

## BUILDING WINNING TEAMS IN THE 21ST CENTURY OPERATING ENVIRONMENT

BY

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**BUILDING WINNING TEAMS IN THE 21ST CENTURY OPERATING ENVIRONMENT**

by

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## **ABSTRACT**

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The Army has recognized the requirement to modify its leadership education and training process to meet the challenges of the 21<sup>st</sup> century operating environment. Currently, leader development doctrine is focused on describing skills, attributes, and competencies of effective leaders. I argue that we need to focus on the leadership process of developing and employing winning teams as the foundation for education and training.

This paper identifies the gap between the Army's projected leader requirements for the 21<sup>st</sup> century and current leadership development doctrine. Then, based on team and decision making research proposes the Army expand leader education and training to include the team building process by using models of team leadership informed by decision making principles. Finally, using Schein's organizational culture model, this paper suggests ways the Army can move towards truly becoming a team of teams, thus providing coherency across the institutional, organizational, and self-development pillars of leader training and education.





## BUILDING WINNING TEAMS IN THE 21ST CENTURY OPERATING ENVIRONMENT

(O)ur Army's most important core competency—leader development—will produce confident, competent, versatile leaders for our 21<sup>st</sup> Century Army.

1

—General George Casey

The Army has recognized the requirement to adjust or modify our leader development and training programs to meet the challenges of the 21<sup>st</sup> century.<sup>2</sup> Our past and current focus for education and training has been on developing leader attributes, skills, and competencies. Many have called for developing adaptive, agile, self-aware, and resilient leaders in order to be effective in a Volatile, Uncertain, Complex, Ambiguous (VUCA) environment. While developing these leader qualities will certainly be critical, they are not sufficient to ensure future success. We must address the failure of our current leader development doctrine to focus on the “process” of leadership that assists leaders to build winning teams. This will enable us to demonstrate how a leader uses these qualities to accomplish the mission and improve the organization. Focusing leader development on building winning teams will provide the necessary foundation for effective leaders at the direct, organizational, and strategic level. As leaders, we talk about the Army being a team of teams. Now is the time to seize the opportunity to ensure our leader development program enables leaders to build teams that will be successful in a VUCA environment.

In this paper, I will identify the gap between the Army's projected leader requirements for the 21<sup>st</sup> century and current leadership development doctrine. Then, based on team and decision making research, I propose that the Army focus leader education and training on the process of building winning teams. Models of team leadership informed by decision making principles demonstrate how to develop teams.

Leaders must first be able to build effective teams in order for the Army to become a team of teams. The increased interdependence of teams in the future operating environment will demand more effective interaction of teams at the direct, operational, and strategic levels. Finally, using Schein's organizational culture model, this paper suggests ways the Army can move towards truly becoming a team of teams providing coherency across the institutional, organizational, and self-development pillars of leader training and education.

### Defining the Challenge

During the past nine years, our army has fought incredibly in Iraq and Afghanistan while also transforming to a Brigade Combat Team (BCT) centric force. We have continually adapted the way we organize, train, and fight to meet operational requirements. Despite FM 6-22, Leadership, being updated in 2006, senior leaders have acknowledged the requirement to modify our doctrine. While recognizing the need to address leader development as part of adapting the way we train, the commanding general of Training and Doctrine Command, General Dempsey, noted that the challenge is to replicate the complexity (military, societal, religious, economic,..) and extended time in the training environment.<sup>3</sup> What has not been addressed is how leader development needs to change in order to prepare leaders and teams to be successful in these conditions. Recently, senior leaders have clarified future leader requirements based on projected Army capabilities.

The Army Capstone Concept, TRADOC PAM 525-3-0, outlines the capabilities and requirements for the Army from 2016 to 2028. It emphasizes operational adaptability to meet the challenges of future armed conflict. Leaders and organizations must be adept at critical thinking, comfortable with decentralization, and make rapid

adjustments. The concept highlights decentralized command as a key element for future operations that will require leaders at lower levels to assume greater responsibility. It concludes that the Army must revise its leader development strategy to prepare leaders for increased responsibilities.<sup>4</sup> While focusing primarily on the direct level of leadership and not offering specific changes to leader development, the Army Capstone does provide needed clarity for the understanding of future leader requirements. The Capstone focus on decentralized operations establishes the context to reinforce the importance of the team of teams concept not only at the direct level but also at the operational and strategic level of leadership.

The Army Operating Concept, TRADOC PAM 525-3-1, describes the challenges and methods for achieving the capabilities outlined in the Capstone Concept. The Operating Concept calls for a renewed emphasis on training and learning to succeed in “an ever increasing learning environment” but again does not expand on how or offer clear direction for the way ahead.<sup>5</sup> The concept emphasizes the importance of combined arms maneuver to success in the future operating environment. It misses the opportunity to demonstrate that the team of teams concept is at the core of effective combined arms maneuver requiring the integration and synchronization of the capabilities of numerous organizations to achieve desired outcomes. However, the TRADOC Commander recently emphasized a team of teams approach by noting that relevant and realistic training must exploit the growing expectation for collaboration among leaders.<sup>6</sup> The Operating Concept also calls for expanding leader skills but again does not offer specifics. Interestingly, it warns that the practice of constantly task organizing units degrades unit cohesion, trust, and leader development. Given the likely

future of continued resource constraints, we will probably not be able to orchestrate the Army Force Generation Process to ensure BCTs deploy with their division headquarters or prevent task organizing multi-functional brigades' subordinate elements. Focusing on the process of team development and execution will enable the Army to accomplish combined arms maneuver and to mitigate the risk of continued task organization.

While providing needed clarity to future leader requirements, the Capstone and Operating Concepts missed the opportunity to reinforce the centrality of the team of teams approach to our success at the direct, operational, and strategic level. A team focus is critical for decentralized and combined arms operations in a more complex, interdependent future operating environment. It will expand the operational reach of organizations enabling them to receive and process more information to facilitate decisive action. A team of teams approach will improve the situational understanding, communication, and coordination necessary to achieve and maintain the initiative against future adversaries. We cannot possibly replicate all the conditions of the future operating environment during training, but we can develop teams that can adapt to any conditions. Decentralized operations at the direct level will necessitate agile, adaptive and resilient leaders and teams that effectively interact and facilitate other leaders and teams. At the operational and strategic level, leaders will have to influence teams both vertically and horizontally. They will have to resource and shape tactical organizations' success. Senior leaders will also have to influence their own organizations along with adjacent and higher joint, interagency, multi-national, and non-governmental "teams" (staffs, agencies, companies...). We need to ensure our leader development doctrine facilitates leaders being able to build winning teams. More importantly, we need to

change the Army culture to embrace a team of teams approach to be successful in the 21<sup>st</sup> century operating environment.

### Review of Current Leader Development and Training Doctrine

“Leadership is the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.”<sup>7</sup> Although the Army’s leadership definition in FM 6-22, Army Leadership, highlights the centrality of process, our doctrine fails to adequately describe the process of building teams. Instead, it focuses on models that are essentially lists of leader competencies and attributes (i.e. Leadership Requirements Model). In November of 2008 during a Leader Development Summit hosted by the Combined Arms Center (CAC), participants agreed that the Army has long emphasized development of competencies through training and also noted a need to elaborate on the concept of “leadership development” – how a leader operationalizes attributes and competencies to generate leadership as a property of an organization.<sup>8</sup> Although the development of competencies and values is essential in leader development, our doctrine does not clearly link these components to the leadership process of developing and implementing effective teams.

FM 6-22 is organized using the “core” leader competencies of lead, develop, and achieve. The competencies are primarily focused on mission accomplishment. The manual implies an “either/or” relationship between accomplishing the task and improving the organization. It should emphasize the “and” relationship by articulating how doing both will ensure mission accomplishment in the short term and by improving the organization also shape future success. Significantly, the manual does not describe how competencies work together to drive the team development process. It does not

adequately address the importance of decision making or offer true models that enable leaders to build effective teams. Ultimately, FM 6-22 does not provide models that can be used by the operational force to build winning teams.

FM 6-22 states that leaders at all levels recognize the Army is a team as well as a team of teams. While the manual identifies the importance of vertical and horizontal linkages of teams, it does not address the process of building, integrating, and synchronizing team efforts. Instead, in a short section titled, “Building Team Skills and Processes”, it describes the characteristics of teams and outlines the stages of team building (formation, enrichment, sustainment), often in an oversimplified manner. For example, the formation stage includes the recommendation that, “time permitting it should include a handshake and personal introduction...”<sup>9</sup> The section concludes with a list of subordinate and leader actions for the stages of team building summarized in a table. Although certainly reviewed during institutional leadership classes, it is unlikely this table is being used by leaders in operational units. Expanding FM 6-22 to address team building will facilitate Army leaders putting doctrine into action and better align the institutional and operational domains of leader development.

Army Regulation 350-1 (AR 350-1) states the purpose of the leader development system is to produce tactically and technically competent, confident, and agile leaders who act with boldness and initiative in dynamic, complex situations to execute missions according to present and future doctrine. It is designed to develop leaders of character and competence who are able to exploit their full potential as a leader.<sup>10</sup> Again, our leader development policy is extensively focused on the leader and the mission while not addressing the importance of the teams. Interestingly, the regulation places

responsibility on the individual leader to address the gaps created by our current leader development and education process, “Self-development bridges the gaps between the operational and institutional domains and sets the conditions for continuous learning and growth.”<sup>11</sup> Again, focusing on the team development process will enable us to more coherently connect the operational and institutional domains establishing the necessary foundation for self-development to facilitate leader growth.

AR 350-1 also outlines the leader assessment process, perhaps the most influential portion of our leadership development doctrine and policy. It states the leadership assessment process, “measures subordinates’ leadership values, attributes, skills, knowledge, and potential to lead at specific levels within the Army. The assessment process provides the basis for evaluation (periodic and formal rating of performance) and development (a continuous and informal process aimed at improving leadership potential).”<sup>12</sup> Again, the evaluation portion of our leader development process is too heavily focused on leader attributes related to task or mission accomplishment. The Officer Evaluation Report (OER) reflects this short term, task focused policy on leader attributes. Critical competencies related to the leadership processes like Building and Developing are masked in yet another list of leader qualities. General Dempsey, nominated to be the next Chief of Staff of the Army, recently stated that it is time to revise the OER system.<sup>13</sup> Expanding our assessment process to include leaders’ ability to accomplish the mission and improve the organization will necessitate a focus on the team development process.

FM 7.0, Training for Full Spectrum Operations, is the doctrine for Army training and training management for modular, expeditionary forces to conduct full spectrum

operations in an era of persistent conflict. While it highlights the importance of the leader development across the three training domains, it does not address the process of building winning teams. The manual states that leaders create training conditions that prompt subordinates to be self-starters and creatively overcome challenges. It reinforces the importance of decentralized operations to create these opportunities to develop adaptable subordinates.<sup>14</sup> Unfortunately, our leader development doctrine again falls short of describing the team development process. FM 7-0 suggests the Army training and leader development model helps develop trained and ready units led by competent and confident leaders.<sup>15</sup> However, the model does not represent a process but, like models addressed earlier, is essentially another list or grouping of important concepts. While the manual reinforces that training and education occur in all three domains (Institutional, Operational, Self-development), it advertently advocates separate, parallel processes versus an interaction across the domains. The manual states that training prepares individuals for certainty while education prepares individuals for uncertainty. Additionally, it suggests that training enables action while education enables agility, judgment, and creativity.<sup>16</sup> This faulty characterization of the difference between training and education contributes to the disconnect between the institutional and operational pillars. It is essential that we clarify how our leader development training and education are nested with our overall training strategy in order to more effectively build winning teams.

Our current leader development and training doctrine does not adequately address the process of building winning teams. Instead, it primarily focuses on describing leader attributes and competencies critical to accomplishing only tasks or



missions. Using the Army's leadership definition as the foundation for doctrine and policy necessitates that we articulate how a leader influences people to accomplish the mission AND improve the organization. By establishing the importance of combined arms and decentralized operations for success in the future operating environment, the Army Capstone and Operating concept reinforces the criticality of building winning teams at the direct, operational, and strategic level. The team of teams concept can add needed coherence to our leader education and training development doctrine as well as facilitate synchronization across the three training domains. Focusing on team development addresses the gap in our doctrine. It will enable the Army to continue being successful in the short term while simultaneously investing in the future by improving teams. Changes to our leader education and training will ensure that we not only more effectively learn lessons from OIF and OEF, but also better prepare leaders and teams for future challenges.

#### Focus on Building Winning Teams

In order to address the importance of teams, I propose the Army refine current doctrine to focus on the team development process using critical components of team and decision making research. This will enable current doctrine to describe how a leader influences teams to accomplish the mission and improve the organization. Traditional leadership theories have concentrated on fitting the leader to the situation, task, or subordinates. Team leadership emphasis is on structuring and regulating team processes to meet shifting internal and external contingencies.<sup>17</sup> Team leadership can provide a foundation for framing our leader development and education doctrine by reinforcing the purpose of our leadership definition. It will also enable us to incorporate models of team leadership that inform the leadership process by providing a decision

framework for direct, operational, and strategic leaders. These models will facilitate understanding and more importantly, application of the team building process by Army leaders.

There has been a growing trend toward using teams to accomplish work in private, public, and military organizations.<sup>18</sup> These different organizations have faster response capability due to flatter organizational structure that relies on teams and technology to enable communication across time and geographical space to accomplish tasks.<sup>19</sup> Despite the shift to team-based work systems, leading teams with an emphasis on the process dynamics and building adaptive capabilities has not been the focus of leadership theory and research until recently.<sup>20</sup> Although not stated explicitly, the Army's focus on combined arms maneuver and decentralized operations illustrates the importance of building effective teams in the future. Team research has identified the importance of leader task and development functions as being essential to team performance.<sup>21</sup> Also, team leadership models directly address the team development process missing in current doctrine. The Army can leverage the key components of team research to provide clarity to the leadership process by demonstrating how leaders can both accomplish the mission and improve the organization.

Leader behaviors have typically fallen in one of two categories: task-focused (task accomplishment) and person-focused (team development).<sup>22</sup> A meta-analysis of team research concluded that both task-focused and person-focused leader behaviors explain a significant amount of variance in team performance outcomes as measured by team effectiveness, productivity and learning. While both categories led to effectiveness and productivity, person-related behaviors also contributed to team learning.<sup>23</sup> These

findings emphasize the importance of developing leaders with the ability to integrate task and person focused behaviors and supports expanding current leader education to include a greater focus on team development leader skills. The study also identifies critical components of task and person-related categories that provide a focal point of leader behaviors for leader education and training.

There are three task-focused components. The first, transactional, is when an exchange between leader and follower results in task completion. The second component, initiating structure, emphasizes task accomplishment by minimizing role ambiguity and conflict. Leaders help the group develop an organizing framework or set of procedures. The final task-related component, boundary spanning, refers to the leader scanning the environment, collaborating with others outside of the team, and negotiating resources for the team.<sup>24</sup> While the first two components are consistent with doctrine, boundary spanning adds needed emphasis on interdependence and collaboration as leaders create conditions for their teams' success.

There are four person-focused components. The first one, transformation, refers to the creative exchange between leaders and followers to bring about vision driven change in people and the environment. The second, consideration, is establishing cohesion through expert coaching. The third person-related component, empowerment, emphasizes the development of follower management and leadership skills. Finally, the motivation component refers to behaviors that promote team members exerting effort especially during challenging times, recognize member contributions, and meet subordinate needs through a support system.<sup>25</sup> Current doctrine can benefit from the addition of a concise set of person-related leader behaviors contributing to team

performance, effectiveness, and learning. Person-focused leader behaviors create the cohesion, subordinate improvement, and support system that is essential for capable and resilient teams both in garrison and combat. Boundary spanning and empowerment appear to be the most influential behaviors in determining team performance and learning. Given a dynamic, complex future environment, learning will be a key factor of a team's ability to remain agile and adaptive.<sup>26</sup> Team leadership illustrates the complementary, not competing, nature of leader task and person-related functions in order to build winning teams.

Models of team leadership incorporate both task-related and person-related leader functions and can provide needed examples of the leadership process in our leader education and training doctrine. As opposed to static models in FM6-22 and FM7-0, the Input, Process, Outcome (IPO) framework common to most team models illustrates the continuous leader assessment and adjustment process critical to a team's effectiveness.<sup>27</sup> The feedback loop incorporated in recent models reinforces the After Action Review (AAR) principle inherent to our training process. Team leadership models can be used by leaders at all levels to facilitate the development and employment of effective teams. The Command Team Effectiveness (CTEF) model (Figure1), developed to help military commanders assess and direct their teams is an example of a model that could readily be incorporated into FM6-22.<sup>28</sup>

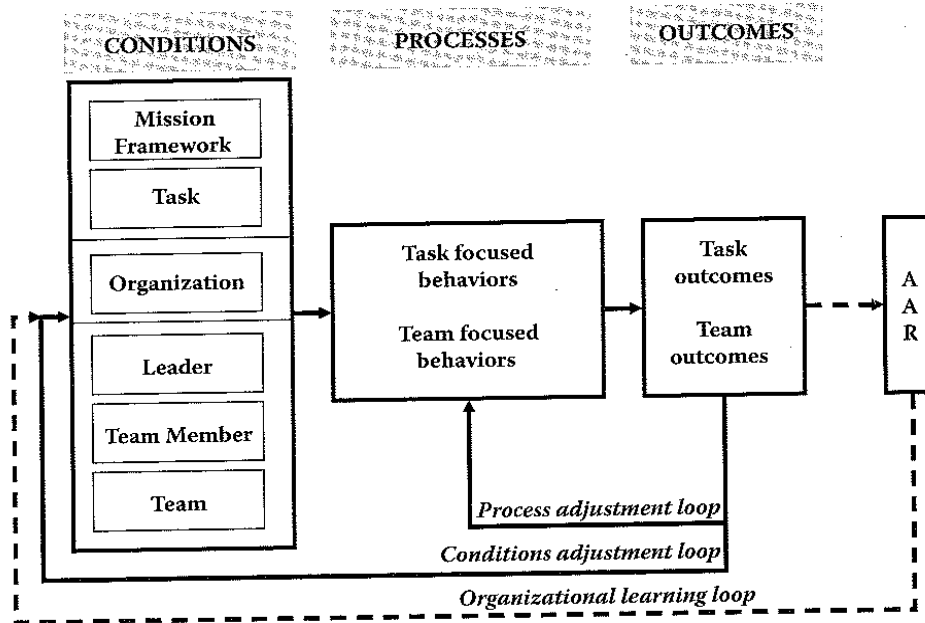


Figure 1 (Command Team Effectiveness Model)

Compared to other models, CTEF broadens the aperture for the inputs by using conditions that can account for the operational environment. The intent of the model is for the leader to consider all critical factors influencing the operational environment. The process portion of the model is a decision framework enabling the leader to decide what task-focused and team-focused behaviors are necessary given the environment to achieve desired outcomes. The outcomes section of the model focuses the leader on both task and team outcomes similar to the purpose of the Army's leadership definition. Significantly, the model has three feedback loops that facilitate adjustments to task or team processes, changes to the condition components such as mission or organizational structure, and overall adjustments based on comprehensive AAR. The CTEF model provides a straightforward representation of the team development process that could be modified by all leaders, not just commanders, to facilitate accomplishing the mission and improving the organization.

Hill's Model of Team Leadership (figure 2), currently part of the Army War College strategic leadership course, provides another example of the team development process that can inform doctrine.<sup>29</sup>

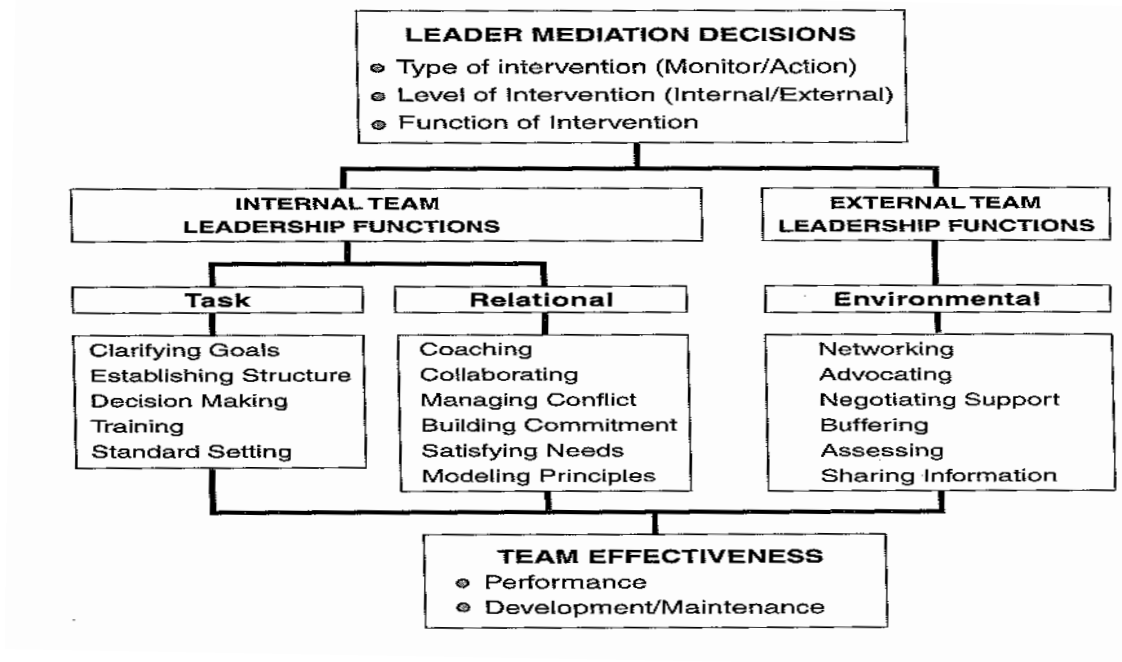


Figure 2 (Hill's Model of Team Leadership)

While similar to other models with leader task and person-related behaviors being central to the process, the Hill model expands the process portion to include external team coordination functions and uses characteristics of effective teams to determine desired outcomes. The increased interdependence of teams both internally and externally to their organization necessitates leader functions that improve environmental interface with the team.<sup>30</sup> Networking, advocating, and buffering are examples of behaviors that enable the leader and team to shape and coordinate critical resources to perform both task and person-related functions. Hill also uses Larson and Lafasto's characteristics associated with team excellence to describe desired outcomes,

and more importantly, assist in determining appropriate task, relational, and environmental process actions. The eight characteristics (clear goal, results-driven structure, competent team members, unified commitment, collaborative climate, standards of excellence, principled leadership, and external support) provide a framework for leaders and teams to describe their winning team as a vision or desired end-state.<sup>31</sup> The Hill model reinforces the importance of first determining the desired outcome in order to effectively determine required leader and team actions. Both the CTEF and Team Leadership models describe the leadership process and provide a decision making framework that ensures a broader scope than just task or mission accomplishment. Using these or similar models along with decision making principles will enable leaders to develop the judgment necessary to build effective teams in the 21<sup>st</sup> century.

As operating environments become more complex and ambiguous, the role of leader and team cognitive competencies will increase in importance.<sup>32</sup> A focus on team development will also necessitate expanding current doctrine to account for the centrality of decision-making to effective leadership. While decision making used to be considered either a deliberate and rational or a quick and emotional function, recent studies conclude that it is a combination of the two and the emotional function is not simply instinctive but can also be developed as a competency.<sup>33</sup> The rational and emotional influence on decision making impacts the effectiveness of the task and person-related leader functions. Expanding our current doctrine that focuses on rational influence to include the emotional influence on decision making will improve leaders' ability to develop effective teams. Recent research demonstrates that leader

expectations generate emotional or physiological patterns based on experience.<sup>34</sup>

Leaders need to better understand these patterns to be able to incorporate past lessons into future events. The moral component of leadership also necessitates understanding what others are feeling or believing.<sup>35</sup> Ultimately, leaders must learn to trust their emotions and use them to more effectively guide decision making.

Team researchers emphasize the importance of training leader critical thinking skills such as meta-cognition or the functions that control the application and operation of cognitive abilities. Leader meta-cognition interacts with work experience to predict tacit knowledge and social competency development.<sup>36</sup> Judgment, a critical leader competency, refers to these cognitive aspects of decision making. The natural tendency is for leaders to quickly search limited memory to find an acceptable level of performance using rules or heuristics that implicitly direct judgment.<sup>37</sup> Leaders need to be trained to prevent heuristics from negatively impacting decision making. Team researchers are also exploring how leaders use shared mental models as coordinating mechanisms that result in more effective and adaptive team performance along with higher quality decision making.<sup>38</sup> Our current doctrine is inadvertently limiting mental models to focus on task accomplishment. By emphasizing shared mental models that incorporate both task and team development, we can more effectively shape the judgment of future leaders.

Modifying our leader development and education to include team leadership and decision making will enable us to address the team development gap in Army doctrine. It will facilitate leaders at all levels to build winning teams and reinforce the team of teams concept to meet future challenges. Team leadership and decision-making can



enable Army leaders to transition from primarily a mission accomplishment focus to one that includes improving the organization. Models of team leadership augmented with decision making principles will enable leaders to more readily apply doctrine in operational units resulting in more agile, adaptive, and resilient teams in the short and long term.

#### Way Ahead/ Recommendation

The challenge is how to implement and sustain the focus on the leadership process of building winning teams. Without a foundation of team development in leadership doctrine, Army leaders are unable to practice what we preach when it comes to the Army being a team of teams. As we move forward, senior leaders must enable the Institutional pillar to teach the “process”, facilitate the Organizational pillar to practice the “process”, and inspire the Self-Development pillar to study the “process”. I will use Schein’s theory of implementing and sustaining change in organizational culture to provide recommendations for the Army to enable leaders to better accomplish the mission AND improve the organization.

According to Schein, leaders use embedding mechanisms as the primary means to create and sustain change in the values and beliefs of an organization’s culture. The embedding mechanisms are: (1) what leaders pay attention to, measure, and control, (2) how leaders react to critical incidents and organizational crisis, (3) deliberate role modeling and coaching, (4) criteria for the allocation of rewards and status, and (5) operational criteria for recruitment, selection and promotion.<sup>39</sup> Leaders use reinforcing mechanisms as secondary means to assist changing organizational culture but by themselves are not sufficient to create or sustain change. The reinforcing mechanisms are: (1) organization’s design and structure, (2) organizational systems and procedures,

(3) design of physical space, facades, and buildings, (4) stories, legends, myths, and symbols, and (5) formal statements of organizational philosophy, creeds, and charters.<sup>40</sup>

The conversion to a BCT centric force along with the corresponding changes to working and living space are examples of the changing organizational design and physical space reinforcing mechanisms for the Army's modular transformation that support a team of teams focus. However, without corresponding changes to the embedding mechanisms of what leaders pay attention to, deliberate role modeling, and most importantly, operational criteria for selection and promotion, the Army will not achieve lasting change to focusing on the mission and organization. These embedding mechanisms must also be supplemented with reinforcing mechanisms that change organizational procedures in order for the Institutional, Organizational, and Self-Development domains to incorporate a focus on the team development process as part of the Army's leader education and training.

Modifying the Army evaluation and selection system to incorporate a team focus is the critical embedding mechanism to ensure lasting change. Instead of "building" and "developing" being masked among fifteen other leader attributes, raters should assess a limited number of critical qualities necessary for building winning teams. I recommend using the previously described four person-related or team development elements as categories for leader attributes to be assessed. Ratings should be changed from whether the officer possesses these competencies to using the same procedures as the Senior Rater block measurement (i.e. ACOM, COM) in order to differentiate leaders with respect to these competencies. Rater and Senior Rater written comments must include an assessment of how the rated officer and his organization impacted higher, adjacent,

and subordinate leaders and teams along with a projection of the officer's ability to do so at the next rank. Criteria for selection for command must specifically include the ability of the leader to build winning teams that positively influence other Army, Joint, Inter-Agency, and Multi-National teams. Clearly articulating the importance of building effective teams in the Army's evaluation and promotion policy will be the catalyst for change across the institutional, operational, and self-development domains.

Senior Leaders will also have to focus on team development and role model team building behaviors as additional embedding mechanisms to effect change in the Army's leader education and training. At each installation's mandatory company commander and first sergeant course, Battalion and Brigade commanders would emphasize the importance of accomplishing the mission and improving the organization by reviewing team building processes and personal techniques or lessons learned. Combat Training Center assessment and feedback could be expanded beyond tactical processes to include feedback on the eight characteristics of team excellence for all formations to include staff sections. As a final example, senior leaders will need to focus counseling on subordinates' ability to accomplish the mission and improve the organization by identifying necessary improvements in the task and relational team building functions.

Senior leaders can also pay attention to leader development and training in terms of prioritizing and allocating resources as another embedding mechanism. No longer can we say leader education and training development is essential to our profession while at the same time we outsource or contract institutional instructors. Leaders who demonstrate the ability to accomplish the mission and improve the organization need to

be identified through a formal selection process then prioritized for institutional billets over all other assignments. Quality instructors will raise the level of training in all Army schools and solve the current consternation about deferments by increasing the value for officers and commanders. The momentum for changing leader development created by a new OER along with senior leaders demonstrating and emphasizing team building functions must be augmented by the reinforcing mechanism of revising organizational procedures.

The Army's leadership and training doctrine and policy manuals must be updated to address the leadership process of building winning teams. Future revisions of the Army Operating concept should explicitly state the importance of teams to meeting future challenges. FM 6-22 should organize leader competencies using task-related, person-related, and external coordination categories that can then be readily associated with team process models. The leadership process needs to be highlighted using team models to finally demonstrate "How" a leader can effectively accomplish the mission and improve the organization. Those same models need to be included in FM 7-0 to better align leader education with training and more importantly, facilitate the practical application of leadership doctrine. FM 6-22 also needs to significantly expand the current section on judgment to highlight the importance and centrality of decision-making in leadership. Army doctrine needs to go beyond rational models and include educating leaders how to leverage the emotional component to more effectively accomplish missions and improve the organization. Leaders need to better understand the rational and emotional influences on decision-making to enable them to improve their own judgment and more effectively develop their subordinates' judgment. The

CTEF model could be used as tool to introduce the principles of team development and decision-making at the direct level of leadership. For example, it could be used during pre-commissioning leader training to establish a foundation to facilitate the development of effective teams. A focus on team development will provide continuity for leader education from the direct to strategic level (OBC, CCC, ILE, SSC, CAPSTONE) by establishing a common reference point that is modified based on scope of responsibility and complexity of the environment. During professional development, senior leaders could demonstrate how they used team leadership models at the direct level and illustrate applicability at the operational and strategic level. Expanding our leader education and training to incorporate team leadership and decision-making will provide coherency to our doctrine, bridge the institutional and operational domains, and provide needed focus for leader self-development.

### Concluding Thoughts

My purpose in this paper was to recommend that the Army modify its leader development and education to focus on the team development process in order to build effective teams to meet the challenges of the 21<sup>st</sup> century. By highlighting operational adaptability through combined arms and decentralized operations, the Army Capstone and Operating Concepts reinforce the importance of teams for success on future battlefields. While the Army claims to be a team of teams, its leadership doctrine does not facilitate building winning teams. By modifying leader education and training to focus on the team development process using concepts from team leadership and decision-making, the Army can develop leaders that can effectively accomplish the mission AND improve the organization. Leaders that can apply team leadership models while leveraging the emotional influence of decision-making will build agile, adaptive, and

resilient teams. The Army's senior leaders will have to drive the organizational change from a mission accomplishment centric force to one that values both mission accomplishment and improving the organization. By doing both, the Army can sustain its ability to achieve success in the short term while simultaneously setting the conditions for future success. Focusing on the process of developing and employing effective teams will provide coherency to our leadership doctrine, facilitate education and training across the three domains, and better align the leadership process from direct to strategic level. Now is the time to seize the opportunity to ensure our leader education and training enables leaders to build teams that will be successful in the future operational environment.

## Endnotes

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<sup>4</sup> U.S. Department of the Army, *The Army Capstone Concept Operational Adaptability: Operating Under Conditions of Uncertainty and Complexity in an Era of Persistent Conflict 2016-2028*, TRADOC Pam 525-3-0 (Washington, DC: US Department of Army, 21 December, 2009), 28-31.

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<sup>15</sup> *Ibid.*, 3-5.

<sup>16</sup> *Ibid.*, 3-2.

<sup>17</sup> Eduardo Salas, C. Shawn Burke, and Kevin C. Stagl, “Developing Teams and Team Leaders: Strategies and Principles,” In *Leader Development for Transforming Organizations: Growing Leaders for Tomorrow*, ed. David V. Day, Stephen J. Zaccaro, and Stanley M. Halpin (Mahwah, N.J.: Lawrence Erlbaum Associates, 2004), 343.

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<sup>20</sup> Steven J. Kozlowski et. al., “Developing Adaptive Teams: A Theory of Dynamic Team Leadership,” In *Team Effectiveness in Complex Organizations: Cross Disciplinary Perspectives and Approaches*, ed. Eduardo Salas, Gerald F. Goodwin, and C. Shawn Burke (New York: Psychology Press, 2009), 113.

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<sup>29</sup> Hill, "Team Leadership," 217.

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<sup>35</sup> Ibid., 175.

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