

DEVELOPING EFFECTIVE LEADERSHIP IN INFANTRY JUNIOR LEADERS: THE
VALUE OF SELF-AWARENESS

By

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the requirements for the degree of

MASTER OF ARTS

In

LEADERSHIP AND TRAINING

We accept this thesis as conforming
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ABSTRACT

This study examined the effect of engaging in self-awareness training on the development of effective leadership in infantry junior leaders and its relation to the enactment of the CF's principles of leadership. Although the Canadian Forces (CF) has an extensive theoretical and practical leadership developmental system, I believe it falls short on effectively fostering junior leaders. Its leadership doctrine highlights the importance of self-awareness but offers no relevant training to junior leaders. This deficiency, combined with significant empirical evidence identifying self-awareness as key to effective leadership, made a compelling case for this study. Using action research methodology, this study examined the link between self-awareness training and the development of effective leadership behaviours. Results indicated that the Multifactor Leadership Questionnaire and the development of a leadership action plan support enhanced self-awareness and leader development. These self-awareness activities allowed junior leaders to enact certain CF principles of leadership more effectively.

DEDICATION

I dedicate this thesis to Canadian Forces' infantry junior leaders, whose timeless efforts have consistently internalized the ethos of the warrior spirit. Although, commanders at all levels suggest that a battle is won or lost at the sub-unit level, junior leaders rarely receive the appropriate recognition they so rightly deserve. All leaders should take heed; the junior leader is a force multiplier on and off the battlefield, without which, there would not be an institution to lead.

ACKNOWLEDGEMENTS

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“The opinions expressed in this document are those of the author and are not necessarily those of the Department of National Defence or the Canadian Forces”

CHAPTER ONE: FOCUS AND FRAMING

Introduction

The role of leadership in the Canadian Forces (CF) becomes increasingly important in light of new multifaceted challenges (Duty with Honour, 2003). Effective leaders must learn to respond to these pressures by leading others more efficiently. Hence, it is essential to examine the factors that influence effective military leadership with a view to developing new constructs that will aid in working within these new complex environments. One construct that has gained popularity in organizations is Emotional Intelligence (EI) - the ability to manage oneself and to manage relationships with others (Goleman, Boyatzis, & McKee, 2002). This ability has been identified as one of the most important factors in accounting for success in leaders (Bar-On, 1997; Goleman, 1998; Rosete & Ciarrochi, 2005). As EI derives from a foundation of self-awareness (Cooper, 1997; Goleman, 1995; Salovey & Sluyter, 1997), it would seem not only prudent, but critical to examine self-awareness within a military context in order to develop methods that will allow CF leaders to deeply understand themselves, before they are asked to lead others.

Throughout my military career as an infantry officer within the CF, I have worked at distant ends of the leadership spectrum. From combat operations to routine administrative roles, effective leadership requires the ability to adjust style in accordance with the situation (Goleman et al., 2002). The dichotomy in roles is evidenced in the infantry more than in any other position within the military, due to the wide array of assigned infantry duties.

Consequently, I became interested in examining the potential of self-awareness training for infantry leaders in achieving mission success.

After completing several online self-awareness inventories prior to my first residency at Royal Roads University, I found that it became easier to adjust leadership style in accordance with the task and the personnel. Armed with the insights gained from my own experience, I believe that other leaders would benefit from similar leadership development. My experiences piqued my interest in exploring self-awareness and its impact on leadership effectiveness within the military. After researching CF leadership doctrine extensively over the past year (Conceptual Foundations, 2005), I found a disturbing lack of emphasis on the importance of self-awareness training within the CF leadership developmental system. My review of leadership literature, my practical experience of the positive impact that self-awareness has on leadership effectiveness and the gap in personal awareness as a tool for developing military leaders have all converged to define my major project. Therefore, I will identify several methods designed to enhance self-awareness within this paper and will further examine the effects of the Multifactor Leadership Questionnaire (MLQ5X) in great detail. My major project has examined the affect this self-awareness tool has on the development of leadership within the infantry and its ability to aide in the enactment of the principles of leadership. Therefore, my major project research question throughout this project has been:

Research Question

What is the effect of engaging in self-awareness training on the development of effective leadership in infantry junior leaders and its relation to the enactment of the principles of leadership?

Sub Questions

1. What is self-awareness and how can it be enhanced within infantry junior leaders?
2. How does the MLQ5X and the use of leadership-action plans impact infantry junior leaders?
3. What other effects of increased self-awareness within infantry junior leaders promote effective leadership?

The Opportunity

As a Commissioned from the Ranks (CFR) officer, I have been involved in at least twelve leadership qualification courses during my progression through the ranks. Not once have I had the opportunity to discuss self-awareness from a leadership perspective in a training environment. With new CF leadership orientation focusing on effective influence behaviours (Leading People, 2007) and research highlighting the importance of EI in effective leadership (Butler & Chinowsky, 2006; Gardner & Stough, 2002; Megerian & Sosik, 1999), I believe infantry junior leadership development could be significantly improved with self-awareness training. Therefore, the intent of my major project has been to examine ways to increase leaders' self-awareness and to study the impact of this training on infantry junior leaders. I used a mixed research methodology to examine the effects that the MLQ5X has on infantry junior leaders. This project highlighted both transformational and transactional leadership within the CF, focusing on intrapersonal skills in order to fully enhance the organizational effectiveness required of a high performing team at an early stage of leadership development.

As operational tempo within the Canadian Forces increases, particularly within the infantry, leaders on the front line contribute more than ever to mission success. In today's

information age, junior leaders can influence national and even international policy. Abu Ghraib prison, where junior leaders were photographed abusing prisoners of war and the Somalia affair, where a man was tortured to death by Canadian paratroopers are current day examples of this phenomenon. Hence, it is essential to consistently re-examine grassroots leadership development. The growing popularity of EI within the business community suggests it would be productive to examine this theory within a military context. While the CF has traditionally been an organization that shuns self-reflection; this inquiry will explore self-awareness as a tool for increasing the leadership capabilities of junior leaders both on and off the battlefield.

This project also examined the effects that enhanced self-awareness has on the enactment of the CF's principles of leadership. These principles are guiding standards that state key responsibilities for all leaders. They effectively summarize the ethos of a CF leader and provide the guidance required to meet the challenges that occur in today's complex environment. The twelve principles of leadership include: (a) achieve professional competence and pursue self-improvement, (b) clarify objectives and intent, (c) solve problems; make timely decisions, (d) direct; motivate by persuasion and example and by sharing risks and hardships, (e) train individuals and teams under demanding and realistic conditions, (f) build teamwork and cohesion, (g) keep subordinates informed; explain events and decisions, (h) mentor, educate and develop subordinates, (i) treat subordinates fairly; respond to their concerns; represent their interests, (j) maintain situational awareness; seek information; keep current, (k) learn from experience and those who have experience, and (l) exemplify and reinforce the military ethos; maintain order and discipline; uphold professional norms (Conceptual Foundations, 2005).

It could be argued that planning for development and personal change may be just as important as the training received (McCarthy & Garavan, 1998; Thach, 2002). Therefore, not only was the use of the MLQ5X examined in this project to glean knowledge on the effects it had on the principles of leadership, it also integrated the use of leadership action plans, a formal written assessment that highlights a leader's expectations and strategies for the future.

Significance of the Opportunity

Canadian Forces (CF) leadership is defined as “directing, motivating and enabling others to accomplish a mission professionally and ethically, while developing or improving capabilities that contribute to mission success” (Conceptual Foundations, 2005, p. 30). In order to optimize their influence on others, leaders must be able to alter their own behaviour. This altering of behaviour, further described as adjusting leadership styles (Conceptual Foundations) can occur consciously or unconsciously, highlighting the importance of self-awareness as a key function in leadership. Goleman et al. (2002) define self-awareness as “having a deep understanding of one's emotions, as well as one's strengths and limitations and one's values and motives” (p. 40). They emphasize that “without recognizing our own emotions, we will be poor at managing them, and less able to understand them in others” (p. 30). By not engaging our junior leaders in purposeful self-reflection, we are failing to provide the most current and effective training available. Therefore, by keeping the status quo and without this study, junior leaders must manage themselves and others through trial and error, which is a workable method but far from the most effective. This clearly would not adhere to our professional developmental policy, which states:

Although the nature of war may not have changed, the conduct of war certainly has.

The asymmetric threat that dominates the current security environment requires new

ways of thinking and acting beyond the conventional ways of the past. We must now evolve...this means more emphasis on creative thinking, intellectual development...and timely access to education, training and experience (Department of National Defence, 2003, p. i).

Since self-awareness training contains an essential part of both intellectual development (Kilburg, 2006) and creative thinking (Fogarty, 1994), it should offer an effective method of handling future challenges.

This study briefly discusses the use of MBTI®, a personality indicator that categorizes people according to demonstrated behavioural styles. It examines in detail the MLQ5X, a 360° feedback inventory which is a multi-dimensional feedback inventory used to enhance effectiveness and leadership competencies through aggregated feedback of different categories by superiors, peers and subordinates. It also describes why journaling could be used a self-awareness enhancer. All three have been identified as tools for developing self-awareness (McCarthy & Garavan, 1998; McKenna, Shelton & Darling, 2001; Whettan & Cameron, 1998). In particular, I used an action research methodology to determine if the MLQ5X can help infantry leaders enact the principles of leadership. My contention was that the greater degree of self-awareness resulting from this project should provide the leadership attributes required to progress from the rigid, hierarchal system of the past to a new dynamic organization for the future. The changing face of military intervention in international conflict zones demands this shift.

With a broad array of tasks across a spectrum of conflict, the CF can effectively prepare its leaders for future challenges by providing cutting-edge leadership development training. In order to defend Canada and Canadian interests while contributing to international

peace and security, the CF must continually re-examine its leadership training by studying the application of these new dynamic leadership constructs. EI has many positive benefits and self-awareness is at its core. By mastering ourselves, not only can we “make positive changes in leadership behaviour... [we] can in turn, influence other important organizational outcomes” (Atwater & Brett, 2006, p. 578). In today’s security environment, these improvements to leadership capacities are crucial to ensuring mission success.

Systems Analysis of the Opportunity

The Human Factor

There are several systems external to junior leadership training that impact the development of self-awareness. First, within a human context, intrapersonal development requires open and honest feedback (Whetten & Cameron, 1993). Harris states:

In order to know oneself, no amount of introspection or self-examination will suffice. You can analyze yourself for weeks, or meditate for months, and you will not get an inch further...our self-reflection in a mirror does not tell us what we are like; only our reflection in other people. (as cited in Whetten & Cameron, 1998, p. 51)

In other words, leaders must be ready to interact with others in regards to receiving feedback (Maslow, 1999), understand their current capabilities, and be willing to change (Whetten & Cameron, 1998). This point emphasizes the importance of voluntary participation within this study and whenever self-awareness training is being conducted.

Another challenge in developing self-awareness is age. It is more difficult to change behaviours as one advances in life (Rao & Rao, 2005). Hence, it is best to encourage self-reflection early in a military career. Mannarelli (2006) also argues that young executives are often in a better position to receive feedback from their superiors, whereas it becomes much

harder to receive valuable feedback once a manager moves to a higher position of authority. Paradoxically, EI has been shown to increase with age (Goleman, 1998). Therefore, maturity and experience directly relate to higher levels of self-development albeit senior leaders may not be willing to try new methods and styles of leadership. The challenge is to find strategies to bridge the natural orientation to self-reflection that occurs with age with the propensity to resist change that also occurs with age. Age then must be acknowledged when implementing self-awareness training.

Research also shows that gender plays a role in developing self-awareness. Female managers have been shown to be closer in agreement with the opinions of others during 360° feedback sessions than male managers. This finding suggests that male managers may be less honest with themselves or less critical (Cook & Cripps, 2005). The authors recommend that by informing participants to reflect on objective criteria, inflation of self-appraisals can be reduced. This suggested expression of overconfidence by males in relation to their work (Pallier, 2003) is extremely relevant within this research project and in any self-awareness training the CF might expect of infantry junior leaders, as the infantry is almost entirely male in make-up.

A Unique Culture

The military, although similar in structure to other organizations, is significantly different in culture. Military culture may play a significant role in the acceptance and implementation of self-awareness training and must be addressed. Threaded from a hierarchical system, superiors may become adversarial after receiving feedback from those with less experience or rank (Edwards & Ewen, 1996) in regards to learning more about themselves. Although the principle of sensitive line, a point at which a person becomes

defensive about receiving feedback (Whetten & Cameron, 1998), will be discussed in a subsequent section, it is important to understand that top-down initiatives can be poorly executed, especially within such a personal context, where feedback could involve feelings of inadequacy by the recipient. The impact and effectiveness of implementing a self-awareness program is largely dependant upon the culture and climate of the institution (MacLean, 2004). Although the CF is striving to become a successful learning organization (Department of National Defence, 2001), attitudes still exist that make change a challenge. MacLean (2004) argues that the implementation of successful self-awareness training, specifically 360° feedback, is influenced by the level of trust, hierarchical structure, traditional acceptance of innovation and leader attitudes within the organization. Nonetheless, I would argue that once implemented, organizational culture can be positively affected. Moreover, self-awareness training can be a catalyst for cultural change.

Additionally, the Canadian military's profession of arms has its own unique characteristics, where its values and beliefs require a dedication and commitment to duty that are not often observed in other organizations. This may be due in part to the inherent dangers involved in certain tasks within the military. CF military ethos highlight a warrior spirit, a high level of fitness, personal and professional attributes that include teamwork and cohesion, all used in combination to achieve mission success (Walker, 2006). Interestingly, personality preferences within the military have been found to be similar. Research involving the Herrman Brain Dominance Instrument (HBDI) has shown that military personnel are often left-brain thinkers, who prefer "logic and conservative thinking" (Nasmyth, Shultz & Williams, 2003, p. 13). Right-brain thinkers have been shown to prefer the human perspective (Maclean, 2004). I would contend that in a true learning organization, a more

balanced approach could contribute to further effectiveness. I believe that by introducing self-awareness training to junior leadership within the military, leaders would develop a more well-rounded perspective or at the very least, would be more aware of those who are different in personality.

Organizational Context

From an organizational context, there are several principles that guide the CF and its operations. As stated in the Defence Planning Guide, the mission of the Department of National Defence (DND) and the CF is to “defend Canada and Canadian interests and values while contributing to international peace and security” (Canada, 1999, p. 102). The fundamental purpose of the profession of arms in Canada is the “ordered, lawful application of military force pursuant to government direction” (Duty with Honour, 2003, p. 3). Finally, the vision of the CF is to be “a highly professional Defence Team, fully capable of executing our mission, and viewed with pride by Canadians” (Canada, p. 103). Since organizational effectiveness is defined as the degree to which an organization realizes its goals, ultimately the effectiveness of the CF is determined by its ability to fulfill its purpose, vision and mission.

Due to the significant role the CF has in defending both Canada and Canadians and the critical task that the profession of arms plays in accomplishing this mission, it is imperative that the military be a highly effective institution. Therefore, the CF has adopted a model of effectiveness with its roots derived from Quinn’s Competing Values Framework (1988). This model has been tailored to include, Mission Success, Member Well-Being and Commitment, Internal Integration and External Adaptability (Conceptual Foundations, 2005). Mission Success or as Quinn (1988) describes it as the “Rational Goal Model” (p. 53)

is the primary outcome for military operations. The question then becomes: Should it take precedence over the other outcomes in all circumstances? CF Leadership doctrine states “that the tendency to put all the emphasis on mission success...” causes “the effectiveness of the CF to suffer...its image and reputation as well” (Conceptual Foundations, p. 19). Therefore, the key ingredient to CF effectiveness is the requirement of a balanced approach to competing demands where possible. Figure 1 highlights the CF’s essential outcomes with Military Ethos as its guiding principle.



Figure 1: Canadian Forces Effectiveness Model (Conceptual Foundations, 2005, p. 19). Reprinted with permission.

As CF leadership has been identified as a key function in organizational effectiveness and as Walker (2006) explains, “institutional effectiveness for the CF can be achieved only through application of the capacities of military leaders” (p. 25), then it stands to reason that a critical factor in achieving success would be leadership development (Plante, 1999). Both *Department of National Defence (2001): Canadian Officership in the 21st Century* (Officership 2020) and *Department of National Defence (2003): Non-Commissioned Member in the 21st Century* (NCM Corps 2020) are significant CF documents that provide the

strategic direction in regards to cultivating a learning organization and in turn, effective leaders. They highlight initiatives such as critical thinking, professional development, leading and shaping change and continuous learning. In order to support these initiatives, the CF has introduced a Professional Development Framework tailored after Zaccaro’s (2001) five-element taxonomy for the profession of arms. The five leader elements identified in Figure 2: Expertise, Cognitive Capacities, Social Change Capacities and Professional Ideology describe the core requisite leadership capacities for the CF. Each element consists of several thoroughly researched attributes that outline the fundamental necessities of an effective leader corresponding to a continuum of leader levels.

	Expertise	Cognitive Capacities	Social Capacities	Change Capacities	Professional Ideology
<i>Senior</i>	Strategic	Creative Abstract	Inter-Institutional	Paradigm Shifting	Stewardship
<i>Advanced</i>	↑	↑	↑	↑	↑
<i>Intermediate</i>					
<i>Junior</i>	Tactical	Analytical	Inter-Personal	Open	Internalize

Figure 2: The Professional Development Framework (Walker, 2006, p. 31). Reprinted with permission.

Within this framework is the attribute of self-efficacy identified by examining the leader element Change Capacity, which is described as “openness to paradigm shifting” (Walker, 2006, p. 32) cross-referenced with the intermediate level. McCarthy and Garavan (1998) define self-efficacy as being “concerned with the belief that an individual has in his/her ability to perform certain tasks” (p. 438). Within the context of this attribute, CF

leaders are expected to “engage in self-reflection, make early commitments to self-development and adapt one’s behaviours to the social environment/context” (Walker, p. 32). This expectation highlights two critical aspects; first, there is an element of EI in Change Capacity, which supports the need for developing self-awareness. Second, the CF expects leaders to develop these skills sets at the intermediate level without offering relevant training. It should be noted, however, that the Canadian Forces College (CFC) and the Command and Staff course (CSC) currently use behavioural inventories as a leadership development tool. (¹Dr A. Okros, personal communication, January 31, 2007). Unfortunately, these courses are only offered to a select few, who are normally either advanced or senior leaders.

The crux of this project deals with the fact that both CF leadership doctrine and organizational research highlight the fact that self-awareness training should be given at an early enough stage in a leader’s career to make a significant impact (Mannarelli, 2006; Walker, 2006). Presently, this training does not take place at the junior level, leaving leaders to manage on their own. Junior leaders within the infantry are heavily involved in direct leadership or as described by the CF as “leading people” whereas advanced and senior leaders correspondingly are more concerned with “leading the institution” (Conceptual Foundations, 2005). This project examines the notion that providing self-awareness training at the junior leadership level will offer significant advantage over senior leader self-awareness training, not only because junior leaders are in the developmental stage of their career, but also because they have more face-to-face interaction with their subordinates.

¹ Dr A. Okros – Associate Professor, Department of Military Psychology and Leadership Royal Military College of Canada

Therefore, junior leaders would be expected to deal with issues on more of an emotional level rather than a strategic one.

A link between organizational effectiveness, professional development, CF leadership and self-awareness training can be established. Figure 3 highlights this interrelationship and its congruency in an all-encompassing framework:

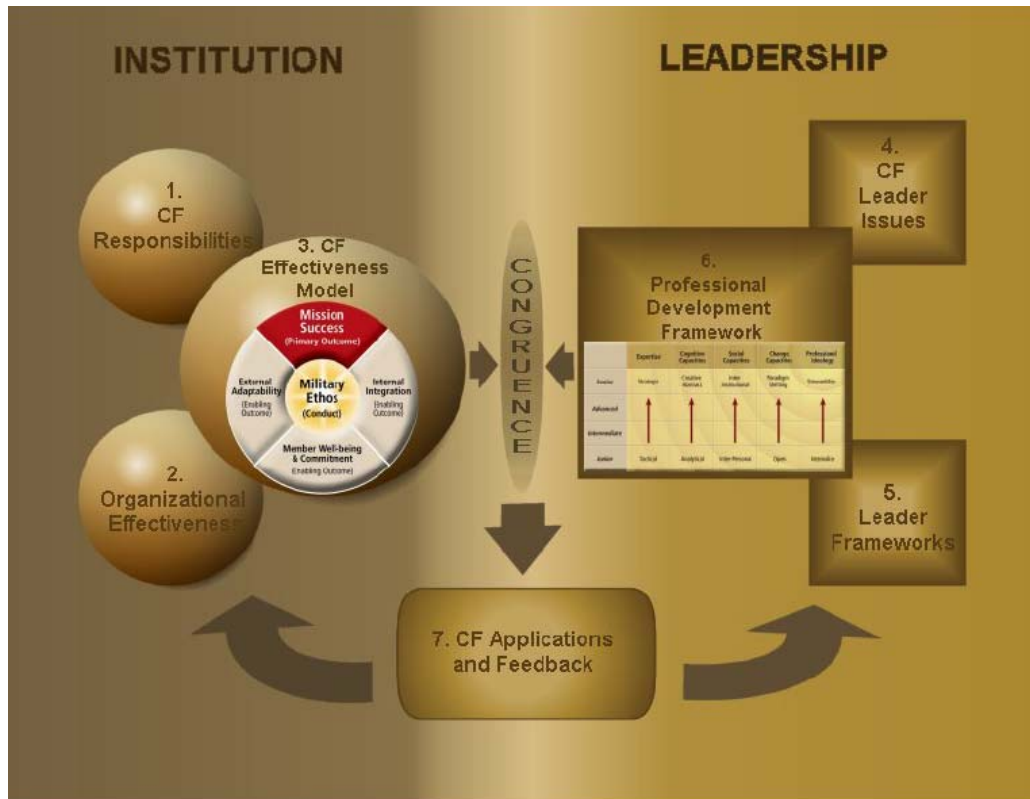


Figure 3: Congruence between the Institution & Leadership (Walker, 2006, p. 5). Reprinted with permission.

As the “central task of leadership involves bringing competing forces into equilibrium” (Patterson, Grenny, McMillan & Switzler, 1996, p. 5), it is necessary for future military leaders to become substantially more flexible (Zaccaro, Foti & Kenny, 1991). Leaders must re-examine their problem-solving skills, leadership styles and capacities, guided by CF leadership doctrine. I would offer that this required self-reflection could occur through self-

awareness training and with the development of a leadership action plan. Walker (2006) claims that a high degree of self-awareness is most effective for developing the professional and ethical capacities required to deal with change in a learning organization. Therefore, with over 62,000 Regular Force members in the Canadian Forces (National Defence and the Canadian Forces, 2007, p. 3) and a new leadership philosophy that emphasizes less formal authority and more alternative influence processes, it is necessary to examine ways in which both formal and informal leaders can not only achieve but exceed expected results.

CHAPTER TWO: REVIEW OF THE LITERATURE

As discussed, a link can be made between an institution's organizational effectiveness to the quality of leadership provided (Walker, 2006). The effective influence behaviours, known as the leadership spectrum (Conceptual Foundations, 2005), is at the forefront of CF leadership doctrine. With its apparent congruence to EI, examining both constructs should provide the required background knowledge to effectively study self-awareness, with a view to better understanding its interconnectedness with the CF's principles of leadership. Within this review, I will examine self-awareness and methods of its enhancement. My objective will be to determine theoretically how certain self-awareness tools (MBTI®, Journaling, 360° feedback) could be used to further develop effective leadership behaviours and to aid in the enactment of the CF's principles of leadership, thereby, playing an important role in improving the organization's effectiveness.

Literature Review Topic 1: Effective Influence Behaviours

CF leaders use a number of influence behaviours across a spectrum of leadership in order to complete assigned tasks (Conceptual Foundations, 2005). These influence behaviours can be used to a leader's advantage or they may become a deterrent to the accomplishment of the task. The challenge is to find the appropriate behaviour for a given task. Figure 4 provides a representation of these influence behaviours that are deliberately or subconsciously selected by the leader in order to achieve a required effect (Leading People, 2007). As they may be selected subconsciously, this underscores the importance and requirement of heightened levels of leader self-awareness:



Figure 4: Leader Influence Behaviours (Leading People, 2007, p. 31). Reprinted with permission.

Bass and Avolio (1994) describe this spectrum as the ‘full-range leadership theory.’ This theory encompasses a range of styles, from total control (authoritarian) to the complete absence of control (laissez-faire). Within the spectrum of effective influence behaviours, there are two leadership philosophies, transactional and transformational. Transactional leadership can be described as leading through social exchange (Bass & Riggio, 2006), where the leader offers rewards or takes them away depending upon subordinate performance. Transformational leadership is defined as “stimulating and inspiring followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity” (Bass & Riggio, p. 3). Both overlap within certain leadership styles near the center of the spectrum and then diverge to opposite ends.

Consistently, transactional and transformational leadership theories are examined by studying levels of commitment and compliance by subordinates to a given leader (Bass, 1998; Pillia & Williams, 2004; Podsakoff, Mackenzie & Bommer, 1996). Gal (1985) details

the differences in a case study that involved the Israeli Defence Forces (IDF). Within this study, compliance was achieved through transactional leadership, but it did not provide for commitment. Bass and Riggio (2006) suggest that “each of the components of transformational leadership can help build follower commitment” (p. 36) which may help to provide the intrinsic motivation required of a professional soldier to “rise above their [own]... self-interests” (Leading People, 2007, p. 35) in order to focus on team goals, no matter the degree of danger.

Unlike significant leadership literature that polarizes transactional and transformational leadership (Bass, Avolio, Jung & Berson, 2003; Gal, 1985), I believe there is a time and place for both styles. This review will explore transactional and transformational leadership in order to gain further insight into these effective influence behaviours. *Conceptual Foundations* (2005) provides an extensive description of the influence behaviours under the rationale that they are either deliberately selected to achieve a desired effect or sub-consciously chosen. This viewpoint again, highlights the importance of self-awareness within both of these leadership perspectives.

Components of Transformational Leadership

Transformational leadership is composed of the Four I's: idealized influence, inspirational motivation, individualized consideration and intellectual stimulation (Avolio, Waldman & Yammarino, 1991). Idealized influence constitutes followers wanting to emulate their leaders. Inspirational motivation refers to a leader's ability to inspire and motivate followers. Intellectual stimulation focuses on a leader's efforts in stimulating innovation and creativity in followers. Finally, individualized consideration is the mentoring or coaching function that aids in developing followers' potential. Combined, these components of

transformational leadership motivate followers “to do more than they originally intended and often even more than they thought possible” (Bass & Avolio, 1994, p. 3).

Effectiveness of Transformational Leadership Within The Military

Over the past two decades, there have been a significant number of studies revealing the effectiveness of transformational leadership within a military context (e.g., Dvir, Eden, Avolio, & Shamir, 2002; Kane & Tremble, 2000; Siebold, 1994). Kane and Tremble (2000) state that within certain organizations “success depends on the involvement and active participation of all members” (p. 138). This research illustrates why this type of leadership philosophy is particularly effective within the military, where teamwork and unit cohesion are paramount to unit effectiveness (Griffith, 1988; Mael & Alderks, 1993).

Military units demonstrating a high level of esprit de corps and morale have been found to be the most effective (Shamir, Zakay, Breinin, & Popper, 1998). Shamir et al. also investigated unit morale, cohesiveness and potency in IDF companies, finding a correlation between the level of trust of subordinates, their willingness to make sacrifices, and the perceived effectiveness of their unit’s leadership. Similarly, Dvir et al. (2002) gave transformational leadership training to a random group of military leaders. These leaders received significantly higher performance scores after a given time period compared to those who did not receive the training.

At first glance, the military may seem to fit better within a transactional context rather than a transformational one. This view may be due to its perceived regimented style (Loughlin & Arnold, 2002) and its ultimate required commitment of self-sacrifice, although extensive research has proven otherwise (e.g., Atwater & Yammarino, 1993; Bass, 1985). Why then does the military, specifically the infantry, still emphasize transactional leadership

throughout its leader developmental system, when new CF leadership doctrine states that the “most effective leaders are those who can shift between the two...as required by circumstance and the characteristics of the followers” (Leading People, p. 34)? I believe by valuing both styles, the CF can align its doctrine with practices by also implementing and developing transformational leadership. Therefore, I would argue that by providing effective training to develop transformational leadership, the CF can prepare its leaders to deal with today’s complex, multifaceted environment more effectively than by just emphasizing transactional leadership.

Transformational Leadership Within Infantry Junior Leaders

As discussed in the Organization section, infantry junior leaders are focused on direct influence, where face-to-face contact has an immediate effect on subordinates and their performance (Conceptual Foundations, 2005). This influence process tailors itself to transformational leadership where leaders, through inspirational motivation, a key component of transformational leadership (Avolio, Waldman & Yammarino, 1991), encourage subordinates to accomplish a given task. In a study that examined the effectiveness of transformational leadership within US Army leaders, a platoon sergeant’s transformational leadership was found to be more predictive of unit performance than that of the platoon leader’s (Bass et al., 2003). The authors go on to explain that platoon sergeants have more daily contact with subordinates and “would likely have a greater effect on platoon member’s training and perhaps their overall performance” (p. 215). They also suggested that a platoon sergeant normally had more combat experience, which resulted in a greater amount of respect given. This factor was also related to having an increased impact on unit performance. Although some studies suggest that senior leaders are perceived to have higher

levels of transformational leadership than junior leaders (Kane & Tremble, 2000), it may be because junior leaders lack education in this style. I believe it is important to develop the transformational attributes of infantry leaders at the junior level in order to create a significant improvement in CF leadership and further enhance unit performance.

Transactional Leadership

Although often overlooked in current organizational leadership literature, transactional leadership in certain circumstances plays a key role in effective leadership. Transactional leadership as discussed by Avolio and Bass (2004), is described as working with individuals to achieve specific objectives. The focus can be in either a constructive or corrective form. Within the constructive form, also known as contingent reward (Avolio, 1999), actions completed by subordinates are rewarded if completion is to a satisfactory standard. This strategy has many significant advantages, as empirical evidence has shown that rewards do create employee engagement (Bass, 1998). Within the corrective form, also known as management by exception (Bass), there is both active and passive approaches. The active approach deals with leaders who monitor subordinates immediate results and take action to rectify any issues prior to an anticipated deviation (Avolio). The passive approach refers to leaders who wait until a mistake is made to take corrective action. As suggested by Avolio (1999), these behaviours used in excess can lead to ineffective results.

Prior to transformational leadership theory (Bass, 1985; Burns, 1978), most researchers referred to transactional leadership (contingent reward) as the most effective leadership behaviour in organizations. With transactional leadership involved with clarifying expectations and rewarding expected levels of performance (Bass), there is a place for this influence behaviour within the military. Previous research has shown that contingent reward

style leadership has a strong correlation with follower commitment and performance (Bycio, Hackett & Allen, 1995), vital within any military organization. This assertion is particularly relevant within infantry, where commitment to the task is a crucial component of mission success. The challenge within the transactional setting is for leaders to be equitable with both rewards and punishment, offering proportional and consistent feedback from both the constructive and corrective forms (Conceptual Foundations, 2005). This view attests to the important link between the leader's overall understanding of what motivates their subordinates, the methods used to accomplish the tasks through the use of these motivating techniques and the leader's level of self-knowledge. These components of effective leadership are all key elements of EI and reveal the importance of self-awareness even within transactional leadership behaviours.

Link to Emotional Intelligence

Leadership has been identified as an emotional process (George, 2000) where leaders display emotions to evoke particular reactions. Although still relevant to transactional leadership, transformational leaders maximize this theory by using inspirational motivation to influence others (Bass & Riggio, 2006) in order to create a sense of optimism that has been identified in promoting organizational effectiveness (McColl-Kennedy & Anderson, 2002). Examined further, Megerian and Sosik (1996) suggest that aspects of EI may underpin transformational leadership behaviours. In a follow up study, they define this theory by the extent to which a leader is self-aware, self-sacrificing and demonstrates determination, which directly corresponds to idealized influence behaviours. They claim inspirational motivation behaviours can be associated with leaders who possess a sense of purpose or meaning. Finally, they believe individualized consideration behaviours correspond to the extent that

leaders possess empathy towards subordinates and in turn foster an effective mentoring environment (Megerian & Sosik, 1999).

As discussed, research outlines the fact that transformational leadership philosophy offers extraordinary results, creates intrinsic motivation and adds to subordinate trust and commitment to both the leader and the task. Significant research evidence links EI with transformational leadership behaviours (e.g., Day, Newsome & Catana, 2002; George, 2000; Rosete & Ciarrochi, 2004), which have been shown to increase leader effectiveness (Palmer, Walls, Burgess & Stough, 2001). Therefore, I believe that by becoming more self-aware, which is a key function of EI (Goleman et al., 2002); a leader can correspondingly develop the transformational characteristics required of today's military leaders. Stressing the importance of transformational leadership within a military context, Loughlin and Arnold (2002) state that transformational leadership "may not only be acceptable and effective within military settings, it may be pivotal in managing the next generation of soldiers" (p. 23).

Literature Review Topic 2: Emotional Intelligence

Having previously explored the link between EI and transactional and transformational leadership, I will now discuss EI and its connection to self-awareness. I will also examine the factors and benefits of developing EI within military leaders and the barriers to implementing a construct that is considered a soft skill.

EI can help increase self-awareness, which reciprocally can be used to develop a leader's EI and in turn, both transactional and transformational leadership. Mayer and Salovey (1997) describe EI as the "ability to perceive emotions...generate emotions...understand emotions...and to reflectively regulate emotions..." (p. 5). As

discussed by Goleman et al. (2002), EI can be sub-divided into four domains: (a) self-awareness, (b) self-management, (c) social awareness, and (d) relationship management. The first two domains determine how well leaders know themselves and manage their emotions, while the remaining two domains, determine how well they understand others (Boyatzis & McKee, 2005). Each domain, when mastered, affords the leader the fundamental skill sets to create resonance within their environment. Resonance is described as having a connection to other's feelings and then moving them in a positive emotional direction (Goleman et al.), the basis for effective leadership. In order to establish this emotional connection, Sparrow and Knight (2006) believe that leaders must manage their personality by first examining themselves. Goleman et al. describe self-awareness as the key domain underpinning our EI and Sparrow and Knight effectively explain why. They offer a four-part model that highlights the foundation of EI both from an intrapersonal perspective, the ability to make sense of what is going on inside us, and from an interpersonal perspective, the ability to make sense of what is going on with others and between others. They suggest that the effectiveness of managing ourselves can only occur to the extent that we are self-aware. Further, they conclude that we can only manage our relations with others to the degree that we are aware of others and their feelings. Finally, they propose an association between our ability to manage ourselves and the ability to manage others. The common denominator throughout seems to be the importance of self-awareness within all aspects of a leader's psyche. Sparrow and Knight's (2006) Managing Relationships Model graphically illustrate the interconnections between these two ideas:

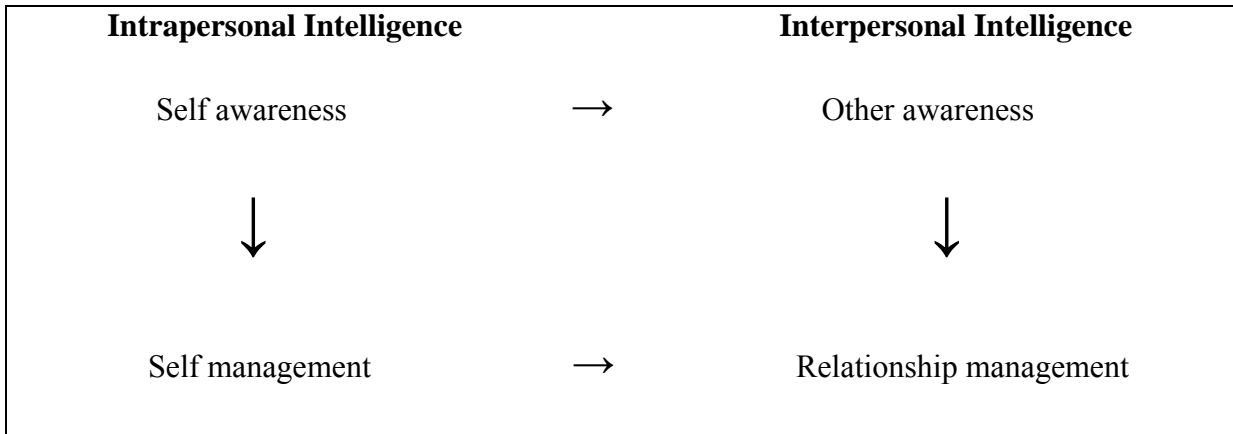


Figure 5: Managing Our Relationships (Sparrow & Knight, 2006, p. 10). Reprinted with permission.

This model introduces a key concept within this study; “emotionally intelligent individuals possess a clear understanding of their feelings” (Livingstone, Nadjiwon-Foster & Smithers, 2002, p. 9). This perspective highlights the critical requirement of knowing one’s self in order to be an effective leader. In other words, a leader with heightened self-awareness may be more effective at inspiring subordinates due to their intimate understanding of themselves.

Emotional Intelligence Within a Military Context

Studies have shown that leaders tend to overestimate their strengths and underestimate their areas for development (Cortina, Zaccaro, McFarland, Baughman, Wood et al., 2004). This phenomenon is especially prevalent within the military, where from the start of basic training, leaders are consistently placed in complex and challenging situations and are expected to lead effectively. They are critiqued on how well they adapt, even if they were unaware of the appropriate action to be taken. This trait of acting like they ‘know it all’ is thought to create and maintain a positive self image by some leaders. However, it consistently has a negative effect, whereby leaders distance themselves from candid feedback (Abrahams, 2007). Goleman et al. (2002) describe this as the “CEO disease” (p. 92),

creating an environment of hiding information for fear of the leader's reaction. Abrahams argues that leaders who are open to suggestion and input from subordinates are high in EI and better able to benefit from constructive feedback.

Key to effective military leadership is the notion that human beings have a range of emotions and that these emotions can have a positive or negative impact on desired outcomes (George, 2000). Because they are consistently placed in diverse and complex situations, I would argue that military leaders should be more versed than their civilian counterparts in understanding how these situations affect emotions and then how to manage them, particularly due to the inherent risks involved in their duties. Abrahams (2007) suggests the Ancient Greeks were masters of this concept. They believed that emotions should be controlled in order to prevent important battlefield decisions being made in the heat of the moment. They considered "moderation, prudence and self-control" (p. 88) vital components in the decision making process. Maxwell (2005) states, effective leaders know when to display emotion and when to delay it. He summarizes his thoughts on emotion in leadership by suggesting that leaders should place the requirements of others over their own emotions by asking the question, "what does the team need... not, what will make me feel better" (p. 87). EI is essential to gleaning an insight into what the team needs. Goleman et al. (2002) underscore the importance of this concept through their EI domains. By further defining them into generic competencies, it becomes clear that emotion is a vital aspect of leadership. These concepts are detailed as: (a) knowing one's emotions, (b) managing emotions, (c) recognizing emotions in others, and (d) handling relationships. It has been suggested that leaders who master these principal competencies create commitment within subordinates, instil an appreciation toward subordinates' actions,

generate excitement in tasks and establish a meaningful identity within an organization (Diggins, 2004; George, 2000; Goleman et al., 2002).

Barriers to Developing Emotional Intelligence Within the Military

Whenever the CF introduces a new construct, particularly within the realm of leadership, critics often compare and contrast these new ideas to how it has been done in the past. Specifically within the infantry, these initiatives are related to the warrior ethic, a code that demands total commitment to the accomplishment of the task assigned. Within this warrior code, complete loyalty and subordination is not only expected but demanded. St Denis (2004) offered an apt example, when he wrote a scathing article on the notion that “empowering and developing” (p. 83) individuals goes against the principle mainstay of soldiering in a professional army. He described the inability of leaders to successfully influence soldiers under their command using any other method than authoritarian. I believe EI may be much harder to develop in individuals like St Denis, who appear antagonistic toward accepting new leadership doctrine that derives from a more follower-concerned approach. Hence, I consider the first step of acceptance, the requirement to offer training in the development of EI rather than to mandate it. I believe by allowing individual leaders to explore their own leadership style through enhancement of their self-awareness, CF leadership can create the right undertone to convert the sceptics.

Clearly, a link exists between effective leadership behaviours, EI and self-awareness. Therefore, I believe it is critical to further investigate how self-awareness might become a key component in creating leadership proficiency within the CF. Sparrow and Knight (2006) offer several methods of developing EI, highlighted by enhancing self-awareness through reflective learning.

Literature Review Topic 3: Self-Awareness

In order to act with EI, there is a need to develop certain skills and attributes (Sparrow & Knight, 2006). To identify which skills and attributes are required in any given leadership situation, higher levels of self-awareness are necessary (Goleman et al., 2002). Self-awareness is examined within this literature review section with an organizational behaviour lens, with a view to understanding how it can be used to enhance junior leader effective influence behaviours and aid in the enactment of the principles of leadership. Further, components of self-awareness will be examined and methods to develop self-awareness will be explored.

Boldly highlighting the value of self-awareness, “seventy-five members of the Stanford Graduate School of Business’ Advisory Council were asked to recommend the most important capability for leaders to develop, their answer was nearly unanimous: self-awareness” (George, Sims, McLean, & Mayer, 2007, p. 133). With such an over-whelming response, it would seem prudent to examine this construct from a CF leadership developmental context.

Self-Awareness Theories

To thoroughly examine self-awareness, a brief overview of the available theories is required to isolate and further comprehend methods of enhancement. Four main self-awareness theories exist within social science literature. The first, and most frequently evaluated, is objective self-awareness (OSA) theory (Duval & Wickland, 1972). This theory proposes focus on self and is highlighted by “what a correct person is...or what a person ought to be” (Duval & Wickland, p. 13). If a leader is better able to understand what characteristics they are missing, then Duval and Wickland suggest that they are in a better

position to rectify their deficiencies. OSA theory assumes that if a discrepancy is discovered, a negative reaction will occur. This negative reaction will then motivate self-improvement (Duval & Silvia, 2001). The challenge then would be to promptly and honestly identify discrepancies in order to enhance self-awareness.

The second theory, developed by Snyder (1974) is known as self-monitoring theory. This theory suggests that individuals try to align their behaviour with certain social contexts. They observe what is to be expected and try to match a suitable future behaviour to its appropriate environment. Snyder argues that individuals differ in their ability to accurately monitor their behaviour. He suggests that high self-monitors are able to adjust behaviours using interactions from others, while low self-monitors pay less attention to themselves and others. Day, Shleicher, Unckless and Hillier (2002) propose that effective leaders emerge because they are high self-monitors and are capable of focusing on both internal and external indicators. Therefore, I believe it is important within a leader developmental context to highlight the value of internal and external focus, in order to enhance self-awareness.

Fenigstein, Scheier, and Buss (1975) propose a third self-awareness theory called self-consciousness theory, which divides self-awareness into two categories, private and public self. The private self is made up of thoughts and reflections and can be summarized by aspects of introversion, whereas public self is focused on the “reactions of others to the self” (Fenigstein et al., p. 525). They suggest these two categories are separate functions, but equally important in understanding oneself. From an emotional context, Fenigstein et al. discovered that those individuals with high levels of private self were more likely to become angered when instigated, but less likely to be sensitive to peer rejection. These emotional responses, if uncovered through enhanced self-awareness, can be used to develop EI.

Finally, the fourth main theory of self-awareness is control theory (Carver, 1979). Control theory overlaps significantly with the other three theories discussed. Although it differs slightly from OSA theory, whereby it proposes that if an individual arrives at what they perceive as an insurmountable challenge, the person may back away or deal with it through alternative means instead of implementing solutions to rectify the deficiency. Paradoxically, if individuals are confident, they tend to persist or even increase their efforts (Carver & Scheier, 1981). Therefore, a principal component of control theory is self-efficacy (Carver & Scheier, 1998). Although according to Neck and Houghton (2006), “disengagement from unattainable goals is a necessary and vital part of the self-regulation process, cognitive distortions of feedback leading to lower than warranted levels of confidence and related expectancies can result in premature goal disengagement” (p. 276). This viewpoint highlights a key element of feedback, that being, if the receiver does not fully comprehend the information given, there could be detrimental effects to performance. Within this study, I must be aware of these potential outcomes, with a view to using the strategies discussed in the methodological section to mitigate such potential reactions.

To summarize, it can be gleaned from self-awareness theories, that identifying discrepancies, focusing on both internal and external cues, understanding one’s emotional responses and applying the appropriate techniques for giving and receiving feedback, can enhance self-awareness. Additionally, to determine effective methods of development, it is necessary to define self-awareness and examine its components

What is Self-Awareness?

Within the literature, there has yet to be a consensus as to the exact definition of self-awareness. Theorists have examined it extensively from a psychological perspective but have

yet to fully investigate it within an organizational behaviour context. Scholars have long argued on how best to define, detect and measure it, with research divided over its makeup and framework (Carver, 2003; Church, 1997; Duval & Silvia, 2001). Goleman et al. (2002) define self-awareness as "...having a deep understanding of one's emotions, as well as one's strengths and limitations and one's values and motives" (p. 40). Sparrow and Knight (2006) define self-awareness as "being in touch with how we feel and being open to the non-cognitive information at our disposal through our body; and our awareness of others" (p. 119). London (2002) expands on that definition by describing self-awareness as a part of an all-encompassing framework of: (a) self-understanding, (b) self-consciousness, (c) self-assessment, (d) self-evaluation, (e) self-monitoring, (f) self-esteem, (g) self-confidence, and (h) self-control.

After scrutinizing numerous theoretical works on self-awareness, I believe that it can be subdivided into two separate functions. First, one must have an understanding of self and second, one must have an understanding of how they affect others. Therefore, I believe that Hall (2004) best describes self-awareness with a definition that closely aligns both an internal function, "recognizing one's own inner state" (p. 155) and an external function, "recognizing one's impact on others" (p.155). Fletcher, Taylor and Glanfield's (1996) research highlights the internal function, in which individuals from a financial company were asked to fill out personality inventories and then were instructed to identify their own report from the groups. Only thirty-six percent of the participants correctly identified their own report. The results of this study demonstrate low levels of internal recognition. Retired General Colin Powell exemplified his understanding of the interpersonal aspect of self-awareness throughout his career. His comments below highlight a high level of external recognition:

In the military, when you become a four-star general, people will do anything you even suggest you want. If you say a wall looks a little dirty, by sundown it's painted. You have to be very careful what you say. I had to work at breaking down that deference to hear from my people. All the tables in my office and conference rooms were round so that there was never any head. I would always try not to wear my full uniform. I would always have my jacket and blouse with all the fruit salad on it thrown in the corner. (Harari, 2002, p. 42)

With a distinction made between the two functions of self-awareness and in order to fully appreciate how self-awareness enhances leadership, it is imperative to first discuss the components of self-awareness. These components are at the crux of this project, as they provide specific areas for leader development.

Components of Self-Awareness

If self-awareness has both an internal and external function (Hall, 2004), then a comprehensive understanding of the components of self-awareness should allow an individual the ability to develop these components, particularly by relating them to how it could impact one's inner sense of self and others. Whettan and Cameron (1998) describe the four key components of self-awareness that are critical in managerial performance as: (a) personal values, (b) cognitive style (c) orientation toward change, and (d) interpersonal orientation.

The first component, and described by the authors as the most important, is personal values. Allport, Gordon, and Vernon (1931) state they are the "core dynamics of behaviour" (as cited in Whettan & Cameron, 1998, p. 52) and all other components arise from them. A thorough understanding of our own values can aide in aligning with that of the organization's

(Lobel, 1992). It can also ensure we are behaving in ways that are consistent with our current values. Within a managerial context, research has indicated that leaders place substantially more value in a “sense of accomplishment” (Clare & Sanford, 1979), which at times, may not be the optimum value to emulate when employee well-being is expensed to accomplish a given task. It would be prudent for leaders to balance both personal and social values in order to optimize team performance (Whetten & Cameron), although examining personal values should be the first step in the developmental process.

The second component is cognitive style and is defined as the method used by individuals to gather and evaluate information. With an overwhelming amount of information to filter, strategies are developed, normally at a subconscious level, to process, code and store data. Grounded in the work of Jung (1971) and extended theoretically by Myers (1962), these theorists have categorized the different styles of learning into dimensions. According to Myers, information gathering is sub-divided into a continuum of intuiting and sensing dimensions. The intuiting dimension generalizes various elements of data, where the sensing dimension focuses on specific details. Information evaluation is also sub-divided into a cross-referenced continuum of thinking and feeling. The thinking dimension deals with a systematic and sequential focus on evaluating information, whereas individuals with a feeling preference approach problems from a value-oriented way, paying particular attention to the impact of decisions and actions on other people. Understanding the diverse cognitive styles can have important implications for leaders, whose styles may be significantly different than their subordinates. This theory will be examined further in the next literature review section.

In order to survive the multi-faceted, complex environment of today, successful change is a requirement of all organizations (Kotter, 1990). No longer do companies or

individuals have the luxury of holding onto the status quo. By remaining the same, organizations actually get worse. As discussed by Rucinski (2006), the “status quo is decay relative to companies who are improving and innovating in the competitive market place. In the personal career arena, status quo is decay relative to those who are improving their career potential” (p. 1). Thus, a leader’s understanding of the third component of self-awareness, their orientation towards change, is essential. Today’s information age, coupled with the requirement for instantaneous decision-making, means that leaders “manage now more than ever in conditions of ambiguity and turbulence, [where] cognitive style is sometimes at the mercy of orientation to change” (Whetten & Cameron, 1998, p. 62).

As discussed earlier, EI encompasses an aspect of the fourth component of self-awareness, interpersonal orientation. Whetten and Cameron (1998) suggest this external function can be subdivided into three needs, they include: (a) need for inclusion, (b) need for control, and (c) need for affection. The more comprehensive understanding leaders have of their specific needs, the more congruently leaders can function within a relational setting. This component highlights the Jungian principles of introversion and extraversion (Jung, 1971). Leaders must strive to attain a comfortable balance between the two, in order to effectively manage relationships.

I believe the components of self-awareness lie at the heart of comprehending knowledge of self. With a thorough understanding of these components, leaders would be able to focus on specific areas for development, highlighting the need for particular self-awareness tools within an organizational context. After reviewing self-awareness and its

proposed makeup, I intend to examine several methods of assessing self-awareness in order to ascertain an appropriate means of gathering data for this project.

Measuring Levels of Self-Awareness

In order to effectively measure self-awareness, there is a requirement to operationalize it. Atwater and Yammarino (1992) suggest that this could be done by analyzing differences in scores given from multi-source feedback assessments (MSFA) between superiors, peers and subordinates, with the participants separated into categories of agreement. They describe this theory as the self-other agreement. Fletcher and Bailey (2003) define the self-other agreement as the “extent to which self-ratings are congruent with the assessments made of the individual by others” (p. 396). Hence, a closer mean score constitutes a proposed higher level of self-awareness from an operational perspective.

Within self-other agreement theory, there are two commonly used methods. One is *congruent-d*, which measures the gap between self and other ratings by analysing mean difference scores. The second is *congruent-r*, which measures the degree to which self and others agree on an individual’s least and greatest competencies. It must be acknowledged that there is significant debate with regards to these methods within the literature. Fletcher and Bailey (2003) question their usefulness by suggesting that self-other agreement might just measure correlation of results rather than levels of self-awareness. Atkins and Wood (2002) suggest that other-ratings predict performance without even using self-ratings. Brutus, Fleenor and Taylor (1996) found that neither self-ratings alone, nor self-other agreement predicted performance, but that peer-ratings were relevant predictors. Nonetheless, I believe, that self-ratings are vital in participant buy-in and should be used within this study. Although both approaches have drawn criticism on their validity, they continue to be the predominant

methods of self-awareness measurement among researchers (Church & Waclawski, 1999; Yammarino & Atwater, 1997).

In summary, research has highlighted criticism of all available methods of measurement for self-awareness. Hall (2004) eloquently describes self-awareness as a “messy variable to operationalize” (p. 171). Nonetheless, I believe it is imperative to measure in order to develop effective leadership. Therefore, within the parameters of this project, I will focus on the self-other agreement to analyze MSFA data.

Linking Self-Awareness to Effective Leadership

Individuals who are self-aware are superior at integrating information from others into their own leadership repertoire (Moshavi, Brown, & Dodd, 2003). Underscoring the importance of self-awareness within a managerial context, Whettan and Cameron (1998) argue that “self-awareness lies at the heart of the ability to master oneself” (p. 49). Further, “we cannot improve ourselves or develop new capabilities unless we know what level of capability we currently possess” (p. 50). With this in mind, effective leadership and higher work performance from subordinates, has been linked to higher levels of leader self-awareness (Halverson, Tonidandel, Barlow, & Dipboye, 2002; Moshavi, Brown, & Dodd, 2003; Sosik, 2001). Hall (2004) suggests that the primary component of leader development is personal development. Therefore, from a theoretical standpoint, I believe that enhancing junior leader self-awareness should have an impact on enactment of the CF’s principles of leadership. The question remains, what type of impact, and, is the time and financial obligations worth the effort?

Within a military context, the US Army War College (Wong, Gerras, Kidd, Pricone et al., 2003) has recognized the importance of self-awareness, specifically defined as “the

ability to assess abilities, determine strengths in the environment, and learn how to sustain strengths and correct weaknesses," (p.3) as essential for military leaders. As previously described, the CF has recently developed its own leader framework and has for the first time discussed self-development in a leadership context (Leading the Institution, 2007). It also suggests that 360° feedback can be used to ensure effective succession of institutional leadership (Leading the Institution), but falls short of recommending its use as a leader developmental tool for those who traditionally spend a majority of their efforts using direct influence.

I believe with CF leadership doctrine highlighting self-awareness, significant empirical evidence proposing a link between effective leadership and enhanced self-awareness, and with over ninety percent of the Fortune 500 companies using self-awareness tools as a means to increase organizational effectiveness (Nowack, 2007), it is essential for the CF to examine methods of enhancing self-awareness.

Enhancing Self-Awareness

In this literature review section, I have examined self-awareness theories, defined self-awareness, described its components, argued the validity of the self-other agreement and linked higher levels of self-awareness to increased performance and effective leadership. The next step is to examine relevant methods of developing self-awareness. According to significant self-awareness literature, reflective learning creates the catalyst for enhancing self-awareness (Hall, 2004; Sparrow & Knight, 2006). Reflective learning is the principal method of improving knowledge of self. Sparrow and Knight define it as the extent to which you “reflect on what you and others feel, think and do, noticing the outcomes these produce and altering your patterns as necessary” (p. 169). Primary methods of reflective learning

include, 360° feedback assessments, personality inventories and journaling. (Hall, 2004; Sparrow & Knight, 2006; Whettan & Cameron, 1998). All will be explored in detail, within the next literature review section.

Literature Review Topic 4: Self-Awareness Tools

“It is often said that individuals cannot effectively lead others unless they are able to effectively lead themselves first. And it is difficult to lead the self, if one does not really know and understand the self” (Mannarelli, 2006, p. 48). For that reason, it is imperative from a leader developmental standpoint to enhance self-awareness. This section will describe several popular methods of enhancing self-awareness and examine why these strategies may be effective for developing leader influence behaviours, and aid in the enactment of the CF’s principles of leadership.

The first strategy reviewed will be the MBTI®, a questionnaire that identifies preferred cognitive styles rooted in Jungian principles. The second tool examined will be journaling, where I will explore how it could be used to enhance self-awareness. Within this subsection, I will also outline some of the barriers to implementing this type of activity within infantry junior leadership training. Finally, I will discuss 360 degree feedback, its impact on self-awareness and its usefulness within the CF.

Kruger and Dunning (1999) suggest people tend to overestimate their abilities, and this overestimation occurs because of what is called the "above-average effect." This phenomenon is described as the tendency of average people to believe that they possess above average attributes (Brown & Gallagher, 1992). The above average effect “provides compelling evidence that people maintain unrealistically positive images of themselves relative to others” (Alicke, Klotz, Breitenbecher, Yurak, & Vredenburg, 1995, p. 805).

Clearly, with the apparent difficulty of the average person to engage in accurate self-assessment, it is necessary to introduce effective tools in order to enhance self-awareness within an organizational context.

Myers-Briggs Type Indicator®

The Myers-Briggs Type Indicator® (MBTI) is by far the most widely used psychological test in the world, with over three million people a year completing this assessment instrument (Gardner & Martinko, 1996). The purpose of this section is not to provide a detailed examination of MBTI®, but rather, to describe the potential effects it has on leader development through enhanced self-awareness. Within this section, I will briefly explain the MBTI® and connect it to self-awareness. I will offer evidence as to how the MBTI® can enhance leadership and will also note some of the criticism it has received. Additionally, I will examine how this debate may impact its use within the CF.

Although in the previous section, I examined cognitive styles as a component of self-awareness (Whetten & Cameron, 1998), which is a sizeable portion of the MBTI®, it is necessary to provide a more thorough explanation of the MBTI® framework in order to isolate methods of leader development. MBTI® theory consists of four dichotomies which involve the following functions: extraversion – introversion, which deals with where people focus their energy and attention; sensing – intuition, which deals with how people process information; thinking – feeling, which deals with how people make decisions, and; judging – perceiving, which deals with how individuals interact with the outside world (Hirsh, Hirsh, & Krebs-Hirsh, 2003). The combination of these dichotomies into sixteen different profiles, aids in the identification of personal preferences. This information can be then used to gain a

deeper understanding of one's preferred actions and strategies in a given situation. Typically, individuals use all functions, but have a tendency to choose one over another.

MBTI® theory has been connected with leader development through several aspects, including diversity. As organizations become increasingly diverse, and where even with reduced staff and increasing complexity, effective leaders are expected to continue to perform at a high level. Fitzgerald and Kirby (1997) advocate that a leader, who recognizes individual uniqueness, can attain higher levels of performance. They suggest the MBTI® is an important tool to assist in understanding and taking advantage of diversity. Additionally, Sieff (2005) states that an enhanced understanding of diversity “reinforces the importance of self-awareness amongst leaders” (p. 20), underscoring the value of administering the MBTI® within a leader developmental context. Darling (1990) strengthens this notion by providing evidence that work groups consisting of individuals with diverse psychological preferences, tend to be more effective.

Bayne (2004) describes MBTI® theory as having two distinct aims. First, is the ability to recognize and appreciate ourselves. Second, is the ability to recognize and appreciate others. By understanding our preferences, we can implement strategies to use them more effectively. Further, understanding the preferences of others, allows us to appreciate and help develop their limitations, while continuing to utilize their strengths. These concepts are also fundamental within EI and self-awareness theory, highlighting the interconnectedness of all three.

Even with MBTI®'s popularity and documented successes, there has been significant criticism with both Jungian theory and the MBTI®. Garden (1991) claimed that managers trying to enhance their least developed functions go against Jungian theory. Nonetheless,

leaders should have a thorough comprehension of their preference styles and work to balance the use of their dominant preferences with their less preferred attributes. Further, if CF leaders had the opportunity to gain clarity about their subordinate's preferences, they could use that information in influencing subordinate behaviour. This highlights the premise that junior leaders, who know their subordinate's preferences, will be able to adjust their leader influence behaviours in accordance with the task and team makeup. With this knowledge, junior leaders should then be able to enact more effectively the CF's principles of leadership.

With criticism of the MBTI® prevalent, widespread implementation of such a controversial tool in the CF may be difficult. Even after significant empirical evidence cites its effectiveness as a leader developmental tool, attitudes that resist using this tool in a military setting still exist. Despite detailed documentation of evidence for validity that can be found in the *Myers-Briggs Type Indicator Manual, Third Edition*, applying MBTI theory to military leadership training is still perceived as an ineffective way of building relationships between leaders and followers. Personally, I have dealt firsthand with these issues during the development phase of this project. Comments were made about the MBTI® from the Director Personal Applied Research Department (D Pers AR) that included, “despite their claims, MBTI® is not personality...and will not be authorized within the project parameters” (²Capt G. Ivey, personal communication, August 8, 2007). Conversely, Commander 1 Canadian Mechanized Brigade Group (1CMBG) gave the MBTI® rave reviews, where he found value in gaining a deeper understanding of his personal preferences (³Col J. Vance, personal communication, December 3, 2006). The difference between these two responses suggests a substantial disconnect between the attitude of personnel in the CF's applied

² Capt G. Ivey - Research Officer – CF Operational Effectiveness & Leadership

³ Col J. Vance – Commander 1 Canadian Mechanized Brigade Group

research organization and that of leaders on the ground with direct influence, who require this type of knowledge.

Fleenor (1997) notes that the MBTI® is often used in leadership development in conjunction with other tools, such as 360 degree feedback instruments, behavioural assessments and other measures that provide feedback about various aspects of one's leadership attributes. With over three million people a year completing the MBTI, there must value to this psychological assessment, overriding the requirement to prove its scientific validity beyond its current state. Sadly, until this issue can be resolved, I believe the MBTI® will not be authorized as a leader developmental tool for the CF. Unfortunately, D Pers AR has denied the use of this tool within this study. Consequently, I will not be able to examine its effectiveness within the context of this project.

Journaling

Peterson and Hicks (1995) state “Development requires action. And reflection on what you have done is the foundation for continued action” (p. 48). Therefore, by examining reflective practices, leaders can learn to develop methods of enhancing capabilities by learning from past experiences. Boyd and Fales, as cited in Getliffe (1996), define reflection as “the process of internally examining and exploring an issue of concern, triggered by an experience, which creates and clarifies meaning in terms of self and which results in a changed conceptual perspective” (p. 362). Smith (2005) argues that a vital element in learning is the capacity to be reflective. Studies have shown that learning is deeper or more connected to practice when it includes reflection (Andrews, 1996). Hall (2004) suggests an effective method of reflection is to journal.

Journaling can be defined as a process that formalizes reflective learning through written thoughts (Sparrow & Knight, 2006). This process allows individuals to reflect on feelings and emotions and offers an avenue for further introspection (Vitello-Cicciu, 2003). Furthermore, I believe that introspection must be followed by an action plan or claimed by Boyd and Fales (1983), a changed perspective, in order to fully enhance the learning opportunity. Loo and Thorpe (2002) suggest that journaling can aid in identifying developmental needs. They believe reflective journaling can be a medium that effectively integrates theory with practice. Additionally, they offer several tips for reflective journaling, to include: (a) choosing a quiet location, (b) making entries twice a week, and (c) being self-aware, honest and open in your reflection.

A common theme appears within journaling literature that separates this reflective practice into specific components. The first, is the component of self-awareness, without which, it would be difficult to proceed to the next component, self-evaluation. By conducting a self-evaluation of the documented experiences, developmental needs can be identified which then can be used to create an action plan for improvement, the third component of reflective practice (Loo & Thorpe, 2002). These components of journaling create a reflective feedback loop, whereby the more often an individual pursues self-improvement, the more self-aware he becomes.

Within the learning cycle, individuals think in the first person mode. When events occur, they often are analyzed through a reactive learning approach called sequential thinking. Sequential thinking is a step-by-step problem-solving method, and is used most often in the moment (Pavlina, 2007). When individuals write their thoughts, it is possible to reflect on the experience in the third person mode, which can provide an opportunity for

deeper learning (Emig, 1977). Although, the most powerful learning occurs when individuals disassociate from their experiences and actually read their observations. Emig suggests this disassociated view, when combined with learning from previous experiences, creates a most effective avenue for enhanced self-awareness and self-development.

Although a helpful method of enhancing self-awareness (Hampton & Morrow, 2003), reflective journaling used to augment leadership training would receive its fair share of criticism within the ranks of infantry junior leaders. There are two main detractors to this method. First, the time required to conduct this activity is not conducive to an environment that not only encourages, but demands, timely decision-making. Although the CF's after-action review process contains aspects of reflective learning, there is no time to document in written form, the experiences enacted. Second, a dichotomy exists between creating an atmosphere of reflective learning, seen as a soft skill of leadership, and acceptance of any strategy designed to compel introspection from a cultural standpoint, where fundamental leadership principles derive from a command and control context. Therefore, a transformational shift in culture must occur before reflective journaling can be successfully integrated into the CF's leader developmental system. Although a suggested method of enhancing self-awareness, the barriers to implementation currently far outweigh the benefits. With minimal support and time, it is apparent that reflective journaling will not be put into practice in the near future within the CF and therefore, will not be examined further within this study.

360 Degree Feedback

Significant research has identified 360° feedback as a powerful tool for maximizing leader effectiveness (Maclean, 2004; Rao & Rao, 2005; Thach, 2002). Studies also suggest

that it is one of the best methods to promote increased self-awareness in managers (Shipper & Dillard, 2000). Therefore, since enhanced self-awareness is linked to organizational effectiveness through effective leadership, it is necessary to examine 360° feedback in order to determine its affect within a military context. The question remains, can it aid junior leaders in the enactment of the CF's principles of leadership? Within this review, I will thoroughly examine this process, by defining it, reviewing its principle components, and discussing some of the barriers to implementing such a program within the CF.

360° feedback can be defined as “gathering information about a person’s behaviour from a boss or bosses, direct reports, colleagues... and other key stakeholders, such as customers and suppliers (Lepsinger & Lucia, 1997). This process has also been labelled, multi-source or multi-rater feedback. There are several key reasons behind the use of 360° feedback. Literature reveals that the primary purpose is to aid in leader development (Atwater, Waldman, Atwater, & Cartier, 2000; Smither, London, Vasilopoulos, Reilly, et al., 1995). It has also been used to assist in individual growth and competency building (Rao & Rao, 2005). Finally, although not popular, it has been recognized as both a performance appraisal process (Waldman & Atwater, 1998) and a succession planning tool (Rao & Rao). Within the context of this study, 360° feedback will be examined with a view to using it solely as a leader development tool.

Rao and Rao (2005) state most organizations use 360° feedback to enhance self-awareness in order to lay the groundwork for effective leadership. They suggest that this process can aid leaders in: (a) recognizing his/her strengths and leveraging them, (b) recognizing areas needing improvement (c) enhancing awareness of others through communication, and (d) exploring new areas to make an impact.

Research has indicated significant benefits to using 360° feedback. Atwater, Roush, and Fischthal (1995) reported noteworthy improvements in overall performance following a 360° feedback process. Hazucha, Hezlett, and Schneider (1993) propose that it can promote improvement in leadership skill sets. Shipper and Dillard (2000) argue that if individuals are aware of their strengths and limitations, they are capable of performing at a higher level. For that reason, they recommend the use of 360° feedback as an effective tool to increase awareness of personal characteristics. Atwater and Brett (2006) suggest increased employee engagement and satisfaction occur after a leader has taken a 360° inventory. While literature reveals a wide array of advantages, and although over ninety percent of Fortune 500 companies use 360° feedback (Nowack, 2007), it would seem prudent to expose some of the limitations prior to examining its proposed implementation within the CF.

Barriers to Implementing 360° Feedback

As there are drawbacks with every leader development tool, 360° feedback is no different. Issues include, lack of a clear purpose of implementation on the part of the organization (Waldman, Atwater, & Antonian, 1998), with some organizations copying or imitating the competition only to satisfy their desire to improve (Waldman et al.). To ensure maximum benefit, a defined objective for implementation is required (London & Beatty, 1993). Further, there can be abuse of the process by raters, especially if they know that the results will be used for evaluative purposes. Therefore, I believe that 360° feedback is most advantageously used as a leader development tool and not as a performance appraisal system. Additionally, raters could be inundated by assessments and become cynical of the process (Thach, 2002). A fallout of this cynicism is called survey fatigue, which can be described as answering survey questions just to complete the inventory, rather than to provide an honest

assessment (London & Beatty). Finally, Kaplan (1993) identified that certain feedback caused some participants to think negatively on the process due to the scathing comments received from some raters or because of the requirement for subordinate feedback. Formal upward feedback is an uncommon practice within the military, as it challenges the traditional role and responsibility of the command chain. Within a military context, I believe this is the most critically important barrier to overcome prior to any proposed implementation within the CF.

The CF has been identified as creating power distance relationships (MacLean, 2004), defined as a culture of influence that is rooted in a hierarchical nature, cultivating levels of authority (Hofstede, 1993). These levels of authority, known in the military as different pay grades or rank, create an environment that will not easily conform to the use, and acceptance of, upward, rather than the traditional downward feedback. To mitigate this culture, training must be given to anyone tasked with interpreting 360° feedback. This training must consist of methods of advising participants of the benefits of both positive and constructive feedback, from a 360° perspective (Bass & Avolio, 2007).

Despite these barriers, organizations who are striving to become successful learning organizations, including the CF (Department of National Defence, 2001), have a vested interest in creating team oriented environments, improving leader effectiveness, strengthening communication and generating opportunities for self-development (Watkins & Marsick, 1993). Research suggests that 360° feedback provides an effective avenue for all these described outcomes (Leading the Institution, 2007; Rao & Rao, 2005). With its hierarchical structure and traditional approaches, senior leadership within the CF, will have a key role to play in the acceptance and implementation of this process (MacLean, 2004).

Summary

Within this section of the literature review, I have discussed the MBTI and highlighted its effectiveness and limitations. I have examined journaling as a method of creating an avenue for reflective learning, and offered justification for not examining it further within this study. Finally, I have discussed 360° feedback as a suitable means of enhancing self-awareness. Rao and Rao (2005) eloquently describe 360° feedback as being “provocative and, at best, indicative. It is not a conclusive process. Others can merely help us. The final awareness is within us” (p. 23). This pragmatic view highlights the fact that 360° feedback is only as effective as the participant wants it to be. Self-awareness is an intellectual function and is strictly personal. 360° feedback provides a tool for personal enhancement, yet an individual will only develop from this process in congruence with the amount of effort he decides to invest.

I believe organizations have a responsibility to create opportunities for leader development, with the MBTI, journaling and 360° feedback having considerable benefits within a leader developmental context (Hazucha, Hezlett, & Schneider, 1993). Specifically, within this project, I will study the effect participation in the MLQ5X, a 360° feedback process designed to analyze effective influence behaviours on junior leaders. I will also examine the impact it has on the enactment of the CF’s principles of leadership, with a view to determining its usefulness as a leader developmental tool within the CF.

CHAPTER THREE: CONDUCT OF THE RESEARCH

Introduction

In order to effectively determine if enhanced self-awareness increases effective leadership abilities in junior leaders, and to further understand if there is a correlation between higher levels of self-awareness and the enactment of the CF's principles of leadership, I conducted my major project using an action research methodology. Action research has been described as a process that is "rigorously empirical and reflective (or interpretive), [which] engages people who have traditionally been called *subjects* as active participants in the research process, [and] results in some practical outcome related to the lives or work of the participants" (Stringer, 1999, p. xviii). Therefore, this action research project offered participants an opportunity to enhance their self-awareness while creating effective change within the institution. Within this chapter, I discuss my chosen research methodology, project participants and selection criteria, tools used to collect the applicable data, implementation and conduct of the project, and methods used to analyze the data collected.

Research Approach

Defining Action Research

Stringer (1999) suggests that action research is cyclical by nature. He divides this interactive spiraling inquiry methodology into three stages of research, to "look, think, [and] act" (p. 18). Within this project, I had several action research cycles. Within the first stage of the first cycle, known as the *look* stage, involved identifying a critical leadership area for development within the CF and finding a suitable sponsor who would support the project. I also gathered the appropriate literature, brainstormed ideas with superiors, peers and

subordinates to develop and define a research topic. Additionally, I sought to acquire data from numerous sources in order to effectively analyze my topic from a well-rounded theoretical perspective. The *think* stage involved the examination of information collected. Within this section, I carefully examined how best to answer my research question by studying and developing tools and instruments to gather and analyze the data. The third stage of *act* involved an interview with my sponsor where we discussed the value of the research project and defined my plan to study two main themes. The first theme was the overall effectiveness that enhanced self-awareness has on leadership influence behaviours of the participants. The second theme was to analyze the impact that participation in this project had on participants and their ability to enact the CF's principles of leadership. I have also described in detail, the implementation and closing action research cycles within the Study Conduct section. The different purposes of action research require different approaches, and, therefore, I believed that a mixed-method research using a comparative longitudinal strategy was most suitable.

Mixed-Method Research

Mixed-method research combines both qualitative and quantitative research techniques within the study (Johnson & Onwuegbuzie, 2004). Mixed-method research greatly enhances outcomes (Brewer & Hunter, 1989) and effectively eliminates the disadvantages found by using only one technique (Johnson & Turner, 2003). Creswell (2003) describes three mixed-method approaches: (a) sequential, (b) simultaneous, and (c) equivalent. He defines the sequential method as being either explanatory, where quantitative research is the primary focus and is followed up by qualitative data, or exploratory, where qualitative research is the lead technique. The simultaneous method is described as

conducting both techniques concurrently and the equivalent method uses each method weighed with equal importance throughout the study. As this project dealt with both analyzing survey data and examining individual participant's responses, I believed that Creswell's sequential explanatory method would be most appropriate for this study. I chose the sequential explanatory method as my primary research approach because of its quantitative focus. With Bridges (2000) suggesting that organizations have their own character, and the CF having propensity to deal in quantitative data prior to initiating change, I wanted to tailor my project's research data collection to ensure maximum benefit. I believed that by focusing on numerical data while still offering a strong qualitative piece, I would be able to gain the greatest flexibility.

Comparative Longitudinal Studies

In order to effectively compare and contrast an assessment that was administered twice within a given time period, a comparative longitudinal strategy was used to gather the different types of information. This strategy correlates research that involves repeated observations of the same people over long periods. Within this project, participants were given a three month time period to use the knowledge gained from the MLQ5X. Longitudinal studies can be sub-divided into three categories, trend, cohort and panel studies (Longitudinal Research, n.d.). For this project, I used the panel study approach, which measures the same sample of respondents at different points in time (Longitudinal Research).

Glesne (2006) states that researchers who use both traditional research methods coupled with an action research methodology can "develop collaborative, reflective data collecting and analysis teams for their own practices and thereby contribute to the sociopolitical context in which they dwell" (p. 18). Glesne highlights the benefits of not only

combining methodologies, but also the importance of the role participants play in helping to create effective change. Both were key components of this project from a personal and action research perspective.

Project Participants

Stringer (1999) suggests that “action research works on the assumption...that all stakeholders...whose lives are affected by the problem under study – should be engaged in the processes of investigation” (p. 10). Having previously highlighted the significance of participants within an action research project, I believe one of the keys to success was the selection of those participants. Within the make-up of this project, there were two fundamental groups. First, there were the junior leaders, who were involved in the development of their own leadership competencies. I believed an attainable number of participants during an extremely operational focused timeframe would have been fifteen. Within the project parameters, I had to balance my ability to effectively complete the project in the given timelines, with the requirement to survey enough participants to gain statistical relevance. However, after receiving direction from D Pers AR, I was unable to use participants deploying overseas. Therefore, I ended up with only ten participants that were able to participate. With the smaller number of available candidates, it was understood from the beginning that the richness of the data gathered would be impacted. With that in mind, I pursued a strategy of analyzing only the major themes that appeared within data analysis. As such, the participants were crucial to the effectiveness of the project and were selected using specific criteria to ensure that the data collected was both robust and useful. The second group within this action research project involved the formal policy-makers, who were capable of taking the information gleaned from the project and implementing change. Within

the hierarchical structure of the CF, although the importance of the junior leader cannot be understated, the ability to create effective change lies at the heart of the senior command level. Therefore, my project sponsor played a pivotal role in maximizing this opportunity with a view to sending this project once complete, to Directorate of Army Training (DAT), a key organization in creating opportunities for change within the army.

Participant Selection Criteria

Patton (2002) suggests several strategies for finding the appropriate research participants. I believe that the “typical case sampling” (as cited in Glesne, 2006, p. 35) model offered the most effective means of gathering the relevant information within my project setting. This model highlights what is typical, normal and what would be considered to be the group average. This model is used to provide the researcher with data that demonstrates what people would most likely do in certain circumstances. Although, I did not want to exclude anyone from being involved, I was forced to place some caveats on participation for this project in order to maximize the usefulness of the data obtained and to ensure that DND policy (*DAOD 5061-0 and DAOD 5061-1*) on using human subjects as research participants was adhered to. Therefore, participants of this project needed to be willing to participate. As discussed, self-awareness is a personal attribute (Whetten & Cameron, 1998) and is more easily developed in an environment where individuals are not forced or mandated to participate. Glesne (2006) discusses the principle of informed consent and suggests that it can “contribute to the empowering of research participants” (p. 132). Within this project, all participants were asked to sign a consent form (Appendix B) that outlined the project and several ethical principles, including the fact that they were free to withdraw from the research project at any time without consequence.

Leadership Qualification

To ensure that I examined the target audience of junior leaders, I requested that participants be qualified to a minimum of Primary Leadership Qualification (PLQ6) and Development Period (DP1.2) for officers. These qualifications are junior leadership courses within the infantry that provide the base knowledge for leaders both within the NCO cadre and officer corps. With feedback playing a major role in the development of self-awareness, I also requested that participants have at least six raters to ensure the anonymity and accuracy of the feedback received through the 360° assessment tool.

Unit Participants

With a view to emphasizing working relationships, I invited fifteen junior leaders not currently tasked to Afghanistan to participate; however, only ten were suitable candidates. The rigorous work-up training of those tasked on Task Force (TF) 1/08, combined with the demands of this study may have resulted in lower operational effectiveness for those deploying overseas. This decision was directed from the CF Ethics Review Board (D Pers AR) and was implemented. Although the selected participants were not deploying, they were placed in several challenging and thought-provoking scenario based training opportunities throughout the scheduled project timelines. I was keenly aware of the challenging and also vitally important missions being conducted overseas and I conducted this action research project in order to maximize the leadership developmental opportunity, while trying not to interfere with everyday training.

Direct Command Influence

For conflict of interest reasons, I directed that none of my subordinates be authorized to participate. This directive allowed those who did participate, the opportunity to respond to

the applicable inventories and questions, in an honest and forthright manner, without the fear of reprisal or career implications.

Senior Command Involvement

My research approach was tailored to ensure that the data obtained was useful and appropriate for senior commanders, in that they would be capable of implementing the recommended changes in a timely manner. My project sponsor played a key role in the design and execution of this project and was also given the opportunity to provide recommendations prior to the submission of the major project. Therefore, as a participant in this study, I required my sponsor to complete a consent form and have attached it as Appendix C.

Request for Participants

Once the project was approved by both the Royal Roads University (RRU) Ethics Committee and the CF ethical review board, participants were solicited through email from the target audience described in the previous section. The letter of invite is included as Appendix A. As the purpose of my study was to demonstrate theoretical significance of self-awareness, I proceeded with the ten of fifteen respondents who agreed to participate. I believed these ten would provide me with the data needed to fulfil my purpose.

Research Methods and Tools

Following Creswell's (2003) sequential explanatory model, and in order to compare and contrast the research data needed to effectively analyze this issue, I used both a quantitative and a qualitative research approach. I gathered data using a combination of 360° feedback inventories, focus groups, surveys, and a final interview with my sponsor. Since I

focused on ten different participants, I used a case study approach to help amalgamate and correlate the data.

The Case Study Approach

Leedy and Ormrod (2001) describe a case study as thoroughly examining “a particular individual, program, or event” (p. 149) for a specified time period. Case studies can be a single, multiple, or collective. In order to get a better understanding of the group average, a multiple case study was used. Gay (1996) describes the case study method as a detailed investigation of an individual, organization or community. Isaac and Michael (1995) believe that a case study’s sole purpose is to conduct a thorough investigation by compiling information found below the surface on a number of different perspectives. Within the case study approach, the researcher initially performs an extensive literature review. After the literature review, the researcher starts the data gathering process by collecting information which is then divided into themes. Analysis involves finding relationships within categories of data by identifying common themes. These themes are then examined for meaning (Stringer, 1999). The information collected can be from assessments, surveys, self-reports, journal entries and interview data. Researchers conducting case studies often interact with their participants. This interaction can reveal meaning often not found using other research methods. Leedy and Ormrod (2001) advise researchers to take the plethora of documented data gathered and simplify it in a manner that helps the reader best understand the results. With that in mind, I followed this format extensively within the project parameters.

Multifactor Leadership Assessment

Within this study, an inventory was used to measure levels of leadership across four types: transactional, transformational, management by exception and laissez-faire. My

literature search revealed that out of the many inventories available, the Multifactor Leadership Questionnaire (MLQ5X) Form 5X inventory would be the most effective for my purpose (Kenney & Kashy, 1992). This inventory was developed by Bass and Avolio (1990) and has been identified as a reliable instrument (Lowe, Kroeck, & Sivasubramaniam, 1996). MLQ5X has been scientifically designed and tested to analyze levels of leadership, and has a much broader scope than most leadership inventories. Within the parameters of this project, the MLQ5X was an extremely effective tool not only because of its ability to measure leader influence behaviours, but also because of its 360 degree nature. The MLQ5X measures transformational, transactional and passive/avoidant leadership. It uses a Likert Scale that provides a zero to five rating for each sub-category. The higher the score, the more frequent the participant is perceived to emulate these influence behaviours.

Focus Groups

As detailed, the qualitative aspect of this project was gathered in part, through a focus group method. Glesne (2006) describes the focus group process as “facilitating a discussion on a particular topic among a selected group of people” (p. 102). Although Morgan (1997) suggests the “simplest test of whether focus groups are appropriate for a research project is to ask how actively and easily the participants would discuss the topic of interest” (as cited in Glesne, 2006, p. 102), I believe that through transparency and openness, I created an environment of trust and honesty, which proved to be the correct atmosphere to discuss self-awareness within a military setting. Morgan (1997) also suggests that focus groups can be effectively used to explore new areas or to examine questions from participants’ own perspectives. In order to set the conditions for an effective focus group, I separated participants in half and organized two sessions. Glesne (2006) recommends four questions

with a ninety minute window to discuss effectively all topics. I have attached my focus group questions as Appendix E.

Creating a Safe Environment for Feedback

I believe one of the greatest challenges of this project was the gathering of qualitative feedback on self-awareness from the participants. Offering individuals who come from an environment that shuns reflection, a safe and secure medium to discuss their thoughts was a priority. Therefore, the second stage involved asking each participant to complete a questionnaire after the focus group, which provided the qualitative data needed to fully examine the value of self-awareness in developing effective influence behaviours. Attached as Appendix D, participants offered their thoughts on the research conducted and commented on the following:

1. Have you had an occasion when you noticed that participating in this study seemed to have an effect on your leadership performance, and if so, could you describe what happened and what you were thinking?
2. Do you believe enhanced self-awareness increased your ability to enact the principles of leadership? Please explain why or why not, with the use of a concrete example?
3. Should the MLQ5X be implemented during future leadership training within the CF and if so, at what stage in a soldier's career do you think self-awareness training would have the most impact – and why?
4. What was the most beneficial aspect gleaned from participating in this project?
5. In what ways did the MLQ5X help you deal with specific leadership challenges throughout the integration period?

Interviewing

In order to maximize this action research opportunity, there was a requirement to conduct a one-on-one interview with my project sponsor once I completed the data analysis of the study. Glesne (2006) identifies several interviewer attributes that foster high quality interviews. They include preparing for what is ahead, setting aside personal biases', considering relationships among meanings and explanations, being nondirective, and patiently probing for more explanation. With the focus group and questionnaires complete, this interview probed further into the comments made with a view to determining relevant themes and recommendations. Appendix G highlights the semi-structured interview questions asked with a caveat of using probing questions to investigate further as was necessary.

Research Considerations

Establishing the validity of research findings was crucial. Validity was established by developing credibility through an extensive commitment to research participants. Validation of information gathered through several sources, known as triangulation, corroborated the findings. Participants were asked to verify the accuracy of information gathered and sporadic evaluations with other researchers were conducted to ensure appropriate research procedures were followed (Stringer, 1999). For validation purposes, I asked my project sponsor to conduct a review of the methodology and data analysis. Transferability was also an important subpurpose within the major project process, and was addressed when research findings were verified by others who were not intimately involved in the study. In this way, I was able to determine whether findings were applicable to similar groups in alternative situations. Also, trustworthiness was a crucial aspect to this project. By the nature of the topic, and the

relatively closed approach to reflection that is a mainstay of military culture, trust was a critical factor in gathering the information needed. I believe as a CFR officer, I had an advantage over other researchers. I possessed a comprehensive knowledge of the complexities of junior leadership, having been one, and used that knowledge to create credibility and trust in order to garner the most effective and relevant data.

Pilot Testing

Bagozzi (1980) argues that the process of validating instruments results in more meaningful data. Further, the development of questionnaires has its own challenges. Straub and Carlson (1989) support this notion. They believe that “questions will be misinterpreted by some of the respondents, no matter how carefully one crafts the document. Worse, responses may not really tell the researcher what the questionnaire is intended to reveal” (p. 146). In order to mitigate this effect, a helpful method of instrument validation is pilot testing (Straub & Carlson). This process allows questions to be trialed beforehand to ensure the responses will provide the appropriate data needed to analyze the issue. Within this study, I pilot tested both the focus group questions and questionnaire. I used several workmates who were familiar with CF leadership doctrine and 360° feedback. I asked them what they thought of the questions to be posed and the specific responses they believed would be received. Although, the majority of questions were not altered, several were edited for clarity and focus in order to isolate specific information.

A mixed-method approach

I believe by using the sequential explanatory model (Creswell, 2003) within this case study, I was able to correlate the data received into a logical and informative design. The challenge was to create meaning within the interpretation of the data. With significant

empirical evidence identifying self-awareness as a key attribute to effective leadership (McCarthy & Garavan, 1999), I had hoped to replicate these findings within this study, thus, proving within a military context, that self-awareness training is a worthwhile endeavour for CF junior leaders. My overriding objective throughout this project was to create discussion in order to develop a junior leader self-awareness program for the future.

Study Conduct

Preliminary Planning

As suggested by the *Major Project/Thesis Handbook* (2006), a “kick-off meeting” (p.39) took place with the Commanding Officer and Company Commander of the participating junior leaders. The meeting objectives included: (a) conducting a review of the project, (b) outlining expectations, and (c) coordinating a schedule of events. The final point became somewhat of a concerning factor because of the potential participants were scheduled to deploy on a training exercise during the suggested timeframe. Therefore, a phased approach to the project was agreed upon. After receiving RRU ethics approval, I immediately scheduled the project introductory presentation and forwarded the letter of invite through the chain of command to the designated sub-unit leaders. This presentation entailed signing the letter of consent (Appendix B), an explanation of the entire process, and a short training session on self-awareness, 360° feedback, the leadership spectrum, and the principles of leadership. Random numbers were then drawn to code individuals after consent forms were signed. To effectively identify participant demographic information and relate it to data collected, questions were posed within a coded written questionnaire (Appendix F) prior to commencing the active research portion.

Project Implementation

This study was implemented in three phases and is described within Table 1. During the first phase, all participants responded to an online version of the MLQ5X. After completing the inventory, participants were guided through an email process. This process involved sending email requests to certain individuals for feedback on the participant's leadership competencies. The directions allowed participants to choose their own raters under the following guidelines: (a) one superior, (b) three peers, and/or (c) three subordinates, with a minimum of six raters to be used within the MLQ5X feedback process. Once completed, reports were correlated through Mind Garden Inc. I then sent the results to a professional business consultant for review. The second portion of the first phase commenced in Wainwright, Alberta, where the junior leaders had been on a training exercise. This portion of the research was controlled and led by a professional business consultant who was highly trained in helping to interpret results and coach participants through the development of a leadership-action plan. Individual leadership-action plans outlined the participant's goals and areas for development. This was the final section within the MLQ5X report. Key areas of development were gleaned from the feedback received. The consultant's role within this project was minimal. Once the MLQ5X results had been interpreted and a leadership-action plan developed, during an hour and half interview process, the consultant's role was complete within this study.

The second phase was three months in length and involved participants integrating their leadership-action plans into their daily work environment. During this timeframe, the project parameters ensured that the participants were given time to reflect, to interpret, to learn and to develop their leadership competencies.

The final phase of the project was subdivided into two stages. The first stage involved all participants taking a second MLQ5X inventory in order to determine if there were changes in their influence behaviours due to the applicable self-awareness training provided. The second stage involved a focus group to discuss the effects of enhanced self-awareness in relation to the enactment of the principles of leadership and a questionnaire that was completed after the focus group. Finally, once the data was themed and correlated, I conducted an interview with my sponsor with a view to examining some potential recommendations for the future.

Table 1- Project Outline

Phase 1a	Phase 1b	Phase 2	Phase 3a	Phase 3b.
MLQ5X administered to all fifteen participants to assess and gain feedback on current influence behaviours used and their relation to the principles of leadership.	Debrief to each participant by a qualified consultant who helped set-up a leadership action plan using current strengths and gaps detailed.	3 month implementation period. Regular training.	MLQ5X completed a second time to fully observe changes with related actions.	Focus group with half participants and follow-up questionnaire (AM) Focus group with balance of participants and follow-up questionnaire.(PM)

Data Analysis

According to Denzin (1989), the ultimate aim of interpreting research data is to “furnish the basis for realistic proposals concerning the improvement or removal of certain events, or problems” (p. 23). Therefore, I analyzed the data accordingly. Stringer (1999) explains that a vital component of interpretation of data is to “render understandable the problematic experiences being considered” (p. 90). These theories highlight the importance of organizing the data received both into a logical context and in an informative manner. Within a mixed-research model, it is understandable that data gathered could be

overwhelming. Hence, I organized my information analysis into stages rather than all at once so that I was able to more effectively synthesize the data throughout the project.

During the first phase, results of the MLQ5X inventory were correlated through Mind Garden Inc. This company administers several online inventories and provided a thorough report for each participant. These reports provided information following a method designed by Atwater and Yammarino (1992), whereby differences in scores between superiors, peers and subordinates are computed, with the participants separated into categories of agreement. They include overestimation, where the mean score is over one-half standard deviation, underestimation, where the mean score is under one-half standard deviation, and in-agreement, where scores are within one-half standard deviation. Since self-awareness is described within this paper as the level of self-other agreement, or defined by Fletcher and Bailey (2003) as the “extent to which self-ratings are congruent with the assessments made of the individual by others” (p. 396), a closer mean score within each level, constitutes higher levels of self-awareness. Different levels of leadership were closely examined in order to determine which, if any, influence behaviours were higher or lower amongst junior leaders. I also analyzed the scores between junior leaders in order to define any common themes.

The second phase did not require analysis, as this period was for implementation only. During this phase, I was able to capture and interpret the data received from the first phase, while concurrently preparing to conduct the third phase. Participants repeated the MLQ5X inventory after the three months, where I was able to interpret and analyze the data expeditiously, with a process already in place from the first phase. The quantitative data was then gleaned by comparing the differences in inventory scores and their combined perceived changes in leader influence behaviours. Participants were able to examine their second

MLQ5X report prior to conducting the focus groups. This allowed the conversation to become deeper, enriching the qualitative data needed to assess themes that begin to explain what happened. My intent was to discover how and why, changes in leadership skill and capacity occurred.

Qualitative Challenges

Analyzing qualitative data is a creative process (Patton, 2002) not without its challenges. Stringer (1999) suggests that researchers must reduce the amount of data by “selection, categorizing, and labeling information” (p. 176). This approach to managing information and to discovering concepts from within data was vital in the analysis process. Once themes were identified, I was able to concentrate on developing deeper understanding of the role that self-awareness and self-awareness training had on leadership skill and capacity. My first priority was to collate the information by examining participant responses to each question by grouping together similar responses and thereby identifying themes that emerged from the data. I then compared both the quantitative and qualitative data.

Ethical Issues

As discussed by the *TRI-Council Policy Statement* (TCPS) (2005), “the welfare and integrity of the individual remain paramount in human research” (p.i.5). Outlined under DND *Defence Administrative Orders and Directives* (DAOD) 5061-0 (1998), research involving humans must provide for scientific advancement, benefit DND and be based on full and informed consent. To ensure that the dignity and confidentiality of every participant was respected and all applicable ethical considerations for this project were met, I fully investigated the relevant policies both internal and external to the TCPS, Royal Roads University and the CF. TCPS outlines several guiding principles that I adhered to when

conducting research involving humans. I examined these policies in the context of my research, demonstrated a thorough understanding and suggested methods to mitigate any ethical concerns that may have occurred throughout the project. Further, I analyzed the pertinent CF directives and ethical considerations as discussed in DAOD 5060-0. Finally, I explored any potential human concerns that could occur when conducting a study that involved learning information about oneself that is inconsistent with personal beliefs or with pressures that exist to alter behaviour, specifically within the CF.

Ethical Principles

TCPS (2005) outlines eight guiding ethical principles for research involving humans, they include: (a) respect for human dignity, (b) respect for free and informed consent, (c) respect for vulnerable persons, (d) respect for privacy and confidentiality, (e) respect for justice and inclusiveness, (f) balancing harms and benefits, (g) minimizing harm, and (h) maximizing benefit. “Respect for human dignity” (p.i.5) encompasses benefits to the participants, the knowledge derived from the study, as well as the means for conducting the research.

Within this study, my overriding intent was to have participants learn more about themselves and their leadership behaviours, regardless of the pending outcomes. As this action research project was conducted so that every participant was made fully aware of the intent and parameters of the research prior to implementation, issues involving human respect were mitigated. “Respect for free and informed consent” (p.i.5) deals with the participant’s right to make decisions. This project was strictly voluntary to all participants. The letter of consent detailed relevant project information including a withdrawal policy and at no time during this study was a “vulnerable person” (p.i.5) asked to participate. Therefore,

this guiding principle did not apply to this study. Since this project dealt with self-awareness, I believed “respect for privacy and confidentiality” (p.i.5) was the most pertinent ethical guideline to be considered throughout this entire study. To ensure this guideline was addressed, I develop a detailed letter of consent, ensured that protected information was handled in accordance with *Privacy Act* (1985) regulations, and a plan for anonymity was outlined within the letter of consent and observed throughout. “Respect for justice and inclusiveness” (p.i.6) entails “fairness and equity” (p.i.6) for all. As this study used a test group to compare and contrast self-awareness training data, some participants may have thought that they were at a disadvantage, particularly if certain individuals were able to more effectively integrate the feedback received. Nonetheless, I believe that any leadership development training could be seen as an improvement for the organization as a whole. This philosophy examined further deals with the “balancing of inherent harm and benefits” (p.i.6) of the project. By inviting a professionally trained consultant to interpret the MLQ5X inventory, I believed that I found an effective balance between conduct worthwhile and meaningful training, while still upholding the integrity of the study.

As I conducted this action research project in my own organization, many of the ethical responsibilities of an external consultant did not pertain. Block (2000) describes the difficulty of my role as an internal consultant. He states, “internal consultants are often operating more on mandate than by choice” (p. 131). Having been given freedom to develop and analyze a topic of choice, I believe concerns regarding mandated outcomes were eliminated. Though it had the potential to be a delicate and vulnerable situation, I mitigated by keeping the chain of command informed throughout the project, identifying any concerns in a timely manner.

CF Research Policies

As explained, DAOD 5061-0 (1998) defines the CF's policy on research involving humans. It describes the requirements and authority to examine human behaviour ethically within the CF. These requirements include the necessity of a human ethics committee approving the protocol of the intended study and the use of CF participants. Distinct approval procedures are outlined in DAOD 5060-1 (1998), which depict the method of supervision, confidentiality, right to access information and the prerequisites required prior to having the human ethics committee approve potential research projects. After significant correspondence with D Pers AR, I received approval for my project prior to requesting RRU ethical review.

A Human Perspective

From a humanistic context, I believed the greatest challenge was going to be the difficulty for some of the participants to deal with the acceptance of feedback on their leadership behaviours, which may be significantly different to their own thoughts or beliefs. This dichotomy can be defined as the participant's "self-other agreement" (Moshavi, Brown & Dodd, 2003, p. 407) and it is a crucial aspect of this project's parameters. Since leader self-awareness has been defined as the agreement between self and other leadership ratings (Atwater & Yammarino, 1992) and it has also been proven to predict leader behaviour and performance (Sosik, 2001), it is necessary to accumulate this data to effectively analyze leader development. However, in order to gather reliable data, it was imperative that an environment for safe reflection be maintained to maximize the project's potential outcomes. In order to set the conditions for a safe environment for reflection, I provided a list of possible 360° feedback reactions that was summarized by the acronym SARAH, they

include: (a) some people are *shocked* by their ratings because they are lower than they expected, highly discrepant from their own perceptions, (b) shock sometimes turns to *anger* and disappointment because participants thought they were doing better than they were rated, (c) when angry, participants may search for ways to *reject* the messages that are being sent, reject the survey and its process, (d) as participants work past rejection, they usually get to a point where they can *accept* some of the ratings, for whatever they are worth, and (e) the next phase is *hope*. Participants find things they can accept and understand and then determine a course for action (Bass & Avolio, 2007, p. 5). Surprisingly, with this pre-cursor presentation to 360° feedback, coupled with the use of a consultant, I was able to mitigate all issues regarding acceptance of feedback.

Every effort was made to cultivate open and honest feedback through anonymity where possible. I provided a thorough briefing that outlined the project and the expected tasks of each participant prior to engaging in the data collection portion of the study. I encouraged participants to respond in a straightforward, candid, yet respectful manner during all feedback sessions, both during the online inventories and subsequent focus groups. This approach addressed any leader sensitivities issues from the beginning. Although acceptance of the feedback received was not a requirement to overall project success, sensitivity in both giving and receiving feedback was. Therefore, this issue was monitored throughout in order to effectively address self-awareness in a hierarchal organization that at times discourages free-thinking due to the inherent risks involved in certain tasks. I took it as a personal challenge to overcoming these ethical issues in order to promote effective organizational change that I believe can occur through leadership development and more specifically, enhanced self-awareness.

CHAPTER FOUR: ACTION RESEARCH PROJECT RESULTS

Chapter One of this study linked self-awareness to organizational performance through effective leadership. It also identified a gap between CF leadership doctrine on self-awareness and CF leader development. Chapter Two discussed effective leadership and its link to EI. It further connected EI to self-awareness and then examined methods of enhancement. Chapter Three explained the project research methods used, participant criteria, tools employed, the conduct of the study, and how the data was analyzed. This chapter will examine the results of the project, offer several conclusions and discuss a number of limitations to the study.

Project Findings

The data acquired within this study was analyzed in order to determine the effect of engaging in self-awareness training on the development of effective leadership in infantry junior leaders. It also examined its relationship to the enactment of the CF's principles of leadership. As discussed, I used a mixed-research method and have separated this section into the quantitative and qualitative research findings.

Quantitative Results

Within this section, I have examined the results of the two MLQ5X inventories, a sample of which has been included as Appendix H. I have compared the results both collectively and individually. As discussed in Chapter 2, I have divided the sub-categories into the following Bass & Avolio (1990) leadership frames: (a) 4 I's, (b) contingent reward (CE), (c) management by exception – active (MBE(A)), (d) management by exception – passive (MBE(P)), and (d) laissez-faire (LF). The sub-categories were analyzed using

standard deviation, which refers to the amount of variation between participant and rater scores, also known as *congruent-d*.

After completing the inventories, electronic reports were correlated by Mind Garden Inc. Raw scores were then extracted from the reports and amalgamated into tables. Table 2 & 3 contain standard deviations from both the first and second inventories, separated into sub-categories, with a total standard deviation calculated by adding all the sub-categories. Table 4 highlights the total differential between the two inventories:

Table 2 – Standard Deviation (1st MLQ5X)

Participant #	4 I's	CR	MBE(A)	MBE(P)	LF	Total Standard Deviation
4392	0.9	1.0	1.3	0.6	0.7	4.5
5617	-0.1	0.0	0.3	0.2	-0.3	0.1
3951	-1.1	-0.2	-1.7	0.7	-0.4	-2.7
2275	0.6	0.6	-1.2	0.1	0.5	0.6
4839	-0.2	-1.2	0.1	-0.3	-0.7	-2.3
8633	-0.4	-0.8	-0.6	-0.7	0.0	-2.5
9555	1.4	1.6	0.7	0.3	0.7	4.7
1676	-0.6	-0.6	-0.2	-0.5	0.4	-1.5
7184	-0.4	-0.5	0.5	0.2	0.1	-0.1
5487	0.1	0.0	0.5	-0.4	-2.2	-2.0

Negative numerical value = underrated

Positive numerical value = overrated

+ or - .5 = in agreement

Table 3 – Standard Deviation (2nd MLQ5X)

Participant #	4 I's	CR	MBE(A)	MBE(P)	LF	Total Standard Deviation
4392	0.0	0.6	-0.1	0.6	0.2	1.3
5617	0.9	0.8	1.8	-1.0	-0.7	1.8
3951	0.0	-0.3	-0.1	1.1	1.4	2.1
2275	0.7	0.6	-0.9	-0.7	0.5	0.2
4839	-0.2	-0.7	0.5	-0.4	-0.7	-1.5
8633	-1.2	-0.6	-1.0	0.0	0.3	-2.5
9555	1.1	0.6	0.6	0.8	1.3	4.4
1676	0.0	0.5	0.3	-0.7	0.1	0.2
7184	-1.4	-1.0	-1.1	0.3	0.1	-3.1
5487	-0.2	0.0	-0.1	-1.1	-0.5	-1.9

Table 4 – Total Standard Deviation Differential

Participant #	1 st MLQ5X Total Standard Deviation	2 nd MLQ5X Total Standard Deviation	Total Differential
4392	4.5	1.3	3.2
5617	0.1	1.8	-1.7
3951	-2.7	2.1	0.6
2275	0.6	0.2	0.4
4839	-2.3	-1.5	0.8
8633	-2.5	-2.5	0.0
9555	4.7	4.4	0.3
1676	-1.5	0.2	1.3
7184	-0.1	-3.1	-3.0
5487	-2.0	-1.9	0.1

Positive numerical value = decreased variation

I have examined the tables in conjunction with the demographic questionnaire (Appendix F) in order to identify key leader self-awareness themes. There were several noteworthy results that emerged from the findings. The most important with respect to this study was the fact that the MLQ5X had a positive impact on seven out of the ten participants' congruency ratings. In other words, they had heightened levels of self-awareness after completing the second inventory. As described in Table 4, Participant 8633 remained congruent with the standard deviation throughout. Two participants actually increased their standard deviation, indicated by a negative numerical value. This suggests an apparent decrease in self-awareness. Examined further, Participant 7184 underrated his effective influence behaviours on the second MLQ5X. He suggested that his underrating was due to critically analyzing his leadership attributes during a deployed training exercise. He stated, "I thought that the mistakes made during the field deployment were unacceptable for a leader in my position." His actions, though self-critical, may in fact indicate increased levels of self-awareness, which were not observed by his raters. Identified in Table 3, Participant 5617

significantly overrated his MBE(A) leadership behaviours during his second MLQ5X, with no identifying reasons as to why this increase may have occurred.

Age and experience were significant factors in a leader's overall ability to enhance self-awareness. Having separated the participants into three groups, which included younger, less experienced junior leaders (<5 years in the CF); mid-range junior leaders (>5 years - <8 years in the CF); and older, more experienced junior leaders (>8 years in the CF), I compared the self-awareness scores with a view to determining if age and experience had an effect on becoming more self-aware. By cross-referencing participant age and job tenure with Table 4, I was able to extract a common pattern. It was found that mid-range participants had substantially decreased their differential as compared to the younger and older junior leaders. Conversely, the majority of the more experienced junior leaders had closer congruency scores from the beginning.

The most surprising revelation was the constant underrating and overrating observed. I found it interesting that eight out of the ten participants consistently underrated or overrated themselves, even after identifying their standard deviation from the first MLQ5X. Although, the data attests to the fact that congruency levels decreased for seven of the ten participants, results emerged that would suggest leaders often remain in their congruency pattern, no matter the feedback received. In other words, leaders who are underraters, often remain underraters and overraters, often remain overraters. Yet, both groups are still capable of closing the congruency gap.

Self-awareness and leader performance.

Scores were analyzed in order to determine if effective influence behaviours and in turn, leader performance, were impacted by self-awareness training, Tables 5 & 6 illustrate

the averaged participant and rater scores from both the first and second MLQ5X. Using the MLQ5X Likert Scale, scores were valued from zero (not at all observed) to five (frequently, if not always observed). It should be noted that effective influence behaviours (4 I's, CR, MBE(A)) should produce higher leader performance rating scores, whereas passive/avoidant leadership (MBE(P), LF), should produce lower leader performance rating scores, with respect to enhancing leader competencies. Passive/avoidant leadership scores were then combined and subtracted from the effective influence behaviour scores in order to determine a total leadership score. The highest possible leadership score was fifteen. Table 7 contains the total scores from both inventories and highlights the differential between the two. A positive total differential value indicates an improvement in leader performance from both the raters' and participant's perspective:

Table 5 – Averaged Participant and Rater Scores (1st MLQ5X)

Participant #	4 I's	+	CR	+	MBE(A)	-	MBE(P)	-	LF	=	Total Score
4392	2.2		2.3		2.2		0.6		0.9		5.2
5617	2.8		3.0		2.2		1.2		0.2		6.6
3951	2.1		2.4		1.9		0.7		0.8		4.9
2275	3.2		3.5		2.1		0.6		0.3		7.9
4839	2.9		2.6		2.5		0.9		1.0		6.1
8633	2.6		2.7		1.8		1.0		0.3		5.8
9555	2.8		3.0		2.7		0.7		0.4		7.4
1676	2.7		2.6		2.1		1.1		0.5		5.8
7184	2.5		2.8		2.3		0.6		0.4		6.6
5487	2.4		2.3		2.3		1.3		1.4		4.3

Table 6 – Averaged Participant and Rater Scores (2nd MLQ5X)

Participant #	4 I's +	CR +	MBE(A) -	MBE(P) -	LF =	Total Score
4392	2.4	2.7	1.6	0.8	0.6	5.3
5617	2.9	3.1	2.4	1.3	0.7	6.4
3951	2.6	3.0	2.4	0.6	0.7	6.7
2275	3.3	3.1	2.5	0.4	0.3	8.2
4839	3.1	2.9	2.3	1.3	0.7	6.3
8633	2.4	2.6	2.2	0.5	0.7	6.0
9555	3.0	3.0	3.0	0.9	0.6	7.5
1676	2.8	3.1	2.2	1.2	0.4	6.5
7184	2.7	2.8	1.9	0.7	0.1	6.6
5487	2.3	2.2	1.6	1.2	0.3	4.6

Table 7 – Total Score Differential

Participant #	1 st MLQ5X Total Scores	2 nd MLQ5X Total Scores	Total Differential
4392	5.2	5.3	0.1
5617	6.6	6.4	-0.2
3951	4.9	6.7	1.8
2275	7.9	8.2	0.3
4839	6.1	6.3	0.2
8633	5.8	6.0	0.2
9555	7.4	7.5	0.1
1676	5.8	6.5	0.7
7184	6.6	6.6	0.0
5487	4.3	4.6	0.3

Positive numerical value = perceived enhanced leader performance

As the crux of this project was to determine the impact that enhanced self-awareness had on leader performance, Table 7 provides the data needed to draw several conclusions. Based on the information above, I suggest a correlation does exist between heightened self-awareness and perceived leader performance. With seven out of ten participants exhibiting enhanced self-awareness and eight out of the ten participants increasing in leadership ratings, the evidence suggests a positive connection. One participant had no change to his leadership score and one participant dropped in leadership rating. Cross-referenced with Table 4, Participant 5617 increased in standard deviation, and in accordance with the described

theory, was the only participant to drop in leadership rating. Participant 7184, who also increased in standard deviation, had the same leadership rating for both inventories. This data highlights the interconnectedness of closer congruency ratings with increased leader performance. Unfortunately, I could not establish a pattern between the amount of congruency change and that of increased leadership scoring. Nonetheless, it cannot be understated that every participant in the study who had a constant or lowered standard deviation, increased in leader performance as identified in Table 7.

Closer examination of the transformational leadership behaviours (4I's) amplifies an interesting premise. According to Tables 5 & 6, nine out of the ten participants increased in transformational leadership scores. Investigated further, intellectual stimulation, defined as a leader's efforts in stimulating innovation and creativity in followers (Avolio, Waldman & Yammarino, 1991), was by far the most improved. Therefore, a connection could be made between heightened levels of self-awareness and the ability to develop creativity in subordinates.

Qualitative Results

The objective of qualitative research within this study was threefold. First, it was to develop a more thorough understanding of both the 360° feedback and the leadership-action plan process from a junior leader's perspective. Second, it was to analyze the impact enhanced leader self-awareness had on effective leadership behaviours. Finally, it was to examine the effect self-awareness training had on the enactment of the CF's principles of leadership. All three facets of this study were examined from the qualitative data provided by the focus group and a follow-up questionnaire. The information collected was themed and analyzed in order to fully examine the effects related to my three objectives. The focus group

questions discussed are attached as Appendix E and the questionnaire is attached as Appendix D. Information gathered, both confirmed the findings discussed within the literature review and underscored several noteworthy results, which expanded upon the quantitative data collected.

Self-awareness training.

It became immediately apparent both the MLQ5X and leadership-action plan process were highly effective tools from a participant and organizational perspective. There were four main themes that consistently arose throughout the focus group and questionnaire responses, in regards to effective leadership. They include: (a) the value of self-awareness, (b) the value of EI, (c) the ability to identify the environmental conditions, and (d) selection of the appropriate influence behaviour. Each theme was examined in detail, with a view to determining if self-awareness training had an impact on the enactment of the CF's principles of leadership.

The value of self-awareness.

Participants found the MLQ5X and the leadership-action plan process vital in creating a greater sense of self-awareness. Participant comments on the MLQ5X included, "...unless people tell you that you are right out of it, you will never actually know. [The MLQ5X] provided that critical feedback that you just don't get from the current PER (Personnel Evaluation Report) system." Another participant said, "Specifically within the army, the environment is very not conducive to upward feedback. 360° feedback was the first available tool that I found, which allowed us to get a better feel for what our subordinates truly think." Another participant stated, "You just can't walk up to one of the troops and say, am I doing a good job? This inventory does just that."

With six of the participants being underraters after the first MLQ5X, many comments highlighted an attitude of leader self-criticism. “Everybody tends to be critical of themselves in this business and [the MLQ5X] is a bit of a pat on the back.” This viewpoint underscores the value of the MLQ5X in providing the honest feedback needed to enhance self-awareness.

Once participants had an opportunity to analyze their MLQ5X results, they found it easier to focus on areas for development. One leader suggested if he “knew about this inventory years ago, [he] would not have had the trouble in identifying how, [he] was supposed to develop as a leader.” This closely aligns with Duval & Wickland’s (1972) objective self-awareness theory, whereby, an individual becomes aware of their areas for development and works towards self-improvement.

Comments on the leadership-action plan process included, “Wow, what a great tool.” “Without her guidance, I wouldn’t have known the significance of the information within the report...awesome for developing leadership.” One pointed comment highlighted the sentiments within the focus group in regards to developing an effective leadership-action plan:

By creating a plan, in consultation with a professional business consultant, I was able road map my way ahead and focus on certain leadership attributes. It forced me to come up with my own goals and specific timelines for accomplishment that were not forced upon me by my superiors. Without this opportunity, I would not have had the success I was able to achieve within the last few months.

Participants believed the MLQ5X and the leadership-action plan acted as a catalyst for personal and professional development. Every participant involved thought it would be

advantageous to implement a 360° feedback program within the CF and that self-awareness was the key leader competency developed.

Self-confidence.

The data also revealed evidence that increased self-confidence is a byproduct of enhanced self-awareness. Comments by participants amplified this theory. “If I took one thing out of this project, it would be the realization that I am a good leader, which gave me the confidence needed to excel.” Another participant stated, “Self-awareness is a stepping stone for self-confidence.” Participants also agreed the information gleaned from the leadership-action plan gave them the confidence to investigate alternative techniques throughout the implementation period. In the words of one participant, “After completing my leadership plan, I found that I became less judgmental and less critical, in that I was willing try things I never thought would be possible. Sometimes it worked and sometimes it didn’t...without the risk, there was no reward.” Several participants who underrated themselves during the process, discovered that they were perceived to be performing at a higher level than they had realized and therefore, gained confidence in themselves as a result of the process. Further, self-confidence grew after participants received the results from the second MLQ5X. In the second round, the majority of participants closed the congruency gap and increased in performance scores. Participants found with higher levels of self-confidence, came a sense of security about integrating underused influence behaviours into their leadership repertoire. One participant commented:

Because the MLQ focused on different leadership behaviours, I was able to identify that I needed to work on transactional leadership, and that I excelled at

transformational leadership. That allowed me to be a bit more transactional when the opportunity presented itself.

Other effects of increased self-confidence included, enhanced transformational and transactional leadership scores and improved performance and subordinate commitment. One rater commented on the MLQ5X, that his superior had "...changed significantly within the last few months and with his new attitude, came heightened respect."

The value of self-awareness was demonstrated through the MLQ5X and leadership-action plan process. Increased self-confidence, enhanced leadership performance and higher levels of employee commitment, were all consequences of enhanced self-awareness.

The value of EI.

With heightened self-awareness, participants found they were better able to manage themselves and in turn, others. This result aligns closely with Goleman's (1995) theory, in that self-awareness is a key component of EI. An interesting note is that there was a lack of formal education within the participating group, where only one participant had post secondary education. Consequently, when EI was discussed within the focus group, most could identify with Goleman's (1995) statement that it could be more important than IQ within an organizational setting. This view legitimized the value of interpersonal and intrapersonal relationships within a work setting, and gave the participants confidence that although most lacked extensive formal education, they could still perform their duties to a superior level.

Managing emotion and relationship building were also believed to be key leader competencies. Participants suggested they became more aware of the way they led because of the upward and peer feedback they had received. A participant stated, "When I was shown

the responses from my subordinate raters, it meant way more to me than all the performance reviews combined that I had received in my career.” Another participant said, “It was the first time that I really understood what my subordinates thought of me...I used that new knowledge to create more of a participative feel within the section...the results from the second MLQ proved that it’s working.”

Identifying the environmental conditions.

With higher levels of EI, participants suggested they became more proficient at identifying the following criteria: (a) the competing demands involved, (b) the competency level of the team, and (c) the complexity of the task. It was overwhelmingly accepted that this information was vital in selecting an appropriate influence behaviour within a given situation. Since these functions were prominent in my study findings, I have labeled them as the environmental conditions and have described their impact in regards to leadership outcomes.

Participants alluded to the fact that understanding the competing demands involved, was central to effective leadership. They found transformational leadership competencies gleaned from the MLQ5X, developed during the leadership-action plan process and fostered during the implementation phase of this project, took into account human well-being as a key characteristic of a more follower centered leadership approach. The CF’s Effectiveness Model (Figure 1) highlights this concept, centered on military conduct as its overriding function. Participants suggested after completing the MLQ5X, they further understood the value of transformational leadership. More importantly, participants recognized that mission success, in certain circumstances, was not always the overriding critical demand. It was noted that transformational leadership did not override mission success as a competing demand, but

rather, it provided an alternative approach to getting there. With that in mind, participants took advantage of the training opportunities offered, to learn, while refocusing their efforts away from mission success and more towards development. Interestingly, comments were made regarding the lack of support from superiors to create this type of learning environment. One participant suggested that “when I tried to think out of the box...I was immediately shut down and told to stay in my lane.” With the lack of training opportunities available for junior leaders and the pressure placed upon superiors for effective results, participants believed that this attitude would not change in the future unless superiors became more involved in the 360° feedback process themselves. Participants agreed that it would rarely be acceptable to try new or alternative methods for fear of failure and reprimand, unless leaders at all levels adopted a significant shift in mindset.

Participants suggested that due to a heightened knowledge of self it became easier to identify the competencies of each team member. Since they subconsciously compared their subordinate’s capabilities with that of their own, they found it easier to understand which team members could excel with minimal supervision and which ones required detailed guidance and feedback. An apt example was provided by one participant:

I found before 360 feedback, I was a bit more one dimensional in my leadership...I observed my predecessors’ styles of influencing others and used what worked and threw away what didn’t. Over the past few months, I spent more time observing my troops...I decided on how to lead on the criteria of who I was leading, rather than what I was trying accomplish.

Furthermore, this function had a direct impact on which influence behaviour was used. One participant reflected on an experience where he used several different behaviors during one

situation because of the personal competencies within his group. “It proved that leadership at my level was more interpersonal than I had believed...I thought it was about getting the job done.”

The complexity of the task also played a crucial role in selecting the appropriate influence behaviour. With heightened levels of self-awareness; participants were able to gain valuable information on their strengths and limitations as well as that of their teams. One participant stated:

The MLQ had in written form exactly what I did well and what I needed to work on...I then started examining the strengths and limitations of my guys. The areas where I believed needed work, I realized that I had others who were really good at picking up the slack.

With a better understanding of these attributes and deficiencies, leaders found it easier to identify potential techniques to overcome the leadership challenges incurred. Using the strengths of others, providing a more directive approach on subordinates who require it, mentoring subordinates and low level succession planning are some of the stated practices involved in overcoming complex tasks. Participants were also better equipped to seek advice when the task was found to be unattainable. As one participant wrote, “After already receiving feedback from my soldiers during this process, I found it easier to involve them in the planning process. For the first time, I starting leaning on the stronger privates for advice.” Participants suggested understanding the complexity of the task and finding methods to overcome the challenges, proved to be one of the highlights of the project.

Selecting Effective Influence Behaviours

When decisions were grounded in higher levels of self-awareness and identified through the environmental conditions, participants were better able to select effective influence behaviours. Participants noted after receiving critical analysis of their leadership attributes from the MLQ5X, they became more aware of their natural tendencies to overuse certain influence behaviors. With the new knowledge attributed to the MLQ5X, they were better able to select more appropriate influence behaviours given their team and context. Participants agreed one of the major lessons learned in the project was that one style of leadership was not better than another. Moreover, they came to understand that there was a place for all the effective influence behaviours and it was the leader's responsibility to decide when, and where, to use them. Comments included, "I have realized since taking the MLQ that I overuse the directive style of leadership in certain circumstances." Another participant offered:

I never thought that touchy-feely leadership could be so impacting, it seems as though the troops joining the infantry aren't like they used to be...we can either look at changing our ways or accept that these new guys are just going to get out.

The same participant suggested by selecting an appropriate influence behaviour and by providing positive reinforcement, leaders could take more advantage of the situation and attitudes that exist within "the new army." Failure to do so could result in what one participant called, "organizational ineffectiveness."

Enacting the Principles of Leadership

As part of the project involved examining the effects self-awareness had on the CF's principles of leadership, I spent a surprising amount of time during the focus group

discussing this issue. The responses to the question, “Based on your increased level of self-awareness, what specific principles of leadership were you able to enact more effectively, and why,” lacked sufficient detail needed to fully examine the issue. Therefore, the survey questionnaire asked, “Do you believe enhanced self-awareness increased your ability to enact the principles of leadership? Please explain why or why not, with the use of a concrete example?” Consequently, my objective became twofold. First, I wanted to explore the relationship between enhanced self-awareness and the CF’s principles of leadership. Second, I wanted to investigate why the responses were quite superficial in nature.

Overall findings concluded that certain principles of leadership were supported by self-awareness training, while on other principles, self awareness training had no direct impact. Further, and most alarming, it was found that the participants believed in the ethos behind the principles of leadership, but many did not really know how to enact them. Both issues were examined from a quantitative perspective.

The CF’s principles of leadership are guiding standards that state key responsibilities for all leaders. They effectively summarize the ethos of a CF leader and provide the guidance required. According to participant feedback, enhanced self-awareness aids leaders in enacting several of the CF’s principles of leadership. They include, (a) achieve professional competence and pursue self-improvement, (b) mentor, educate and develop subordinates, (c) learn from experience and those who have experience, and (d) treat subordinates fairly.

Achieve professional competence and pursue self-improvement.

This principle was impacted the most through enhanced self-awareness. Participants agreed the MLQ5X helped significantly in pursuing self-improvement. The development of a leadership-action plan was also a vital component, which “road mapped” the way ahead.

Interesting to note, all participants were volunteers in the process; therefore, they were interested in achieving professional competence from the start. It was suggested if the 360° feedback process was implemented as a mandatory leadership activity, results related to this principle could vary.

Mentor, educate and develop subordinates.

Interestingly, this principle of leadership worked in reverse. Because of the self-awareness training received, participants recognized the value of mentorship and development. They found that they were then more capable of successfully enacting this principle. Participants suggested an informal mentorship program could provide junior leaders the skill sets necessary to advance. Participants found the session with the business consultant particularly meaningful and worthwhile. One participant called it “a valuable experience that was a coach like atmosphere.” During a portion of the focus group, participants discussed the value of both coaching and mentoring from an infantry junior leader perspective. Since participants found value in their own developmental process, they in turn, started to mentor and develop subordinates more effectively. One participant offered the following example:

I arrived in the unit just prior to starting this project. I found my previous job at a school gave me the experience needed to effectively mentor. Although I believed it to be a leader’s responsibility to mentor, I thought of it more as an instructor’s task. I discovered over the last couple of months that mentorship can be implemented on a daily basis in garrison.”

Learn from experience and those who have experience.

This principle from a self-awareness perspective, deals with learning from experience. The MLQ5X was described by a participant as a “self-reflective tool.” Participants believed through this process, they were better able to learn from their experiences. “Not often do we stop and look at ourselves from an outside perspective” said one participant. The leadership-action plan also played a key role in learning from one’s experiences. It was not only helpful in identifying what the participants needed to work on, but also what the participants were doing right. Participants suggested with the confidence gained from heightened levels of self-awareness, they found it easier to venture from the norm by selecting alternative methods of leadership.

Treat subordinates fairly.

Although an important principle, in relation to self-awareness training, participants believed it had minimal impact. One important facet drawn from the questionnaire responses was the fact that 360° feedback had a measure of subordinate influence. Therefore, as one participant stated, “it kept us honest and in check.” He further explained that in a hierarchical structure, where decisions are often absolute, some leaders tend to be a bit too authoritative:

...nobody seems to question orders around here...yet, I believe when troops are involved in giving leader feedback, most leaders would be less inclined to treat their subordinates with disrespect and more likely to have them involved in the decision-making process.

Enacting the principles.

It became immediately apparent that although, participants were able to recite the CF’s principle’s of leadership, most were unable to offer examples where they had used them

in their daily work environment. They struggled to respond to any question regarding the enactment of these guiding ethos. Currently, leadership doctrine is taught in lecture type format. I believe junior leaders may just be memorizing the principles rather than fully understanding how to enact them effectively.

Findings Summary

In summary, study findings were analyzed using a mixed-research method. Quantitative results highlighted a correlation between heightened self-awareness and perceived leader performance. Qualitative findings corroborated this link and isolated several environmental conditions were more easily identified through enhanced self-awareness. Further, selecting an appropriate influence behaviour was a byproduct of identifying the environmental conditions. Participant self-confidence also improved due to the self-awareness training offered. Finally, enhanced self-awareness was recognized as aiding in the enactment of several principles of leadership. Although, it was noted most participants had difficulty describing how they enacted each principle.

Project Conclusions

This section will examine several key conclusions drawn from the data analyzed. This project found enhanced leader self-awareness has an impact on many vital leadership competencies including, providing clarity on the environmental conditions surrounding a leadership task. It also showed that self-awareness training increases one's self-confidence, which in turn, stimulated the use of alternative influence behaviours. Further, self-awareness training was shown to substantially affect performance and significantly impact a leader's ability to enact certain CF principles of leadership. To conclude, a conceptual model (Figure

6) will be revealed which summarizes the project's outcomes in order to better amplify the conclusions rendered.

Selecting the Appropriate Influence Behaviour

Feedback received from the focus group suggested infantry leaders consistently use only one or two of the proposed effective influence behaviours (Leading People, 2007); no matter the external factors involved. It was noted that transactional leadership was most often overused by leaders within the organization. Participants shared that results varied on the effectiveness of this traditionally command centric method of leadership. As one participant said, "Often, I would shudder at the notion of having [name deleted] in charge...he led through 'loudership' and believed that subordinates would respond in a more effective manner if he micromanaged and bullied us through the completion of the task."

Interestingly, both the literature and the data in this project, imply that enhanced self-awareness makes it easier to select the most appropriate influence behaviour. Because this selection process is part subconscious in nature (Leading People, 2007), it underscores the importance of supporting heightened levels of leader self-awareness.

The data correlated within this study illustrates that enhanced self-awareness aids in selecting the most appropriate influence behaviour by helping junior leaders to identify the external factors involved. I have labeled these factors as the environmental conditions. This knowledge appears to assist leaders in navigating away from consistent use of their default influence behaviours. It must be noted that critics contend that by selecting unfamiliar influence behaviours, a leader might be portrayed as one who adjusts style in accordance with the situation haphazardly, demonstrating a lack of personal values, integrity and consistency. However, there is a time and place for all the effective influence behaviours, and

by adjusting one's style, a leader could take advantage of the current dynamics at play, while still remaining true to his values. A 'one style fits all' approach, so that subordinates know where the leader stands on all issues may have a limiting, or even detrimental effect on a team's ability to exceed expected results. One participant stated, "I have been in the military for over ten years...I found after taking the MLQ, I felt more comfortable expanding my leader competencies."

Self-Confidence & Mission Command

It would appear that participants actively sought to improve their use of creativity in leadership in order to rectify noted deficiencies from the first MLQ5X. In line with Capstick, Farley, Wild and Parks' (2005) suggestion that seventeen to twenty-four year olds are extremely interested in expressing their creativity, I would argue and it would appear that participants focused their efforts on this component of transformational leadership. Currently, CF leadership doctrine lacks direction on how to attain leader creativity. However, the MLQ5X provides specific examples for improvement in this leadership competency. Interestingly, the CF promotes the use of mission command as a fundamental philosophy in organizational leadership. Mission command within the CF is defined as:

The army's philosophy of command... [which] has three enduring tenets: the importance of understanding a superior commander's intent, a clear responsibility to fulfil that intent, and timely decision making. The underlying requirement is the fundamental responsibility to act within a framework of the commanders intentions. Together, this requires a style of command that promotes decentralized decision-making, freedom and speed of action, and initiative. (Canada, 1996, p. 3)

This orientation closely aligns with intellectual stimulation and in turn, creativity. However, the CF fails to offer practical guidance in how to implement it. I believe by creating an environment where initiative is encouraged and decision-making is distributed, leaders can stimulate innovation and creativity. Therefore, it is necessary to educate junior leaders as to the concepts behind mission command and to possible methods of integration. 360° feedback is an effective avenue for junior leaders to pursue mastery of intellectual stimulation.

Enacting the CF's Principles of Leadership

Study findings underscored the value of self-awareness in regards to several principles of leadership. Conclusions can be made that achieving professional competence and pursuing self-improvement were vitally linked to enhanced self-awareness. Further, participants identified both a need and a desire to formalize a coaching and/or mentoring program. This underscores the value of mentoring, educating and developing subordinates from a self-awareness perspective.

It became apparent that participants knew the CF's principles of leadership verbatim, but did they did not understand how to put them into practice. Currently, junior leaders learn the CF's principles of leadership through a class lecture where they are asked at the end lesson confirmation, "what is the first principle of leadership... [And] what is the last principle of leadership?" The automatic value placed on the order a principle is listed, goes against the theory that each are as equally important from a leadership perspective. With the feedback received, it would seem imperative to reexamine the way in which the CF's principles of leadership are introduced within junior leadership training. Further, methods or examples of how the principles of leadership, should be enacted, or not enacted, needs to reviewed.

Increased Performance

Participants received leadership scores from the MLQ5X which used a Likert scale, and which provided leadership scores under the auspices of the full range leadership theory (Bass & Avolio, 1994). An analysis of the scores revealed several notable outcomes. First, every participant who closed the congruency gap increased their averaged participant and rater scores as highlighted in Table 7. Both transactional and transformational leadership were affected, with several participants showing significant improvements. Second, the value of introducing 360° feedback to junior leaders at an appropriate stage of their career is vital in achieving a successful outcome.

Summary

Figure 6 highlights my leadership theory elicited from the conclusions discussed within this project. I developed the major themes into a graphic leadership competency model. I selected a pyramid to illustrate the impact that I believe self-awareness has on a leader's ability to enact effective leadership. I placed self-awareness at the base of the pyramid in order to show the relative importance it plays within the leadership competency process. I believe self-awareness is the base competency from which all the other requisite leadership competencies are derived. This approach is consistent with the claims in the literature that self-awareness is a key component to EI (Goleman et al., 2002). With a heightened level of self-awareness and in turn, EI, participants were better able to effectively identify the environmental conditions at play. This study discovered that understanding the environmental conditions, was key in selecting appropriate influence behaviours for the tasks assigned. This was further interconnected with striving to complete the assigned task, or as I have labeled it, pursuit of goal attainment:

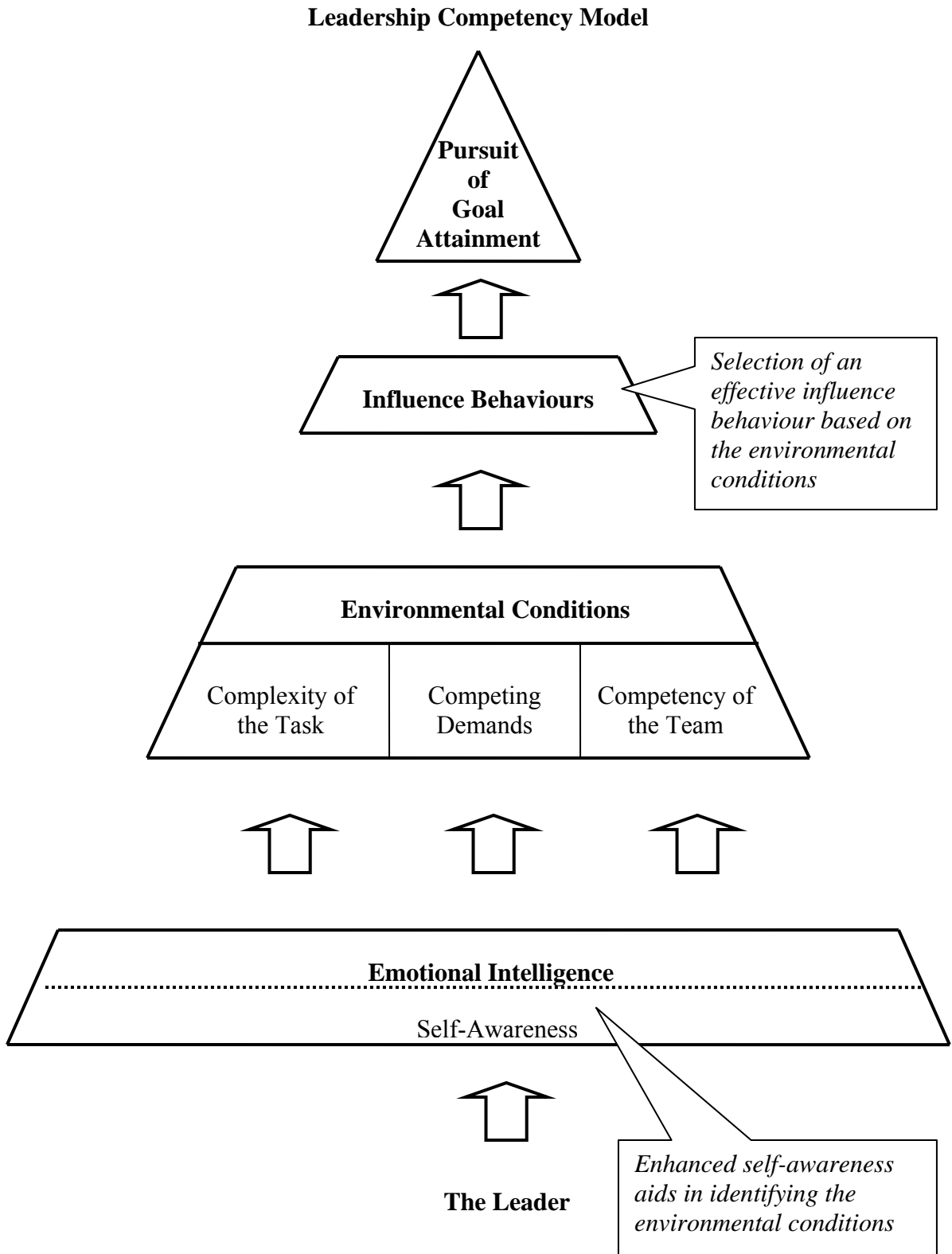


Figure 6: Leadership Competency Model

Scope and Limitations of the Research

There are certain limitations within every learning opportunity. Limitations specific to this study are outlined below. I will also discuss the methods used to mitigate the potential impact of these limitations on this study. As well, I will outline some potential after effects of the decisions made in implementing. Additionally, I will discuss the size and scope of the project and reflect on this significant undertaking.

Isolating Self-Awareness

I conducted this longitudinal study in order to observe the impact self-awareness training had on CF junior leadership. The project was implemented over three months to give participants time to execute strategies gleaned from the MLQ5X. The difficulty with this type of design was isolating the results strictly attributable to enhanced self-awareness. Although, there was evidence of both increased levels of self-awareness and performance after the three months, I was unable to isolate the improvements solely to the self-awareness training provided. Since participants could have altered their leader influence behaviours for a number of reasons during the three months, I believe this limitation could have had the most impact to this study. To mitigate, participants were not given performance reviews during the implementation phase, routine leadership training was not offered and junior leaders were expected to complete normal duties throughout. This approach ensured that a typical regime was followed, which in turn provided for more accurate data. I am confident that because every effort was made to ensure participation in this project was the only unusual event within the participants' routine. This effort allows me to ascribe changes to the impact of the self-awareness training with confidence.

Rater Influence

The raters had a significant impact on this study. Their ratings, which were a core part of the study, were only as valid as the answers provided. Several participants arrived only a few months prior to the project implementation. Therefore, the ratings received may not have been as accurate as they might have been if they had been done by someone who knew the leader participant for a longer period of time. Participants were asked to choose their own raters in order to gather the most accurate data. During the focus group, some participants suggested that because they had recently arrived, they did not know their subordinates well enough, and that meant their pool of potential raters was limited. This limitation emphasizes an important facet of 360° feedback, whereby participants should have the benefit of choosing their raters. They should also be given an opportunity to work with them for a significant period of time prior to their being asked to complete an inventory assessing leader attributes. While junior leaders need to be given the opportunity to select their own raters, it should be emphasized before administering 360° feedback, that participants should choose raters who they believe, will provide the most honest and accurate assessment of their leadership behaviours.

Leader Age, Experience and Acceptance

Even though junior leaders require self-awareness training perhaps more so than senior leaders, it should be acknowledged that age and experience play important roles in self-awareness training. The challenge was to isolate whether the data gleaned in the study was the result of junior leaders being more open to change or because the group were all volunteers and willing to accept the feedback received. Both possibilities have significant implications on making this type of training mandatory. Certainly, there will be individuals

who may want to experience the process and then react negatively to it, no matter their age or level of experience.

Time

Project timelines were a significant constraint to the project. Three months is a relatively short timeframe within which to observe changes in leadership behaviour. With the imposed Master's program timeline restrictions, I was unable to get as in-depth in all phases as I would have preferred. As leader development takes time to implement, perhaps a longer period between the first and second MLQ5X may have provided even more noteworthy changes in leadership behaviour.

Culture & Demographics

The infantry is a substantially homogeneous environment. For that reason, results from this study, although administered to a relatively small group of participants, should have relevance for future junior leader self-awareness training within the infantry. It should also be noted that all participants were male and therefore gender generalizations should not be made. Further, the average age of the participants was twenty-five. This aspect has implications on the results attained. It may be that results would have been different had the average age been either younger or older since experience, maturity and leadership competencies can vary with age. I would argue that these demographical concerns are normal in a study this size; nonetheless, generalizations about the benefits should be limited to an infantry junior leader context.

Scope

The scope of this project was not as encompassing as I would have preferred. Having been ordered to adjust my project in line with D Pers AR directives, I was unable to use the

MBTI® or reflective journaling within the mandated project parameters. However, I do believe 360° feedback and the development of a leadership-action plan did have a positive impact on self-awareness. Previous similar research points to the fact that this study could have provided a broader perspective on ways of increasing leader self-awareness and its consequent impact on leadership capacity, had the opportunity been made available.

Summary

Despite the limitations to this study, I believe the information gleaned from it is valid and relevant within the context of infantry junior leadership. With a team of researchers, I might have been able to examine the data in greater detail, further isolate the results, and overcome some of these limitations. However, within the constraints of the project, information collected can be used to elicit some key recommendations about future junior leader development.

CHAPTER FIVE: RESEARCH IMPLICATIONS

This chapter will identify recommendations based upon the research findings and conclusions. I will also discuss suggested processes for implementing these recommendations within the CF's leader developmental system, specifically within the infantry. Additionally, I will outline the project implications in regards to future research, and summarize by suggesting subsequent steps to be taken in CF leader self-awareness research and training.

This project determined the effect of engaging in self-awareness training on the development of effective leadership in infantry junior leaders. It also examined the relationship that self-awareness training had on the enactment of the CF's principles of leadership. Having evidence that a noteworthy link exists between enhanced self-awareness, effective leadership and the enactment of the CF's principles of leadership, clearly, a strategy for the way ahead is required in order to successfully implement change.

Project Recommendations

Since the study findings identified benefits of enhanced leader self-awareness, the next step is to integrate the information gleaned in order to make thoughtful recommendations for moving theory into practice. I worked with my organizational sponsor and the project participants to close the action research cycle (Stringer, 1999). The following recommendations are the outcome of this collaborative effort and are summarized under the following sub-topics: (a) the importance of self-awareness within an EI context, (b) the value of 360° feedback, and (c) the value of a leadership-action plan in conjunction with a coaching/mentoring program. Combined, these three themes highlight the significance of developing a junior leader self-awareness training program within the infantry. This section

will provide specific recommendations as to what is needed, while the Organizational Implications section will examine how such a program could be implemented.

Leader Self-awareness Training

In order to develop the requisite leadership capacities needed to fulfill assigned duties more effectively, junior leaders should be offered an enhanced leadership package that contains a component of self-awareness training. This training should contain two components, an educational segment, which can be described as the theoretical component, and a follow-up practical segment, which would provide an opportunity for leaders to obtain crucial information about their leadership competencies through the administration of the self-awareness tools discussed within this project. Further, it should contain a leadership-action planning process, as well as a coaching/mentoring portion to maximize the overall benefits.

Leader self-awareness theory.

Junior leaders need to know the theory underpinning EI in order to fully understand how this theory could promote effective leadership. Therefore, our junior leadership training at both the officer and NCO levels should contain several lectures on EI. Knowledge of this component of leadership could aid junior leaders in appreciating the value of better understanding themselves and how self-awareness contributes to a better understanding of their subordinates. A follow up lecture should describe both effective and ineffective influence behaviours in greater detail than presently offered. A deeper understanding of the spectrum of leadership (Figure 4), as well as a thought-provoking discussion on when, and why, certain influence behaviours should be used, is vital in developing effective leaders. Further, instruction on mission command at an earlier stage in a leader's career would help

promote a more widespread transformational leadership approach, rather than the current common practice of defaulting to the transactional. Captstick, Farley, Wild and Parks (2005) suggest transformational leadership within the CF produces significantly better results than transactional leadership. Nonetheless, I would argue with a comprehensive knowledge of both, a leader would be far better prepared to venture to their less preferred influence behaviours. Currently, junior leaders' knowledge of leadership styles seems to be more heavily weighted in the direction of transactional leadership strategies. The results of this study suggest when junior leaders are aware of transformational leadership strategies; they can, and will, implement them when appropriate.

Leader self-awareness theory could also provide lectures on 360° feedback, by describing the process as well the proposed advantages and limitations. Finally, I believe the Leadership Competency Model (Figure 6), should be introduced to junior leaders during their basic leadership qualification course in order to foster positive conditions for future leader development.

Practical aspect.

Based on the study results, I believe the practical aspect of self-awareness training should involve the implementation of a 360° feedback process, the development of a leadership-action plan and a coaching/mentoring program in order to maximize the overall benefits of our existing leadership training. According to the study, these practical exercises will provide leaders the advantage needed in today's multifaceted, complex environment.

Participants describe both the 360° feedback process and the development of a leadership-action plan as being invaluable. In the words of one participant, "self-awareness training should consist of both a 360° feedback process and the development of a leadership-

action plan. One without the other, arguably, does not constitute as an effective strategy for leader development.”

A number of participants stated a coaching session like the one they engaged in for this project could be extremely advantageous in future leader development training. Many participants found the anonymity of a professional business consultant providing an outsiders look at their leadership competencies, gave the process more credibility than that of a chain of command driven exercise. One participant underscored this view when he said that “I believe the hour and a half spent on interpreting my MLQ results was the greatest leadership learning I had received in my career.”

I believe a formal coaching program could be implemented, where deserving junior leaders with suitable potential, could be assigned an outside professional consultant to develop their requisite leader competencies at an early stage in their career. This tactic would provide a more effective transition from junior to senior leadership. Likewise, leader self-awareness training could culminate with a mentoring process, by offering a purely volunteer program that would pair junior and senior leaders together, in an informal setting outside the chain of command. This program could be used to convey experiences learned, provide feedback on everyday issues as well as encourage self-reflection, thereby better preparing junior leaders to handle increasingly complex leadership tasks or move to positions of seniority.

Organizational Implications

Within the previous section, I proposed a strategy for the road ahead, by providing three central courses of action that would promote effective infantry junior leadership. The first was a full scale 360° feedback process integrated into infantry leadership training. The

second identified a proposed formal leadership-action planning process. The third recommendation dealt with an offshoot of the leadership-action plan, whereby a coaching/mentoring program could be established to culminate a leader's self-awareness training. This section highlights how these recommendations could be implemented within the infantry.

Although, maturity played a key role in the effect this training had on leader development, I struggled to decide when it would be an appropriate time to introduce this knowledge into a leader's repertoire, as it became apparent that rank was not a sufficient indicator of an individual's level of maturity. Moreover, it was age and experience that played a factor. Nonetheless, I believe by not providing this type of leader developmental opportunity, we would be doing a disservice to our junior leaders, leaving them to learn through trial and error. Therefore, within the infantry, I believe 360° feedback should be introduced to NCO's as a prerequisite to the DP3A course, a mid-level trade qualification, in order to develop the leadership skill sets required of today's leaders. Additionally, for officers, it should be administered prior to deploying on the Army Tactical Operations Course (ATOC) residency training. My recommendations tried to balance the requirement for leadership feedback, with the correct mindset needed to accept the feedback. I believe the key to success is to allow leaders several years of mastering their trade before turning their focus on developing the necessary leadership attributes to advance.

Implementation of a 360° Feedback Process

Wimer and Nowack (1998) propose "when done well, multirater feedback systems can lead to enormous positive change and enhance effectiveness at the individual, team, and organizational levels" (p. 69). Nonetheless, Rao and Rao (2005) state that integrating a 360°

feedback process can be a challenging endeavour. They describe having a clear purpose, acquiring support from the top, communication, confidentiality, validity and having an environment conducive to open and honest feedback, as the major factors involved in successful implementation. Rowe (1995) suggests the greatest impact can be attained when the process is informal, voluntary and where a qualitative approach is used. Following Rowe's guidelines will be especially crucial because of the complexities involved in CF decision-making, and because of the CF's hierarchical structure, unique culture and nominal tolerance for change. Any implementation that does not adhere closely to Rowe's guidelines will limit potential benefits. Despite the challenges, once an environment, conducive to both giving and receiving feedback at all levels, is established, a 360° feedback process should be implemented within the infantry.

The question then remains, how can a 360° feedback process be implemented within infantry leadership training? I believe the solution lies within the D Pers AR, whose mandate within the CF is to "vet, approve, and coordinate social science research" (Personnel Development & Research Coordination, n.d., p. 1). I would argue that D Pers AR is capable of managing the intricacies involved in implementing a 360° feedback program because of their theoretical and practical knowledge of organizational development. I would suggest the current Unit Morale Profile (UMP) survey, that provides unit leaders a view of how they are operating, could be the catalyst for this initiative. Within the UMP, already administered by D Pers AR, Section 5a consists of a version of the MLQ5X that solely focuses on rater feedback. Section 5a could easily be altered to constitute a 360° feedback inventory, which could then be given online, with the results forwarded to the applicable leadership schools for interpretation once the course candidates arrive. Directorate of Army Training (DAT), the

coordinator for army controlled leadership training, could also play a key role in implementation within the course curriculum, as well as providing the oversight to manage any changes required.

Implementation of a Leadership-Action Planning Process

Bass and Avolio (2007) contend that a leadership-action plan is vital to leader development. Comments from the participants supported this contention. Junior leaders believed they were better able to identify areas for development and therefore, in a better position to rectify deficiencies as a result of their participation in the action planning component of this study. This process should be formalized and be completed during the interpretation of the 360° feedback. I believe within this context, D Pers AR could create a generic leadership-action plan framework that helps to identify strategies for leader self-development. An apt example of a leadership-action plan is found in the MLQ5X report which provides concrete steps for a leader to commence self-improving. Clearly, a leadership-action plan framework that poses salient questions, developed by military leaders, for military leaders, would provide the necessary conditions to enhance leader effectiveness.

Implementation of a Coaching/Mentoring Program

Thach (2002) suggests a coaching program can dramatically improve leader effectiveness within a 360° feedback process. The project's findings support this view. Although, the impact of the MLQ5X interpretation session was not a preconceived focus of this study, surprisingly, it became one of the most discussed events of the study. Participants agreed that the professional business consultant used to help interpret the results of the MLQ5X and to develop the leadership-action plan, was crucial to the project's success. Rao and Rao (2005) state many 360° feedback programs achieve only limited success because of

the lack of follow up. For that reason, it is necessary to provide an internal or external qualified coach to interpret and debrief the 360° feedback inventory. One session would be the minimum requirement. Thach suggests there is a link between the number of coaching sessions given and enhanced performance. Therefore, I suggest a Personnel Selection Officer (PSO), who maybe already qualified to interpret these types of inventories, could be used as the professional coach. Being external to the leader's chain of command, with knowledge of the institution, coupled with their academic background, makes a PSO an outstanding resource for this type of opportunity. The coaching relationship between the PSO and the leader could be a one time opportunity or an ongoing leader development process.

A mentorship program would also be advantageous for a leader's development. Currently, mentoring occurs within the chain of command, where a leader normally reports to their supervisor for feedback on performance related issues. My proposal requires an informal setting, where junior leaders could be paired with senior leaders from other units but within the same trade. This relationship could be fostered from the information gathered during the 360° feedback process and be carried on throughout an individual's career.

Future Research

This project piloted the MLQ5X as a method of enhancing leader self-awareness. It provided an opportunity for the participating junior leaders to draw upon the information received to develop their leadership competencies and aid them in the enactment of the CF's principles of leadership. Findings from this study provide many implications for further research. Future research needs to address other methods of enhancing leader self-awareness and the need for a more thorough understanding of the difference that rank, experience and professionalism has on leadership development. As well, research which examines the effects

that mission command has on junior leadership would provide more insight into ways to enhance leadership capacity. Further, I have a concern over the methods used to instruct CF leadership doctrine, specifically, the CF's principles of leadership. Therefore, it is necessary to conduct additional studies on what approach would be more effective than having junior leaders memorize a laundry list of principles.

As budgetary constraints within the CF remain a vital consideration, study implications suggest it would be worthwhile to explore whether knowledge of MBTI® profiles has more of an impact on leader performance than 360° feedback, prior to full scale implementation. Taken further, I believe we should investigate other types of leader developmental tools in order to determine which has a greater influence on developing leader attributes, with a view to introducing several where possible. BarOn Emotional Quotient Inventory (EQ-i™), Leadership Practices Inventory (LPI©), Mayer-Salovey-Caruso Emotional Intelligence Test (MSCEIT™) and 16 Personality Factors 16PF® are a few examples of popular inventories noteworthy of further examination within a military context.

Study findings also indicated rank, experience and maturity had an effect on leader development. Therefore, prior to implementing a leader self-awareness program within the CF, research should further examine the optimum timeframe to focus on enhancing self-awareness during a leader's career. I offered several options within the previous section in regards to infantry leaders, however, there may be differing opinions and factors involved regarding other trades, branches or elements of the CF.

Findings from this study imply it would be useful to examine mission command at the junior level. Does decentralizing the decision-making process work at the lowest levels or should it be relegated to only intermediate and senior commanders? When implemented at

the sub-sub unit level, what are the ramifications and what are the limitations? It is vital to investigate these critical questions prior to full scale implementation into CF junior leadership doctrine.

Finally, there is significant debate about the usefulness of transformational leadership over transactional leadership within a military context. Results from this study suggest one component of leadership is not better than another. Moreover, it is the environmental conditions that provide the backdrop for determining which approach would be more effective within a given situation. Additional study is clearly necessary to examine, expand and further explain the application of transformational leadership in a military setting.

Summary

Within this section, I have discussed several recommendations based upon the research findings and conclusions. I suggested that a large scale 360° feedback program, followed by a leadership-action plan, in conjunction with a mentoring/coaching function, would provide junior leaders the developmental opportunities needed to more effectively complete their assigned tasks. I also offered specifics for implementing these recommendations within the infantry's leader developmental system. Additionally, I outlined the project implications in regards to future research, and summarized by suggesting subsequent research related to CF leader self-awareness research and training. Having provided these recommendations, I hope to convince senior leadership that the costs and efforts arising from a leader self-awareness training program would be offset by enhanced junior leadership.

CHAPTER SIX: LESSONS LEARNED

In order to effectively describe the lessons learned during this project, I have divided this chapter into two sections. The first section, titled Project Set-up, includes lessons learned from the development of the project, concept proposal and RRU/CF ethical review processes. The second section, titled Project Implementation, includes lessons learned from the *act* portion of the action research cycle (Stringer, 1999), and from writing the final report. Finally, I will summarize with a few closing remarks.

Project Set-up

Knowles (1975) suggests the purpose of education is no longer “transmitting what is known... [but]...must now be to develop the skills of inquiry” (p. 15). With that in mind, I wanted to challenge myself to facilitate an environment where not only relevant leadership findings were documented, but also where critical thinking skills were fostered. Consequently, I decided to choose a topic that involved a leadership stretch for me and for my organization. In retrospect, I could not have chosen a more interesting and thought-provoking subject. Discussing the intent of the project with a number of people within the CF, frequently led to outstanding conversations on leadership. It became apparent that CF leaders understand the value of effective leadership and want to talk about it. As I progressed through the development phase, I was astounded by the number of volunteers, who had heard about the project and wanted to be involved. Often, they were my superiors, and I had to inform them that unfortunately, this study focused on leadership at the junior level.

Integral Support

I briefed the outline of my project, prior to implementation to many people, including, my sponsor, my unit Commanding Officer and the participants involved. In those

briefings, I consistently pointed out that the study's overriding objective was to improve leader effectiveness. Consequently, with the value placed on leadership within the CF, unit support from both a logistical and financial perspective was outstanding. Anything asked of my organization in regards to time, availability of participants, MLQ5X expenditures, consulting fees, were provided. This accentuates the importance CF leaders place on leader development.

Organizational Skills & Confidence

During the development phase of this project, I believe two key leadership competencies allowed me to effectively complete this section. My organizational skills and my enhanced level of confidence in the project were essential in developing a clear and concise concept proposal. Since I had received feedback from numerous individuals that my project may have been too large and the breath of material covered too vast, I decided to change my objectives. However, after downsizing slightly, I believe in retrospect, my original project outline would have been more suitable both in size and scope, in order to gather the applicable research data needed. I believe the key to a complex project is the organizational skills required. If a realistic timeline is set and followed, I would argue that future learners can accomplish significantly more than they may consider possible.

Additionally, I found confidence grew with the knowledge gained. I discovered throughout the project, the more I examined leader self-awareness, the more self-aware I became. With an enhanced level of self-awareness, my confidence grew exponentially, which then allowed me to expand and try new and innovative techniques. For example, I found myself discussing CF leadership with many leaders. As our doctrine is relatively new, it gave me an

opportunity to not only focus on my study, but also provided me the confidence to educate others on the importance and validity of our own leadership doctrine.

Ethical Review Process

An important aspect of research is the examination of the ethical considerations involved (TCPS, 2005). In order to satisfy both RRU and the CF, I was required to submit a request for ethical review to both institutions. Although, the RRU process was streamlined to allow learners to meet their applicable timelines, the examples provided did not align with current requirements. During the review process, I was asked to alter content of the Letter of Consent in order to meet specific criteria that were not mentioned in the examples. A closer examination of these previously approved examples by the RRU's ethics committee, may expedite the process for future learners.

During the development phase of the project, my request for approval to conduct research involving human subjects within the CF proved to be a challenging process. Although, warned of the complexities of using the CF as a sponsoring organization by previous graduates, I believed the value of conducting an action research project which focused on junior leaders, overrode my initial reservations. I recommend future CF researchers work closely with D Pers AR during all phases of their project, to ensure the research and project parameters are mutually beneficial.

Project Implementation

Action Research

At the beginning of the project, I was somewhat reluctant to use action research as the primary means of data collection. I thought discussing self-awareness with junior leaders would lead to meaningless conversations, due to the hierarchal structure involved and the

general resistance to change. Astonishingly, I found CF junior leaders, for the most part, were both willing and interested, in discussing their leadership strengths and limitations in order for others to learn. Having underestimated the quality and detail of the feedback received, I will in the future give the upfront credit deserved.

The Final Report

Writing of the final report was a demanding process given the timelines and concurrent organizational responsibilities. I found by working on my project while deployed, I was able to effectively balance both. Although challenging, the literature research portion of the project was very rewarding, due to the proliferation of the self-awareness literature available. It became apparent early on in the process that a method of identifying relevant information, cataloguing it and locating it again for future use, was imperative. Once I designed a system that worked for me, I was able to draw upon the information, crucial in framing my project.

One of the challenges of completing the final report was the emphasis on academic writing. I gained confidence with this key function of research through practice. For me, an effective method of improvement was requesting feedback on writing style and content. Additionally, by reading well written literature, I was able to improve my own style. I took painstaking steps to write in a way that allowed those in my study, with lower literacy levels, the ability to comprehend my meaning and intent, while still trying to effectively describe leader self-awareness.

Major Project Objectives

My goal throughout this process has been to develop as a leader, from both a personal and professional standpoint. Although, a leader never stops learning, I believe I have

embraced this orientation from a theoretical perspective, but must still continue to develop in the practical sense. I have already seen my leadership competencies strengthened over the past year. Not only have I learned new methods and approaches, but I also have an enhanced understanding of the techniques that I was already using, but was unable to quantify. In particular, my experience with 360° feedback has been life-changing. Understanding one's own leadership competencies, I found, was vital to effective leadership. I also took ample opportunity throughout the year to enhance areas for development from my own 360° feedback. After receiving 360° feedback during my first RRU residency, I returned to work and found that I was one of a few, who were aware of this innovative learning opportunity. I wanted to bring this incredible knowledge to the forefront, by allowing junior leaders the same access to this information. Therefore, my proposal was always meant to examine methods of increasing leader self-awareness and to further study the impact self-awareness has on leader performance.

I believe the success of my major project should be observed through several lenses for full objectivity. The first would be the development of my critical thinking skills. As a past Commanding Officer stated, "Officers must be able to think and act" (⁴Lieutenant-Colonel W. Eyre, personal communication, September 9, 2004). By completing this major project, no matter the outcome, I believe I have developed the analytical skills required to attain excellence in my profession and am now more capable of integrating them into everyday life. Further, a secondary objective to action research is that of benefit to the participants (Stringer, 1999) even if the recommendations are never implemented. I would hope that the infantry junior leader participants would be as positively impacted as I was during, and after, the process. Additionally, I wanted this project to enhance leadership

⁴ Lieutenant-Colonel W. Eyre – Commanding Officer, 3PPCLI – 2004-2007

growth and affect personal change. Clearly, evidence highlighted that enhanced self-awareness does produce effective leadership. My organizational sponsor (LCol Schreiber) defined the importance of this study from chain of command perspective and I believe that once published, this study on leader self-awareness can become a catalyst for effective leadership change within the army.

Summary

Knowles (1975) states that “education-or, even better, learning-must now be defined as a lifelong process” (p. 16). I see the completion of this major project not as an end, but merely the closing of a chapter. I will continue to pursue development from a professional, intellectual and scholastic standpoint. I believe this experience has allowed me to become a better leader and more of a well-rounded person through the knowledge gained, through the friendships made and through the challenges overcome. With an enhanced level of self-awareness, I look forward to future leadership opportunities to integrate the skills gleaned from this project, in order to provide my subordinates and superiors with the most effective leadership possible.

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Appendix A

Letter of Invitation

ALCON,

I will be conducting a research project as a part of the requirement for a Master's of Arts in Leadership program at Royal Roads University (RRU) running late August to early December 2007, and am seeking participants to aide in the examination of my project on self-awareness. My credentials with RRU can be established by telephoning Linda Coupal at [REDACTED]

The objective of my research project is to investigate the value of self-awareness on infantry junior leaders and its effect on leader influence behaviours, in relation to the enactment of the twelve principles of leadership. The project will examine a 360 degree tool to enhance self-awareness and its perceived outcomes.

In addition to submitting my final report to Royal Roads University in partial fulfillment for a MA in Leadership, I will also be sharing my research findings with my Project Sponsor, LCol Schreiber (J3 JTF(W)). Further, I will submit a copy to the Director of Personnel Applied Research (D Pers AR), the Canadian Forces' Leadership Institute (CFLI) and Director Army Training (DAT).

My research project will be separated into two phases. The first phase will consist of a 360 degree inventory called the Multifactor Leadership Questionnaire 5X (MLQ5X) given to all participants in order to measure levels of leader influence behaviours. The second phase will involve a second MLQ, focus group and questionnaire after a three month timeframe. The MLQ portion will take 30 minutes to administer and an hour to interpret. The focus group should take an hour, with the questionnaire being another 15 minutes. The foreseen questions will be centered on whether enhanced self-awareness leads to a perceived higher level of effective leader influence behaviours and whether this can aide in the enactment of the principles of leadership.

Your name was chosen as a prospective participant because of your experience as a junior leader, your current qualifications and your availability. Information will be recorded and transcribed during the focus group. Where appropriate, the transcripts will be summarized, in anonymous format, in the body of the final report. At no time will any specific comments be attributed to an individual unless specific agreement has been obtained beforehand. If agreement is obtained, pseudonyms will be used at all times. All documentation will be kept strictly confidential and locked in accordance with Protected B regulations.

A copy of the final report will be published. A copy will be housed at Royal Roads University, available online through UMI/Proquest and the Theses Canada portal and will be publicly accessible. Access and distribution will be unrestricted. Please feel free to contact me at any time should you have additional questions regarding the project and its outcomes. You will be contacted by e-mail with drafts of any transcripts with your participation and any

further comments or feedback is welcomed. In order to mitigate any perceived conflict of interest within this study, I have requested that no direct subordinates participate in the study.

You are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence.

Additionally, I will be forwarding timings and project locations to your CSM. Finally, a prerequisite of participation requires you to have one superior, three peers (position not rank) and three subordinates involved to provide you feedback on the MLQ. As the MLQ is an online inventory, you will need email addresses (DWAN or civilian) of each of your selected group, prior to starting your portion of the project

If you would like to participate in this action research project and learn more about your leadership attributes, please respond to the undersigned NLT 31 Aug 07.

Regards,

White TD
Capt
TF 1/08 OMLT Tm Ldr



Director Personnel Applied Research authorizes the administration of this survey within DND/CF in accordance with CANFORGEN 145/02 ADMHRMIL 079 UNCLASS 131028Z DEC 02. Authorization number: 585/07.

Appendix B LETTER OF CONSENT

DEVELOPING EFFECTIVE LEADERSHIP IN INFANTRY JUNIOR LEADERS: THE VALUE OF SELF-AWARENESS

Protocol Summary

Background

I will be conducting a research project as a part of the requirement for a Master's of Arts in Leadership program at Royal Roads University (RRU) on 10-12 September and 4 December 2007, and am seeking participants to aide in the examination of my project on self-awareness and its relation to the principles of leadership. My credentials with RRU can be established by telephoning the Program Head, Linda Coupal at [REDACTED]

[REDACTED] The objective of my research project is to investigate the value of self-awareness on infantry junior leaders and its effect on leadership in relation to the enactment of the twelve principles of leadership. The project will examine a 360 degree tool to enhance self-awareness and its perceived outcomes. In addition to submitting my final report to Royal Roads University in partial fulfillment for a MA in Leadership, I will also be sharing my research findings with my Project Sponsor, LCol Schreiber (J3 JTF (W)). Further, I will submit a copy to the Director of Personnel Applied Research (D Pers AR) and the Canadian Forces' Leadership Institute (CFLI).

As described in the concept proposal, I have over the past year, extensively examined Canadian Forces' (CF) theoretical leadership framework. I have been in contact with the Canadian Forces Leadership Institute (CFLI) regarding several leadership doctrinal issues and have become intimately familiar with our current leadership policies, philosophy and forthcoming changes. While researching leadership in the CF, I discovered a disturbing gap between the importance of self-awareness, as identified by a significant amount of empirical evidence (including our own), and the lack of relevant training provided to junior leaders to cultivate this leadership attribute. The crux of the issue being, several online behavioural inventories, which are considered to be effective self-awareness tools, are only made available to a select few members of the CF, who have been nominated for the Canadian Forces Command and Staff Course. However, I would argue that effective influence behaviours, a core philosophy in new CF leadership doctrine, involving significant face-to-face interaction, requires knowledge of self long before Staff College. Therefore, this study examines the effect of engaging in the Multifactor leadership questionnaire on the development of the effective influence behaviours. It also examines the relation between the enactment of the principles of leadership and enhanced self-awareness within infantry junior leaders. Further, it will assess the impact this self-awareness tool has on their working relationships with subordinates. In order to determine the possible outcomes, I would request your participation in the following study.

Proposed Study

In order to compare and contrast the research data needed to effectively analyze this issue, I will require a number of junior leaders to take the MLQ. Therefore, your results will help to determine whether or not enhanced self-awareness increases your ability to effectively enact the principles of leadership. This study will be organized in three phases. During first phase, all participants will take the Multifactor Leadership Questionnaire (MLQ) Form 5X inventory. This inventory has been scientifically designed and tested to analyze leader influence behaviours. The first step in completing this inventory is to fill out a 50 question assessment. After completion, the second step will involve selecting a superior, three peers and three subordinates to fill out the same assessment, where questions will be asked of them about your leadership styles. This will help in determining if what you believe in regards to your own leadership behaviour; align with what the respondents think. Once these inventories have been completed, a leadership action plan will be developed and implemented. This plan will outline your goals and areas for development. Key areas of development could be gleaned from the feedback received. This portion of the research will be controlled and led by a professional business consultant who is highly trained in helping to decipher your results and coach you through the development of a leadership action plan.

The second phase will be a three month time period where you will integrate your leadership action plan into your daily work environment. The final phase will have all participants take a second MLQ5X inventory in order to determine if there were changes in influence behaviours due to the applicable self-awareness training provided. Once complete, I would ask each participant to a focus group where we would debrief your thoughts in the process. I will then ask you to fill out a questionnaire, offering you an opportunity to discuss your individual thoughts on the research conducted.

With significant empirical evidence identifying self-awareness as a key attribute to effective leadership, I would hope to replicate these findings within this study and examine whether enhanced self-awareness aides in the enactment of the principles of leadership. Therefore, proving within a military context, that self-awareness training is a worthwhile endeavour for CF junior leaders. I would then hope to create discussion in order to develop a junior leader self-awareness program for the future.

Risks and Benefits

With any study involving human research, there will be inherent risks to participation. Within this specific study, the risks will be minimal. The only concern that could arise from conducting self-awareness training is the participant's reaction to feedback received. Due to potential adverse reactions, it must be acknowledged by every participant, that feedback from others, on your leadership attributes are meant to aide in developing an effective leader framework and are not designed to be harmful in any way. This project has been organized in a fashion so that you will be the only person seeing your individual results from the MLQ, other than the researcher. This will allow you the opportunity take only the feedback you feel is pertinent for integration into the leadership action plan.

I believe the benefits for this project far outweigh the risks involved. Previous recipients of this specific inventory have garnered much needed information to use within their leadership repertoire. Self-awareness is an intellectual function and is strictly personal. Therefore, you will receive knowledge from this action research project in congruence with the amount effort you decide to invest.

Alternative Procedures

Due to the relatively small scale in which the project will take place, there will not be a requirement to conduct any alternative procedures.

Selection of Human Subjects

The participants of this project must meet the following criteria:

1. Be willing to participate;
2. Be qualified to a minimum of DP3A or DP1.2 for officers;
3. Have at least 7 subordinates under their direct command;
4. Currently not tasked to deploy on TF 1/08;
5. Not under direct command of Capt TD White (project co-ordinator); and
6. Employed within B Coy 3PPCLI for more than 2 months.

The above-mentioned criteria was implemented to ensure that all participants were willing to volunteer their time and efforts. Additionally, I have asked for qualified junior leaders with subordinates capable of providing effective feedback. I am also interested in maximizing leadership opportunities for leaders without causing excess strain on operational commitments. Finally, for conflict of interest reasons, I have directed that none of my direct subordinates be authorized to participate. To effectively analyze the impact of self-awareness training, I will require approximately 15 junior leaders. These 15 leaders will be selected from a pool of approximately 30 within B Coy 3PPCLI. After reviewing the above mentioned criteria, I will determine the number of excess personnel and ask the most junior leaders within the Coy to remain.

Time Commitment

The active research portion of this study will take approximately 4 hours. Phase I will require 2 hours and Phase IV will require 2 hours. Phase II as discussed, will be a three month time period in order to implement your personalized leadership action plan.

Confidentiality

Maintaining confidentiality of all participants in this study will be imperative. Hence, all participants will be coded using a random number process to maintain their privacy. As this project is an RRU backed study, a University Ethical Review Committee will approve this project prior to the active research portion commencing. All aspects of the Canadian Tri-Council Policy Statement (TCPS) (2005) will be adhered to while conducting this study in order to mitigate any ethical concerns.

The data collected during this project will be stored under *Privacy Act* (1985) regulations and treated in accordance with Protected B material. Therefore, the storage of this data will be secured using a Greenleaf lock in a secure cabinet and all computer files will be password protected. For research evidence purposes, the collected data, including all recordings, will be stored for 2 years and then destroyed. Further, I will be the only person with access to the raw data gathered, less the leadership action plan and will not release the information unless anonymity can be secured.

As designated, Phase III will be the follow-up portion of this study. At that time, participants will complete the MLQ5X inventory, focus group and the applicable questionnaire. If any concerns arise after completing the final questionnaire in regards to mental health issues, participants will be immediately referred to a medical professional. Additionally, it is important to understand that during the focus group portion of the project, information will be audio-recorded in order for the data to be transcribed. With this in mind, during this process, at no time will anonymity be violated, whereby pseudonyms will be used in the final project report. It should be noted however, that during the focus group portion of the project, by conducting a group activity, loss of anonymity will occur.

Informing

To ensure each participant is made aware of the policies within DAOD 5061-0 and DAOD 5061-1, a copy of each directive has been included within this package as Annex A & B. Further, prior to completing the letter of consent, both directives will be reviewed and any concerns will be immediately addressed. Prior to the final submission, a presentation will be given, where I will describe the findings and the proposed recommendations. At that time, I will be available for a question and answer period and/or a private debrief session.

A copy of the final report will be published. An e-copy, available online through UMI/Proquest and the Theses Canada portal will be publicly accessible. Access and distribution will be unrestricted. Please feel free to contact me at any time should you have additional questions regarding the project and its outcomes.

Consent

I, _____ having reached the age of majority for the province in which I am residing, agree to participate in the research project entitled Developing Effective Leadership in Infantry Junior Leaders: The Value of Self-awareness, under the direction of

Captain T.D. White conducted at 3PPCLI. I acknowledge that my participation in this research project is completely voluntary.

I have read and understood the description of the project provided in the attached protocol summary, including its purpose, methods of research and the risks associated with my participation. I understand that the findings of the study may be published, but my anonymity in material arising from this study will be maintained. In no way will my name be identified or attached to the study.

I have been assured that any personal information concerning me that is revealed in connection with this study will be kept in strict confidence except as data unidentified as to source, unless I specifically consent to the release of the information.

I understand that my participation in this study is entirely voluntary and that I may decide to stop participating at any time without any consequences to my career. I understand that if I request a withdrawal from participating, I will be asked if I am interested in allowing my research findings to date, be used within the project and that the researcher will comply with my response. I understand that if my participation in the study results in a medical condition rendering me unfit for service, I may be released from the Canadian Forces. Details of the study have been explained to me by Capt T.D. White and my questions about the study have been answered. I may obtain additional information about the project and have any questions about the study answered by contacting LCol S.B. Schreiber.

I am aware that I am considered to be at work/on duty while participating in this research project. The signature of my commanding officer or immediate supervisor on this form indicates that I have been reassigned from regular duties to participate in the project. Since the Veterans Review and Appeal Board or Provincial Workers' Compensation Board adjudicate cases of disability or death on an individual basis, I understand that there is no guarantee that any disability or death sustained as a participant in this study will be viewed as having arisen out of or having been directly connected with work/military duty. Consequently, such disability or death may not be pensionable or compensated.

By signing this form, I consent to participate in all three phases of this project, to include the Multifactor Leadership Questionnaire, focus group and follow-up questionnaire.

_____	_____	_____
Name of Participant	Name of Witness	Name of Superior

_____	_____	_____
Signature of Participant	Signature of witness	Signature of Superior

_____	_____	_____
Date	Date	Date

Appendix C
Letter of Consent (Project Sponsor Interview)

Sir,

As you already are aware, I am conducting a research project as a part of the requirement for a Master's of Arts in Leadership program at Royal Roads University (RRU) on 10-12 September and 4 December 2007, and I would like to invite you to participate in an interview that will complete the action research portion of this project. The interview should take no more than an hour of your time. This document constitutes an agreement to participate in this activity, the objective of which is to discuss the findings and themes developed from the research gathered. I would hope to discuss your thoughts on the themes presented and ask for some recommendations. My credentials with RRU can be established by telephoning Linda Coupal at [REDACTED] as required.

The foreseen interview questions will inquire into the value of self-awareness on leadership in relation to the twelve principles of leadership. We would also discuss the Multifactor leadership questionnaire and its usefulness in developing enhanced self-awareness. In addition to submitting my final report to Royal Roads University in partial fulfillment for a MA in leadership, I will also be sharing my research findings with the Director of Personnel Applied Research (D Pers AR) and the Canadian Forces' Leadership Institute (CFLI).

Information during this interview will be audio-recorded and transcribed and where appropriate, the transcripts will be summarized. All documentation will be kept in the appropriate cabinets under the applicable directives for Protected B material. Further, the comments provided during the interview may be used within the project and you should be aware that I will be disclosing you as my major project sponsor.

A copy of the final report will be published. An e-copy will be available online through UMI/Proquest and the Theses Canada portal and will be publicly accessible. Access and distribution will be unrestricted. There is no perceived conflict of interest with undertaking this study and you are not compelled to participate in this research project. If you do choose to participate, you are free to withdraw at any time without prejudice. Similarly, if you choose not to participate in this research project, this information will also be maintained in confidence.

By signing this letter, you give free and informed consent to participate in this project byway of an interview.

Name: (Please Print): _____

Signed: _____

Date: _____

Appendix D
Survey Questionnaire

1. Have you had an occasion when you noticed that participating in this study seemed to have an effect on your leadership performance, and if so, could you describe what happened and what you were thinking?
2. Do you believe enhanced self-awareness increased your ability to enact the principles of leadership? Please explain why or why not, with the use of a concrete example?

Appendix E
Focus Group Questions

1. What value did the MLQ5X and/or the development of a leadership-action plan, provide to you in regards to implementing effective leadership behaviours?
2. What level of satisfaction did you experience with the information you received from the first MLQ5X results as compared to the second MLQ5X?
3. Based on your increased level of self-awareness, what specific principles of leadership were you able to enact more effectively, and why?

Appendix F
Demographic Questionnaire

1. Gender:

M _____ F _____

1. Age:

18-24 _____ 25-30 _____ 30-35 _____ 35-40 _____

2. Number of direct subordinates:

3. Number of years in Service:

4. Rank:

5. Have you ever completed the MLQ or another 360° feedback inventory?

7. What is the highest level of education achieved?

8. What was your home town prior to enrolment?

Coded Participant Number

--

Appendix G
Project Sponsor Interview Questions

1. What effects did you observe in regards to enhanced self-awareness and its relation to the enactment of the 12 principles of leadership after analyzing the data?
2. After analysis of the data gathered, do you believe the MLQ5X is an effective tool? Why or why not?
3. Based on the results of this study, what are your recommendations?

APPENDIX H
MULTIFACTOR LEADERSHIP QUESTIONNAIRE (SAMPLE)

Date: October 4, 2007

To whom it may concern,

This letter is to grant permission for: Torry White
to use the following copyright material;

Instrument: *Multifactor Leadership Questionnaire*

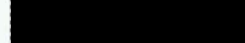
Author: *Bruce J. Avolio and Bernard M. Bass*

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In addition, five (5) sample items from the instrument may be reproduced for inclusion in a proposal, thesis or dissertation.

The entire measure may not at any time be included or reproduced in other published material.

Sincerely,


Valorie Keller
Asst. Director of Operations
Mind Garden, Inc.

Multifactor Leadership Questionnaire Leader Form

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is to describe your leadership style as you perceive it. Please answer all items on this answer sheet. **If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank.**

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits you. The word others may mean your peers, clients, direct reports, supervisors, and/or all of these individuals.

Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

1. I re-examine critical assumptions to question whether they are appropriate.. 0 1 2 3 4
2. I avoid getting involved when important issues arise..... 0 1 2 3 4
3. I talk about my most important values and beliefs..... 0 1 2 3 4
4. I wait for things to go wrong before taking action..... 0 1 2 3 4
5. I talk enthusiastically about what needs to be accomplished..... 0 1 2 3 4

sample

Multifactor Leadership Questionnaire Rater Form

My Name: _____ Date: _____

Organization ID #: _____ Leader ID #: _____

This questionnaire is used to describe the leadership style of the above-mentioned individual as you perceive it. Answer all items on this answer sheet. If an item is irrelevant, or if you are unsure or do not know the answer, leave the answer blank. Please answer this questionnaire anonymously.

Important (necessary for processing): Which best describes you?

I am at a higher organizational level than the person I am rating.

The person I am rating is at my organizational level.

I am at a lower organizational level than the person I am rating.

Other than the above.

Forty-five descriptive statements are listed on the following pages. Judge how frequently each statement fits the person you are describing. Use the following rating scale:

Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
0	1	2	3	4

2. Re-examines critical assumptions to question whether they are appropriate... 0 1 2 3 4
3. Fails to interfere until problems become serious..... 0 1 2 3 4
4. Talks about his/her most important values and beliefs..... 0 1 2 3 4
5. Waits for things to go wrong before taking action..... 0 1 2 3 4
6. Talks enthusiastically about what needs to be accomplished..... 0 1 2 3 4

Sample