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Leadership Competencies Needed by Future Army Education Services Officers

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LEADERSHIP COMPETENCIES NEEDED BY FUTURE

ARMY EDUCATION SERVICES OFFICERS

by

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ABSTRACT

The purpose of this study was to identify which leadership competencies future Army Continuing Education System Education Services Officers will need to better structure leadership development within that organization. A Delphi survey was sent to 13 Southeast Region Army Education Services Officers (ESOs) and consisted of three rounds: the first two rounds were used to reach a consensus as to what competencies were considered important by the panel of experts, and the last round allowed the panel to rank each selected competency by its level of importance to future Education Services Officers. Using Army Field Manual 6-22, Army Leadership, the Army's eight core competencies and associated components were used to formulate the initial round of 56 Yes or No responses. The first round included two open-ended questions and requested demographic data. Round Two was made up of 24 Yes or No response statements and two open-ended questions. The last round included the final 67 components that were ranked in order of importance on a five-point rating scale (Least Important, Important, Somewhat Important, Very Important, Critical). Using quantitative methods of frequencies and percentages, the results indicated that present Education Services Officers believe that almost all of the competencies listed in Field Manual 6-22 are important for future Education Services Officers. The additional knowledge, skills,

abilities, and dispositions that make up the added competency components included: Understands the role of the Army within the Department of Defense; Leads with flexibility; Utilizes strategic planning and decision making methods; Understands budget development and fiscal planning; Identifies personnel and contracting requirements and understands both systems; Open to [learning about] technical, virtual, and Internet-based systems; and Encourages innovation. The information obtained from this study can provide a framework to assist Army leaders, Garrison Commanders, and hiring officials when reviewing applications for future Education Services Officers. Current Army Continuing Education System professionals can also use the data from this study to ensure they have sought out and received the necessary training and development in each competency area and are fully qualified to meet the demands of working as future Education Services Officers.

INDEX WORDS: Leadership competencies, Army Continuing Education System, Education Services Officer, Leadership, Delphi

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DEDICATION

Max Linden and Vonnie Edwards,

To my dad who was and my mom who continues to be

a role model for perseverance and quick thinking.

I love you both!

Mystery Ellert

To my amazing daughter

Schatz, du bist meinem Herz…Ich liebe dich!

To the other half of my soul -

Dr. Don Stumpf

I would be lost without you.

Rock On!

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"Change is the law of life. And those who look only to the past or the present are

certain to miss the future."

John F. Kennedy, 25 June 1963

INTRODUCTION

The struggle to define leadership and identify leadership competencies has been

exhaustively researched from a variety of perspectives in a multitude of organizational

disciplines (Bennis, 1998; Burns, 1978; Fiedler, 1997; Northouse, 2004). Research

studies that have produced definitions and theories related to the phenomenon of

leadership have evolved over time culminating in studies emphasizing leadership as a

transformational activity (Bass, 1997). A number of well known researchers that have

produced some of the seminal works in the field of leadership studies received grants for

their initial studies from the U. S. Army (Sorenson, 2005). Stogdill, Fiedler, and Bass are

just a few of the notable researchers that benefited from U. S. Army research grants

during the World War II era (Sorenson, 2005).

The U. S. Army Research Institute for the Behavioral and Social Sciences

continues to provide funding for research studies that examine a variety of leadership

questions related to the current Department of Defense mandate for transformative

change in the force (Army Strategic Communications, 2003; Army Training and Leader

Development Panel, 2003; United States Army, 2004). There is a research supported

dichotomy of theory that separates military and civilian leadership within the U. S. Army

(Army Training and Leader Development Panel, 2003; Bass, 1997; Ford et al., 2000;

Garcia et al., 2006). Leadership and leadership competencies required to sustain the force

transformation in the Army training environment are an acknowledged aspect of professional development for military and civilian leaders (Garcia et al., 2006). Research studies focusing on the competencies required by future military leaders have determined that the current competencies are ill defined and may not apply to future leaders (Army Training and Leader Development Panel, 2003; Garcia et al., 2006; Horey et al., 2004). One finding common in a number of major research studies is the undeniable link between lifelong learning and leadership competency (Army Training and Leader Development Panel, 2003; Garcia et al., 2006).

Leadership competencies are a means to define and communicate leadership requirements in organizationally relevant terms (Gayvert, 1999). A leadership framework that encompasses competencies provides a common platform for leader development (Goldstein & Ford, 2002). As with values, competencies can be applied across time, at varying levels of authority and responsibility, and unforeseen situations (Workitect, Inc., 2006). While individual situations or organizational requirements might indicate the use of different components or behaviors, leadership competencies as a whole are enduring regardless of job description, assignment, and time (Newsome, Catano, & Day, 2003). While values can shape the character of leaders, competencies can be used just as well as a guide to leader behavior (Horey et al., 2004).

The most current Army leadership guidance is presented in Field Manual 6-22, Army Leadership: Competent, Confident, and Agile (2006b). The manual defines leadership for the Army, establishes the foundations of Army leadership, describes the linkage between military and civilian leaders, and also presents a four-chapter section devoted solely to competency-based leadership principles. Within those chapters, the

Army guidance breaks down into eight Core Leader Competencies: Leads Others, Extends Influence Beyond the Chain of Command, Leads By Example, Communicates, Creates a Positive Environment, Prepares Self, Develops Others, and Gets Results (2006b, p. A-1). Each core competency is then further broken down into associated competency components and actions. The Field Manual provides a very clear road map as to Army expectations of its professional leaders. Perhaps the single most important underlying factor in the development of leadership competencies is the incorporation of lifelong learning into a leadership development plan (Army Training and Leader Development Panel, 2003).

Leaders directly impact creating a climate that values lifelong learning (Garcia et al., 2006). In the Foreword of the Army Leadership Field Manual 6-22 (2006b), General Peter Schoomaker, Chief of Staff of the Army, wrote, "Leaders must be committed to lifelong learning to remain relevant and ready during a career of service to the Nation." (p. 2). Per Field Manual 7-0 (Department of the Army, 2002), "lifelong learning is the active pursuit by an individual to seek knowledge, comprehend new ideas, and expand learning in any area to move beyond a known state of competency." (p. 7). Clearly, the Army feels an emphasis on competencies and lifelong learning is warranted in all aspects of its leadership training.

Education and lifelong learning have become more important to the military, as the contemporary military force requires service members who are both technically and academically proficient (Sticha et al., 2003). The military mission continues to grow in complexity, and military training directed at teaching one specialized job is no longer sufficient to meet the requirements of the mission (Corbett, 2000). Military personnel

often find themselves in critical situations that quickly become challenging both in a technical and social sense (McDade, 1997). McDade also noted that the successful resolution of these situations often requires the individual to exercise critical thinking skills with an understanding of the sociopolitical ramifications of their actions.

One small organization within the Army that deals almost exclusively with lifelong learning and education is the Army Continuing Education System (ACES). ACES was created in 1972 by the Department of Defense (DoD) to manage educational services for active duty soldiers, and has been instrumental in piloting military education programs since its inception (Sticha et al., 2003). During Fiscal Year 2004 alone, ACES was responsible for disbursing over 200 million dollars in Tuition Assistance funds to postsecondary institutions throughout the world while assisting soldiers working towards credentials of their choice (Army Continuing Education System, 2005). However, while the ACES mission encompasses the entire Army, it has been forced to take staffing cuts of more than 50% of its population within the last two years (Ramsberger & Sticha, 2006). The ACES mission is to promote lifelong learning opportunities to "sharpen the competitive edge of the Army by providing and managing quality self-development programs and services," (Department of the Army, 2006a, p. 18). One of its strategic goals is to provide lifelong learning opportunities to "enhance job performance…for the Army and its future leaders," (p. 19). Within Army leadership are those members who have been charged with bringing Army Education into the twenty-first century and beyond: Education Services Officers (ESOs).

The title of ESO identifies the most senior ACES person working at the individual installation level (ACES Training and Professional Development, 1999). The ESO is

responsible for the complete continuum of program offerings as well as for the operation of the Army Education Center and any satellite centers, if they exist (Anderson, 1995). These Army Education Centers are similar in their basic structure and all installations are guided by Army Regulation 621-5, Army Continuing Education System, in order to provide a wide range of education services that include testing, counseling, and classroom teaching, as well as administrative functions, all under the direction of the ESO (Workforce Compensation and Performance Service, 1974).

As the Army is mobile force, with its soldiers and families typically moving every 3 years, the Education Centers throughout the world offer similar programs and follow similar guidelines so that any soldier taking courses or working on academic programs at one installation is not subject to a new process as a result of a mandated move. Except for the size of the installation itself and the local partnerships that may have been established, all Army Continuing Education System Education Centers are virtually identical in program make-up and ESO program oversight. Due to personnel cuts mandated by DoD, however, the number of ESOs has dwindled from 113 to 42, and of those remaining 42 positions, fully two-thirds of those employees are eligible to retire within the next decade (Installation Management Command, 2007). In order to present a better idea of how the Army Continuing Education System would be viewed in the civilian sector, it can be compared to a state Board of Regents. Under a state Board of Regents, there are the various state universities and colleges. The ACES equivalent to those schools would be the Army installations with ACES offices and employees present and performing actions. The university or college president equivalent would be the Education Services Officer at that installation (college).

Education Services Officers are experts in the field of Army education. They not only must be aware of the "traditional" academic requirements that are available to the public at large, but they must also be specialists in military protocol and community partnerships. While they are not Active Duty soldiers, they must also be conversant in the Army Personnel system to be aware of how academics play a role in a soldier being promoted, and be able to deploy to remote sites at the request of their chain of command. They represent their installation to the Headquarters offices and defend their budget and programming needs based on their daily experience and interaction. In short, ESOs are the general officers of the ACES organization and their field expertise must be practical, strategic, and theoretical in nature.

A comprehensive review of the literature suggests the need for study in the identification of leadership competencies that will be required for the success of future ESOs. Ensuring that all military and civilian Army leaders have the required leadership competencies to meet the mission now and into the future is a critical readiness issue for DoD and throughout the government (Department of the Army, 2006b). Beginning this year, per one of the President's Management Agenda initiatives, all Federal agencies will be tasked with mandatory reporting of results of a competency gap analysis for their current leadership, and then asked to develop a plan for closing those identified gaps (Office of Personnel Management, 2006). There are certain competencies that may be critical to future ESOs who will be tasked with steering an ever-changing and evolving organization that will lose its institutional knowledge through attrition and retirement. The gap in current literature lies in the specific role of ACES and the ESO in the Army's

transformation plan, and the decided lack of studies that address the vital importance of having relevant leadership competencies for such an important Army civilian leader.

Statement of the Problem

The ACES workforce, an integral piece of the Army mission, is dwindling. As more and more of its functions are automated, the Department of Defense has, by budgetary necessity, determined that the organization must be downsized. In the last two years, ACES has been reduced from 943 to 468 employees worldwide. While many employees who were eligible for retirement took advantage of the reduction in force, many others were still a decade or more away from being able to make that choice. The majority of personnel within that ten-year window perform as their installation education leaders, Education Services Officers (ESOs). These ESOs perform similar functions at each installation, with variance occurring only in the make-up of the On-Post schools invited to offer classroom courses on the installation. Of the 42 ESO positions, 28 individuals presently performing those duties will be eligible to retire from Federal service within the next decade. Collectively, the leaders of an institution possess an understanding of that establishment in a way that others simply cannot replace. To preserve this resource, new leaders must be trained with competencies determined to be vital to the preservation and accomplishment of the ACES mission. A challenge facing future leaders in Army education is to fill the gap that will be created through the aging of its workforce.

The introduction of new technology-based systems within Army education also lends itself to requiring an additional set of competencies specific to the leadership role. Electronic Army University, GoArmyEd.com, and modernized Educational Database

Management Information System are just a few of them and there are certainly more to come. It is clear that the requirements to be an effective Education Services Officer with the Army are evolving at a rapid pace. Therefore, the purpose of this study was to identify which leadership competencies future Army Continuing Education System Education Services Officers will need to better structure leadership development within that organization. The lack of studies regarding leadership competencies required of future Education Services Officers reflects a gap in the current research.

<div align="center">Research Questions</div>

Successful leadership competencies among future Education Services Officers represent an area of study that requires the collection of data based on perceptions and imprecise definitions that are subjective in nature. The Delphi technique, introduced in 1958 by the RAND Corporation, is a method used to acquire reliable consensus of thought and opinion by a purposively selected group of Subject Matter Experts through a series of questionnaires combined with open-ended questions to solicit opinions from specialists in the chosen subject matter (Dalkey & Helmer, 1963). The study was designed to answer the following overarching research question: What leadership competencies will be needed by future Education Services Officers in the Army Continuing Education System? The following related sub-questions were addressed as well in this study:

1.   Which identified competencies are critical for future Army Education Services Officers?

2. How are the leadership competencies identified by the Education Services

Officers different from or similar to those identified in Army Leadership Field

Manual 6-22?

<center>Importance of the Study</center>

This research is important to individuals as they determine the skills needed to prepare for future Education Services Officer positions within the Department of the Army. A study such as this will offer Army Leadership a snapshot into the long-range training and education requirements that its future Education leaders are going to need. These individuals must have the tools to be able to determine the competencies that will most significantly impact their success or lack thereof as an ESO. The future ESO will be able to utilize this study to determine a path for career advancement through personal use of the identified skills and competencies.

Garrison Commanders or similar hiring officials may be able to use this research as a guide for determining desirable skills when seeking to hire ESOs for their installations. By matching future needed skills to the competencies evidenced in individual applications, a more informed hiring decision will be available.

Current Education Services Officers who wish to improve their skills or who wish to lead at larger installations in the future may be able to adopt the competencies identified and update their current skills to be more in line with future needs. This research on leadership competencies that are specifically geared towards ESOs may enhance a current ESOs opportunity to prolong his or her career.

Curriculum development specialists in future leadership programs may find the research helpful in determining the effectiveness of their programs in the preparation and

development of future leaders. Should the research findings indicate that new or expanded leadership competencies are required, program developers might be able to more effectively evaluate and adjust their current offerings in order to assist with the successful career development of Army education leaders.

Procedures

The participants in this study included a purposive sample of Education Services Officers primarily from the Southeast Region of the United States (Puerto Rico, Florida, Georgia, South Carolina, North Carolina, Alabama, Tennessee, and Kentucky). A pilot survey was developed by the researcher utilizing existing Army Leadership Competencies from Field Manual 6-22, Army Leadership. Changes to Round One were made based upon input from the pilot group of five Army Education professionals selected for their experience and accessibility.

Following validation of the pilot survey, a Delphi study was implemented (Cochran, 1983), and data from the Delphi was analyzed and reported to the participants between the three rounds of updated surveys. These included the revisions of the instruments in subsequent rounds titled Round Two and Round Three, based upon input from the expert panel of ESOs (Turoff & Hiltz, 1996). The panel was selected from a group of current ESOs who have performed in that capacity for at least 2 years, and comments were also encouraged from panel participants.

All of the resulting data was compiled and reported. Analysis of the quantitative data resulted in a comprehensive list of competencies and related components as determined by the respondents. Qualitative data were also compiled to enhance the

responses and utilized to add additional information to the study as deemed appropriate by the participants.

Limitations and Delimitations

There were conditions of restrictive weaknesses that require a listing of limitations inherent to the research proposal. These limitations to the study identified by the researcher relative to the design proposal were as follows:

1. The generalization of the results of this study to populations outside of the Army Continuing Education System may be limited as a result of the purposive sampling method.

2. The respondents may be influenced by co-variants that cannot be identified by the researcher.

3. The results may be influenced by a perceived concern of disclosure related to anonymity among peers.

The delimitations of the study were inherent to the restrictions imposed by the researcher relative to the incorporation of a method of purposive sampling that included only those ESOs currently working for ACES within the Southeast Region of the United States.

Definition of Terms

Competency – As defined by the Office of Personnel Management (OPM), a competency is a cluster of Knowledges, Skills, Abilities, and Other characteristics (KSAOs) that underlies effective individual behavior leading to organizational success.

Education Services Officer (ESO) – Employee of the Department of the Army and responsible for installation education activities to include postsecondary programs, literacy, basic skills, GED, and continuing military education.

Expert – Education Services Officers selected purposively to include in a panel as Subject Matter professionals who have performed in that position for at least 2 years.

Field Manual (FM) – Written and electronic resources used to train Army soldiers and civilians in various aspects of their day-to-day activities.

Field Manual 6-22, Army Leadership: Competent, Confident, and Agile – The most current Army guidance as it relates to leadership and required competencies of both the military and civilian workforce.

Future Force – Refers to the Army mandate to restructure to a more modular, capabilities-based force to better meet combatant commanders' requirements. The Army will continue to support operational deployments and rotations while assuming more missions as needed for a nation at war. Changing the organizational structure of units must be logically consistent but tempered by the technological capabilities that are reasonably available within the near term.

Garrison Commander (GC) – General officer who typically holds the rank of Lieutenant Colonel or higher, and runs an installation similar to the way that a mayor runs a city. The GC is responsible for hiring all installation Education Services Officers.

Montgomery GI Bill (MGIB) – The Montgomery GI Bill provides up to 36 months of education benefits to military veterans who receive an Honorable discharge and serve (on average) more than 24 months on active duty. Benefits can be used for college, business,

technical, correspondence or vocational courses, apprenticeship or job training, or flight

school.

Warfighting Mission – Mission given as directive to Combatant Commands to win the

war on terrorism, accelerate transformation, and strengthen joint missions through

organizational agility, action and decision speed, collaboration, outreach, and

professional development.

<div align="center">Summary</div>

Issues surrounding leadership remain of necessary interest to researchers and are

the main thrust of this study. Army leadership focus has been on lifelong learning, self-

development, and leadership competencies for the last 25 years. The urgency surrounding

the development of educated and competent Army leaders has remained consistent in

response to the aging of its workforce in general, and the ACES organization in

particular. The role of today's Army Education Services Officer is in a state of constant

flux, and the lack of studies regarding the leadership competencies required of ESOs,

now and in the future, reflects a gap in the current research.

CHAPTER II

LITERATURE REVIEW

Introduction

Behavioral scientists and organizational analysts use competencies to describe various behaviors, activities, processes, and personal characteristics associated with leadership, management, supervisory, and other prevalent positions within organizations (Spencer & Spencer, 1993). Many different competency definitions exist (Newsome, Catano, & Day, 2003), some based on the underlying characteristics of individuals and some based on the behaviors that are necessary for success in target positions. For leadership, competencies should describe what effective leaders do to influence individual and organization success (Kravetz Associates, 1998).

Consistent with the Army view of leadership as action, leadership competencies should represent leadership functions and how those functions are related to actions (Horey et al., 2004). However, this does not fully describe the nature of a competency. The Office of Personnel Management (OPM) further defines a competency as a cluster of Knowledges, Skills, Abilities, and Other characteristics (KSAOs) that underlies effective individual behavior leading to organizational success (Office of Personnel Management, 2006). Competencies, if well defined and comprehensive, should provide individuals and organizational processes with the roadmap that identifies successful performance of leadership duties and responsibilities (Spencer & Spencer, 1993). The competencies that are essential, or core, to all Army leaders will focus their developmental efforts on attaining Future Force capabilities and integrating military and civilian leadership doctrine (Army Strategic Communications, 2003). Gayvert (1999) believes that Army

leadership "ought to be identified, taught and discussed as a function, or set of functions, different from management, administration or command." (p. 21).

This review of the research and related literature includes the following: leadership theories, leadership competencies, Army leadership, and the Army Continuing Education System. The purpose of this review is to examine the evolution of academic views on leadership and how they informed the military evolution on leadership, leading to the Army's competency framework

Leadership Theories

Over the past fifty years, researchers have constructed different theories to describe and explain many areas of leadership (Northouse, 2004). Leadership theories are important because they help define differing viewpoints and delineate varying ideas (Wright, 1996). The multitude of theories provides a cornerstone on which to build specifications of leadership competencies (Bergman, 1996). The main research studies address characteristics of the leader, the situations that leaders operate in, the behaviors and skills that leaders utilize, perceptions of the followers, and combinations of these and other factors (Bass, 1990; Bennis & Nanus, 1985; Northouse, 2004; Sadler, 1997).

Trait Approach

Researchers first attempted to identify traits and characteristics that all effective leaders seemed to have in common (Mann, 1959). Stogdill's (1948) extensive review showed that traits are associated with reliable differences between those who are leaders and those who are followers, but there was no consistent trait or set of traits that were related to leadership across situations. A basic limitation of trait studies is that traits do not differentiate along a dimension of leadership effectiveness (Caruana, 1998). The

basic idea remains that trait theories suggest that leaders can be defined by who they are, and that these traits are enduring over time, and not just phases that a person might go through (Sadler, 1997). However, recently some characteristics have been tied to effectiveness. For example, military cadets who had greater confidence in their leadership abilities were rated as superior performers (Chemers, Watson & May, 2000). There is also evidence of the influence of trait theory in contemporary theories built around the role of charisma as a contributing factor of transformational leadership (Northouse, 2004).

Leader Behavior Categories

While trait approaches sought to identify universal traits, behavioral approaches attempted to identify universal behaviors that lead to success (Blake & Mouton, 1964). Early researchers turned their efforts to finding out what leaders did and how they behaved. They shifted focus from leaders to leadership and this remained the dominant approach through the '50s and '60s. Patterns of behavior were grouped into styles, such as Blake and Mouton's Managerial Grid (1964; 1978; 1985). The four main styles that appear in the literature are: concern for task, concern for people, directive leadership, and participative leadership (Wright, 1996).

For training purposes, it appears that most authors tend to contrast two styles at a time. In one case, Blake and Mouton (1964) contrast concern for task with concern for people. In 1960, McGregor used directive and participative leadership as his platform for differences in Theory X and Theory Y management styles. Variations have labeled the categories as directive and supportive behaviors (Blanchard, Zigarmi & Zigarmi, 1985), concern for production and concern for people (Blake & Mouton, 1985), initiation of

structure and consideration (Hellriegel, Slocum & Woodman, 1995), and transactional

and transformation leadership (Bass & Avolio, 1990).

Some even categorized the difference as management or leadership (Kotter,

1990). Kotter offered that management is concerned with providing order through

deliberate steps of planning, organizing, and controlling resources to produce business

outcomes; while leadership is concerned with motivating people to accomplish

organizational goals. Bennis and Nanus (1985,) commented that "Managers are people

who do things right and leaders are people who do the right thing." (p. 221)

Contingency Models

Contingency models presume that different types of leadership may be required

for different types of situations (Jago & Ragan, 1987). Fiedler's (1967) contingency

model was one of the first to look at the interaction between leader traits and situations.

He operationally defined possible differences in leader style by identifying characteristics

of a leader's group of subordinates (Fiedler & Chemers, 1984). Fiedler (1997) identified

the degree of cooperation offered by followers as commitment, clarity of the group's task

as structure, and the leader's formal authority to direct and reward followers as power,

which he collectively referred to as the degree of situational control or favorableness.

The contingency model assumed that a leader's style is fixed and that a leader

cannot be sensitive to both the task and to followers (Fiedler & Garcia, 1987). A training

program was developed where the leader learns to change the situation to fit his or her

style (Fiedler & Chemers, 1984), but it was found to have questionable success (Jago &

Ragan, 1987). The contingency model does not explain why leader-situation matches or

mismatches occur (Northouse, 2004). Other theories contend that leaders' personalities

do not matter as much as their self-awareness regarding their style, and how they use this self-awareness or self-knowledge to adapt to the situation rather than trying to adapt the situation to them (Reddin, 1970; Hersey & Blanchard, 1977).

Transformational Leadership

Burns (1978) initiated the line of inquiry by contrasting transactional and transformational styles of leadership. Transactional leaders consider a traditional approach to leadership where leaders look at the relationship with their followers as a quid pro quo transaction (House, 1996). In contrast to transactional assumptions, transformational leaders appeal to followers to transform the organization whereby members focus on organizational results instead of working to achieve personal goals (Bass & Avolio, 1990).

Transformational leadership combines elements of trait, behavioral, situational and attributional approaches into a more encompassing structure (Northouse, 2004). Transformational actions are designed to appeal to and arouse followers' unconscious needs for affiliation, achievement, and power (Vecchio, 1987). Transformational theory is related to charismatic leader theory, which is a sophisticated trait approach that focuses on the transcendent qualities of extraordinary leaders (House, 1976). Charismatic leaders are believed to be those who operate from high moral beliefs, have a strong need to influence others, use dramatic ways of articulating goals, model desired attitudes and behaviors, appeal to followers' high ideals, and have an ability to move followers to action (House, 1976). Transformational leaders also display behaviors consistent with most of these charismatic traits (Mitchell, Green & Wood, 1981).

The transactional-transformational duality was extended to a full-range model of leadership that included laissez-faire leadership, management by exception, contingent reward, idealized influence, inspirational motivation, intellectual stimulation and individualized consideration (Avolio & Bass, 2002). The full range model asserts that different types of behavior may be appropriate in different situations, and leaders will use them to different extents (Sadler, 1997). The concepts of transformational theory are broad, so they are hard to define and measure (van Maurik, 2001). Similar to other theories, transformational theory does not provide specific guidance about how to assess various aspects of situations and act accordingly (Wright, 1996). It allows that ideal performance should tend to rely on transformational qualities in general (Graen & Uhl-Bien, 1995).

The leadership theories reviewed evoke many important, shared aspects of leadership. One of these is that leaders can have a positive or negative influence on their followers (Vroom, 1964). Another aspect that many of the theories have in common is that leaders can work to impact the effectiveness of a subordinate by assigning a varying level of task-structure or utilizing the individual's emotional and psychological needs (Senge, 1990). Either means of influence is moderated by, or contingent upon, the situation and the followers (Smith & Foti, 1998). Leaders can also influence performance through sensing the situation-follower interactions, estimating the followers' expectations, and correctly or incorrectly presuming the needs of the follower (Staw, 1975). Leaders also sway others by providing specific task guidance, by the impression they make on others, by how they motivate subordinates, by how they communicate with others, and by what position of power they assume (Bolman & Deal, 1997). Trust,

confidence, and legitimacy are indicators of the leader-follower relationship (Chemers, 2000).

Another consistent theme across the leadership theories deals with the differences that situations impose (Avolio & Bass, 1991). The situational theories are important because they emphasize the flexibility that leaders should exercise in what they do (Bass & Avolio, 1990). There are many sources of variation in the environment, the organizations, the followers, and other factors so leaders should develop multiple styles or sets of strategies (Bennis & Nanus, 1985). Once the ways that variables could interact are identified, the leader should take account of the situational variables and adjust what they choose to do (Blanchard, Zigarmi & Zigarmi, 1985). Most of the situational theories address to which variables it is important to adapt, and less about how a leader should assess what levels are active and what actions to take because of them (Chemers, 2000). It is a given that the future operating environment will not be entirely predictable. As such, leaders will need to be astute at scanning and assessing the environment and others to determine when significant change has occurred and determining what impact this change will have (Corbett, 2000).

<center>Leadership Competencies</center>

As businesses and government organizations attempt to find new approaches to leadership, many of them are looking to a competency-based system as the response to solving organizational requirements. According to Tucker and Cofsky (1994), competencies may be grouped into skills, knowledge, self-concepts, traits, and motives. Organizations that use competencies tend to define them in institutionally-relevant terms, tailored to their own unique situations (Corporate Leadership Council, 1998). For

example, the National Park Service defines its competencies as a combination of knowledge, skills, and abilities in a particular career area that, when obtained, enables an individual to function at a specific and defined level of proficiency (Rosenbach & Taylor, 2001).

Competencies can also be broken down into various categories that differentiate between purposes and uses. Essential competencies are seen as the foundation of knowledge and skills needed by everyone in an organization (Spencer, McClelland, & Spencer, 1990). These can be developed in individuals with training programs and are simple to identify. Categorizing competencies helps to separate superior performance from average performance (Spencer, McClelland, & Spencer, 1990), and includes self-concepts, traits and motives. Although more challenging to determine, they can predict long-term success in the workplace (Corporate Leadership Council, 1998). Competencies referred to as strategic in nature are considered core to the organization (Spencer, McClelland, & Spencer, 1990). The core competencies can include anything that creates a competitive advantage in the marketplace such as speed, service, and technology (Shippman et al., 2000).

Competencies are being utilized as a tool to readjust focus within an organization as to what is core and what it takes for the workforce to achieve success. Additionally, competencies provide the pathway leading to the technical aspects of a particular function and highlight the necessary critical path through policies and regulations to the results desired by managerial staff. Competency models can also serve as vehicles for change.

A 1996 American Compensation Association (ACA) study that focused on competency applications in human resources reported that organizations are using

competencies to integrate selection, training, appraisal, and compensation. Within the realm of performance management, competencies and results are evaluated in order to establish a connection between completion of a task and its outcomes, and then further connect it to compensation, where pay-levels can be based on the certified skills and competencies used in the workplace (Cofsky, 1993).

According to Spencer and Spencer (1993), almost three hundred developed competency models indicate that in higher-level technical, professional and managerial occupations, the competencies that most often determined organizational success were motivation, interpersonal influence, and political skills. Cofsky (1993) found that competencies in customer service, influencing others, and leveraging technical information led to better performance outcomes among computer specialists, rather than their self-reported ability in logic, math, and programming as might be expected. Competency modeling has gained momentum over the last 20 years and has been identified as a more solid method of identifying the requirements of supervisory, managerial, and leadership positions because it allows for a more general description of responsibilities associated with these duties (Horey & Falleson, 2003).

The outcome of using competency frameworks should be that they provide measurable actions and behaviors that are associated with leadership functions (Department of the Army, 2006b). When used as intended, such a framework will encourage continued reference back to established leadership requirements, and utilizing competencies projects leader functions across positions and time, and appear to be more appropriate for forward-looking application than specific job or task requirements (Shippman et al., 2000).

Army Leadership

In order to forecast leadership requirements within the Army Continuing

Education System (ACES), it is important to first gain a clear understanding of the

current Army leadership doctrine framework. It is also helpful to consider the evolution

of Army leadership requirements over the past 60 years (Wong, Gerras, Kidd, Pricone &

Swengros, 2003). A leadership competency framework should account for differences in

styles and situations (Horey et al., 2004). For example, task versus relations orientation,

transactional versus a transformational interaction process, and directive versus

participative style; each have their place in Army leadership (Bergman, 1996). A need for

situational leadership is apparent when considering the range of Army missions and

nature of different types of combat (Department of the Army, 1999a). It becomes clear

that many different styles of leadership are necessary as leaders are increasingly required

to participate in joint, interagency, and multinational missions; their role is better

understood as an enduring builder of climate, morale, and vision; and technology is

integrated into the methods of influence to address the complexities (Newsome, Catano

& Day, 2003).

The evolution of Army leadership doctrine has obviously been facilitated by the

findings and theories from leadership research. Fitton (1993) provides a brief history of

the evolution of Army leadership content through doctrinal changes and proposes that

much of the content of Army leadership manuals was influenced by the leadership

research trends of academia. While the earlier leadership doctrine relied primarily on trait

theories of leadership, later Army versions included elements of other leadership theories

as well (Department of the Army, 1987a). These later versions maintained the trait theory

as an essential element within their frameworks, but they also included elements from humanistic theories (Maslow, 1965), situational/motivational theories (House, 1971; Vroom, 1964), and transformational approaches (Bass, 1985). For example, editions of the leadership manual produced from the 1950's through the 1970's addressed the hierarchy of human needs ranging from basic physical needs to higher order needs and their influence on behavior (Department of the Army, 1958; 1961; 1965; 1973). Similarly, FM 22-100 (Department of the Army, 1973) explicitly discussed the role of subordinate expectations on subordinate motivation and the need for the leader to facilitate the path to subordinate's goal attainment. Transformational theory had an influence on the 1999 version as reflected through the actions of improving the organization through developing others as leaders, building teams, applying learning to one's self, and leading change (Avolio & Bass, 1991).

The first doctrinal publication devoted to leadership in the Army was Field Manual 22-5, Leadership Courtesy and Drill (US War Department, 1946). This publication defined leadership as "the art of influencing human behavior" (p. iii) and identified two primary leader responsibilities: accomplish the mission and look out for the welfare of the men. In 1948, Department of Army Pamphlet 22-1, Leadership, expanded the definition of Army leadership to include the notion of influencing behavior by directly influencing people and directing them to a specific goal. In 1951, FM 22-10, Leadership, introduced a section on ethics and relabeled the leadership qualities of the 1946 manual as traits. This evolution of the concept of leadership continued with the 1953 publication of the original version of FM 22-100, entitled Command and

Leadership for Small Unit Leaders. This manual expanded upon FM 22-10 by adding indicators of leadership.

In 1958, Field Manual 22-100 was renamed Military Leadership, which it retained until the 1999 revision. The number of leadership traits grew to fourteen, with the addition of Loyalty and Integrity. The 1961 version of FM 22-100 introduced Maslow's hierarchy of needs in a chapter on human behavior and introduced the concept of leadership climate as well as a chapter on leadership in higher commands. In the 1965 version of FM 22-100, supervising was added as a concept of leadership. Also, a section devoted to relations with local civilians appeared for the first time in which a need to develop interpersonal skills for dealing with local nationals during combat operations was presented. The 1973 version of FM 22-100 introduced a focus on mission to the definition of leadership that included the ability to influence men so that they can accomplish the mission. The term leadership development was introduced in this version along with two domains of development; academic and self-learning, and the real world environment. Authoritarian and democratic leadership styles were also introduced in this version.

The 1983 version of FM 22-100 introduced the concept of Be, Know, Do; and included the first leadership framework to incorporate factors and values associated with the principles of leadership. These values are identified as loyalty to National and Army ideals, loyalty to unit, personal responsibility, selfless service, courage, competence, candor, and commitment (Department of the Army, 1983). In addition to these leadership values, the Army added factors that influence leadership such as the leader, the led, the situation, and communications (Department of the Army, 1983). These values and factors

replaced the traits identified in early versions. A chapter on leader and unit development programs was added while the previously included indicators of leadership and leadership development were removed. This version included the introduction of the ethical decision making process, which remains a part of the current doctrine.

Several other leadership doctrinal manuals were introduced throughout the 1980's including: FM 22-101, Leadership Counseling (1985); FM 22-102, Soldier Team Development (1987c); and FM 22-103, Leadership and Command at Senior Levels, (1987b). Executive Leadership, FM 600-80 (Department of the Army, 1987a) was also published which addressed direct, indirect, and executive levels of leadership, along with mentoring.

The 1990 version of FM 22-100 introduced an expanded perspective on leader development and assessment based upon the research of Clement and Ayres (1976) to establish Army leadership competencies. Leadership responsibilities were dropped from this version and four elements of Army ethics: loyalty, duty, selfless service, and integrity were added in the area of what a leader must be. In content, this leadership model had many similarities to previous versions but introduced the concept of leadership competencies. While FM 22-100 was the principal leadership doctrinal manual, other manuals and regulations remained in existence, such as AR 600-100 Army Leadership, 1993; DA PAM 600-15, Leadership at Senior Levels of Command, 1968; FM 22-102, Leadership and Command at Senior Levels, 1987b.

The 1999 version of FM 22-100 was retitled Army Leadership and in contrast to the 1990 version, was the Army's capstone leadership manual. This version was also the first to address leadership at all levels and replaced four publications: FM 22-101,

Leadership Counseling (1985); FM 22-102, Soldier Team Development (1987c); and FM 22-103, Leadership and Command at Senior Levels (1987b), as well as the previous edition of FM 22-100 (Department of the Army, 1999a). The document synthesized information from these publications into a comprehensive view of leadership as well as linked concepts to other publications and processes that the Army used to develop leaders (Wong, Gerras, Kidd, Pricone & Swengros, 2003).

An updated framework of leadership was established that was different from any of the previous versions. Thirty-nine components were listed specifying what a leader of character and competence must Be, Know, and Do (Department of the Army, 1999a). The Be dimension consisted of seven values, three attribute categories and thirteen attributes. The Know dimension included four skill categories, and the Do dimension consisted of three principal actions and nine sub actions (Department of the Army, 1999a). The 1999 framework translated these topics into interpersonal, technical, and conceptual skill areas and added an additional skill labeled tactical to reflect the importance of Army tactics (Horey et al., 2004).

In 2003, the Army Training and Leader Developmental Panel issued its Phase IV Civilian Study Report. Simply put, its findings were that while the Army vision emphasizes people, readiness, and transformation, it falls short when applying that vision to grooming Army civilian leaders. They also found that the Army does not have a well-developed approach for civilian leader growth. The panel further stated that:

> The civilian education system does not meet the future needs of the Army. The professional education of civilians has not evolved adequately to prepare leaders for the 21st century and lacks a competency-based foundation from which to

develop the requisite educational programs and products. Fundamentally, the

system follows a set-piece rather than an adaptive, just-in-time educational

philosophy. (p. 2)

The most recent version of Army Leadership has been renumbered as FM 6-22

(Department of the Army, 2006b) and addresses what an Army leader is in the form of

attributes as well as what an Army leader does in the form of core leader competencies.

Within each of the eight competencies, there are specific components and actions. This

version of Army leadership doctrine specifically states that Army civilian leaders make

up an integral part of the Army family, and are therefore subject to showing mastery of

the core competencies in the same way as Army military leaders.

The Army Research Institute (Horey et al., 2004) concluded that an Army

leadership competency framework was necessary to correct existing problems within the

Army leadership guidelines. The issues surrounding the current framework at the time

dealt mostly with the inadequate methods used to describe how skills, values and

attributes should manifest (Garcia et al., 2006). Horey and Falleson (2003) suggested that

leadership competencies would better show leaders how to use their attributes and other

skills to achieve organization objectives. A final framework made up of eight

competencies and their associated components was proposed to, and accepted by, Army

leadership. Table 1 shows the eight core competencies and their related components. A

competency framework such as the one listed in Table 1 is relevant to current as well as

aspiring leaders, along with any groups dedicated to developing Army leaders. It offers a

path for decision-makers to follow who have chosen to adopt the guidance set forth

regarding lifelong learning, Army leadership, and the Army Transformation Roadmap.

Table 1

Eight Core Competencies and Associated Components

Core Competency	Components
Leads Others	Establishes and imparts clear intent and purpose
	Uses appropriate influence techniques to energize others
	Conveys the significance of the work
	Maintains and enforces high professional standards
	Balances requirements of mission with welfare of followers
	Creates and promulgates vision of the future
	Understands sphere of influence, means of influence, and limits of influence
	Builds trust
	Negotiates for understanding, builds consensus, and resolves conflict
	Builds and maintains alliances
Leads by Example	Displays character by modeling the Army Values consistently through actions, attitudes, and communications
	Exemplifies the Warrior Ethos
	Demonstrates commitment to the Nation, Army, unit, Soldiers, community, and multinational partners
	Leads with confidence in adverse situations
	Demonstrates technical and tactical knowledge and skills

Table 1 (continued)

Eight Core Competencies and Associated Components

Core Competency	Components
	Understands the importance of conceptual skills and models them to others
	Seeks and is open to diverse ideas and points of view
Creates a Positive Environment	Fosters teamwork, cohesion, cooperation, and loyalty
	Encourages subordinates to exercise initiative, accept responsibility, and take ownership
	Creates a learning environment
	Encourages open and candid communications
	Encourages fairness and inclusiveness
	Expresses and demonstrates care for people and their well-being
	Anticipates people's on-the-job needs
	Sets and maintains high expectations for individuals and teams
	Accepts reasonable setbacks and failures
Prepares Self	Maintains mental and physical health and well-being
	Maintains self awareness, employs self understanding, and recognizes impact on others
	Evaluates and incorporates feedback from others

Table 1 (continued)

Eight Core Competencies and Associated Components

Core Competency	Components
	Expands knowledge of technical, technological, and tactical areas
	Expands conceptual and interpersonal capabilities
	Analyzes and organizes information to create knowledge
	Maintains relevant cultural awareness
	Maintains relevant geopolitical awareness
Develops Others	Assesses current developmental needs of others
	Fosters job development, job challenge, and job enrichment
	Counsels, coaches, and mentors
	Facilitates ongoing development
	Supports institutional-based development
	Builds team or group skills and processes
Gets Results	Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups
	Identifies and accounts for individual and group capabilities and commitment to task
	Designates, clarifies, and deconflicts roles
	Identifies, contends for, allocates, and manages resources
	Removes work barriers

Table 1 (continued)

Eight Core Competencies and Associated Components

Core Competency	Components
	Recognizes and rewards good performance
	Seeks, recognizes, and takes advantage of opportunities to improve performance
	Makes feedback part of work processes
	Executes plans to accomplish mission
	Identifies and adjusts to external influences on the mission or taskings and organization

Note. From *FM 6-22 (FM 22-100), Army Leadership: Competent, Confident, and Agile* (pp. A-2 – A-9), by Department of the Army, 2006, Washington DC: Author.

Lifelong Learning

The Army Transformation Roadmap (United States Army, 2004) defines lifelong learning as the individual pursuit of knowledge, the comprehension of ideas, and the expansion of contextual depth. The challenge for Army organizations now is to instill in its employees the desire to learn as a lifelong pursuit (Willis, 2001). When there is no personal motivation to continue learning, entire institutions will fail to realize their full potential. Lifelong learning is the critical cornerstone upon which leader transformation develops in this transforming Army (Department of the Army, 2006b).

Lifelong learning should be endorsed at the highest levels of government (Garcia et al., 2006), and in order to be fully effective, it should also be linked to organizational strategic plans and goals. Army civilian careers should consist of even shares of training,

education and development, operational assignments, self-development, and mentoring (Williams, 2000). Mentoring, when paired with self development, allows individuals to seek out someone to whom they can relate to as well as seek guidance on their pursuit of lifelong learning (Department of the Army, 2006b). In the past, the Army emphasized the significance of mentoring for Army civilians in Pamphlet 690-46 (Department of the Army, 1995), however, surveys sent to civilian employees over the last 10 years indicate that there is no consistency among mentoring programs in their current incarnation (Garcia et al., 2006).

One government organization that has fully embraced the concept of lifelong learning, along with all its aspects, is the Army Continuing Education System (ACES). The ACES vision statement includes the desire to add to a lifelong learning culture in order to strengthen a military force that is mission-ready (Department of the Army, 2006a). The mission statement of ACES also indicates the organization's firm commitment in promoting lifelong learning opportunities to "sharpen the competitive edge of the Army…" (p. 18).

<center>Army Continuing Education System (ACES)</center>

George Washington realized during the early days of the American Army that there needed to be some type of literacy program available to soldiers (Berry, 1974). He began to teach reading to soldiers who had sustained injuries at Valley Forge and utilizing the Bible as the textbook (Wilds, 1938). Since that auspicious beginning, there has been literacy education of one kind or another in the military services (Anderson & Kime, 1990). The growth and development of Army education programs from these early literacy initiatives continues today.

Historically, military advances to offer education to a nontraditional, mobile workforce have been instrumental to the evolution of adult education (Anderson & Kime, 1990). The United States Armed Forces have historically provided the means for social and economic advancement through a variety of educational initiatives unavailable to the civilian population (Anderson, 1995). Many individuals who were marginalized economically and socially have advanced as a result of the educational opportunities provided by military service (Berry, 1974). The military has always been the most efficient assimilator of various cultures within America because it has a clear mission, defined by the requirement that at each level of responsibility, all participants should be qualified to perform in numerous areas to accomplish any mission required (Hall, Lam, & Bellomy, 1976). The Army Continuing Education System (ACES) is the organization that has been in place since 1972 in order to assist Army soldiers in accomplishing their educational goals, as well as assisting the total Army in accomplishing its Warfighting mission (Army Strategic Communication, 2003).

Berry (1974) writes that War Memorandum No. 85-40-1, drafted in 1948, set out guidance referring to tuition being covered for correspondence courses when taken by service members on their off-duty hours. Then in 1954, Congress drafted policy to allow tuition assistance to be utilized for college courses for members of the Armed Forces (Berry, 1974). The Army Institute, which began its tenure in 1941 as a correspondence school for enlisted soldiers, changed to the United States Armed Forces Institute (USAFI) so that its programs could be expanded and include the Navy, Marines and Coast Guard (Anderson, 1995). The programs developed and offered included basic literacy and general education, as well as college-level and vocational courses; all delivered via

correspondence (Berry, 1974). Correspondence study was attractive due to its flexibility, and troops took advantage of the chance to learn at installations and duty locations the world over (Army Continuing Education System, 2005).

After World War II, education programs continued to grow, but since USAFI did not have an accrediting capability, that resulted in the Armed Forces looking for alternate solutions. Academic institutions became directly involved with military education as a result of USAFI's limitations (Berry, 1974). In 1947, the University of Maryland was the first college to have postsecondary courses on military installations throughout Europe (UMUC-Europe, 2006).

After USAFI was deactivated in 1974, civilian leaders in military education realized that there needed to be an organization that specialized in helping service members with correspondence instruction, with accessing degree programs external to the Services, as well as academic and certification testing (Anderson & Kime, 1990). As a result, the Defense Activity for Nontraditional Education Support (DANTES) was formed with a mission and budget that were small in scope (ACES Training and Professional Development, 1999). As a sister organization dealing with credit transferability between colleges for a mobile military force, the Servicemembers Opportunity Colleges (SOC) office was established in 1972 (Berry, 1974). Then, to formalize the use of tuition assistance for college courses for Army soldiers on active-duty status, the Department of Defense allowed for the creation of the Army Continuing Education System (ACES) (Sticha et al., 2003). ACES provides a continuum of educational programs that are available to soldiers, their family members, and Army civilians.

ACES Education Services Officers

Leadership in ACES is primarily the function of the Education Services Officer (ESO). The ESO is responsible for planning, developing, coordinating, administering, and evaluating each installation's education program (Workforce Compensation and Performance Service, 1974). Programs are comprised of counseling, testing services, remedial academics, tutoring, high school completion and general education equivalency programs, and special subjects like speed reading, defensive driving, and courses that assist soldiers in raising their General Technical scores for promotion and advancement (Sticha et al., 2003).

There are numerous college level courses, offered both on- and off-post, and through distance learning technology, at the undergraduate and graduate level, and tuition assistance to help soldiers pay for classes (Workforce Compensation and Performance Service, 1974). Each installation typically houses at least one learning center, if not more, including computer laboratories and libraries (Department of the Army, 2006a). The ESO is charged with using surveys and information developed through business contacts with commanders and military staff to identify educational needs (Anderson, 1995). He or she invites universities and colleges to take up residence on-post in order to have them offer courses and programs that are most desired or needed at the installation (Army Continuing Education System, 2005).

General Edward C. Meyer, the 29th Chief of Staff of the Army (CSA), stressed the importance of both leading and managing in his remarks about Army leaders (Information Management Support Center, 1997):

The leadership goal and the management goal occasionally become confused in

the minds of officers. In an effort to simplify the difference let me say that your

success will be a function of your ability to lead people and manage resources.

Every job at every level demands a complement of leadership and management

skills. (p. 290)

This notion of resource management is key to the duties of an ESO. The

budgetary responsibility for education programs can range from $50,000 to $4 million

depending on the size of the installation (ACES Training and Professional Development,

1999). The education program is available for all active duty soldiers, family members,

Army civilians, as well as surrounding communities if the ESO has established a joint-

use partnership with the city or county (Department of the Army, 2006a). The education

programs are also available to various other military entities located within the

established region, including the Army National Guard, U.S. Army Reserves, Air Force,

Navy, and Marines (Department of the Army, 2003).

An ESO can oversee anywhere from 2 to 100 employees, including government

employees, on-post college representatives, and contractors (Workforce Compensation

and Performance Service, 1974). This involves administering performance appraisals,

developing and modifying statements of work, ensuring that the work performed is

adequate, and dealing with the contracting officer and the contract company to resolve

contract worker performance and conduct problems (Van Hoose, 1996). Basically, an

ESO plans and develops all installation Education programs, administers all the

educational services, and advises the installation commander on the status and needs of

the education program by promoting the acceptance and participation in the programs by personnel at the installation (Sticha et al., 2003).

Summary

A model Army leader has a thoughtful demeanor, a way of carrying oneself that indicates strength, skilled competency, unimpeachable high moral character, and is a mentor to others (Department of the Army, 1999b). Army leaders recognize that organizations, built on mutual trust and confidence, successfully accomplish peacetime and wartime missions (Department of the Army, 1993). Everyone in the Army is part of a chain of command and functions in the role of leader and subordinate (Bergman, 1996). All Army civilians will be both leader and follower at different times in their careers (Department of the Army, 1990). It is important to note that leaders do not just lead others or those of lesser rank or authority; they also lead other leaders (Shamir & Ben-Ari, 1999).

The ACES workforce, an integral piece of the Army mission, is dwindling. As more and more of its functions are automated, the Department of Defense has, by budgetary necessity, determined that the organization must be downsized. The challenge facing future leaders in the Army education realm is to fill the leadership gap that will be created through the aging of the ACES organization and the fiscal pressures from the global war on terrorism requiring the Army to institute significant personnel cuts. Collectively, the leaders of an institution possess an understanding of that establishment in a way that others simply cannot replace. To preserve this resource, new leaders must be trained with competencies determined to be vital to the preservation and accomplishment of the ACES mission. Therefore, the purpose of this study was to

identify which leadership competencies future Army Continuing Education System Education Services Officers will need to better structure leadership development within that organization. The lack of studies regarding the future leadership competencies required of ESO successors reflects a gap in the current research.

CHAPTER III

METHODOLOGY

Introduction

In this chapter, the researcher describes the methods and procedures that were used to conduct the study. The methodology piece includes the research questions as they were addressed by the study, the research design, the participants and the population who contributed, the procedures for administering the study, and finally, how the data were collected and analyzed.

Research Questions

As established in the previous chapter, Education Services Officers (ESOs) perform as the senior Army Continuing Education System (ACES) civilian leaders at their respective installations. The Delphi study was designed to answer the following overarching research question: What leadership competencies will be needed by future Education Services Officers in the Army Continuing Education System? The following related sub-questions were addressed as well in this study:

1. Which identified competencies are critical for future Army Education Services Officers?

2. How are the leadership competencies identified by the Education Services Officers different from or similar to those identified in Army Leadership Field Manual 6-22?

Research Design

Successful leadership competencies among future ESOs represent an area of study that requires the collection of data based on perceptions and imprecise definitions that are

subjective in nature. The Delphi technique was introduced in 1958 through *Project DELPHI* directed by the RAND Corporation to predict alternate national defense futures. It is a procedure to "obtain the most reliable consensus of opinion of a group of experts … by a series of intensive questionnaires interspersed with controlled opinion feedback" (Dalkey & Helmer, 1963, p. 458). The Delphi method is a tool that is best utilized when collecting opinions and then converting the collected data into a research database that may successfully indicate patterns of information (Turoff & Hiltz, 1996). Studies that have compared Delphi results with other techniques confirm the effectiveness of the method related to creating ideas and especially the use of participants' time (Ulschak, 1983). Lang (1998) described the Delphi method as likely the best known qualitative, structured, and indirect interaction research method with which to study the future.

The collective thought, or group perception, allows for the Delphi method to successfully capture subjective ideas such as leadership competencies, making the Delphi method singularly well-suited to this study (McKenna, 1994). The method used to achieve this study's goal was that of an online, modified Delphi study. Data collected through three rounds of questionnaires utilized the expertise of those who are currently holding the position of Education Services Officer within the Army Continuing Education System. The study followed the basic guidelines for conducting a Delphi study as indicated by Turoff and Hiltz (1996): iteration with controlled feedback, statistical representations of the group response, and anonymity.

Population and Participants

Due to the limited timeframe and geographic separation of the panel experts, this study necessitated the use of a method that would allow the chosen experts to participate

from their respective locations (Ludwig, 1997). All data was gathered via the Internet and e-mail used as a primary mode of communication. When using the Delphi technique, panel selection is paramount to the ultimate success of the project (McKenna, 1989; Lang, 1998). The selection of a knowledgeable, expert panel not only increases the quality of responses but also imbues the results with authority (Linstone & Turoff, 1975). According to Lang (1998), random selection of the participants is not suitable. Instead, all desired characteristics and qualifications should be identified in order to select appropriate participants (Fitch et al., 2001). For the purposes of this study, the desired characteristics and qualifications were that the persons asked must be currently serving as Education Services Officers and had held the post for at least 2 years.

Potential panelists were contacted through e-mail. E-mails are an inexpensive alternative that can be sent to all of the prospective panelists at once, instead of having to send out individual mailings that may arrive at different times, and also results in quicker response times (Andrews & Allen, 2002). To create the panel of experts for this study, experts who held the desired characteristics were contacted by an e-mail containing two attachments: a letter to potential participants (Appendix A); and an informed consent agreement to be part of the study (Appendix B).

The panel size can change depending on the type of issue that is being researched (Crisp et al., 1997), but there should be a sufficient number of members to make certain that the results represent a true range of experts and have a significant degree of reliability. Linstone and Turoff (1975) suggest a panel size of anywhere from ten to fifty participants and indicated one study where reliability with a correlation coefficient approaching .9 was found with a group size of thirteen. According to Dalkey and Helmer

(1963), although reliability increases as a panel gets larger, the increase is only slight once 30 participants is surpassed. Delbecq, Van deVen, and Gustafson (1975) found that error decreased rapidly as the group size increased from one to about thirteen. RAND Corporation researchers determined that nine-member panels consisted of enough diversity to represent a wide range of thought while remaining small enough to include all participants in the discussion process (Fitch et al., 2001). The preferred number of research participants was determined to be between 8 to 13 Education Services Officers that would represent a heterogeneous group, based on the recommendations of research subjects in literature relating to the Delphi methodology (Prest, Darden, & Keller, 1990).

Thirteen Education Services Officers were invited to participate and of those thirteen, eleven panelists returned informed consent forms, for a potential overall response rate of 85%. The panel size of eleven fits within the generalized guidelines recommended for Delphi studies.

<div align="center">Pilot Study</div>

Utilizing the Army leadership core competencies from Field Manual 6-22 (Department of the Army, 2006b), a pilot study was conducted with five Army Continuing Education System Education Services Specialists at Ft. Gordon and Ft. Stewart, Georgia. Education Services Specialists (ESS) are often referred to as Deputies and when the Education Services Officers (ESOs) are engaged in meetings or performing other duties, it is the ESS who is appointed as the acting-ESO. This aspect of their professional duties allows them to be identified as volunteers for the purposes of the pilot study due to their expert experience in ACES. Two open-ended questions were also included and validated for content regarding their appropriateness to the objectives of the

study (Lang, 1998). The results of the pilot study were incorporated into the instructions and questions in the initial round Delphi survey, and revisions were made based on the suggestions from those involved (Ludwig, 1997).

<div align="center">Instrumentation</div>

This study consisted of three rounds titled Round One, Round Two, and Round Three. Most Delphi studies find that more than three or four rounds do not add significant value (Clayton, 1997). Participants remained anonymous to each other, avoiding influences of reputation, authority or affiliation, and that enabled members to change their opinions without feeling pressured to vote along with the rest of the panel (Martino, 1993). All panel experts were invited through e-mail to participate in the three rounds of communication, and each round was developed using the online survey company, Survey Monkey (http://www.surveymonkey.com).

The first pass, titled Round One, consisted of a listing of all the competency components identified by the Army Field Manual 6-22 and revised as a result of the pilot study (Riggs, 1983). The panel of experts was asked to select, by indicating Yes or No, which of the 56 components they felt best represented requirements of future Education Services Officers, as well as to answer the two open-ended questions and demographic data that was requested (Raskin, 1994). Frequencies and percentages were used to summarize the responses to this round (Hahn & Rayens, 2000). Demographic data was also collected during the Round One phase. The Round One Survey is included in Appendix C.

The second iteration titled Round Two presented the panel members with those competency components that had at least one No response in the previous round, thus

giving the group a chance to reach a consensus. Only those competencies that did not reach 100% consensus in Round One were included in Round Two (Murphy, 2002). The second round also gave the panel members a chance to add or delete penciled in components that were a result of Round One's open-ended questions (James, Lisa, & Anna, 2003). Experts were asked to confirm their original determination from Round One and were also presented with the results from the first round. This process made the panelists aware of the range of opinions and allowed them to see where their response stood in relation to that of the entire panel (Williams, 2000). Round Two included 22 competency components, 15 of which were newly added as a result of Round One. There were also two open-ended questions in order to solicit qualitative feedback. Frequencies and percentages were used to finalize the responses to this round. The Round Two survey is listed at Appendix E.

The final round of the Delphi was to allow the expert panel an opportunity to rate the importance of the specific competency component being selected. They were able to rate each competency using a five-point scale ranging from Least Important to Critical. The scale rating was used to determine the level of importance assigned by the panel as to the inclusion of the competency in a comprehensive list required by future ESOs (Raskin, 1994). Ranking percentages were used to evaluate this round's responses. There were 69 components listed as a result of the previous 2 rounds' outcomes, along with one open-ended question to solicit feedback about the survey in general. The Round Three survey is listed at Appendix F.

Data Collection

After completion of the pilot and approval by the Institutional Review Board at Georgia Southern University (Appendix F), the researcher sent an e-mail to each Education Services Officer within the Southeast Region of the United States Army. The e-mail included two attachments: a letter to participants (Appendix A), and an informed consent agreement to be part of the study (Appendix B). The letter to the participants explained the reason for the research, the benefits to Army Continuing Education System, confidentiality information, and plans to share the outcome of the study. The informed consent agreement went into further detail about agreeing to participate in the study. The e-mail included a link to the website where the Round One survey was housed (www.surveymonkey.com), and upon completion of each subsequent round, an updated e-mail with a new survey link was sent by e-mail to the participants.

Data Analysis

In a Delphi study, panel experts must reach a consensus or result stability before moving on to the next round of questions (Fitch et al., 2001). The approach to measuring consensus is the least-developed component of the Delphi method (Crisp et al., 1997), and it varies from study to study. Before beginning the study, consensus for Round One was defined as having been reached when every participant answered Yes to a competency component (Murphy, 2002). Data was reported using frequencies of response and their associated percentages (Gall, Borg, & Gall, 1996; Hahn, Toumey, Rayens, & McCoy, 1999). For Round Two, consensus was achieved when the group reached a 67% response rate in either the Yes or No category (Ludwig, 1997). Round

Three was used to rate the agreed-upon competency components, and the percentage was used to determine its ranking as to importance to future Education Services Officers.

Summary

The Delphi method is based on an ordered method for accumulating and extracting knowledge from a group of subject matter experts through a series of questionnaires combined with controlled feedback. The Delphi technique uses panel experts to examine a particular subject, and they are assembled through written communication only. There are no face-to-face meetings, and no panel member knows the identities of other panel members. It is an efficient method to obtain information from educational experts and to reach consensus, for after each round, the panelists are confronted with their own ratings in relation to the overall group. Furthermore, the bias of dominant views within group discussions is avoided; members can individually consider what leadership competencies they find important.

CHAPTER IV

REPORT OF DATA AND DATA ANALYSIS

Introduction

This chapter presents the results of the Delphi study Round One, Round Two, and Round Three surveys. The purpose of this study was to identify which leadership competencies future Army Continuing Education System Education Services Officers will need to better structure leadership development within that organization.

Research Questions

The researcher sought to answer the following overarching research question: What leadership competencies will be needed by future Education Services Officers in the Army Continuing Education System? The following related sub-questions were addressed as well in this study:

1. Which identified competencies are critical for future Army Education Services Officers?

2. How are the leadership competencies identified by the Education Services Officers different from or similar to those identified in Army Leadership Field Manual 6-22?

Research Design

The original Delphi study participation request was distributed to 13 Education Services Officers in the Southeast Region of the United States. Of the 13 original contacts, 11 respondents returned consent forms and agreed to participate as a panelist, for an overall response rate of 85%. At the start of each round, an e-mail message with a link to the Internet-based round survey at www.surveymonkey.com was sent to each

participant. Quantitative data in the form of percentages and ratings of importance were collected and qualitative data in the form of answers to open-ended questions were also included as an aspect of the Delphi study.

Response Rate

Out of the 11 individuals who agreed to participate in the study, all 11 responded to every round, for a per round response rate of 100%. The 100% by-round response rate was attributed to the full support of the Southeast Region Installation Management Command Army Continuing Education System (SER IMCOM ACES) staff. The regional director recognized that this study would offer valuable information to the future recruitment of ACES Education Services Officers and fully endorsed the study in verbal communication to his ESO colleagues.

Demographics

Table 2 presents the demographic data as reported by the respondents during Round One of the Delphi process. That data revealed that there were more male than female panel members. The majority of the panel was born between the years 1945 to 1955 and currently hold Master's degrees. The ESOs participating have worked between six to nine years as Education Services Officers and have achieved a typical pay-grade/rank of GS-13.

Study Analysis

Round One Results

Participants were asked to mark a Yes or No response to 56 core competency components as listed in Army Field Manual 6-22, Army Leadership: Competent, Confident, and Agile (Department of the Army, 2006b). The Yes or No response would

Table 2

Demographic Information – Respondents

Item	Frequency	Valid Percent (%)
Gender		
Male	6	54.5
Female	5	45.4
Year Born		
1945 – 1955	7	63.6
1956 – 1965	4	36.4
Degree Completed		
Master's	10	90.9
Doctorate	1	9.1
# of Years as ESO		
2 – 5	3	27.3
6 – 9	5	45.5
10 – 13	1	9.1
14 – 17	0	0.0
Over 17 years	2	18.2
Current Pay-Grade/Rank		
GS-12	3	27.3
GS-13	7	63.6
GS-14	1	9.1

N = 11

indicate whether or not they believed that the competency component was necessary for

future Education Services Officers. Two open-ended questions were asked to gather

qualitative answers from the Education Services Officers. Consensus was defined in this

round as every respondent selecting the response of Yes to the competency component

(see Appendix D). Table 3 shows a listing of those competencies that did not meet full

consensus, defined as at least one respondent choosing to answer No to that particular

competency component.

Table 3

Percentage Table - Competencies Not Reaching Consensus in Round One

Item	Yes (%)	No (%)
Exemplifies the Warrior Ethos	72.7	27.3
Determines information-sharing strategies	90.9	9.1
Anticipates people's on-the-job needs	90.9	9.1
Accepts reasonable setbacks and failures	90.9	9.1
Expands knowledge of technical, technological, and tactical areas	81.8	18.2
Maintains relevant geopolitical awareness	90.9	9.1

Note. Scores are reported in percentages. N = 11

Round One resulted in a high number of competencies being selected and

reaching consensus as to their importance to future Education Services Officers. Only

seven competencies failed to reach group agreement with at least one No vote.

Exemplifies the Warrior Ethos received three negative responses; and Expands knowledge of technical, technological, and tactical areas received two negative responses.

The open-ended questions received many responses. The first question was: Is there any leadership competency missing that you feel should be included in the next round? This question was asked to ascertain whether or not the panelists felt there were components not included that might be important to ACES. The responses to this query resulted in a total of 10 competency components that would be added to the Round Two survey. The second question was: What leadership competencies might be required by future Army ESOs beyond those needed by other military (Air Force, Navy, Marine, Coast Guard, etc.) educators. This query was posed in order to give the panelists a chance to differentiate between Army requirements and those components that might only apply to other services. Some of these responses included knowledge of Army-specific structure and in-depth knowledge of ACES. Although the responses to the open-ended questions were included in Round Two, no attempt was made at that time to place those responses into core competency areas.

Round Two Results

Round Two included those competencies that had not reached full consensus in Round One, which was defined as 100% of the responses being Yes or No. It also included those competencies that were suggested by the panel of experts during Round One. The results from Round One were reported to the panel so that they could individually see where their responses fell in relation to the group. Two open-ended questions were asked at the end of Round Two in order to solicit qualitative feedback

from the panel. Table 4 shows the response percentages.

Table 4

Percentage Table – Round Two Responses

Item	Yes (%)	No (%)
Exemplifies the Warrior Ethos	63.6	36.4
Determines information-sharing strategies	100	0.0
Anticipates people's on-the-job needs	81.8	18.2
Accepts reasonable setbacks and failures	90.9	9.1
Expands knowledge of technical, technological, and tactical areas	90.9	9.1
Maintains relevant geopolitical awareness	63.6	36.4
Identifies and accounts for individual and group capabilities and commitment to task	100	0.0
Understands the role of the Army within the Department of Defense	90.9	9.1
Lead by example	100	0.0
Lead with flexibility	100	0.0
Use humor to deal with an ever changing workplace and its resultant impact on the workforce	63.6	36.4
Use tact and diplomacy in all interactions	100	0.0
Evidence an adaptive leadership ability	100	0.0
Utilize strategic planning and decision making methods	100	0.0
Understand budget development and fiscal planning	100	0.0
Maintains and in-depth knowledge of Army Continuing Education System	100	0.0

Table 4 (continued)

Percentage Table – Round Two Responses

Item	Yes (%)	No (%)
Identifies personnel and contracting requirements, and understands both systems	100	0.0
Conversant in data and information analysis	100	0.0
Open to technical, virtual, and Internet-based systems	100	0.0
Ability to cope with more frequent, lengthy deployments than ever before that impact installations	90.9	9.1
Encourage innovation	100	0.0
Knowledge of Army-specific structure	90.9	9.1

Note. Scores are reported in percentages. N = 11

Round Two offered participants the opportunity to reevaluate those competencies that did not reach 100% agreement in the first round. They also initially rated the new competencies that had been suggested in Round One by the panel. Previous Delphi studies defined reaching consensus in this round as 67% agreement or higher. Based on that percentage rate, only 3 competencies did not reach consensus for inclusion into Round Three: Exemplifies the Warrior Ethos, Maintains relevant geopolitical awareness, and Uses humor to deal with an ever changing workplace and its resultant impact on the workforce. Table 5 reports the resultant panel consensus changes between Round One and Round Two.

Table 5

Changed from Non-Consensus to Consensus Between Rounds One and Two

Item
Determines information-sharing strategies
Anticipates people's on-the-job needs
Accepts reasonable setbacks and failures
Expands knowledge of technical, technological, and tactical areas

Note. N = 11

Two more open-ended questions were asked in order to provide qualitative data for analysis during the second round. These questions addressed why the panel members believed ACES might have competencies different from the Army civilian leadership overall and why they felt that competencies were useful (or not) for leaders. The questions were designed to provide insight into areas of consideration for leader development and training of future Education Services Officers.

In response to the first question that addressed why some competencies might be different for ACES as opposed to other Army leaders, the answers generally dealt with the specialization of the ACES organization itself. Many panelists felt that the requirement for an advanced education along with a counseling background meant some competency components needed to be specific to the job series and not required Army-wide. An example of that sentiment was, "ACES requires specialized knowledge/competencies that other job series do not." There were panel members, however, who felt that the Army competencies were enough and that the competencies

should remain the same regardless of specialization. One panelist wrote: "There should be no difference, as a leader is a leader in ACES or any other Army civilian."

The second qualitative question in Round Two asked the panel members to explain why they believed the competencies created by the Army were, or were not, useful to its civilian leaders. The overriding sentiment from these answers was that Army-established competencies were useful as they established a method of tracking accountability and putting a standard in place that could be measured. One ESO wrote, "I believe it is beneficial to ensure all civilian leaders possess a set of "core competencies" for several reasons: 1) To help provide flexibility in assignment of qualified personnel across a garrison/command/service, 2) To provide the individual leaders with professional growth potential, and 3) To enhance actual job performance of leaders due to an increased knowledge of the system in which they work."

Round Three Results

Round Three was sent out after the Round Two data was fully compiled. Based on previous Delphi method studies, any competency component that showed a percentage of lower than 67% was not included in the final round. The final round of the Delphi asked respondents to rate the level of importance for each of the 67 competencies that made the final listing, which was compiled from a combination of those competencies from Field Manual 6-22, Army Leadership (Department of the Army, 2006b) and the suggestions from the expert panel. In attempting to establish the level of importance that would be attributed to each component, the panel members were asked to select from five options: Least Important, Somewhat Important, Important, Very Important, and Critical. Whichever option received the highest frequency (overall percentage) of response was

assigned as having that level of importance. One open-ended question was posed to
gather qualitative responses from the panel; however, there were no responses to that
question. In Tables 6 through 14, the competency components are broken down by
frequency of response in percentages under their associated core competency area per the
listing from Field Manual 6-22. Those competencies that were suggested by the
Education Services Officer panel members are included as a separate core area entitled
Identified by ESOs.

Table 6

Percentage of Responses – Leads Others

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Maintains and enforces high professional standards	0.0	0.0	18.2	36.4	45.5
Balances requirements of mission with welfare of followers	0.0	0.0	27.3	27.3	45.5
Uses appropriate influence techniques to energize others	0.0	0.0	27.3	54.5	18.2
Conveys the significance of the work	0.0	0.0	18.2	54.5	27.3
Establishes and imparts clear intent and purpose	0.0	0.0	18.2	45.5	36.3
Creates and promulgates vision of the future	0.0	0.0	18.2	45.4	36.4

Note. Scores are reported in percentages. N = 11

Under the core Army competency of Leads Others in Table 6, there were a total of six components that were rated by the Education Services Officers as to whether or not they were critical for future ESOs to master. While two components were considered to be critical, the remaining four items were seen as Very Important.

Table 7

Percentage of Responses – Extends Influence Beyond Chain of Command

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Builds trust	0.0	0.0	18.2	18.2	63.6
Negotiates for understanding, builds consensus, and resolves conflict	0.0	0.0	27.3	27.3	45.5
Builds and maintains alliances	0.0	0.0	18.2	54.5	27.3
Understands sphere of influence, means of influence, and limits of influence	0.0	0.0	54.5	18.2	27.3

Note. Scores are reported in percentages. N = 11

Within the core Army competency of Extends Influence Beyond Chain of Command in Table 7, there were a total of four components that were rated by the expert panel as to whether or not they were Critical to future ESOs. Two components were selected as such, with one item seen as Very Important, and one component as Important.

Table 8

Percentage of Responses – Leads by Example

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Leads with confidence in adverse situations	0.0	0.0	9.1	54.5	36.4
Demonstrates commitment to the Nation, Army, unit, Soldiers, community, and multinational partners	0.0	9.1	18.2	45.5	27.3
Displays character by modeling the Army Values consistently through actions, attitudes, and communication	0.0	0.0	27.3	45.5	27.3
Understands the importance of conceptual skills and models them to others	0.0	27.3	45.5	18.2	9.1
Demonstrates technical and tactical knowledge and skills	0.0	18.2	36.5	27.3	18.2
Seeks and is open to diverse ideas and points of view	0.0	9.1	36.4	27.3	27.3

Note. Scores are reported in percentages. N = 11

Under the core Army competency of Leads by Example in Table 8, there were a total of six components that were rated by the Education Services Officers as to whether or not they were Critical with regards to future ESOs. There were no components within this core area that were considered Critical by the participants, but they were evenly split between Very Important and Important, with three components selected for each of the two ratings.

Table 9

Percentage of Responses – Communicates

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Listens actively	0.0	0.0	27.3	27.3	45.4
Conveys thoughts and ideas to ensure shared understanding	0.0	0.0	27.3	72.7	0.0
Presents recommendations so others understand advantages	0.0	9.1	27.3	63.6	0.0
Determines information-sharing strategies	9.1	9.1	18.2	63.6	0.0
Is sensitive to cultural factors in communication	9.1	0.0	18.2	54.5	18.2
Employs engaging communication techniques	0.0	18.2	18.2	45.5	18.2

Note. Scores are reported in percentages. N = 11

Within the core Army competency of Communicates in Table 9, there were a total of six components that were rated by the expert panel as to whether or not they were Critical to future ESOs. Only one component was selected as such, with three items reaching a high percentage of agreement under the rating of Very Important. Two components were rated Important.

Within the core Army competency of Creates a Positive Environment in Table 10, there were nine components rated by the panelists. The panelists rated one component as

Critical, and one component that was considered Important. However, seven of the components were rated as Very Important.

Table 10

Percentage of Responses – Creates a Positive Environment

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Fosters teamwork, cohesion, cooperation, and loyalty	0.0	0.0	27.3	27.3	45.4
Encourages subordinates to exercise initiative, accept responsibility, and take ownership	0.0	0.0	9.1	63.6	27.3
Creates a learning environment	0.0	9.1	36.4	54.5	0.0
Encourages open and candid communications	9.1	0.0	18.2	45.5	27.3
Encourages fairness and inclusiveness	0.0	9.1	27.3	45.5	18.2
Sets and maintains high expectations for individuals and teams	0.0	0.0	27.3	45.5	18.2
Accepts reasonable setbacks factors in communication	0.0	9.1	36.4	45.5	9.1
Expresses and demonstrates care for people and their well-being	0.0	9.1	27.3	36.4	27.3
Anticipates people's on-the-job needs	0.0	18.2	54.5	18.2	9.1

Note. Scores are reported in percentages. N = 11

Table 11

Percentage of Responses – Prepares Self

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Expands knowledge of technical, technological, and tactical areas	0.0	27.3	9.1	63.6	0.0
Analyzes and organizes information to create knowledge	0.0	18.2	27.3	54.5	0.0
Maintains mental and physical health and well-being	9.1	9.1	36.4	45.5	0.0
Maintains self awareness, employs self understanding, and recognizes impact on others	0.0	18.2	45.5	18.2	18.2
Evaluates and incorporates feedback from others	0.0	0.0	45.5	36.4	18.2
Maintains relevant cultural awareness	9.1	0.0	45.5	18.2	27.3
Expands conceptual and interpersonal capabilities	0.0	54.5	18.2	27.3	0.0

Note. Scores are reported in percentages. N = 11

Under the core Army competency of Prepares Self in Table 11, there were a total

of seven components that were rated by the expert panel as to whether or not they were

Critical to future ESOs. While none of these competency components were thought to be

Critical, three were considered Very Important, three were rated as Important. One component was thought to be Somewhat Important.

Table 12

Percentage of Responses – Develops Others

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Builds teams or group skills and processes	0.0	18.2	0.0	72.7	9.1
Counsels, coaches, and mentors	0.0	9.1	18.2	54.5	18.2
Assesses current developmental needs of others	0.0	18.2	27.3	45.5	9.1
Fosters job development, job challenge, and job enrichment	0.0	18.2	45.5	27.3	9.1
Facilitates ongoing development	0.0	18.2	45.5	36.4	0.0
Supports institutional-based development	0.0	18.2	45.5	36.4	0.0

Note. Scores are reported in percentages. N = 11

Under the core Army competency of Develops Others in Table 12, there were a total of six components that were rated by the Education Services Officers as to whether or not they were Critical with regards to future ESOs. There were no components within this core area that were considered Critical by the participants, but they were evenly split

between Very Important and Important, with three components selected for each of the two ratings.

Table 13

Percentage of Responses – Gets Results

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Executes plans to accomplish mission	0.0	0.0	27.3	27.3	45.4
Identifies and accounts for individual and group capabilities and commitment to task	0.0	9.1	27.3	54.5	9.1
Removes work barriers	0.0	0.0	27.3	54.5	18.2
Recognizes and rewards good performance	0.0	0.0	9.1	54.5	36.4
Seeks, recognizes, and takes advantage of opportunities to improve performance	0.0	0.0	36.4	54.5	9.1
Makes feedback part of work processes	0.0	0.0	36.4	54.5	9.1
Identifies and adjusts to external influences on the mission or taskings and organization	0.0	0.0	18.2	54.5	27.3
Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups	0.0	9.1	27.3	45.5	18.2

Table 13 (continued)

Percentage of Responses – Gets Results

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Identifies, contends for, allocates, and manages resources	0.0	0.0	27.3	45.5	36.4
Designates, clarifies, and deconflicts roles	0.0	18.2	27.3	45.5	9.1

Note. Scores are reported in percentages. N = 11

Under the core Army competency of Gets Results in Table 13, there were a total of 10 components that were rated by the Education Services Officers as to whether or not they were Critical with regards to future ESOs. There was one component within this core area that was considered Critical by the participants. The other nine components were rated as Very Important in this core, which could be an indication that this core area is a major area for competency focus for Army Continuing Education System leadership.

Table 14

Percentage of Responses – Identified by ESOs

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Lead by example	0.0	0.0	9.1	18.2	72.7
Maintains an in-depth knowledge of ACES	0.0	0.0	18.2	27.3	54.5

Table 14 (continued)

Percentage of Responses – Identified by ESOs

Item	Least Important	Somewhat Important	Important	Very Important	Critical
Open to technical, virtual, and Internet based systems	0.0	9.1	18.2	63.6	9.1
Understands the role of the Army within the Department of Defense	0.0	0.0	27.3	54.5	18.2
Lead with flexibility	0.0	0.0	18.2	54.5	27.3
Conversant in data and information analysis	0.0	0.0	18.2	54.5	27.3
Utilize strategic planning and decision making methods	0.0	0.0	36.4	54.5	9.1
Identifies personnel and contracting requirements, and understands both systems	0.0	0.0	27.3	45.4	27.3
Encourage innovation	0.0	0.0	18.2	45.5	36.4
Understand budget development and fiscal planning	0.0	9.1	27.3	36.4	27.3
Knowledge of Army-specific structure	0.0	18.2	27.3	36.4	18.2
Use tact and diplomacy in all interactions	0.0	9.1	36.4	27.3	27.3
Evidence an adaptive leadership ability	0.0	0.0	36.4	27.3	27.3

Note. Scores are reported in percentages. N = 11

The additional 13 components added and suggested by the panel of experts were also rated (see Table 14). There were two components considered Critical by the participants, nine components were rated as Very Important, and two were rated as Important. It was noted that one of the components rated as Critical happens to have the same title as that of an Army core competency: Lead by Example. As the additional components were more general than specific in nature, the researcher determined that they should be added as part of an existing Army core area. In order to accomplish that task, the researcher searched for similar words and meanings based on personal experience and knowledge of ACES, and applied them to appropriate core competency area. Critical components were in six of the eight core areas as listed in Table 15.

Table 15

Nine Critical Competency Components Within Six Core Areas

Core Competency	Item
Leads Others	Maintains and enforces high professional standards
	Balances requirements of mission with welfare of followers
Extends Influence Beyond Chain of Command	Builds Trust
	Negotiates for understanding, builds consensus, and resolves conflict
Leads by Example	Leads by example
	Maintains an in-depth knowledge of the Army Continuing Education System
Communicates	Listens Actively

Table 15 (continued)

Nine Critical Competency Components Within Six Core Areas

Core Competency	Item
Creates a Positive Environment	Fosters teamwork, cohesion, cooperation, and loyalty
Gets Results	Executes plans to accomplish mission

Note. Critical rating was assigned as highest percentage of response.

In order to have a better understanding of the breakdown of components according to their overall consensus rating, those categories with the highest frequency of response along with their corresponding percentage of the total response are further broken out in Table 16.

Table 16

Rating Scale Percentage of Total Responses

Importance Level	# of Answers	Percentage of Total
Critical	9	13.4
Very Important	44	65.7
Important	13	19.4
Somewhat Important	1	1.5
Least Important	0	0.0

N = 67

The rating scale for the competency components was Critical, Very Important, Important, Somewhat Important, and Least Important. All of the components were considered to be Somewhat Important to Critical. Slightly more than 13% of the components were believed to be Critical to future ESOs, and the Delphi panel agreed that well over half of the components were Very Important or Important.

Summary

The purpose of this study was to identify which leadership competencies future Army Continuing Education System Education Services Officers will need to better structure leadership development within that organization. A Delphi study was completed to utilize the expertise of a panel of Army Continuing Education System Education Services Officers. Quantitative data was reported as frequencies and percentages, and qualitative data was also sought to provide depth to the responses. The study consisted of three rounds of inquiry, including open-ended and demographic questions. Answers to the open-ended questions helped to address the premise that Field Manual 6-22, Army Leadership, is a document that may be used as a foundation, but that some job-specific competencies should be included when referring to Army Continuing Education System Education Services Officers.

Within the eight core competency areas in Field Manual 6-22, Army Leadership, there are a total of 56 components. After completing three rounds of this Delphi study, only two of the original 56 were dismissed by the Education Services Officers, leaving a total of 54 components. The ESOs added 14 components as a result of Round One, but then did not reach consensus on one of the additions at the conclusion of Round Two,

leaving a total of 67 components. The 13 additional components as added by the panelists were assimilated into a core competency area and placed accordingly.

The data responses between Round One and Round Two indicate that the panel of experts felt most of the Army competency components will be required by future Education Services Officers, but that ACES-specific competencies will also be needed. In Round Three, the category ratings indicated that some competencies would be Critical to future ESOs. Those items included: Maintains an in-depth knowledge of Army Continuing Education System; Lead by example; Executes plans to accomplish mission; and Fosters teamwork, cohesion, cooperation, and loyalty. Comments received through the open-ended questions indicated that while basic leadership competencies and their associated components provide a framework for ACES to utilize, it will be important for future ESOs to also be cognizant of what specialized requirements might be needed that are specific to the organization.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary

The purpose of this study was to identify which leadership competencies future Army Continuing Education System Education Services Officers will need to better structure leadership development within that organization. This research study also complemented and added to the body of knowledge providing a rationale for leadership competencies and components that should be actively cultivated and sought after by leaders who will be hiring future Army Continuing Education System Education Services Officers, and by those who aspire to be ESOs at some point in their career.

The research study was composed of a series of three rounds of questions in the form of a Delphi study. Round One included Yes or No response questions, along with open-ended questions and a request for demographic data. Round Two included previous competencies that did not reach full consensus in Round One along with newly suggested competencies as related by the panel of experts, to include 2 more open-ended questions. Round Three used a scale that ranged from Least Important to Critical, and the respondents were asked to rate the level of importance based on their professional experience. The initial request for participation was sent to 13 Southeast Region Education Services Officers, of which 11 responded resulting in an 85% participation rate. All 11 panel members responded to each round of the Delphi which resulted in a 100% response rate per round.

Analysis of Findings

This study was undertaken in order to answer one overarching research question: What leadership competencies will be needed by future Education Services Officers in the Army Continuing Education System? Based on the responses to all three rounds of the Delphi, a competency component list was generated via a panel of Army Education Services Officers that contained 67 items. After final analysis of the data, the overarching research question can best be addressed by discussing the findings for each sub-question.

Sub-question one asked which identified competencies are critical for future Army Education Services Officers? Of the 67 competencies identified by Army Education Services Officers, 9 were considered Critical for future ESOs. Those items consisted of: Maintains and enforces high professional standards; Balances requirements of mission with welfare of followers; Builds trust; Listens actively; Fosters teamwork, cohesion, cooperation, and loyalty; Executes plans to accomplish mission; Leads by example; and Maintains an in-depth knowledge of Army Continuing Education System. Of those 67 competencies, 13.4% were considered Critical, 65.7% were rated Very Important, 19.4% were referred to as Important, 1.5% were considered Somewhat Important, and 0.0% were rated as Least Important.

Sub-question two asked how the leadership competencies identified by the Education Services Officers were different from or similar to those identified in Army Leadership Field Manual 6-22? This particular question was subjective in nature and best answered using responses from the open-ended questions. Most respondents felt that the basic competencies were the same for all Army leaders regardless of what job or service was being performed. One respondent stated, "There is an ongoing trend throughout the

military whereby civilians are increasingly tasked with performing duties once associated only with leadership managed by the active forces. These civilian leaders often report to a military authority. That military authority should have a benchmark for the evaluation of civilians in a leadership role. That benchmark should be generic competencies for civilians in leadership positions within the Army."

There were also a number of participants who indicated that while the basic premise of a competency framework should be applied across the Army, each job series should have its own set of specialized competencies established by the leadership in that field. According to one panel member, "The specialized competencies required to operate in an educational setting are unique to that setting and changing at a rapid pace." While there was an acknowledgment that ACES is a decidedly separate segment within the Army, the majority of the respondents felt that those competencies identified in Field Manual 6-22 were similar to those required for future Education Services Officers and applicable to all Army civilians regardless of the type of work being performed.

Discussion of Research Findings

Leadership competencies that are well-defined and all-inclusive can provide organizations with a roadmap that delineates and describes successful performance of duties and responsibilities (Spencer & Spencer, 1993). Competency frameworks have gained in importance over the last 20 years and have been identified as a cornerstone of identifying the requirements of supervisory, managerial, and leadership positions because they allow for more general descriptions of the responsibilities associated with leadership duties (Horey & Falleson, 2003).

In Field Manual 6-22, Army Leadership, core leader competencies represent the roles, functions, and activities of what leaders in the Army do (Department of the Army, 2006b). The goals of the Army core competencies are: to lead others, to grow the organization and its component members, and to accomplish the mission (Horey & Falleson, 2003). The present study was used to determine whether the competencies and their associated components in FM 6-22 were similar or different from those that existing experts determined were important to future Education Services Officers. This research study also determined which of the selected competencies were deemed critical for future ESOs.

Leads Others

Several current and previous Army leadership doctrines addressed the need to be able to effectively Lead Others (Department of the Army, 2006b; 1999a; 1993; 1987b; & 1973). Within this core competency, there are six components that include: Establishing clear intent and purpose; Using influence to energize; Conveying the significance of the work; Maintaining high professional standards; Balancing the requirements of the mission with the welfare of followers; and Creating a shared vision for the future (Department of the Army, 2006b). As evidenced by the responses from the panel of experts, all of these components will be necessary for future Education Services Officers. Of those competencies that were added by the Delphi panel members for a total of eight components in this core, included in this category would be: Leads with flexibility, and Evidence adaptive leadership ability.

In this researcher's study, two of the eight competency components were rated as Critical for future ESOs: Maintains and enforces high professional standards, and

Balances requirements of mission with welfare of followers. Throughout the history of ACES, it has always been on the leading edge of academic trailblazing, due in large part to its expectation to set the standards in its field (Anderson & Kime, 1990). That requirement carries through to its leadership, Education Services Officers, and the panel of experts confirmed that by determining that setting and following high professional standards was a mandatory component for future ESOs. These results are consistent with a situational leadership study by Corbett (2000) which found that leaders needed to be astute at scanning their environment, setting high workplace standards, and keeping abreast of the welfare of their subordinates. By suggesting that the area of subordinate welfare is crucial to the effectiveness of future ESOs, the current study participants are confirming that the Army is correct when establishing a framework that emphasizes this aspect of leadership (Sticha et al., 2003).

Extends Influence Beyond the Chain of Command

Bergman (1996) found that each person that works in the Army, be they civilian or military, is part of a chain of command. Within this core area of Extending Influence Beyond the Chain of Command, there are four competencies: Understanding sphere of influence and limits of influence; Building Trust; Negotiating to build consensus and resolve conflict; and Building and maintaining alliances (Department of the Army, 2006b). The group of Education Services Officers on this panel believed that the four components were needed for future ESOs. Of those competencies that were added by the Delphi panel members, included in this category would be: Use tact and diplomacy in all interactions, and Encourage innovation, for a total of six components in this core.

In this researcher's study, two of the six competency components were rated as Critical for future Army Education Services Officers: Builds trust, and Negotiates for understanding, builds consensus, and resolves conflict. A recent study (Workitect, 2006) stated that in order for leaders to be effective, they needed to have a trust relationship with their employees and employers, and have the ability to manage conflict. This finding is supported by the information reported by the Delphi panel. Building trust has always been viewed as a critical leadership component, but it is especially important to current and future ESOs as they must establish relationships between all stakeholders: Army, other services, colleges, soldiers, Department of the Army civilians, and the local community (Anderson, 1995). Negotiating, consensus-building, and resolving conflict are also viewed as critical pieces to being a successful ESO due to the broad nature of the job responsibilities (Workforce Compensation and Performance Service, 1974).

Leads by Example

A confident, purposeful Army leader is always, and in all ways, an example to those being led (Wong et al., 2003). Within this core competency, there are seven components that include: Displaying character and modeling the Army values; Exemplifying the Warrior Ethos; Demonstrating commitment to the Nation and Army; Leading with confidence despite adversity; Demonstrating technical and tactical knowledge; Understanding the importance of critical thinking and modeling that to others; and Seeking diverse opinions (Department of the Army, 2006b). The panel reached a consensus on all of the competencies except for Exemplifies the Warrior Ethos. All of the other components were identified as necessary for future Education Services Officers.

One component that was added by the panel members was titled Lead by Example and given a Critical rating by the respondents; this addition is actually already one of the Army core competencies. There were three additions made by the panel members that are similar in nature and would be categorized under this core area: Understands the role of the Army within the Department of Defense, Maintains an in-depth knowledge of Army Continuing Education System, and knowledge of Army-specific structure. The researcher combined these three components and titled them: Understands Army structure within the Department of Defense, and Maintains an in-depth knowledge of ACES, for a total of eight components in this core.

The study results showed that only one of the eight competency components were rated as Critical for future ESOs (not including Leads by example as that is also the title of the core): Maintains an in-depth knowledge of ACES, which is not surprising as this study is focusing on the Army Continuing Education System. These results are consistent with the Sticha et al. (2003) findings that ACES is a critical combat multiplier and Education Services Officers must be conversant in many varied areas in order to be effective in their positions. It is noteworthy that while the component of Exemplifies the Warrior Ethos did not make the final competency list, it was passionately defended by one Education Services Officer who believed that the Warrior Ethos was what makes ACES and ESOs different from most organizations and leaders in the Army and in education.

Communicates

Leadership studies have consistently found that communication is one of the keys to a successful organization (Newsome, Catano, & Day, 2003; Northouse, 2004; Garcia

et al., 2006). Within the theme of Communicates, there are six components that include:

Listening actively; Determining information-sharing strategies; Employing engaging

communication techniques; Conveying thoughts in such a way so as to ensure

understanding; Presenting recommendations so others understand benefits; and Being

sensitive to cultural factors in communication (Department of the Army, 2006b). The

study responses indicate that all of these components will be necessary for future

Education Services Officers, although the component of Determining information sharing

strategies did not meet initial consensus in Round One. None of the competencies that

were added by the Delphi panel members would be added under this particular topic as

they do not fit within the general theme.

Out of the six components included here, one was considered Critical for future

ESOs: Listens actively. These results are consistent with several leadership studies that

have reported listening skills to be of utmost importance in any leadership interaction

(Fitton, 1993; Fiedler, 1997; van Maurik, 2001). Education Services Officers will

certainly need this skill, now and in the future. Due to the varied nature of the

responsibilities that encompass work performed by ESOs, the ability to actively listen is

key to excelling in the position. An ESO must plan, develop, coordinate, administer, and

evaluate the installation's continuing education program (Workforce Compensation and

Performance Service, 1974). In order to perform those tasks, the ESO must show the

ability to correctly interpret and take action on information that is provided.

Creates a Positive Environment

In their 2006 research study on transformational leadership, Garcia and his team

discussed the importance of a positive environment with regards to competencies. Other

studies have consistently found that the health of the surrounding environment offers a

positive correlation to effectiveness (Bass, 1985; Department of the Army, 1999a; Horey

et al., 2004). Under this topic, there are nine components that include: Fosters teamwork;

Encourages initiative; Creates a learning environment; Encourages open communication;

Encourages fairness; Demonstrates caring; Anticipates people's on the job needs; Sets

high expectations; and Accepts reasonable setbacks and failures (Department of the

Army, 2006b). Respondent answers indicate that all of these components will be

necessary for future Education Services Officers, although the components of

Anticipating people's on the job needs, and Accepting reasonable setbacks and failures

did not meet initial consensus in Round One. None of the competencies that were added

by the Delphi panel members were added under this particular topic as they did not fit

with the theme of creating a positive environment.

The panel of experts deemed only one component to be Critical out of this

grouping: Fosters teamwork, cohesion, cooperation, and loyalty. Researchers

(McClelland & Spencer, 1990; Corporate Leadership Council, 1998; Shippman et al.,

2000) have acknowledged that teamwork and loyalty play a significant role in all aspects

of leadership, ranging from business to academia. Future Education Services Officers

must, along with other Army leaders, incorporate teamwork and engender loyalty from

their team. In order for an ESO to effectively lead the installation education programs and

administer those services, it is crucial for that individual to have a strong, cohesive group

that understands the mission and provides the ESO with the structure that promotes

success (ACES Training and Professional Development, 1999).

Prepares Self

The core area of Prepares Self refers to leaders who ensure they are fully educated on their own strengths and limitations and continue with lifelong learning to better themselves (Department of the Army, 2006b). This area includes eight competencies that encompass: Maintaining mental and physical health; Maintaining self awareness and recognizing impact on others; Incorporating feedback from others; Expanding knowledge of technical, technological, and tactical areas; Expanding interpersonal capabilities; Analyzing information; and Maintaining relevant cultural and geopolitical awareness (Department of the Army, 2006b). In the current research, respondent answers indicate that all but one of the competencies should be included as needed by future Education Services Officers: Maintains relevant geopolitical awareness. Three of the additional competencies that were added by the Delphi panel members can be added under this particular topic: Utilize strategic planning and decision making methods, Conversant in data and information analysis, and Open to [learning] technical, virtual, and Internet-based systems. All of the above areas relate strongly to the guidance in the Army Transformation Roadmap (United States Army, 2004). Williams (2000) stated that lifelong learning (i.e. self-preparation) is a cornerstone upon which leaders must develop.

Develops Others

There are seven components included in the core competency area of Develops Others: Assessing current developmental needs of others; Fostering job development; Counseling, coaching, and mentoring; Facilitating development; Supporting formal development opportunities; and Building team or group skills (Department of the Army, 2006b). Several current and previous Army leadership doctrines addressed the need to be

able to effectively develop others (Department of the Army, 2006b; 1999a; 1993; 1987b; & 1973). In order to be fully effective, formal development plans of employees or subordinates should be linked to strategic planning and goal-setting exercises (Garcia et al., 2006). The study participants reached a consensus that all of the components in this core area will be necessary for future Education Services Officers. This topic area was also one that the panel of experts felt did not include any competencies critical to future ESOs. None of the competencies that were added by the Delphi panel members would be added under this particular topic as they do not fit the theme of the topic.

Gets Results

A leader's ultimate goal is to accomplish positive organizational results. Horey and Falleson (2003) state that leadership requirements can be described in either behavioral or attributional terms, but that the ultimate test of accuracy lies within the results derived from leadership actions. Within this core competency, there are 10 components that include: Prioritizing taskings for teams or groups; Identifying and accounting for group commitments; Designating and clarifying roles; Identifying and managing resources; Removing work barriers; Recognizing and rewarding good performance; Seeking and taking advantage of opportunities to improve performance; Making feedback part of the work process; Executing plans to accomplish the mission; and Identifying external influences and adjusting as needed (Department of the Army, 2006b). As evidenced by the responses from the panel of experts, they reached consensus that all components in this core area are important to future Education Services Officers, although Identifies and accounts for individual and group capabilities, and Commitment to task did not reach full consensus in Round One. Of those competencies that were

added by the Delphi panel members included in this category would be: Understand budget development and fiscal planning, and Identifies personnel and contracting requirements and understands both systems for a total of 12 components in this core.

In this researcher's study, one of the 12 competency components was rated as Critical for future ESOs: Executes plans to accomplish mission. It is patently clear that while many leadership competencies are necessary, the bottom line in each organization is that there must be something produced or completed for there to be an actual measure of success (Newsome, Catano & Day, 2003). The Army certainly feels that mission completion is of the utmost importance (Department of the Army, 2006b), and the panel of ESOs who participated in this study backed up that sentiment by selecting this component as critical to future ESOs.

Conclusions

The Army appears to be correctly interpreting the need for an updated leadership competency framework that can be applied across organizations within its purview. This study found that Education Services Officers within the Army Continuing Education System agree with almost every core competency and leadership component that is listed in Field Manual 6-22, Army Leadership. As determined by the responses to this researcher's study, Army Continuing Education System Education Services Officers understand the need for a complete, detailed list of leadership competencies, both for the Army and for ACES. Their participation in this study helped to confirm that the Army has created a solid foundation of core competency requirements that can be adapted by ACES to assist in its leader development and training efforts with future Education Services Officers. The findings of this research are consistent with the study by Horey et

al. (2004) that concluded the majority of the competencies discussed were agreed to be of importance by other Subject Matter Experts in relation to Army civilian and military leadership.

Utilizing a competency framework should provide measurable actions and behaviors that are associated with leadership functions (Department of the Army, 2006b). One respondent stated that, "It is useful for the Army to create generic competencies of its civilian leaders because it affords the Army greater flexibility/mobility within the workforce and for professional upward mobility opportunities. It also provides strategic linkage for grooming future leaders." Another felt that, "You have to know where you have been to know where you are going. Without standards there is no means to measure performance."

The results of the study suggest that current Education Services Officers have a clear understanding of what the Army Continuing Education System needs, both now and in the future. There was only a slight variance between the competencies in Field Manual 6-22, Army Leadership, and those that achieved a consensus rating in this research study, and that variance consisted almost entirely of ACES-specific topics that related to the organization rather than leadership as a whole. It is this researchers' opinion that while it is possible that prior exposure to Field Manual 6-22, Army Leadership may have impacted the participants' selection of the critical components, it is also believed that: 1) selecting those critical components makes sense for any leader, regardless of organization, and 2) that Field Manual 6-22 is on target and should be used by ACES as a foundation from which to establish measurable outcomes with regards to leadership competencies.

Implications

The purpose of this study was to identify which leadership competencies future Army Continuing Education System Education Services Officers will need to better structure leadership development within that organization. The Army is on the correct path with regards to leadership competencies, which is highly encouraging. The information obtained through this study should demonstrate to Army leadership and current Education Services Officers that the Army is in fact keeping up with current trends to ensure sustainability. Army Field Manual 6-22 can assist ACES and other Army organizations in continuing to seek ways to strengthen their civilian and military leaders. The results from this study could also have implications outside of ACES and the Army. Since leadership in non-school settings has limited research available, the findings could be applied to many leadership positions in large corporations, non-profit organizations, prison education programs, and other non-traditional settings.

Prospective Education Services Officers will be able to utilize the findings from this study to prepare for their chosen career path. Further, application of the research findings can provide potential ESOs with a roadmap for competency development. Garrison Commanders and Human Resource Specialists within the Army who will be evaluating and hiring ESOs in the future will be able to utilize the information to more effectively choose new ESOs, and to evaluate their on-the-job effectiveness based upon competency and component descriptions outlined in the study.

Individuals who develop curriculum or organize leadership training institutes for the Army Continuing Education System will be able to adapt the study's information to plan topical, relevant seminars for future leaders. Curriculum should be reviewed to

determine the areas that need enhancement in order to prepare future leaders, including ESOs, in competency components that were determined by the expert panel to be important.

Current Education Services Officers who wish to supplement their knowledge base and become eligible for leadership opportunities elsewhere will be able to use this information to improve and build upon skills and knowledge needed for future ESOs with the field of Army or military education. The final list of competency components provides a foundation for successful leadership development of future ESOs and is applicable to Education Services Officers throughout Army. Headquarters ACES can also work on an ESO training program that looks specifically at those components deemed critical by the panel of experts and provide special training just in those areas.

Businesses and organizations that are looking for ways to update their leadership training and development programs could look to this research study as a template for performing their own research, utilizing the Field Manual 6-22 and the Delphi method as a starting point. Leadership competencies can also be applied within large and small corporations, non-profit organizations, penal system education programs, and other non-traditional settings.

Recommendations

1. Further research should be conducted in other Army organizations using a similar method to see if the competencies are consistent across the spectrum of Army offices.

2. Future studies should include Education Services Specialists and Guidance Counselors (GS-11's and below) to see if the competencies remain the same at differing pay-grades and/or ranks.

3. Army Field Manual 6-22, Army Leadership, should be used to strategically plan and coordinate a competency framework course for Education Services Specialists currently within ACES, and supplement that course with ACES specific training as recommended in this research study.

4. Studies that evaluate leadership competencies for ACES Regional and Headquarters offices should be included to measure whether the same competencies are needed for staff work as well as field work.

5. The study should be replicated in the future to determine if ACES leadership competency requirements remain the same after time has passed and a different set of Education Services Officers are assigned.

Dissemination

The researcher plans to present this study at the Army Management Staff College Intermediate Course, tentatively scheduled for July 2008. The ACES Director, the ACES Southeast Regional Education Director, and the Ft. Stewart Education Services Officer will be presented with the results of this study. The researcher hopes that sharing this information with these individuals will lead to a better understanding of the role leadership competencies will play for future Education Services Officers and the importance of striving to learn or train to meet those competencies.

Concluding Thoughts

The participating panel members were highly motivated to assist with this research study, which is a positive indication of their willingness and engagement in the organization. As a potential future Education Services Officer, this researcher has personally benefited from this study. Through the literature review and preparation of the Delphi survey, this process has been an instrument of self-analysis and helped identify personal areas for potential growth and learning opportunities.

The Army Continuing Education System is changing at a rapid pace; with drawdowns, budget cuts, advanced technology, and a requirement to learn new technology rapidly, it is sometimes difficult to remember that ACES is, at its foundation, an organization that strives to prepare students for an uncertain future. The current research shows that ACES and the Army are moving in a positive direction with regards to its leadership.

The Education Services Officers who participated in this research should be amazed at the work they perform on a daily basis with little to no budget and very little recognition: they are the unsung heroes of the Army…without their actions, Soldiers would not have the incredible access to continuing education that they do now.

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APPENDICES

APPENDIX A

LETTER TO PARTICIPANTS

COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP,
TECHNOLOGY AND HUMAN
DEVELOPMENT

Leadership Competencies Needed by Future Army Education Services Officers

Dear Education Services Officer:

      I am requesting your participation in a study to determine future leadership competencies required by Education Services Officers (ESOs). The study is being conducted as part of a doctoral dissertation at Georgia Southern University. This letter is to request your assistance in collecting data using the survey instrument outlined in the following paragraph.

      The survey will consist of three rounds of questionnaires dealing with leadership competencies, all of which are based upon the October 2006, Department of the Army Field Manual 6-22: Army Leadership (Competent, Confident and Agile). Your answers should reflect only those competencies you feel are needed by future Education Services Officers in the Army Continuing Education System. Should you elect to participate; the survey instrument website link will be made available to you. Each round of answers should take you about 10 minutes. It is not necessary to put your name on the survey instruments. Upon completion, simply click Done and the web browser will close.

      Completion of the questionnaires will be considered as consent to use your responses in analyzing the leadership competencies believed to be necessary for future ESOs. Demographic data will also be used as part of the study. Please be assured that your responses will be confidential and anonymous. If this research is published, no information that would identify you will be included. The data will be most useful if you respond to every item on this instrument; however, you may choose not to answer one or more of the items on the survey.

      If you have any questions about accessing the questionnaires, please contact Robin Ellert by email at robin.ellert@us.army.mil or phone (912) 767-2543. You may also contact my faculty advisor, Dr. Cindi Chance, at Georgia Southern University, by phone at (912) 681-5649 or by email at lchance@georgiasouthern.edu. If you have any questions or concerns about your rights as a research participant in this study, they should be directed to the IRB Coordinator at the Office of Research Services and Sponsored Programs at (912) 681-5465.

Let me thank you in advance for your assistance in studying this question.

Respectfully,

Robin K. Ellert
Ft. Stewart, GA
912 7672543
robin.ellert@us.army.mil

APPENDIX B

INFORMED CONSENT

COLLEGE OF EDUCATION

DEPARTMENT OF LEADERSHIP, TECHNOLOGY, AND HUMAN DEVELOPMENT

INFORMED CONSENT NOTICE

1. This study will be conducted by Robin Ellert in partial fulfillment of the requirements for the degree Doctor of Education in Educational Administration. The study is part of the doctoral dissertation mandated by Georgia Southern University to complete the degree requirements.

2. Purpose of the Study: The purpose of this study was to identify which leadership competencies future Army Continuing Education System Education Services Officers will need to better structure leadership development within that organization.

3. Procedures to be followed: Participation in this research will include completion of three (3) rounds of questionnaires utilizing the Delphi method of inquiry. Demographic and open-ended questions are also included.

4. Discomforts and Risks: There are minimal risks in participating in this research. Minimal risk is defined as the probability and magnitude of harm or discomfort anticipated in the research is not greater than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.

5. Benefits: This research will add to the body of academic knowledge related to educational administration and leadership practices, specifically in the area of leadership competencies required by future Army Continuing Education System Education Services Officers.

6. Duration: It will take approximately 10 minutes to complete each round of the questionnaires.

7. Statement of Confidentiality: All identities and questionnaire responses will remain anonymous. Any hard-copy information collected during the study will be locked in a security cabinet in the researcher's residence. Only the researcher and the faculty advisor will have access to the information collected during the study. The final report will not include any information that would identify participants

of the study. The electronic transmission of information using the Internet limits the assurance of confidentiality. Precautions against unauthorized access to the questionnaires include the use of a password protected secure web account for the transmission of the survey instrument.

8. Right to Ask Questions: Participants have the right to ask questions and have those questions answered. If you have any questions concerning this research study, please contact Robin Ellert by email at robin.ellert@us.army.mil or phone (912) 767-2543. You may also contact my faculty advisor, Dr. Cindi Chance, at Georgia Southern University, by phone at (912) 681-5649 or by email at lchance@georgiasouthern.edu. If you have any questions or concerns about your rights as a research participant in this study contact the IRB Coordinator at the Office of Research Services and Sponsored Programs at (912) 681-5465.

9. Compensation: There is no compensation provided to participants.

10. Voluntary Participation: You do not have to participate in this research study. You can end your participation at any time without consequence by notifying the principal investigator or not returning your survey instruments. You do not have to answer any questions you do not want to answer.

11. Penalty: There is no penalty for deciding not to participate in this study.

12. You must be 18 years of age or older to consent to participate in this research study. If you consent to participate in this research study and to the terms above, please sign your name and indicate the date below.

You will be given a copy of this consent form to keep for your records.

Title of Project: Leadership Competencies Needed by Future Army
                          Education Services Officers

Principal Investigator: Robin K. Ellert -
                          100 Knowledge Dr., Suite 211
                          Ft. Stewart, GA 31314
                          Telephone - (912) 767-2543
                          Email address - robin.ellert@us.army.mil

Faculty Advisor: Dr. Cindi Chance
                          Georgia Southern University
                          P.O. Box 8131, Statesboro, Georgia 30406.
                          Telephone - (912) 681-5649
                          Email address - lchance@georgiasouthern.edu

_____   _____
Participant Signature   Date

I, the undersigned, verify that the above informed consent procedure has been followed.

_____   _____
Investigator Signature   Date
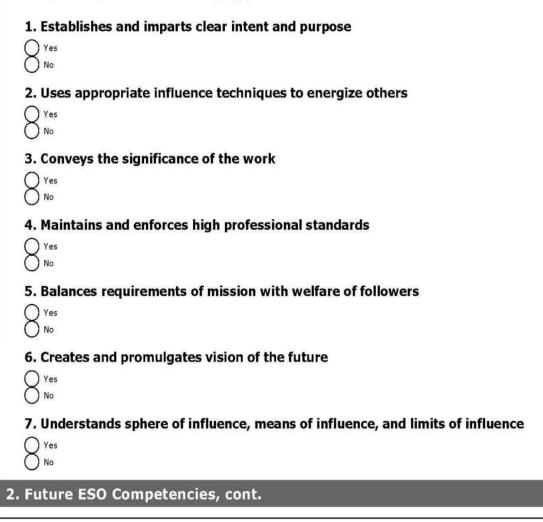
APPENDIX C

ROUND ONE SURVEY

Leadership Competencies of Future ESOs

1. Future ESO Competencies

You have been asked to be a part of this panel due to your experience and expertise as an Education Services Officer within the Army Continuing Education System. The results of this survey will provide ACES and Army leadership with a snapshot into the long-range training requirements for future ESOs. The survey will consist of three rounds of questionnaires dealing with leadership competencies, all of which are based upon the October 2006, Department of the Army Field Manual 6-22: Army Leadership (Competent, Confident and Agile). Your answers should reflect only those competencies you feel are needed by future Education Services Officers in the Army Continuing Education System. Each round should take about 10 minutes to complete. It is not necessary to indicate your name anywhere, and when you have completed marking your answers, simply click Done and the web browser will close.

Completion of the questionnaires will be considered consent to use your responses in analyzing the leadership competencies believed to be necessary for future Education Services Officers. Demographic data will also be used as part of the study. Please be assured that your responses will be confidential and anonymous. If this research is published, no information that would identify you will be included. The data will be most useful if you respond to every item on this instrument; however, you may choose not to answer one or more of the items on the survey.

Please click a checkmark in the Yes or No button under each competency listed, indicating which ones you feel best represent requirements of future Army Education Services Officers. Also, please provide responses to the open-ended and demographic questions on the last page. Remember: all of these competencies are listed as Army civilian leader expectations, but not all of them may apply to ACES leaders.

1. Establishes and imparts clear intent and purpose
○ Yes
○ No

2. Uses appropriate influence techniques to energize others
○ Yes
○ No

3. Conveys the significance of the work
○ Yes
○ No

4. Maintains and enforces high professional standards
○ Yes
○ No

5. Balances requirements of mission with welfare of followers
○ Yes
○ No

6. Creates and promulgates vision of the future
○ Yes
○ No

7. Understands sphere of influence, means of influence, and limits of influence
○ Yes
○ No

2. Future ESO Competencies, cont.

Leadership Competencies of Future ESOs

8. Builds trust

○ Yes
○ No

9. Negotiates for understanding, builds consensus, and resolves conflict

○ Yes
○ No

10. Builds and maintains alliances

○ Yes
○ No

3. Future ESO Competencies, cont.

11. Displays character by modeling Army Values consistently through actions, attitudes, and communications

○ Yes
○ No

12. Exemplifies the Warrior Ethos

○ Yes
○ No

13. Demonstrates commitment to the Nation, Army, unit, Soldiers, community, and multinational partners

○ Yes
○ No

14. Leads with confidence in adverse situations

○ Yes
○ No

15. Demonstrates technical and tactical knowledge and skills

○ Yes
○ No

16. Understands the importance of conceptual skills and models them to others

○ Yes
○ No

17. Seeks and is open to diverse ideas and points of view

○ Yes
○ No

4. Future ESO Competencies, cont.

Leadership Competencies of Future ESOs

18. Listens actively

◯ Yes
◯ No

19. Determines information-sharing strategies

◯ Yes
◯ No

20. Employs engaging communication techniques

◯ Yes
◯ No

21. Conveys thoughts and ideas to ensure shared understanding

◯ Yes
◯ No

22. Presents recommendations so others understand advantages

◯ Yes
◯ No

23. Is sensitive to cultural factors in communication

◯ Yes
◯ No

5. Future ESO Competencies, cont.

24. Fosters teamwork, cohesion, cooperation, and loyalty

◯ Yes
◯ No

25. Encourages subordinates to exercise initiative, accept responsibility, and take ownership

◯ Yes
◯ No

26. Creates a learning environment

◯ Yes
◯ No

27. Encourages open and candid communications

◯ Yes
◯ No

28. Encourages fairness and inclusiveness

◯ Yes
◯ No

Leadership Competencies of Future ESOs

29. Expresses and demonstrates care for people and their well-being

◯ Yes
◯ No

30. Anticipates people's on-the-job needs

◯ Yes
◯ No

31. Sets and maintains high expectations for individuals and teams

◯ Yes
◯ No

32. Accepts reasonable setbacks and failures

◯ Yes
◯ No

6. Future ESO Competencies, cont.

33. Maintains mental and physical health and well-being

◯ Yes
◯ No

34. Maintains self awareness, employs self understanding, and recognizes impact on others

◯ Yes
◯ No

35. Evaluates and incorporates feedback from others

◯ Yes
◯ No

36. Expands knowledge of technical, technological, and tactical areas

◯ Yes
◯ No

37. Expands conceptual and interpersonal capabilities

◯ Yes
◯ No

38. Analyzes and organizes information to create knowledge

◯ Yes
◯ No

39. Maintains relevant cultural awareness

◯ Yes
◯ No

Leadership Competencies of Future ESOs

40. Maintains relevant geopolitical awareness

○ Yes
○ No

7. Future ESO Competencies, cont.

41. Assesses current developmental needs of others

○ Yes
○ No

42. Fosters job development, job challenge, and job enrichment

○ Yes
○ No

43. Counsels, coaches, and mentors

○ Yes
○ No

44. Facilitates ongoing development

○ Yes
○ No

45. Supports institutional-based development

○ Yes
○ No

46. Builds team or group skills and processes

○ Yes
○ No

8. Future ESO Competencies, cont.

47. Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups

○ Yes
○ No

48. Identifies and accounts for individual and group capabilities and commitment to task

○ Yes
○ No

49. Designates, clarifies, and deconflicts roles

○ Yes
○ No

Leadership Competencies of Future ESOs

50. Identifies, contends for, allocates, and manages resources

○ Yes
○ No

51. Removes work barriers

○ Yes
○ No

52. Recognizes and rewards good performance

○ Yes
○ No

53. Seeks, recognizes, and takes advantage of opportunities to improve performance

○ Yes
○ No

54. Makes feedback part of work processes

○ Yes
○ No

55. Executes plans to accomplish mission

○ Yes
○ No

56. Identifies and adjusts to external influences on the mission or taskings and organization

○ Yes
○ No

9. Future ESO Competencies, final page

Open-ended questions and demographic information

57. Is there any leadership competency missing that you feel should be included in the next round? If yes, please list:

[text box]

58. What leadership competencies might be required by future Army ESOs beyond those needed by other military (Air Force, Navy, Marine, Coast Guard, etc.) educators?

[text box]

Leadership Competencies of Future ESOs

* 59. Your current completed educational level

- ◯ Ph.D./Ed.D.
- ◯ Master's
- ◯ Bachelor's
- ◯ Associate's

* 60. Number of years performing functions as Education Services Officer

- ◯ 2-5 years
- ◯ 6-9 years
- ◯ 10-13 years
- ◯ 14-17 years
- ◯ over 17 years

* 61. Current grade (or GS equivalent if you are under NSPS)

- ◯ GS-11
- ◯ GS-12
- ◯ GS-13
- ◯ GS-14
- ◯ GS-15

62. Gender

- ◯ M
- ◯ F

63. In what year were you born?

[text box]

APPENDIX D

100 % CONSENSUS LISTING

100% CONSENSUS

• Establishes and imparts clear intent and purpose
• Uses appropriate influence techniques to energize others
• Conveys the significance of the work
• Maintains and enforces high professional standards
• Balances requirements of mission with welfare of followers
• Creates and promulgates vision of the future
• Understands sphere of influence, means of influence, and limits of influence
• Builds trust
• Negotiates for understanding, builds consensus, and resolves conflict
• Builds and maintains alliances
• Displays character by modeling the Army Values consistently through actions, attitudes, and communications
• Demonstrates commitment to the Nation, Army, unit, Soldiers, community, and multinational partners
• Leads with confidence in adverse situations
• Demonstrates technical and tactical knowledge and skills
• Understands the importance of conceptual skills and models them to others
• Seeks and is open to diverse ideas and points of view
• Listens actively
• Employs engaging communication techniques
• Conveys thoughts and ideas to ensure shared understanding
• Presents recommendations so others understand advantages
• Is sensitive to cultural factors in communication
• Fosters teamwork, cohesion, cooperation, and loyalty
• Encourages subordinates to exercise initiative, accept responsibility, and take ownership
• Creates a learning environment
• Encourages open and candid communications
• Encourages fairness and inclusiveness
• Expresses and demonstrates care for people and their well-being
• Sets and maintains high expectations for individuals and teams
• Maintains mental and physical health and well-being
• Maintains self awareness, employs self understanding, and recognizes impact on others
• Evaluates and incorporates feedback from others
• Expands conceptual and interpersonal capabilities
• Analyzes and organizes information to create knowledge
• Maintains relevant cultural awareness
• Assesses current developmental needs of others
• Fosters job development, job challenge, and job enrichment

• Counsels, coaches, and mentors
• Facilitates ongoing development
• Supports institutional-based development
• Builds team or group skills and processes
• Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups
• Identifies and accounts for individual and group capabilities and commitment to task
• Designates, clarifies, and deconflicts roles
• Identifies, contends for, allocates, and manages resources
• Removes work barriers
• Recognizes and rewards good performance
• Seeks, recognizes, and takes advantage of opportunities to improve performance
• Makes feedback part of work processes
• Executes plans to accomplish mission
• Identifies and adjusts to external influences on the mission or taskings and organization

APPENDIX E

ROUND TWO SURVEY

Leadership Competencies of Future ESOs: Round Two

1. Future ESO Competencies: Round Two

Welcome back! Prior to looking at the competencies included as part of Round Two, please note the following information from the Round One survey:

Out of 56 competencies listed in Field Manual 6-22, the panel of experts in this study agreed that all but 7 competencies applied to ACES with regards to those needed by future ESOs.

This Round will include only those competencies that did not reach a full consensus in Round One (i.e. at least one person answered No), along with additional competencies that were suggested in Round One responses. It is not necessary to indicate your name anywhere, and when you have completed marking your answers, simply click Done and the web browser will close.

Completion of the surveys will be considered consent to use your responses in analyzing the leadership competencies believed to be necessary for future Education Services Officers. Please be assured that your responses will be confidential and anonymous. If this research is published, no information that would identify you will be included. The data will be most useful if you respond to every item on this instrument; however, you may choose not to answer one or more of the items on the survey.

Please click a checkmark in the Yes or No button under each competency listed, indicating which ones you feel best represent requirements of future Army Education Services Officers. Also, please provide responses to the open-ended questions on the last page.

1. Exemplifies the Warrior Ethos
◯ Yes
◯ No

2. Determines information-sharing strategies
◯ Yes
◯ No

3. Anticipates people's on-the-job needs
◯ Yes
◯ No

4. Accepts reasonable setbacks and failures
◯ Yes
◯ No

5. Expands knowledge of technical, technological, and tactical areas
◯ Yes
◯ No

6. Maintains relevant geopolitical awareness
◯ Yes
◯ No

7. Identifies and accounts for individual and group capabilities and commitment to task
◯ Yes
◯ No

Leadership Competencies of Future ESOs: Round Two

8. Understands the role of the Army within the Department of Defense

○ Yes
○ No

2. Future ESO Competencies: Round Two, cont.

9. Lead by example

○ Yes
○ No

10. Lead with flexibility

○ Yes
○ No

11. Use humor to deal with an ever changing workplace and its resultant impact on the workforce

○ Yes
○ No

12. Use tact and diplomacy in all interactions

○ Yes
○ No

13. Evidence an adaptive leadership ability

○ Yes
○ No

14. Utilize strategic planning and decision making methods

○ Yes
○ No

15. Understand budget development and fiscal planning

○ Yes
○ No

3. Future ESO Competencies: Round Two, cont.

16. Maintains an in-depth knowledge of Army Continuing Education System

○ Yes
○ No

17. Identifies personnel and contracting requirements, and understands both systems

○ Yes
○ No

Leadership Competencies of Future ESOs: Round Two

18. Conversant in data and information analysis

○ Yes
○ No

19. Open to technical, virtual, and Internet based systems

○ Yes
○ No

20. Ability to cope with more frequent, lengthy deployments than ever before that impact installations

○ Yes
○ No

21. Encourage innovation

○ Yes
○ No

22. Knowledge of Army-specific structure

○ Yes
○ No

4. Future ESO Competencies: Round Two, final page

Open-ended questions

23. Why do you think some competencies are different for ACES than for the Army civilian leadership as a whole?

24. Explain why you believe it is useful (or not useful) for the Army to create generic competencies for its civilian leaders.

APPENDIX F

ROUND THREE SURVEY

Leadership Competencies of Future ESOs: Round Three

1. Future ESO Competencies: Round Three

Welcome back! Prior to rating the competencies in Round Three, please note that the following competencies did not reach a consensus of the group (defined as at least 67% of the respondents selecting Yes):

1) Exemplifies the Warrior Ethos
2) Maintains relevant geopolitical awareness
3) Use humor to deal with an ever changing workplace and its resultant impact on the workforce

That means a total of 68 competencies were identified as necessary for future ESOs. I would now like to ask you all to rate the competencies as to their importance. Using a scale of Least Important to Critical, please rate each competency as to its level of importance to future ACES ESOs.

It is not necessary to indicate your name anywhere, and when you have completed marking your answers, simply click Done and the web browser will close.

* 1. Please respond to the following set of statements:

	Least Important	Somewhat Important	Important	Very Important	Critical
Establishes and imparts clear intent and purpose	○	○	○	○	○
Uses appropriate influence techniques to energize others	○	○	○	○	○
Conveys the significance of the work	○	○	○	○	○
Maintains and enforces high professional standards	○	○	○	○	○
Balances requirements of mission with welfare of followers	○	○	○	○	○
Creates and promulgates vision of the future	○	○	○	○	○
Understands sphere of influence, means of influence, and limits of influence	○	○	○	○	○

* 2. Please respond to the following set of statements

	Least Important	Somewhat Important	Important	Very Important	Critical
Builds trust	○	○	○	○	○
Negotiates for understanding, builds consensus, and resolves conflict	○	○	○	○	○
Builds and maintains alliances	○	○	○	○	○

Leadership Competencies of Future ESOs: Round Three

✱ 3. Please respond to the following set of statements

	Least Important	Somewhat Important	Important	Very Important	Critical
Displays character by modeling Army Values consistently through actions, attitudes, and communications	○	○	○	○	○
Demonstrates commitment to the Nation, Army, unit, Soldiers, community, and multinational partners	○	○	○	○	○
Leads with confidence in adverse situations	○	○	○	○	○
Demonstrates technical and tactical knowledge and skills	○	○	○	○	○
Understands the importance of conceptual skills and models them to others	○	○	○	○	○
Seeks and is open to diverse ideas and points of view	○	○	○	○	○

✱ 4. Please respond to the following set of statements

	Least Important	Somewhat Important	Important	Very Important	Critical
Listens actively	○	○	○	○	○
Determines information-sharing strategies	○	○	○	○	○
Employs engaging communication techniques	○	○	○	○	○
Conveys thoughts and ideas to ensure shared understanding	○	○	○	○	○
Presents recommendations so others understand advantages	○	○	○	○	○
Is sensitive to cultural factors in communication	○	○	○	○	○

2. Future ESO Competencies: Round Three Cont.

Leadership Competencies of Future ESOs: Round Three

*5. Please respond to the following set of statements

	Least Important	Somewhat Important	Important	Very Important	Critical
Fosters teamwork, cohesion, cooperation, and loyalty	○	○	○	○	○
Encourages subordinates to exercise initiative, accept responsibility, and take ownership	○	○	○	○	○
Creates a learning environment	○	○	○	○	○
Encourages open and candid communications	○	○	○	○	○
Encourages fairness and inclusiveness	○	○	○	○	○
Expresses and demonstrates care for people and their well-being	○	○	○	○	○
Anticipates people's on-the-job needs	○	○	○	○	○
Sets and maintains high expectations for individuals and teams	○	○	○	○	○
Accepts reasonable setbacks and failures	○	○	○	○	○

*6. Please respond to the following set of statements

	Least Important	Somewhat Important	Important	Very Important	Critical
Maintains mental and physical health and well-being	○	○	○	○	○
Maintains self awareness, employs self understanding, and recognizes impact on others	○	○	○	○	○
Evaluates and incorporates feedback from others	○	○	○	○	○
Expands knowledge of technical, technological, and tactical areas	○	○	○	○	○
Expands conceptual and interpersonal capabilities	○	○	○	○	○
Analyzes and organizes information to create knowledge	○	○	○	○	○
Maintains relevant cultural awareness	○	○	○	○	○

Leadership Competencies of Future ESOs: Round Three

* 7. Please respond to the following set of statements

	Least Important	Somewhat Important	Important	Very Important	Critical
Assesses current developmental needs of others	○	○	○	○	○
Fosters job development, job challenge, and job enrichment	○	○	○	○	○
Counsels, coaches, and mentors	○	○	○	○	○
Facilitates ongoing development	○	○	○	○	○
Supports institutional-based development	○	○	○	○	○
Builds team or group skills and processes	○	○	○	○	○

3. Future ESO Competencies: Rounds Three Cont.

* 8. Please respond to the following set of statements

	Least Important	Somewhat Important	Important	Very Important	Critical
Prioritizes, organizes, and coordinates taskings for teams or other organizational structures/groups	○	○	○	○	○
Identifies and accounts for individual and group capabilities and commitment to task	○	○	○	○	○
Designates, clarifies, and deconflicts roles	○	○	○	○	○
Identifies, contends for, allocates, and manages resources	○	○	○	○	○
Removes work barriers	○	○	○	○	○
Recognizes and rewards good performance	○	○	○	○	○
Seeks, recognizes, and takes advantage of opportunities to improve performance	○	○	○	○	○
Makes feedback part of work processes	○	○	○	○	○
Executes plans to accomplish mission	○	○	○	○	○
Identifies and adjusts to external influences on the mission or taskings and organization	○	○	○	○	○

Leadership Competencies of Future ESOs: Round Three

✱ 9. Please respond to the following set of statements

	Least Important	Somewhat Important	Important	Very Important	Critical
Understands the role of the Army within the Department of Defense	○	○	○	○	○
Lead by example	○	○	○	○	○
Lead with flexibility	○	○	○	○	○
Use tact and diplomacy in all interactions	○	○	○	○	○
Evidence an adaptive leadership ability	○	○	○	○	○
Utilize strategic planning and decision making methods	○	○	○	○	○
Understand budget development and fiscal planning	○	○	○	○	○
Maintains an in-depth knowledge of Army Continuing Education System	○	○	○	○	○
Identifies personnel and contracting requirements, and understands both systems	○	○	○	○	○
Conversant in data and information analysis	○	○	○	○	○
Open to technical, virtual, and Internet based systems	○	○	○	○	○
Ability to cope with more frequent, lengthy deployments than ever before that impact installations	○	○	○	○	○
Encourage innovation	○	○	○	○	○
Knowledge of Army-specific structure	○	○	○	○	○

10. Please use the space below for any additional comments you would like to add.

APPENDIX G

IRB APPROVAL

Georgia Southern University	
Office of Research Services & Sponsored Programs	
Institutional Review Board (IRB)	
Phone: 912-681-5465	Veazey Hall 2021
	P.O. Box 8005
Fax: 912-681-0719 Ovrsight@GeorgiaSouthern.edu	Statesboro, GA 30460

To: Robin Kathryn Ellert
805 Hopeton Court
Hinesville, GA-31313

CC: Dr. Lucindia Chance
P.O. Box-8013

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Date: November 14, 2007

Subject: Status of Application for Approval to Utilize Human Subjects in Research

After a review of your proposed research project numbered: **H08087**, and titled **"Leadership Competencies Needed by Future Army Education Services Officers"**, it appears that (1) the research subjects are at minimal risk, (2) appropriate safeguards are planned, and (3) the research activities involve only procedures which are allowable.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that the Institutional Review Board has approved your proposed research.

This IRB approval is in effect for one year from the date of this letter. If at the end of that time, there have been no changes to the research protocol; you may request an extension of the approval period for an additional year. In the interim, please provide the IRB with any information concerning any significant adverse event, **whether or not it is believed to be related to the study**, within five working days of the event. In addition, if a change or modification of the approved methodology becomes necessary, you must notify the IRB Coordinator **prior** to initiating any such changes or modifications. At that time, an amended application for IRB approval may be submitted. Upon completion of your data collection, you are required to complete a *Research Study Termination* form to notify the IRB Coordinator, so your file may be closed.

Sincerely,

N. Scott Pierce
Director of Research Services and Sponsored Programs