# THE MILITARY LEADER AND EFFECTIVE RHETORICAL SKILLS

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in partial fulfillment of the requirements for the degree

MASTER OF MILITARY ART AND SCIENCE
General Studies

by

JOHN M. HINCK, MAJ, USA
B.A., California State University, Fresno, California, 1991

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14. ABSTRACT

This research focuses on how military leaders can improve leadership thru effective rhetorical skills. The research provides a greater understanding of the importance of rhetoric and provides military leaders with methods to implement rhetorical skills and strategies to improve leadership qualities. Through extensive review of both military and civilian literature on rhetoric and leadership, the author addresses the importance of why military leaders should develop effective rhetorical skills and what constitutes effective rhetorical skills. The Adapted HPT Model for Reaching Desired Rhetorical Skills provides the foundation to understand the gap between the actual and desired rhetorical skills, the causes of the gap, and solutions to reduce the gap. The Military Rhetorical Skills Model allows a methodical application of the desired rhetorical skills to demonstrate how General MacArthur effectively used rhetorical skills and created rhetorical eloquence in his farewell address at West Point in 1962. Military leaders, charged with responsibility to lead others in demanding situations and to defend the ideals of our Constitution, require a wide range of skills to protect the promises made by donning the military uniform. Developing effective rhetorical skills is an important element of achieving excellence in practicing the art and science of military leadership.

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THESIS APPROVAL PAGE

Name of Candidate: Major John M. Hinck

Thesis Title: The Military Leader and Effective Rhetorical Skills

Approved by:

_____, Thesis Committee Chair
LTC Colonel Robin L. Gaslin, M.S.

_____, Member
Chaplain (MAJ) Robert E. Roetzel, M.DIV., S.T.M.

_____, Member
Ronald E. Cuny, Ed.D.

Accepted this 6th day of June 2003 by:

_____, Director, Graduate Degree Program
Philip J. Brookes, Ph.D.

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 government agency. (References to this study should include the foregoing statement.)

ABSTRACT

THE MILITARY LEADER AND EFFECTIVE RHETORICAL SKILLS by MAJ John M. Hinck, USA, 75 pages.

This research focuses on how military leaders can improve leadership thru effective rhetorical skills. The research provides a greater understanding of the importance of rhetoric and provides military leaders with methods to implement rhetorical skills and strategies to improve leadership qualities. Through extensive review of both military and civilian literature on rhetoric and leadership, the author addresses the importance of why military leaders should develop effective rhetorical skills and what constitutes effective rhetorical skills.

The Adapted HPT Model for Reaching Desired Rhetorical Skills provides the foundation to understand the gap between the actual and desired rhetorical skills, the causes of the gap, and solutions to reduce the gap. The Military Rhetorical Skills Model allows a methodical application of the desired rhetorical skills to demonstrate how General MacArthur effectively used rhetorical skills and created rhetorical eloquence in his farewell address at West Point in 1962.

Military leaders, charged with responsibility to lead others in demanding situations and to defend the ideals of our Constitution, require a wide range of skills to protect the promises made by donning the military uniform. Developing effective rhetorical skills is an important element of achieving excellence in practicing the art and science of military leadership.

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LIST OF ACRONYMS

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|---|---|
| AR | Army Regulation |
| CCC | Captain's Career Course |
| CAS3 | Combined Arms Staff Services School |
| CGSOC | Command and General Staff Officer College |
| FM | Field Manual |
| HPT | Human Performance Technology |
| OES | Officer Education System |
| ST | Student Text |
| STX | Situation Training Exercise |
| US | United States |

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# CHAPTER 1

## INTRODUCTION

At the heart of the American military is effective leadership: people who are charged with the responsibility to lead others and operate complex equipment. Without leadership, all the technology in the world becomes ineffective. Hence, the Army has studied and sought to develop leadership since its inception, and continues to do so. Among the key factors of such leadership is the effective use of the written and spoken word. The U.S. Army's leadership manual FM 22-100, *Leadership,* states that, "Since leadership is about getting other people to do what you want them to do, it follows that communicating--transmitting information so that it's clearly understood--is an important skill" (1999, 4-2). If leadership involves influencing others to accomplish missions, it is apparent that effective communication is vital to the future success of the Army. "The complex nature of leadership requires leaders to develop a repertoire of message strategies that can be adapted to the unique qualities of different situations" (Barge 1994, 11). There is proof that a mastery of rhetorical strategies and word choice does have a positive impact on developing leadership, shaping character, and fostering a motivation to act in a positive venue. For example, FM 22-100 lists positive communication performance indicators as "persuading others, expressing thoughts and ideas clearly to individuals and groups, conveying ideas, feelings, sincerity, and conviction, and expressing well-thought-out and well-organized ideas" (1999 B-4/5). Yet, the leadership manual, specifically, and the Army, in general, devote little on the specifics of how to achieve positive performance in communication. Within the field of military art and

science, the value of a leader's ability to use speech effectively with specific reference to rhetorical strategies has received little serious study.

Some situations demand leaders to respond in competent ways via the medium of speech. When General Douglas MacArthur gave his farewell address at the United States Military Academy in 1962, the situation demanded that he appeal to a wide audience and deliver a message that spoke both to the future leaders of the Armed Forces and the current leaders--all waiting to hear the thoughts of a controversial, yet supremely respected military icon. What is so moving and inspirational about General MacArthur's farewell address? Why are individuals moved and motivated even today by the words of a 70-year-old highly self-confident man who was fired from his job by the Commander-In-Chief? How did General MacArthur artistically use language that appeals and stirs ideals of duty, honor and country? Why did General MacArthur not just say, "Duty, honor, and country . . . now, cadets go forth and do great things?" With a better understanding of how to construct effective speeches using rhetorical strategies, a greater potential is possible to understand General MacArthur's rhetorical methods, as well as to use those same methods to be better leaders. The bottom line is that not enough attention has been given to how leadership is enacted amid significant rhetorical transactions between leaders and subordinates. The more competent leaders seek ways for self-improvement in all facets of leadership. Yet, there are no studies that reveal principles of rhetorical excellence for military leaders. Within the military, leaders have not taken the time to study the internal dynamics of speech and why the specific structure works the way it does. Toward that end, effective use of language within a military framework

needs further study, as well as developing strategies to provide military leaders example of effective rhetorical methods.

## The Research Question and Supporting Questions

The proposed research question is: Do military leaders need to possess specific rhetorical skills to be effective leaders? Supporting research questions included:

1. Why should an Army leader develop rhetorical skills?
2. Is there a connection between effective leadership and rhetorical skills?
3. What are the desired and actual rhetorical skills of military leaders?
4. Is there a gap between the desired and actual rhetorical skills?
5. What are the causes for the gap?
6. What are the solutions to reduce the gap?
7. Can military leaders use specific methods to improve rhetorical skills?

## Significance of the Study

This research may yield a greater understanding of the importance of rhetoric within the military and provide military leaders with methods for the comprehension and implementation of rhetorical strategies to improve their leadership qualities.

It may be important to identify what constitutes effective rhetorical skills and to what extent military leaders possess the desired skills. If a gap exists between the actual and desired skills, it may be worthwhile to understand the causes for the differences, as well as explore solutions to reduce the gap.

What is learned from examining and understanding specific speech by a military leader are the word choices and methods used and why that speech still has a profound influence on both the new and old readers alike: together, the universal audience. By

using effective rhetorical strategies, military leaders may have a profound impact on others in both routine and desperate situations. A soldier's belief in a leader and the unit may be a direct result of how effectively the leader communicates his plan to reach mission success in conducting recurring, often mundane tasks, as well as vital, life-threatening combat missions. In the end, a leader's merit is measured on how well a mission is accomplished to satisfy the commander's intent. How military leaders cultivate a model of rhetorical eloquence which aids a leader in communicating his message to the universal audience for daily actions or mission success is a pertinent aspect of military art and science.

This research will examine whether a military leader who can understand and use rhetorical tools is a more effective leader. The intent is not to discount the importance of an affective nature, but rather to emphasize the relationship of meaning between participants, as well as the effect speeches may have. For very logical reasons, it is impossible to truly measure the immediate effectiveness of past speeches. For example, how can the effectiveness of MacArthur's speech on the actual audience be measured? MacArthur's words appeal to not just an audience of cadets assembled in the past, but also to a future audience. Together, the past, present, and future audiences equate to a universal audience. What this research will attempt to show is the importance of rhetorical choices of diction, structure, principles, and images orators use. Second, this research will attempt to demonstrate that contemporary leaders who understand the importance of rhetoric and its use can more effectively communicate and challenge their soldiers to go above and beyond.

## Assumptions

Four assumptions support and underlay the research. The following assumptions are not conclusive in nature, but are required to proceed with the research.

1. Great military leaders display great communication skills.
2. Military officers want to be better leaders.
3. Leaders want to be effective communicators.
4. Military leaders need to possess motivation and influencing skills.

## Definitions

The words leadership, effective, rhetorical, and strategy are defined to provide common understanding and to ensure clarity in the research.

Leadership: Is influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization. (*HQDA* 1999, 1-4).

Effective military leader: Is an individual in the armed forces who produces the intended or expected result. (*Random House Dictionary* 1992, 426).

Rhetorical strategy: Is a skillful use of language in speech or writing as a method for achieving a specific goal. (*Random House Dictionary* 1992, 1155 and 1321).

## Limitations

Limitations are weaknesses imposed by constraints or restrictions beyond control of the research. No restrictions or constraints exist.

## Delimitations

Delimitations are constraints imposed on the scope and content, so that the research is feasible. There are two: First, other services were not included in the research; rather the focus was exclusively on the U.S. Army. Second, only oral communication skills relating to rhetorical strategies are included in this study. Encompassing other communication skills, such as writing and listening, are not included due to scope limitation and not due to ignoring their importance to leadership.

## Summary

Before examining how the military can and should possess necessary rhetorical skills, a review is necessary of the available information within the academic institutions, the business world, and the military.

# CHAPTER 2

# LITERATURE REVIEW

The literature review is divided into three parts. The first part of the literature review examines the pertinent information that exists in the academic field of rhetoric and how rhetoric can make leaders effective communicators. Also incorporated in the first part is a brief, yet relevant focus on the power and importance of communication within the business community. The civilian community has studied the issue of rhetoric longer and with more detailed analysis. In contrast, only limited material on effective oral communication exists within the military community. In the second part of the literature review, emphasis is placed on the United States Army's historical views on the need for communication skills, of the Officer Educational System (OES), and of the specific field manuals (FMs) that guide officer training and development, which mainly concentrate on the importance of communication at various levels of leadership. The final area examines the literature centered on the identification and discussion of those speeches by both civilian and military leaders who are generally considered great or effective. The final area briefly examines the sources which discussed, reviewed, and analyzed great speeches by military leaders.

## Section I: Academic Field of Rhetoric

*The Art of Public Speaking* (1989), by Stephen Lucas, addresses the importance and process of public speaking. Lucas offers some insight into the link between public speaking and critical thinking, discusses the communication process, and focuses on the methods to organize and deliver a speech to specific audiences. The powers involved in

critical thinking, researching, and organizing evidence are similar to those required in public speaking. Critical thinking is “focused, organized thinking--the ability to see clearly the relationships among ideas” (14). The importance of the communication process lies in the ability of a speaker to deliver a specific message in an organized manner with clear supporting evidence. The achievement of shaping ideas into a message that works as the speech progresses is dependent both on what one says (the verbal message) and on how one says it (nonverbal message). To a large extent, a speaker’s success relies on his ability to prepare the speech in terms of topic selection and purpose, audience analysis, organization, supporting evidence, and language choice. Lucas places added emphasis on both audience analysis and language choice as two key determinants in delivering a clear, powerful message.

Kenneth Sereno and David Mortensen produce a comprehensive volume which provides a historical perspective to the development of communication theory, examines the foundations of communication theory, and bridges communication theory with proven research, as well as provides multiple examples in support of their findings. In *Foundations of Communication Theory* (1970), the authors discuss four basic theoretical fundamentals of communication. First, the communication system to them is a distinctive process of a variety of variables acting and reacting throughout the engagement of speech and forming a message or concept in the mind of the participants. Second, the process of encoding and decoding the information presented (or delivered) via speech may not be the speaker’s desired shared understanding due to audience differences (e.g., knowledge, experience, ideology, perceptions, and identification with the speaker) and the situational characteristics (e.g., speaker charisma and abilities, context of time and place, and

implications or believed follow-on affects of the speech). Third, the pattern of human interaction involves the critical junction of five "common denominators: tendencies toward cognitive consistency, credibility, personality attitudinal states, processes of influence, and message variables" as related to the speaker, audience, and ideas (178). Fourth, the communication process occurs and is based upon the social context and group dynamics: the speaker-audience interaction and the interactions within the audience or between listeners. The perceptions, beliefs, attitudes, and power influences among the communication participants build to varying levels of message understanding, acceptance, and ownership.

Dr. Lewis creates a practical guide for public speaking in his book, *How to Get Your Message Across: A Practical Guide to Power Communication* (1997). The focus of the book is fourfold: the winning power of words and the command of language; training and practice in becoming a good speaker; understanding the audience; and different message strategies for communicating to different audiences. Dr. Lewis devotes several pages to discussing the pyramid of perception that has the greatest impact upon subjective assessment, perceived understanding, and decision to accept a message (delivered via speech). The three elements of his perception pyramid are personal relevance, selective attention, and selection perception. Personal relevance is the degree to which listeners believe the message (speech) pertains or applies to them. Selective attention is the process of selecting specific and meaningful cues from the information provided and organizing it into an understandable single entity. Whereas selective attention is giving meaning to a situation, selective perception relates to the multitude of expectations that build over time to create ideas and attitudes. Dr. Lewis also discusses

the structure of a speech. He argues that to overcome audience boredom and assist the listener in message understanding and acceptance of the speech must have "a specific purpose, a clear-cut structure, and points which develop ideas in a logical, consistent and meaningful way" (77-78).

Richard Dowis uses his expertise as a former journalist, public relations manager, business consultant, and professor of literature to examine several speeches (by President George Washington, Prime Minister Winston Churchill, President Franklin D. Roosevelt, Nelson Mandela, President John F. Kennedy, President Ronald Reagan, President Dwight Eisenhower, and other prominent leaders) and demonstrates how each speaker creates and delivers a great speech. The primary methods consistent in each speech studied in *The Lost Art of a Great Speech* (2000) are a mastery of language, a holistic approach to the art of public speaking, and a logical sequence involving both the organization of the speech and the mechanics of delivery. Dowis makes constant reference to the power of words on the listener and to the responsibility of the speaker to deliver a message that creates a feeling of trust, confidence, understanding, and, ultimately, belief in the message.

Perhaps best known for her work as a speech writer for Presidents Ronald Reagan and George W. Bush, Peggy Noonan offers advice and anecdotes on writing and delivering effective public addresses in *On Speaking Well: How to Give a Speech With Style, Substance, and Clarity* (1998). Public speaking is not magic, argues Noonan, but "reduced to its essentials, a speech is a combination of information and opinion" (4). She believes that every speech has elements that can be reduced to certain basics that seem to work for every speaker. The fundamentals encompass preparation, organization, humor,

articulating a clear message, speaking with the audience in mind, and using imagery to connect and solidify words and pictures. Noonan writes that "good hard simple words with good hard clear meanings are good things to use" (51) when speaking and "a good case well argued and well said is inherently moving" (64). Her most important point is that every speaker should strive to master both the power of language and a logical flow to convey a message. The speech should allow for a deep eloquence that permits the audience to better understand the intended message.

Analyzing speeches requires an understanding of two somewhat polar fields of study: textual criticism (textual analysis) and ideological criticism (rhetorical analysis). Michael Leff is considered an expert within the field of rhetorical study for his extensive research on textual analysis, emphasizing the "artistic integrity of discourse." Effective oratory should not be evaluated by its extrinsic effects, but, more importantly, in order to "comprehend linguistic constructions" and to "engage texts with precision and to comprehend the fundamentals of practice" (Leff 1992, 230). Understanding the text and how it works becomes an analytical purity. Dilip Goankar sums up Leff's work nicely. "Leff wants to understand the rhetorical discourse itself in terms of its effectivity (how it works), its artistry (how it is wrought), and its responsiveness to situation (how it is inscribed)" (1990, 291).

In his work, "Textual Criticism: The Legacy of G. P. Mohrmann" (1986), Michael Leff reminds the field of rhetoricians about Professor Mohrmann's work to achieve a deeper and better understanding of speech. Mohrmann believed that speakers must analyze the text of a speech to discover the process and to figure out what is going on and why. Leff further writes that while organization of rhetorical discourse is the key

to effectiveness, what is even more critical is to understand "the symbolic action that marks a work as a rhetorical discourse" (378). With a mastery of language and appeal to the audience, one should construct a speech that works on the two levels of spatial images and social hierarchy. "When we talk of metaphorical space and place . . . we are talking about constructs alive with the potential for action" (380). Leff goes on to say the critical aspect is "to understand how the potential in such constructs became actualized" (380). Thus, it is imperative for every orator to understand that every critic or listener ultimately reflects back to the text and attempts "to understand how the rhetorical process breathes life into concepts and turns them into palpable incentives for action" (387). In essence, every speaker must understand how his speech will or should influence others to take action.

Karlyn Campbell and Susan Huxman produce a contemporary evaluation of speech in *The Rhetorical Act: Thinking, Speaking, and Writing Critically* (2003). The authors refer to rhetoric as "persuasive discourse, written and oral, that seeks to affect attitudes and actions" (4). They define rhetorical discourse as having seven qualities: public, propositional, purposive, problem-solving, pragmatic, poetic, and powerful. "The degree to which a rhetorical discourse manifests poetic qualities, such as vivid description, figurative language, and narrative, will directly affect the size of the potential audience, now and in the future, and the nature and intensity of the response evoked" (6). Campbell and Huxman believe that a rhetorical act "involves the description, analysis, interpretation, and evaluation of persuasive uses of language" (5). The seven elements of descriptive analysis include purpose, audience, persona, tone, evidence, structure, and strategies (22-24). The critical process consists of a descriptive analysis of the discourse,

an understanding of the historical and cultural forces at work within a discourse, and development of a visible evaluation.

Professor Barnett Pearce allows a venue for the work of Leff, Campbell, and Huxman in his book *Communication and the Human Condition* (1989). Pearce advocates that "there is a revolutionary discovery that communication is, and always has been, far more central to whatever it means to be a human being than had ever before been supposed" (3), which leads to the conclusion that it is fundamental to understand how communication works. Pearce provides three interrelated factors for the interest and reliance on communication: "new communication technologies; an appreciation of economic and political significance of communication; and developments in humanistic and scientific thinking about communication" (4). Indeed, understanding why and how people communicate is a linchpin to understanding human realities in that "the forms of communication in which we participate either liberate or enslave us; they facilitate or subvert human values" (11). What people see and hear is different from what they sense and feel, but all lead to a better understanding of a perception of reality. Communication, then, works on the three levels of coordination, coherence, and mystery. "Coordination names those practices in which persons attempt to call into being conjoint enactments of their visions of good, the desirable, and the expedient, and to prevent conjoint enactments of what they envision as bad, ugly, and obstructive" (20). "Coherence refers to the process by which we tell ourselves (and others) stories in order to interpret the world around us and our place in it. It specifically does not assume that these stories are an accurate description of ourselves or of the world" (21). Lastly, "mystery is the recognition that the human condition is more than any of the particular stories that make

it coherent or any of the particular patterns of coordination that construct the events and objects of the social order" (22). Understanding how speech influences others to act responsibly and morally makes people better and improves the condition of humans across all perspectives.

J. Kevin Barge, *Leadership: Communication Skills for Organizations and Groups* (1994), makes a connection between communication and leadership. He claims and demonstrates that "leaders must develop communication skills that allow them to vary their behavior according to the situation" (17). Leaders should not think of or condense communication into one simple method of relating ideas or values. "The complex nature of leadership requires leaders to develop a repertoire of message strategies that can be adapted to the unique qualities of different situations" (11). Barge moves away from the traditional theories of leadership that provide a list of traits, situations or skills that a leader needs to influence others and offers a communication model of leadership. This new model stresses the importance of possessing a variety of skills, identified as molecular, molar, and process that combine to allow a leader to understand a situation and communicate effectively. Barge's work serves as a foundation in claiming that communication is a complex process, but leaders can develop specific message strategies to effectively convey meaning and influence action.

On first page of his book *Leadership Communication* (1983) Ernest Stech yields to the work of both Pearce and Barge in claiming that "leadership is essentially a relationship between two or more people, and most humans rely on symbolic exchange, that is communication, to develop and sustain relationships." People react to symbols or words not because of their reference to the physical world, but to the direct or indirect

relationship to the psychological and social realties. Stech contributes to the field of rhetorical study and leadership communication in two ways. First, he provides specific examples of effective communication for task-oriented as well as for people-oriented leaders. Second, and more importantly, he demonstrates that leaders can and should be trained and that leaders "can learn specific skills" (180) to be effective communicators and masters of language.

*Primal Leadership: Realizing the Power of Emotional Intelligence* (2002) by Daniel Goleman, Richard Boyatzis, and Annie McKee is a recent addition to the business community regarding a new look at how emotional intelligence (EI) relates to effective leadership. Goleman (et al) writes that "great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision or powerful ideas" (1). Leaders connect with people through EI based on personal and social competencies. The four domains of EI are "self-awareness, self-management, social awareness, and relationship management" (30). Goleman (et al) discusses the major empirical studies involving EI. "Managers in the high-potential group were found to exhibit virtually every one of the competencies, while the executives in the comparison group possessed few of those competencies" (37). The conclusion is the possession of the four elements of EI improves leadership and provides an individual with the abilities to influence others via communication. Individuals can acquire the EI skills and abilities by targeting specific objectives in education and development through formal learning and self-directed study. Leaders with EI "naturally nurture relationships, surface simmering issues, and create the human synergies of a group in harmony. They

build a fierce loyalty by caring about the careers of those who work for them, and inspire people to give their best for a mission that speaks to shared values" (248).

Two well known works that describe a structure or hierarchy of objectives to be achieved in educational terms are the *Taxonomy of Educational Objectives: Book 1, Cognitive Domain* (1956), edited by Benjamin Bloom, and the *Taxonomy of Educational Objectives: Book 2, Affective Domain* (1964), primarily authored by David Kranthwohl, Benjamin Bloom, and Bertram Masia. Each book is truly a group effort in producing a handbook on either the cognitive or affective domains (the third domain is know as psychomotor) and is relevant to the study of rhetoric due to its influence and application toward the levels of cognition attained by an individual and the levels of affection or internalization reached by an individual. The cognitive domain "includes those objectives which deal with the recall or recognition of knowledge and the development of intellectual abilities and skills" (7). The taxonomy is organized into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation (18). The authors claim that they have "the task of preparing individual for problems that cannot be foreseen in advance, and about all that can be done under such conditions is to help the student acquire generalized intellectual abilities and skills which will serve him well in many new situations" (40). In short, the cognitive domain is a hierarchy of mental ability stages in a complex process of cognitive mastery.

The affective domain demonstrates how the degree of acceptance and internalization of values and knowledge affects an individual's behavior along a continuum of five levels: receiving, responding, valuing, organization, and characterization by a value or value complex. The emphasis is on "a feeling tone, an

emotion, or a degree of acceptance or rejection," and these "objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience" (7). The ultimate acceptance of a value or value complex causes or influences the individual to act within the parameters of the value. The internalization or affective level of a system of values and code of behavior leads to better assessment of problems and issues based on intangibles of "situations, issues, purposes, and consequences" (184) and intellect than mere facts and basic precepts. An understanding of both the cognitive and affective domains permit a leader to appeal to specific levels (expectations and requirements) along the dual continuums which allows a better influence of others in helping them to better comprehend information and more strongly accept ideas or values.

Richard Paul and Linda Elder give a comprehensive analysis of the need for critical thinking in an ever-changing world in their book *Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life* (2002). They provide a model of critical thinking based on universal intellectual standards and elements of reasoning applicable to professional and personal life. The nine fundamental intellectual standards they propose are clarity, relevance, logicalness, accuracy, depth, significance, precision, breadth, and fairness. The elements of reasoning are explained as, "Whenever we think, we think for a *purpose*, within a *point of view*, based on *assumptions*, leading to *implications* and *consequences*. We use *data*, facts, and experiences, to make *inferences* and judgments, based on *concepts* and theories, to answer a *question* or solve a problem" (67-68). A critical thinker "considers the elements of reasoning with sensitivity to universal intellectual standards by being clear, accurate, precise, relevant, deep,

significant, logical, fair and broadly based" (111). How people think affects how they behave (toward wants) and feel, since the triad of functions in life are interdependent. Through critical thinking, an individual can "understand the long-term nature of intellectual development, social change, and personal growth and transformation" (5).

## Section II: U.S. Army Doctrine, Officer Education System (OES), and History Involving Rhetoric

Compared to civilians, the military has fewer resources dedicated to the specifics of oral communication. However, it is clear that the U.S. Army does place great significance on both critical thinking skills and effective oral communication. The OES, including the Command and General Staff College and Army War College, the Army's correspondence courses, and current field manuals are the focus of the literature review within the confines of the Army resources dealing with oral communication and rhetoric.

In all of the officer education schools and programs of instruction (POI), communication skills receive attention, albeit limited in nature, scope, and detail. The Officer Basic Course (OBC), Captains Career Course (CCC), Combined Arms and Services Staff School (CAS3), Command and General Staff Officer Course (CGSOC), and the Army War College (AWC) all provide some oral communication skills training, but the curriculum is primarily focused on briefing techniques and decision-making abilities. No course offers specifics on rhetorical inquiry, although the Army recognizes that effective communication techniques have the power to influence and inspire others.

At the CGSOC, officers are initially trained in the aspects of critical reasoning and creative thinking (CR/CT) that reflect the elements of reasoning and universal intellectual standards as proposed by Richard Paul and Linda Elder. A week-long

preparation engages officers in fundamentals and methods of CR/CT to lay a foundation for all coursework throughout the year.

The U.S. Army offers two correspondence sub-courses on oral communication, but the focus is on briefing skills and speech delivery as opposed to understanding and creating effective speeches using rhetorical strategies. In 1963, the CGSC produced the reference book *Military Speaking* with no recent updates. The text is not used in any CGSOC courses or offered as part of additional training within the OES. The CGSOC does provide all students ST 22-2, *Writing and Speaking Skills for Army Leaders*, last updated in 2002. The manual does provide information on speaking techniques and speech evaluation methods.

The most recently published edition (1999) of FM 22-100 does specifically mention the importance of communication skills at the direct, organizational, and strategic levels of leadership. The leader model is explained in the pillar concept of "Be, Know, and Do." The "Be" pillar consists of *values* and *attributes*, while "Know" encompasses the required *skills* of a leader and the "Do" column contains the specific *actions* required of a leader. The three pillars explain the strength of leadership in the U.S. Army. The skills include interpersonal, conceptual, technical, and tactical Influencing, operating, and improving are three critical actions of leaders as listed in FM 22-100. Communication is an integral part of interpersonal and conceptual skills, as well as the action of influencing. Within the category of influencing, communication is explained as an action that "involves displaying good oral, written, and listening skills for individuals and groups" (2-27). The manual also lists communication as a necessary aspect of interpersonal skills. "Since leadership is about getting other people to do what

you want them to do, it follows that communicating--transmitting information so that it's clearly understood--is an important skill" (4-2). With the many examples of the importance on effective communication at all levels of leadership, it follows that leaders should be effective communicators.

At all three leadership levels, officers must possess the interpersonal skill of communicating and the conceptual skill of critical reasoning. At the organizational level, leaders must furthermore possess the ability to persuade as a means of communicating, as well as establishing clear intent within the conceptual skill requirements. As an action, leaders must communicate to influence. To do so, FM 22-100 provides to leaders seven suggestions: Know Yourself, Know the Purpose, Know the Boss, Know the Environment, Know the Subordinates, Know the Staff, and Know the Best Method (1-13 to 1-14). The leader at the strategic level relies more on the power of communication as a skill and action. "Strategic leaders communicate not only to the organization but also to a large external audience that includes the political leadership, media, and the American people. To influence those audiences, strategic leaders seek to convey integrity and win trust. "As GA Marshall noted, they become expert in the *art of persuasion*" (7-3).

FM 22-100 describes communication as "transmitting information so that it's clearly understood" (4-2), but takes a narrow view of the communication field by only focusing on the importance of one-on-one communication, nonverbal communication, active listening, and being clear when communicating commander's intent. While the Army stresses the importance of effective oral communication, no manual, regulation, student text, or reference book offers any insight into the mechanics of speech, understanding the text and its construction, or developing rhetorical strategies.

The identification of communication as an important skill for officers is not new to leadership development and officer education. As early as 1978 in the *Review of Education and Training for Officers* (RETO Study), the U.S. Army suggested all commissioned officers possess five general skills: information-retrieval, communication, technical, human, and analytical-conceptualization. The RETO Study claimed that while both society and the military will change, the responsibilities for the officer will remain steadfast in support of the Constitution, the assigned mission, and soldiers. The study further concluded that as officers progress in rank, they will have a greater reliance on conceptual (thinking and deciding) and managerial skills, rather than technical or tactical skills. Both field grade officers and general officers "must be able to effectively influence human and large group behavior, through positive personal examples, persuasive speaking and writing, and productive conferring and discussion-leading" (p. III-15).

In 1985, the U.S. Army completed and published the *Professional Development Officers Study (PDOS)*, which expanded on the framework of "Be, Know, Do" that FM 22-100 (October 1983) established as a model for leadership requirements encompassing values and attributes (Be), knowledge and skills (Know), and actions (Do). The aim of the study was to develop officers "who know how to think, rather than only what to think about; whose decision skills include an ability to conceptualize, to innovate and to synthesize information while under stress; and who are able to adapt to the unexpected" (21). The *Professional Development Officers Study (PDOS)* established a "philosophy of development" for officers based on the Be, Know, Do concept and developed a system of schooling based on the Be, Know, Do model and "distinct developmental periods in an officer's career that require a shift in the officer's frame of reference, the acquisition of

new knowledge and skills, and their internalization through experience on the job" (xxix). Based on the study's analysis, all officers must posses both analytical and conceptual skills, and there is an inverse relationship between analytical skills and conceptual skills with the former being more important later in an officer's career.

The 1987 *Leader Development Study* commissioned by General Sullivan was conducted with the sole purpose of improving leadership development in the U.S. Army. Among the several recommendations by the study, the one most pertinent to this thesis is that a leadership development structure should ensure that "leadership instruction delineates between leadership qualities and skills that are generally useful such as ethics, values, counseling, and communications; and those that are essential for battle" (26). More attention should be placed on the skills required of leaders in the battlefield environment. The study believes that the battlefield environment will necessitate such requirements as: (1) conceptual ability to assess the situation at hand, (2) decision-making skills to identify, decide, and implement an appropriate action plan, and (3) personal and indirect influence to inspire and motivate others to act toward a common objective. The *Leader Development Study* captures the image of a leader in the following definition: "Leadership is the process by which leaders provide purpose, direction, and motivation to influence others to accomplish the mission of the organization. Effective leaders use both direct and indirect influence to accomplish their mission" (C-2).

The *Army Training and Leader Development Panel Officer Study – Report to the Army*, completed in May 2001, concluded "the operational environment requires lifelong learning by Army officers and units that have ingrained the metacompetencies of self-awareness and adaptability as the most important skills and characteristics requisite for

mission success in the Objective Force" (3). Self-awareness is "the ability to understand how to assess abilities, know strengths and weaknesses in the operational environment, and learn how to correct those weaknesses" (3). Adaptability is "the ability to recognize changes to the environment; assess against that environment to determine what is new and what to learn to be effective; and the learning process that follows . . . all to standard and with feedback" (3). The panel developed a comprehensive training and leader development model, yet the concepts and principles contain no specific implementation details of educational objectives or training curriculum that support the aforementioned metacompetencies. The *The Army Training and Leader Development Panel Officer Study – Report to the Army* did re-validate the leadership principles found in FM 22-100, *Army Leadership*, and made the critical claim that: "The Army cannot continue the practice of maintaining training and leader development as separate and distinct imperatives" (6).

The *U.S. Army White Paper: Concepts for the Objective Force* (known as the Objective Force White Paper or OFWP) offers how the future Army war-fighting force should look and provides key characteristics of the future design in terms of doctrine, training, leadership, operations, material, and soldiers. The core of every unit at the tactical level is the ability to see first, understand first, act first, and finish decisively. The Objective Force's seven design characteristics, as articulated in The Army Vision, FM 1, *The Army*, and FM 3-0, *Operations*, are: responsive, deployable, agile, versatile, lethal, survivable, and sustainable. At the heart of the design concept are the soldiers and leaders who will serve as the centerpieces of the military's future engagements across a full spectrum of the operational and strategic levels of warfare. Leaders will have to "conduct rapid tactical decision making" and "adaptive and self-aware--able to master transitions"

(v). Due to the anticipated decentralization of decision making across the rapidly changing battlefield, "leaders and soldiers must have a clear understanding of their commander's intent and have the confidence and competence to make the right decision in the absence of orders" (19). It seems that the improvements made by technology and digitization do not diminish the need for critical thinking and effective communication of commander's intent to influence, inspire, and motivate subordinates and others to act toward a common endstate.

## Section III: Great Speeches by Military Leaders

Among all of the leading books discussing and analyzing great speeches, four books stand apart in their attention to detail and focus on rhetoric: *Lend Me Your Ears: Great American Speeches in History* by William Safire, *Great American Speeches* by Gregory Suriano and John Hunt, *Great Speeches for Criticism and Analysis* by Roger Cook and Lloyd Rohler, and *Texts in Context: Critical Dialogues on Significant Episodes in American Political Rhetoric* edited by Michael Leff and Fred Kauffeld. Several aspects of great speeches are examined, including the specific words spoken, the speech's occasion or historical context, the speaker's reasons and circumstances, and the speaker's particular effective techniques used in delivering the speech.

Few military leaders are recognized as having delivered great speeches which have stood the test of time and that are considered models of rhetorical eloquence Several biographies, autobiographies, and other sources were examined for adequate resources of great military examples of rhetoric. For General Douglas MacArthur's speeches, two books are important: *American Caesar* by William Manchester and *Reminiscences* by Douglas MacArthur. For General Colin Powell, *My American Journey*

by both General Powell and Joseph Perisico will suffice. For General H. Norman Schwarzkopf, his own autobiography co-written with Peter Petre, *It Doesn't Take a Hero,* provides insight. An edition of the 1995 CGSC *Advance Book for Critical Reasoning and Persuasion for Senior Leaders (course C720)* provides excerpts from speeches by both General Colin Powell and General Gordon Sullivan they delivered in 1993. An additional source for past speeches made by military leaders is found at the U.S. Army speech archives website: http://www.dtic.mil/armylink/speeches/index.html#archives. Hence, there are adequate sources from which to ascertain the relevance of military speeches in applying the standards for the rhetorical processes of effective communication.

## Summary

The literature review provided the definition of effective communication, the important aspects of organizing, developing, and delivering speech, as well as the critical methods to understand and construct rhetoric. From a military perspective, the literature review revealed the importance of communication skills as an integrative ingredient of leadership. The U.S. Army stressed that officers should possess critical thinking skills and communication skills and that officers need to learn effective communication. The need for leaders to possess oral communication skills is consistent throughout the Army OES. However, the literature reveals the void of effective rhetorical methods in the U.S. Army's officer education programs. Learning rhetorical skills is more a matter of education than training. The U.S. Army has identified a long sought need for rhetorical skills, but has not clearly identified the specifics upon which to educate officers. The civilian community, specifically, the academic and business arenas, has the requisite capabilities that can fill the void for the U.S. Army.

With the foundation laid on the U.S. Army's requirement for officers to possess effective communication skills and what the field of rhetoric defines as effective skills, the methodology or research design follows in explaining how to answer the aforementioned research questions.

# CHAPTER 3

# RESEARCH DESIGN

To begin an analysis on why military leaders need to possess specific rhetorical skills to be effective leaders, it was necessary in chapter 2 to provide an understanding of what constitutes rhetorical skills, the critical methods to understand and construct speech, the communication requirements of military leaders, the need for developing rhetorical skills for military leaders, and the limited rhetorical skills education within the military. The extant skills and abilities gap must be filled with adequate information, analysis, and methods of understanding and creating effective speeches within a military framework. However, an analysis of why the gaps exist must be undertaken to identify causes and interventions or solutions. Furthermore, in order to apply rhetorical strategies and principles, a model must be created that is pertinent to the rhetorical process in military speech. No models for analysis, creation, or understanding of speeches specific to military framework currently exist. The two models, one adapted and one created, used in the methodology are the basis for the qualitative research.

## Methodology

The research methodology for this study is divided into two parts. Each part relies upon existing research and rhetorical principles to establish the framework or basic foundation upon which to build relevant models to answer the research questions.

### Section I: Human Performance Technology Model

The first part of the methodology uses aspects of the Human Performance Technology (HPT) Model. The HPT Model is useful because it takes a system view of

the entire organization, focuses on desired outcomes, and seeks to determine the reasons or causes for a gap between actual performance and desired performance. A brief description of the HPT Model, as described on the International Society for Performance Improvement website, http://www.ispi.org/, is useful:

> Human Performance Technology (HPT) uses a wide range of interventions that are drawn from many other disciplines including, behavioral psychology, instructional systems design, organizational development, and human resources management. As such, it stresses a rigorous analysis of present and desired levels of performance, identifies the causes for the performance gap, offers a wide range of interventions with which to improve performance, guides the change management process, and evaluates the results. Taken one word at a time, a description of this performance improvement strategy emerges. Human Performance Technology (HPT) has been described as the systematic and systemic identification and removal of barriers to individual and organizational performance. As such, HPT is governed by a set of underlying principles that serve to differentiate it from other disciplines and to guide practitioners in its use.

The HPT Model is applicable to military situations due to the focus on outcomes and a systems approach to solutions.

> Focusing on outcomes, that is results, allows for questioning, confirming, and reconfirming that people share the same vision and goals, the job procedures support productivity, efficiency, and quality, and that people have the knowledge, skills, and motivation they require. Taking a systems view is vital, because organizations are very complex systems that affect the performance of the individuals that work within them. It is important to distinguish a systems approach from a process model. A process contains inputs and outputs with feedback loops. A system implies an interconnected complex of functionally related components. The effectiveness of each unit depends on how it fits into the whole and the effectiveness of the whole depends on the way each unit functions. A systems approach considers the larger environment that impacts processes and other work. The environment includes inputs, but, more importantly, it includes pressures, expectations, constraints, and consequences.

"Performance technology (PT) improves productivity by improving employees' accomplishments. PT is a systematic, comprehensive approach to improving job performance" (Van Tiem, et al. 2000, 6).

The HPT model is focused on linking organizational goals and strategies within an organization based upon understanding the complex reasons for the gap between desired behavior and actual behavior. The HPT Model, figure 1, depicts the conceptual framework for the methodology:

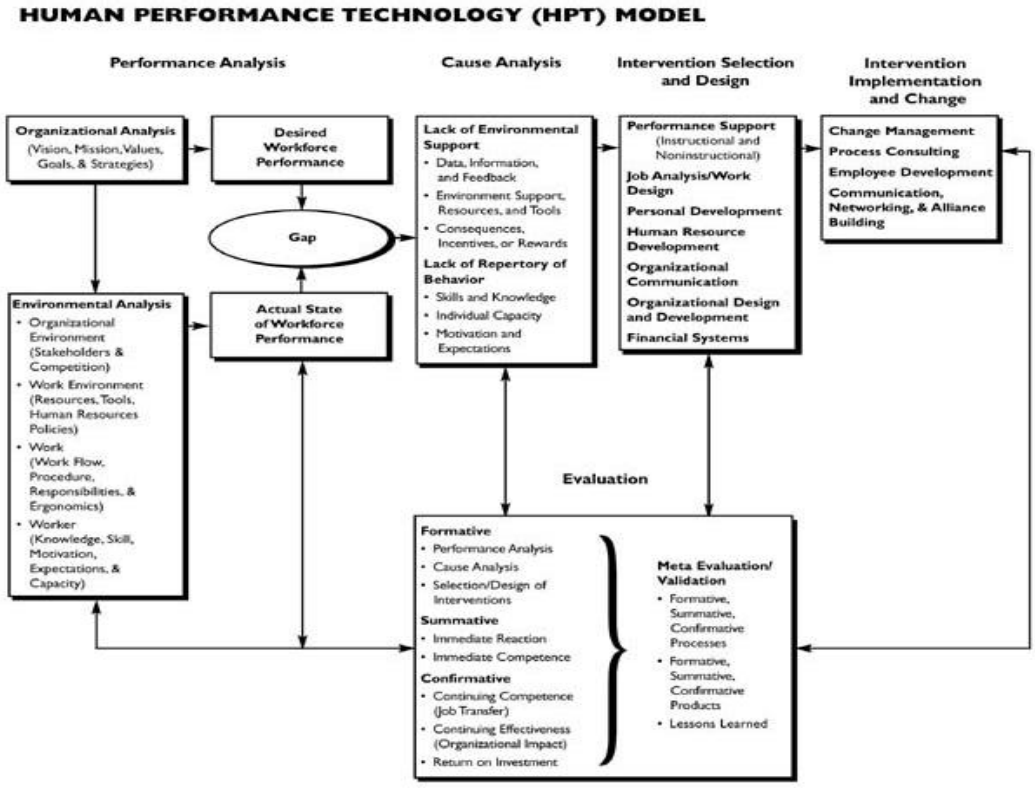


Figure 1. Human Performance Technology (HPT) Model

The Adapted HPT Model for Reaching Desired Rhetorical Skills is designed to provide a useful methodology for examining the gap between desired and actual rhetorical skills of military leaders. While the model is adapted to focus on *skills* rather than *behaviors*, the basic concepts and methodology are relevant. Figure 2 represents the adapted HPT Model to determine the gap between the desired and actual rhetorical skills, as well as the causes, solutions, and implementations needed to close the gap.

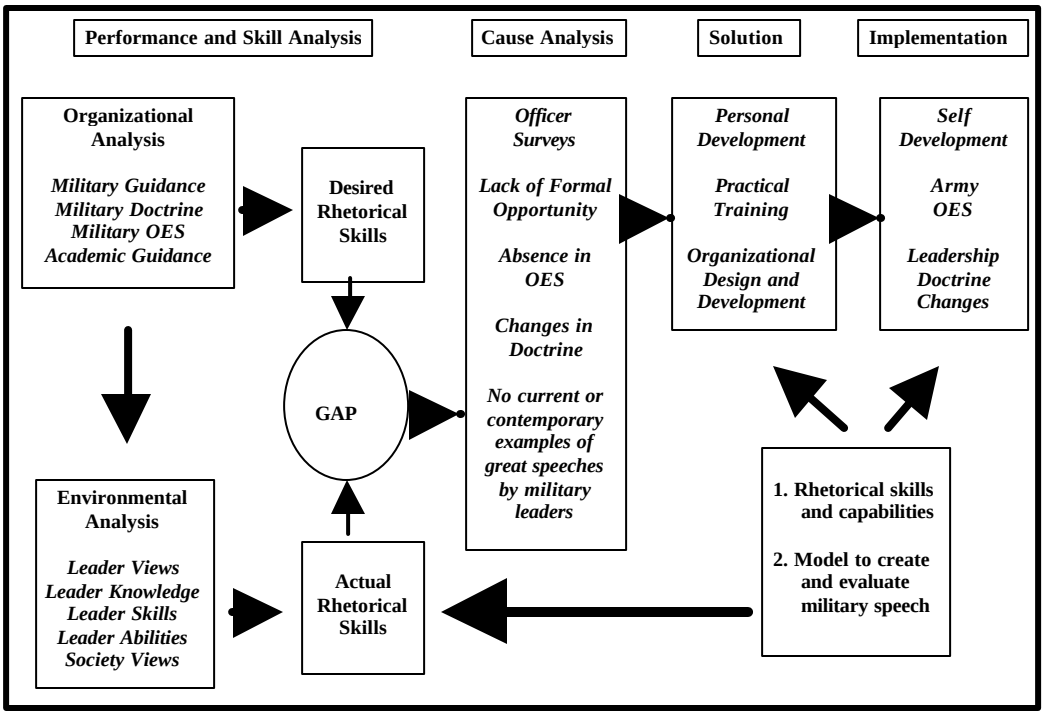
Performance and Skill Analysis
Cause Analysis
Solution
Implementation
Organizational Analysis
Military Guidance
Military Doctrine
Military OES
Academic Guidance
Desired Rhetorical Skills
Officer Surveys
Lack of Formal Opportunity
Absence in OES
Changes in Doctrine
No current or contemporary examples of great speeches by military leaders
Personal Development
Practical Training
Organizational Design and Development
Self Development
Army OES
Leadership Doctrine Changes
GAP
Environmental Analysis
Leader Views
Leader Knowledge
Leader Skills
Leader Abilities
Society Views
Actual Rhetorical Skills
1. Rhetorical skills and capabilities
2. Model to create and evaluate military speech

Figure 2. Adapted HPT Model for Reaching Desired Rhetorical Skills

A comparison of the actual and desired rhetorical skills reveals five causes for the gap: officer surveys results; lack of formal opportunity for training; absence of rhetorical skills education in the OES; changes in doctrine; and a lack of current examples of great military speeches by military leaders. Three appropriate solutions will be explored to achieve better performance, closing the gap between the desired skills to the actual skills. The implementations within the military involve changes to the Army OES, recommendations for self-development, and changes in the Army's leadership doctrine. The rhetorical field supplies the appropriate skills and structure for the model to apply the desired rhetorical skills. In other words, the field of rhetoric provides the answers and support to the Army's requirements, as well as reinforces the current strengths of officer education.

## Development of Desired Rhetorical Skills

The six areas of desired rhetorical skills depicted in the Adapted HPT Model were developed based on a systematic analysis of four areas from the literature review: US Army guidance, US Army doctrine, US Army OES, and academic guidance. Each area was analyzed to identify references to skills required of public speakers. The six rhetorical skills that were most common among the areas were used in developing the six areas of desired rhetorical skills. Table 1 at the end of this chapter shows the analysis.

## Surveys Used in Research

Included in the first part of the methodology are surveys, Appendices A and B.

The survey development was based upon previous surveys used at CGSOC and modified for applicability to the current research needs. Two surveys were created: one for senior leaders and one for CGSOC students. The only difference between the surveys is the senior leader survey contains one additional open-ended question. The questions were developed to help identify the desired rhetorical skills, the actual rhetorical skills, the causes for any existing gap between the two skill sets, and for potential solutions to reduce the gap. Five methods were used to develop the answer scales: rankings, Likert rating scales, semantic differential rating scales and newly developed rating scales for this research. Also, open ended questions are used to provide qualitative information not specifically asked from participants.

The senior leader survey will be conducted using a convenient sample size of twenty participants, to include five colonels, six lieutenant colonels, and nine majors. The officers will be randomly chosen from the faculty members at CGSOC. The CGSOC student survey will be conducted using a stratified random sample of six student staff groups. Each staff group is organized to reflect and include males and females, combat arms, combat support, and service support officers, and sister service officers. Because the staff groups already represent a stratification of the sample size, six staff groups will be chosen at random to participate in the surveys. The sample size should involve between 96 and 100 participants, which allows for a 10 percent sample error or a 90 percent confidence level.

The informal interviews or surveys with senior Army leaders at Fort Leavenworth should help determine the accepted doctrine or prevailing thought and education emphasis in the U.S. Army. The surveys of officers attending CGSOC should allow an

objective measurement of to what extent a gap exists, if any, between the actual and desired rhetorical skills.

Microsoft Excel program will be used for survey analysis and interpretation.

## Section II: Military Rhetorical Skills Model

With an understanding of why a gap exists in rhetorical skills and how to close the gap with solutions, the second part of the methodology relies upon a newly created model for developing and evaluating effective military rhetorical skills. Because no model currently exists to examine the uniqueness of military speech or the rhetorical skills of military leaders, a model must be developed. The Military Rhetorical Skills Model is composed of several characteristics from different disciplines and organized into two aspects: the scientific analysis and the artistic analysis. Loosely interpreted, the two areas reflect a reasoned judgment and proven rhetorical principles to understand military rhetoric. The two rhetorical fields of textual and rhetorical analyses, some elements of critical reasoning, and the military evaluation techniques found in ST 22-2, *Writing and Speaking Skills for Army Leaders*, establish the overall analytical framework. These forms of criticism combine to allow for an understanding and evaluation of the rhetorical strategies at work in the speech. The Military Rhetorical Skills Model is represented in figure 3.

This new approach reflects the holistic approach to understand speech that Richard Dowis advocates and underlies the critical understanding Campbell and Huxman explain is vital and necessary in order to develop a synergistic understanding or

appropriate response to adequately evaluate the speech's purity and lasting effects. What develops is a hybrid genre within the field of rhetoric that may be applied to all military speeches.

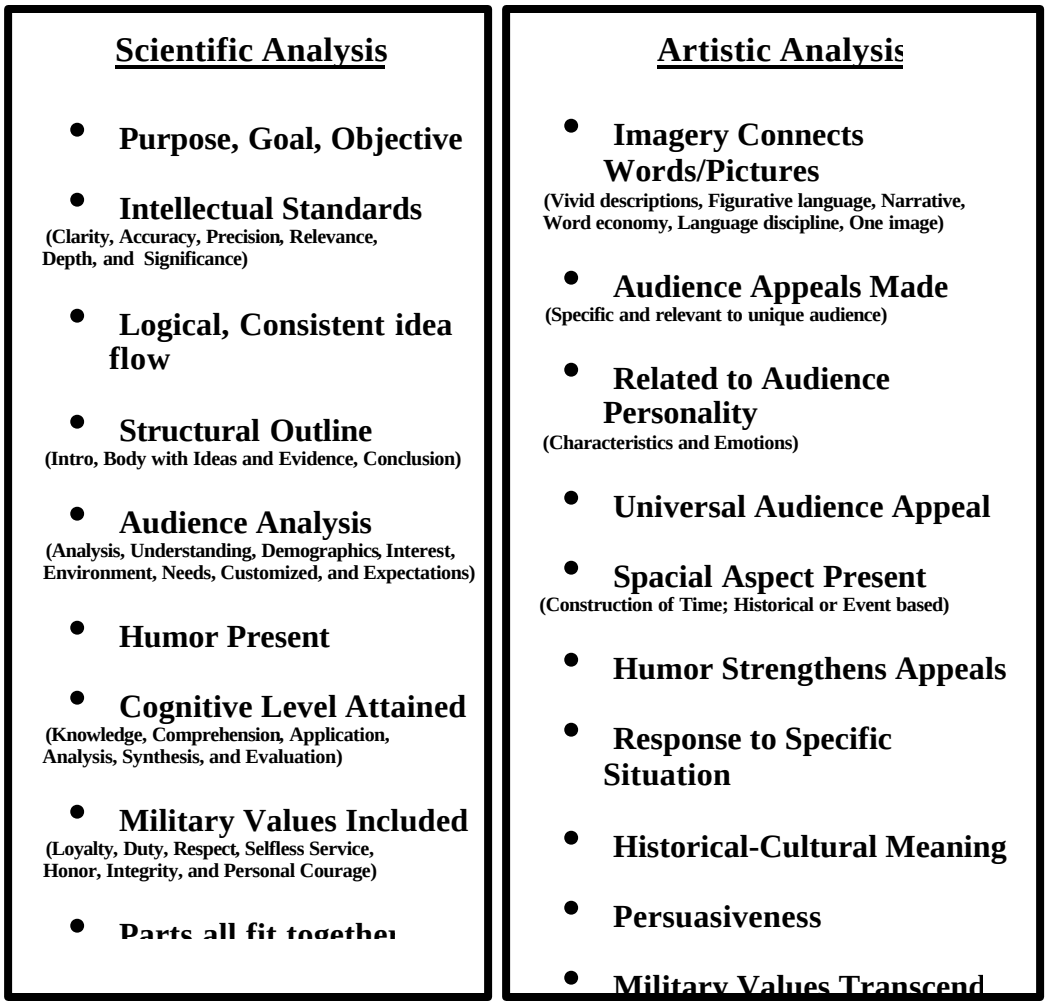


Figure 3. Military Rhetorical Skills Model

The goal is to understand effective speech by applying scientific and artistic principles to specific exemplary speeches by military leaders. The utility of the exercise in the detailed application of the Military Rhetorical Skills Model permits the opportunity to validate the research and apply rhetorical analysis techniques to military speeches. In the literature review, few examples of great or eloquent military speeches were found. Nevertheless, speeches were not just picked due to any one reason. Reasoned judgment was applied in selecting great speeches.

## Section III: Criteria for Selecting "Great" Military Speeches

Six criteria were used in selecting speeches for use in this research:

1. Accessible in written form. For obvious reasons, speech must be able to be examined from a concrete and real existence. The organization and mechanics, or scientific aspects, of the speech must be available for analysis. This requirement is based on Michael Leff's assertions to understand speech relies upon a speech's effectivity (how it works), artistry (how it is wrought), and response to a situation (how it is inscribed).

2. Military leader talking to an identifiable, but not necessarily a subordinated, audience that allows for influence or persuasion toward some achievable military concept, value, or goal. In accordance with the definition of military leadership, influencing is a key attribute and influencing and persuading are attributes of effective leadership.

3. Analytical and evaluative potential. A speech that is long enough and descriptive enough to allow for all types of analysis: textual, descriptive, and historical-contextual that permit achievement of both critical and evaluative results.

4. Absence of wartime situation. Majority of military service is conducted during peacetime in preparation for engagements. Hence, a speech that was delivered in an atmosphere lacking a war background was sought. The emphasis was on choosing a speech in which the speaker had to develop rhetorical strategies to appeal to an audience's social reality free of legal obligation to follow orders. This approach leads to a speech having the higher potential for rhetorical eloquence and a greater reliance on artistic ability.

5. Universal audience appeal. A speech that could be included in anyone's social reality, one that does not exclude individuals who are outside of the military community and one that does not depend on military service for comprehension. This criterion helps to understand why the speech appeals, works, or affects the universal audience.

6. Considered "great" by at least two rhetoricians. Each speech selected for the study was considered great or eloquent by at least two, if not more, experts in the field of rhetoric. This criterion is not intended to discount the opinions of military leaders regarding effective military speech. The aim is to remove any bias from within the military hierarchy and base to selection on expert assessment.

Two speeches meet all of the criteria and, therefore, serve as appropriate speeches for analysis in order to understand rhetorical strategies in a military framework: General MacArthur's speech to a joint session of the U.S. Congress on 16 April 1951 and General MacArthur's farewell address at the United States Military Academy on 16 April 1963.

Using these two models and distinct, yet related, approaches, identifying the causes and solutions for the gap in rhetorical skills, and analyzing two great military speeches using a hybrid rhetorical skills model should answer the research questions.

## Section IV: Internal Validity

Because the research design represents both an adaptation of a current research model and the creation of a new model and involves sampling of two populations, the potential exists for errors. Hence, threats to internal validity must be analyzed before conducting further study. An early analysis revealed three threats to internal validity: sampling bias for the senior leader interviews and officer surveys; possible poor or inconsistent interviewer skills; and potential for error in developing the Military Rhetorical Skills Model. Measures employed to reduce or eliminate threats to internal validity are described below.

When selecting any sample size to represent a population, both random sampling and quantity sampled are important factors. The sampling bias for the senior leader interviews and officer surveys was a challenge because selecting a pure random sampling would be too difficult considering time limitations for the research and potential unavailability of officers in key leadership positions due to other commitments or deployments. However, a random sampling of the senior leaders at Fort Leavenworth can suffice for a proper representation of the total population. Likewise, a random sampling of the officers attending CGSOC can adequately represent the larger population of officers in determining to what extent a gap exists, if any, between the actual and desired rhetorical skills. Research limitations restricted the sampling pool to officers at Fort Leavenworth. The bias of a restricted pool for sampling was accepted to manage the scope of the research.

A second threat to internal validity was possible poor or inconsistent interviewer skills. To reduce the potential for errors and inconsistencies, questions were developed based

upon previous approved questionnaires. Furthermore, an interview guideline was used to ensure consistency across interviews. These proactive measures resulted in reducing the errors most commonly found in interviews.

The potential for error in developing the Military Rhetorical Skills Model developed due to possible subjective preferences. First, the personal selection of what to include and exclude from the model was based on reasoned judgment. Rhetorical principles or strategies were included based on how well they seemed to work in creating and evaluating other speeches. The expectation that arose was that the principles and strategies that worked for nonmilitary speeches could be effectively applied to military speeches. However, great reliance was made on the opinions or subjective preferences of leading rhetoricians in selecting the most important rhetorical analyses. Because no model existed to create and evaluate military speeches, some degree of error is present in attempting to create a valuable model for the research purpose. The potential for errors in not developing the perfect model is reduced when the new model is based on existing and proven rhetorical principles and strategies. These errors, however small, must be accepted in order to proceed with the research.

The recognition of subjective preferences and the application of appropriate control measures provide an acceptable assurance of validity.

## Summary

This study analyzed the reasons for gaps between the actual and desired set of rhetorical skills needed by military leaders. The Adapted HPT Model for Reaching Desired Rhetorical Skills was used for the study to provide the solutions and implementations in order to close the gap. To validate that the rhetorical skills

recommended for military leaders were appropriate to create effective speech, a Military Rhetorical Skills Model was developed. The model is to be applied to great military speech to demonstrate the effectiveness of rhetorical skills. The results of the analysis are contained in the following chapter.

Table 1. Analysis of the Development of Desired Rhetorical Skills

| | Influence,Persuade, Belief in a message | Intro, Body, and Conclusion, Speech Organization | Clear objective, Message, Logic and Consistency | Relate to audience, Appeal to values | Clarity, Accuracy, Precision, Depth, Relevance, Significance | Synthesize concepts and Evaluate speech | Language choice and Master of language | Incoporate humor | Use of time and spatial ideas to convey message | Ability to adapt and respond to situation |
|---|---|---|---|---|---|---|---|---|---|---|
| Lucas | | X | X | X | X | | X | | | |
| Sereno/Mortensen | X | | X | X | X | X | | | | |
| Lewis | | X | X | X | | | X | | X | |
| Dowis | X | X | X | X | X | | X | | | |
| Noonan | | X | X | X | X | X | | X | | |
| Leff | X | | | X | | | | | X | |
| Campbell/Huxman | X | | | X | | X | | | X | |
| Pearce | X | | | X | | X | | | | |
| Barge | X | X | X | X | | | | | | |
| Stech | X | | X | | | | X | | | X |
| Goleman | X | | X | | | | | | | |
| Bloom | | | | | X | X | | | | X |
| Kranthwohl | | X | | X | | | | | | X |
| Paul/Elder | | | X | | X | | | | | |
| Academic Total | 8 | 6 | 9 | 10 | 6 | 5 | 4 | 1 | 3 | 3 |
| | | | | | | | | | | |
| CAS3/CCC | X | X | X | | | | | | | |
| CGSOC | X | | | | X | X | X | | | |
| Correspondence | | X | X | X | | X | | | | |
| FM 22-100 | X | | X | X | X | X | | | | |
| OBJ Force | X | | X | X | | | | | | |
| RETO | X | | | | | | | | | |
| PDOS | X | | | | | X | | | | |
| LDS | X | | | | | | | | | X |
| ATLDP | | | | | | | | | | X |
| Military Total | 7 | 2 | 4 | 3 | 2 | 4 | 1 | 0 | 0 | 2 |
| | | | | | | | | | | |
| Overall Total | 15 | 8 | 13 | 13 | 8 | 9 | 5 | 1 | 3 | 5 |

A check mark indicates the author or literature alludes to the specific skill. The six skills with the most check marks comprise the desired rhetorical skills.

**MMAS CGSOC Survey – The Military Leader and Rhetorical Skills – Page 1 of 2**

Your opinions and views are important in understanding how to best determine and improve the current rhetorical (public speaking or oral communication) skills of military leaders.

Please either circle answers or rate your skills where appropriate.

Please provide your *honest and candid feedback.*

Estimated time to complete this survey of ten questions is *5-10 minutes.*

Please read the following context for this survey:
Effective rhetorical skills (referring to oral communication skills) include the abilities to:

- Influence and persuade
- Develop a speech with an introduction, body, and conclusion
- Articulate clear objectives using logic and consistency of thoughts
- Relate to an audience and appeal to their values and beliefs
- Combine clarity, accuracy, precision, relevance, depth, and significance
- Synthesize concepts and evaluate other speech

1. How important are rhetorical skills for a military leader? Circle your answer.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Important | Minimally Important | Moderately Important | Very Important | Absolutely Important |

2. Circle Yes or No to indicate whether you possess the rhetorical skill. Then on the line, use a number (***5 being the highest and 1 the lowest***) to rate your skill.

| Possess skill | | | |
|---|---|---|---|
| Y | N | _____ | Influence and persuade |
| Y | N | _____ | Develop a speech with an introduction, body, and conclusion |
| Y | N | _____ | Articulate clear objectives using logic and consistency of thoughts |
| Y | N | _____ | Relate to an audience and appeal to their values |
| Y | N | _____ | Combine clarity, accuracy, precision, relevance, depth, and significance |
| Y | N | _____ | Synthesize concepts and evaluate other speech |

3. Circle your response to *"My rhetorical skills helped me in performing my military duties."*

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Neither Disagree or Agree | Agree | Strongly Agree |

4. Of the military officers you know, how many possess *effective* rhetorical skills?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No One | About 1/4 | About Half | About 3/4 | All |

5. Of the officers you had in mind in Question #4, circle your response to *"Their rhetorical skills made a difference in the performance of their duties as military leaders."*

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Neither Disagree or Agree | Agree | Strongly Agree |

**MMAS CGSOC Survey – The Military Leader and Rhetorical Skills – Page 2 of 2**

6. To what degree, if any, is there a gap between the desired rhetorical skills and actual rhetorical skills of military leaders? Circle your answer.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No Gap | Minimal Gap | Moderate Gap | Large Gap | Tremendous Gap |

*If you answer "No Gap" proceed to Question #9.*

7. If a gap does exist, what are the causes for this gap?
*On the first line, mark an X if you believe the item is a valid cause for a gap.*
*On the second line, prioritize the items you marked, starting* ***with 5 the highest and 1 lowest.***

| | | |
|---|---|---|
| _____ | _____ | Not sure |

*(If you marked "Not sure" please proceed to Question #8)*

| | | |
|---|---|---|
| _____ | _____ | No training provided |
| _____ | _____ | Lack of education |
| _____ | _____ | Not a priority in the Army |
| _____ | _____ | Army culture reasons |
| _____ | _____ | Other cause _____ |

8. If a gap does exist, how do you think the Army can reduce this gap?
*On the first line, mark an X if you believe the item is an appropriate solution to reduce the gap.*
*On the second line, prioritize the items you marked, starting* ***with 5 the highest and 1 lowest.***

| | | |
|---|---|---|
| _____ | _____ | Can not reduce the gap |

*(If you marked "Can not fill the gap" please proceed to Question #9)*

| | | |
|---|---|---|
| _____ | _____ | Self-development by officers |
| _____ | _____ | Practical training for officers |
| _____ | _____ | Make changes to the Officer Education System |
| _____ | _____ | Make changes to the Army culture |
| _____ | _____ | Other solution _____ |

9. Please circle your rank: MAJ LTC COL

10. Please use the space below if you have any comments regarding military leaders and their effective rhetorical skills.

**Your responses will remain confidential and only be used for MMAS research.**
**If you have any questions or concerns, please contact MAJ John Hinck, 913-683-2670.**
**Thank you for taking the time to complete this survey.**

**MMAS Senior Leader Survey – The Military Leader and Rhetorical Skills – Page 1 of 2**

Your opinions and views are important in understanding how to best determine and improve the current rhetorical (public speaking or oral communication) skills of military leaders.

Please either circle answers and rate your skills where appropriate.

Please provide your *honest and candid feedback.*

Estimated time to complete this survey of eleven questions is *5-10 minutes.*

Please read the following context for this survey:
Effective rhetorical skills (referring to oral communication skills) include the abilities to:

- Influence and persuade
- Develop a speech with an introduction, body, and conclusion
- Articulate clear objectives using logic and consistency of thoughts
- Relate to an audience and appeal to their values and beliefs
- Combine clarity, accuracy, precision, relevance, depth, and significance
- Synthesize concepts and evaluate other speech

1. How important are rhetorical skills for a military leader? Circle your answer.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Not Important | Minimally Important | Moderately Important | Very Important | Absolutely Important |

2. Circle Yes or No to indicate whether you possess the rhetorical skill. Then on the line, use a number (**5 being the highest and 1 the lowest**) to rate how well you possess the skill.

| Possess skill | | | |
|---|---|---|---|
| | Y | N | _____ Influence and persuade |
| | Y | N | _____ Develop a speech with an introduction, body, and conclusion |
| | Y | N | _____ Articulate clear objectives using logic and consistency of thoughts |
| | Y | N | _____ Relate to an audience and appeal to their values |
| | Y | N | _____ Combine clarity, accuracy, precision, relevance, depth, and significance |
| | Y | N | _____ Synthesize concepts and evaluate other speech |

3. What experiences, training and/or education allowed you to acquire your rhetorical skills?

4. Circle your response to *"My rhetorical skills helped me in performing my military duties."*

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Neither Disagree or Agree | Agree | Strongly Agree |

5. Of the military officers you know, how many possess *effective* rhetorical skills?

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No One | About 1/4 | About Half | About 3/4 | All |

**MMAS Senior Leader Survey – The Military Leader and Rhetorical Skills – Page 2 of 2**

6. Of the officers you had in mind in Question #5, circle your response to *"Their rhetorical skills made a difference in the performance of their duties as military leaders."*

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Strongly Disagree | Disagree | Neither Disagree or Agree | Agree | Strongly Agree |

7. To what degree, if any, is there a gap between the desired rhetorical skills and actual rhetorical skills of military leaders? Circle your answer.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| No Gap | Minimal Gap | Moderate Gap | Large Gap | Tremendous Gap |

*If you answer "No Gap" proceed to Question #10.*

8. If a gap does exist, what are the causes for this gap?
*On the first line, mark an X if you believe the item is a valid cause for a gap.*
*On the second line, prioritize the items you marked, starting* ***with 5 the highest and 1 lowest.***

| | | |
|---|---|---|
| _____ | _____ | Not sure |

*If you answered "Not sure" proceed to Question #9.*

| | | |
|---|---|---|
| _____ | _____ | No training provided |
| _____ | _____ | Lack of education |
| _____ | _____ | Not a priority in the Army |
| _____ | _____ | Army culture reasons |
| _____ | _____ | Other cause _____ |

9. If a gap does exist, how do you think the Army can reduce this gap?
*On the first line, mark an X if you believe the item is an appropriate solution to reduce the gap.*
*On the second line, prioritize the items you marked, starting* ***with 5 the highest and 1 lowest.***

| | | |
|---|---|---|
| _____ | _____ | Can not reduce the gap |

*If you answered "Can not reduce the gap" proceed to Question #10.*

| | | |
|---|---|---|
| _____ | _____ | Self-development by officers |
| _____ | _____ | Practical training for officers |
| _____ | _____ | Make changes to the Officer Education System |
| _____ | _____ | Make changes to the Army culture |
| _____ | _____ | Other solution _____ |

10. Please circle your rank: MAJ LTC COL

11. Please use the space below if you have any comments regarding military leaders and their effective rhetorical skills.

**Your responses will remain confidential and only be used for MMAS research.**
**If you have any questions or concerns, please contact MAJ John Hinck, 913-683-2670.**
**Thank you for taking the time to complete this survey.**

# CHAPTER 4

# ANALYSIS

## Introduction

The application of rhetorical skills and methods developed from the research is important for military leaders for two reasons. First, the understanding of the gap between actual and desired rhetorical skills and the methods to reduce the gap allow leaders to implement strategies at various levels to improve leadership skills. Second, the application of an effective model to demonstrate the utility of the research allows military leaders both an understanding and appreciation of effective rhetorical skills. This research provides a common thread that ties together the analysis of causes and solutions and demonstrates the research effectiveness for military leaders primarily at the organizational and strategic leadership levels. Chapter 4 contains three sections. The first section includes a recap of the survey process and an overview of the survey results. In the second section the Adapted Human Performance Technology (HPT) Model is applied to determine the actual and desired rhetorical skills in order to understand the gap between the two skill sets. The model also explains the underlying causes, solutions, and implementations to close the gap. Section three applies the aspects of the Military Rhetorical Skills Model to General MacArthur's farewell address at West Point in 1962.

## Section I: Survey Process Recap and Overview of Survey Results

A total of 121 surveys were distributed; 111 to CGSOC students and 20 to senior leaders serving as part of the CGSOC faculty. Of the 111 surveys distributed to CGSOC students, 102 respondents, 100 majors and two lieutenant colonels, fully completed the

survey. The 102 respondents represented 10.8 percent of the U.S. Army student population at CGSOC. Six surveys were not returned. Three individuals did not complete the entire survey resulting in the discarding of three surveys. Hence, the survey return rate was 95 percent and the useable rate was 92 percent. Of the 20 surveys distributed to senior leaders, survey completion and return was 100 percent. The 20 senior leaders, six colonels, nine lieutenant colonels, and five majors, represented a convenience sampling of the available population of CGSOC faculty. Several figures show the survey results.

## Section II: Human Performance Technology (HPT) Model

Before beginning the analysis using the model, a review of Adapted HPT Model is appropriate to set the stage (figure 4).

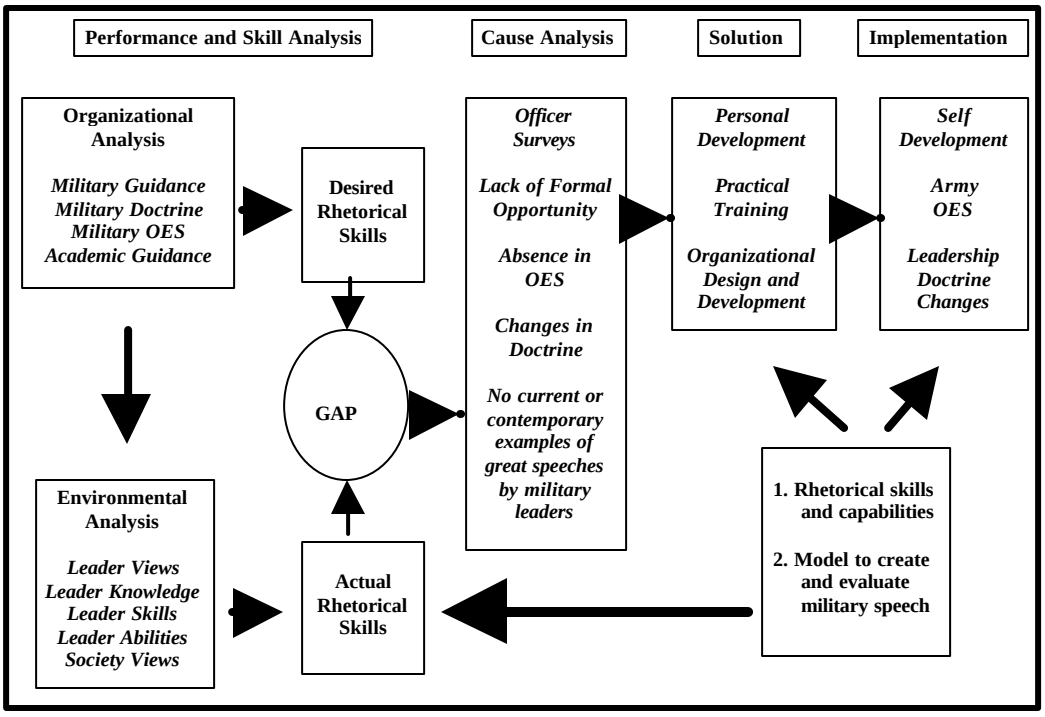


Figure 4. Adapted HPT Model for Reaching Desired Rhetorical Skills

## Performance and Skill Analysis

The performance and skill analysis involves identifying the desired and actual rhetorical skills. The process of developing the desired rhetorical skills was identified in Table 1 of chapter 3. The desired rhetorical skills were developed from the following four source areas:

1. Military Guidance (leadership panels and leadership studies)
2. Military Doctrine (FM 22-100 *Leadership* and Objective Force White Paper)
3. Military OES (CAS3, CCC, CGSOC, and correspondence courses)
4. Academic Guidance (sources from the literature review in chapter 2)

The actual rhetorical skills possessed by military leaders are identified using the two sources of leader views and societal views. The survey results are used to indicate the views of leaders. A separate figure shows the results from each survey question.

Table 2. Results to *How important are rhetorical skills for a military leader?*

| | Mean | Absolutely Important | Very Important | Moderately Important |
|---|---|---|---|---|
| CGSOC Students | 4.35 | 43 percent | 49 percent | 8 percent |
| Senior Leaders | 4.40 | 40 percent | 60 percent | 0 percent |
| All Respondents | 4.36 | | | |

The results indicate that 92 percent of CGSOC Students and 100 percent of senior leaders believed it is absolutely important or very important for military leaders to possess rhetorical skills. This first question allows a quantifiable answer to the primary research question of "Do military leaders need to possess specific rhetorical skills to be effective leaders?" but does not answer which rhetorical skills are important or the why aspect of

the question. In other words, if military should possess rhetorical skills, then which ones and for what purpose? The answers to the why component are provided in the latter part of this section. Table 3 indicates which skills are most important according to the 121 survey respondents.

Table 3. Results showing the possession and the rating of rhetorical skills

| | CGSOC | | Senior Leader | |
|---|---|---|---|---|
| Rhetorical Skill | Mean | Rating | Mean | Rating |
| Influence and Persuade | 3.88 | 3 | 3.90 | 4 |
| Develop a speech with intro, body, conclusion | 4.14 | 1 | 4.15 | 1 |
| Articulate clear objectives using logic and consistency | 4.12 | 2 | 4.05 | 3 |
| Relate to an audience and appeal to their virtues | 3.86 | 4 | 4.10 | 2 |
| Clarity, accuracy, precision, relevance, depth, significance | 3.59 | 6 | 3.65 | 6 |
| Synthesize concepts and evaluate other speech | 3.61 | 5 | 3.80 | 5 |

Each respondent was asked to indicate whether or not he possessed the rhetorical skill. Only two respondents answered they did not possess all of the six skills. How the respondents rated their skills can be equated to the level of importance or priority of each skill. While the respondents disagreed on the exact priority of the skills, the results show that the skill rated highest was developing a speech with an introduction, body, and conclusion. Relate to an audience and appeal to their virtues and articulating clear objectives using logic and consistency were the other two skills with the highest mean score. This finding should be no surprise as the military leadership manuals place heavy

emphasis on establishing good relationships with subordinates and superiors alike, as well as understanding the seven military values. A reason that could explain why the CGSOC students ranked the ability to articulate clear objectives using logic and consistency is due to the recency effects of teaching critical reasoning and creative thinking skills early in the CGSOC curriculum.

Table 4. Results of *"My rhetorical skills helped me in performing my military duties."*

| | Mean | Strongly Agree | Agree | Neither Disagree or Agree |
|---|---|---|---|---|
| CGSOC Students | 4.39 | 43 percent | 53 percent | 4 percent |
| Senior Leaders | 4.70 | 70 percent | 30 percent | 0 percent |
| All Respondents | 4.44 | | | |

The respondents overwhelmingly felt that rhetorical skills helped in performing military duties: 96 percent of the CGSOC students and 100 percent of the senior leaders agreed or strongly agreed with the statement. Senior leaders had a higher mean score, which may account for a belief that rhetorical skills are more important as an officer progresses in rank. Over one third (35 percent) of senior leaders, as displayed in Table 12, felt that rhetorical skill become more important with advancement.

Table 5. Results to the question *Of the military officers you know, how many possess effective rhetorical skills?*

| | Mean | All | About 3/4 | About Half | About 1/4 |
|---|---|---|---|---|---|
| CGSOC Students | 3.33 | 0 percent | 41 percent | 51 percent | 8 percent |
| Senior Leaders | 3.25 | 0 percent | 35 percent | 55 percent | 10 percent |
| All Respondents | 3.32 | | | | |

A total of 92 percent of CGSOC students and 90 percent of the senior leaders felt that about half or more of the officers they know possess effective rhetorical skills. It would have been interesting to have included a follow-up question that determined why the other half did not possess effective skills.

The next table does ask a follow-on question from the previous one. Respondents were asked to answer to what extent they agree that possessing rhetorical skills made a difference in performance of duties.

Table 6. Results of *"Of the officers you had in mind in Question #4, circle your response to "Their rhetorical skills made a difference in the performance of their duties."*

| | Mean | Strongly Agree | Agree | Neither Disagree/Agree |
|---|---|---|---|---|
| CGSOC Students | 4.29 | 38 percent | 59 percent | 3 percent |
| Senior Leaders | 4.40 | 40 percent | 60 percent | 0 percent |
| All Respondents | 4.31 | | | |

Almost all of the respondents, 97 percent of the CGSOC students and 100 percent of the senior leaders, agreed or strongly agreed that rhetorical made a difference in how other military officers performed their duties. These results closely resemble the findings that 96 percent of the CGSOC students and 100 percent of the senior leaders agreed or strongly agreed that rhetorical skills helped them in the performance of their own duties. Only senior leaders were asked how they acquired their rhetorical skills.

Table 7. Responses Indicating How Leaders Acquired Rhetorical Skills

| Frequency of Answer | Percent Responded | How Senior Leaders Acquired Rhetorical Skills |
|---|---|---|
| 10 | 50 percent | Practice and experience (involving three main areas) |
| [ 5 | 25 percent | On-the-job training ] |
| [ 4 | 20 percent | Debate experience ] |
| [ 1 | 5 percent | Briefing senior officers/leaders ] |
| 9 | 45 percent | Personal development, reading, self-study, reflection |
| 7 | 35 percent | Opportunity created due to leadership positions |
| 7 | 35 percent | Civilian education and training |
| 6 | 30 percent | Teaching/Instruction training; CGSOC faculty development |
| 4 | 25 percent | Observation/Study of leaders who possess effective skills |
| 3 | 15 percent | Army Officer Education System |

Fifty percent of senior leaders responded that practice and experience best allowed them to acquire rhetorical skills. On-the-job training and debate experience were the top two methods of practice and experience. Personal or self-development was cited as the second most prominent way senior leaders acquired rhetorical skills requisite for military leadership.

The societal views explain the expectations that people outside the military expect of leaders in general. Most leaders are seen as needing to possess effective communication skills in order to adapt to a changing and challenging environment. Richard Paul and Linda Elder elaborate on our changing world in their book on *Critical Thinking* (2002, 1):

> The world is swiftly changing. With each passing day, the pace of life and change quickens. The pressure to respond intensifies. New global realities are rapidly working their way into the deepest structures of our lives: economic, social, cultural, political, and environmental realities--with profound implications for thinking and learning, business and politics, human rights, and human conflicts. These realities are becoming increasingly complex; many

> represent significant dangers and threats. And they all turn on the powerful dynamic of accelerating change.

The military should be added to the list of areas that are profoundly influenced by future global challenges. The U.S. Army's role and missions have proliferated in answering the nation's call to solve challenges in the global environment. In the past decade alone, the U.S. Army deployments involving missions other than war have increased 156 percent. Despite the absence of specified tasks for military leaders to possess effective rhetorical skills to handle change in the international community, the ability of military leaders to adequately adapt and communicate successfully is certainly implied. In the previous decade, J. Kevin Barge, a leading rhetorician and communication scholar, discussed the implied expectations and impact of a challenging future on leaders in his book *Leadership: Communication Skills for Organizations and Groups* (1994, 23-25):

> To deal successfully with the problems of the future, leaders are going to need to be more complex in their behaviors. They are going to have to be on the lookout for shifts in their environment, and they are going to have to incorporate the lessons learned from the past and develop new ways of leading based on past experiences . . . Leaders must develop communication skills that allow them to vary their behavior according to the situation . . . The complex nature of leadership requires leaders to develop a repertoire of strategies that can be adapted to the unique qualities of different situations.

Society expects all leaders, including military, to have the appropriate rhetorical skills to adapt to changes.

Cause Analysis

The cause analysis is based largely on the survey results. Causes are also explained by the lack of formal training opportunities, an analysis of past changes in the U.S. Army OES and doctrine, and the dearth of quality speeches by current military leaders.

As seen in table 8, 81 percent of the CGSOC students and 75 percent of the senior leaders believed that a moderate to large gap existed between desired and actual rhetorical skills. Only one respondent believed that a gap did not exist. The high percentage signifies that a high number of respondents believed a large enough gap exists that warrants identifying causes.

Table 8. Results Showing Degree of Gap Between Desired and Actual Rhetorical Skills

| | Mean | Tremendous Gap | Large Gap | Moderate Gap | Minimal Gap | No Gap |
|---|---|---|---|---|---|---|
| CGSOC Students | 2.96 | 0 percent | 16 percent | 65 percent | 20 percent | 0 percent |
| Senior Leaders | 2.85 | 0 percent | 15 percent | 60 percent | 20 percent | 5 percent |
| All Respondents | 2.94 | | | | | |

In, the respondents provide a ranking of the causes for the gap.

Table 9. Causes of Gap

| | CGSOC Students | | | Senior Leaders | | |
|---|---|---|---|---|---|---|
| Cause for Gap | percent Respond | Mean | Priority | percent Respond | Mean | Priority |
| Not sure | 8 percent | 5 | | 5 percent | 5 | |
| No training provided | 63 percent | 4.2 | 1 | 80 percent | 4 | 1 |
| Lack of education | 59 percent | 4.13 | 2 | 75 percent | 3.33 | 4 |
| Not an Army priority | 59 percent | 3.70 | 4 | 65 percent | 2.85 | 2 |
| Army culture reasons | 57 percent | 3.45 | 5 | 50 percent | 2.6 | 5 |
| Other cause | 16 percent | 3.88 | 3 | 40 percent | 3.38 | 3 |

Both survey groups responded that the primary cause for a gap is because no training is provided to practice rhetorical skills. The second reason for causing a gap, depending on the group, is either lack of education or not a priority in the Army. Both groups of respondents listed a cause other than provided on the survey. The other causes:

Table 10. Other Causes For Gap Provided by Respondents

| CGSOC Student | Senior Leader | Other Causes for the Gap |
|---|---|---|
| 3 | 7 | Lack of self-development |
| 1 | 3 | Low motivation; indifference |
| 0 | 3 | Inability of person to acquire skills |
| 1 | 1 | Lack of opportunity to develop skills |
| 1 | 0 | Perception that speaking well is not important |
| 0 | 1 | Avoidance due to level of discomfort |
| 0 | 1 | Technology/Computers have replaced human thinking skills |
| 0 | 1 | Television has eroded reading, writing, and thinking skills |

The survey indicated that the top three reasons for a gap between desired and rhetorical skills are: lack of training, lack of education, and lack of self-development.

The Army places little emphasis on rhetorical skills training and education. A review of the MMAS thesis topics since the inception of the program in 1963 indicates that no thesis has ever focused on rhetorical skills. A review of the CGSOC curriculum history reveals the following:

1936 to 1974 Public speaking skills were part of the resident course
1975 to 1980 No courses on public speaking or rhetoric were offered
1981 to 1992 Three elective courses on effective speaking skills were offered
1993 to 1997 One elective course on effective presentations was offered
1998 to 2003 No courses on public speaking or rhetoric were offered

The effective presentation course offered between 1993 and 1997 primarily dealt with organizing a presentation and giving an information or decision brief and not on effective public speaking or rhetorical skills. So, 1992 was the last time CGSOC offered classes on public speaking, argumentation, or rhetoric class. The current and future curriculum does not include a specific class, either in the core or elective course, on public speaking or rhetorical skills improvement. The current OES curriculum does provide some oral communication skills training, but the curriculum is primarily focused on briefing techniques and decision-making abilities. No course offers specifics on rhetorical inquiry or time to practice and hone skills. Although the Army recognizes that effective communication techniques have the power to influence and inspire others.

All of the U.S. Army studies concluded that officers required analytical and conceptual skills. How to think or cognitive skills received more focus in the 1987 *Leader Development Panel,* but without details on how to achieve success or the specific skills required of leaders.

FM 22-100 offers no strategies for effective verbal communication. FM 22-100 may be a general leadership manual, but it would seem logical that some publication provides more details on effective oral communication as required methods for effective leadership. However, no Army manual provides a model for effective analysis or delivery, much less rhetorical example, of verbal communication. The reader is left to wonder if the absence of verbal communication methods is intentional or if the subject area has not simply received the due focus it deserves.

Few current or contemporary examples of quality speeches by military leaders due to importance placed on sound bites and one-liners that will capture media attention

and print space or air time. Examples of the reduction of quality speeches and retardation of eloquence in the military are “Be All You Can Be” and “An Army of One.” The short messages are designed to quickly get the attention of others and create enough excitement to increase the commitment to seek more information about military service.

To summarize, the causes for a gap between the desired and actual rhetorical skills are due to five reasons. First, the U.S. Army does not commit resources within the OES to improve rhetorical skills. Second, the U.S. Army does not afford leaders the opportunity to practice public speaking and the use of rhetorical skills. Third, leaders do not commit to self-development to improve. Fourth, the subject of rhetoric receives scant attention in Army leadership manuals and in the advanced education programs. Fifth, there exist few examples of contemporary effective military rhetoric that military leaders can study and emulate.

Solution Analysis

The solutions to reduce the gap are largely based on survey results.

Table 11. Possible Solutions for Gap

| | CGSOC Students | | | Senior Leaders | | |
|---|---|---|---|---|---|---|
| Solutions for Gap | percent Respond | Mean | Priority | percent Respond | Mean | Priority |
| Can not reduce gap | 2 percent | 5 | | 0 percent | | |
| Self-development | 73 percent | 4.57 | 1 | 80 percent | 3.75 | 2 |
| Practical training | 84 percent | 3.95 | 2 | 95 percent | 4.32 | 1 |
| Make changes to OES | 63 percent | 3.72 | 3 | 75 percent | 3.67 | 3 |
| Make changes to culture | 53 percent | 3.41 | 4 | 35 percent | 2.71 | 4 |
| Other solution | 2 percent | 1 | 5 | 15 percent | 2.67 | 5 |

The three top solutions by the two groups were self-development, practical training, and make changes to the OES. The CGSOC students overwhelmingly expressed that self-development was the best solution to reduce the gap. However, senior leaders believed that practical training was the best method for gap reduction.

Respondents offered only three other suggestions for solutions not identified in the survey: reward officers who demonstrate effective rhetorical skills, develop memory courses to improve ability to speak, and implement instructor training for all CGSOC students. The first suggestion falls in line with changing the culture of the military. The other two solutions can be included as changes to the OES.

The solutions to reduce the gap can be organized into three areas and closely align with the causes for the gap:

Organizational Design and Development

Practical Training

Self-Development

The last question allowing respondents to offer their thoughts and comments regarding military leaders and effective rhetorical skills provided a wide range of opinions and suggestions:

Table 12. Other comments regarding military leaders and effective rhetorical skills

| CGSOC Student | Senior Leader | Other Comments and Thoughts Regarding Military Leaders and Their Effective Rhetorical Skills |
|---|---|---|
| 12 | 5 | Practice and experience speaking is key to obtaining effective skills |
| 5 | 1 | Formal approach to public speaking in OES is needed |
| 1 | 7 | Rhetorical skills become more important with advancement |
| 1 | 2 | If teaching rhetorical is important, then Army must commit resources |
| | 2 | Train using Situation Training Exercise (STX) lane concept |
| | 1 | Training should include debate and public affairs officer training |
| | 1 | Rhetorical skills should be learned via distance learning |
| | 1 | Officers lack knowledge of language and power of words |
| | 1 | Officers lack speaking skills to be effective leaders |

Again, practice and experience and changes to the OES are cited as important methods to improve rhetorical skills and to reduce the gap in achieving the desired skills.

The survey results indicated that the two highest solutions to reduce the gap were self-development and practical training. Applying the Military Rhetorical Skills Model in evaluating speech by a military leader incorporates both solutions. The use of the model is a demonstration that military leaders can apply and learn the desired rhetorical skills.

## Section II: Military Rhetorical Skills Model

It is the ability to call into present form the meaningful images, ideals, and virtues so widely shared within the military thru rhetorical strategies that allows a military leader to translate intent and ideas into action. Rhetorical skills permit a leader to influence others to act toward what may be the ultimate and permanent price in the service of our country. Knowing that subordinates are bound, both legally and ethically, to obey lawful orders by superiors, is it truly necessary and logical for a military leader to understand the mechanics of preparing and delivery of inspiring and motivating words? As part of the

chain of command, soldiers and officers must obey a legal order, but not necessarily be inspired by that order. However, an inspired force can be a force multiplier. Although legally obligated to obey the lawful orders of leaders, all other things being equal, it seems logical that subordinates would follow the leader who is best able to call forth into existence the spirit and motivation and courage to act. Given two equal commanders, who would not follow the one with greater ability to communicate with inspirational words and phrases, delivered with artistic use of language? A leader that can transmit our military values via rhetoric and linguistic action influences subordinates toward possessing greater loyalty toward the chain of command and mission to be performed, as well as greater confidence in the spectrum of beliefs, which includes a stronger belief in self, chain of command, mission, and unit.

So, it seems that it is incumbent upon a leader to be an effective communicator. Effective oral skills are a pertinent requirement for and expectation of military leaders. If a better understanding of rhetorical practices makes someone a better leader, it is wise to best understand the process of rhetoric. The specific methods available to develop effective military speech are found in figure 5, the Military Rhetorical Skills Model:

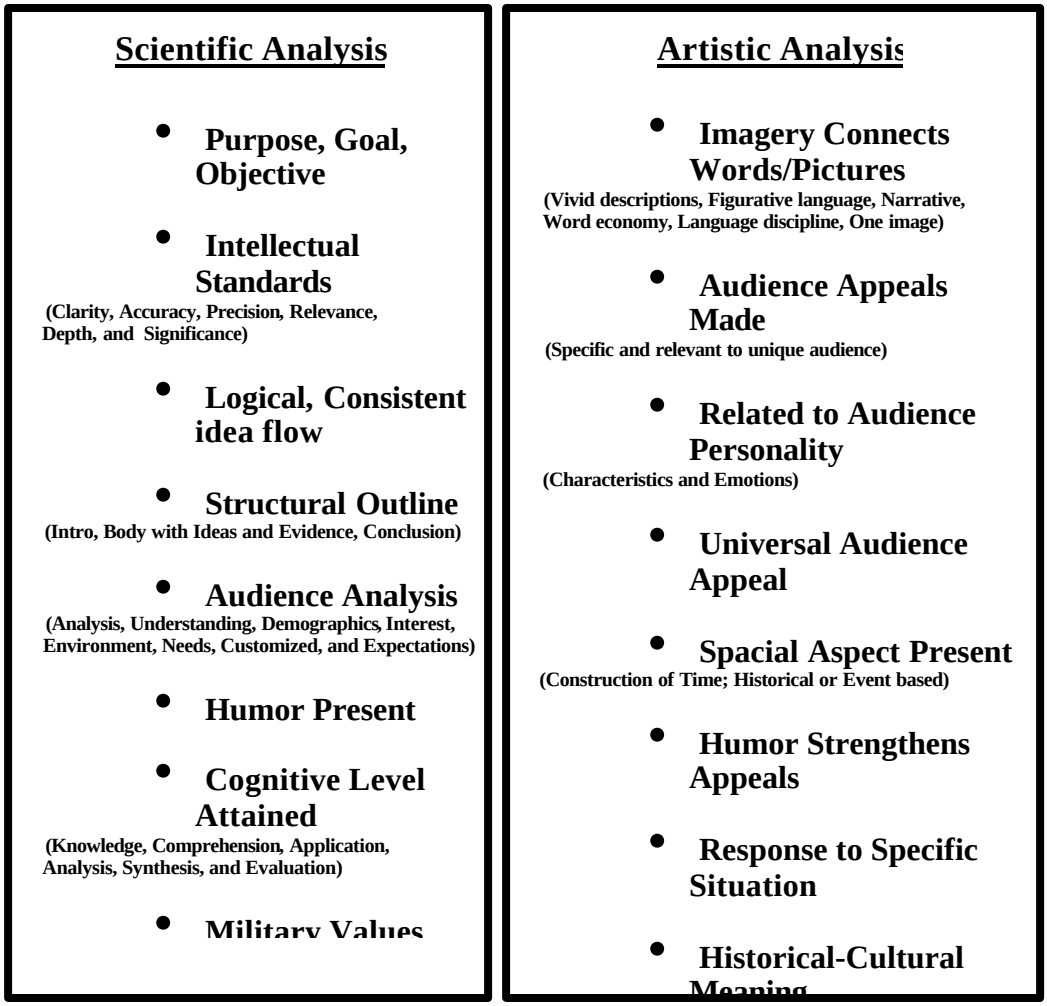


Figure 5. Military Rhetorical Skills Model

General MacArthur's Farewell Address at West Point in 1963

By applying the model to General MacArthur's speech, a greater understanding of the use of effective rhetorical skills and strategies is possible. General MacArthur's autobiography, *Reminiscences*, (423-426) is the source for the text used below. For

purposes of this research, each line of the speech is numbered in order to provide a reference method in the analysis.

1 General Westmoreland, General Groves, distinguished guests, and gentlemen of the Corps,
2 As I was leaving the hotel this morning, a doorman asked me, "Where are you bound for,
3 General?" and when I replied, "West Point," he remarked, "Beautiful place: have you ever
4 been there before?" *[Laughter]* No human being could fail to be deeply moved by such a
5 tribute as this, coming from a profession I have served so long and a people I have loved so
6 well. It fills me with an emotion I cannot express. But this award is not intended primarily to
7 honor a personality, but to symbolize a great moral code — the code of conduct and chivalry
8 of those who guard this beloved land of culture and ancient descent. That is the animation of
9 this medallion. For all eyes and for all time, it is an expression of the ethics of the American
10 soldier. That I should be integrated in this way with so noble an ideal, arouses a sense of pride
11 and yet of humility which will be with me always.

12 "Duty, Honor, Country" — those three hallowed words reverently dictate what you want to
13 be, what you can be, what you will be. They are your rallying point to build courage when
14 courage seems to fail, to regain faith when there seems to be little cause for faith, to create
15 hope when hope becomes forlorn. Unhappily, I possess neither that eloquence of diction, that
16 poetry of imagination, nor that brilliance of metaphor to tell you all that they mean. The
17 unbelievers will say they are but words, but a slogan, but a flamboyant phrase. Every pedant,
18 every demagogue, every cynic, every hypocrite, every troublemaker, and, I am sorry to say,
19 some others of an entirely different character, will try to downgrade them even to the extent
20 of mockery and ridicule.

21 But these are some of the things they do. They build your basic character. They mold you for
22 your future roles as the custodians of the nation's defense. They make you strong enough to
23 know when you are weak, and brave enough to face yourself when you are afraid. They teach
24 you to be proud and unbending in honest failure, but humble and gentle in success; not to
25 substitute words for action; not to seek the path of comfort, but to face the stress and spur of
26 difficulty and challenge; to learn to stand up in the storm, but to have compassion on those
27 who fall; to master yourself before you seek to master others; to have a heart that is clean, a
28 goal that is high; to learn to laugh, yet never forget how to weep; to reach into the future, yet
29 never neglect the past; to be serious, yet never take yourself too seriously; to be modest so
30 that you will remember the simplicity of true greatness, the open mind of true wisdom, the

31 meekness of true strength. They give you a temper of the will, a quality of the imagination, a
32 vigor of the emotions, a freshness of the deep springs of life, a temperamental predominance
33 of courage over timidity, an appetite for adventure over love of ease. They create in your
34 heart the sense of wonder, the unfailing hope of what next, and the joy and inspiration of life.
35 They teach you in this way to be an officer and a gentleman.

36 And what sort of soldiers are those you are to lead? Are they reliable? Are they brave? Are
37 they capable of victory? Their story is known to all of you. It is the story of the American
38 man at arms. My estimate of him was formed on the battlefield many, many years ago, and
39 has never changed. I regarded him then, as I regard him now, as one of the world's noblest
40 figures; not only as one of the finest military characters, but also as one of the most stainless.
41 His name and fame are the birthright of every American citizen. In his youth and strength, his
42 love and loyalty, he gave all that mortality can give. He needs no eulogy from me, or from

any other man. He has written his own history and written it in red on his enemy's breast. But when I think of his patience under adversity, of his courage under fire, and of his modesty in victory, I am filled with an emotion of admiration I cannot put into words. He belongsto history as furnishing one of the greatest examples of successful patriotism. He belongsto posterity as the instructor of future generations in the principles of liberty and freedom. He belongs to the present, to us, by his virtues and by his achievements.

In twenty campaigns, on a hundred battlefields, around a thousand campfires, I have witnessed that enduring fortitude, that patriotic self-abnegation, and that invincible determination which have carved his statue in the hearts of his people. From one end ofthe world to the other, he has drained deep the chalice of courage. As I listened to those songs, in memory's eye I could see those staggering columns of the First World War, bending under soggy packs on many a weary march, from dripping dusk to drizzling dawn, slogging ankle-deep through the mire of shell-pocked roads, to form grimly for the attack, blue-lipped, covered with sludge and mud, chilled by the wind and rain, driving home to their objective, and for many, to the judgment seat of God. I do not know the dignity of their birth, but I do know the glory of their death. They died unquestioning, uncomplaining, with faith in their hearts, and on their lips the hope that we would go on to victory. Always for them: Duty, Honor, Country.

Always their blood, and sweat, and tears, as we sought the way and the light and the truth. And twenty years after, on the other side of the globe, again the filth of dirty foxholes, the stench of ghostly trenches, the slime of dripping dugouts, those broiling suns of relentless heat, those torrential rains of devastating storms, the loneliness and utter desolation of jungle trails, the bitterness of long separation of those they loved and cherished, the deadly pestilence of tropical disease, the horror of stricken areas of war. Their resolute and determined defense, their swift and sure attack, their indomitable purpose, their complete and decisive victory — always victory, always through the bloody haze of their last reverberating shot, the vision of gaunt, ghastly men, reverently following your password of Duty, Honor, Country.

The code which those words perpetuate embraces the highest moral law and will stand the test of any ethics or philosophies ever promoted for the uplift of mankind. Its requirements are for the things that are right, and its restraints are from the things that are wrong. The soldier, above all other men, is required to practice the greatest act of religious training: sacrifice. In battle and in the face of danger and death, he disposes those divine attributes which his Maker gave when he created man in His own image. No physical courage and no brute instinctcan take the place of the divine help which alone can sustain him.

However hard the incidents of war may be, the soldier who is called upon to offer and to give his life for his country is the noblest development of mankind. You now face a new world, a world of change. The thrust into outer space of the satellite spheres and missiles marka beginning of another epoch in the long story of mankind. In the five or more billions of years the scientists tell us it has taken to form the earth, in the three or more billion years of development of the human race, there has never been a more abrupt or staggering evolution. We deal now, not with things of this world alone, but with the illimitable distances and as yet unfathomed mysteries of the universe. We are reaching out for a new and boundless frontier. We speak in strange terms: of harnessing the cosmic energy; of making winds and tides work for us; of creating unheard synthetic materials to supplement or even replace our old standard basics; to purify sea water for our drink; of mining the ocean floors for new fields ofwealth

and food; of disease preventatives to expand life into the hundreds of years; of controlling the weather for a more equitable distribution of heat and cold, of rain and shine; of spaceships to the Moon; of the primary target in war, no longer limited to the armed forces of an enemy, but instead to include his civil populations; of ultimate conflict between a united human race and the sinister forces of some other planetary galaxy; of such dreams and fantasies as to make life the most exciting of all time. And through all this welter of change and development your mission remains fixed, determined, inviolable. It is to win our wars. Everything else in your professional career is but corollary to this vital dedication. All other public purposes, all other public projects, all other public needs, great or small, will find others for their accomplishment; but you are the ones who are trained to fight. Yours is the profession of arms, the will to win, the sure knowledge that in war there is no substitute for victory, that if you lose, the Nation will be destroyed, that the very obsession of your public service must be Duty, Honor, Country.

Others will debate the controversial issues, national and international, which divide men's minds. But serene, calm, aloof, you stand as the Nation's war guardians, as its lifeguards from the raging tides of international conflict, as its gladiators in the arena of battle. For a century and a half you have defended, guarded and protected its hallowed traditions of liberty and freedom, of right and justice. Let civilian voices argue the merits or demerits of our processes of government: whether our strength is being sapped by deficit financing indulged in too long, by federal paternalism grown too mighty, by power groups grown too arrogant, by politics grown too corrupt, by crime grown too rampant, by morals grown too low, by taxes grown too high, by extremists grown too violent; whether our personal liberties are as firm and complete as they should be; these great national problems are not for your professional participation or military solution. Your guidepost stands out like a tenfold beacon in the night: Duty, Honor, Country.

You are the leaven which binds together the entire fabric of our national system of defense. From your ranks come the great captains who hold the Nation's destiny in their hands the moment the war tocsin sounds. The Long Gray Line has never failed us. Were you to do so, a million ghosts in olive drab, in brown khaki, in blue and gray, would rise from their white crosses, thundering those magic words: Duty, Honor, Country.

This does not mean that you are warmongers. On the contrary, the soldier above all other people prays for peace, for he must suffer and bear the deepest wounds and scars of war. But always in our ears ring the ominous words of Plato, that wisest of all philosophers: "Only the dead have seen the end of war." The shadows are lengthening for me. The twilight is here. My days of old have vanished — tone and tints. They have gone glimmering through the dreams of things that were. Their memory is one of wondrous beauty, watered by tears and coaxed and caressed by the smiles of yesterday. I listen then, but with thirsty ear, for the witching melody of faint bugles blowing reveille, of far drums beating the long roll. In my dreams I hear again the crash of guns, the rattle of musketry, the strange, mournful mutter of the battlefield. But in the evening of my memory always I come back to West Point. Always there echoes and re-echoes: Duty, Honor, Country.

Today marks my final roll call with you. But I want you to know that when I cross the river, my last conscious thoughts will be of the Corps, and the Corps, and the Corps.
I bid you farewell.

When General MacArthur delivered his speech at the United States Military Academy in 1962 he spoke to an audience larger than the assembled corps of cadets; larger than the guests and military officials; larger than the honored public permitted to partake in the experience of hearing the great general speak. What must be done for the universal audience, then, is the necessary and vital exploration of the rhetorical choices of diction, structure, principles, and images that a great orator uses. The first requirement is to understand the science of General MacArthur's choice of structure of words and phrases and how the synergy of the structure permits the potential for eloquence and creates specific messages, images, and feelings for the audience. Second, it is beneficial to show how General MacArthur uses the artistic aspects to inspire the audience and bring the words to life. Three scientific aspects and three artistic aspects are used to demonstrate the utility of the research. The focus of the analysis is to yield both the scientific and artistic value of rhetoric with a "singular insight into speech" (Black 2001, 18).

## Analysis Using Scientific Aspects

### Purpose and Focus of Speech

General MacArthur's purpose for his address was to accept the Sylvanus Thayer Medal, the highest honor bestowed by the United States Military Academy. The speech was more than a thank you and mere humble acceptance of a rare recognition. The public address marked what General MacArthur thought to be his last visit to West Point. Therefore, he crafted and delivered a message rich with history, with words and phrases that called cadets and others to join in reliving the ideals of duty, honor, and country. General MacArthur spoke without notes because he relied upon parts from previous

speeches and dutifully practiced the performance. The common theme in the speech is the concept of “duty, honor, country,” which is uttered seven times, and symbolizes “a great moral code--the code of conduct and chivalry” (line 7). The repeated phrase ends a separate part of the body as well as concludes the speech.

Structural Outline (Intro, Body with Ideas and Evidence, Conclusion)

The speech has an introduction (lines 1-11), a body (lines 12-129), and a conclusion (lines 130-132). The body of the speech is organized into nine segments:

Focus of Speech 12 - 20
Build Character 21 - 35
Time/History 36 - 48
Duty and Self-less Sacrifice thru time 49 - 60
Leadership and Setting the Example thru Time 61 - 70
Sacrifice and Religious Foundation 71 - 77
Duty and Honor Remain Constant thru Time 78 - 101
Idealistic Purity of Duty and Honor 102 – 113
Obligation to and Consequence of Duty, Honor, Country 114 - 118
Practical Concept of Being a Soldier and Sharing of Personal Memories 119 - 129

The speech, whether read or heard, has an organized structure and organic melody; a beautiful beat with resonating poetic performance.

Military Values Included

The organization is not the only aspect that creates an inspirational melody within the speech. The use of words in the form of nouns and adjectives allude to time-honored military values and provide a structure for the consistent rhythm of “duty, honor, country.” Table 13 lists the words and number of times spoken by General MacArthur to conjure up values and ideals:

Table 13. Repetition of Reference to Values and Ideals

| | | | |
|---|---|---|---|
| Duty | 7 | Joy | 1 |
| Honor | 8 | Justice | 1 |

| | | | |
|---|---|---|---|
| Country | 7 | Laugh | 1 |
| Admiration | 1 | Liberty | 3 |
| Brave | 2 | Loyalty | 1 |
| Beacon | 1 | Love | 3 |
| Character | 2 | Morals | 2 |
| Chivalry | 1 | Noble | 1 |
| Courage | 6 | Patriotism | 2 |
| Dedication | 1 | Right | 2 |
| Dignity | 1 | Sacrifice | 1 |
| Ethics | 1 | Service | 1 |
| Faith | 3 | Stainless | 1 |
| Fortitude | 1 | Strength | 1 |
| Freedom | 2 | Success | 1 |
| Heart | 3 | Truth | 1 |
| Honest | 1 | Victory | 3 |
| Hope | 1 | Virtues | 1 |
| Inspiration | 1 | Wisdom | 1 |

He alludes to values and ideals seventy-eight times, consisting of four percent of the 2041 total words. The appeal to values and ideals are used the most of any other grouping of words.

## Analysis Using Artistic Aspects

### Imagery Connects Words/Pictures

The words of "duty, honor, country" are familiar hallmarks of West Point. The three words create a personal image in every person's mind; the words appealed to the universal audience. According to Karlyn Campbell and Susan Huxman, General MacArthur created a "virtual experience" (2003, 8) for the entire audience through his use of symbols to call forth ideas, emotions, and experiences. "Effective communication creates an image or idea in your mind that approximates the image or idea that the speaker wished to convey" (2003, 9). In other words, General MacArthur effectively used

his rhetorical skills to help his audience create a virtual experience by calling upon past experiences and previous feelings or sensations, shared ideals and values, and a common understanding of what it means to be a patriot of peace and a hero in war. For each person who hears or reads the words, a near-real experience is invoked that is intensely personal and yet, still reaches across the barriers of time and culture. People genuinely feel a common bond of patriotism and love for country with a universal audience.

General MacArthur successfully creates vivid descriptions, of which one is most prominent: the obligation to and consequence of duty, honor, country. The idea of obligation and consequence comes alive in lines 114 to 118:

114 You are the leaven which binds together the entire fabric of our national system of defense.
115 From your ranks come the great captains who hold the Nation's destiny in their handsthe
116 moment the war tocsin sounds. The Long Gray Line has never failed us. Were you to do so,
117 a million ghosts in olive drab, in brown khaki, in blue and gray, would rise from their white
118 crosses, thundering those magic words: Duty, Honor, Country.

The idea that from a person's ranks will come the great captains for the future who will lead the nation in victory sparkles with a romanticism and idealism consistent of the time and present in military culture. The obligation of duty to country is raised up to a level of glory to be measured against the Long Gray Line. The price of failure is not just simply death, but the haunting by the soldiers who fought in past heroic battles and struggles; the soldiers who helped give birth to our glorious nation.

Relating to the Audience

General MacArthur relates to his entire audience due to incorporating values and ideals and through a mastery of language that creates images that can be shared by all individuals. The appeals made are specific and relevant to the unique audience by using commonly understood symbols from military jargon, ethics, history, and religion. General MacArthur speaks to the West Point leadership (lines 1-11), to cadets (lines 12- 79 and 114-129 and 130-132), to soldiers of all rank (lines 38-79 and 114-129), to historians (lines 53-60 and 78-101), to theologians (lines 71-77), to scientists (lines 86-92), to politicians (lines 94-101, 106-112 and 119-122), to the public (multiple lines) and to a future (multiple lines). By appealing to a wide range, General MacArthur appeals to a universal audience, born into a common land and bound by a common patriotism.

Spacial or Time Aspect Present

The construction of time is apparent throughout the speech, with nine references to the past, present, or future. General MacArthur speaks of learning values and character building (lines 21-35), which is the basis of all formative military officer training. The image of what type of soldiers the cadets can be expected to lead is described using historical examples and personal memories (lines 36-70). Images of history are evoked with phrases like “great captains” (line 115), “war tocsin sounds” (line 116), “The Long Gray Line” (line 116), “a million ghosts in olive drab, in brown khaki, in blue and gray, would rise from their white crosses” (lines 117-118). MacArthur mentions God, Plato, and references to historical battles to bridge the past and present in the minds of the audience. MacArthur’s own past is recalled for the audience (lines 122-128). In the last five sentences (lines 128-132) General MacArthur brings the audience back to the present, the immediate location of the speech, with the words “But in the evening of my

memory always I come back to West Point." He reinvigorates the common theme of his farewell with "Always there echoes and re-echoes: Duty, Honor, Country." The speech continuously and consistently reverberated with the three melodic words. In the final three sentences, General MacArthur successfully accomplishes three things. First, a finality is implied with "Today marks my final roll call with you." Second, a geographical feature is used to create a virtual image of crossing over and leaving something behind. The words of duty, honor, and country are strengthened with the notion of General MacArthur crossing the river moving toward his own future while foremost on his mind "will be of the Corps, and the Corps, and the Corps." All cadets can understand the impact of crossing the river for it signifies freedom from West Point. Yet, General MacArthur uses the river as a metaphor for his freedom from a demanding life and his long-time obligations. Third, he reinforces upon the cadets that the concrete experience of West Point represents the three-word melody and virtual reality of his speech. The Corps, the Corps, and the Corps equals Duty, Honor, Country.

## Summary

The Adapted HPT Model for Reaching Desired Rhetorical Skills and analysis of the surveys provided the methodology for four achievements:

1. Performance and skill analysis to identify the actual rhetorical skills
2. Quantifying the degree of the gap between actual and desired rhetorical skills
3. Cause analysis to determine why the gap exists
4. Solution analysis to provide methods to reduce the gap

To show the utility of the research some of the effective rhetorical skills were applied using the Military Rhetorical Skills Model and General MacArthur's 1962

farewell address. Three areas from the scientific aspect and three areas from the artistic aspect of the model were used to explain how the speech incorporated effective rhetorical skills and why the speech is a model of rhetorical eloquence.

In the final chapter, the conclusion covers the final answers to the research questions. Also, recommendations are offered to implement the solutions to reduce the gap and for further study and research to improve rhetorical skills.

# CHAPTER 5

# CONCLUSIONS AND RECOMMENDATIONS

The final chapter summarizes the research by answering the research questions and offers recommendations on how military leaders can best improve rhetorical skills.

## Section I: Conclusions

Do military leaders need to possess specific rhetorical skills to be effective leaders?

Yes. It is important and necessary for military leaders to possess effective rhetorical skills. The military and society expect military leaders to possess effective rhetorical skills. An effective leader should possess the ability to both create effective rhetoric and to understand how and why rhetoric is effective. Rhetorical strategies do exist that leaders can use to be more effective.

Why should an Army leader develop rhetorical skills?

Rhetorical skills improve leadership and allow leaders the self-awareness and adaptability to handle changing situations with greater confidence. Also, effective rhetorical skills permit a leader to better influence and persuade others.

Is there a connection between effective leadership and rhetorical skills?

Yes. A review of both military doctrine and academic literature indicates a close connection between possessing effective rhetorical skills and being effective leaders.

What are the desired and actual rhetorical skills of military leaders?

The six desired rhetorical skills include the abilities to:

Influence and Persuade
Develop a speech with an introduction, body, and conclusion
Articulate clear objectives using logic and consistency
Relate to an audience and appeal to their virtues
Demonstrate clarity, accuracy, precision, relevance, depth, and significance
Synthesize concepts and evaluate other speech

The actual rhetorical skills are the same six skills. But according to the survey results, the respondents (military leaders surveyed) believed they did not fully possess each of the six skills. Full possession of each desired skill equated to a rating of five. The respondents had a mean rating of 3.59 to 4.15 with a mean difference ranging between .85 and 1.41.

Is there a gap between the desired and actual rhetorical skills?

Yes. According to the survey results, a gap does exist and was quantifiably measured. 81 percent of the CGSOC students and 75 percent of the senior leaders believed that a moderate to large gap existed between desired and actual rhetorical skills. Using the survey results, the gap between desired and actual rhetorical skills could be interpreted as ranging from .85 to 1.41 from an ideal rating of five.

What are the causes for the gap?

Both survey groups responded that the primary cause for a gap is because no training is provided to practice rhetorical skills. The second reason for causing a gap, depending on the group, is either lack of education or not a priority in the Army. Although lack of self-development was not provided as a choice for a cause, 10 percent of the respondents did identify poor self-development as a cause.

What are the solutions to reduce the gap?

The three top solutions by the two groups were self-development, practical training, and make changes to the OES. The CGSOC students overwhelmingly expressed that self-development was the best solution to reduce the gap. However, senior leaders believed that practical training was the best method for gap reduction.

Can military leaders use specific methods to improve rhetorical skills?

Yes. The Military Rhetorical Skills Model provides scientific aspects and artistic aspects to both create and evaluate speech. The model also allows individuals to develop their own rhetorical strategies. To prove the utility of the model, parts of the scientific and artistic aspects were used to analyze General MacArthur's 1962 farewell address.

## Section II: Recommendations and Further Study

The recommendations include the implementation portion of the Adapted HPT Model for Reaching Desired Rhetorical Skills--the three areas of self-development, changes to the Army OES, and changes to the Army leadership doctrine.

### Self-Development Recommendations

1. Apply the scientific and artistic aspects of the Military Rhetorical Skills Model in other speeches, including speeches by General George Patton, Martin Luther King, Jr., President John Kennedy, Prime Minister Winston Churchill, and even King Henry. Further detailed analysis will either lead to validation or refinement of the model. Appendix 1 includes an example of a contemporary effective speech.

2. Practice public speaking in as many situations as possible, to include military and civilian audiences.

3. Complete both civilian and military courses that improve rhetorical skills.

Changes to the Army OES

1. Company Grade Education. Captain's Career Course changes. Provide introductory lessons on effective rhetorical skills and provide junior leaders the opportunity to practice in a controlled environment that provides feedback and performance improvement. Lesson plan developers should include The Military Rhetorical Skills Model as part of the education and basis for training.

2. Field Grade Education. CGSOC curriculum changes. Include classes on rhetorical skills and public speaking skills and provide field grade officers the opportunity for practical experience.

3. Distance learning changes. Add courses related to public speaking.

4. Emphasize rhetorical skills development and not just briefing skills.

Changes to the Army Leadership Doctrine

1. Include analysis on the relationship between effective leadership and the possession of the six desired rhetorical skills.

2. Include the Military Rhetorical Skills Model in a separate manual or as an appendix to FM 22-100.

Further Study/Future Research Questions

1. Why did the Army eliminate rhetorical skills training from the OES?

2. Why do senior leaders emphasize the importance of practicing and rehearsing rhetorical skills and public speaking skills?

3. How does the sample size of 102 respondents for the current research compare to a larger study including a greater sample size of the military leader population?

4. How do the views of commissioned officers compare to the views of NCOs?

5. How do the views of military leaders compare to the views of civilian leaders?

6. How do leaders develop and improve their own rhetorical skills?

7. How can or should the Army help individuals improve rhetorical skills?

8. Should the Army place emphasis on the relationship between effective rhetorical skills and the areas of critical reasoning and creative thinking?

## Summary

The research did, in fact, yield a greater understanding of the importance of rhetoric and provide military leaders with methods for the comprehension and implementation of rhetorical skills and strategies to improve leadership qualities. The Adapted HPT Model for Reaching Desired Rhetorical Skills provided the foundation upon which to systematically understand the gap between the actual and desired rhetorical skills, the causes of the gap, and solutions to reduce the gap. The Military Rhetorical Skills Model allowed a methodical application of the desired rhetorical skills to demonstrate how General MacArthur effectively used rhetorical skills and created rhetorical eloquence in his farewell address at West Point in 1962.

Military leaders, charged with responsibility to lead others in demanding situations and to defend the ideals of our Constitution, require a wide range of skills to protect the promises made by donning the military uniform. Developing effective rhetorical skills is an important element of achieving excellence in practicing the art and science of military leadership.

## Appendix A

### Example of Contemporary Effective Military Rhetoric

The research indicated that military leaders have few examples of contemporary speeches which demonstrate the effective use of military rhetoric. Amid the backdrop of the 2003 conflict in Iraq, one speech stands out as a model of rhetorical eloquence. As the soldiers of the 1st Battalion, Irish Guards, on war alert in Kuwait, prepared to engage the opposing Iraqi forces on Wednesday, 19 March 2003, Lieutenant Colonel (LTC) Tim Collins delivered a stirring pre-battle speech:

> We go to liberate not to conquer. We will not fly our flags in their country. We are entering Iraq to free a people and the only flag which will be flown in that ancient land is their own. Show respect for them. There are some who are alive at this moment who will not be alive shortly. Those who do not wish to go on that journey, we will not send. As for the others I expect you to rock their world. Wipe them out if that is what they choose. But if you are ferocious in battle remember to be magnanimous in victory.
>
> Iraq is steeped in history. It is the site of the Garden of Eden, of the Great Flood and the birthplace of Abraham. Tread lightly there. You will see things that no man could pay to see and you will have to go a long way to find a more decent, generous and upright people than the Iraqis.
>
> You will be embarrassed by their hospitality even though they have nothing. Don't treat them as refugees for they are in their own country. Their children will be poor, in years to come they will know that the light of liberation in their lives was brought by you. If there are casualties of war then remember that when they woke up and got dressed in the morning they did not plan to die this day. Allow them dignity in death. Bury them properly and mark their graves. We will put them in their sleeping bags and send them back. There will be no time for sorrow.
>
> The enemy should be in no doubt that we are his nemesis and that we are bringing about his rightful destruction. There are many regional commanders who have stains on their souls and they are stoking the fires of hell for Saddam. He and his forces will be destroyed by this coalition for what they have done. As they die they will know their deeds have brought them to this place. Show them no pity.
>
> It is a big step to take another human life. It is not to be done lightly. I know of men who have taken life needlessly in other conflicts. I can assure you they live with the mark of

Cain upon them. If someone surrenders to you then remember they have that right in international law and ensure that one day they go home to their family. The ones who wish to fight, well, we aim to please. If you harm the regiment or its history by over enthusiasm in killing or in cowardice, know it is your family who will suffer. You will be shunned unless your conduct is of the highest for your deeds will follow you down through history. We will bring shame on neither our uniform or our nation.

It is not a question of if, it's a question of when. We know he has already devolved the decision to lower commanders, and that means he has already taken the decision himself. If we survive the first strike we will survive the attack. As for ourselves, let's bring everyone home and leave Iraq a better place for us having been there. Our business now is north.

The speech contains 544 words; words that span ages and times. The words appeal to both a modern and an experienced generation. The words call forth a feeling of a moral reality of war. The words echo the images of Duty, Honor, Country. The methods to used to analyze General MacArthur's farewell address can be applied to LTC Collins' pre-battle speech. Although the commander of the Irish Battalion spoke to his immediate audience of soldiers, his words may reach a similar universal audience of General MacArthur's address. LTC Collins' pre-battle speech includes numerous elements of both the scientific and artistic aspects of the Military Rhetorical Skills Model:

Purpose and focus
Structural outline of an introduction, body, and conclusion
Military values includes
Imagery connecting words and pictures
Relating to the audience
Spacial or time aspect present
Speech comes "alive"

Ben MacIntyre, a London Times correspondent, is directly responsible for bringing the speech to the forefront of media attention in his Opinion Editorial on March 22, 2003. Mr. MacIntyre offers the following praise:

The Second Gulf War has already produced its first great work of oratory, a battlefield speech that could stand, in an unassuming way, alongside Lincoln's Gettysburg Address and Churchill's inspiring wartime rhetoric.

A century hence, people will still be reading the speech written by Lieutenant-Colonel Tim Collins, the 42-year-old commander of The Royal Irish battle group, which he delivered to his troops in Kuwait on Wednesday afternoon, just hours before they went into battle. Colonel Collins has a history degree, but does not look like a poet. Readers of The Times will have seen his photograph, in shades and combat gear, a cigar clamped between his teeth. He has the air of a Rambo, but the literary touch of a Rimbaud.

The words of Colonel Collins will long survive this war, for in their raw clarity, they capture its essence, and a military sensibility that is peculiar to our time. In sharp contrast to the gusts of war rhetoric from politicians we have been hearing for the past month, Collins spoke of history, family, respect, dignity, and the individual moral choice between killing justly, and just killing. Saddam may merit the fires of Hell, but Collins's men will also remember the ordinary man who got dressed this morning in tattered Iraqi uniform, with a culture older than ours.

Collins' oration echoes the King James Bible, but it is also the language of the Playstation: rock their world. It comes without demons, or plastic martyrs; he does not promise Dulce et decorum, but sharp modern irony: we aim to please. Put out fewer flags, he urged them, and tread lightly. This is precisely the reverse of the battlefield oratory used to motivate British troops a century ago.

The language of war was changed forever by the First World War. Before 1914, battle rhetoric strictly followed the cadences of Henry V and Henry Newbolt: "We few, we happy few"; "Play up and play the game." But after four years of carnage, the holy abstractions of honour, patriotism and duty, framed into set-piece epitaphs by Rudyard Kipling and carved on numberless gravestones, seemed grotesque.

The language of the Second World War was more honest, but it still harked back to an ancient tradition of patriotic warrior poetry, while introducing the grim dishonesty of military euphemism, memorably lampooned by Joseph Heller in Catch-22, that continues in such cowardly combinations as "collateral damage" (dead people) and "target-rich environments" (lots of dead people).

Collins, by contrast, spoke in an emotive modern vernacular: ferocious, but

> also slangy, ironic, and gentle. God and country are there, but in undertone. The valour lies not in bloodshed, but in decency; not in winning, but in leaving well. And at its heart, his speech offers this unlikely truth: that war is not glorious, or fun, but complicated and morally messy; not a matter of sacred shrouds, poppy fields and noble deaths, but of dead friends, wrapped in sleeping bags.
>
> Millions of war words will be spilled in the coming weeks, but none more powerful than these. Perhaps Collins does not know it (Lincoln genuinely thought few would remember his speech at Gettysburg), but he has written a simple and stirring prose-poem for the 21st-century soldier.

The words of Ben MacIntyre complement the effective military rhetoric given by LTC Collins. Military leaders would do well to spend some time understanding how and why the contemporary pre-battle speech is an example of effective rhetorical skills.

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