics, a simple and streamlined leadership approach was needed. A leader provides the service member the knowledge to succeed and become an effective member of an organization. Accountability is required by both the leader and service member to ensure assignments are completed. As a service member progresses in rank, the leader should incorporate a transformational style approach in order to enhance the service member's ability to be proficient in occupations outside their comfort zone; essentially preparing the service members to be a leader. At this stage, the leader focuses on the service member's professional development within the organization.

The second finding was the necessity for leaders to educate and train subordinate service members about implied tasks by coupling the Five Leadership Principles with that of the military leadership principles and attributes. In doing so, leaders enhanced their

service members' proficiency and performance; resulting in an effective organization. A leader recognizes that not everybody is the same; service members learn and perform differently from one another. Understanding this, a leader needs to know their service members' strengths and gaps. By focusing on a subordinate service member's training and education, a leader can improve a weakness; turning it into a strength. As a service member receives a challenging assignment, the leader can aid the service member in understanding any performance deficiencies and recommend ways to mitigate problems.

The third finding was that critical thinking skills are relevant to understanding assignments. They enable service members to analyze a situation, identify the implied tasks inherent in an assignment, and foresee upcoming challenges. As service members exhibit initiative to resolving problems, they apply their critical thinking skills towards analyzing assignments. When service members recognize the existence of implied tasks within an order, they are able to codify that knowledge and teach it to others. Leaders need to aid junior leaders through the meaning making cycle; ensuring they provided observation and feedback in order to facilitate the junior leaders establishing meaning to their experiences. NCOs will be more apt to ensure the daily operations are thoroughly completed; without a micromanagement or directive approach from leaders.

The fourth finding was leaders need to continue to facilitate the development and preparation of subordinates for future leadership positions. As service members progress through the ranks, it will be expected their knowledge and experience accompany their future ranks. The Marine Corps Leadership Traits and Principles and the Army's Leadership Requirements Model offered valuable information for all service members to exhibit; regardless of rank. Additionally, tools a leader could employ when developing

subordinates were the Five Leadership Practices, Template for Problem-Solving, and the Meaning Making Cycle.

<center>Recommendations for Future Research</center>

This study focused on implied tasks and their impact on personal development and organizational effectiveness. Due to the limitations discussed in Chapter 1, this topic requires additional research to further expand on this study. Recommendations for further research are discussed below.

The first recommendation is to research the understanding of assignment completion among subordinates. Have subordinates ask questions regarding assignments to ensure they have the same understanding as their leader. Effective communication is essential in ensuring subordinates understand the objective at hand.

The second recommendation is to examine the efficiency of instructors within their duties. As service members are trained by someone higher in rank, it is important that the instructor is proficient in their duties. Instructors can become complacent, especially as their assignment ends. Both leaders and subordinates cannot afford to have inadequate training, as any deficiencies in performance can impact the service member and organization.

The final recommendation is to conduct research on other leadership approaches, such as followership, servant leadership, authentic leadership, and adaptive leadership. While transactional and transformational leaderships can lead to personal development and enhance organizational effectiveness, they may not always be the right approach. Just as people are different, so are organizations. Hence it will be prudent to ensure the correct leadership approach is employed accordingly within an organization.

Summary

Implied tasks are existent in assignments. As they are not spelled out, or specified, it can be challenging to decipher by a subordinate who does not possess the knowledge or experience. Leadership and subordinates need to take it upon themselves to continue to seek self-improvement in order to enhance their performance capabilities; to include understanding implied tasks. Additionally, leaders need to provide opportunities for subordinates to grow proficiently and professionally. At the same time, subordinates, upon be assigned challenging assignments, should not defer such opportunities. When leaders and subordinates work as a team to accomplish all assigned tasks, not only do they benefit individually, but the organization also benefits as a whole. In reference to Colin Powell's quote about success, service members who work hard, seek self-improvement, and are committed to the team and mission, will enable an organization to be successful.

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