

TRANSFORMATIONAL LEADERSHIP AND THE NEW ZEALAND DEFENCE
FORCE: SUPPORTING EFFECTIVE ORGANIZATIONAL CHANGE

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Art of War Scholars

by

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ABSTRACT

TRANSFORMATIONAL LEADERSHIP AND THE NEW ZEALAND DEFENCE FORCE: SUPPORTING EFFECTIVE ORGANIZATIONAL CHANGE, by Major Ian Brandon, 122 pages.

The New Zealand Defence Force (NZDF) has embarked on an ambitious change program called Future 35, which aims to establish a fully integrated defense force based on an amphibious task force capability by 2035. As part of this program, the NZDF introduced the Total Defence Workforce initiative in 2011. Total Defence Workforce created a number of adverse impacts on NZDF personnel, which damaged the overall readiness and effectiveness of the force. This thesis first examines the impact of Total Defence Workforce; to illuminate the risks of organizational change, and to highlight a potential leadership capability gap for the NZDF as it pursues its Future 35 vision. The thesis then introduces the concept of transformational leadership, analyzing its effectiveness as a tool for supporting organizational change. Current NZDF leadership development frameworks, systems, and doctrine are assessed in detail, to determine how well transformational leaders are currently developed and sustained. The thesis concludes by summarizing the research findings, providing a series of actionable recommendations to the NZDF for how transformational leadership could best be integrated to support the implementation of Future 35.

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ACRONYMS

DPDF	Defence Professional Development Framework
DTP	Defence Transformation Programme
EI	Emotional Intelligence
GONZ	Government of New Zealand
ILD	Institute for Leader Development
MLQ	Multifactor Leadership Questionnaire
NZDDP-D	New Zealand Defence Doctrine
NZDF	New Zealand Defence Force
PDR	Performance and Development Report

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CHAPTER 1

INTRODUCTION AND OVERVIEW

Battles are won in the hearts of men.

—Field Marshal Montgomery

The New Zealand Defence Force (NZDF) has commenced a program of complex organizational change called Future 35, which aims to establish a fully integrated defense force based on an amphibious task force capability by 2035.¹ Future 35 represents a significant shift for the NZDF, by seeking to establish a truly consolidated and interdependent approach to achieving joint effects across all three military services. Future 35 includes a number of subordinate programs that are focused on nearer goals, including 2020 Ready: Enhanced Combat Capability.

Future 35 is driven by recognition that the security challenges facing New Zealand over the next 20 years will be different to those faced in the past. Increasing fragility in the Southwest Pacific region and the emerging threats posed by shifts in economic power, increasing resource scarcity, terrorism, cyber-warfare, transnational crime and deterioration in the international order, will all conspire to create a future operating environment of increasing uncertainty and unpredictability.² The New Zealand Government (GONZ) expects the NZDF to adapt and develop new capabilities to maintain an effective and responsive level of fighting power to achieve political

¹ The Future 35 concept was approved and communicated by the Chief of Defence Force at the time, Lieutenant General Rhys Jones, in 2010.

² Summarized from the unclassified Future 35 concept document (accessed on the NZDF internal network) as well as: New Zealand Government, *Defence White Paper 2010* (Wellington: Ministry of Defence, 2010).

objectives, in a world where the cost of military technology continues to spiral upwards, and where fiscal constraints are increasing. If successfully implemented, Future 35 will enable the NZDF to meet these expectations.

As a first step towards the organizational reforms demanded by Future 35, the NZDF introduced the Total Defence Workforce concept in 2011. The aim of this initiative was to re-focus deployable uniformed personnel towards the “front” of the NZDF, releasing those personnel no longer able to meet the demands of uniformed service, while civilianizing a range of positions in the “middle” and “back” of the Force. Total Defence Workforce was intended to improve operational focus within the NZDF, while contributing towards annually recurring savings that would then be re-invested in military capability development. Unfortunately, a range of unintended outcomes were generated by Total Defence Workforce, resulting in profoundly negative impacts on NZDF personnel as well as on overall organizational effectiveness and fighting power.

In light of the implementation of Future 35, Total Defence Workforce raises concerns about how well NZDF leaders at all levels are developed and empowered to manage complex organizational change. It highlights a potential capability gap for the NZDF that should be further investigated and addressed in order to ensure the success of Future 35. This study will explore the organizational challenge posed to the NZDF by the Future 35 change program. It will introduce the concept of transformational leadership, and analyze how this increasingly popular approach could be integrated into the NZDF to better develop and empower leaders to lead complex change.

The Implementation of Total Defence Workforce

In November 2010, for the first time in thirteen years, the GONZ released a strategic plan for defense. The aims of this document, known as the *Defence White Paper 2010*, were to set out the future strategic direction of the NZDF for the next twenty-five years, provide a framework for reform, and ensure that the best “value for money” was being achieved with the defense budget.³

The *Defence White Paper* highlighted that a gap was forecast between current defense expenditure and projected future costs. In particular, the GONZ expressed concern at the ability to fund replacement air surveillance and strategic air transport fleets as well as upgrades and replacements to the Naval Combat Force.⁴ In light of this predicted shortfall, the GONZ directed the NZDF to reprioritize and reallocate funding within existing budgets in order to support its capability development program.

To gauge the internal savings that could be generated by streamlining the NZDF and to better inform the guidance being prepared for the *Defence White Paper*, the GONZ commissioned a review of NZDF operations in March 2010, to be led by Dr. Roderick Deane and Pacific Road Corporate Finance.⁵ This review would complement an internal NZDF review called the Defence Transformation Programme (DTP), which had already identified the potential to generate up to \$100 million New Zealand dollars (NZD) per annum in savings by 2014/2015.

³ New Zealand Government, *Defence White Paper 2010* (Wellington: Ministry of Defence, 2010), 4.

⁴ *Ibid.*, 6.

⁵ *Ibid.*, 76.

The completed review, entitled *Value for Money: Review of New Zealand Defence Force*, and published in July 2010, identified that 55 percent of NZDF operating costs were incurred in the “middle” and “back” parts of the organization, with the remaining 45 percent focused on the “front line”.⁶ The review identified a series of recommendations across all areas of the NZDF that could result in additional savings in excess of \$200 million NZD per annum.⁷ Furthermore, the review identified that the bulk of these savings, approximately \$140 million NZD, could be addressed by adapting the way in which the NZDF workforce was structured and managed.

The recommendations made by Dr. Deane relating to the NZDF workforce were subsequently incorporated in the *Defence White Paper*. The GONZ directed the NZDF to adopt the Total Defence Workforce approach, which would consider the civilianization of certain positions in order to free-up military personnel for “frontline” duties. It would also place greater emphasis and focus on ensuring that military personnel were capable of delivering operational outputs. Overall, the Chief of Defence Force was directed to generate \$100 million NZD in savings from DTP initiatives and \$250-\$300 million NZD in savings from other Value for Money initiatives on an annual recurring basis in order to invest in frontline capability development.⁸

⁶ Dr. Roderick Deane, *Value for Money: Review of New Zealand Defence Force* (Sydney: Pacific Road Corporate Finance, July 2010), 2, accessed 4 October 2015, <http://www.defence.govt.nz/pdfs/defence-review-2009-released-value-for-money-report.pdf>.

⁷ Ibid., 8.

⁸ New Zealand Government, *Defence White Paper*, 79.

The main steps in implementing Total Defence Workforce occurred between December 2010 and December 2011.⁹ Initially, Headquarters NZDF reviewed all positions in order to determine whether they should remain military, become civilian, or be disestablished altogether. Next, in ranks and occupation specialties where excess staff were identified, approximately 2,480 service files were reviewed in order to identify personnel who were no longer required. These personnel were then formally notified, and provided with the opportunity to undertake an appeals process prior to confirming release from service.¹⁰ The NZDF Human Resources team coordinated the process, establishing a scoring system for assessing personnel based on current performance and future potential. The project was conducted on top of existing workloads, and additional externally contracted personnel had to be hired to assist with the process. Overall, 262 military positions [out of a total NZDF strength of 9,673 full-time military staff] were chosen to be civilianized, and 315 military staff were initially selected for release.¹¹

In late June 2011, affected staff received letters of release through their command chain in an interview process. These letters followed a set template, and outlined how the affected serviceperson had been rated during the assessment process, and the reasons for their release. Amongst other ratings, personnel were accorded a commitment to service

⁹ Controller and Auditor-General, *New Zealand Defence Force: The Civilianisation Project* (Wellington: Office of the Auditor-General, 2013), 11.

¹⁰ Ibid.

¹¹ NZDF total strength figures as of June 2010 are detailed in Deane, *Value for Money*, 7. Total numbers initially selected for release are detailed in Controller and Auditor-General, *The Civilianisation Project*, 13.

rating of low, moderate, or high.¹² Many affected personnel and their commanders felt that the letters lacked empathy, and in some cases unfairly labeled individuals who had honorably served the NZDF for many years as lacking commitment. According to an NZDF document capturing lessons learned from the appeals process, the “letters, in some cases, were telling good people they were bad.”¹³ Ultimately, after the appeals process was completed, 303 military staff were discharged from service. Of these, 87 were directly appointed to civilian positions within the NZDF, while the remaining 218 were discharged with a redundancy payment.

The second-order effects of the implementation of Total Defence Workforce were significant for the NZDF. These effects will now be examined through the lens of how they affected the Moral component of NZDF Fighting Power; a theoretical construct used by the NZDF, the British Army, and the Australian Army.

Impacts on the Moral Component of NZDF Fighting Power

New Zealand Defence Doctrine (NZDDP-D) defines Fighting Power as consisting of three elements: Moral, Physical and Conceptual.¹⁴ The interrelationship between these elements is depicted in figure 1.

¹² Ibid.

¹³ Ibid., 14.

¹⁴ New Zealand Defence Force, *New Zealand Defence Doctrine*, 3rd ed. (Wellington: New Zealand Defence Force, 2012), 49.

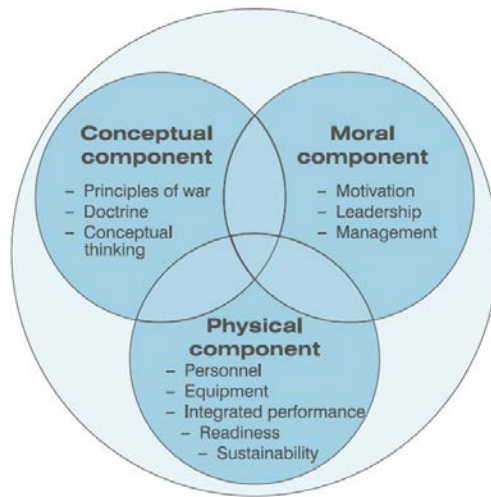


Figure 1. The Components of Fighting Power

Source: New Zealand Defence Force, *New Zealand Defence Doctrine*, 3rd ed. (Wellington: New Zealand Defence Force, 2012), 49.

NZDDP-D defines the Moral component as being concerned with the creation and sustainment of the will to fight and win. It consists of several sub-elements; motivation, leadership, and management.¹⁵ Motivation incorporates personal commitment, a sense of purpose, and a feeling of belonging. The British Army further expands the definition of the Moral component to include ethical foundations as well as moral cohesion created through a sound ethos and leadership.¹⁶ Trust at all levels is also identified as a critical enabler in creating moral cohesion.¹⁷

¹⁵ New Zealand Defence Force, *New Zealand Defence Doctrine*, 51.

¹⁶ British Army, *Army Doctrine Publication: Operations* (London: Ministry of Defence, 2010), 2-10–2-30.

¹⁷ *Ibid.*, 2-25.

The introduction of Total Defence Workforce in 2011 resulted in significant negative impacts on NZDF personnel, including measured decreases in retention, engagement, military belonging, trust in senior leadership, morale and satisfaction with change across the Force.¹⁸ All of these measured impacts relate directly to the Moral component of Fighting Power, and therefore had a negative impact on overall NZDF fighting effectiveness. Figure 2 provides an illustration of some of these impacts, noting that the implementation of Total Defence Workforce commenced in the first quarter of 2011.

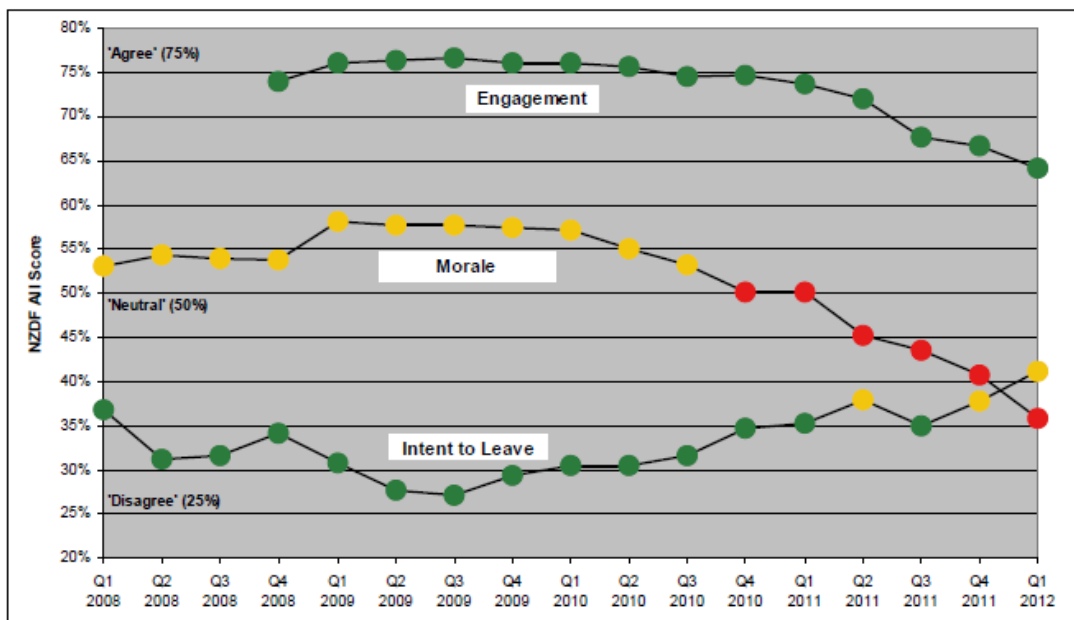


Figure 2. Measured Impacts of Total Defence Workforce

Source: New Zealand Defence Force, *NZDF Ongoing Attitude Survey Quarterly Trend Report*, January–March 2012, 1, accessed 4 October 2015, NZDF internal network (unclassified document).

¹⁸ These effects were measured through analysis conducted by the Organisational Research team within NZDF Human Resources, and will be subsequently described in more detail.

The 2011–2012 NZDF *Annual Report* noted that in the period following implementation, attrition in NZDF full-time military personnel increased from 10.7 percent to 21.3 percent.¹⁹ Only 3.4 percent of this could be attributed to personnel being involuntarily released, with the remaining 7.2 percent at least partially attributable to dissatisfaction with the Total Defence Workforce process.²⁰ The report also noted a decrease in organizational satisfaction, with only 38 percent of those personnel surveyed indicating their overall satisfaction with the NZDF as “good” or “excellent” over the same period.²¹ Research conducted by the Auditor-General deduced that staff “saw NZDF leaders as having breached the moral contract because they felt that their loyalty and commitment was not reciprocated. We consider this to be one of the causes of the increase in attrition throughout NZDF’s Regular Force.”²²

The state of morale within the NZDF was also tracked on an on-going basis using the NZDF Ongoing Attitude Survey, administered by the Organisational Research team within NZDF Human Resources. Data collected over the period of Total Defence Workforce implementation indicated significant negative trends in morale and engagement, and corresponding increases in intentions to leave.²³

¹⁹ New Zealand Defence Force, *The 2011–2012 Annual Report* (Wellington: New Zealand Defence Force, 2012), 14.

²⁰ This assertion was supported by the Controller and Auditor-General in their report on the civilianization process.

²¹ New Zealand Defence Force, *Annual Report*, 15.

²² Controller and Auditor-General, *The Civilianisation Process*, 15.

²³ New Zealand Defence Force, *NZDF Ongoing Attitude Survey Quarterly Trend Report*, January–March 2012, 1, accessed 4 October 2015, NZDF internal network (unclassified document).

Morale during the first quarter of 2012 was measured and determined to be significantly lower than in all other quarters for the two years previously, and the lowest ever recorded in the nine years that research had been conducted.²⁴ It was found that “respondents’ explanations for low morale include that it is the result of Defence-wide change programmes and cost-saving measures.”²⁵ Similarly, levels of personnel engagement measured during the first quarter of 2012 were found to be lower than in all quarters for the previous two years. When assessing military belonging specifically, it was found that personnel perceived a “disconnect between their day-to-day work and the future direction that is being created by senior leaders.”²⁶ Concerning trust, it was found that perceptions of senior leadership in the first quarter of 2012 were generally more negative than at any other time in the two years previous. Comments specifically indicated that trust in senior leaders had been affected, with many personnel perceiving that the actions of senior leaders were not in-line with organizational values or representative of loyalty to NZDF personnel.²⁷ Personnel also expressed a general feeling of dissatisfaction with the rate and extent of change being undertaken in the NZDF.

The unexpected impacts of Total Defence Workforce created significant problems for NZDF leaders at all levels, which took considerable time and effort to satisfactorily resolve. In some cases, outstanding issues still remain. The negative effects observed on the Moral component of NZDF Fighting Power could have been mitigated had NZDF

²⁴ Ibid., 2.

²⁵ Ibid.

²⁶ Ibid.

²⁷ Ibid., 9.

leaders employed a more effective transformational leadership approach to lead and manage the change process. Integrating transformational leadership into the NZDF offers the potential to avoid repetition of the negative outcomes of Total Defence Workforce, as Future 35 and its subordinate change programs are progressively implemented.

Introduction to Transformational Leadership

The concept of transformational leadership will be discussed in chapter 3, where its components, features, and empirical support will all be explored in full detail. An introduction to the approach will, however, be useful at this point in order to help frame the research problem and questions that follow.

James MacGregor Burns first introduced the concept of “transforming” leadership in 1978.²⁸ He defined leadership as consisting of a leader-follower interaction in which leaders induced followers “to act for certain goals that represent the motivations – the wants and needs, the aspirations and expectations—*of both leaders and followers.*”²⁹ Burns further characterizes this interaction as either being transactional, or transformational, in nature. Transactional leadership involves an exchange of valued things between two persons, which could be economic, political or psychological in nature. There is no enduring bond formed between the leader and follower, and no further pursuit of a higher purpose.³⁰ Transforming leadership, in contrast, creates a deeper relationship of engagement between leader and follower in which they raise each other to

²⁸ James MacGregor Burns, *Leadership* (New York: Harper and Row, 1978).

²⁹ *Ibid.*, 19.

³⁰ *Ibid.*, 20.

higher levels of motivation and morality, while working towards a shared higher purpose.³¹ Burns notes that when it comes to transforming leadership, “leaders address themselves to followers’ wants, needs, and other motivations, as well as to their own, and thus they serve as an independent force in changing the makeup of the followers’ motive base through gratifying their motives.”³²

Bernard M. Bass expanded on the work conducted by Burns to further refine the concept of “transforming” leadership, relabeling it “transformational leadership” and investigating the underlying psychological influences that impact on both this and transactional leadership.³³ Bass proposed that a transformational leader could elevate a follower from a lower level of Maslow’s [1954] hierarchy of needs towards the higher goal of self-esteem or self-actualization, thus engaging their full person.³⁴

Transformational leadership is intimately tied to successful organizational change. Eisenbach, Watson, and Pillai first proposed the explicit link between transformational leadership theory and organizational change literature in 1999.³⁵ They asserted that transformational leaders could have a positive effect on organizational change by displaying the right behaviors at the appropriate time in the change process.³⁶ Eisenbach

³¹ Ibid.

³² Ibid.

³³ Bass, *Leadership and Performance*, 14.

³⁴ Ibid.

³⁵ Regina Eisenbach, Kathleen Watson, and Rajnandini Pillai, “Transformational Leadership in the Context of Organizational Change,” *Journal of Organizational Change Management* 12, no. 2 (1999): 80-8.

³⁶ Ibid.

and her fellow scholars also highlighted the importance of the transformational leader in developing and articulating a vision for the future as an important early step for achieving successful organizational change.

Transformational leadership is now more widely acknowledged as an effective approach for leading organizational change. A transformational leader who can clearly articulate a shared organizational vision, lead by example, and motivate their followers to achieve this vision by appealing to their underlying aspirations will be more successful than a leader who simply offers a transactional reward for services rendered. Perhaps in recognition of this fact, the NZDF has already implemented a brief introduction to transformational leadership within its new NZDF Leadership Development Framework; identifying it as a formal approach for organizational-level leadership.

The NZDF Leadership Development Framework

Since 2011, the NZDF has progressively implemented a formal leadership development framework to prepare leaders for their roles at each level of the organization. The NZDF Institute for Leader Development (ILD) is responsible, through the New Zealand Defence College, for executing this framework within the Army, Navy and Air Force as well as for civilian leaders within the NZDF. While this framework will be described in detail in chapter 4, it will be outlined here for the purposes of clarity.

The framework consists of discrete leadership levels, which describe the tasks of leaders and how they must grow as they transition to more complex organizational roles.³⁷ These leadership levels are illustrated in figure 3.

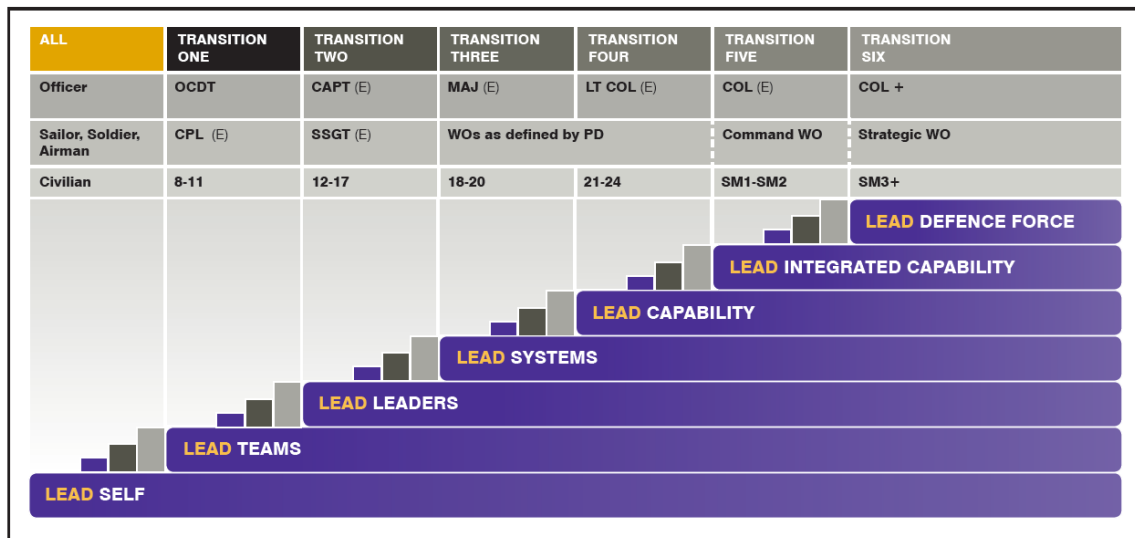


Figure 3. NZDF Leadership Levels

Source: New Zealand Defence Force, *NZDF Lead Capability Transition and Development Guide* (New Zealand Defence Force Institute for Leader Development, 2015), 5.

Commanders and civilian leaders are prepared for the next leadership level through the NZDF Leadership Development System, which utilizes a balanced combination of residential courses known as structured development, guided

³⁷ Summarized from: New Zealand Defence Force, *NZDF Lead Capability Transition and Development Guide* (New Zealand Defence Force Institute for Leader Development, 2015). This is an unclassified document published by the ILD and available to all personnel through the NZDF internal computer network.

development in the workplace, and self-reflection.³⁸ The ILD places equal emphasis on these three components, and there is an expectation that leaders will coach subordinate leaders before, during, and after transition to their new role.³⁹

Transformational leadership is formally introduced to personnel making the transition from Lead Systems to the Lead Capability leadership level. The structured development aspect of Lead Capability consists of a seven-day residential course delivered by the ILD, where students are briefly exposed to the theory of transformational leadership as defined by Bernard Bass.⁴⁰ At the leadership levels below Lead Capability, commanders and civilian leaders are taught to utilize other leadership approaches instead; these include the Functional Leadership Model and the Applied Four Quadrant Model.⁴¹

Problem Statement

The direct and indirect impacts of Total Defence Workforce, as measured in the period immediately following implementation in 2011, serves as a warning for an organization that relies on the trust, will and moral cohesion of its personnel to remain combat effective. While the negative impacts of Total Defence Workforce have largely been mitigated in the four years since its implementation, the Moral component of NZDF Fighting Power was damaged to the extent that overall organizational effectiveness was degraded; at least temporarily. Total Defence Workforce was only the first step in a long-

³⁸ New Zealand Defence Force, *NZDF Lead Capability Transition Guide*, 9.

³⁹ Ibid, 9.

⁴⁰ This lesson is based on a short article written by Bass, which introduces the concept and its subordinate components in broad terms only.

⁴¹ These models will be explained in more detail in chapter 4.

term program of change for the NZDF focused on achieving the vision of Future 35. As the NZDF begins to implement the Future 35 change program and its subordinate initiatives, it cannot afford to create the same second-order effects witnessed during the implementation of Total Defence Workforce.

Primary Research Question

How can transformational leadership best be integrated into the NZDF to support the implementation of Future 35, while also enabling leaders to safeguard the Moral component of NZDF Fighting Power?

Secondary Research Questions

In order to assist in answering the primary research question, this study will address the following secondary research questions:

1. What is transformational leadership, and how does it differ from transactional leadership?
2. Is there a proven connection between transformational leadership and organizational change, and is it effective?
3. What attitudes, behaviors, and actions must leaders exhibit in order to be effective transformational leaders?
4. How can NZDF leaders best be prepared to employ transformational leadership, and how will this preparation nest within the existing NZDF Leadership Development Framework?
5. What recommendations can be made to enable the NZDF to best integrate a transformational leadership approach to support Future 35?

Assumptions

This study assumes that the impacts of previous organizational change initiatives, and their impact on the Moral component of NZDF Fighting Power, will be predictive of future outcomes where variables remain similar. This is assessed to be a valid assumption given the enduring nature of basic human psychology; at least in the timeframes being considered.

It is assumed that the NZDF Leadership Development Framework and System will remain established mechanisms for developing NZDF leaders at all organizational levels. It will therefore remain available to leverage as a means of expanding the role and influence of transformational leadership within the NZDF.

It is also assumed that the research conducted by the NZDF Organisational Research team in measuring the impacts of Total Defence Workforce was scientifically sound. This is assessed to be a reasonable assumption given that the team is a professional research entity utilized for the specific purpose of collecting data relating to the attitudes, perceptions and opinions of NZDF personnel on issues of strategic importance to senior NZDF leaders.

Finally, it is assumed that the Future 35 change initiative, and its subordinate programs, will remain largely extant. However, the results of this study will be applicable to any future organizational change processes; not just Future 35.

Scope and Limitations

The primary scope of this study is to generate a set of conclusions and actionable recommendations that would enable the NZDF to better leverage transformational leadership to support organizational change, and in particular the implementation of

Future 35 and its subordinate programs. It is outside the scope of this study to examine the rationale and development of the Future 35 concept itself. It is assumed that implementation of the goals and intent of Future 35 will remain an NZDF priority; the focus will therefore remain on supporting the success of this process.

There are a number of areas that will be uncovered in the course of this study that could warrant further detailed research. This study, however, will focus solely on those areas most relevant to addressing the primary and secondary research questions. Where areas for future study are identified, these will be noted for future scholars to consider.

Significance of Study

Given previous NZDF experiences with managing complex organizational change, and considering the challenges of implementing Future 35, it is believed that the outcomes of this research will be useful for NZDF leaders. An emphasis on producing actionable recommendations will ensure that this research makes a tangible contribution to addressing future NZDF organizational change challenges.

The results of this research, and the recommendations generated, could also be significant to other military organizations including, the United States Army and other allied forces. The scope of transferability and applicability is yet to be determined.

CHAPTER 2

RESEARCH METHODOLOGY

This study will utilize qualitative methods in order to address the primary and secondary research questions stated in chapter 1.

First, a comparative literature review of transformational leadership concepts will be conducted, to summarize and synthesize the broad existing body of knowledge in transformational leadership. It will seek to distill and present generally accepted current academic thinking on the topic, and will establish the intellectual foundation for understanding how the approach could support organizational change within the NZDF. This review will form the basis of chapter 3, and will address the first three secondary research questions of the study: what defines transformational leadership and differentiates it from transactional leadership, how it links to organizational change, and the specific competencies of transformational leadership that leaders must demonstrate through their behaviors and actions.

Second, a comprehensive analysis of the current NZDF approach to leadership development will be conducted. This will assess how well NZDF develops and sustains transformational leadership across all leadership levels, by measuring existing leadership development practices against selected transformational leadership developmental competencies. It will also examine current NZDF leadership doctrine and leadership approaches, relative to transformational leadership. This analysis will form the basis of chapter 4; it will address the secondary research questions of how NZDF leaders could best be prepared to employ transformational leadership, and how this preparation would nest with existing leadership development practices.

The results of the research and analysis presented in both chapters 3 and 4 will subsequently be distilled and presented as a set of conclusions and actionable recommendations for the NZDF in chapter 5. This will address the final secondary research question, and ultimately the primary research focus of this study.

Where possible, primary research studies from distinguished scholars in the field will be utilized as a starting point for analysis. A broad range of primary studies in transformational leadership exist, and while these are individually important there is value in examining notable meta-analyses to gain a better overall indication of existing correlations and trends. The use of well-designed meta-analyses will also help mitigate the inherent biases in social science studies, and will reduce the temptation to pick specific studies to support pre-determined conclusions.

It is not the intent of this study to develop a new model from first principles for the application of transformational leadership within the NZDF. Leadership models are all based on underlying traits, behavioral approaches, and leader actions; it is on these underlying factors that this study will focus. If it becomes obvious that an existing model not currently used by the NZDF could help support commanders in applying a transformational leadership approach, then this may be noted within the final recommendations.

CHAPTER 3

LITERATURE REVIEW: TRANSFORMATIONAL LEADERSHIP

Leadership is nothing if not linked to collective purpose.
— James MacGregor Burns

Chapter 1 described how the implementation of Total Defence Workforce in 2011 created significant problems relating to personnel retention, engagement, and feelings of member belonging, trust, morale and satisfaction within the NZDF. It highlighted the broader challenge of how the NZDF manages organizational change in the context of preserving the Moral Component of Fighting Power. Movement towards the Future 35 operating concept, and its subordinate milestones, will produce similar challenges for NZDF leaders at all levels. These must be appropriately addressed in order for the organization to remain fully combat effective throughout the change process.

The purpose of this chapter is to explain why and how a transformational leadership approach could positively influence organizational change within the NZDF. It will establish the intellectual foundation from which the specific circumstances of the NZDF will be analyzed in chapter 4. The synthesis developed in this chapter is the product of reviewing a leadership research body of knowledge spanning 35 years, during which time transformational leadership has developed from the kernel of an idea through to the most intensely researched leadership topic today.⁴² Indeed, over the past 30 years,

⁴² Mostafa Sayyadi Ghasabeh, Claudine Soosay, and Carmen Reaiche, “The Emerging Role of Transformational Leadership,” *The Journal of Developing Areas* 49, no. 6 (2015): 463.

transformational leadership has been “the single most studied and debated idea within the field of leadership.”⁴³

The chapter will commence with a brief outline of the growing popularity of transformational leadership theory, from the point of its inception in 1978 through to today. The focus will then shift to explaining how transactional and transformational leadership are interdependent, including introduction of the Model of the Full Range of Leadership. A more in-depth examination of transformational leadership will then follow, which will highlight its unique aspects, its components, its moral factor and its utility in supporting organizational change. Towards the end of the chapter, the empirical evidence supporting the efficacy of transformational and transactional leadership theory will be reviewed. Finally, synthesis of the theory and supporting evidence will be articulated through a summary and series of deductions that will lead into chapter 4.

The Growth of Transformational Leadership Theory

Transformational leadership is one leadership theory among many in circulation today. Over time, however, interest in transformational leadership has steadily grown; perhaps because it has been recognized as a form of leadership at its highest evolution.⁴⁴ Studies of articles published in top academic journals in both 2000 and 2014 concluded that transformational leadership was the most popular area of scholarly leadership

⁴³ Jim Allen McCleskey, “Situational, Transformational, and Transactional Leadership and Leadership Development,” *Journal of Business Studies Quarterly* 5, no. 4 (2014): 120.

⁴⁴ Ghasabeh, Soosay, and Reaiche, 463.

research, when compared to other trait-based, behavior-based, or situational theories.⁴⁵ In the period 2010-2012 alone, 154 articles on transformational leadership were published in ten peer-reviewed academic journals.⁴⁶ The growing depth of research on transformational leadership suggests that this trend will continue and that transformational leadership theory will become increasingly sophisticated.

Transformational leadership is also already known to the NZDF. As noted in chapter 1, all NZDF leaders are briefly exposed to the approach when making the transition from the Lead Systems to Lead Capability levels of leadership within the NZDF Leadership Development Framework. To provide context, Lead Capability roles are generally filled by military personnel of Lieutenant Colonel or Warrant Officer Class I equivalency, and by relatively senior NZDF civilians.⁴⁷ The NZDF has already recognized the relevance and desirability of transformational leadership to some extent, particularly at this leadership level and above. The potential greater utility of the approach within the NZDF will be further analyzed and discussed in chapter 4.

The Relationship Between Transactional and Transformational Leadership

When it was first introduced by James MacGregor Burns in 1978, “transforming leadership” was described as one of two mutually exclusive forms of leadership; the other

⁴⁵ Ibid.

⁴⁶ Ibid.

⁴⁷ Warrant Officer Class I is the most senior rank an enlisted soldier can reach within the NZ Army. For the Air Force and Navy, the equivalent rank is simply known as Warrant Officer. It is the equivalent of an E-9 in the U.S. Army, and is generally found at the Battalion Sergeant Major level and above.

being “transactional leadership”.⁴⁸ These two approaches were viewed as polar opposites on the leadership spectrum; leaders either engaged in one or the other, with no scope for interaction between the two. Through his articulation of transactional and transforming leadership, Burns created a new leadership dichotomy in order to remedy what he perceived to be a situation where no central school or concept of leadership existed.⁴⁹ His new paradigm, which he based on his analysis of successful political leaders such as Martin Luther King and Mahatma Gandhi, created the foundation for the wide body of research that has since followed.

Burns defined transactional leadership as an exchange of valued things between leader and follower.⁵⁰ These “valued things” could be economic, political or psychological in nature, and took place because the interests of both leader and follower were satisfied by virtue of that specific exchange. In essence, the transactional leader motivated their followers by exchanging rewards for services rendered.⁵¹ No deeper bond existed between leader and follower, nor did any motivation for either party to work together for a higher purpose.⁵² No negative connotation was attached to this superficial relationship; both leader and follower could gain positive, satisfying outcomes in many

⁴⁸ Burns, *Leadership*, 19-20.

⁴⁹ Ibid., 3.

⁵⁰ Ibid., 19.

⁵¹ Bernard M. Bass, *Leadership and Performance Beyond Expectations* (New York, NY: The Free Press, 1985), 11.

⁵² Ibid., 20.

circumstances; especially when a higher purpose was not relevant or especially useful, or in simple work situations.

Over time, and through the work of other scholars, transactional leadership was separated into subordinate components that varied in their degree of “activeness”. The most active component is now commonly defined as Contingent Reward, in which leaders openly engage with followers to determine clear performance standards, as well as the rewards that will result if those standards are met.⁵³ Next is Management-by-Exception, in which leaders identify deviances from established standards and then interact with followers through corrective action. This approach can be active or passive in nature, depending on whether the leader actively monitors the work of followers to anticipate and manage problems, or whether they wait passively for deviances to occur with their attendant consequences before taking corrective action.⁵⁴

From 1985, Bernard M. Bass further developed Burns’ ideas of transactional and transforming leadership; broadening them to focus on organizations rather than politicians, researching their component behaviors, and also redefining them as complimentary constructs rather than polar opposites.⁵⁵ He referred to “transforming leadership” as “transformational leadership”; the more familiar term of today. One of Bass’ more important contributions to this theory was his development of a hypothesis of “augmentation”, in which transformational leadership practices enhance rather than

⁵³ Bernard M. Bass and Ronald E. Riggio, *Transformational Leadership*, 2nd ed. (Mahwah, NJ: Lawrence Erlbaum Associates, 2006), 8.

⁵⁴ Ibid.

⁵⁵ Bass, *Leadership and Performance*, 22.

replace transactional ones, to increase follower satisfaction and effectiveness beyond normal performance expectations.⁵⁶ Bass asserted that transformational leadership could not be effective without a functioning transactional relationship between leader and follower.⁵⁷ In 2007, Burns himself admitted that his initial conception of transformational and transactional leadership was overly dichotomized, noting that the connection between the two was stronger than he first led his readers to believe. Rather than being one or the other, effective leaders tend to combine both transactional and transformational leadership in a carefully blended approach in order to achieve optimal results.⁵⁸

The Model of the Full Range of Leadership

Bass' conception of transformational and transactional leadership as complimentary constructs is illustrated through his Model of the Full Range of Leadership, developed in conjunction with Bruce J. Avolio. The model clearly illustrates the perceived activeness and effectiveness of each leadership approach, as well as the optimal frequency combination for a leader to achieve the best results from their followers. It is illustrated in figure 4.

⁵⁶ Bass and Riggio, *Transformational Leadership*, 10.

⁵⁷ Kevin B. Lowe, K. Galen Kroeck, and Nagaraj Sivasubramaniam, "Effectiveness Correlates of Transformational and Transactional Leadership: A Meta-Analytic Review of the MLQ Literature," *The Leadership Quarterly* 7, no. 3 (1996): 385-415.

⁵⁸ Edwin P. Hollander, *Inclusive Leadership: The Essential Leader-Follower Relationship* (New York, NY: Taylor and Francis Group, 2009), 9.

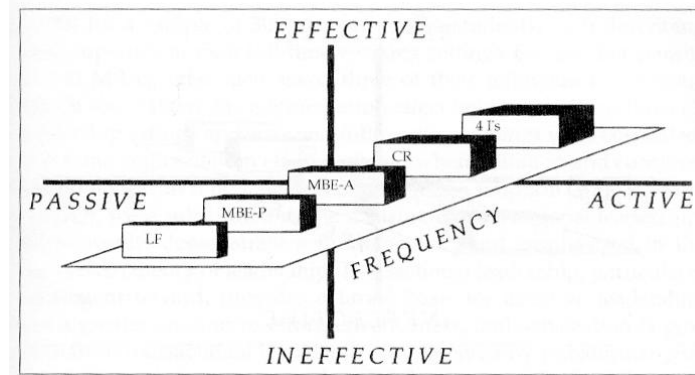


Figure 4. Model of the Full Range of Leadership

Source: Bernard M. Bass and Ronald E. Riggio, *Transformational Leadership*, 2nd ed. (Mahwah, NJ: Lawrence Erlbaum Associates, 2006), 10.

In the Model of the Full Range of Leadership, “4 Is” refers to the components of transformational leadership, which will be described shortly. “CR” refers to Contingent Reward, the highest form of transactional leadership as discussed previously. “MBE” refers to Management-by-Exception, in both its active [A] and passive [P] forms. Lastly, “LF” refers to Laissez-Faire Leadership, which by definition is the most inactive and ineffective according to almost all available leadership research.⁵⁹ It is generally regarded as non-leadership, where leaders avoid making decisions, hesitate in taking action or are absent when needed.⁶⁰ As can be seen by the thickness of each block in the model, Bass and Avolio proposed that the most effective leaders were those who spent most time in the zone of transformational leadership and Contingent Reward, with decreasing

⁵⁹ Bass, *Leadership and Performance*, 8.

⁶⁰ Timothy A. Judge and Ronald F. Piccolo, “Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity,” *Journal of Applied Psychology* 89, no. 5 (2004): 756.

frequency of use as the Laissez-Faire style is approached. In a sub-optimal leader, this profile would be reversed.

An important implication of the Model of the Full Range of Leadership is that the implementation of a transformational leadership approach cannot be conducted in isolation, but must also consider transactional leadership components as part of a blended approach. The empirical evidence presented later in this chapter supports this assertion, and suggests that leaders ignore transactional leadership at their peril when attempting to employ a transformational approach. Having established the context and conceptual linkage between transformational and transactional leadership, attention will now turn to discussing what makes transformational leadership unique, and the components of the approach.

What Differentiates Transformational Leadership?

The unique aspect of transformational leadership is that it goes beyond satisfying the immediate desires of followers as per transactional leadership, by seeking to understand and motivate them towards attaining genuine higher-level needs.⁶¹ In doing so, transformational leaders can fully engage the follower at an emotional level, contributing to the level of intrinsic motivation that will enable them to exceed individual and organizational performance expectations; even if this sometimes means putting aside their own interests.

⁶¹ Bass, *Leadership and Performance*, 14.

The concept of higher-level needs can be best expressed through Maslow's 1954 hierarchy of needs, as shown in figure 5.⁶² Maslow asserted that an individual's needs could be arranged like a pyramid, with overlapping and interdependent layers. The bottom of the pyramid consists of physiological needs, such as sustenance, shelter, and warmth. This is followed on the next level by safety and security, and then by love and affiliation. Only once these levels have been reasonably satisfied can an individual focus on achieving goals related to self-esteem and recognition. The apex of the pyramid consists of self-actualization, where an individual perceives that they have achieved their full potential.⁶³ Research conducted by Maslow in 1943 suggested that in the United States at that time, only 40 percent of individuals had achieved their recognized esteem needs, and only 10 percent their self-actualization needs.⁶⁴ Individuals may not even realize their higher-level needs or potential for growth; it thus becomes an important task of the transformational leader to help individuals build self-awareness of their potential, and to develop intrinsic motivation to transcend their current state.

⁶² Bass, *Leadership and Performance*, 14.

⁶³ Ibid.

⁶⁴ Ibid., 15.



Figure 5. Maslow's Hierarchy of Needs

Source: Abraham H. Maslow, *Motivation and Personality*, 3rd ed. (New York, NY: Longman, 1987).

The process of understanding and motivating followers using their higher-level needs is complex, and requires a deep level of connection and engagement between leader and follower. Initially, the motives and needs of the leader and follower may be separate, and essentially transactional. Over time, as the transformational relationship is developed, the motives of leader and follower become harder to differentiate. A defining characteristic of transformational leadership is that it becomes two-way; an environment of mutual stimulation, trust, and elevation is created as leader and follower work towards the same goals.⁶⁵

Transformational leadership is an exercise in empowerment by the leader, rather than an exercise in power. In empowering followers to recognize and pursue their higher-level needs, leaders seek to develop followers into leaders themselves. While this has

⁶⁵ Burns, *Leadership*, 4.

been found to create tension between the leader and follower, especially if the follower begins to “overtake” the leader, it makes the relationship more participative and democratic in nature.⁶⁶ In time, followers can become self-actualizing, self-regulating and self-controlling; this creates a positive reinforcement loop that begins to function independent of leader input.⁶⁷

This transcendent aspect of transformational leadership is not confined to the follower’s own needs and desires. Research findings suggest that effective transformational leaders can influence followers to transcend their self-interests for the greater needs of the group, organization or country.⁶⁸ This is important for military leaders, as they strive to create an organizational culture in which followers can overcome thoughts of their own personal safety and security in order to achieve the mission or objective. Indeed, the ability to set aside safety and security needs for the interests of the group or mission is a critical requirement in maintaining the will to fight in the face of violence, fear, and adversity.

In light of the two-way relationship between leader and follower, it would be reasonable to assume that both have the same roles and responsibilities. However, this is not the case. The leader must be the initiator of the transformational relationship, taking steps to discern the genuine motives and needs of the follower and establishing

⁶⁶ James MacGregor Burns, *Transforming Leadership: A New Pursuit of Happiness* (New York, NY: Atlantic Monthly Press, 2003), 26.

⁶⁷ Bass, *Leadership and Performance*, 16.

⁶⁸ Examples include Mahatma Gandhi, and John F. Kennedy. See Bass, *Leadership and Performance*, 15.

communication channels for the relationship building that must follow. The leader drives the process, at least to the point where followers evolve to become self-regulating.⁶⁹

The Components of Transformational Leadership

Over time, and through the conduct of research using the Multifactor Leadership Questionnaire (MLQ), generally accepted components of transformational leadership have been identified and refined by notable scholars within the field across multiple generations and nationalities.⁷⁰ They are Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration.

Idealized Influence relates to the personal behaviors and actions of leaders, enabling them to serve as role models for followers. It incorporates the charisma of the leader, in which they display conviction, take stands and appeal to followers at an emotional level.⁷¹ Through role modeling, leaders create in followers a genuine desire to emulate them, both personally and professionally.⁷² Key enablers in establishing Idealized Influence are mutual respect and trust, and leaders must also display the highest levels of moral and ethical conduct as seen through the eyes of the follower.⁷³ It is also

⁶⁹ Burns, *Leadership*, 20.

⁷⁰ MLQ, along with factor studies conducted by other scholars, have enabled the most significant research into transformational leadership since its inception. For a complete explanation of the MLQ and other significant factor studies, see: Bass and Riggio, *Transformational Leadership*, 19-31.

⁷¹ Judge and Piccolo, "Transformational and Transactional Leadership," 755.

⁷² Bass and Riggio, *Transformational Leadership*, 6.

⁷³ The idea that transformational leaders must be morally and ethically sound is tied to the concept of authentic transformational leadership, and is discussed in more detail later.

important to note that Idealized Influence is subject to two interdependent sub-components; how the leader behaves, and how their actions are actually interpreted by followers.⁷⁴ This difference is subtle but important, as it means that leaders must not only consider their identity [how they see themselves], but also their reputation [how others see them].

Inspirational Motivation involves leaders creating a sense of meaning and challenge to their follower's work.⁷⁵ The critical aspect to this is creating a shared vision; one that followers can become genuinely engaged in and enthusiastic about working towards. Leaders support the establishment of a shared vision by behaving in ways that inspire and motivate followers, generating optimism and enthusiasm towards an attractive future state.⁷⁶ The development of the vision should be participative, and leaders must take into account the underlying needs and desires of their followers in order to make the vision as palatable and appealing as possible. Setting high standards of expected performance and expressing realistic personal optimism towards goal accomplishment is also an important role of transformational leaders.⁷⁷

Intellectual Stimulation is the component of transformational leadership through which leaders encourage followers to be innovative and creative.⁷⁸ Creating a climate of learning is important; followers must feel that they can generate and try new ideas

⁷⁴ Bass and Riggio, *Transformational Leadership*, 6.

⁷⁵ Ibid.

⁷⁶ Ibid.

⁷⁷ Judge and Piccolo, "Transformational and Transactional Leadership," 755.

⁷⁸ Bass and Riggio, *Transformational Leadership*, 7.

without fear of humiliation or any other negative repercussion. Ideas that differ from those of the leaders are not dissuaded, but encouraged. By establishing challenging goals, leaders empower followers, creating a feeling of participation and engagement in pursuing the shared vision. Leaders must also be willing to take and share appropriate risks in order to challenge, stimulate, and develop followers.⁷⁹

Individualized Consideration requires transformational leaders to establish a supportive climate of coaching and mentoring, in which each individual within the organization receives personalized attention towards meeting their goals and aspirations.⁸⁰ Communication skills, interpersonal tact, domain knowledge, mental agility, and empathy are important skills the leader must possess in order to discern a follower's authentic goals and genuinely support them. Opportunities for coaching and development are actively sought and exploited by leaders, allowing followers to grow without feeling micro-managed or otherwise unduly pressured.

Authentic and Moral Transformational Leadership

In his initial conception of transformational leadership, James MacGregor Burns asserted that transformational leaders are by definition morally uplifting. Bernard M. Bass initially disagreed with this assessment, arguing that leaders could be “good” or “evil” and still produce the same transformational leadership dynamics.⁸¹ In Bass' mind,

⁷⁹ Judge and Piccolo, “Transformational and Transactional Leadership,” 755.

⁸⁰ Bass and Riggio, *Transformational Leadership*, 7.

⁸¹ *Ibid.*, 13.

an individual such as Adolf Hitler could be considered “transformational” in much the same way as Mahatma Gandhi or Martin Luther King.

Over time, Bass changed his views and came to support the difference between authentic, and inauthentic or pseudo-transformational leaders. Authentic transformational leaders act mostly for reasons that are socialized in nature; they are egalitarian, serve collective interests, and empower others.⁸² Inauthentic or pseudo-transformational leaders, on the other hand, act for personalized reasons. They use their charisma for self-aggrandizement, exploitation, and power. They are not authentic transformational leaders, as they act for the benefit of themselves and not for the best outcomes of their followers. The idea that transformational leadership is contingent on the leadership being authentic and socialized is now commonly accepted, although it is still subject to philosophical debate within some quarters. For the purposes of this study, transformational leaders are defined as intrinsically authentic in nature.

For an authentic transformational leader, the power relationship between leader and follower becomes secondary to the sharing of needs, aspirations and values. There is no coercion or manipulation on the part of the leader to engender followership; instead, followers have options but decide to engage with the leader because they feel that their genuine higher-level needs are being met.⁸³ Leaders act morally by committing themselves to leading the positive change that they have promised through Inspirational Motivation. Leaders then set the moral and ethical standards that followers aspire to

⁸² Ibid.

⁸³ Burns, *Leadership*, 4.

emulate using Idealized Influence. Ultimately, the process of transformational leadership causes both leader and follower to aspire to a higher state of moral and ethical practice.⁸⁴

There is clear danger in leaders establishing high moral or ethical standards and then being perceived as failing to meet them. The implementation of Total Defence Workforce in 2011 provides a good example of the negative impacts on organizational trust, morale, and retention when personnel feel that their leaders have acted in a manner that is misaligned with organizational values. One of the underlying moral values of military organizations is loyalty, and many NZDF personnel felt that the “social contract” between senior leadership and members had been breached due to the way in which personnel were identified and notified for impending release. Idealized Influence was damaged, and the effects were manifested in increased organizational attrition, and in decreased perceptions of trust in senior leadership, organizational commitment, and satisfaction. One deduction from this example is that transformational leaders must not only concern themselves with being authentic and moral, but also must ensure that they are perceived as such by their followers.

Transformational Leadership and Organizational Change

The very nature of transformational leadership links it strongly to organizational change. By definition, organizational change requires transformation. John Kotter asserted that organizational transformation was deceptively difficult, and that a method was required that was able to alter strategies, reengineer processes or improve quality in

⁸⁴ Ibid., 20.

order to address all of the inevitable barriers to change.⁸⁵ The transformational leader can play a pivotal role in this by undertaking actions and behaviors that directly support the change process. Bass asserted that transformational leadership was more likely to naturally emerge in times of stress and change, whereas transactional leadership was more applicable in times of predictability and stability.⁸⁶ The literature also suggests that transformational leadership plays an important role in building the collective confidence or potency of groups to be successful when confronting difficult challenges, such as change.⁸⁷ Furthermore, transformational leaders can enhance cohesion and reduce stress by creating a sense of identity along with a social network of support.⁸⁸ Transactional leaders simply cannot replicate these types of support systems through their relatively superficial interactions with followers.

Using the four components of transformational leadership, leaders recognize the need for change, create a new vision, and then institutionalize the change mechanisms and outcomes.⁸⁹ Transformational leaders also play a critical role in adapting organizational culture; including individual and group identities, leadership structures,

⁸⁵ John P. Kotter, *Leading Change* (Boston, MA: Harvard Business School Press, 1996), 20.

⁸⁶ Bernard M. Bass et al., "Predicting Unit Performance by Assessing Transformational and Transactional Leadership," *Journal of Applied Psychology* 88, no. 2 (2003): 207.

⁸⁷ *Ibid.*, 209.

⁸⁸ Bass and Riggio, *Transformational Leadership*, 79.

⁸⁹ Eisenbach, Watson, and Pillai, "Transformational Leadership," 80-89.

work-group norms, morality, ethics and other underlying organizational beliefs.⁹⁰ They impact not just short-term results, but also long-term thinking within an organization; this helps to ensure the longevity of the transformation or innovation they have facilitated.

Using Inspirational Motivation, the transformational leader creates an appealing and attractive vision of what the organization should become, taking into account the underlying needs and values of stakeholders through a participative approach.⁹¹ The leader then motivates followers by appealing to their desires for personal growth and achievement, setting challenging milestones through the mechanism of Intellectual Stimulation. The process of Individualized Consideration assists in identifying and supporting follower needs and desires, and neutralizes some of the organizational resistance and cynicism that inevitably accompanies change.⁹² It also helps to create the “safe” environment in which followers feel empowered to think creatively and innovatively. Throughout, the leader role models using Idealized Influence in order to further enhance motivation and emotional engagement, as well as to maintain trust and respect between the leader and followers.

Organizational change usually involves significant challenges; magnified by the fact that organizations are often still required to deliver “business as usual” outputs without interruption while attempting to transform. In the case of Total Defence Workforce, expectations of NZDF output, including overseas operational commitments, remained extant despite the additional stress and workload pressure created by the change

⁹⁰ Bass, *Leadership and Performance*, 24.

⁹¹ Eisenbach, Watson, and Pillai, “Transformational Leadership,” 80-89.

⁹² Ibid.

process. By fostering intrinsic motivation within followers to transcend their self-interests and deliver exceptional outputs in pursuit of a shared vision, transformational leaders can help mitigate the resourcing gap between delivering current outputs and implementing effective organizational change. In other words, followers become so personally invested that they are willing to sacrifice their own needs to a much greater degree in order to support organizational success.

The Efficacy of Transformational and Transactional Leadership

Much has been written so far in this chapter about how transformational and transactional leadership approaches are defined, and how their use will theoretically support the accomplishment of organizational change objectives. The growing depth of empirical evidence that supports these assertions will now be examined.

One of the early challenges for transformational leadership was that it was born into a confusing and broad field of conceptually weak leadership theory that generally lacked strong empirical support.⁹³ Bass attempted to add quantitative depth to transformational leadership theory through the development of the MLQ in 1985, but by 1989 research into the concept was still in its early stages.⁹⁴ The MLQ continued to be refined, and by 1996 it had become the primary quantitative instrument to measure the

⁹³ Gary Yukl, "Managerial Leadership: A Review of Theory and Research," *Journal of Management* 15, no. 2 (1989): 253.

⁹⁴ Ibid.

transformational leadership construct; having been used in over 75 studies up to that point in a wide range of organizational contexts.⁹⁵

As interest in transformational leadership grew, the number of studies devoted to it from the mid-1990s steadily increased. With this increase in interest also came more rigorous research designs, and a broader range of authors who brought different perspectives to the field.⁹⁶ The MLQ continued to be developed, resulting in the substantially revised MLQ (5X) version still popular today.⁹⁷ While the MLQ remains the predominant tool for assessing transformational leadership effectiveness, other methods have been developed that add depth to the field. These include interviews and observational methods, as well as other quantitative methods such as the Transformational Leadership Behavior Inventory developed by Podsakoff, MacKenzie, Moorman, and Fetter in 1990.⁹⁸ Future research into transformational leadership will benefit from being able to draw on a broader range of robust alternate methodologies. In the meantime the MLQ (5X), despite its critics and limitations, continues to produce data that validates well across most academic studies.

As the number of primary studies in transformational leadership has increased, the use of meta-analysis has helped assess the broad validity of the approach and mitigate some of the intrinsic problems with social science primary research. Meta-analysis exposes trends across many different studies, helping to transcend the biases of individual

⁹⁵ Lowe, Kroeck, and Sivasubramaniam, “Effectiveness Correlates,” 385-415.

⁹⁶ Judge and Piccolo, “Transformational and Transactional Leadership,” 762.

⁹⁷ Bass and Riggio, *Transformational Leadership*, 21.

⁹⁸ *Ibid.*, 29.

research designs, and also aiding researchers in resisting the temptation to selectively utilize studies that support their specific hypotheses. Over the past 35 years and as the breadth of research data has grown, the “forest has emerged through the trees” in broadly understanding the effects of transformational leadership.

The literature reveals that a positive link has been established between transformational leadership as a global construct, and improvements across most measured organizational performance criteria. An important meta-analysis conducted by Lowe, Kroeck, and Sivasubramaniam in 1996 measured the mean corrected correlation coefficients between leader effectiveness and the components of transformational leadership across 22 published studies.⁹⁹ The results ranged from 0.71 for Charisma (now considered separately as Idealized Influence and Inspirational Motivation) down to 0.60 for Intellectual Stimulation; moderate to strong correlations in both cases.¹⁰⁰ Interestingly, Contingent Reward also displayed a more moderate correlation coefficient of 0.41, supporting the utility of transactional leadership as part of a blended approach. It was also discovered that correlations with at least two transformational leadership components were higher for lower-level leaders than for higher-level ones; this was

⁹⁹ Lowe, Kroeck, and Sivasubramaniam, “Effectiveness Correlates”, 385-415. In conducting their analysis, studies were weighted according to their sample size as well as other criteria. Reliability data for some of the reporting studies was not recorded, and in these instances correction for attenuation due to unreliability was performed across all studies using an artifact distribution technique provided by Hunter and Schmidt (1990).

¹⁰⁰ For all of the positive correlation coefficients quoted in this study, a value of 0–0.3 indicates weak correlation, 0.3–0.7 indicates moderate correlation, and >0.7 indicates a strong correlation. These interpretations are in general accordance with most social science research studies.

surprising at the time and has noteworthy implications for the level at which transformational leadership is applied within an organization.

In 2004, a further meta-analysis conducted by Judge and Piccolo examined the relative validity of transformational and transactional leadership.¹⁰¹ Their analysis revealed a weaker but still moderate mean correlation coefficient between transformational leadership and leader effectiveness of 0.44. Contingent Reward was close behind, at a moderate 0.39. One possible reason for the lower correlation is that in the years between the 1996 and 2004, the number of primary studies into transformational leadership had significantly increased, along with the robustness of research designs and range of authors.¹⁰² With these improvements came a greater degree of accuracy and perhaps a balancing of the optimistic findings of the original scholars. That being said, the measured correlations were still very significant from a statistical perspective. Despite the closeness of results between transformational leadership and Contingent Reward, it was found on further investigation that transformational leadership fared better in studies that used stronger research designs.¹⁰³ Contingent Reward also rated higher in business organizations, possibly because leaders in those environments were more willing and able to offer tangible rewards to followers in exchange for meeting agreed performance standards.¹⁰⁴

¹⁰¹ Judge and Piccolo, "Transformational and Transactional Leadership," 755-768.

¹⁰² Ibid., 762.

¹⁰³ Ibid., 763.

¹⁰⁴ Ibid.

As of the late 2000s, five notable meta-analyses of transformational leadership studies had been conducted. In 2011, Wang, Oh, Courtright, and Colbert conducted an overarching analysis of these meta-analyses that encompassed 113 primary studies.¹⁰⁵ They discovered that while transformational leadership is effective in improving follower performance in task, contextual and creative outputs, it proved best at improving contextual performance.¹⁰⁶ Here, task performance is defined as in-role, or “business as usual” outputs. Contextual performance is defined as “out-of-role” outputs, and also encompasses broader organizational citizenship behaviors. Transformational leadership was found to be most effective at the team level for all three of the output types, augmenting transactional leadership at this level and at the individual level for contextual outputs. Critically, it was found that transactional leadership [Contingent Reward] was a better predictor of performance at the individual task [in-role] level.¹⁰⁷

These results support Bass’ assertion that transformational leadership enables followers to perform beyond expectations by building on the foundation of transactional leadership rather than by displacing it.¹⁰⁸ Contingent Reward cannot be discarded in favor of transformational leadership without decreasing performance in some contexts at the individual and team level.

¹⁰⁵ Gang Wang et al., “Transformational Leadership and Performance Across Criteria and Levels: A Meta-Analytic Review of 25 Years of Research,” *Group and Organization Management* 36, no. 2 (2011): 223-270.

¹⁰⁶ Ibid., 249.

¹⁰⁷ Ibid.

¹⁰⁸ Ibid.

Overall, research evidence suggests that while transformational leadership consistently correlates positively to leader effectiveness and follower performance in a statistically significant way, the scale of the positive influence remains unclear. It is likely that a considerable number of variables, both known and unknown, affect the efficacy of transformational leadership approaches and that the type of organization and context are important factors.

While the impact of transformational leadership as an overall construct is positive, evidence suggests that each component of transformational leadership has different effects on follower attitudes and behaviors. It is important to examine some of these more notable findings in order to inform how a transformational leadership approach could be best employed in the NZDF.

Some research studies indicate that Intellectual Stimulation may amplify overall performance, but may also have negative impacts on trust and satisfaction within an organization.¹⁰⁹ By creating a stimulating environment of challenge for followers, leaders may also inadvertently create ambiguity, conflict, and stress. Similarly, the setting of high performance expectations during the process of Inspirational Motivation may also have negative implications for trust, especially in circumstances where leaders failed to express adequate confidence in the ability of their followers to meet those expectations.¹¹⁰ While these results alone should not dissuade leaders from employing transformational leadership, they should be considered when designing an approach. This

¹⁰⁹ Philip M. Podsakoff et al., “Transformational Leader Behaviors and Their Effect on Followers’ Trust in Leader, Satisfaction, and Organizational Citizenship Behaviors,” *Leadership Quarterly* 1, no. 2 (1990): 135.

¹¹⁰ *Ibid.*, 136.

is especially true when implementing organizational change; a process that naturally creates a degree of ambiguity, conflict and psychological strain.

Individualized Consideration appears to be a particularly important determinant of employee attitudes, perceptions and behaviors. It was generally found to decrease role conflict, and increase satisfaction, trust, task performance, and conscientiousness.¹¹¹ The critical aspect of Inspirational Motivation; establishing a shared vision, was found to be linked to satisfaction and organizational commitment. It did not however increase trust.¹¹² The role modeling inherent in Idealized Influence has also been found to increase trust and satisfaction, while decreasing follower perceptions of role conflict.¹¹³

Personality, Emotional Intelligence, and Transformational Leadership

A persistent question relating to transformational leadership is whether it is a trait-based, or behavior-based approach. This distinction is important, as it influences whether transformational leaders can potentially be trained and developed independent of personality, or whether they must be born and raised with the requisite traits in order to be capable of true effectiveness. In general, research evidence suggests that the former is the case.¹¹⁴

¹¹¹ Philip M. Podsakoff, Scott B. MacKenzie, and William H. Bommer, "Transformational Leader Behaviors and Substitutes for Leadership as Determinants of Employee Satisfaction, Commitment, Trust, and Organizational Citizenship Behaviors," *Journal of Management* 22, no. 2 (1996): 290.

¹¹² Ibid.

¹¹³ Ibid.

¹¹⁴ Bass and Riggio, *Transformational Leadership*, 79.

One of the most popular and widely recognized methods of framing personality is the Big Five model, which divides personality into the traits of extraversion, neuroticism, openness to experience, agreeableness, and conscientiousness.¹¹⁵ Numerous studies have established significant linkages between positive personality traits and overall leadership effectiveness, and emergence.¹¹⁶ For example, evidence suggests that extraverts are more likely to emerge as leaders in group settings.¹¹⁷ Conversely, individuals who possess a high level of neuroticism are more likely to suffer low self-esteem, which can in turn influence their willingness to adopt leadership roles and be inspirational to their followers.¹¹⁸

It may seem logical to assume that these personality traits, which have an impact on overall perceptions of leadership effectiveness and emergence, will also have a significant impact on the efficacy of transformational leaders. Recent studies, however, suggest otherwise. In their 2004 meta-analysis, Joyce Bono and Timothy Judge examined 26 independent studies of the Big Five traits and their relationship with transformational as well as transactional leadership.¹¹⁹ Their hypotheses were that high levels of extraversion, openness to experience, agreeableness and conscientiousness would

¹¹⁵ Joyce E. Bono and Timothy A. Judge, "Personality and Transformational and Transactional Leadership: A Meta-Analysis," *Journal of Applied Psychology* 89, no. 5 (2004): 902-903.

¹¹⁶ *Ibid.*, 901.

¹¹⁷ Bass and Riggio, *Transformational Leadership*, 168.

¹¹⁸ Bono and Judge, "Personality and Transformational and Transactional Leadership," 902.

¹¹⁹ *Ibid.*, 901-910.

positively correlate strongly to the various components of transformational leadership. Bono and Judge instead found that overall, relatively weak positive correlations existed between the identified traits, and transformational leadership effectiveness.¹²⁰ The strongest of the correlations was a moderate 0.34 between the Big Five taken as a whole, and Charisma. In this study, Charisma was defined as the combination of Idealized Influence and Inspirational Motivation. A correlation coefficient between extraversion and transformational leadership of 0.24 was also noted; this is weak and suggests that while extraversion has a positive influence, it is not a critical predictor of success.¹²¹

These results are heartening to scholars who believe that effective transformational leaders can be taught and developed. Transformational leadership may be less trait-based than initially believed, and the already weak relationship between effective transformational leaders and personality traits may be further moderated through the conduct of effective leadership development.¹²²

Extensive primary research conducted by Jim Collins, and published in his book *Good to Great*, further strengthens the case that high levels of extraversion are not a prerequisite for success as a transformational leader.¹²³ Collins describes transformational leaders who build enduring greatness in their organizations as “Level 5 Leaders”, and notes that they are more frequently individuals who combine extreme personal humility

¹²⁰ Ibid., 906.

¹²¹ Ibid., 908.

¹²² Bono and Judge, “Personality and Transformational and Transactional Leadership,” 906.

¹²³ Jim Collins, *Good to Great* (London, UK: Random House Business Books, 2001).

with intense professional will. They still possess ambition, but it is directed the benefit of the organization and not themselves.¹²⁴ Thus, the better predicator of success is not whether a leader is extraverted, but rather whether they can genuinely transcend their own personal interests for the good of the team and organization; in other words, leading in a socialized rather than personalized fashion. Possessing the determination to see a vision through to fruition is also critically important. These behaviors can be exhibited by leaders of both the introverted and extroverted persuasion.

The research conducted by Bono and Judge on Big Five personality traits and transformational leadership, and their findings, may have refocused academic interest on the influence of Emotional Intelligence (EI). EI is defined in numerous different ways, but one good definition is “the set of abilities (verbal and non-verbal) that enable a person to generate, recognize, express, understand, and evaluate their own and others’ emotions in order to guide thinking and action that successfully cope with environmental demands and pressures.”¹²⁵ It includes skills such as empathy, self-confidence, self-awareness and transparency. A number of scholars have hypothesized that if personality does not strongly influence transformational leadership, then perhaps EI does.¹²⁶ A thorough meta-analysis conducted by P.D. Harms and Marcus Credé in 2010 assessed the relationship between EI and transformational leadership by examining 63 primary studies. Their results were similar to those that examined the link with Big Five personality traits; the

¹²⁴ Ibid., 21.

¹²⁵ P. D. Harms and Marcus Credé, “Emotional Intelligence and Transformational and Transactional Leadership: A Meta-Analysis,” *Journal of Leadership and Organizational Studies* 17, no. 1 (2010): 6.

¹²⁶ Ibid., 5.

correlation was only weakly positive, and much less significant than originally hypothesized.¹²⁷

While the links between personality, EI, and transformational leadership effectiveness are much weaker than originally thought, the correlations show that they cannot be discounted entirely. The presence of certain personality traits, such as extreme introversion, neuroticism, selfishness, cruelty, or close-mindedness, will severely hinder individuals in exercising effective leadership of any sort. For example, research conducted by Ross and Offerman in 1997 found a strong negative correlation between transformational leadership and the traits of criticalness and aggression.¹²⁸ Conversely, leaders who demonstrate natural extraversion and empathy may find it easier than natural introverts to inspire and connect with their subordinates, as they tend to be more socially oriented. The key deduction is that personality alone is not a critical predictor of success. This has important implications for assessing how transformational leadership could best be taught and developed within the NZDF, as it focuses attention on training and development methodologies rather than using personality as a strict filter for selecting the right individuals for leadership roles. It opens the door to a competency-based, rather than trait-based approach, for developing and selecting transformational leaders.

¹²⁷ Ibid., 12.

¹²⁸ Bass and Riggio, *Transformational Leadership*, 175.

Summary and Synthesis

The chapter has sought to establish an intellectual understanding of transformational leadership, and its component factors, in addition to considering its place in relation to transactional leadership and the Model of the Full Range of Leadership. By examining transformational leadership theory, and supporting research evidence, a firm foundation has been established to thoroughly analyze the NZDF situation.

Examination of 35 years of transformational leadership research has yielded some important deductions that will be carried forward into chapter 4. Firstly, transformational leadership is effective, but the scale of its positive influence on follower attitudes and behaviors remains open to debate. NZDF leaders should be confident in using the approach to support exceptional performance and organizational change, but must continually assess its efficacy and be prepared to adapt their techniques to suit the unique circumstances found within the organization.

Secondly, transformational leadership cannot be considered in isolation, but rather must be applied to augment transactional effects in order to achieve the best outcomes. Transactional leadership forms an important foundation, and in particular the positive influence of Contingent Reward cannot be ignored at the individual task [in-role] level. From a conceptual perspective, the Model of the Full Range of Leadership articulates how a blended approach could be employed by NZDF leaders.

Thirdly, transformational leadership is effective across the individual, team and organizational levels, and is possibly more effective at lower levels within an organization. The employment of a transformational approach should therefore not be

solely confined to organizational-level leaders. It could be argued that transformational leadership is most important at the middle to lower-levels of the NZDF, as leaders at those levels will have more interaction with a broader cross-section of the organization and therefore be better positioned to influence the actual execution of change within units and departments. Mid-level leaders are also more likely to be the ones to take strategic direction and convert it to operational or tactical goals that are understandable and actionable at the lower levels of the NZDF.

Fourth, the components of transformational leadership each differ in their efficacy, especially in the context of supporting organizational change. Careful consideration must be given to how much weight is placed on each component, in order to harness the benefits while mitigating the possible negative effects on trust and general satisfaction among followers. The possible “doubled edged” nature of some components of transformational leadership provides further reason to utilize a blended leadership approach. It also highlights the importance of understanding and judging the right time and place to employ transformational leadership techniques within an organization.

Lastly, transformational leadership effectiveness does not hinge exclusively on the traits or EI of the leaders themselves. A weak correlation exists between the Big Five personality traits, EI, and effective transformational leadership. This implies that the NZDF could gain significant benefit by focusing on improving leadership development practices, and can indeed develop more effective transformational leaders regardless of their core personality traits.

It is clear that effective transformational leadership could result in positive benefits for the NZDF in supporting implementation of Future 35 and its subordinate

initiatives. The types of negative outcomes that emerged from Total Defence Workforce, including decreases in personnel retention, engagement, trust, morale, and satisfaction, can be mitigated using a transformational approach. Chapter 4 will examine the NZDF situation in detail, and will analyze how transformational leadership could best be employed to support the implementation of Future 35, while protecting the Moral component of NZDF Fighting Power.

CHAPTER 4

ANALYSIS: TRANSFORMATIONAL LEADERSHIP WITHIN THE NZDF

The most dangerous leadership myth is that leaders are born – that there is a genetic factor to leadership. That’s nonsense; in fact, the opposite is true. Leaders are made rather than born.

— Warren Bennis

Chapter 1 provided a description of the challenge facing the NZDF as it pursues its Future 35 vision over coming years. An examination of the implementation of Total Defence Workforce highlighted the negative effects of complex organizational change on NZDF personnel, exposing a possible weakness that needs to be addressed to ensure the success of Future 35 and other change initiatives. Chapter 3 then examined transformational leadership, from its inception through to its increasing popularity and recognition as a tool to support organizational change. The purpose of this chapter is to build on the intellectual foundation already established; analyzing how a transformational leadership approach could best be employed by the NZDF to support the implementation of Future 35 and other organizational change initiatives. This chapter will lead to a set of actionable recommendations in chapter 5 that can be considered and selectively implemented by the NZDF.

Method of Analysis

Analysis will focus on how the NZDF could best employ transformational leadership to support the implementation of Future 35. It will be conducted primarily by examining how well the current NZDF approach to leadership development supports the generation and sustainment of transformational leaders. Six foundational transformational

leadership competencies will be selected, in order to form an appropriate baseline for assessment. The outcome of this chapter will be a clear understanding of the strengths and weaknesses of the current NZDF approach to transformational leadership, including any significant deficiencies. The insights generated through this analysis, along with the research evidence presented in chapter 3, will then inform the conclusions and recommendations for the NZDF that will be presented in chapter 5.

The NZDF Leadership Development Framework was briefly introduced in chapter 1. It has established a common approach to leader development for all NZDF personnel, and provides an important mechanism for leader development that will have a significant influence on how transformational leadership competency is grown, sustained, and applied. Due to its significance, the NZDF Leadership Development Framework will be reviewed in detail before commencing the primary analysis.

The NZDF Leadership Development Framework

Since 2011, the NZDF has continually developed and employed a formal leadership development framework that identifies specific leadership levels and their associated developmental requirements.¹²⁹ The framework consists of discrete leadership levels, a development system consisting of three separate activities, and a detailed behavioral framework for expressing competency requirements at each leadership level.

¹²⁹ The NZDF Institute for Leader Development was established by a Chief of Defence Force Directive in 2011 to develop a common leadership framework for all of the NZDF. Work on an NZ Army framework had been undertaken since approximately 2007, and this was used as a conceptual springboard to broaden and develop the NZDF version.

NZDF Leadership Levels

The Leadership Development Framework breaks NZDF leadership into seven levels, based on the different leadership competencies that are required as personnel advance in their career. It includes all uniformed ranks, as well as equivalent defense civilian leaders. The use of discrete leadership levels recognizes that the style and behaviors that work for a leader at one level of the organization may be obsolete or even counterproductive at the next. The NZDF Leadership Levels are reproduced in figure 6.

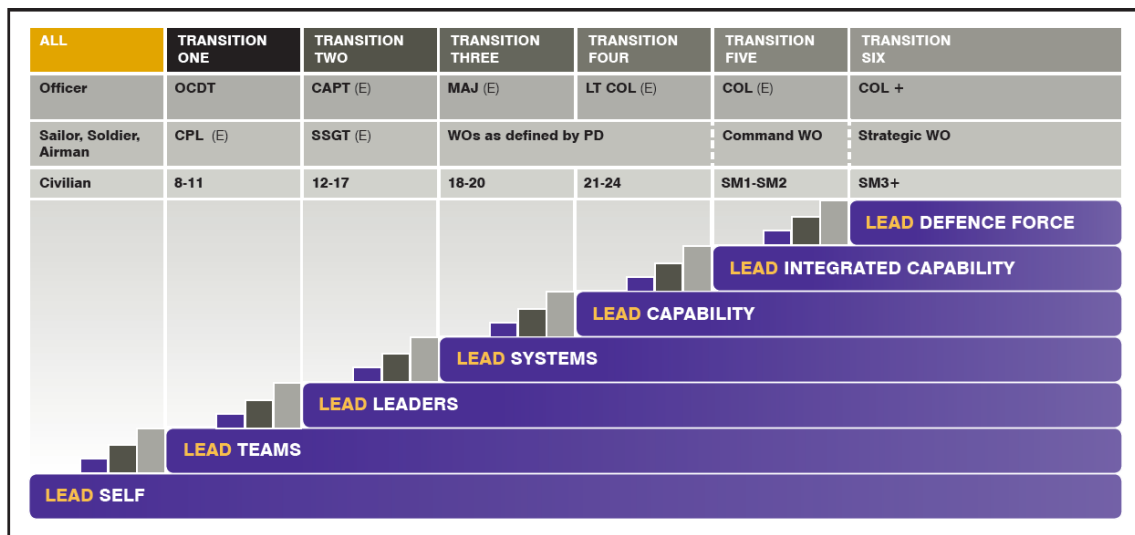


Figure 6. NZDF Leadership Levels

Source: New Zealand Defence Force, *NZDF Lead Capability Transition and Development Guide* (New Zealand Defence Force Institute for Leader Development, 2015), 5.

While the NZDF Leadership Levels are associated with specific rank brackets, the system is flexible and focuses more on leadership position than rank. For example, if a Major equivalent is appointed to a staff role at the Lead Capability level, they will be

supported in developing those higher competencies. This flexibility recognizes that matching rank and role responsibility is not an exact science.

NZDF Leadership Development System

The NZDF Leadership Development System supports the Leadership Development Framework by providing a conceptual map for how an individual progresses from preparing for greater responsibility, to making a promotion transition, and finally to consolidating their new skills at the next leadership level. The Leadership Development System is illustrated in figure 7.

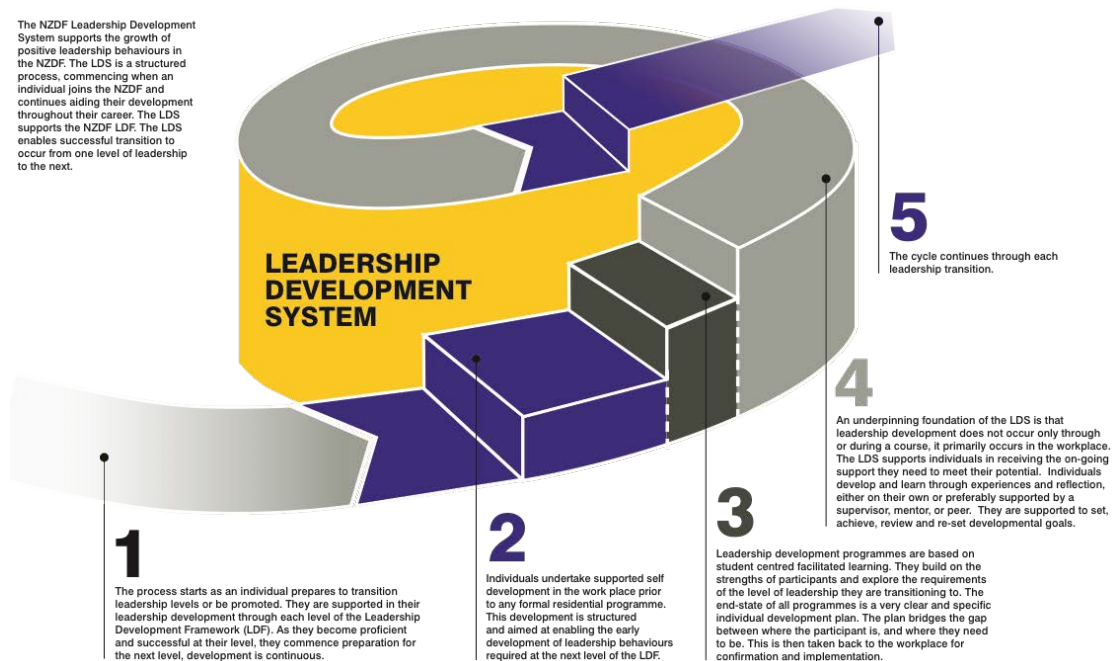


Figure 7. NZDF Leadership Development System

Source: New Zealand Defence Force, *NZDF Leadership Development System Poster* (New Zealand Defence Force Institute for Leader Development, 2014).

The Leadership Development System consists of three equally important activities:

1. Structured development: NZDF leaders attend compulsory residential courses in preparation for the next leadership level. The NZDF Institute for Leader Development (ILD) delivers these courses at the Lead Systems level and above; they range from seven to eight days in duration. Single-service leadership schools deliver the Lead Teams and Lead Leaders courses over five days, often embedded as part of service promotion courses.¹³⁰ Technical control of course syllabi is retained by the ILD at all levels.
2. Guided development: leaders are coached and developed by their immediate superior in the workplace in accordance with the competency requirements of their particular leadership level. In order to support this process, leaders are issued a development guide. They also compile a leadership development plan, which is discussed with their superior and used as a foundational tool for coaching in conjunction with standard performance reporting mechanisms.
3. Self-Development: the Leadership Development System places significant emphasis on self-reflection, assessment, reading, conversations with colleagues and other informal self-directed development activities.

¹³⁰ For the NZ Army, the Army Leadership Centre based in Christchurch delivers both the Lead Teams and Lead Leaders courses embedded as components of the JNCO and SNCO promotion courses respectively. Personnel received Lead Self training during their initial recruit training across all three services. The Royal NZ Navy leadership school is the Leadership Development Group based in Auckland, while the Royal NZ Air Force maintain the Command and Recruit Training Squadron based in Blenheim. The latter two schools have integrated Lead Teams and Lead Leader courses into their curriculum.

Key Elements and Essential Key Tasks

The Leadership Development Framework is based on a series of behavioral competencies that leaders must master and implement in accordance with their leadership level. To begin with, the framework is broken down into six key elements that serve to group behavioral competencies together across all leadership levels. These key elements are shown in figure 8.



Figure 8. Leadership Framework Key Elements

Source: New Zealand Defence Force, *NZDF Leadership Development Framework Poster* (New Zealand Defence Force Institute for Leader Development, 2012).

The six key elements of the Leadership Development Framework provide an overarching structure for 27 separate essential key tasks, with each key element containing three to five essential key tasks. While these tasks are common across all seven NZDF leadership levels, an individual's contribution to a particular task is dependent on their current leadership level.

Implications

The Leadership Development Framework now provides a common leadership development structure for the entire NZDF; one that will drive individual leadership development across all rank groups and leadership levels according to commonly adopted developmental systems and competencies. Analysis will now determine whether it also provides a useful framework for the development and sustainment of transformational leadership competencies.

Generating and Sustaining Transformational Leadership Competency in the NZDF

Individual training, education, and on-going development form an important part of generating and sustaining competent transformational leaders within the NZDF. Analysis will therefore primarily focus on how the new NZDF Leadership Development Framework and System supports these areas as personnel progress through their careers. The current state of NZDF leadership doctrine and leadership approaches will also be considered, in the context of how well they support the new framework and transformational leadership.

Individual Training, Education and Development

Skill/Competency Requirements

Research evidence presented in chapter 3 suggested that individual personality traits have less of an impact on transformational leadership effectiveness than originally hypothesized by leadership scholars. Although some personality traits are advantageous, all leaders within the NZDF are theoretically capable of developing behaviors and skills that will enable them to employ a more effective transformational leadership approach.

Bernard Bass and Ronald Riggio proposed a robust series of behavioral competencies that must be developed to support effective transformational leadership, based primarily on the work of Conger, Benjamin, and Kanungo.¹³¹ These competencies provide a useful baseline for this study. In summary, they are:

1. Critical evaluation and problem detection. The capacity to think critically is necessary for leaders in a learning organization. This is particularly true in managing organizational change, where a range of expected and unforeseen problems will create obstacles to success. Within the NZDF, problems will appear at all levels during the implementation of Future 35. Leaders must be capable of recognizing and addressing these problems to make tangible progress, while concurrently minimizing possible negative impacts on personnel and operational effectiveness. This is related to the transformational leadership element of Intellectual Stimulation.
2. Envisioning. The ability to think creatively compliments critical thinking and problem solving. For problems at their particular level, NZDF leaders must be capable of developing creative and innovative solutions. Creativity helps to overcome resource constraints, by encouraging novel approaches to solving complex problems. It also enables commanders to develop a concept for a future state that is desirable, and inspirational to subordinates. This is important for the transformational leadership elements of Inspirational Motivation, and Intellectual Stimulation.

¹³¹ Bass and Riggio, *Transformational Leadership*, 150-151.

3. The communication skills to articulate a vision. In addition to developing an appealing vision for the future, leaders must communicate effectively to inspire their subordinates and generate intrinsic motivation towards achieving shared goals. Communication must be tailored to the audience, based on an understanding of their perceptions and desires. These skills support the transformational leadership elements of Idealized Influence, Inspirational Motivation, and Individualized Consideration.
4. Impression management. A foundational aspect of transformational leadership is Idealized Influence. Leaders must understand how to use their appearance, behavior, and actions to maximize influence on subordinates and to establish the conditions for mutual trust and respect. Impression management does not imply that leaders must pretend to be someone who they are not. Transformational leaders must be genuine; impression management is the skill of taking fleeting opportunities to communicate authenticity, rather than premeditated actions to create an illusion of it.
5. How and when to empower followers. Leaders must develop the skill of knowing when to communicate high performance expectations, when to challenge subordinates, how to remove barriers to success, and how to reward subordinates who perform well. As noted in chapter 3, Inspirational Motivation and Intellectual Stimulation have the potential to create negative effects on trust, morale, and team stability in certain circumstances. Leaders must empower subordinates to achieve challenging goals by expressing confidence

in their abilities, but must also recognize when organizational tempo may not be conducive to stretching subordinates further than necessary.

6. Emotional Intelligence (EI). The positive correlation between high EI and effective transformational leadership is weak but cannot be discounted.¹³² The development of empathy can assist a transformational leader in a number of respects. First, it supports effective communication by helping a leader accurately understand their audience and tailor their message appropriately. Second, it assists in building trust with subordinates through genuine engagement while also supporting leader insight into genuine follower needs and aspirations.¹³³ Third, empathy assists leaders in considering the second and third order effects of their decisions on personnel, and helps to ensure that these decisions are aligned with organizational culture.¹³⁴ Lastly, empathy may have a moderating influence on leader introversion, meaning that introverted leaders may especially benefit from developing higher levels of empathy to balance their other personality traits. The other facet of EI that is critical to effective transformational leadership is self-awareness. Self-awareness supports impression management by helping leaders gain an accurate

¹³² A weak positive correlation is defined as having a coefficient 0–0.3. From a statistical perspective, a weak correlation still carries significance. It therefore cannot be dismissed as having no effect on the variable in question.

¹³³ Bass and Riggio, *Transformational Leadership*, 173.

¹³⁴ One of the explicit criticisms of Total Defence Workforce was that leaders failed to demonstrate empathy in considering the mechanisms of implementation, especially in relation to how the letters to personnel were framed. This resulted in damaged perceptions of senior leader loyalty, trustworthiness, and genuine engagement. Refer to chapter 1 for more detail.

understanding of both their personal identity and external reputation. It is a key driver in undertaking focused and effective leadership self-development.

This list of six competencies provides a good baseline against which existing NZDF individual training and development practices will be assessed. The primary sources for this analysis were the Leadership Development Framework outline documents generated by the ILD and Headquarters NZDF, as well as the residential course syllabi, workbooks, and developmental guides for each leadership level. Additionally, explanatory material was drawn directly from the unclassified NZDF Human Resources Toolkit, which is available to all NZDF personnel through the internal computer network. Where confusion existed regarding specific aspects of course syllabi, the ILD Research Officer, Development Officer, and course facilitators were contacted directly via email for clarification.¹³⁵

Each component of the Leadership Development System will be examined in turn: structured development, guided development, and self-development.

Structured Development

Critical Evaluation and Problem Detection

NZDF leaders are trained in this competency primarily through the Leadership Development Framework key element of Think Smart. Think Smart, and its subordinate essential key tasks, are depicted in figure 9.

¹³⁵ At the time of writing, the ILD Research Officer was Wing Commander Mark Brewer, RNZAF. The ILD Development Officer was Mr. Shanon Stallard.



Figure 9. Think Smart and Subordinate Essential Key Tasks

Source: New Zealand Defence Force, *NZDF Leadership Development Framework Poster* (New Zealand Defence Force Institute for Leader Development, 2012).

As individuals complete each successive residential course during their career, they are exposed to increasingly complex critical thinking and decision-making concepts. At the Lead Self level, personnel are expected to consider the consequences of their decisions, understand their frame of reference, recognize the difference between rational and intuitive decision-making, and ask questions to clarify perspective and share understanding. During progression upwards through the Lead Teams, Lead Leaders and Lead Systems levels, personnel are increasingly expected to deal with complexity, consider problems from a range of different perspectives, utilize critical thinking tools, consider cause and effect, explore different mental models, devote time to analysis, identify underlying assumptions, and employ advanced decision-making tools. By the

time personnel reach the Lead Capability, Lead Integrated Systems, and Lead Defence levels, they are expected to consider problems from a complex systems perspective as well as effectively manage high levels of ambiguity. Importantly, senior leaders are also taught to consider change from a systems perspective; developing solutions to problems while also considering the second and third order effects of their decisions.

Leaders are taught a range of tools through the various leadership levels that support critical thinking and problem solving. A tool for understanding frames of reference called the Ladder of Inference is introduced at the Lead Self level, and is highlighted at each successive level.¹³⁶ At the Lead Leaders level, personnel are taught a Canadian military approach for making difficult decisions based on a comparative analysis.¹³⁷ The McKinsey 7-S Framework and SWOT analysis techniques are taught at the Lead Systems level, and the Kotter Eight-Stage Process for managing change is also introduced and emphasized from the Lead Systems level onwards.¹³⁸

NZDF structured development in critical evaluation and problem detection is complete and thorough. Personnel are provided a solid foundation at the Lead Self level, which is then progressively developed as an individual advances through their career by

¹³⁶ For more information on the Ladder of Inference, see: Peter M. Senge, *The Fifth Discipline* (New York: Doubleday, 2006).

¹³⁷ This tool introduces personnel to ethical dilemmas, and provides a step-by-step approach for identifying a problem, weighing options and risks, and then deciding and executing.

¹³⁸ The McKinsey 7-S Framework is an organizational analysis tool that was developed by Robert Waterman and Tom Peters on behalf of McKinsey & Company in the 1980s. The John Kotter Eight-Stage Process for managing change is widely known; for more information see: John P. Kotter, *Leading Change* (Boston: Harvard Business School Press, 1996).

adding new critical analysis approaches and tools. While these concepts are not linked explicitly to transformational leadership, they do provide requisite skills for leaders to support effective organizational change and to practice effective Intellectual Stimulation.

Envisioning

The key element of Think Smart also encompasses the development of creative thinking skills. At the Lead Self level, personnel are encouraged to actively seek new ideas and methods to achieve task success. As people progress through the Lead Teams, Lead Leaders and Lead Systems leadership levels, they are expected to display curiosity, be innovative in applying resources, apply creative thinking tools, encourage idea generation, and recognize opportunities in ambiguity. At the more senior leadership levels, creative thinking extends to considering how the NZDF could collaborate with other government agencies as well as non-governmental entities to generate novel approaches in addressing complex problems.

The range of practical tools taught to NZDF leaders as they progress through the leadership levels is less comprehensive than for the critical thinking competency. At the Lead Teams and Lead Leaders levels, personnel are introduced to a 7-step brainstorming process, mind mapping, SCAMPER, and De Bono's Thinking Hats.¹³⁹ At the Lead Systems level and beyond, focus tends to rest more on developing tools for critical and

¹³⁹ SCAMPER is a creative thinking technique that encourages innovative solutions. It stands for: substitute, combine, adapt, modify, purpose, eliminate, reverse, rearrange. De Bono's Thinking Hats is a brainstorming technique developed by Edward De Bono in the mid-1980s. It involves assigning roles to individuals, such as process (blue hat), feelings (red hat), benefits (yellow hat), and caution (black hat). These roles enable people to assert ideas in accordance with their "hat" with less concern for being conformist, embarrassed, or ostracized.

systems thinking rather than creative thinking. Officers of Major equivalency are introduced to operational design methodologies through Staff College programs attended either in New Zealand or overseas.¹⁴⁰ While this training is not strictly part of the Leadership Development Framework, it does help officers to further develop their competence in envisioning future desired states and the attendant linkages to strategy development.

In addition to the creative thinking concepts and tools already outlined, personnel are introduced in very broad terms to the Future 35 vision and goals during their Lead Teams residential course. During the Lead Systems and Lead Capability courses, personnel discuss how NZDF strategy is created and what existing strategic plans they need to be aware of. Future 35 is mentioned as part of this discussion, but not to any great depth.¹⁴¹ At the Lead Integrated Capability level, Future 35 is again discussed; this time in more detail and with the aim of converting strategic aims into tangible operational-level objectives. Supporting material for Future 35 is included in the course workbooks for both the Lead Systems and Lead Capability courses, where they are tangentially linked to the workshops for explaining the “why” as well as providing direction and purpose.

Overall, NZDF structured development in envisioning is sound from a conceptual perspective, but could benefit from the inclusion of more concrete practical tools to

¹⁴⁰ Small numbers of NZDF civilian personnel also attend NZ Staff College each year. The amount of time devoted to design methodology differs depending on the school attended; some focus more on tactics than operational art.

¹⁴¹ Confirmed via private email correspondence between the author and the ILD Development Officer, Mr. Shanon Stallard, on 6 March 2016.

support creative thinking; particularly at the Lead Systems levels and above. The introduction of Future 35 at the Lead Teams level, and subsequent development of discussion through to the Lead Integrated Capability level is positive. More could be done to integrate Future 35 and its subordinate operational objectives into residential courses; maximizing these opportunities to create shared understanding and motivation towards pursuing organizational change goals. Future 35 could provide a useful vehicle for discussing many of the topics currently included in residential course syllabi.

Communication Skills to Articulate a Vision

Communication skills are addressed primarily through two key elements of the Leadership Development Framework: Influence Others, and Develop Positive Culture. These elements are depicted in figure 10.



Figure 10. Influence Others, Develop Positive Culture, and Subordinate Essential Key Tasks

Source: New Zealand Defence Force, *NZDF Leadership Development Framework Poster* (New Zealand Defence Force Institute for Leader Development, 2012).

At the Lead Self level, personnel are encouraged to actively share information and collaborate, ask questions to clarify perception and understanding, and to identify and communicate opportunities for improvement. As leaders progress through the Lead Teams and Lead Leaders levels, they are taught to reduce power differentials to promote open communication, use effective communication techniques to enhance trust and relationships, read situations and audiences to develop a tailored approach, utilize facilitation techniques to run meetings, and clearly articulate task and purpose. Leaders are also introduced to the concepts of personally earned versus role-vested authority, as

well as human behavioral dynamics that can be harnessed to improve understanding and team performance.

By the time a leader reaches the Lead Systems and Lead Capability levels, they are expected to be capable of communicating change with positivity and focus, and of translating strategic concepts into operational and tactical language that can be understood at lower levels. These last skill sets highlight the importance of Lead Systems and Lead Capability leaders as the interface between the strategic and functional levels of the NZDF; they are largely responsible for translating strategic concepts into actionable objectives and tasks. At the most senior leadership levels, personnel are introduced to strategic communications, and the use of a system of systems in order to effectively communicate vision and intent.

At the junior leadership levels, the primary tools provided to personnel to assist effective communication are doctrinal orders processes. These are taught mostly on service promotion courses, and employed to provide a standardized format for the passage of information in support of completing small-team missions and tasks.¹⁴² These formats provide junior leaders with a structure from which they can begin to develop their command confidence and experience. To enhance this, leaders are also taught basic techniques for enabling good verbal and written communication that are then practiced and assessed during promotion courses through writing and delivering orders for small-team tasks. During structured development courses, junior leaders are encouraged to

¹⁴² For example, the JNCO course is run by the Army Command School for Privates and Lance Corporals that have been identified as having potential for progression. The Lead Teams course is embedded as a module of this course and is delivered by instructors from the Army Leadership Centre.

participate during group discussions, and are required to present syndicate solutions to an audience. All of these activities help build the communication confidence and effectiveness of junior personnel.

At more senior leadership levels, residential courses include seminars delivered by senior private and public sector executives, where insights on developing and communicating strategy are shared. Selected Lead Defence leaders also receive media training, based on their specific role. Overall, as leaders progress a growing emphasis is placed on the importance of communicating effectively and building relationships in a multi-agency environment.

An important tool for developing and communicating an organizational vision called Teachable Point of View is introduced at the Lead Capability level. It places an emphasis on accurately understanding the environment, organizational values, emotional energy, and change mechanisms. An important benefit of Teachable Point of View is that it stresses the central requirement of the leader to genuinely engage with subordinates using true stories based on personal experiences and beliefs; to engage, inspire and motivate them towards change. Teachable Point of View strongly supports the transformational leadership components of Idealized Influence, Inspirational Motivation, and Intellectual Stimulation. It is, however, only discussed for approximately one hour during the seven-day residential course.¹⁴³

¹⁴³ Confirmed by Lieutenant Colonel Rob Hoult, DSD; a former Army Regular Force officer who now serves in an Army Reserve capacity as a facilitator for ILD courses at the Lead Capability level and above. Lieutenant Colonel Hoult was the inaugural Director of the Army Leadership Centre from 2011–2012, and is now Director of Team Leader Limited [www.teamleader.co.nz].

NZDF structured development currently provides NZDF leaders with some good communication concepts and tools for their respective leadership levels. At present, the specific skills associated with communicating an organizational change vision are introduced at the Lead Capability level through Teachable Point of View. Given the identified importance of low to mid-level leaders in supporting change, one potential area for improvement would be the inclusion of similar training at leadership levels below Lead Capability. Communication skill development at lower leadership levels tends to focus on communicating information with confidence, clarity, and accuracy rather than with persuasive charisma. Opportunities could be investigated for improving the confidence of junior to mid-level leaders in persuasive communication, especially when speaking in an impromptu environment or when attempting to describe abstract or higher-level organizational concepts. This would further strengthen the development of competencies in support of Idealized Influence and Inspirational Motivation, so that by the time a leader reaches the Lead Capability level they possess a more concrete foundation. It is also questionable whether a single hour of discussion on Teachable Point of View during the Lead Capability course is sufficient, given its importance as a tool to persuasively generate support for organizational change. Expanding this aspect of the course and introducing workshops to help personnel develop their own unit vision that is linked to Future 35 could pay rich dividends.

Impression Management

This competency is addressed during structured development primarily through the key element of Live the Ethos and Values, as depicted in figure 11.

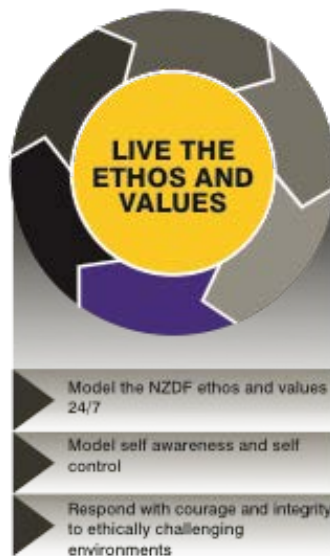


Figure 11. Live the Ethos and Values, and Subordinate Essential Key Tasks

Source: New Zealand Defence Force, *NZDF Leadership Development Framework Poster* (New Zealand Defence Force Institute for Leader Development, 2012).

Personnel are introduced to the NZDF Ethos and Values immediately during their initial employment training, and are progressively imbued with them during their first weeks and months as members of the NZDF.¹⁴⁴ Consistently role-modeling Ethos and Values is regarded as a foundational competency for NZDF leaders at all levels, and is a prerequisite consideration for promotion and career advancement.

At the Lead Self level, personnel are introduced to the concept of identity versus reputation. This concept asserts that the way individuals see themselves may differ from the way that others see them; too large a gap between the two may result in a leader behaving or acting in a manner that creates unintended effects. Personnel are encouraged

¹⁴⁴ The NZDF Values are Commitment, Comradeship, Courage, and Integrity. The NZDF Ethos is to “serve New Zealand loyally and honourably.”

to narrow this gap using a number of self-awareness techniques, and to role model self-discipline at all times. The identity versus reputation concept is illustrated in figure 12.

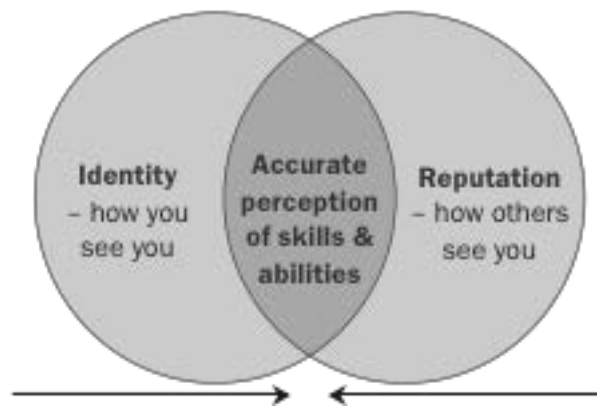


Figure 12. Identity versus Reputation

Source: New Zealand Defence Force, *NZDF Leadership Development System Lead Self Development Guide* (New Zealand Defence Force Institute for Leader Development, 2014), 36.

As a leader advances through the leadership levels, the importance of applying self-discipline to manage emotions under stressful conditions is continually emphasized. Leaders are taught to understand the strengths and weaknesses of various leadership styles¹⁴⁵, and learn when to employ them based on an assessment of the situation. As leaders reach the Lead Systems level and beyond, they are taught to not just manage their own reputation but also to create systems that build and maintain trust within the organization. Senior NZDF leaders must consider the reputation of the organization, and

¹⁴⁵ This is the basis of the Applied Four Quadrant Model, which will be introduced in the next section.

ensure that the NZDF retains the confidence and support of the political leadership and people of New Zealand.

Overall, structured development in the impression management competency is strong. It takes an indirect approach by emphasizing the importance of consistently behaving in accordance with NZDF Ethos and Values, and also directly encourages individuals to consider and manage their reputation from the lowest leadership levels upwards. The ability for personnel to practice sound impression management is further enhanced through the guided development and self-development components of the Leadership Development System.

How and When to Empower Others

The majority of structured development in empowerment falls under the key element of Develop Positive Culture, as depicted previously in figure 10. At the Lead Self level, personnel are expected to contribute towards empowering others by responding positively to leaders in training, by encouraging colleagues who show leadership talent to seek development, and by understanding Functional Leadership. As junior leaders develop through the Lead Teams and Lead Leaders levels, they are expected to display a range of empowering behaviors, including: encouraging involvement from subordinates, creating an achievement culture, encouraging small-scale experimentation, and aiding subordinate development through listening and coaching. They are also encouraged to establish a no-blame culture, in which mistakes are used as opportunities for learning.

As leaders advance to the higher leadership levels, empowerment focuses on providing appropriate resources, removing barriers to progress, mentoring the

development of leadership teams, and directly coaching subordinate leaders. An increasing premium is placed on empowering subordinates to solve their own problems, rather than using direct intervention.

From the lowest leadership levels, approaches for risk identification and management are introduced and discussed. Leaders are encouraged to take prudent, well-considered risks, and to understand the inherent opportunities that accompany risk as well as mechanisms for mitigating potential negative consequences. Junior leaders also learn about the psychology of peak performance, and begin to gain an appreciation for the fine balance between empowering and over-extending subordinates.

At the most senior leadership levels, empowerment is conducted primarily through the creation and maintenance of a permissive service culture, as well as by providing resources and support to achieve tasks through a system, or system of systems. Overall, structured development in empowering subordinates is strong. Again, the structured development in this competency is further supported through the guided and self-development components of the Leadership Development System.

Emotional Intelligence

Structured development in emotional intelligence occurs across most of the key elements, but primarily through the Influence Others, and Live the Ethos and Values components as depicted previously in figures 10 and 11. At the Lead Self level, personnel are taught to detect and respond to the emotional state of others, and to model self-awareness. They are introduced to the NZDF trust model, which lists benevolence, integrity, predictability, and competence as the key factors for building and maintaining

trust.¹⁴⁶ As leaders advance through the Lead Teams, Lead Leaders and Lead Systems levels, they are expected to: tailor their leadership approach according to the actual situation, seek to gain personally earned authority, seek to build trust, confront and resolve conflict, and to identify drivers of subordinate self-esteem.

Self-awareness is a critical component of emotional intelligence, and is emphasized through all of the leadership levels. As previously noted, lower-level leaders are introduced to the concept of identity versus reputation and are encouraged to actively reflect, and be open to peer feedback to narrow any gaps. At the Lead Systems level, a personality-profiling tool called the Hogan Assessment System is introduced in order to provide leaders additional insight into their everyday behaviors and responses under stress.¹⁴⁷ At the Lead Capability level, leaders are exposed to a basic 360-degree report, which serves to highlight any gaps between self-assessed performance and subordinate perceptions. This is further developed at the Lead Integrated Capability level through the introduction of the Leadership Versatility Index®; a more sophisticated 360-degree tool that helps leaders understand where they may be exhibiting too much, or too little of a particular leadership behavior.

The empathy component of self-awareness is further enhanced through Experiential Leadership Development Activities (ELDA), delivered by the Army

¹⁴⁶ This approach to considering trust is based on research conducted by the Canadian military.

¹⁴⁷ The Hogan Assessment System is a popular and well-developed psychometric tool used by organizations around the world for personnel selection and development. For more information, see: <http://www.hoganassessments.com>.

Leadership Centre.¹⁴⁸ ELDA utilize elements of the Hogan Assessment System and peer feedback in conjunction with challenging adventure-based activities that include white-water kayaking, adventure racing, caving, wilderness journeys, mountaineering, cross-country skiing, and rock climbing to replicate stressful operational conditions. They further enhance an individual's understanding of their own strengths and weaknesses, any reputational "blind spots", and their ability to control emotion and reasoning under stress. ELDA are currently embedded in the Lead Leaders, Lead Systems, and Lead Integrated Capability courses.¹⁴⁹ Tailored ELDA are also available to units on demand on a more limited basis; these either focus on junior leader resilience, or command team relationships. Currently, the small size of the ELDA Wing of the Army Leadership Centre is a limiting factor. As such, ELDA have been selectively integrated into structured development where the best assessed "bang for buck" can be achieved.

Overall, the structured development that the NZDF delivers to personnel to enhance emotional intelligence is excellent. Under the current system, by the time an Army officer reaches the rank of Colonel they will theoretically have undertaken a minimum of three ELDA, and have completed at least five residential leadership courses. They will also have been exposed to the Hogan Assessment System, basic 360-degree reporting, and the Leadership Versatility Index®. Structured development in this

¹⁴⁸ The author served as inaugural Chief Instructor of the Army Leadership Centre from 2011–2012 and was responsible for the delivery of ELDA as well as Lead Teams and Lead Leaders courses to Army personnel.

¹⁴⁹ At the Lead Leaders level, this is true only for Army personnel. The Air Force and Navy leadership schools do not currently possess the capability to deliver ELDA.

competency establishes a very firm foundation on which leaders can exercise sound emotional intelligence in support of effective transformational leadership.

Summary: Structured Development

Overall, the Leadership Development Framework and System provides a complete, well-structured mechanism for delivering formal leadership development education and training to NZDF personnel. The tools and concepts that are introduced at the Lead Self level and then progressively enhanced, based on the framework key elements and essential key tasks, generally support the development of transformational leadership competencies. There are some areas where enhancements could be made, including: introducing more practical creative thinking tools at higher leadership levels, better integrating Future 35 discussion in all residential courses, and focusing on developing persuasive leader communication skills below the Lead Capability level. There are also significant existing strengths that can be further leveraged; the structured development approaches for self-awareness, impression management skills, and emotional intelligence are all excellent.

A key limitation of structured development is its relatively short duration. Residential courses run from five to eight days, and ELDA range from six to nine days. Personnel may only attend structured development once every few years, and so are exposed to a wide range of concepts and tools in a short space of time. Unless personnel return to a work environment where the employment of these concepts and tools is supported, the skills are likely to atrophy. The processes of guided development in the workplace, and self-development, are critically important in ensuring that the foundation

established through structured development translates to embedded leadership behaviors and actions.

Guided Development

The completion of structured development residential courses represents only a part of the Leadership Development System; one that accounts for a relatively small amount of time as an individual advances through their career. Guided development consumes a much greater proportion of time, as it occurs on a more regular basis in an individual's primary workplace. The main mechanism for guided development is direct coaching from an individual's immediate supervisor, who usually also serves as their formal Reporting Officer. Some personnel also embark on a mentoring relationship with a trusted advisor; usually someone who is outside of their immediate chain of command. To-date, no formal mentoring requirement has been established within the NZDF, however personnel are encouraged to establish one through their own initiative.

Guided development is supported through the issue of developmental guides to personnel during their residential courses, and through drafting a leadership development plan. Personnel are encouraged to share these with their immediate supervisors, in order to establish a shared understanding of developmental requirements and goals. Additional coaching and development information for each leadership level is accessible to personnel and their supervisors via the unclassified ILD website on the NZDF internal computer network.

Another important supporting mechanism for guided development is the NZDF performance reporting system, known collectively as the Defence Professional

Development Framework (DPDF). A conceptual representation of the DPDF that illustrates its component parts can be found in figure 13.



Figure 13. Defence Professional Development Framework Concept

Source: New Zealand Defence Force, *The Future of NZDF Talent Management* (New Zealand Defence Force, 2015), 3.

The DPDF is a new concept that is still being introduced into the NZDF. It consists of three key components: the Competency Framework, the Performance and Development Report (PDR), and the Development Directory. The Competency Framework has been aligned with the behavioral competencies for each leadership level as expressed in the NZDF Leadership Development Framework, forming a common

baseline for all NZDF personnel.¹⁵⁰ The Leadership Development Framework essentially forms the subordinate component of the DPDF that specifically addresses leadership.

The PDR replaces the old annual reporting system, which differed in structure across the three services as well as for defense civilians. An annual cycle includes an initial planning phase, interim reviews, and a final appraisal. Personnel are assessed in their PDR against the leadership competencies for their particular leadership level, as expressed in the Leadership Development Framework. It is a very interactive process, involving personnel working closely with their supervisors to establish clear goals and expectations for the reporting period. These are then revisited continuously throughout the year, both formally and informally.

The PDR process compliments the guided development facet of the Leadership Development System by providing a clear and very interactive mechanism for coaching and assessment. While it is a time-consuming process, PDR establishes a firm foundation for leaders to practice the transformational leadership competency of Individualized Consideration. Alignment between the DPDF and Leadership Development Framework is a very positive step, and establishes a coherent link between the personnel management and leadership development sides of the NZDF.

While robust supporting tools for guided development exist and are readily accessible to personnel and their supervisors, it is harder to gauge how much time is allocated in workplaces to the actual conduct of active coaching and development.

¹⁵⁰ The Competency Framework includes all of the leadership competencies for each level, but then also adds specific technical competencies as well. For example, at the Lead Systems level, a Major equivalent is expected to have mastered resource management, in addition to their baseline leadership competencies.

Examination of this issue, as well as whether the general service culture supports guided development, is outside the scope of this study but deserves further research. One step that can be taken by leaders at all levels is to actively reserve time to coach, to establish clear coaching expectations for subordinate leaders, and to enforce these expectations. By setting a good example and by holding subordinates more accountable for their own coaching practices, more senior leaders can begin to create the permissive environment where coaching and development of technical and behavioral skills is valued and expected.

Self-Development

As already highlighted in the analysis of structured development, personnel are exposed to a wide range of concepts and tools that support self-awareness as they progress through their career. These include the introduction of the concept of identity versus reputation, the use of peer feedback, 360-degree reports, the Hogan Assessment System, and the Leadership Versatility Index®. From an early point in their career, personnel are taught to value accurate self-reflection, and to use this as a tool to improve their leadership performance.

The development guide provided to personnel during their residential courses is particularly useful, and includes a section on drafting a leadership development plan. The plan includes consideration of goals that are specific, measurable, attainable, realistic and timely. It provides a tool for self-assessment against the leadership competencies relevant to the particular level, and offers prompting questions for each competency that can be used for peer discussions and self-reflection. The resulting product from the use of the planning tool consists of broad developmental themes, specific behavioral changes

framed in terms of “do more-do less”, as well as specific development guides. As previously noted, personnel are encouraged to share their leadership development plan with their superior; this will help inform the drafting of PDR goals and ongoing coaching in the workplace.

The inclusion of ELDA in several residential courses further supports self-development. Personnel who complete ELDA gain a more accurate understanding of their personality traits, strengths and weaknesses, and reactions under stress. While resources currently limit the delivery of ELDA to all NZDF personnel, they provide a good compliment to the residential leadership courses at key points in an individual’s career.

It is clear that personnel are prepared extremely well for self-development through the Leadership Development Framework and System. Ultimately, as with guided development, the efficacy of the system will depend on whether personnel are intrinsically motivated to conduct self-reflection in their own time. Leaders at all levels can play an important role in supporting this; by directly prompting it with subordinates, by actively supporting the use of psychometric tools, and by creating time in busy unit schedules for self-reflection and development. All of these mechanisms would support the transformational leadership component of Individualized Consideration.

Now that the NZDF Leadership Development Framework and System have been comprehensively assessed against selected transformational leadership competencies, attention will shift to examining the current state of NZDF leadership doctrine as well as the specific leadership approaches introduced at each leadership level. Analysis of the different approaches, and where transformational leadership currently resides, will be

informative to how the NZDF could strengthen its use of transformational leadership to support organizational change.

NZDF Leadership Doctrine and Concepts

No formal NZDF leadership development doctrine publication currently exists, however the ILD has been tasked to develop a capstone NZDF leadership publication; the first of its kind.¹⁵¹ In the interim, the material delivered by the ILD and single-service leadership schools during the conduct of structured development comprises a large body of unofficial doctrinal knowledge.

Despite the lack of formally approved NZDF doctrine, all three services as well as defense civilians now employ the NZDF Leadership Development Framework and System. Thus, the tools and concepts attached to each leadership level have been adopted with a minimum of variation across the organization. This in itself is a significant achievement, and enabler to the overall Future 35 vision of creating an integrated defense force.

Within the informal leadership doctrine sponsored by the ILD, there are currently three distinct leadership approaches introduced to leaders at various points in their career. These are the Functional Leadership Model, the Four Quadrant Applied Leadership Model and transformational leadership. Each will now be examined in more detail.

¹⁵¹ The ILD Research Officer, Wing Commander Mark Brewer, had embarked on this task at the time of writing.

Functional Leadership

The Functional Leadership Model is introduced at the Lead Self level, and by the time commanders reach the Lead Teams level they are expected to be competent practitioners. The approach is based on John Adair's Action Centered Leadership Model. It encourages leaders to consider their approach in terms of three overlapping needs; those of the task, individual, and team, as depicted in figure 14.

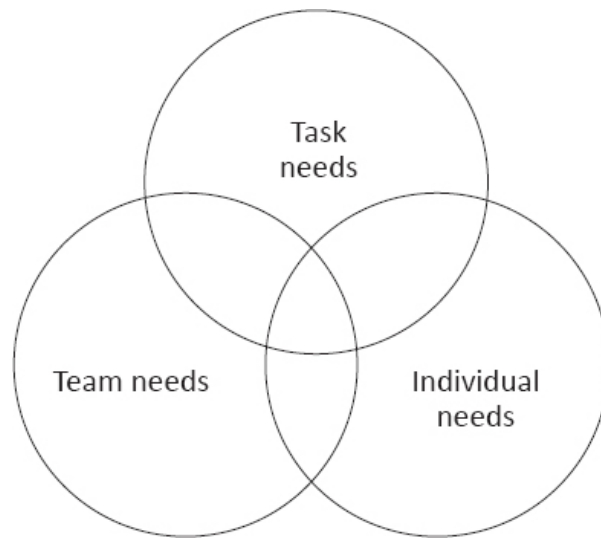


Figure 14. The Functional Leadership Model

Source: John Adair, *Best of John Adair on Leadership and Management*, ed. Neil Thomas (London: Thorogood Publishing, 2008), 137.

While the attachment of leadership models to specific leadership levels is flexible and involves overlap, the Functional Leadership Model is generally employed at the Lead Self and Lead Teams leadership levels. In addition to encouraging leaders to consider their behaviors through the prisms of task, team, and individual needs, Functional

Leadership provides six functional areas for leaders to address when planning and executing tasks. These are captured by the acronym PICSIE: planning, initiating, controlling, supporting, informing, and evaluating. Some of the steps of PICSIE overlap or occur simultaneously, and leaders must maintain situational awareness and adjust their weighting of each function as required to achieve the desired results.

Functional Leadership provides junior leaders with a good tool for completing missions and tasks at the small team level. The model suits direct interaction between the leader and their team, but is less suitable for leaders who accomplish tasks through the more nuanced leadership of subordinate team leaders; for example, a Platoon Commander leading through their Section Commanders. For this reason, the NZDF introduces the Applied Four Quadrant Model at the Lead Leaders level.

The Applied Four Quadrant Model

Personnel operating at the Lead Leaders level are expected to be competent practitioners of the Applied Four Quadrant Model, in addition to being capable of teaching and coaching Functional Leadership. As leaders progress to the Lead Systems level, they are in turn expected to display an expertise in understanding, teaching, and coaching the use of the Applied Four Quadrant Model.

The Applied Four Quadrant Model is a situational leadership approach that encourages commanders to adapt their supervision style based on the complexity of the task at hand, and the assessed skill and will of the subordinate team or team leaders [skill and will is expressed in some literature as “maturity”]. It is based on Blanchard’s Situational Leadership® II model, which up until recently was utilized by the Royal New

Zealand Navy.¹⁵² The Applied Four Quadrant Model recognizes that no single leadership style will suit all situations, and asserts that leaders must apply a different supervision approach to every particular circumstance. For an unfamiliar task, or where subordinates lack sufficient skill or will, a leader is encouraged to employ a more directive style of leadership called “Organize and Control”. Conversely, for situations where subordinates display high skill and will, commanders can lead more indirectly through an empowering style of leadership called “Expand and Involve”. The four supervision styles, based on assessed skill and will, are depicted in figure 15.

¹⁵² Now that the Leadership Development Framework has been established, the RNZN use the Applied Four Quadrant Model in lieu of Blanchard’s Situational Leadership® II. A facilitator from ILD has been embedded with the Navy Leadership Development Group to assist them in making the transition to the Leadership Development Framework.

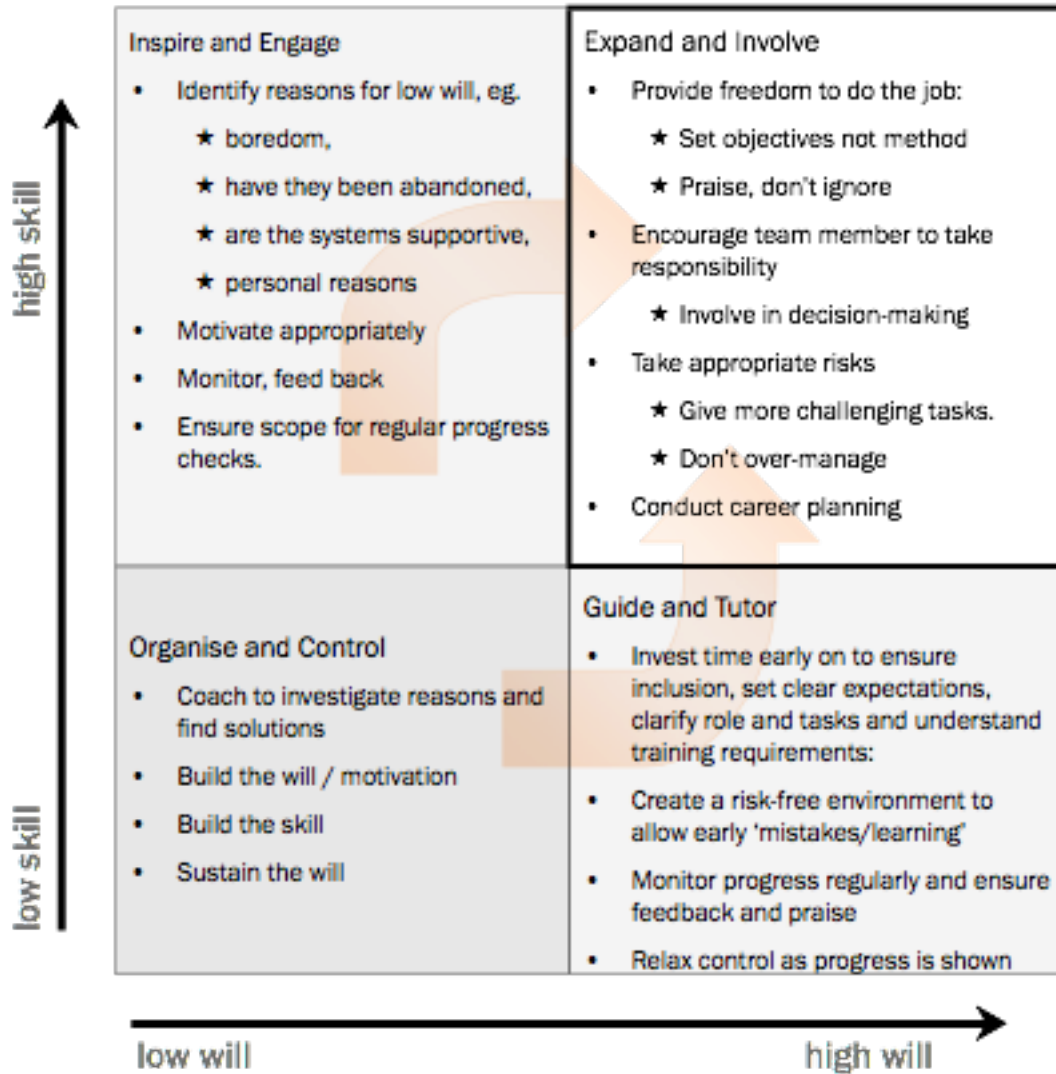


Figure 15. The Applied Four Quadrant Model

Source: New Zealand Defence Force, *NZDF Leadership Development System Lead Systems Workbook* (New Zealand Defence Force Institute for Leader Development, 2015), 132.

A situational approach like the Applied Four Quadrant Model is intuitively appealing, as it is easily understood, it is seemingly very flexible, and it provides prescriptive guidance for interpersonal interactions between a leader and their

subordinates. It also encourages leaders to develop a deep understanding of their subordinates, in terms of both their technical skills and intrapersonal will.¹⁵³

While the approach remains popular among leadership and management schools, situational leadership does not enjoy the same level of support from leadership scholars.¹⁵⁴ The main reason for this is that situational leadership lacks clear empirical support linking the effectiveness of the various supervisory styles to subordinate skill and will ratings. Where evidence does exist, it is generally weak and usually is more predictive of performance at the newer employee level where a directive approach is more appropriate.¹⁵⁵ As subordinates grow in skill and motivation, the model appears to quickly lose any proven efficacy.

In addition to the lack of empirical support, situational leadership has also been criticized for its ambiguity and lack of continuity.¹⁵⁶ One of the main conceptual contradictions with the approach is that it requires leaders to assess the skill and will of their followers on an equally weighted basis, placing them on a subjective linear continuum that is then directly transposed to one of four different styles of supervision. While this may be intuitively appealing, it creates an oversimplification that is based on a very ambiguous set of criteria. Understanding and accurately assessing follower skill and

¹⁵³ Geir Thompson and Robert P. Vecchio, "Situational Leadership Theory: A Test of Three Versions," *The Leadership Quarterly* 20 (2009): 838.

¹⁵⁴ *Ibid.*, 837.

¹⁵⁵ *Ibid.*, 838.

¹⁵⁶ Jim Allen McCleskey, "Situational, Transformational, and Transactional Leadership and Leadership Development," *Journal of Business Studies Quarterly* 5, no. 4 (2014): 118.

will for a specific circumstance is open to a high degree of subjective interpretation, creating a significant level of ambiguity that becomes masked by the model's apparent simplicity and intuitive appeal.

Another significant issue with situational leadership is that it encourages discontinuity in a leader's approach. Because leaders are focused on adapting their supervision style to suit each particular circumstance, subordinates may feel that their leader is inconsistent, resulting in potential negative effects on trust. The approach may also draw attention away from a leader's natural strengths, and by taking a "scientific" approach to leadership through recommending a prescribed style may generate perceptions of inauthentic behavior. The Applied Four Quadrant Model may be better employed as a construct for framing discussion on leading diverse groups rather than as a practical leadership approach.

Transformational Leadership

As noted earlier in this chapter, transformational leadership is currently introduced during structured development in preparation for transition to the Lead Capability leadership level. It is introduced primarily through facilitated discussion and articles written by Bernard M. Bass, which discuss the concepts and effects of transformational and transactional leadership in outline.¹⁵⁷

At the present time, the Model of the Full Range of Leadership as developed by Bass and Avolio is not introduced. Discussion of transformational leadership is relatively

¹⁵⁷ A copy of the Bass article used during the course was provided to the author by the ILD Research Officer. The source of the article is unclear, but it appears to be from one of Bass' earlier publications. It provides a broad overview only.

broad, and does not examine the empirical evidence that supports it in any significant depth. Focus of the facilitated discussions on transformational leadership center more on its utility as a unifying framework that links into many other leadership theories and models, including those utilized by the NZDF. As such, transformational leadership is described as a means of helping to understand how many leadership behaviors combine to create an effect if marshaled in the correct way; appropriate to the audience, and the context.¹⁵⁸

During the Lead Capability residential course, only approximately one hour is devoted to the facilitated discussion on transformational leadership.¹⁵⁹ This is a very short amount of time relative to that invested in teaching and developing both the Functional Leadership and Applied Four Quadrant models at the lower leadership levels. Employment of transformational leadership is not linked to the leadership levels below Lead Capability, and its use to support Future 35 or other organizational change initiatives is discussed in outline only. The inclusion of transformational leadership in the structured development aspect of the Leadership Development System could accurately be considered as an introduction only.

¹⁵⁸ This synopsis is based on feedback provided by Lieutenant Colonel Rob Hoult, DSD. He delivered the transformational leadership module on one of the more recent Lead Capability courses, and is a regular course facilitator.

¹⁵⁹ Ibid.

Analysis Summary and Synthesis

The analysis conducted in this chapter has led to a number of observations and deductions that, along with the research evidence presented in chapter 3, will directly inform the conclusions and recommendations presented in chapter 5.

First, the structured development component of the Leadership Development System provides a good mechanism for the development of transformational leadership competencies using the Leadership Development Framework. There are possibilities for enhancements, particularly in the competencies of envisioning, and effectively communicating a vision. Conversely, the framework presents a number of strengths that could be further leveraged to cement transformational leadership competencies; especially in the areas of self-awareness, impression management, and the development of emotional intelligence. Identification of these strengths and weaknesses will directly inform recommendations made in chapter 5.

Second, while many of the tools and concepts taught during structured development support transformational leadership, they are not explicitly linked to it below the Lead Capability level. When transformational leadership is introduced during Lead Capability structured development, it is not covered in as much detail as Functional Leadership or the Applied Four Quadrant Model at lower leadership levels. Indeed, only one hour is dedicated to facilitated discussion of transformational leadership at the Lead Capability level. Transformational leadership is framed as an organizational-level construct for understanding how different leadership behaviors and approaches interact to create an effect. The Model of the Full Range of Leadership is not introduced, and

transformational leadership is not discussed as part of a blended leadership approach that incorporates transactional leadership.

Third, the primary mid-level leadership model taught to NZDF personnel is the Applied Four Quadrant Model, a situational leadership approach. While situational leadership approaches remain popular among leadership and management schools, they lack supporting evidence, and have other significant drawbacks relating to ambiguity and continuity. For these reasons, they are less popular with leadership scholars.

Fourth, while structured development is an important part of an individual's career progression, it accounts for a small fraction of leadership development time when compared to guided and self-development. The crux of the Leadership Development System may not be the success of the residential courses, but rather how well guided and self-development occurs in the workplace to reinforce and further expand the tools and concepts introduced during structured development. Excellent mechanisms exist to support guided and self-development, including the new DPDF and a wealth of developmental information available to individuals and their supervisors. When considering how to best utilize transformational leadership within the NZDF, careful consideration must be given to how to ensure sound guided and self-development practices across the organization.

Lastly, the very first NZDF leadership doctrine is currently being drafted by the ILD. The material currently embedded into the Leadership Development Framework represents a large body of unofficial doctrine. As formal doctrine is currently being written, opportunities exist to make adjustments to how transformational leadership is employed within the organization based on the requirements of Future 35 and its

subordinate organizational change initiatives. These opportunities will now be explored through the conclusions and recommendations presented in chapter 5.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

He aha te mea nui o te ao
What is the most important thing in the world?
He tangata, he tangata, he tangata
It is the people, it is the people, it is the people.

— Maori proverb

As the NZDF embarks on Future 35, its most ambitious change program in recent years, it is timely to consider how well equipped the organization is to manage complex change from a leadership development perspective. The implementation of Total Defence Workforce in 2011 provided insight into the potential negative consequences of change on NZDF personnel, and more broadly on the Moral component of NZDF Fighting Power. The significant observed impacts on organizational trust, morale, commitment, satisfaction, and retention serve to provide both a warning and valuable lessons for the future as the NZDF pursues its Future 35 vision.

Transformational leadership is an enduring and increasingly popular leadership approach that is supported by sound empirical evidence. If appropriately integrated into the NZDF, it can empower leaders to better lead the Future 35 program of change while more effectively managing some of its possible negative effects on the Moral component of Fighting Power. If employed as a blended approach in conjunction with transactional leadership, and if developed across the breadth and depth of the NZDF, transformational leadership can assist in creating exactly the type of adaptive, innovative, and committed leaders and followers demanded by Future 35.

This chapter details the results of the research, analysis, and synthesis conducted throughout this study. Findings are grouped under subject headings, and consist of observations followed by recommendations for the NZDF. These recommendations will focus on how transformational leadership could be best employed to support the implementation of Future 35, while safeguarding the Moral component of NZDF Fighting Power.

Observations and Recommendations

The Efficacy of Transformational Leadership

Transformational leadership, through its four components of Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, has a proven positive correlation with perceived leader effectiveness and follower performance. A robust body of primary research suggests that transformational leaders can have positive effects on followers at all levels and in all work contexts, but especially in the conduct of “out-of-role” tasks, and at the team level. Transformational leaders support organizational change by developing an appealing shared vision, by engaging and inspiring followers, by role-modeling, by setting challenging goals, by developing subordinates, and by establishing high performance expectations. Transformational leaders also adapt organizational culture to create an environment of trust, mutual respect, social support, engagement, and personal growth. Followers become leaders by developing a high level of intrinsic motivation that drives them to perform “above and beyond” normal performance expectations. Followers will then be more willing to pursue organizational goals, even if this requires temporarily setting aside self-interests.

The organizational benefits created by transformational leaders match very well to the challenges posed by Future 35. The implementation of Total Defence Workforce in 2011 resulted in measured negative outcomes for personnel morale, trust in senior leadership, organizational commitment, retention, and overall satisfaction. These impacts damaged the Moral component of NZDF Fighting Power, at least temporarily. The positive impacts of transformational leadership can mitigate many of these negative outcomes of change, and can help to safeguard the Moral component as the objectives of Future 35 are pursued.

It is recommended that the NZDF acknowledge the efficacy of transformational leadership as a proven approach for supporting organizational change. Furthermore, the NZDF should actively seek to integrate it into the Future 35 strategy as a key leadership mechanism for supporting the accomplishment of an integrated defense force by 2035. The development of transformational leadership should be developed as a separate line of effort in Future 35 and its subordinate programs such as 2020 Ready. Effective transformational leadership can also create shaping effects across all organizational change lines of operation.

Integration of Transformational Leadership into the NZDF

Research evidence suggests that transformational leadership has utility at all levels within an organization, and may actually have greater impact when actively employed by low to mid-level leaders. It should not be viewed solely as an approach for leadership at the organizational level, as is currently the case within the NZDF. Transformational leadership should also be viewed as one component of a blended

leadership approach, which must include elements of transactional leadership. Contingent Reward has proven efficacy in certain contexts, especially in stable environments where followers are conducting normal “in-role” tasks at the individual level. A blended style will enable leaders to balance the two complimentary approaches to create maximum positive effect, while also helping to mitigate some of the potential ambiguity, uncertainty, and stress created by transformational leaders as they seek to challenge, motivate, and develop followers.

The NZDF officially utilizes three leadership models: Functional Leadership, the Applied Four Quadrant Model, and transformational leadership. The Applied Four Quadrant Model is a situational leadership approach that is popular with leadership and management schools. However, it lacks empirical support and is therefore subject to considerable criticism within leadership academia. Transformational leadership, on the other hand, enjoys much broader support and is now the most popular and heavily researched approach in the field. Despite this contrast in support and proven efficacy, the NZDF currently places much greater emphasis on teaching the Applied Four Quadrant Model than on transformational leadership by a wide margin. At present, transformational leadership is introduced only in outline during a short seminar on the Lead Capability residential course.

In light of these observations, it is recommended that:

1. The NZDF consider integrating a blended leadership model involving both transactional and transformational leadership into doctrine and practice. The Model of the Full Range of Leadership, or something similar, would serve as a good conceptual frame for understanding how transformational leadership

should be employed with transactional approaches to maximize positive results.

2. The NZDF consider expanding the amount of time dedicated to developing an understanding of transformational and transactional leadership during structured residential courses. The NZDF should introduce these concepts at the Lead Leaders and even Lead Teams levels. The material can be tailored to suit the experience level of the audience with the aim of building a solid foundation of knowledge as a leader progresses through their career. By the time an NZDF leader reaches the Lead Capability level of the organization, they should be an expert in blending transformational and transactional leadership techniques.
3. In order to create space for the expansion of transformational and transactional leadership development, the NZDF should consider discontinuing the use of the Applied Four Quadrant Model. Situational leadership is poorly supported academically, lacking empirical evidence as an approach for supporting organizational change. The time spent on teaching situational leadership would be much better invested developing transformational leaders from lower levels within the NZDF.

Transformational Leadership and the Leadership Development Framework

The introduction and on-going development of the NZDF Leadership Development Framework and System since 2011 has created an excellent mechanism for developing leaders at all levels. The framework introduces and develops the majority of

necessary transformational leadership competencies from the lowest organizational levels, although these are not currently linked explicitly to transformational or transactional leadership. During analysis, some areas were identified where potential exists to further strengthen the linkages between the NZDF leadership key elements and the competencies associated with transformational leadership. As a result, it is recommended that:

1. The NZDF consider strengthening the Think Smart key element to include a greater emphasis on creative thinking and envisioning. A reasonable array of simple creative thinking concepts and tools are introduced at the lower leadership levels. Further research should be conducted to identify creative thinking tools focused on the operational and strategic level that could be useful for leaders at the Lead Capability level and above. Opportunities may exist to leverage other Government or private sector organizations to further develop senior leaders in this competency, by exposing them to different perspectives and frames of thinking. Short attachments, NZDF innovation workshops, and improving knowledge-sharing practices using the internal computer network are all possible options.
2. The NZDF consider utilizing Future 35 and its subordinate milestones [such as 2020 Ready: Enhanced Combat Capability] into structured development residential courses as the primary vehicle for facilitated discussion. These could be used as a framework to discuss many of the topics covered during residential courses, including critical and creative thinking, systems thinking, organizational culture, bias and perceptual distortion, developing a unit vision,

developing a unit plan, and communicating effectively. Using Future 35 and subordinate change programs as a consistent frame of reference will help NZDF leaders from the most junior levels to develop shared understanding of the change and their role as part of it. It will help to embed the culture of the NZDF becoming a learning organization that is comfortable with continual adaptation. It will also create scope for the minds of a broad cross-section of NZDF leaders to be harnessed and directed towards identifying obstacles and developing solutions during their residential courses. This would support participation in the change process, and likely provide senior NZDF leaders with new perspectives and fresh ideas if correctly captured.

3. The NZDF consider strengthening the Influence Others key task to include a greater emphasis on persuasive communication, focused on supporting the ability of leaders at all levels to practice Idealized Influence and Inspirational Motivation. At the lower leadership levels, opportunities for developing greater charisma could be created by investing more time in understanding and employing verbal and non-verbal techniques, and by helping personnel develop confidence speaking in impromptu environments or on abstract or organizational-level concepts. At the more senior levels, the amount of time invested in Teachable Point of View should be expanded, and perhaps lowered to the Lead Systems or Lead Leaders level. The aim is for personnel to be experts in persuasive communication by the time they reach the Lead Systems and Lead Capability levels; these leaders provide the critical interface between strategic level leaders and the tactical implementers. Targeting improvement at

the Lead Systems and Lead Capability levels will help to ensure that the Future 35 strategic vision is properly connected to the tactical level of the organization.

The Importance of Individualized Consideration and Guided Development

It is has been noted during the course of this study that some components of transformational leadership, especially Intellectual Stimulation and Inspirational Motivation, have the potential to create negative as well as positive effects. By seeking to create a challenging environment with ambitious goals and high performance standards, transformational leaders can also inadvertently create ambiguity, stress, and uncertainty among followers. Leaders must carefully consider this when designing an approach to leading change within their part of the organization, large or small.

Individualized Consideration appears to be a particularly important component of transformational leadership, and represents a “low hanging fruit” that NZDF leaders at all levels can immediately influence in a positive way. It can decrease workplace conflict, while increasing satisfaction, trust, task performance, and conscientiousness.

Individualized Consideration also supports transformational leaders in developing a relationship of true emotional engagement with their followers, helping to engender commitment and intrinsic motivation for working towards common organizational goals. Through these mechanisms, some of the negative impacts created by other transformational leadership components can be minimized.

The NZDF Leadership Development System places significant emphasis on guided development in the workplace, and also provides leaders and followers with a

range of tools designed to support effective mentoring and coaching. The alignment of the NZDF Leadership Development Framework with the DPDF has also strengthened the link between development and performance reporting, creating greater incentive for leaders to embed coaching and development in their normal work routine. However, the onus rests on leaders to undertake and support Individualized Consideration; often in busy work environments where time is a precious commodity. In light of these observations, it is recommended that:

1. The NZDF consider increasing the level of expectation and accountability for leaders to undertake individualized coaching and development, using the tools and mechanisms available through the NZDF Leadership Development Framework and DPDF. This could include increasing the weighting of this competency when assessing leaders during performance reporting. The conduct of leadership development through individualized coaching should be allocated a higher priority within units, instead of being treated as a bonus once technical training objectives have been achieved. Idealized Influence in the form of role-modeling can play an important role in developing a culture more permissive to coaching; for example, more senior leaders can actively block out time for coaching and communicate similar expectations to their subordinates. As the NZDF confronts complex and challenging organizational change, the role of Individualized Consideration will become increasingly important as a hedge for the increased ambiguity, uncertainty, and stress that will be created. A high level of technical combat skill will mean nothing for Future 35, if moral cohesion falters or if the NZDF cannot retain its skilled personnel.

2. The profile and importance of individualized coaching and development could be further strengthened within the organization if the NZDF celebrates individuals who do it well. Annual NZDF and single-service awards for the best officer, non-commissioned officer, and civilian in this competency would be a good first step; leaders could be nominated directly by their followers with input from Reporting Officers based on the quality of their PDP management. Professional development opportunities outside of the NZDF could also be leveraged to reward leaders who invest effort in this area, in order to reinforce success by raising their skills from “good to great”. The combination of incentives and performance reporting, combined with strong role-modeling by senior leaders, will help organizational culture adapt to be more accepting and expecting of individualized coaching and development in the workplace.

Areas for Sustainment

While this study has focused primarily on areas where the NZDF can improve its integration of transformational leadership, it is important to also recognize those areas where the organization is already performing exceptionally well.

Overall, the NZDF Leadership Framework, System, and DPDF are all excellent innovations that will make a tangible difference to the quality of leadership and organizational change management within the NZDF. Many of the leadership development practices now employed by the NZDF are cutting-edge, and indirectly support a transformational leadership approach. Areas where the NZDF is doing particularly well are the development of self-awareness down to the lowest organizational levels, as well as developing emotional intelligence and the role of impression

management. The NZDF should seek to sustain the amount of time and effort invested in these areas, and further enhance outcomes by explicitly linking transformational leadership to them.

The current level of emphasis on the NZDF Ethos and Values is also excellent, and establishes a firm foundation for leaders to practice effective Idealized Influence as they progress through their careers. This emphasis could be further enhanced by visibly celebrating those individuals who display role-modeling excellence, and by creating professional development opportunities for them. The organization should also continue to be vigilant and assertive in identifying and removing individuals who do not meet the high standards espoused by the Ethos and Values.

Leadership Knowledge Sharing and Management

During the conduct of this study, an additional opportunity has been identified relating to leadership knowledge management. It is recommended that the NZDF consider developing a leadership website on the internet, such as that developed by the United States Army: <https://medium.com/leadership-counts>. This site could be administered by the ILD, and would provide a repository for professional development articles relating to leadership theory and practice. The site would be designed to target leaders at the unit level and below, and would provide a forum for sharing ideas on leadership and for robust professional discourse on leading organizational change. It could be linked to online *NZ Army Journal* articles, and also to the NZDF Hub social media platform.

Areas for Further Research

This study has covered significant ground in answering its primary and secondary research questions. Along the way, a number of opportunities for further research have been identified. This study will conclude by noting these for future scholars.

It has been identified in this study that the success of the NZDF Leadership Development Framework and System rests less with residential courses delivered in structured development, and more on how well leaders implement and cultivate guided and self-development in the workplace. It is unclear how well NZDF leaders currently undertake these tasks within a busy and time-constrained work environment. A potential area for further research lies in investigating how well the theory of the NZDF Leadership Development Framework and System as taught in residential courses translates to the reality faced within the units, branches, and functional areas of the NZDF. By better understanding the potential obstacles to effective guided and self-development in a time-constrained environment, NZDF leaders would be better equipped to remove barriers and create more effective incentives.

Excellent scope exists to conduct further research into the NZDF Leadership Development Framework itself. This study has taken a completely internal focus on how well the new framework and system support the development of transformational leaders. No research exists which clearly links the new leadership development approaches to external NZDF outputs. A future scholar could investigate whether the NZDF Leadership Development Framework and System actually delivers the types of leaders required by the NZDF to support its military operations now and in the future, and whether any improvements could be made to create better alignment between training and outputs.

If the NZDF wishes to retain the use of the Applied Four Quadrant Model in its doctrine, it is recommended that further research be conducted to understand the efficacy, strengths, and weaknesses of situational leadership approaches. Further research may allow NZDF to better educate leaders on employing the model than is currently the case, while also managing some of its well-documented weaknesses.

This study has introduced the Model of the Full Range of Leadership as a concept for how transactional and transformational leadership approaches could be blended in order to create optimum effects. Scope exists to conduct further research into other models for supporting an integrated transactional-transformational leadership approach. This may lead to the discovery of an approach or model that is better suited to employment within the NZDF than the Model of the Full Range of Leadership.

It has been identified that scope exists to broaden the Think Smart and Influence Others competencies to include additional development for senior personnel in creative thinking, as well as additional development for junior personnel in persuasive communication. Further research is required to identify exactly what creative thinking tools and concepts would be useful for leaders working at the operational and strategic levels of the organization. Similarly, further research would provide further insight on how to build the confidence and skill of junior personnel to communicate with charisma, and effectively persuade audiences of the “why” and “how” of organizational change initiatives.

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