



The Republic of Moldova Military Institute's Lecture Series: Leadership and Ethics

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As part of the Republic of Moldova's defense transformation efforts, the Moldovan Military Institute (MMI) is in its second year of a three year action plan to completely revise its professional military education (PME) curriculum. In September 2011, the MMI will begin its new curriculum for its incoming cadets where they will complete the four-year program finishing with a bachelor's degree in public administration. To prepare the faculty members in developing the curriculum, the MMI is hosting a series of subject matter expert lectures through Mar 2011 when their curriculum is due to the Moldova Ministry of Education. The lecture series topics include: civil-military relations, leadership & ethics, defense management, geostrategy and communications & media. These lectures will assist the MMI in developing a basic course PME curriculum to become the premiere academic and military training institute for the Moldovan Armed Forces (MAF). The MMI Action Plan is supported by the NATO International and Military Staffs, and by the PFP Consortium of Defense Academies and Security Studies Institutes.

In February, 2010, Dr. Marybeth Ulrich facilitated an expert lecture series on civil-military relations.¹ The MMI invited Dr. Craig Bullis, Department of Command, Leadership and Management (DCLM), U.S. Army War College (USAWC), to facilitate the second event of this lecture series titled, leadership and ethics. Before seventeen faculty members and over the course of a three day period, Dr. Bullis presented three lectures on leadership entitled, "What is leadership?"; "Leading Yourself"; and "Developing Leaders." The discussion of developing ethical leaders and integrating ethics curriculum was discussed throughout the seminars. LTC Vince Lindenmeyer, USAWC, provided the faculty members an overview on the Partnership for Peace (PFP) generic PME curriculum initiative, a multinational effort supported by NATO and the PFP Consortium. LTC Lindenmeyer emphasized the importance of nesting their leadership curriculum in a leadership development system over the four years of the cadets' experience. The leadership lecture series allowed the MMI faculty the insights to work on their curriculum during the three days together. The remainder of this article describes the leadership lecture series and subsequent discussions with the MMI faculty, and concluding with general observations toward the development of an MMI leadership curriculum.

WHAT IS LEADERSHIP?

Beginning his lecture, "What is leadership?", Dr. Craig Bullis wanted to ensure that the faculty members understood the term "leadership." Definitions of leadership vary depending on the perspective:

- A Military Perspective: Leadership is the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization. (Army Leadership Manual, FM 6-22, 2006)

1. Lindenmeyer, V. R. & Ulrich, M.B. (2010). Integrating Civil-Military Relations into the Professional Military Education Curriculum within the Republic of Moldova's Military Institute. Center for Strategic Leadership, United States Army War College. Retrieved from http://www.csl.army.mil/usacsl/publications/IP_03_10_Moldova.pdf.

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- An Academic Perspective: The essence of organizational leadership [is] the influential increment over and above mechanical compliance with the routine directives of the organization. (Katz and Kahn, *The Social Psychology of Organizations*, 1976)
- A Political Perspective: If your actions inspire others to dream more, learn more, do more and become more, you are a leader. (John Quincy Adams, 6th U.S. President)

The question, “What do these three definitions have in common?,” resulted in a spirited discussion of how leaders are different from individuals assigned to positions of authority within an organization. Leadership was discussed as including an emotional component that inspires others to outcomes that they may have never been before. Leadership is motivating people and organizations to achieve more than they thought possible. When attempting to lead subordinates there are four outcomes of influence attempts: resistance, compliance, identification and internalization. Which method of influence is best for an organization? “All of them” and “it depends” were some of the faculty answers. When the leader goes away, the subordinate will continue with the job because they have internalized the inspiration, goals and vision of the leader. Therefore, the essence of effective leadership is embodied in identification and internalization. These two methods of influences distinguish the person in a position of authority from the “leader.” Of course, “compliance” is an outcome that is appropriate in certain situations; for the leader, however, compliance should be the minimum standard. However, if the officer corps is driven by shared goals and values, then officers should strive for these higher levels of influence with subordinates. Of course, there are appropriate times for rewards and punishments and the faculty agreed that these differ by individual. The implication of the discussion for the MMI leadership curriculum is that theories of motivation should be included in the development of a thorough leadership curriculum concerning “what is leadership.” This lecture modeled an example lecture that the MMI faculty could emulate. Including theories of motivation, “What is Leadership” becomes a cornerstone to any leadership curriculum.

A follow-on discussion further investigated the differences between management and leadership. Can one be a good leader and not a good manager? The group discussed the great leaders who had subordinates do the managing for them. However, the group also discussed how good management skills are necessary to make the most of effective leadership behavior. The faculty enjoyed this discussion. The group also discussed, “What does bad leadership look like and what are the implications?” Destructive, or toxic, leaders lead through fear, intimidation and power of authority or position. Finally, the relationship between leadership and power were explored. Dr. Bullis asserted that power resides in each individual leader. And in the best leaders, it includes both positional and personal components. While managers use positional (legitimate, reward, coercive) power, leaders use both positional and personal (referent and expert) power. Informal leaders have personal power, but no positional power. For example, the informal leaders that emerge from a military unit may be good candidates for becoming future non-commissioned officers. The types of power are critical to a good leadership curriculum.



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A second exercise was conducted to describe in words the best and worst leader one has ever worked for. After listing the attributes of good and bad leaders, Dr. Bullis facilitated a discussion on the attributes of “be, know, and do” that are imbedded in U.S. Army Field Manual 6-22, *Army Leadership*. The ambiguous nature of the operational environment requires leaders who are self-aware and adaptive. Because tactics, techniques and procedures (TTPs), the environment, weapons systems and the enemy will certainly change, PME rather must produce officers and non-commissioned officers ready to lead. In other words, the “know” and the “do” will change, but the “be” will endure. “Be” is what is innate, or natural, such as intelligence, honesty and selflessness. Can “be” attributes be developed? Of course, character and ethics courses significantly impact a leader’s “be” attributes. “Know” skills can be taught, such as technical proficiency, communication skills. Lastly, the “do” is the actual performance of the leader. While a

curriculum must focus on the “be” of developing great leaders of character, the cadets must learn their technical craft, the “know,” and be able to perform the “do” through their four-year experience.

The purpose of this first session was to develop a common framework to discuss leadership. A leadership curriculum requires the science, or leadership theory, with the practical integration of the art through the study of history, biographies and case studies. Good “leadership doctrine” does several things:

- Communicates (internally and externally) what the institution expects of its leaders (a symbolic component).
- Provides a basis for superiors to focus the development of their subordinates (an organizational developmental component).
- Provides a basis for individuals to focus their personal development (a self development component).
- Provides criterion by which we can assess the effectiveness of leaders at every level (an evaluation component).

In the end, leadership is taught in the institution, but learned in the operational and self-development domains that are included in an institution’s developmental model. A leadership curriculum must have a leadership doctrine to ensure all understand the end state that the institution is attempting to achieve.

LEADING YOURSELF

In the second day lecture on “Leading Yourself,” Dr. Bullis charged the faculty that if they have not developed their own personal leadership philosophy, then either the organization or the duties will define their approach for them. The concept of becoming a leader must first begin with the individual and understanding one’s personal and professional values and integrating these values with one’s goals and duties. In the context of developing cadets to become officers, the faculty discussed how to have cadets figure out their own personal philosophies in the conduct of their experience at the military institute. Considerations in developing a leadership philosophy include asking the following questions:

- How do you want others to view you?
- What are you good at?
- What is your comfortable style?
- What does your job require you to do?

The group then discussed the notion of “followership” as a critical prerequisite to developing good leaders. Taking a moment to list the qualities of a good follower, the faculty discussed these characteristics in detail. The group then took a moment to reflect on how the characteristics of good followers have a great deal of similarity to those characteristics of good leaders. This transitioned to a conversation on the importance of self-awareness.

One of the assumptions in most leadership theories is that “you can change your behavior.” When under stress; however, one’s tendencies and preferences become more predictive. Self-regulation, or the proper management of one’s reaction, becomes paramount to developing combat leaders. There are ways to learn self-awareness or to become more self-aware including formal (evaluations and training opportunities) and informal (simply asking others). Dr. Bullis asked the faculty to consider how those who are most close to them (spouses, close peers, etc) would report on their leadership style. Feedback should come from superiors, colleagues or peers and subordinates. Leaders should consider a self-assessment as well. Using the list of good leader attributes from the first lecture on “what is leadership?” the faculty took a moment to rate themselves privately. When developing a personal leader philosophy, what three to five personal values do you strongly hold? Using the four roles and eight characteristics of officership², link one’s personal values with the components of officership and the professional military ethic. The result of this analysis would be the beginning of one’s personal philosophy of leadership.

2. As adapted for the NATO Partnership for Peace initiative, the four roles of officership include: military ethos, member of a profession, servant of the nation, leader of character. The eight characteristics of officership include: duty, honor, loyalty, service to country, competence, teamwork, subordination to civil authorities, and exemplary leadership.

In conclusion, good leadership is attributed by others, intentional and hard work. Good leaders behave in such a way as to influence others to achieve organizational goals. The subordinates will achieve the organization's goals because they want to. Finally, a leader's personal leadership philosophy must be developed before they are commissioned and start the job. The MMI faculty agreed that knowing oneself is a first component to great leadership. They discussed how cadets could develop their personal leadership philosophy in a capstone course during their senior year. They recognized that "effective leadership" is not determined by oneself alone, but by the perceptions of others, in that, leadership is "attributed" by others when they ask, "Would I follow him/her?"

DEVELOPING LEADERS

During this lecture, Dr. Bullis presented the concept of developing leaders by challenging, assessing and supporting cadets throughout their development at the MMI and then demonstrated leader development through an example. The MMI espouses five domains of development: military, academic, moral-ethical, physical and linguistic. In order to grow and improve, cadets must be challenged in each given domain during their experience at the MMI. For the leadership development, there are three skill areas of importance: tactical/technical, conceptual, and interpersonal. A

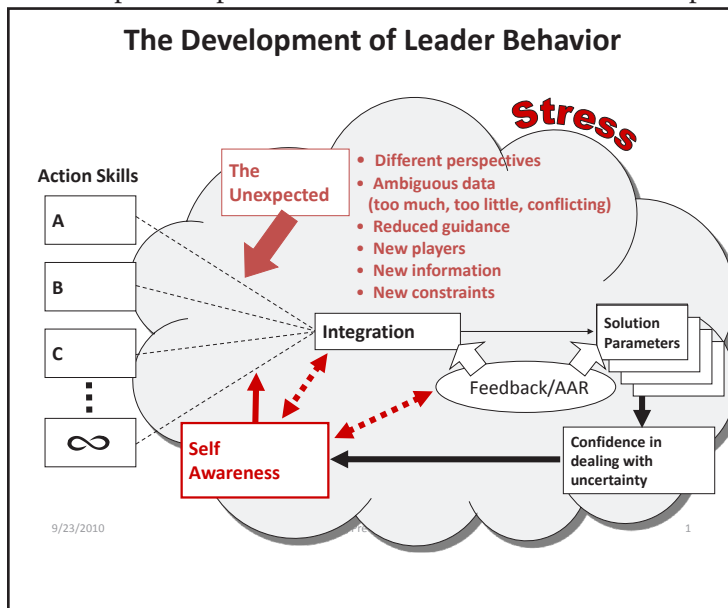


Figure 1: The Development of Leader Behavior

model for this includes a U.S. Military Academy model of teaching leadership.³ Leaders have a set of skills that they have developed over the years such as decision making, judgment, and ethics. When presented a problem, leaders must use the appropriate skills to develop a solution. After the problem subsides, the leader should seek feedback or conduct an after-action review (AAR). When presented with an unexpected or VUCA (Volatile, Uncertain, Complex and Ambiguous) situation, leaders must integrate action skills to develop a solution. When leaders routinely develop successful solutions in a VUCA environment, they begin to build self-confidence in dealing with uncertainty. This confidence, along with increased self-awareness, begins to develop leaders capable of successfully operating in highly stressful environments (see Figure 1, The Development of Leader Behavior).⁴

Transitioning from this developmental model and using the art and science of leadership, Dr. Bullis introduced the "identify, account, and act" framework for teaching leadership. How does a leader motivate others? Using a case study, Dr. Bullis illuminated a specific motivation theory, the equity theory of motivation. Leadership development recognizes that leadership is both art and science and that leadership styles vary by individual and by context. There are some generally held principles (science) that explain how and why some people act as they do. That science can inform personal actions. Dr. Bullis charged the faculty members to teach the cadets using a challenging leadership development model in all of their course work and throughout their cadet experience. Developing cadets and seeing them become leaders will certainly become the most rewarding part of their experience in teaching.

OBSERVATIONS

As the lectures series concluded, the MMI faculty members desired to discuss their current leadership curriculum and how they could incorporate Dr. Bullis' concepts into their program. The authors recommend the development or articulation of a desired leader development process to guide the development of MMI cadets throughout the four-year developmental experience. Implied in this articulation are the following points:

3. McNally, J.A., Gerras, S.J., & Bullis, R.C. (1996). Teaching Leadership at the U.S. Military Academy. *Journal of Applied Behavioral Science*, 32 (2), pp. 175-188.
4. The model of leader development shown was developed in 2005 by a USAWC team (faculty and students) investigating the development of Agile Leaders in the U.S. Army.

- The development of a standard feedback system that evaluates cadets in accordance with the MMI's desired end state. A feedback program could include the following:
 - Duty description
 - Values
 - Competence (military-technical)
 - Physical
 - Leadership
 - Training
 - Responsibility & Accountability
- The leader development process, or MMI cadet development system, will drive when and where topics are presented in the four-year process.
- The development of a standard description of what the faculty members want to achieve at every level throughout all domains: military (including moral-ethical), academic (including linguistic), and physical. More specific leadership domains to be considered include: technical, tactical, conceptual, and interpersonal.
- The Moldovan Armed Forces (MAF) should work to create leadership doctrine, some type of version of the U.S. Army's FM 6-22, *Army Leadership*, and integrate this with existing policy on officer development. The importance of these documents is ensuring that a leadership program achieves the desired end state and can be replicated through the years. Moreover, such doctrine would be a benefit not only to the MMI curriculum but also, more broadly, to leaders throughout the MAF.
- It would benefit the MMI to discuss their developmental program with a member of the U.S. Military Academy staff with expertise in the Cadet Leader Development System. The MMI faculty recognize the need



Faculty Workshop Key Leaders: Left to Right: 1st Row: Maj Serio Porres, USAF; Dr. Craig Bullis, USAWC; LTC Iurie Girnet; LTC Vince Lindenmeyer, USA; 2nd Row: COL Ilie Cernenchi, LTC Sergui Saramet, LTC Gheorghe Turcan, LTC Sergiu Plop.

to articulate and describe their developmental model and the expertise resident at USMA might assist them in thinking through the best way to do that for the Moldovan Armed Forces.

- While most of the discussion focused on undergraduate leadership education, a follow-on discussion of leadership education (both content and process) for use in their officer education courses might prove valuable.

CONCLUSION

Overall, the Moldovans were highly motivated and receptive to the ideas presented appreciating the example of the leadership lectures as a way for them to teach leadership in the classroom. As a result of this visit they now have a base level understanding of key topics in the field that can be used as a basis for integrating a leader development model into the MMI curriculum. During the course of the visit the USAWC team noted great enthusiasm for continued military-to-military contact and security cooperation with the war college. The dialogue and engagement from this recent visit promoted continued trust and deepened relations between the two institutions. Working through the PfP Consortium and NATO, future efforts will continue to assist the MMI with practical and subject matter expertise in the areas of defense management, geostrategy and communications & media. These engagements will assist the MAF in developing increased interoperability for future participation in NATO and UN missions.

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