

**STRATEGY
RESEARCH
PROJECT**

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**THE ARMY AND FRANKLIN COVEY LEADERSHIP MODELS:
A COMPARISON**

BY

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USAWC STRATEGY RESEARCH PROJECT

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ABSTRACT

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This Strategy Research Project compares and contrasts the Army Leadership Model, as presented in FM 22-100, Army Leadership: Be, Know, Do, with the Franklin Covey Leadership Model as described in The 7 Habits of Highly Effective People, Principle-Centered Leadership (now 4 Roles of Leadership), and First Things First. A summary of the key aspects of each model is presented in terms of framework, definitions, and constructs. The models' specific leader character traits, competencies, and appropriate actions for each level of leadership are described. The corresponding essential characteristics of the two models are compared and the resulting strengths and weaknesses identified. The concluding recommendations offer suggestions to strengthen the Army Leadership Model and leverage the valuable work done by the Franklin Covey Corporation in this field. These recommendations will also increase the value of training currently provided by Franklin Covey to the Army through improved linkages between the two models' key concepts and terminology.

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PREFACE

I would like to express my sincere appreciation to John MacKay of the Franklin Covey Corporation whose evaluation of the Army Leadership Model from the Franklin Covey perspective was instrumental in providing an initial concept of how this Strategy Research Project should proceed. His efforts to provide Franklin Covey training products specifically tailored to the unique requirements of the Army are helping to develop leaders of character and competence for the future.

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THE ARMY AND FRANKLIN COVEY LEADERSHIP MODELS: A COMPARISON

And therefore the general who in advancing does not seek personal fame, and in withdrawing is not concerned with avoiding punishment, but whose only purpose is to protect the people and promote the best interests of his sovereign, is the precious jewel of the state.

Because such a general regards his men as infants they will march with him into the deepest valleys. He treats them as his own beloved sons and they will die with him.¹

— Sun Tzu

Leadership matters. Effective leaders make a difference. To the United States Army, leadership can be the difference between victory and defeat. Simply stated, the quality of leadership demonstrated by officers, noncommissioned officers, and Department of the Army civilians directly affects the Army's ability to fight and win our nation's wars. This concept is so self-evident that it is normally taken for granted. That being the case, one might expect the Army's leadership program and underlying doctrinal concepts to be the model for the rest of the military, government, and industry. However, experience suggests that too often the Army's leadership manual has remained on the shelf, gathering dust.

In contrast, the tremendous economic growth experienced in the United States during the 1990's provided a ready market for leadership and management concepts, seminars, and academic courses. Franklin Covey is one of the more successful organizations to emerge during that period as a global professional services firm offering learning and performance solutions to assist professionals and organizations to increase their effectiveness in productivity, leadership, communication and sales. Their organizational clients include 80 of the Fortune 100, more than three-quarters of the Fortune 500, thousands of smaller and mid-sized businesses, as well as numerous government entities. They provide services and products for nearly 20 million individuals through 44 offices in 33 countries in 32 languages. Additionally, Franklin Covey trains in excess of 750,000 participants annually in training seminars.² Their courses on The 7 Habits of Highly Effective People, Principle-Centered Leadership (now 4 Roles of Leadership), and What Matters Most, have been attended by literally thousands of military and Department of the Army civilian personnel. Continued economic growth into the 21st Century ensures that demand for these services will continue in the future.

This research effort compares and contrasts the leadership models of the United States Army and Franklin Covey. The intent is to improve Army leadership doctrine by leveraging the work done by Franklin Covey and by taking greater advantage of products and services available in the commercial sector. Initially, each model will be summarized to establish a common baseline for further discussion, followed by a side-by-side comparison of key definitions, concepts, and constructs.

THE UNITED STATES ARMY LEADERSHIP MODEL

ARMY LEADERSHIP DOCTRINE

The Army leadership model is presented in Field Manual 22-100, Army Leadership. The current version, dated June 1999, combined several previous Field Manuals and Department of the Army Pamphlets into a single document with a common framework. This edition represents a significant improvement over previous versions by providing a common approach to leadership at all levels within the Army. The stated goal of Army leadership is to be victorious in war while taking care of soldiers. It is the old "the mission" and "the men" paradigm and is embodied in the *warrior ethos* – the desire to accomplish the mission despite all adversity.³ Another payoff of good leadership is moral and organizational excellence. Army leaders are expected to do the right thing to a high standard in an environment of tremendous stress coupled with great uncertainty and ambiguity.⁴ The concept of achieving excellence applies across the full spectrum of Army operations and to all organizational levels. In order to achieve excellence, the Army Leadership Framework establishes a construct for leaders in terms of what they must Be, Know, and Do.

THE ARMY LEADERSHIP FRAMEWORK

The basic Army leadership framework is simply stated - "Leaders of character and competence act to achieve excellence by developing a force that can fight and win our nation's wars and serve the common defense of the United States."⁵ Leadership begins with what the leader must "be" in terms of character qualities, consisting of both internalized values and attributes. To this is added what the leader must "know" in terms of professional competencies or skills. Finally the leader must act or "do" those things which insure that his or her unit is able to accomplish its assigned mission while taking care of its soldiers. A summary of the Army leadership framework is shown in Table 1.⁶

The Leader of Character and Competence Acts to Achieve Excellence.			
"Be"- Character		"Know"- Competence	"Do"- Action
Values	Attributes	Skills	Actions
Loyalty Duty Respect Selfless Service Honor Integrity Personal Courage	Mental Physical Emotional	Interpersonal Conceptual Technical Tactical	Influencing Operating Improving

TABLE 1. THE ARMY LEADERSHIP FRAMEWORK

Looking at the "do" actions, the Army Leadership model defines leadership as: *influencing* people – by providing purpose, direction, and motivation – while *operating* to accomplish the mission and *improving* the organization.⁷ According to this model, in the end it is what the leader does by his actions

that matters. Who he is and what he knows help him make better decisions about the specifics of what to do. A significant distinction between leadership and management is made but not stressed.

The three character attributes of mental, physical and emotional are further delineated as shown in Table 2.⁸ These same character attributes are expected of leaders at all levels. Specific leader skills and actions vary depending on the level of responsibility and will be considered later.

Attributes		
Mental	Physical	Emotional
Will Self-discipline Initiative Judgment Self-confidence Intelligence Cultural Awareness	Health Fitness Physical Fitness Military and Profession Bearing	Self-control Balance Stability

TABLE 2. ARMY LEADER ATTRIBUTES

THREE LEVELS OF LEADERSHIP

The Army recognizes that as individuals progress upward through their military careers the scope and magnitude of their responsibilities also increases. Three levels of leadership, direct, organizational, and strategic, have been identified along natural divisions in this progression.⁹ Initially, at the lowest level, the leader has direct contact with his subordinates, usually on a daily basis. Through face-to-face contact, the direct leader experiences many of the same things that his subordinates do. He sees the immediate impact of his decisions and actions. At the direct level, there is the most certainty and least complexity of the three levels.

At the next level, the organizational leader's span of control and responsibility prevents him from having frequent personal contact with his subordinates. He must exercise leadership indirectly through levels of leadership beneath him and through a supporting staff. It is more difficult for him to see the results of his decisions and actions. There is less certainty and more complexity than at the direct level.

Finally, at the highest level, the strategic leader operates in an environment of great complexity, uncertainty, and ambiguity, where the consequences of his decisions may have global impact. Decisions and actions by strategic leaders often have impact and influence far into the future as well. Subordinate leaders, staffs, and the general bureaucracy that accompanies any large organization tend to insulate the strategic leader from his lower subordinates. The challenge of providing vision and direction in an organizational setting of such inertia is very great.

As previously mentioned, the leader character qualities, in terms of both values and attributes, presented in Tables 1 and 2, are the same for all three levels of leadership. However, the interpersonal, conceptual, technical, and tactical skills, as well as the influencing, operating, and improving actions are different for direct, organizational, and strategic leaders. These specific skills and actions are further delineated as shown in Table 3. It can be seen that the specific actions associated with influencing, operating and improving, are essentially the same across the three levels of leadership while varying

significantly in terms of actual scope and application. The same can not be said, however, for leader skills which change appreciably at each level.

Level	Direct	Organizational	Strategic
Skills - "Know"			
Interpersonal	Communicating Supervising Counseling	Understanding Soldiers Communicating Supervising	Communicating Using Dialog Negotiating Achieving Consensus Building Staffs
Conceptual	Critical Reasoning Creative Thinking Ethical Reasoning Reflective Thinking	Establishing Intent Filtering Information Understanding Systems	Envisioning Developing Frames of Reference Dealing with Uncertainty and Ambiguity
Technical	Knowing Equipment Operating Equipment	Maintaining Critical Skills Resourcing Predicting 2d/3d Order Effects	Strategic Art Leveraging Technology Translating Political Goals into Military Objectives
Tactical	Doctrine Fieldcraft	Synchronization Orchestration	----- -----
Actions - "Do"			
Influencing	Communicating Decision Making Motivating	Communicating Decision Making Motivating	Communicating Decision Making Motivating
Operating	Planning/Preparing Executing Assessing	Planning/Preparing Executing Assessing	Strategic Planning Executing Strategic Assessing
Improving	Developing Building Learning	Developing Building Learning	Developing Building Learning

TABLE 3. ARMY LEADER SKILLS AND ACTIONS

The Army Leadership Framework, together with the Three Levels of Leadership, can be presented graphically as shown in Figure 1. This overall framework is presented in FM 22-100¹⁰ and further expanded in the U.S. Army War College Strategic Leadership Primer, another recognized authoritative source for Army leadership concepts.¹¹

Finally, the Army Leadership Model makes a critical distinction between climate and culture. Climate refers to the environment direct and organizational leaders create within their organizations. It is the collective perceptions, attitudes and feelings the members have about their unit. It is normally short-term and is associated closely with the leadership style of the leader.¹² In contrast, organizational culture is long-term and is reflective of the deeper values, goals and practices and the organization as a whole.¹³ It is a strategic leader's responsibility to foster, nurture, and maintain the organizational culture.

To summarize, the Army Leadership Model specifies that leaders of character (values and attributes) and competence (skills) act to achieve excellence by developing a force that can fight and win

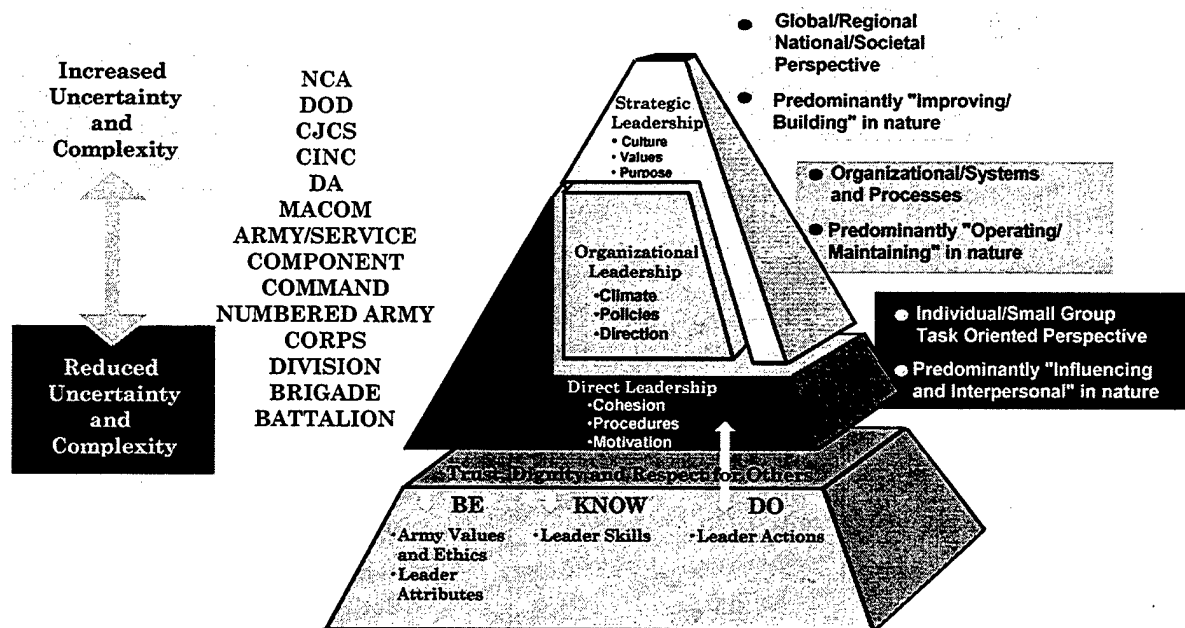


FIGURE 1. ARMY LEADERSHIP FRAMEWORK

our nation's wars and serve the common defense of the United States across direct, organizational, and strategic levels of responsibility.

THE FRANKLIN COVEY LEADERSHIP MODEL

THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

The Franklin Covey Leadership Model is not a single model but several constructs together with foundation concepts that, when considered as a whole, make up a complete framework. It is described through a combination of books, tapes, and seminars including The 7 Habits of Highly Effective People, Principle-Centered Leadership (now called The 4 Roles of Leadership), First Things First and What Matters Most. The behavioral foundation of all Franklin Covey leadership concepts is presented in Stephen R. Covey's The 7 Habits of Highly Effective People, hereafter referred to as The 7 Habits. This work is presented graphically in Figure 2. According to Covey, The 7 Habits were the result of research he conducted on success literature in the United States from 1776 to the present. His research revealed that for the first 150 years the literature focused on character traits, such as integrity, honesty, and courage. In contrast, the literature of the last 50 years focused on personality techniques designed to facilitate human interaction. These techniques were often manipulative and, at times, even deceptive.¹⁴ He developed The 7 Habits as a return to the character ethic and as a new paradigm for achieving personal and professional effectiveness. This character ethic, according to Covey, is based on principles or natural laws in the human dimension which govern all human behavior.¹⁵ Just like gravity, these laws are self-evident and not unique to any religious faith or social order.¹⁶ The 7 Habits are designed to allow an individual to begin acting proactively based on self-chosen values, derived from principles, rather than reacting emotionally based on conditions. As an individual practices the habits, they move from a state of

dependence to independence and finally to interdependence as shown in the model. The concept of sharpening the saw (Habit 7) is based upon the need to achieve balance in the four human dimensions: physical, social/emotional, mental, and spiritual.¹⁷

The goal of The 7 Habits is *effectiveness*, which Covey defines as achieving a balance between obtaining the outcomes that are desired (products) and taking care of the assets that produce the results (production capability).¹⁸ Products are important because without them there is no purpose. Production capability is vital - without it there are no products. Too much emphasis on the product wears out or destroys the producers. Conversely, too much emphasis on the producers, may mean failure to achieve the desired results with resulting adverse consequences.

The foundation of the Franklin Covey Leadership Model is the concept of

natural laws, or principles, mentioned previously. Covey believes that by acting in concert with these principles, true effectiveness can be achieved.¹⁹ Acting against these principles will only lead to frustration and ultimately failure. This principle-centered approach permeates the Franklin Covey Leadership Model and is what Covey believes uniquely separates it from other models. He is consistently careful to differentiate principles from practices. He emphasizes that principles are deep fundamental truths with universal application, while practices are specific activities or actions which work in one set of circumstances but not necessarily another.²⁰

Building upon this foundation, the Franklin Covey Leadership Model identifies key leader character qualities, dimensions, competencies, and roles as shown in Table 4.²¹ The values and dimensions relate

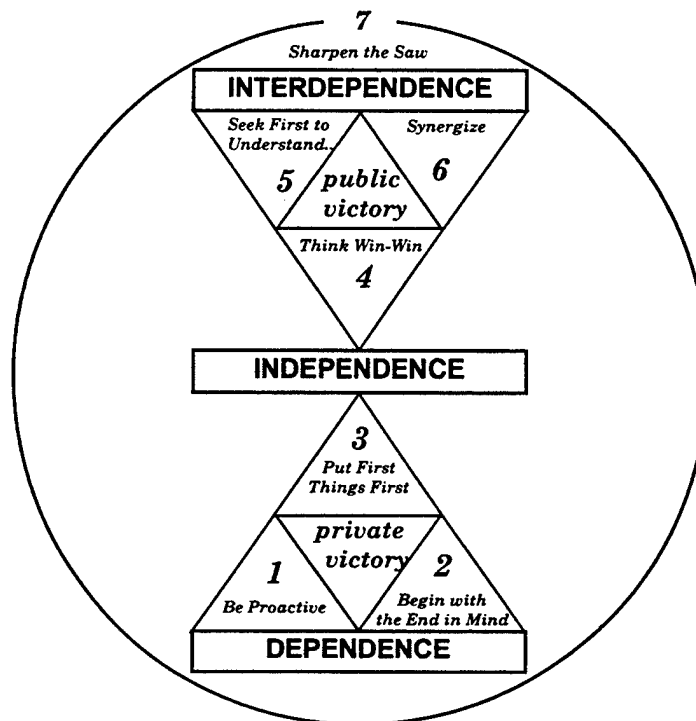


FIGURE 2. THE 7 HABITS OF HIGHLY EFFECTIVE PEOPLE

A Leader of Character and Competence Who Focuses on Four Roles to Achieve Effectiveness.			
Character		Competence	Roles
Values	Dimensions	Skills	Actions
Integrity Maturity Abundance Mentality	Mental Physical Emotional Spiritual	Technical Conceptual Interdependency	Pathfinding Empowering Aligning Modeling

TABLE 4. THE FRANKLIN COVEY LEADERSHIP FRAMEWORK.

directly back to the principles established in The 7 Habits. The competencies are those skills necessary to ensure successful execution of the four roles given the constantly changing environment. These competencies must be continuously maintained and improved to avoid obsolescence. Finally, the four leader roles are actions the leader must perform to develop and maintain a highly effective organization.²²

LEADERSHIP AND MANAGEMENT

Covey makes a clear distinction between leadership and management.²³ In its simplest form, leadership deals with effectiveness – doing the right things. Management deals with efficiency – doing things right. Leadership deals with the where the organization is going - vision, direction, principles, and people. Management deals with how the organization is going to get there – procedures, processes, practices, and things. A good metaphor for leadership is a compass, while for management it would be a watch. This distinction is critical since it clearly differentiates those actions necessary to determine long term direction from those necessary to achieve short-term results.²⁴

FOUR MANAGEMENT PARADIGMS

According to Covey, associated with each of the four dimensions of the nature of man is a corresponding need.²⁵ These needs can be summarized as the need to live, to love, to learn, and to leave a legacy as shown in Table 5.²⁶ Also associated with each need is a corresponding leadership principle and paradigm. Short-sighted leadership approaches (paradigms) fail to address one or more of these needs and, therefore, fail to tap the full human potential. Only by addressing all four of these needs, particularly that of providing purpose or meaning, can a leader hope to obtain significant or even quantum leaps in personal and organizational effectiveness.²⁷

PARADIGM	METHAPHOR	NEED	PRINCIPLE	DESCRIPTION
Scientific Authoritarian	Stomach	Physical/ Economic <i>Live</i>	Fairness "Pay me well"	People are motivated by the quest for economic security. Managers use "carrot and stick" approach manipulating the economic reward package in order to get behavior they want.
Human Relations (Benevolent Authoritarian)	Heart	Social/Emotional <i>Love</i>	Kindness "Treat me well"	People have both economic and social needs (feelings). Managers make decisions and give commands but also work to create a harmonious team or company spirit. Tendency to become "soft."
Human Resource	Mind	Psychological <i>Learn</i>	Development and Use of talent "Use me well"	People have economic, social, and psychological needs. Managers try to create an environment in which people can contribute their full range of talents to the accomplishment of organizational goals.
Principle-Centered Leadership	Spirit (Whole Person)	Spiritual <i>Leave a Legacy</i>	Meaning and Purpose "Lead me well"	People have economic, social, psychological, and spiritual needs. Managers lead using proven principles and provide meaning, a sense of doing something that matters.

TABLE 5. FOUR PARADIGMS

FOUR LEVELS OF LEADERSHIP

The Franklin Covey Leadership Model identifies four leadership levels with an associated key principle as shown in Figure 3. The lowest level is the personal level. At this level the key principle is personal trustworthiness based upon character and competence.²⁸ Both are essential. As an example, no one would want to be operated upon by a dishonest physician, no matter how competent, because they could never be sure the operation was even necessary. Likewise, no one would want an incompetent doctor, regardless of how honest, for obvious reasons.²⁹

The next level is the interpersonal level where trust is the key principle. Trust between individuals begins with their personal trustworthiness. As they work together and interact over time, they demonstrate their integrity to their individual value systems and their willingness to achieve mutually satisfying solutions to problem which both view as a "win".³⁰

Empowerment is the key principle at the managerial level. Leaders who genuinely believe that their subordinates have character and competence, within a framework of trust, don't need to supervise them closely; they supervise themselves. Self-discipline and self-evaluation are the norm. Leaders insure that their subordinates know what is expected and then turn them loose to use their own creative energies to be truly effective.³¹

Finally at the highest level, the organizational level, alignment is the key. Leaders ensure that strategy, style, structures, and systems are aligned with the organizational vision within the greater context of the environment.³² Also considered are customer and stakeholder needs as well as desired results. This ensures that the entire organization is moving in the same direction with an organizational culture that is internally consistent and reflective of organizational values. This is "walking the talk" in the highest sense. One way to view this concept of alignment is shown in Figure 4. Covey refers to this model as the Organizational Effectiveness Cycle.³³

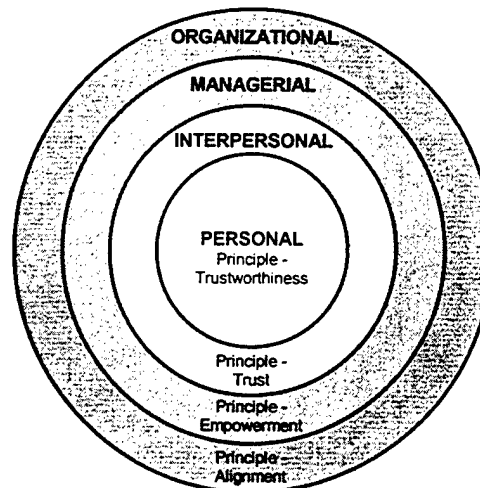


FIGURE 3. FOUR LEVELS OF LEADERSHIP

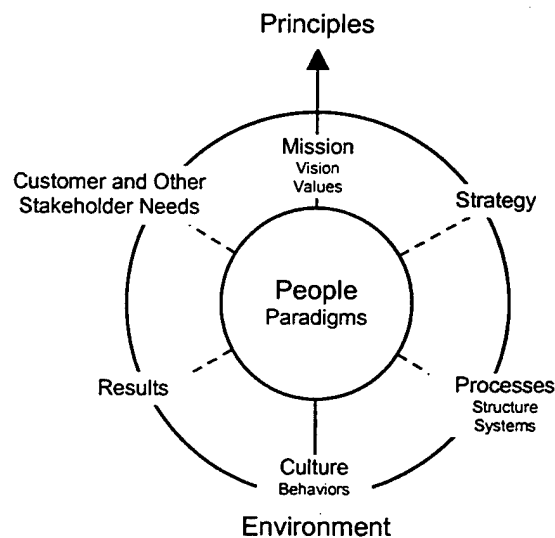


FIGURE 4. THE ORGANIZATIONAL EFFECTIVENESS CYCLE

4 ROLES OF LEADERSHIP

Another way of looking at what a leader must do is presented by the Organizational Leadership Model. This model focuses on the four major leader roles necessary to develop a highly effective organization: Pathfinding, Aligning, Empowering, and Modeling.³⁴ These concepts have actually been presented previously as part of the other constructs. Figure 5 is a way of viewing these four leader roles.

Pathfinding determines where the organization is going based on a shared vision, mission, values, and strategy. The leader must ensure that this common vision is focused on meeting customer needs and is understood as well as shared by subordinates and other stakeholders. This common vision is the "first creation" and serves as the blueprint for future action. The bottom line is: you have to know where you are going before you can start going there.³⁵

Creating a vision or preparing an organizational blueprint is one thing, getting there is another. Aligning, as previously discussed, ensures that the entire organizational structure, systems, processes, and results are internally consistent and aligned with the vision, mission and values.

Empowering, also previously discussed, is the key principle associated with the managerial level. While this concept has become misused and over used, it is still an appropriate way to tap into the full potential of all organizational personnel. It uses Habits 4, 5, and 6 (Seek First to Understand Before Being Understood, Think Win-Win, and Synergize) to produce innovative results that take creative advantage of the diversity within the work force.³⁶

Modeling is embodied in the simple concept of setting the example by "Doing as I do." Leaders must "walk their talk" in both a personal and professional sense. That is why the 7 Habits form the foundation for effective leadership. Character lies at the heart of leadership. No amount of skill or action can compensate for basic character failings. It's like building a house on quicksand; it will always be unstable and unsound.

To summarize, the Franklin Covey Leadership Model is a principle-centered, holistic approach based on leader character and competence coupled with pathfinding, aligning, empowering, and modeling actions to achieve personal and organizational effectiveness.

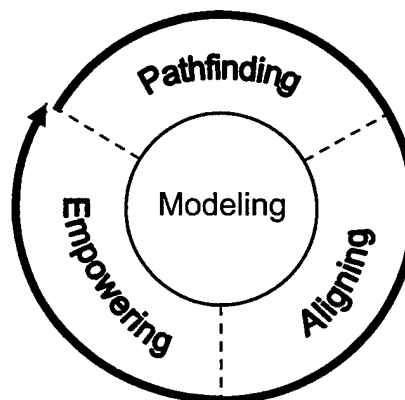


FIGURE 5. ORGANIZATIONAL LEADERSHIP MODEL

COMPARISON OF THE TWO MODELS

DESCRIPTIVE VERSUS PRESCRIPTIVE

Having considered the Army Leadership and the Franklin Covey Leadership Models individually, it is clear that the two models are extremely complementary. They are both firmly rooted in the concepts of character and competence which form the foundation for all leader actions. As a generalization, the Army Leadership Model is a fairly simple construct which tends to be descriptive – defining what a leader must

Be, Know and Do in terms of specific practices, leaving a determination of the underlying principles to the reader.³⁷ Unfortunately, what begins as a relatively simple construct soon blossoms into a “list of lists” as evidenced by the scope of Table 3. In contrast, the Franklin Covey Leadership Model is a more complex construct which tends to be prescriptive – offering insights into the how-to’s of effective leadership at the principle level. However, it too soon blossoms into a “model of models” as evidenced by Figures 2 through 5. The challenge becomes how to pull it all together into an overall construct without getting lost among the various components.

“GOOD” LEADERSHIP

Both leadership models are in basic agreement with what successful or “good” leadership looks like. The Army Model emphasizes accomplishment of the mission while taking care of soldiers. The Franklin Covey Model uses the metaphor of the “the Golden Goose”, balancing the desired results (production) with taking care of the means of production (production capability). The Army concept of “excellence” and the Franklin Covey concept of “effectiveness” are essentially the same construct and provide a way of putting “good” leadership into a time perspective. Consider the analogy of a high performance racecar whose owner is only concerned about winning the race. By focusing exclusively on one indicator of success (winning the race) he ignores many other indicators (oil pressure, driver fatigue, pit-crew training, sports fan safety, etc.) which have an impact on team success over the course of a racing season. He potentially trades off long-term success for short-term victory. In the military context, such a trade-off might be acceptable if losing the battle posed a grave threat to national security and would prevent “future races.” This explains why certain leadership styles are tolerated in combat which would otherwise be totally inappropriate in peacetime.

The danger with too few indicators and a short- time reference is the owner who confuses an auto race with a run to the corner store. He wins the “race to the store” but at an unknown long-term cost to the organization. Both the “mission” and the “men” have to be considered where the sacrifice required is commensurate with the value of the interests at stake.

Incorporating the concept of stewardship into the definition of “good” leadership adds a further dimension. Stewardship recognizes the importance of employing people, time, capital, and physical assets wisely.

The general who wins the war while protecting all the soldiers, but bankrupts the country in the process is an example of failed stewardship. The \$500 hammer or the \$700 dollar toilet-seat are further examples where tax payers have reason to question the stewardship of their tax dollars. Stewardship failures erode the trust essential for successful human interaction and call into question the leader’s basic motivation and character. Stewardship also speaks to the long-term



FIGURE 6. BALANCED OBJECTIVES

implication of actions to the environment, future generations, etc. It is equivalent to adding additional measuring points in the race car analogy. Balancing mission accomplishment, taking care of people, and resource stewardship offers a definition of success at a higher level. This definition is consistent with the principles of the National Institute of Standards and Technology's Malcolm Baldrige National Quality Award Criteria for Performance Excellence³⁸ as well as the Army Performance Improvement Criteria³⁹ upon which it is based. Figure 6 is a pictorial representation of this concept. The shaded area at the intersection of the three circles identifies where all three objectives are in some degree of balance.

FOUNDATION OF CHARACTER

Character forms the foundation for both the Army and Franklin Covey Leadership Models. The Army Model is based upon seven specified Army values while the Franklin Covey Model involves a core set of self-chosen values based upon principles. In First Things First, Covey identifies three key values to facilitate empowerment as shown in Table 6.⁴⁰ While there is little direct correlation between the two sets of values in this example, Franklin Covey emphasizes the need to personalize these values. In fact they have prepared a training session entitled "What Matters Most for the Army."⁴¹ This training session works with soldiers to relate their personal mission statements and values with the Army mission and values. Again, the complementarity of the two approaches helps soldiers internalize critical character virtues.

Army Leadership Model	Franklin Covey Leadership Model
Loyalty	
Duty	
Respect	
Selfless Service	
Honor	
Integrity	Integrity
Personal Courage	
	Maturity
	Abundance Mentality

TABLE 6. VALUES COMPARISON

In addition to values, both models identify the critical character attributes or dimensions of physical, mental, and emotional as shown in Table 7. The Franklin Covey Model adds the spiritual dimension as a fourth attribute. Both models encourage leaders to improve these attributes, within themselves and their subordinates. The Franklin Covey Model takes this a step farther and stresses the development and

Army Leadership Model	Franklin Covey Leadership Model
Physical	Physical
Mental	Mental
Emotional	Emotional
	Spiritual

TABLE 7. ATTRIBUTES (DIMENSIONS) COMPARISON

maintenance of these attributes as essential for long term personal success and happiness. This balanced approach is embodied in the Seventh Habit of "Sharpen the Saw." It also directly applies to the leader who, as a first responsibility, must take care of himself since he is also a "production capability."

The Franklin Covey Model also emphasizes the requirement for the leader to address the human need related to each of the attributes. In particular, the fourth attribute, spiritual, is essential since it relates to the need for purpose – the concept of doing something that has meaning, something that matters.

The decision whether to include spiritual as an attribute is indeed controversial. The term itself evokes religious overtones and often raises concerns about separation of church and state. Yet, there is clear precedent for its inclusion. The role of chaplains throughout the military is clearly designed to address the spiritual needs of military members and their families. The recent report of the United States Army War College Well-Being Committee identified spiritual needs as a human dimension which must be addressed as part of overall soldier and family well being.⁴² Apart from the religious aspects of the controversy, it is difficult to argue that human beings do not desire purpose and meaning in their lives. Whether that need is called spiritual or something else, the leader must still address this need if he is to harness the full capabilities and potentials of his subordinates. In this instance, the Franklin Covey Leadership Model offers additional insight into a human dimension having impact on leader effectiveness.

In addition to character, both models recognize competency or skill as essential for successful leadership. A comparison of the two models is given in Table 8. Again, there is an excellent correlation between the two models. The first skill identified as interpersonal in the Army Model is essentially the same as that of interdependency identified in the Franklin Covey Model. The tactical competency is uniquely military and relates to those skills particular to fighting and surviving in a combat environment.

Army Leadership Model		Franklin Covey Leadership Model
Interpersonal	↔	Interdependency
Conceptual	↔	Conceptual
Technical	↔	Technical
Tactical		

TABLE 8. COMPETENCIES COMPARISON

LEADERSHIP LEVELS

The Army Leadership Model identifies three levels of leadership as contrasted with the Franklin Covey Model which recognizes four levels. Interestingly enough there is not a one-to-one correspondence between any of the levels in the two models as shown in Table 5. The organizational level of the Franklin Covey Model includes both the organizational and strategic levels of the Army Model.

Army Leadership Model		Franklin Covey Leadership Model
Strategic	↔	Organizational
Organizational	↔	Managerial
Direct	↔	Interpersonal
		Personal

TABLE 9. LEADERSHIP LEVELS COMPARISON

The direct level in the Army Model corresponds to the managerial and interpersonal levels of the Franklin Covey Model. The boundaries between the levels are not absolute, so there is some overlap there as well.

Clearly a strength of the Army Model is its recognition of the unique leader requirements at the highest, or strategic, level. The “business” equivalent would be a multi-national corporation, large international agency, or other federal government agency. The Franklin Covey Model tends to ignore this distinction and applies the “values, vision, mission” construct across all organizational levels. Military strategic leaders are in a sense “the keepers of the flame.” Upon their shoulders rests the responsibility to envision the future and take action to influence the organization 10, 15, or 20 years into the future. In contrast, Army organizational leaders are more concerned with current operational success. This is a critical distinction and fully justifies identification of the strategic level as separate and apart from the organizational level.

The interpersonal level of the Franklin Covey Model has no real equivalent within the military. The fundamental concept of the chain-of-command and the rank structure, to include the civilian side, insures that someone is always “in-charge.” In the military environment, true peer-to-peer relationships are the rare exception. Thus, this level in the Franklin Covey Model is subsumed within the direct leadership level. The underlying principle of trust at this level is valid for the Army Model. Trust is essential between direct leaders and their subordinates, as well as between individual team members.

In contrast to the interpersonal level, the personal level of leadership does have an equivalent within the military. Obviously, one must master himself before he can seek to master others. Self-leadership and self-discipline must precede effective group leadership. Referring back to Figure 1, the base of the pyramid, though unlabeled, is the personal level of leadership. It is the foundation of character and competence upon which actions in the other three other levels are based. According to the Franklin Covey Model, the underlying principle at this level is trustworthiness. Recalling the medical doctor analogy, trustworthiness is more than just character or integrity, it also includes competence.⁴³ Personal trustworthiness is an essential prerequisite for establishing interpersonal trust. The level of organizational trust is a reflection of the personal trustworthiness of all who are in the organization. The role of the leader is to first model trustworthy behavior and then to develop trustworthiness in his subordinates.⁴⁴ A valuable resource in this regard is The 7 Habits since it is primarily oriented towards increasing individual effectiveness. The personal level of leadership and the concept of trustworthiness are valuable additions to the Army Leadership Model.

LEADER ROLES

Both the Army and Franklin Covey Leadership Models recognize that leader actions are the essence of leadership. The Army Leadership Model identifies three critical leader actions of influencing, operating and improving. These are contrasted with the Franklin Covey Leadership actions, or roles, of pathfinding, aligning, empowering, and modeling as shown in Table 10.

Army Leadership Model	Franklin Covey Leadership Model
<i>Influencing</i> people – by providing purpose, direction, and motivation – while <i>operating</i> to accomplish the mission and <i>improving</i> the organization	<i>Pathfinding</i> to develop shared mission, vision, values, and strategy; <i>Aligning</i> to create structures, systems, and processing consistent with the vision; <i>Empowering</i> to tap the maximum potential of all employees; and <i>Modeling</i> to set a personal example of principle-centered living.

TABLE 10. LEADER ACTIONS COMPARISON

By comparing the two sets of leader actions, the essential difference between the models becomes more apparent. The Army Model leader actions are indicative of a very active and participatory leader, one who shares the personal hardships and dangers of his subordinates while being held accountable for everything the organization does or fails to do. The epitome of the Army leader is the commander who has both the responsibility and the authority to ensure organizational success. This contrasts with the more business-like actions of the Franklin Covey leader who operates almost with a hands-off approach, giving his subordinates full reign to achieve their highest potential within the organizational framework. The closest he can expect to come to a combat situation is when he has to deliver the quarterly business results to the board of directors.

However, closer examination reveals that these roles are not mutually exclusive. The Army leader should perform all of those actions identified in the Franklin Covey Model as part of influencing, operating and improving the organization. The military leader must, first and foremost, model the behavior he expects from his subordinates through living the Army values and attributes while demonstrating complete mastery of those skills essential for success at his level of responsibility. This becomes the foundation for successful mentoring and subordinate professional development. Next, as part of his influencing actions, the military leader should pathfind, providing a sense of common purpose and direction. The development and articulation of organizational values, vision, and mission play a vital role in that regard. While performing his operating function, the military leader empowers his subordinates through the use of commander's intent, mission-type orders, and by encouraging the exercise of initiative. Finally, the military leader improves the organization by ensuring that all structures, systems, and strategy are aligned with organizational values, vision, and mission. This concept is embodied within the Army force development process whereby doctrine, training, leader development, organization, material, and soldier systems are all integrated to ensure mission accomplishment.⁴⁵

To summarize, the leader actions (roles) identified in the Franklin Covey Leadership Model are necessary and essential for the Army leader. By themselves, however, they are not sufficient to ensure mission accomplishment. These four roles have increased validity among the non-warfighting components of the Army where the day-to-day functions more closely resemble a business environment. Since the orientation of the Army Leadership Model as presented in FM 22-100 is toward the warfighter, the Franklin Covey Leadership Model provides a particularly valuable supplementary construct for non-warfighting components.

RECOMMENDATIONS

CONTINUE TO INTEGRATE FRANKLIN COVEY TRAINING INTO ARMY LEADER DEVELOPMENT

It should be clear from the previous discussion that the Army and Franklin Covey Leadership Models are complementary constructs which have individual strengths and weaknesses. The Army Leadership Model tends to focus on specific leader practices and the "what's" of leadership. The Franklin Covey Model offers helpful insights into the underlying principles and "how-to's" of leadership with emphasis on the human dimension. There are no areas of obvious conflict between the two models. The Army should continue to integrate Franklin Covey based training into its leader development programs and leverage the wealth of experience Franklin Covey has gained working with leaders and organizations in both the private and public sectors. By recognizing the similarities between the two leadership models, the Army can ensure that principles taught in Franklin Covey training sessions are fully integrated within the context of the Army Leadership Model. An excellent example of this is the "What Matters Most to the Army"⁴⁶ training program specifically tailored to the individual soldier.

ADD THE PERSONAL LEVEL OF LEADERSHIP AND CONCEPT OF TRUSTWORTHINESS

The Army Leadership Model already includes a basic foundation of leader character and competence. This level should be recognized as the personal level of leadership with the corresponding principle of trustworthiness. This will allow the training new recruits and civilian employees receive as part of the Army values and consideration of others training programs to be identified as personal leadership training. Soldiers and civilians should all understand that their own level of personal trustworthiness is essential for developing interpersonal trust at the team and organizational levels. The concept of the personal level of leadership will also reinforce the fact that you can not divorce a leader's personal behavior from his professional behavior. Serious character or competency deficiencies at the personal level render the individual unfit for leadership at higher levels.

INCLUDE SPIRITUAL AS A HUMAN ATTRIBUTE

While it is beyond the scope of this research project to determine definitely whether or not human beings have a spiritual attribute, it is clearly an issue that needs to be considered and addressed by the Army Leadership Model. Currently it appears that the issue is avoided entirely. It is recommended that spiritual be included (some would argue, recognized) as one of four human attributes. This can be done without reference to any higher religious connotation. Such an inclusion will facilitate addressing the need for purpose and meaning in life. This will encourage leaders and their subordinates to think more deeply about their values and will strengthen their commitment to live in accordance with them. An investment in character development of this sort will pay tremendous dividends particularly during periods of crisis and stress when true character is revealed.

INCORPORATE THE DISTINCTION BETWEEN LEADERSHIP AND MANAGEMENT

The Franklin Covey Leadership Model's distinction between leadership and management is extremely insightful and should be incorporated into the Army Leadership Model. The Army's current distinction between the two is basically the same as that presented by Franklin Covey, though not as well developed or articulated. This distinction will reinforce the requirement to "do the right things" as well as to "do things right." It will also remind leaders to avoid the temptation to "micro-manage" their subordinates. After all, no one has ever heard of a leader who was guilty of "micro-leading." This distinction is becoming increasingly more critical with the constant guidance to "do more with less." Finally, this distinction will assist leaders in evaluating their own organizational challenges to determine if the problem is one of leadership (direction, goals, purpose) or one of management (methods, procedures, techniques).

CONCLUSION

The United States Army and Franklin Covey Leadership Models are two complementary and mutually reinforcing constructs which, building on a foundation of leader character and competence, identify critical leader actions necessary to achieve organizational excellence and effectiveness. The Army Leadership Model can be strengthened by including the personal level of leadership with its corresponding principle of trustworthiness, recognizing spiritual as a human attribute, and incorporating the distinctions between leadership and management. The Army can also benefit from Franklin Covey's vast experience in the corporate and government environments by continuing to integrate Franklin Covey Leadership training into its leader development programs. At the same time, the Franklin Covey Corporation can benefit from the Army's challenging environment of high leader turbulence, demanding operational tempo, and diverse range of missions. It is an ideal setting in which to demonstrate and validate leadership principles and practices. To paraphrase Stephen Covey, "this looks like the perfect win-win relationship."

WORD COUNT = 6435

ENDNOTES

- ¹ Samuel B. Griffin, Sun Tzu: The Art of War (London: Oxford University Press, 1963), 128.
- ² Franklin Covey Corporation, Corporate Statement; available from <<http://www.franklincovey/customer/corpinfo.html>>; Internet; accessed 10 February 2000.
- ³ U.S. Department of the Army, Field Manual 22-100: Military Leadership (Washington: 3 June 1999), 1-1.
- ⁴ Ibid, 1-18.
- ⁵ Ibid, 1-3.
- ⁶ Ibid, 1-3.
- ⁷ Ibid, 1-4.
- ⁸ Ibid, 2-10 – 2-18. They are summarized here in table form.
- ⁹ Ibid, 1-10 – 1-12. This section summarizes the three leadership levels presented on these pages.
- ¹⁰ Ibid, 1-10, Figure 1-2. Army Leadership Levels.
- ¹¹ Roderick Magee, U.S. Army War College, Department of Command, Leadership, and Management, Strategic Leadership Primer (Carlisle Barracks: U.S. Army War College, 1998), vi.
- ¹² FM 22-100, 3-12.
- ¹³ Ibid, 3-14.
- ¹⁴ Stephen R. Covey, The 7 Habits of Highly Effective People (New York: Fireside, 1990), 18-19.
- ¹⁵ Ibid, 32.
- ¹⁶ Ibid, 34.
- ¹⁷ Ibid, 288.
- ¹⁸ Ibid, 52-54.
- ¹⁹ Stephen R. Covey, Principle-Centered Leadership (New York: Fireside, 1990), 17.
- ²⁰ Covey, The 7 Habits, 34-35.
- ²¹ Stephen R. Covey, A. Roger Merrill and Rebecca R. Merrill, First Things First (New York: Simon & Schuster, 1994), 241.

²² Covey Leadership Center, "Roles of Principle-Centered Leaders – The Organizational Leadership Model," Handout (Salt Lake City: Covey Leadership Center, 1996). Additional information is available from <<http://franklincovey.com>>; Internet; accessed 10 February 2000.

²³ Covey, The 7 Habits, 101.

²⁴ Covey, First Things First, 19. The metaphor of the compass and clock is fully developed here.

²⁵ Covey, Principle-Centered Leadership, 176-180.

²⁶ Covey, First Things First, 45. Table format is from Principle-Centered Leadership, 176.

²⁷ Covey, Principle-Centered Leadership, 180.

²⁸ Ibid, 31.

²⁹ Covey, First Things First, 241.

³⁰ Covey, Principle-Centered Leadership, 31. Covey calls these "Win-Win Performance Agreements."

³¹ Ibid, 155.

³² Ibid.

³³ Franklin Covey Corporation, "The Organizational Effectiveness Cycle," Handout (Salt Lake City: Franklin Covey Corporation, 1997). The Organizational Effectiveness Cycle is an updated version of the Principle-Centered Leadership Paradigm found in Principle-Centered Leadership, 183.

³⁴ Covey Leadership Center, "The Organizational Leadership Model," Handout (Salt Lake City: Covey Leadership Center, 1996). Additional information is available from <<http://franklincovey.com>>; Internet; accessed 10 February 2000.

³⁵ Ibid.

³⁶ Ibid.

³⁷ Covey, The 7 Habits, 34-35. Covey provides a distinction between principles and practices.

³⁸ National Institute of Standards and Technology, "2000 Criteria for Performance Excellence;" available from <<http://www.quality.nist.gov/bcpq.pdf.html>>; Internet; accessed 6 March 2000.

³⁹ Department of the Army, "Army Performance Improvement Criteria 2000;" available from <<http://www.hqda.army.mil/leadingchange/APIC/APIC2000/index.html>>; Internet; accessed 6 March 2000.

⁴⁰ Covey, First Things First, 240-241.

⁴¹ Franklin Covey Corporation, "What Matters Most to the Army," Government Services, [CD-ROM], 1999.

⁴² U.S. Army War College Well-Being Committee, A Well-being Framework for the U.S. Army (Carlisle Barracks: U.S. Army War College, 21 January 2000), 24-27. This report was pre-decisional at the time this research project was completed.

⁴³ Covey, Principle-Centered Leadership, 171.

⁴⁴ John MacKay, "Review of FM 22-100," Notes for Dr. Steven Covey in preparation for his conversation with the Army Chief of Staff (Chesterfield: Franklin Covey Corporation, 1998).

⁴⁵ U.S. Army War College, Department of Command Leadership and Management, How the Army Runs: A Senior Leader Reference Handbook 1999-2000 (Carlisle Barracks: U.S. Army War College, 1 April 1999), 5-1

⁴⁶ Franklin Covey Corporation, "What Matters Most to the Army," Government Services, [CD-ROM], 1999.

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