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VISIONARY LEADERSHIP

A thesis presented to the Faculty of the U.S. Army
Command and General Staff College in partial
fulfillment of the requirements for the
degree

MASTER OF MILITARY ART AND SCIENCE

by

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This study investigated the importance of the concepts of vision and visionary leadership for U.S. Army officers. Since 1987 the Army incorporated these concepts into doctrine, but limited visionary leadership to senior leaders. This study analyzed these concepts from both a civilian and military perspective. Specific emphasis was on the analysis of leadership qualities essential for providing visionary leadership. To determine the essential leadership qualities it was necessary to establish a baseline of qualities. This study also analyzed the many definitions for vision, as these surfaced additional qualities expected of visionary leaders. This study explained the development and usage of the Army's concept of vision, the varying definitions, and the associated leadership qualities. The analysis of each area led to the identification of seven essential qualities of visionary leadership: vision, power, assessment, communication, self-development, balance, and character. This study advocated that the Army continues to incorporate the concepts of vision and visionary leadership into doctrine. Specifically, the Army needs to: develop a definition for vision; use the concept of vision consistently within its doctrine; expand visionary leadership to junior leaders; promote the development of visionary leaders; and use the expertise available from the civilian sector.

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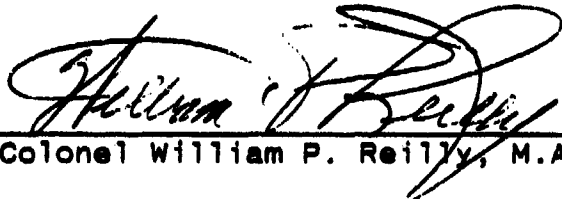
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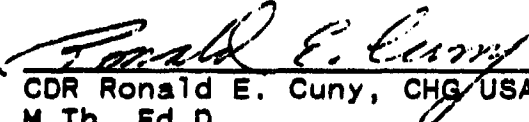
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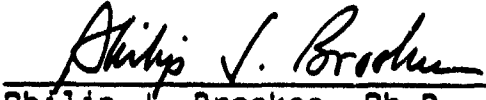
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ABSTRACT

VISIONARY LEADERSHIP by Rebecca S. Halstead, MAJ, USA, 119 pages.

This study investigated the importance of the concepts of vision and visionary leadership for U.S. Army officers. Since 1987 the Army incorporated these concepts into doctrine, but limited visionary leadership to senior leaders. This study analyzed these concepts from both a civilian and military perspective.

Specific emphasis was on the analysis of leadership qualities essential for providing visionary leadership. To determine the essential leadership qualities it was necessary to establish a baseline of qualities. This study also analyzed the many definitions for vision, as these surfaced additional qualities expected of visionary leaders.

This study explained the development and usage of the Army's concept of vision, the varying definitions, and the associated leadership qualities. The analysis of each area led to the identification of seven essential qualities of visionary leadership: vision, power, assessment, communication, self-development, balance, and character.

This study advocated that the Army continues to incorporate the concepts of vision and visionary leadership into doctrine. Specifically, the Army needs to: develop a definition for vision; use the concept of vision consistently within its doctrine; expand visionary leadership to junior leaders; promote the development of visionary leaders; and use the expertise available from the civilian sector.

TABLE OF CONTENTS

	<u>Page</u>
APPROVAL PAGE.....	ii
ABSTRACT.....	iii
CHAPTER	
1. INTRODUCTION.....	1
2. REVIEW OF LITERATURE.....	18
3. RESEARCH METHODOLOGY.....	50
4. ANALYSIS.....	57
5. CONCLUSIONS AND RECOMMENDATIONS.....	95
FIGURES.....	102
BIBLIOGRAPHY.....	110
INITIAL DISTRIBUTION LIST.....	116

CHAPTER 1

INTRODUCTION

The very essence of leadership is [that] you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet.¹

Father Theodore Hesburgh, Time

Statement of the Problem

This research proposes to analyze the specific leadership qualities essential for Army officers to provide visionary leadership.

Purpose of the Study

The purpose of this study was to analyze the concepts of vision and visionary leadership. As a company commander from 1985 to 1988 at Fort Lewis, Washington, I had the opportunity to serve under three battalion commanders, two group commanders, and two I Corps commanders. All of these officers were successful leaders in their own right. Although I learned from all of them, there were distinct differences in their leadership.

In my opinion, and in the opinions of many who served for these officers, there was one officer whose leadership clearly stood above the rest. This officer led

in a way which resulted in the organization working together for a common goal with everyone knowing the standard. The standards were written, lived, and constantly reiterated at meetings and in speeches. Not only did he know the direction he wanted the unit to head, he effectively communicated that direction in such a way that kept everyone focused on the future. He not only allowed, but expected, each subordinate leader to develop a supporting focus for their piece of the total organization. Leadership was decentralized and decisions were made at the lowest possible level.

Furthermore, as a leader, this officer exuded confidence, energized and motivated people, acknowledged work well done, counseled and developed subordinates, always set the example, and listened to the soldiers and officers of his command. He took responsibility and demanded others do the same, was disciplined personally and professionally, and inspired trust from the entire organization.

From 1991 to 1992 I was an aide-de-camp for two Lieutenant Generals. Again, each had unique leadership qualities and their own personal leadership philosophy, from whom I learned a great deal. This position also gave me additional exposure to many other general officers in the Army. As I observed many of these officers, I saw divergent leadership styles.

I knew that each of these leaders had been given their positions of responsibility based on their previous successes and their potential for future performance. Of course, previous successes are hard to define, but credit could be given to one or a mix of all the following: the led, the leader, and the situation. I started to focus on the leader aspect of this mix.

I transitioned from just recognizing that these officers had leadership differences to analyzing and questioning the diversity that exists among leaders in the Army. Does the answer lie somewhere in the Army's doctrine and training? Is leadership strictly inherent and personality-driven, or are leaders really developed through years of experience? Is it a short-term or long-term process? My limited experience led me to believe that leaders are both born and made! My hunch was that leaders are continuously developed over the long term, and the process builds on the inherent and learned abilities of the officer.

In 1992 I started the Command and General Staff College, and one of the first courses was "Fundamentals of Senior-Level Leadership in Peace and War." I studied leadership models, case histories, and FM 22-103, Leadership and Command at the Senior Levels. This course introduced me to the concepts of vision and visionary

leadership. It led me to reflect on the past experiences that I have mentioned.

The material I studied influenced me to believe that perhaps the reason that some of these leaders stood above the others rested in the concept of visionary leadership. Therefore, I decided there was a valid need to research my notion that visionary leadership might be the discriminator between good and great Army officers. To make this determination I had to first thoroughly understand the background of the concept of vision in the Army and its importance to the Army officer as a leader. Secondly, I had to determine the definition of vision as it applies to Army officers.

Background

Throughout history there have been great leaders, both military and civilian, who had the ability to look into the future, capture potential needs for their organizations, and set a process in motion that moved their organizations in a direction that met those needs. This ability has popularly become known as visionary leadership.

Visionary leadership is a fairly recently accepted concept for Army doctrine, but in practice it has been around for a long time. Vision can be traced back as far as Clausewitz. He called vision the "inner light":

During an operation decisions have usually to be made at once: there may be no time to review the situation or even to think it through....If the mind is to emerge unscathed from this relentless struggle with the unforeseen, two qualities are indispensable: first, an intellect that, even in the darkest hour, retains some glimmerings of the inner light which leads to truth; and second, the courage to follow this faint light wherever it may lead.²

However, it was not until 1987 that "vision" first appeared in the Army's field manuals. It was introduced in Field Manual 22-103, Leadership and Command at Senior Levels. Subsequent to 1987 vision was incorporated into Army doctrine as follows:

1. 1988 Field Manual 25-100, Training the Force
2. 1989 Field Manual 100-15, Corps Operations
3. 1990 Field Manual 71-100, Division Operations

As we enter the 1990's, the need for visionary leadership has never been greater. There is a need for the kind of visionary leaders who built our country's institutions. Leaders who are determined, confident in their sense of direction, not afraid to take risks and challenges, bold and courageous, and inspiring and uplifting are needed to lead us into the next century.³

Leadership in our society is a much more difficult task today than it was in the past. The world is more confusing and complex, constantly reshaping and renewing itself, and going through accelerated change.⁴ Military leadership is subject to the same challenges of increased complexity and endless change.

The 1990's is a critical time for the Army, as it struggles through personnel reductions, base closures, new policies and strategies, and rigorous reorganization. Senior military leaders are increasingly making reference to "their vision," "the Army's vision," "the command's vision." It is critical that visionary leadership be studied in detail, so senior leaders, as well as junior leaders, will understand the importance of this concept and its full potential. Therefore, it is necessary to first grasp the definition of vision.

What is Vision?

Many writers, both military and civilian, have proposed numerous definitions of vision. The definitions varied from very simple to quite complex, ranging from merely two or three elements to as many as ten or fifteen elements to describe vision. One should note that there seemed to be a tendency for military authors to put vision into one of the following categories: strategic, operational, or training. Both civilian and military authors used related, but distinctly different, concepts for vision like personal agenda, commander's intent, intuition, mission, and purpose.

I found most of the Army's doctrine associated with visionary leadership and vision to be confusing and deficient in providing clear definitions. Therefore, for

purposes of this study a definition for vision for the Army was developed from a combination of the Army's current doctrine and civilian research related to the concept. The development process was based on the perceived needs of the Army as an organization and the role of Army officers as leaders.

Although the concept of vision is increasing in importance within the Army organization, the Army has not yet fully incorporated it in some of its critical references. There are two military references which establish definitions of military terms and concepts: JCS Publication 1-02 and AR 310-25. Neither publication defines vision. Nor does FM 100-5, Operations, the Army's capstone warfighting doctrine, define vision.

Vision is specifically mentioned, but with vague definitions, in (1) Field Manual 22-103, Leadership and Command at the Senior Levels; (2) Field Manual 25-100, Training the Force; (3) Field Manual 71-100, Division Operations and, (4) Field Manual 100-15, Corps Operations.

Field Manual 22-103, Leadership and Command at Senior Levels, stated that all action starts with vision, and defined vision as the "hub or core from which flows the leadership and command force that fires imaginations, sustaining the will to win."⁸ For leaders at senior levels vision "is a personal concept of what the organization must be capable of doing by some future

point. It is the target."⁶ Vision is the "senior leader's source of effectiveness....It can be an intuitive sensing, a precise mission, or a higher commander's intent for a campaign or battle....it is the reference point against which the senior leader measures progress."⁷

Vision provides focus and guidance for the organization and creates in people the trust, cohesion, commitment, and the will to meet any challenge.⁸

Vision was described in similar terms in FM 100-15 and FM 71-100, but the focus was from the perspective of the Corps and Division commander, respectively. The manuals presented vision as the commander's personal concept of what the unit must be capable of doing by some future point, and that all action starts with vision. The commander's vision is the key to success and requires "anticipation, mastery of time-space relationships, and a complete understanding of the ways in which friendly and enemy capabilities interact."⁹

Field Manual 25-100, Training the Force, defined vision in terms of a training vision:

The key elements which shape the commander's training vision are a thorough understanding of training and operations doctrine, his assessment of Mission Essential Task List proficiency levels, and knowledge of potential enemy capabilities.¹⁰

The organizational goals that move the organization in a common direction must support his vision. One of these goals should be establishing and supporting a command climate.¹¹

In reviewing the literature I found many definitions of vision. Although some were clearly more applicable to corporate organizations than to the military, there were several definitions quite relevant for the Army. The definitions chosen fit most closely with the following: (1) my personal experiences as an Army officer; (2) Army doctrine; (3) interviews, briefings, and literature of other Army officers; and (4) the Chief of Staff of the Army's vision for America's Army:

A TOTAL FORCE TRAINED AND READY TO FIGHT...
SERVING OUR NATION AT HOME AND ABROAD...
STRATEGIC FORCE CAPABLE OF DECISIVE VICTORY.¹²

Tom Peters, an author of "bestseller" books on leadership topics (e.g., In Search of Excellence, Thriving on Chaos, and A Passion for Excellence), defined vision as that which:

inspires, ennobles, empowers, and challenges people, but at the same time provokes confidence . . . to encourage people to take the day-to-day risks involved in testing, adapting, and extending the vision.¹³

Peters stated that visions: (1) stand the test of time in a turbulent world; (2) are stable but constantly challenged and changed at the margin; (3) are beacons and controls

when all else is up for grabs; (4) prepare for the future, but honor the past, and (5) are lived in details, not broad strokes.¹⁴

James M. Kouzes and Barry Z. Posner in The Leadership Challenge defined vision as the force that invents the future. It is a desire to make something happen in the future, to change the way things are currently being done, and to create something new and unique. They called it vision, but noted that it was referred to by some others as purpose, mission, goal, or personal agenda.¹⁵ Kouzes and Posner concluded that visions are windows on the world of tomorrow. They stated that visions are conceptualizations and "reflections of our fundamental beliefs and assumptions about human nature, technology, economics, science, politics, arts, and ethics."¹⁶

Burt Nanus, a professor of management in the School of Business Administration at the University of Southern California has written several books on leadership (Leaders: The Strategies for Taking Charge and Visionary Leadership). He defined vision as "a realistic, credible, attractive future for your organization."¹⁷ Vision must always deal with the future, be inspiring and energizing, and it must be central to leadership. Nanus contended that the leader's vision should attract commitment, create

meaning in workers' lives, establish a standard of excellence, and bridge the present and future.¹⁸

From this collection of military and civilian descriptions of vision, the following definition was developed:

VISION: A REALISTIC, CREDIBLE, ATTRACTIVE FUTURE FOR AN ORGANIZATION, BASED ON A THOROUGH ASSESSMENT OF ITS CAPABILITIES TO MEET MISSION REQUIREMENTS, THAT CHALLENGES AND EMPOWERS PEOPLE.

Using this as a baseline definition for purposes of this study, I will develop and analyze the concepts of vision and visionary leadership in the Army and the leadership qualities necessary for Army officers to provide visionary leadership.

Hypothesis

It is hypothesized that specific leadership qualities demand greater emphasis in order to produce Army officers who can provide visionary leadership for their organizations.

Subproblems

The first subproblem was to identify the concept of vision in the Army by examining the development and usage of this concept in official publications.

The second subproblem was to discuss the various definitions of vision.

The third subproblem was to use the many definitions of vision to discover the leadership qualities associated with this concept.

The fourth subproblem was to further identify leadership qualities demanded of Army officers, and analyze those specific qualities essential to visionary leadership.

Limitations

The focus of this study was originally limited to vision as it applied to senior Army leaders. However, a great deal of published research dealt with leadership issues not necessarily dependent on rank or position. As such, some of the analysis, conclusions, and recommendations may apply to both senior and junior leaders.

This study did, however, only use vision statements, and command philosophies containing vision statements, from colonel level positions and higher for the purpose of examining specific Army examples of leaders' concepts of their vision in relationship to their organization.

The focus of this study was limited to good visions, and did not address the effects of bad visions or no visions on organizations.

Delimitations

The study was not limited to strategic and operational vision.

The study was not limited to any particular leader or single historical event.

The study did not attempt to examine vision from the perspective of how to create vision.

The study did not attempt to examine vision from the perspective of what happens when vision is not created or an organization is led by a leader without vision.

The study was not dependent on a survey.

Assumptions

The first assumption was that there was ample material available for analysis from both civilian and military sources.

The second assumption was that no definitive work was available which discussed this research topic.

Definitions of Key Terms:

Army. Army, for purposes of this paper, is capitalized throughout and refers to the United States Army.

Commander's Intent. Commander's vision of the battle--how he expects to fight and what he expects to accomplish.¹⁹ This term is quite often interchanged with vision.

Leadership. The United States Military Academy's manual on military leadership from 1982 defined leadership as "The art of influencing human behavior so as to

accomplish a mission in the manner desired by the leader."²⁰ FM 22-100 defines leadership as the "process of influencing others to accomplish the mission by providing purpose, direction, and motivation."²¹ FM 22-103, which focuses on the senior leader, defines it as "the art of direct and indirect influence and the skill of creating the conditions for sustained organizational success to achieve the desired result."²²

Operational Vision. "Operational vision is the trait that allows an operational commander to see the desired operational end in the form of a military condition and then synthesize a plan that gets to that end."²³ It is the vision created by transforming a superior commander's intent into a carefully defined objective and developing a rational plan.²⁴

Quality. A peculiar and essential character; degree of conformance to a standard; inherent or intrinsic excellence of character or type; a special or distinguishing attribute; an acquired skill: accomplishment; and inherent, enduring good traits that make one somewhat superior.²⁵ For purposes of this paper I define the visionary leader in terms of "qualities" in order to capture the "whole person," both the inherent and learned aspects of the leader. Therefore, I use "quality" to encompass the following: attributes, characteristics,

competencies, skills, traits, fundamentals, behaviors, and imperatives.

Strategic Leader. The individual occupying a position of responsibility at the top of the organization.²⁶ A three or four star general or Corporate Executive Officer who is held accountable by the institution for the output of the organization and getting the organization to follow along with him in a common direction.²⁷

Strategic Vision. Vision that is created by the executive or strategic (four star general) level leader.²⁸

Trait. A physical or psychological characteristic of the leader. Psychological traits are consistent patterns of behavior, such as intelligence, initiative, and honesty.²⁹

Vision. A realistic, credible, attractive future for an organization, based on a thorough assessment of its capabilities to meet mission requirements, that challenges and empowers people.

Endnotes

¹Tom Peters, Thriving on Chaos (New York: Alfred A. Knopf, Inc, 1988), 399.

²US Army, FM 22-103: Leadership and Command at the Senior Levels (Washington, DC: Department of the Army, June 1987), 7.

³Burt Nanus, Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization, with a foreword by Warren Bennis (San Francisco: Jossey-Bass Publishers, 1992), xvii.

⁴Ibid., xvii.

⁵FM 22-103, 5.

⁶Ibid., 7.

⁷Ibid., 8.

⁸Ibid., 8.

⁹US Army, FM 71-100: Division Operations (Washington, DC: Department of the Army, June 1990), 1-23.

¹⁰US Army, FM 25-100: Training the Force (Washington, DC: Department of the Army, November 1988), 3-2.

¹¹Ibid., 3-2.

¹²The United States Army Posture Statement, FY 93, "Trained and Ready," Executive Summary by The Honorable Michael P.W. Stone and General Gordon R. Sullivan, FY 1993, inside cover.

¹³Tom Peters, 401.

¹⁴Ibid., 402-404

¹⁵James M. Kouzes and Barry Z. Posner, The Leadership Challenge: How to Get Extraordinary Things Done in Organizations (San Francisco: Jossey-Bass, 1987), 9.

¹⁶Ibid., 97.

¹⁷Burt Nanus, Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization, with a foreword by Warren Bennis (San Francisco: Jossey-Bass Publishers, 1992), 8.

¹⁸Ibid., 16-17.

¹⁹US Army, FM 101-5-1: Operational Terms and Symbols (Washington, DC: Department of the Army, October 1985), 1-17.

²⁰US Army, AR 310-25: Dictionary of United States Army Terms (Washington, DC: Department of the Army, 1986), 132.

²¹US Army, FM 22-100: Military Leadership (Washington, DC: Department of the Army, 1983), 1.

²²FM 22-103, 3.

²³MAJ William W. Hamilton, "Operational Vision--An Essential Trait For Army Operational Commanders," (Monograph, US Army Command and General Staff College, 1991), 2.

²⁴Ibid., 5.

²⁵Philip Babcock Gove, Ph.D., Editor-in-Chief, Webster's Third New International Dictionary (Massachusetts: Merriam-Webster, 1981), 1858.

²⁶COL Richard H. Mackey, Sr, "Translating Vision Into Reality: The Role of the Strategic Leader," (Individual Study Project, US Army War College, 1992), 4.

²⁷General (Ret) Maxwell Thurman, 23 Sep 1992, keynote address to the Command and General Staff College, Fort Leavenworth, KS.

²⁸LTC Archibald V. Arnold, III, "Strategic Visioning: What it is and How it's Done," (Individual Study Project, US Army War College, 1991), 3.

²⁹AR 310-25, 135.

CHAPTER TWO
REVIEW OF LITERATURE

The concepts of vision and visionary leadership are important for the way our current and future Army will operate under conditions of great change and complexity. These concepts have risen in prominence recently in our military doctrine and manuals. This chapter presents a review of military and civilian literature related to the following: (1) the concept of vision in the Army by examining the development and usage of this concept in official publications; (2) leadership qualities that create the baseline for potential visionary leaders, and (3) specific qualities essential to visionary leadership.

The Development and Usage of Vision in the Army

From a historical perspective official U.S. Army publications began to discuss the concept of vision in 1987. Its introduction was in Field Manual 22-103, Leadership and Command at Senior Levels. The purpose of FM 22-103 was to establish a doctrinal framework for leadership at senior levels within the context of the levels of war outlined in Field Manual 100-5, Operations, and tie it to the fundamentals of the military profession

contained in Field Manual 100-1, The Army.¹ Vision is clearly an underlying theme throughout FM 22-103, to include a chapter dedicated just to leadership vision. Ironically, the current edition of FM 100-5, in contrast to FM 22-103, never mentions vision.

Since 1987, vision has appeared numerous times in other Army manuals. In 1988 vision was documented in Field Manual 25-100, Training the Force. FM 25-100 charges senior leaders to develop and communicate a clear training vision, one that would provide direction, purpose, and motivation to prepare their organizations to win in war. The leaders base their vision on a thorough understanding of: mission, doctrine, and history; enemy capabilities; organizational strengths and weaknesses; and training environment.²

In September 1989 the Army incorporated vision into Field Manual 100-15, Corps Operations. Interestingly enough, the preface of this manual states that it is fully compatible with FM 100-5, and assumes that the reader has knowledge of the fundamentals outlined in FM 100-6, FM 100-2-1, FM 100-10, FM 101-5, and FM 101-5-1.³ However, there is no mention of FM 22-103 in FM 100-5 and, as noted earlier, FM 100-5 does not discuss vision. In chapter one of FM 100-15 it states:

The commander is critical to the success of the corps. He must establish a clear personal vision of what the corps needs to accomplish and must communicate that vision so that his intent is

clearly understood. He communicates his vision through example, teaching, and his own tactical and technical proficiency. He then ensures that the corps executes the actions necessary to make his vision a reality and to achieve the desired results.⁴

After the Army placed emphasis on vision in the field manual for corps commanders, it then addressed vision in the field manual for division commanders, FM 71-100,

Division Operations:

All action starts with a vision. The division commander's vision is his personal concept of what the division must be capable of doing by some future point.⁵

The Army has recently circulated its draft for the new Field Manual 100-5, Operations. Vision occurs once in the document, and then it is buried and quite vague:

"Commanders will require vision to simultaneously conduct operations within a theater of operations, respond to continuous requirements elsewhere in a theater of war, and conduct peacetime activities throughout their areas of responsibility."⁶ FM 100-5 is the Army's "keystone warfighting doctrine, describing how to think about the conduct of campaigns, major operations,...."⁷ Analysis of the potential impact of the new FM 100-5 on the concept of vision is addressed in Chapter Four.

Field Manual 22-103, Leadership and Command at Senior Levels, is under revision by the Center for Army Leadership, Fort Leavenworth, Kansas. Of particular interest is the link between vision, command philosophy,

and command climate. An interesting aspect of the new FM 22-103 is its focus on both military and civilian leaders, regardless of rank and position. Additionally, the new manual proposes looking at leadership at just two levels: organizational and strategic. Vision is seen as a critical element for both.⁹

As the review of military doctrine established, the concept of vision has increased in significance in the Army since 1987. As such, the importance of vision with respect to leadership needed research and analysis. Specifically, it was necessary to research the leadership qualities necessary for visionary leadership. Since all senior-level leaders were at one time junior-level leaders, a prerequisite was to establish the basic leadership qualities expected of Army officers.

Army Leadership: The Baseline Qualities

Leadership qualities, from junior-level to senior-level leadership in the Army, were discussed and outlined in numerous manuals and associated literature. Leadership qualities were once thought a matter of birth: that leaders were born not made.⁹ After years of study, however, that opinion has changed and most now believe that leaders are made and that they continue to grow and develop throughout life.¹⁰ It is also believed that leadership competencies, or qualities, remain constant,

but the ways in which people apply their competencies has shifted.¹¹ Additionally, for every leader there is a unique set or mix of qualities. Therefore, it is impossible to develop a schoolbook solution of all the basic leadership qualities. Nonetheless, for purposes of this study a baseline was established.

The most consolidated and thorough presentations for basic leadership qualities for Army officers were found in Field Manual 22-102, Field Manual 22-100, and Major General (Ret) Smith's book, Taking Charge: A Practical Guide for Leaders.

Field Manual 22-102, Soldier Team Development, outlined qualities using the familiar Army "BE-KNOW-DO" format. (See figures 2.A,B,C.) The BE of BE-KNOW-DO dealt with inner qualities as expressed in soldiers' actions. The two major categories were spirit and professionalism.¹²

Soldiers with spirit believe in themselves, each other, their mission, and the organization. They have a strong desire to win even when outnumbered. That desire and strength of will is spirit. They believe in cohesion and working together as a team. "Leadership that nurtures and builds this kind of spirit reinforces the pride in service critical for cohesive teams."¹³

Professionalism for the soldier incorporates the qualities of maturity and values. Maturity is seen in

terms of developing physically, socially, emotionally, and spiritually. Development in these areas requires physical endurance and stamina, willingness to work with others, and the stability to cope with the stress and dangers of combat. They must exercise the qualities of self-discipline, initiative, judgment, and confidence.¹⁴

Each soldier must also possess values, both personal and professional. The values of the professional Army ethic are loyalty, duty, selfless service, and integrity. They form the bedrock of Army soldiers' personal values and provide guidelines for their behavior. Soldiers' personal values are candor, competence, courage, and commitment.

The KNOW of the BE-KNOW-DO dealt with the learned qualities of the soldier. Soldiers must be competent, mastering the skills necessary for survival in combat. They must have expertise in battlefield, ethical, and people knowledge. They must know how to listen, develop subordinates, and establish clear lines of authority.¹⁵ Competence among soldiers leads to mutual trust and confidence.¹⁶

The DO of the BE-KNOW-DO dealt with the qualities of who soldiers are and what they know. Soldiers must be able to assess and reassess themselves, their team, and the unit by listening, observing, and monitoring other soldiers and situations. They must also communicate, both verbally and nonverbally, with each other as well as with surrounding

units. Soldiers make decisions and do the right things within the commander's intent. They must understand and respond to change. Lastly, they train realistically, and they train all the time.

Field Manual 22-100, Military Leadership, described characteristics expected of Army leaders by defining the key elements of the Army's leadership doctrine. First, there are two levels of leadership in the Army: junior-level, leaders who practice the direct leadership mode; and, senior-level, leaders who practice the indirect leadership mode. The direct leadership mode is face-to-face leadership to accomplish missions and build teams. The indirect leadership mode is influencing through layers of large units, and creating conditions that allow junior leaders to accomplish their tasks and missions.¹⁷

The main focus of FM 22-100 is the junior-level leader. However, since every senior-level leader is expected to set the example for junior leaders, the basic leadership principles and competencies outlined in FM 22-100 are critical for establishing the foundation that creates the baseline qualities of leadership for Army officers. These are leadership principles and competencies instilled in senior leaders as they were maturing and moving up through the ranks. First, the four major factors of leadership outlined in FM 22-100 are the led, the leader, the situation, and communication.¹⁸ (See figure

4.) Each of these factors affect Army officers' development and execution of their personal style of leadership. They are each interrelated, but it is the leadership qualities of the leader that influences all four factors.

FM 22-100 incorporated the leadership qualities in its eleven principles of leadership:

1. Know yourself and seek self-improvement.
2. Be technically and tactically proficient.
3. Seek responsibility and take responsibility for your actions.
4. Make sound and timely decisions.
5. Set the example.
6. Know your soldiers and look out for their well-being.
7. Keep your subordinates informed.
8. Develop a sense of responsibility in your subordinates.
9. Ensure the task is understood, supervised, and accomplished.
10. Build the team.
11. Employ your unit in accordance with its capabilities.¹⁹

Lastly, FM 22-100 also incorporated leadership qualities in its outline of the Army's nine competencies of leadership. These competencies are broad categories to define leader behavior and provide a framework for leadership development and assessment. They were developed in 1976 after studying leaders from the ranks of corporal to general officer. The nine competencies are:

1. Communications
2. Supervision
3. Teaching and counseling
4. Soldier team development
5. Technical and tactical proficiency
6. Decision making
7. Planning

8. Use of available systems (technology)
9. Professional ethics²⁰

Major General (Ret) Smith, a retired Air Force officer who served as Commandant of the National War College, where he taught a number of leadership courses, wrote the book Taking Charge. In his book he outlined twenty fundamentals that form the basis of leadership. His twenty fundamentals encompassed the following basic qualities of leadership:

1. Trust. Leaders must trust their subordinates. Trust and mutual respect go hand in hand and contribute to better performance and greater morale.
2. Teach. A leader must teach skills, share insights and experiences, and work closely with people to help them to mature and be creative. By teaching, leaders inspire, motivate, and influence others.
3. Facilitate. A leader should rarely be a problem solver; rather, a leader should facilitate problem solving. It builds self-esteem and enhances the subordinate's ability to do better.
4. Communicate. A leader must be a good writer, speaker, and listener.
5. Manage Time. Leaders must work smarter, not harder, and must know when to say "no."
6. Intuitive. Leaders should trust their intuition and be spontaneous.
7. Tough. Leaders must be willing to remove people for cause.
8. Care. Leaders must take care of their people.
9. Vision. Leaders must provide vision. They must plan, set goals, and provide strategic vision to provide direction for their organizations.
10. Selfless. Leaders have to subvert their strong personal ambition to the goals of the unit that they lead.
11. Agenda Setters. Leaders must know how to run meetings.
12. Decision-making. Leaders must understand the decision-making and implementation processes.

13. Visible. Leaders must be visible and approachable.
14. Humor. Leaders should have a sense of humor.
15. Decisive. Leaders must be decisive, but patiently decisive.
16. Intrinsic. Leaders should be introspective.
17. Reliable. Leaders should be firmly committed, providing stability and strength to organizations.
18. Open-minded. Leaders should be interested in hearing new points of view and eager to deal with new issues.
19. Set the example. Leaders should establish and maintain high standards of dignity.
20. Integrity. Leaders should exude integrity. Of all the qualities a leader must have, integrity is the most important.²¹

Visionary Leadership: The Essential Qualities

As the literature review was conducted to identify and analyze the qualities necessary for the visionary leader, it became quite obvious that, like the definition of vision, there are many different perspectives on which leadership qualities are essential.

Review of Civilian Literature

Warren Bennis, author of Leaders and On Becoming A Leader, and Burt Nanus, after two years of studying leadership theories and interviewing over ninety leaders, concluded that nothing serves an organization better during times of increased complexity and constant changes than visionary leadership. This leadership "knows what it wants, communicates those intentions, positions itself correctly, and empowers its work force."²²

Bennis and Nanus identified four strategies that were embodied in each of the ninety leaders they studied. The first strategy was attention through vision. From this strategy they deduced several essential qualities needed in visionary leaders. They needed: (1) to have a vision; (2) power to use and communicate their vision; and (3) to be able to assess themselves, their employees, and their organization as a whole.²³

Attention through vision requires power: "the basic energy to initiate and sustain action translating intention into reality."²⁴ The leader empowers subordinates to generate a sense of meaning in their work and align them with the vision. Power allows visionary leaders to effectively move organizations from current to future states, create visions of potential opportunities, and instill commitment to change within their employees.²⁵ "Vision is the commodity of leaders, and power is their currency."²⁶

Bennis and Nanus also concluded that all their leaders embodied three other strategies. Each of these strategies also surfaced essential qualities expected for visionary leaders. The strategies were: meaning through communication; trust through positioning; and deployment of self through positive self-regard.²⁷ Without communication nothing can be realized and the vision becomes meaningless and ineffective.²⁸ Positive

self-regard is related to maturity, but they called it "emotional wisdom."²⁹

John W. Gardner, author of On Leadership, served as an officer in the U.S. Marine Corps during World War II and has been a director of a number of corporations, including Shell Oil Company, American Airlines, and Time, Inc.³⁰ He defined successful visionary leaders as those leaders who live their visions and do not hesitate to roll up their sleeves, get involved, and understand the nuts and bolts of their organizations.³¹

Gardner contended that visionary leaders must have the ability to: (1) think long term and understand how their vision fits into the big picture, (2) motivate people to take action and get involved with the vision, and (3) sift through the clutter and confusion of situations to determine future outcomes.³² Gardner described visionary leaders as those with wisdom, with the ability and sensitivity to deal with the currents of change and emerging trends, and with the wit and courage to act; and as those who are open minded and good listeners.³³

In his book, Visionary Leadership, Burt Nanus contended that there are four essential qualities required of the visionary leader. The leader must be a great synthesizer, a spokesperson for the vision, a change agent for the vision, and a coach for the vision. He argued that none of these can be done separately if the vision is

going to be fully implemented. His formula for visionary leadership laid out the relationships as follows:

1. VISION + COMMUNICATION = SHARED PURPOSE
2. SHARED PURPOSE + EMPOWERED PEOPLE + APPROPRIATE ORGANIZATIONAL CHANGES + STRATEGIC THINKING = SUCCESSFUL VISIONARY LEADERSHIP³⁴

Nanus stated that the most important quality for visionary leaders is their ability to form and implement visions for their units. He argued that the best indicator for such a skill is a "demonstrated record of successfully taking charge and pointing the way in some other setting."³⁵ When looking for a visionary leader, Nanus recommended looking for "people who appear to some as intelligent misfits, idiosyncratic and self-motivated, but who have the curiosity, drive, and ambition to want to change the world."³⁶

Nanus argued that visionary leaders must balance within four dimensions: the present and future and the external and internal environments. The leader is at the center of these four dimensions, balancing the responsibilities of being a spokesperson, coach, direction setter, and change agent.³⁷ (See figure 5.)

Finally, Nanus made some suggestions to help the prudent visionary leader act on his or her qualities:

1. Don't do it alone.
2. Don't be overly idealistic.
3. Reduce the possibility of unpleasant surprises.
4. Watch out for organizational inertia.
5. Don't be too preoccupied with the bottom line.
6. Be flexible and patient in implementing the vision.

7. Never get complacent.³⁸

Marshal Sashkin, a senior associate of the Office of Educational Research and Improvement, U.S. Department of Education, described visionary leaders in his article, "True Vision in Leadership," as:

Effective leaders (that) have the cognitive ability to create visions, understand the key situational characteristics that must be incorporated into their visions, and are behaviorally capable of carrying out the actions needed to turn visions into reality.³⁹

Similar to the Army's four factors of leadership in FM 22-100, his theory for visionary leadership had three factors: the leader, the leader's behavior, and the situation. He incorporated the Army's fourth factor, communications, within the area of the leader's behavior.⁴⁰

Sashkin focused on the combination of these areas because he believed that visionary leaders must have a deep, basic awareness of key situational factors to allow them to dictate what leadership approach to take and what actions are required. He argued that visionary leadership required leaders to be capable of: (1) developing long-range visions for their organizations, (2) knowing and understanding the key elements of vision, and (3) communicating their visions in ways that compel people to take ownership in the vision and help make it happen.⁴¹

Visionary leadership, according to Sashkin, requires four distinct thinking skills by the leader: (1) the ability to express the vision; (2) the ability to make the vision clear in terms of its required action, steps, and aims; (3) the ability to extend the vision--implementing it in a variety of situations; and (4) the ability to expand the vision--applying it in many different ways in a wide range of circumstances.⁴²

Sashkin also argued that charisma is a leadership quality necessary for visionary leaders. He stated that "charisma is not personal magic; it is the result of effective behaviors the leader engages in to communicate his or her vision."⁴³ He identified five charismatic behaviors of visionary leaders.

The first charismatic behavior, focusing other people's attention on key issues, helps people grasp, understand, and become committed to the leader's vision. The second behavior, communicating effectively, means visionary leaders listen for understanding, rephrase to clarify, and give constructive feedback. The third charismatic behavior centered on the importance of people's consistency and trustworthiness. People in the organization may not always agree with the leader, but they can "trust him to mean what he said and say what he means: he would not shift positions with every shift in the political winds."⁴⁴

Sashkin's fourth type of charismatic behavior was displaying respect for self and others. Leaders must start with self respect in order to truly care for others around them. Visionary leaders are self-assured and confident in their own abilities. However, a key point Sashkin made was "This sense of self-respect, of confidence in one's self and one's abilities, comes across not just in the leader's attitude about himself. It also shows in how he treats others."⁴⁵ This behavior can result in the leader's vision being shared by the organization because people feel good about themselves and the organization. They want to move in the direction of their leader.⁴⁶

The last charismatic behavior involved leaders taking calculated risks and standing firm on their decisions by making a commitment to these risks. Visionary leaders do not have time to back track on their actions or fluctuate on their decisions. Leaders must dedicate their efforts towards focusing on their goals. More importantly, leaders "build opportunities into their risks for others to buy in, to take the risks with the leaders and share in the effort and the rewards."⁴⁷

In "Vision: The Leadership Difference," Elise Brown documented an interview conducted with Warren Bennis. During the interview Bennis stated that visionary leaders must have positive self-regard and he discussed three critical qualities:

They know their strengths. When asked about their strengths and weaknesses, they tend to downplay the weaknesses and articulate their strengths. (Secondly) They nurture and develop their talents from a fairly young age. (Thirdly) Perhaps most important, they can discern what the organization needs and what they can provide.⁴⁸

Brown summarized the leadership qualities of visionary leaders into four key areas. First, they have an intensity of vision which solicits attention and gains commitment from other people. Secondly, they are able to communicate their agendas and goals in a meaningful, consistent, and powerful way. Thirdly, they have unshakable convictions in their goals and beliefs, building trust within the organization. Lastly, they have positive self-regard and value their own self-worth, causing self-esteem to become contagious throughout the organization.⁴⁹

In Thriving on Chaos, Tom Peters stated that leaders with vision must: (1) look at their prior experiences, (2) make lists and write ideas down, (3) talk with people from other walks of life, (4) participate in the organization, (5) be good listeners (because visions are seldom original), and (6) live their vision. Living the vision means formal declaration, preaching and teaching, and it means pure emotion. Peters said, "The vision lives in the intensity of the leader, an intensity that in itself draws in others."⁵⁰

Jim Kouzes and Barry Posner, in The Leadership Challenge, presented their findings on essential leadership characteristics based on numerous investigations and surveys (more than 5900 managers surveyed with over 225 values, traits, and characteristics identified). The top four responses for characteristics that subordinates wanted to see in their superiors were integrity (or honesty), competence, forward-looking, and inspiring.⁵¹

Kouzes and Posner concluded these top four characteristics, taken collectively, comprise a leader that is credible. They discovered more than anything that followers wanted leaders they could believe in. Visionary leaders look forward to the future, and they possess in their minds the visions and ideals of what can be. They have a positive attitude about the future, and they passionately believe that people make the difference.⁵²

Another important conclusion made by Kouzes and Posner in respect to these leadership characteristics was that the "leadership practice of inspiring a common vision involves being forward-looking and inspiring."⁵³ The process of modelling the way requires leaders to clarify their set of values and be an example of those values to the people who surround them. Subordinates trust leaders when their words match their deeds. Trust is one of the major elements that enables others to act. Leaders who trust their subordinates foster mutual trust in return.

Doing so leaves subordinates with the perception that their leader is just, fair, and sincere.⁵⁴

Review of Military Literature

The Army's senior leadership doctrine, FM 22-103, presented several characteristics required of visionary leaders. They must teach, coach, encourage, care, be technically and tactically competent, and train subordinates to be the same. FM 22-103 stated that "To make sense out of the seeming chaos and form their vision, senior leaders and commanders must possess certain attributes and perspectives and adhere to specific leadership imperatives."⁵⁵ Attributes, perspectives, and imperatives relate in several ways to the leadership qualities expected of visionary leaders for the Army.

First of all, the attributes required of senior leaders are: (1) they must be standard bearers (establishing an ethical framework for the organization); (2) they must be developers (when teaching, training, or coaching); and (3) they must be multitalented integrators (establishing the conditions for focusing the activities of units and soldiers).⁵⁶

Secondly, senior leaders must possess well-developed perspectives that are founded on appropriate knowledge. These perspectives "provide senior leaders and commanders with the personal confidence to know that the vision is

correct or needs changing to conform with the situation."⁵⁷ FM 22-103 separates these perspectives into three areas: historical, operational, and organizational. From a historical perspective leaders must read, study, and know history to give them a core of background knowledge. The result is a flow of "certainty of purpose, moral strength, analytical skills, and calmness in the face of uncertainty as they form and refine their vision of what must be done."⁵⁸

The operational perspective of the leader "develops from current knowledge of doctrine, constant study of the art of war, and total familiarity with the capabilities of men and machines."⁵⁹ Leaders that understand and know operations deeply are "able to arouse units and men through the vision to be bold and aggressive in the pursuit of excellence and victory."⁶⁰

The last perspective, organizational perspective, takes the senior leader to the soldier-level of the organization. For the leader this means studying soldiers, knowing the capabilities and limitations of both the unit and the soldiers, and it means being involved. Personal involvement means caring for soldiers, developing cohesion and teamwork, and empowering their vision throughout the entire organization.⁶¹

Having the proper attributes and perspective is not enough. Senior leaders' "vision of what needs to happen

must contain imperative for focusing action."⁶² They ensure their visions include provisions for providing (1) purpose, (2) direction, and (3) motivation to their units and soldiers, as required by FM 100-5.⁶³

The imperative of purpose means providing the organization with a reason to focus on the future and continue operations. It is an ability to understand what is required of the organization, and depends on the ability of the leader to communicate his intent, or vision. It requires the leader to be capable of: (1) establishing tasks, (2) building harmony and trust, (3) focusing soldiers and the unit on the tasks, (4) trusting subordinates, and (5) providing a climate that encourages people to freely seek opportunities to improve and commit themselves to the organization.⁶⁴

The imperative of direction requires the leader to chart a course for the organization by setting goals and standards. Leaders must promote values, develop teams, ensure discipline, and train the organization. "Without purpose and direction in combination, no vision is complete, and communication of the intent is inexact at best."⁶⁵

The last imperative is motivation. It is essential that subordinates know not only why and what must be done, but that they have the will to perform. Motivation provides subordinates the will to achieve the desired goals

of the leader and the organization, even under the worse of circumstances and conditions. The leader must be able to motivate individuals to perform as a team and act on the vision.⁶⁶

Lieutenant Colonel Herbert F. Harback, in "The Threat to Strategic Leadership," stated that the characteristics of the visionary leader are experience, wisdom, teamwork, and mentorship. The key to leadership development is the interaction with other experienced leaders. This allows wisdom to be shared by integrating lessons learned from past experiences into current situations. Harback argued that "When this ability is combined with the ability to project beyond current constraints into a distant horizon, the basis of 'visionary' mentoring...is formed."⁶⁷ He drew a direct correlation between mentorship and visionary leadership. Without mentorship, Harback says we "risk the loss of the Army's visionary process development at both the direct and indirect leadership levels."⁶⁸

In "Translating Vision Into Reality: The Role of the Strategic Leader" Colonel Richard Mackey, Sr, argued that the discriminator between successful strategic leaders and their contemporaries was their experience base. As leaders progress to positions of greater responsibility, the tasks involved become more complex. Greater complexity resulting from a rapid rate of change. There are more

variables for the leader to contend with, and there is increasing uncertainty in the outcomes of events. Unlike other authors, Mackey argued that this complexity calls for visionary leaders to possess a substantial problem-solving ability.⁶⁹

Lieutenant Colonel Archibald V. Arnold III in "Strategic Visioning: What it is and How it's Done" identified many competencies required of strategic visionaries. He categorized them in the BE-KNOW-DO format:

- BE
 - Open minded, unconstrained by convention.
 - Logical.
 - Effective communicators with all sorts of media.
 - Broadly experienced.
 - Smart enough to synthesize diverse concepts into coherent and whole vision.

- KNOW
 - History.
 - People.
 - The DOD, JCS, Army long range planning systems.
 - A good idea when he sees one.
 - The visions of higher authorities.

- DO
 - Listen to even the most outrageous and radical ideas.
 - Nurture the strange people that have these ideas.
 - Build consensus.
 - Sell the vision.⁷⁰

Arnold also discussed the visionary leader in terms of being a genius. He agreed that some of the very best visions are quite often simple, intrinsically energizing and memorable; and they usually result in long-term, successful performance by the organization. However, some visionary leaders, he argued, possess the element of

genius, a special ability to synthesize that may depend on the intellectual capacity to solve complex problems. Accordingly, he concluded that "both a reasonably high level of intelligence and the ability to think logically and flexibly are essential to visionary genius."⁷¹

Colonel Claudia J. Kennedy, in her individual study on "Strategic Vision: A Leader and a Process," stated the attributes of the visionary leader as: self-confidence, risk-taking, perceiving, innovating, intelligence, power, focus, balance, timing, and reframing the problem. Her identification of the critical attributes for visionary leaders were similar to other authors. However, the attribute of balance was a new addition that deserves further clarification. She defined balance as the leader's capability to recognize the importance of other people's centers of gravity. It is the leader's ability to establish a flexible vision that can survive changes in the short term, yet not damage the long-term view. It is recognizing opposing viewpoints and arguments. "Balance gives the leader's vision credibility because it accommodates other competing views, thereby enlarging the constituency for the leader's vision."⁷²

Review of General Officer Speeches

During a presentation to the Command and General Staff College, General Franks, Commander of the U.S.

Army's Training and Doctrine Command, made reference to the characteristics of visionary leaders. He called these characteristics "matters of the mind and matters of the heart."⁷³ Matters of the mind referred to leaders who have intellectual focus and are able to shape the Army's education, training, and doctrine for the future. They understand the threads of history, are comfortable with ambiguity, are able to handle situations of a rapidly changing world, and look to the future.

He referred to matters of the heart as those characteristics of the leader that sustain us: focus, dedication, competence, toughness, and selflessness. Leaders with these kinds of characteristics are self assured and know what the nation trusts them to be. They feel; they act; they understand; they do not second-guess themselves; and they make tough decisions.⁷⁴

General (Ret) Maxwell Thurman, in a presentation to the Command and General Staff College in October 1992, described the visionary leader as one who inculcates a sense of confidence that he is on top of things, knows where the organization is going, and knows where he wants it to go. He also stated that the visionary leader allows subordinates to align their own sense of purpose and direct their loyalty and commitment to the organization, which is essential for building organization-wide consensus.⁷⁵

General Thurman limited the strategic leader or visionary leader to positions of responsibility requiring three or four star general officers or chief executive officers. These leaders, he contended, are held accountable by the institution for the output of their organizations and getting their organizations to follow along with them in a common direction. He stated that strategic leaders are responsible for promulgating strategic visions of where their organizations are going and what they might look like in the next 10 to 20 years. Strategic leaders must be able to deal with greater uncertainty, a larger number of variables, greater rate of change, and a high degree of interdependence. The strategic leader is also responsible for creating an institutional culture and for articulating and institutionalizing a set of values.

General Thurman categorized values into three areas: soldier values, institutional values, and operating values. They include the following characteristics:

Soldier Values:

- discipline and stamina
- skill
- loyalty
- duty
- courage

Institutional Values:

- commitment--patriotism
- competence--technical and tactical
- candor--honesty and fidelity
- courage--moral and physical

Operating Values (What we owe soldiers):

- mutual trust, confidence, and reliability
- fairness and justice
- openness with freedom from fear
- respect and dignity
- challenging work
- competent leaders
- opportunity to work to full capacity⁷⁰

Summary

The review of literature proved that a significant amount of material, both military and civilian, on the concepts of vision and visionary leadership was available. More importantly, though, it reinforced the fact that there are both shared and varied perspectives about: (1) the definition of vision; (2) the qualities essential for visionary leadership, and (3) the applicability of these concepts for the Army.

The review focused on the development and usage of the concept of vision in the Army, the many definitions of vision, and leadership qualities. This focus confirmed that the Army has increasingly adopted the concept of vision in its doctrine, but it lacks a solid definition and consistent usage.

Additionally, the review of leadership qualities from a baseline perspective provided the required foundation from which to develop the essential leadership qualities for visionary leadership. The most significant point surfaced about leadership qualities was the support by civilian literature for visionary leadership at all

levels of the organization, whereas Army doctrine limited it to senior leaders.

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CHAPTER THREE
RESEARCH METHODOLOGY

Statement of the Problem

This research proposes to analyze the specific leadership qualities essential for Army officers to provide visionary leadership.

Subproblems

The first subproblem was to identify the concept of vision in the Army by examining the development and usage of this concept in official publications.

The second subproblem was to discuss the various definitions of vision.

The third subproblem was to use the many definitions of vision to discover the leadership qualities associated with this concept.

The fourth subproblem was to further identify leadership qualities demanded of Army officers and to analyze those specific qualities essential to visionary leadership.

Methodology Used

The research methodology used for this study was primarily descriptive in nature. Research conducted focused on: (1) Army doctrine; (2) leadership articles, monographs, and study projects written by military officers; (3) leadership articles and books written by both military and civilian leadership experts; (4) briefings, speeches, and interviews on leadership topics; and (5) historical case studies of both past and present leaders.

Additionally, as part of my methodology for this study I developed four charts and two models to serve as conceptual summaries and analysis of the material and ideas presented in the research.

The first chart developed supports subproblem two and lays out the components of vision, as defined in the literature used for the study. It serves as an organizational tool for presenting a consolidated list of the data collected for definitions of vision. The chart depicts the components of vision in two major categories: what a vision must be and what a vision must do. The research material was divided into four major areas: military manuals, military related literature, general officer (G/O) briefings and speeches, and civilian literature. An "x" identifies the source where the associated component of vision was found. (See figure 1).

The remaining charts developed, (see figures 2,A [BE], 2.B [KNOW], 2.C [DO]), support subproblems three and four, identification and analysis of basic and essential leadership qualities. These charts were structured using the Army's "BE-KNOW-DO" framework, and provide a consolidation of the data collected. There are three charts that construct this framework.

The leadership qualities presented in FM 22-100 were used to establish the baseline for each of the charts. Qualities are presented using "main qualities" (for instance, character) and "subset qualities" (for instance, determination). Qualities, both main and subset, not addressed in FM 22-100, but found in other sources were added to the chart. A "+" denotes additional qualities found in one or a combination of the following references: FM 22-103, military related literature, general officer briefings or speeches, and civilian literature. Essential qualities for visionary leadership are annotated with an asterisk on the charts. An analysis of these qualities is in Chapter Four.

The first model developed attempts to conceptualize vision with respect to leadership qualities given time, experience, and rank or position of responsibility. It was developed based on my interpretation of the research material. This study did not attempt to prove this model,

rather provide a suggested tool for further research. (see figure 3.)

The second model developed focuses on the visionary leader. It is a synthesis of the Army's four factors of leadership model from FM 22-100 and Burt Nanus' leadership roles model from Visionary Leadership. (See figures 4 and 5, respectively.) The proposed model places the leader in the center, balancing the leadership roles, and places the led in all four quadrants. (See figure 6)

The essence of the methodology used for this study was to (1) look for common ideas and conclusions about vision and visionary leadership; (2) to uncover those areas of visionary leadership that the civilian sector has studied that are applicable to the Army, and could assist the Army in continuing to develop the concept and; (3) to identify parallels between the military and civilian literature.

Data Needed

The data needed for subproblem one was (1) identifying the first introduction of the concept of vision in Army doctrine, (2) tracking the subsequent development and use of the concept of vision in the Army's current doctrine, and (3) reviewing the Army's doctrine that is under revision to determine if or how the Army plans to implement the concept of vision.

For subproblem two the data needed was (1) determining the Army's definition for vision, (2) collecting the various definitions of vision found in civilian literature, (3) identifying and separating all the components of vision, (4) establishing why vision is an important concept in society, and (5) establishing why vision is an important concept in the Army.

The data needed for subproblem three was identification of the basic leadership qualities expected of Army officers. This data was needed for establishing a baseline or foundation to build on for subproblem four. Subproblem four required data that identified the essential leadership qualities necessary for leaders to provide visionary leadership.

Means of Collecting the Data

The data for all subproblems came from a combination of the following areas: The Combined Arms Research Library (CARL), interlibrary loans, and personal libraries of professional literature from friends and contemporaries.

The data researched and analyzed came from one of the following military or civilian sources: monographs, study projects, theses, dissertations, books, articles, leadership studies and surveys, briefings, speeches, interviews, vision statements, command philosophies, military school curriculum, and interviews.

Treatment/Analysis of the Data

For subproblem one I reviewed the data found from both the military and civilian resources in order to form an audit trail of the rise of the concept of vision in the military. During this process I focused on how the concept of vision was incorporated into the Army's doctrine.

The research spanned FM 100-5, Operations, the Army's keystone doctrine to FM 25-100, Training the Force. It was essential to analyze the data within numerous Army Field Manuals to: (1) provide an audit trail of the concept of vision in Army doctrine; (2) look for inconsistencies within the Army's doctrine on the concept of vision; (3) determine at what levels of command the Army incorporated the concept of vision; (4) determine where the Army needs more clarification on the concept of vision; and (5) determine how further research on the concept of vision from the civilian experts can be incorporated into the Army's doctrine.

For subproblem two it was necessary to: (1) determine if the Army had a definition for vision; (2) if the Army did have a definition for vision, determine if it was consistent throughout the doctrine, and if it was a good definition; and (3) if a definition of vision was determined to be needed, develop a definition by analyzing numerous definitions found in military and civilian literature. As previously noted, there were so many

components of vision presented throughout the literature that it was necessary to develop a chart. The chart was useful for analyzing the similarities and differences in the data. (See figure 1; analysis of the data is in Chapter Four.)

The data for subproblems three and four on the various leadership qualities presented in the literature were analyzed to develop the essential leadership qualities necessary for visionary leadership. Again, a chart was developed that lays out the qualities identified by the various authors. (See figures 2.A, 2.B, and 2.C; see Chapter Four for further analysis of qualities identified.)

CHAPTER FOUR

ANALYSIS

As quickly as the military concept of vision has risen and found its way into several Army publications in just the past six years, it could disappear just as quickly without proper attention. Numerous articles, study projects, and monographs written by Army officers have analyzed the concepts of vision and visionary leadership, and how well it has or has not been incorporated into the Army.

To understand the concepts of vision and visionary leadership it is necessary to analyze leadership qualities. First, the baseline leadership qualities must be established and analyzed. From the analysis of the baseline qualities, coupled with the concept of vision, the essential qualities for visionary leadership can be developed and analyzed.

Vision and Visionary Leadership for Army Doctrine

Army Perspective

Soon after FM 22-103 was published in 1987, Lieutenant General (Ret) Walter F. Ulmer, Jr., argued in his article "The Army's New Senior Leadership Doctrine"

that senior leaders use their vision to influence the organization, but their ability to do so relies heavily on the conditions of command climate. He was critical of FM 22-103 and the absence of this important relationship between vision and command climate.¹ He also argued in his article that FM 22-103 is long on presenting vision as an ideal, but short on giving its Army officers the "how-to's" for implementing their vision.²

However, General Ulmer did find the chapter "Implementing the Vision" in FM 22-103 to be a "mainstay of executive leadership, and the concept is explored in enough depth to generate interest."³ He suggested that discussions need to focus on "such necessary techniques as penetrating the echelons of the organization, measuring progress in implementing the vision, and reinforcing shared organizational values."⁴ More attention must be given to the "how-to's, since it is not understanding the ideal but knowing how to move toward it that separates the effective climate-builders from the well-meaning others."⁵

Colonel Mackey also analyzed FM 22-103. Like General (Ret) Ulmer, he argued that FM 22-103 did not "clearly and simply describe vision and its attributes."⁶ He concluded that because of the lack of clarity, we are forced to look elsewhere to gain the understanding.⁷ Again, this sends a clear message that the Army has inadequately adapted the concept of vision in its doctrine.

FM 25-100, Training the Force, stated that senior leaders must be personally involved with the training of their organizations, and that they must develop and communicate a clear vision that "provides the direction, purpose, and motivation necessary to prepare individuals and organizations to win in war." A clear vision must be understood by organizations. Therefore, it must be based on both the leaders' and their subordinates' thorough understanding of "mission, doctrine, and history; enemy capabilities; organizational strengths and weaknesses; and training environment."

The lack of "how-to's" in the Army's manuals spreads over into the professional development of leaders, as well. Lieutenant Colonel Harback presented the argument that leaders with vision are critical to the long-term influence of the organization, specifically within the Army. He addressed the Army's leader development program as the source of ensuring we do not lose this process in the Army. He focused on solid leader development.

He argued that the three component pillars of leader development--formal institutional training, operational assignments and self-development--are not sufficient in and of themselves. They are short-term oriented while the key to leader development is that it is critical to long-term concerns. The three pillars do not address the development

of leadership beyond the tactical and technical competencies. He stated the following:

Proficiency is critical, but there must be room for the unique developmental needs of future strategic-level leaders--the fourth pillar . . . Today's decision makers may recognize the difference between operational and strategic focus, but not so clear is the long-term developmental process that allows for the formulation and execution of strategic vision. In short, the ability to provide visionary leadership takes years to develop and involves the passage through various experience-enriching programs that are easy cost-saving targets. Our strategic-level leaders in Desert Storm were the product of this career long process.¹⁰

Harback stressed that the Army misses the boat if it waits until a person matures in age and experience before focusing on strategic development. Expanding leader development to include strategic (visionary) leadership development as a fourth pillar would:

...nurture intellectual expansion, experience exploration, risk underwriting and long-term mentorship--all hard to quantify, yet critical to the strategic aspects of leadership development. Strategic leadership does not exclude the other three pillars, it complements them. It is the center post, more vital than any of them and upon which our Army's future ultimately depends...To wait until an officer reaches the War College and has 20-plus years of service to start to identify and act upon strategic leadership development is a failure to recognize the progressive complexity of leadership.¹¹

Harback concluded with some firm recommendations to keep the Army focused on the importance of developing visionary, strategic leaders that can and will influence

the Army of the future. Recommendations pertinent to this study:

1. Define strategic leadership in the Army and identify where strategic leadership development takes place.
2. Bring into alignment the roles that basic and advanced courses, CAS(3), US Army Command and General Staff College, civil schooling and senior service school play as the formal education portion of leadership development.
3. Sort out the Army leadership development proponent and speak with one voice.
4. Relook the officer evaluation system in light of how it provides to developing visionary leaders the positive encouragement to be bold and take risks that will stretch one's leadership abilities.
5. Develop a feedback system that checks and protects the process from future restructuring impacts.¹²

In terms of leader development for the visionary or strategic leader, Colonel Mackey provided the following argument:

Recent personal experience supports the fact that the Army War College is the first attempt, within the institutional setting, to bring about the transition to the strategic level of leadership, both in understanding and orientation. Waiting until an individual is selected to attend the Army War College is not the time to begin the transition process. It must be a continuous effort that recognizes the most gifted and nurtures them within the Army as an institution.¹³

Colonel Mackey also stressed the importance of continuous efforts towards nurturing and educating Army officers to prepare them for the demands of strategic level leadership.¹⁴ Consequently, it requires the Army to address in its doctrine and leader development system the qualities expected of visionary leaders.

Field Manual 22-103, Leadership and Command at Senior Levels, is under revision by the Center for Army Leadership, Fort Leavenworth, Kansas. Vision continues to be an important concept incorporated in the manual, and proper focus is being given to it in the new edition.

Field Manual 100-5, Operations, is under revision. Unfortunately, the concept of vision, for all practical purposes, is not addressed in the proposed draft. Since FM 100-5 is the Army's keystone warfighting doctrine and foundation for all other Army doctrine, the absence of vision in its pages is unfortunate. It is hoped that the lack of emphasis on vision in the new FM 100-5 is not an indication of its demise. It is certainly a valid concern.

At this point the Army would serve itself well to pay close attention to the research and analysis of the concepts of vision and visionary leadership conducted by experts in the civilian arena.

Further Analysis Based on a Civilian Perspective

In many respects the Army has adopted most of its current doctrine on the concepts of vision and visionary leadership from the civilian sector. However, there is still a tremendous amount of research and analysis out there that can be applied to the Army's current leadership needs. The following analysis of the concepts of vision and visionary leadership is provided for possible

consideration for indoctrination into the Army's manuals. Specific conclusions and recommendations on this analysis are in Chapter Five.

Burt Nanus emphasized the importance of well-designed training and development programs to enhance leaders' vision-forming skills. This could be done by putting people in positions where they could observe other visionary leaders. He stated the importance of mentorship for developing future visionary leaders. Another approach he recommended was studying the visions of great leaders and analyzing case studies.

Nanus stressed not only the need for developing visionary leaders, but for increasing the number of visionary leaders at all levels within the organization. He recommended encouraging all of them "to articulate visions worthy of their commitment and the organization's confidence. Applaud their initiative and tolerate their mistakes."¹⁵

Tom Peters echoed similar concerns and argued that vision is the essence of the organization, and unless given proper attention and clarification, it will become nothing more than a fad in business circles. He stated that there is no leadership topic more important than "visioning," and it is essential for energizing and guiding the organization. Leaders must know "how to" communicate their vision.¹⁶

Army doctrine fails to address vision in any of its manuals below the division level. It does not even address it when referring to senior-level leadership in FM 22-100, direct versus indirect leadership. FM 22-100 stated that at the senior level, leaders operate by influencing indirectly through layers of large units. The way in which senior leaders influence or should influence is through their vision. By omitting this from FM 22-100 the Army fails to communicate to junior leaders the importance of vision.

Visionary leadership, according to Burt Nanus, is not limited to particular positions or levels of responsibility. He contends that it does not matter if you hold a position at the very top of the organization or if you work in the mail room. All that matters is that the "organization you lead has some identifiable boundaries within which it is free to operate, some resources at its disposal, and some people in it whose efforts you are expected to lead."¹⁷

Nanus stated that not only is vision possible, but it is necessary wherever leaders have control of resources, have responsibilities for some amount of activities, and are mandated by some higher organization. "Visionary leaders at any level take ownership of their units by forming and committing to a meaningful vision" and that

vision should be consistent with the overall vision of the organization.¹⁸

The Definition of Vision

FM 71-100, Division Operations, defined the commander's vision as his personal concept of what the division must be capable of doing by some future point. FM 71-100 also stated the following about the commander's vision:

No coherent battle is possible without a vision of how it should conclude. The division commander transmits his vision through his intent. But vision, as it applies to a particular battle or mission, goes beyond the concept. It encompasses the immediate as well as future battles or events. This vision becomes his concept of operation and represents the essence of command. It is the means by which the division commander infuses his will among his subordinates. The vision establishes focus for actions and guidance designed to defeat an enemy force in an extended area...by the arrangement of a series of engagements and battles in time and space.¹⁹

TRADOC Pamphlet 525-100-1, Leadership and Command on the Battlefield, defined vision as the commander's intent. It is that which "must be imparted to, overlaid on, and absorbed by the organization so that the organization can achieve its mission."²⁰ The vision must be based on standards, and it must provide guidance, set limits, and empower energy to the unit for carrying out missions in combat.²¹

Lieutenant Colonel Arnold differentiated between vision and strategic vision by using Bennis' definition of vision from Leaders: "Vision is the military leader's mental picture of the desired characteristics of the organization he or she commands at some point in the future."²² He equated this type of vision with the Army's definition for the commander's intent or philosophy of command, that type of vision that most war college students have experienced.

Strategic vision, Arnold argued, is different than the vision described by Bennis. It is different in terms of the timeline and the leaders for which it is applicable. Strategic vision, as a rule of thumb, focuses 10 to 20 years into the future; a reasonable limit that fits into the timelines for the Army's research and development programs. It is "the executive level or four star military leader's view of the desired future characteristics of his/her organization within some distant and likely political, social, technological, environmental, and military context."²³ I would argue that strategic vision is not really "different" or a separate entity. Rather, it is just simply larger, more encompassing. It requires a larger focus by the leader by virtue of the expanse of the strategic leader's realm of responsibility.

Colonel Mackey defined vision as a mental image in the mind of the commander that must be clearly communicated

and easily understood so that it generates excitement, appeals to the gut, and creates energy and commitment. It should describe a desirable future state that establishes or reinforces the values of the group.²⁴

Colonel Kennedy defined vision as the foundation from which "objectives would be developed to link the vision to concepts, leading to plans, programs, and actions."²⁵ She stressed the importance of not confusing visioning with planning, stating that "nothing wastes more time than trying to apply planning for what requires vision; and nothing is less effective than being visionary when plans are needed."²⁶ Additionally, "vision does not seek to maximize certainty because it does not, as does planning, attempt to project a continuum from the present to the future."²⁷

General William Pagonis, who led the 40,000 men and women who ran the theater logistics for the Persian Gulf War, stated in "The Work of a Leader" that a leader must be able to shape the vision. "Simple is better, since delegation depends on a shared understanding of the organizational goal."²⁸ He recommended visions be coined in short sentences, capturing the aim of the organization, and then disseminated throughout the organization.²⁹

General Pagonis also believed that vision must be defined by the leader, but subordinates must define the

objectives that create the building blocks for the vision to be realized.³⁰

Peters made several key points in reference to the definition of vision:

1. Inspiring visions rarely include numbers. Rather than numbers, it is quality, best service, best relations, widest selection, etc.
2. Visions bring about a confidence on the part of the employees, a confidence that instilled in them a belief that they were capable of performing the necessary acts.
3. Visions are paradoxical in that they are stable--focusing on superior quality and service--and dynamic--underscoring the constant improvement and constant try-adjust-fail cycles.
4. Visions must act as a compass in a wild and stormy sea and, like a compass, it loses its value if it's not adjusted to take account of its surroundings.
5. The controls for visions are not a lot of reviews and meetings, it is understanding the basic concept and philosophy of the company.
6. To turn the vision into a beacon, leaders at all levels must model behavior consistent with the vision at all times.
7. Trust is a key factor. Trust implies accountability, predictability, reliability.
8. The first task of vision is to call forth the best from the organization's own people.
9. Visions are as much about the past as they are about the future.
10. The most effective visions draw upon enduring themes to make us feel more confident about stepping out in new directions to deal with a brave new world.
11. A vision is concise, encompassing, a picture of sustaining excellence in a major market.³¹

Kouzes and Posner defined vision as the force that invents the future. It is a desire to make something happen in the future, to change the way things are currently being done, to create something new and unique.

They stated, "A person with no followers is not a leader, and people will not become followers until they accept a vision as their own."³² They further discussed the definition of vision by describing its meaning:

We prefer to use the term vision...because it is the most descriptive term for the ability that leaders discussed with us. We prefer vision ... because it is a "see" word. It evokes images and pictures. Visual metaphors are very common when we are talking about the long range plans of an organization...vision suggests a future orientation--a vision is an image of the future... vision connotes a standard of excellence, an ideal. It implies a choice of values...it also has the quality of uniqueness.³³

A key point that Kouzes and Posner addressed in their definition of vision was the relationship of a leader's vision to a specific time period. In this respect the leader's vision is a point on the horizon that will be reached at some future date, it is a statement of what will be created years or decades ahead. However, different tasks require different lengths of time to complete, and time spans vary depending on the leader's position. As a rule of thumb they believed that leaders' vision should look three to five years into the future.³⁴

Marshall Sashkin defined visions as varying infinitely in the specifics of their content. Regardless of their variances, however, he stated that there are three basic elements that must be present for any vision to have a substantial effect on an organization. Vision must address change, incorporate goals, and focus on people.

Only through people can a vision become real. Vision cannot remain an idea of solely the leader because if the "leader's property is not owned by the organization's members, it cannot succeed."³⁵

In "Strategic Vision and Strength of Will: Imperatives for Theater Command" Major Mitchell Zais argued that strategic vision is one of two essential leadership qualities for the most senior commanders. He defined strategic vision as that "which enables the commander to judge the true nature of the war he is fighting and to link the political goals of that conflict to the military means at his disposal...(it is) the essential level of military competence."³⁶

Analysis of the Baseline Qualities

General (Ret) H. Norman Schwarzkopf, Commanding General for Operation Desert Shield and Desert Storm, is admired as a visionary leader. When he was the commander of the Army's I Corps at Fort Lewis, Washington, General Schwarzkopf not only published his vision, he taught it, and more importantly, he lived it. In recent months, since retiring from the Army, he has travelled throughout the country conducting leadership seminars. His seminars focused on the leadership qualities expected of Army officers. He captured the qualities and characteristics of leaders in two categories: competence and character.³⁷

General Schwarzkopf preaches that leadership and management are not the same. Managers manage resources, and leaders lead people. He defined a senior leader's character in terms of ethics, morality, integrity, leading by example, and having a higher set of standards and values than the common man. Leaders should live above the standards of conduct accepted by the average citizen, and accept responsibility for their own actions, as well as their organizations. He stressed that being a leader is not always fun and it is not always easy, it is a series of peaks and valleys. It means having passion, daring to care, laughing and crying, taking charge, and doing what is right.³⁰

Warren Bennis, author of On Becoming A Leader, stated that leaders come in every size, shape, and disposition. However, even though they are all unique there are some things they share in common. He referred to these things as the basic ingredients of leadership. Ironically, the first basic ingredient he listed for leadership was a guiding vision.³¹ The Army must continue to learn from civilian researchers the importance of vision as a basic leadership ingredient.

Bennis provided five other basic ingredients of leadership: passion, integrity, trust, curiosity, and daring. When leaders have passion they love what they do and they love doing it. Leaders who communicate passion

give hope and inspiration to others. Integrity has three essential parts: self-knowledge, candor, and maturity. Trust is the one quality that cannot be acquired. Trust must be earned. It is given by peers and followers, and the leader cannot function without it. Leaders must be curious and daring. They must wonder about everything that goes on around them, be willing to take risks and try new challenges, and not worry about errors. Leaders should embrace mistakes and learn from adversity.⁴⁰

Analysis of Essential Qualities

Many believe that leadership competencies in general have remained constant. Through years of study, though, the view of what leadership is, who has it, how it can be developed has changed considerably. There has been a shift in what leadership is, how it works, the way people apply their leadership qualities, and which qualities are perceived as more essential.⁴¹ "Leadership is what gives an organization its vision and its ability to translate that vision into reality."⁴² To do so requires specific leadership qualities. Visionary leaders must: (1) have a vision; (2) know how to use power; (3) provide direction through assessment; (4) be effective communicators; (5) constantly exercise self-development; (6) demonstrate balance, and (7) have character.

Leaders Must Have a Vision

Although this may seem like a statement of the obvious, having a vision implies several things. At a minimum, it means the leader has to either create a personal vision or create a vision based on the needs and desires of the followers. Regardless of which it is, there has to be one. Why? It is vision that creates focus for the organization. It is what compels and pulls people toward and with the leader to some point in the future.⁴³ Leaders with vision are able to instill confidence in their employees, challenging and teaching them. "Vision animates, inspires, transforms purpose into action."⁴⁴

The leader's vision for the future suggests a measurement of effectiveness by which the individuals of the organization can distinguish between what is good and bad, and what is worthwhile for achieving in the future. More importantly, having a shared vision makes it possible to distribute decision making widely.⁴⁵ This is particularly key for Army officers, as the Army prides itself on decentralizing its decision making. The Army preaches making decisions at the lowest possible level.

A shared and empowering vision of the future shapes and directs individual behavior. Again, Army officers, regardless of rank or position, must delegate responsibility and develop subordinates. A shared vision

allows the fulfillment of these two very important responsibilities with much greater ease.

Kouzes and Posner stated that visionary leaders must be forward-looking:

We expect our leaders to have a sense of direction and a concern for the future of the organization. This expectation directly corresponds to the ability to envision the future that leaders described in their personal best cases. But whether we call it vision, dream, calling, goal, or personal agenda, the message is clear: admired leaders must know where they are going. It is the ability to set or select a desirable destination toward which the organization should head. The vision of the leader is the magnetic north that sets the compass course of the company.⁴⁶

With a vision, the leader provides the organization the bridge from the present to the future. It is central to leadership success. Vision gives the people within the organization a clear sense of purpose, direction, and desired future state. When the vision is shared, the individuals are able to establish their own roles within the organization. Doing so empowers individuals. They gain a sense of importance and they feel that they can make a difference.⁴⁷ Using the vision to empower people requires leaders to use power. Therefore, power becomes the next essential quality of a visionary leader.

Power

Leaders must have and exercise power, "the basic energy to initiate and sustain action translating intention

into reality."⁴⁸ Without this essential quality leaders cannot lead. Power encompasses the qualities of competence and empowerment.⁴⁹

Having a vision is not enough. Leaders must empower their people to understand, use, and live the vision.

James A. Belasco, Ph.D., author of Teaching the Elephant to Dance: The Manager's Guide to Empowering Change, argued that:

...an empowering vision meets the following three criteria: a focus on your strategic advantages, the inspiration to deliver those advantages consistently, and clarity to be used as a decision-making criterion.⁵⁰

Major Zais discussed the transfer of vision down through several layers of military organization. He argued that this can only be successfully accomplished if the commander "possesses the necessary strength of will to overcome obstacles to the transmission of his vision and to dominate the wills of those who would obstruct its attainment."⁵¹ He defined strength of will as that which enables the commander to "impart his vision to his subordinates and to ensure that they adopt his vision as their own."⁵² Major Zais also argued that "others might suggest that communications skills, or charisma, or any number of other qualities are critical. However, for every example one can find a counter."⁵³

Lieutenant Colonel Arnold referred to the visionary leader's ability to influence the organization as that

element of power that the leader at the top of the organization possesses. The leader typically maintains a command relationship with the rest of the organization. He argued that:

By virtue of the power vested in his [the Strategic Leader] duty position, he is best able to influence the actions of other leaders and other organizations who will necessarily influence the implementation of the vision.⁵⁴

Thus, the visionary leader has the power to pull together the resources to institutionalize his vision.

Kouzes and Posner argued that leaders who know how to effectively use their power are competent. They have the abilities to challenge, inspire, enable, model, and encourage their subordinates.⁵⁵

Assessment

Bennis and Nanus emphasized the importance of visionary leaders being capable of assessing themselves, their employees, and the organization as a whole. "There is a lot to learn about the future from looking all around you at what is happening right now."⁵⁶ Assessment of what is occurring in the present "provides a first approximation of the human, organizational, and material resources out of which the future will be formed."⁵⁷ Visionary leaders pay attention to what is going on, determine what events are important for the future, set new directions, and concentrate everyone in the organization on them.

Key to correct and effective assessment lies in the interpretation of what is being assessed. Bennis and Nanus stated that "it is in the interpretation of this information that the real art of leadership lies."⁵⁸ Leaders must select, organize, and interpret information about the past, present, and future in order to construct viable and credible visions.⁵⁹

Communication

Leaders communicate vision in various ways, both verbal and nonverbal. The effectiveness is dependent on the leader and the situation. Successful leaders communicate their visions in such ways that they inspire participation and conviction in the achievement of the vision.⁶⁰

A leader may be capable of creating great visions for the future, and may be a genius at synthesizing them, but without successfully communicating them throughout the organization, all is wasted. "Leaders are only as powerful as the ideas they can communicate."⁶¹ Communication is an act of persuasion, of creating an enthusiastic and dedicated commitment by the people to the vision.⁶² There are other qualities that the leader must maximize to be an effective communicator: listening, acting, writing, thinking, and speaking.

The visionary leader must be a superb, concerned listener. The leader may not always be the one who personally conceived of the vision for an organization. Therefore, listening becomes a critical quality, particularly to those advocating new or different directions. They listen by watching, by asking, and by paying attention.⁶³ Leaders must be good listeners because no two minds are the same, and listening to others may illuminate aspects of their vision that they missed themselves.⁶⁴

The secret to visionary leadership can be watching an organization and seeing what everyone else saw, but going a little farther to find something else as well.⁶⁵ It requires thinking deeply about the organization, its strengths and weaknesses, its current direction, and its culture, and then developing a good grasp of the changes that are occurring. A visionary leader then assembles the observations and reflections, and synthesizes them into a vision.⁶⁶

Leaders must communicate their vision compulsively. The messages must be consistent and omnipresent. They should use every opportunity to communicate their vision: briefings, meetings, promotions.⁶⁷ The Army provides numerous opportunities for leaders to communicate their vision: training meetings, staff calls, professional development programs, etc.

Consistently acting on the vision and living the vision through setting the example is another way the leader communicates.⁶⁸ The Army demands its officers set the example. Officers are rated on their ability to do so. Incorporating vision into the leadership framework for Army officers will prove beneficial in the development of officers' communication skills.

The leader must be a skilled speaker, the chief advocate and negotiator for the organization and its vision. The leader and the vision become the medium and the message that express what is "worthwhile, attractive, and exciting about the future" of the organization.⁶⁹

Marshall Sashkin analyzed visionary leadership as the ability to:

...develop long-range visions of what his or her organization can and should become. These visions are usually detailed only in the short range. Still, the leader could, if pressed, fill in step-by-step details from beginning to end, though the end might be 10, 20, or more years in the future. Visionary leadership also means that the leader understands the key elements of vision, what must be included in a vision if it is to direct the organization into the future. Finally, it means that the leader can communicate his or her visions in ways that are compelling, ways that make people want to buy in to the leader's vision and help make it happen.⁷⁰

Sashkin argued that vision cannot remain the idea of only the leader. It must be communicated to the people so they can take ownership and make the vision real. He outlined three ways to make the vision real by expressing

and explaining it through words and actions. First, leaders should have a clear and brief statement of their vision. The statement is similar to an organizational philosophy. It must be clearly stated so that every person within the organization understands the vision and can express it in their own terms.⁷¹

Secondly, a vision should be expressed and communicated through the development of policies, and programs to execute the policies. This commitment by leaders almost always requires commitment of resources. While these first two factors are critical, they are insufficient without the third factor, which Sashkin says is the deciding factor: the personal actions of the leader. "The leader must communicate the vision in a way that reaches out to people, gripping them and making them want to get involved in carrying out the vision."⁷²

According to Sashkin, the critical element of communicating is listening. Communicating effectively means "listening for understanding, rephrasing to clarify, giving constructive feedback, being descriptive and not evaluative, being specific and not general, and summarizing when appropriate."⁷³

Lastly, Sashkin argued that visioning requires four distinct thinking skills. The first thinking skill required of the leader is the ability to express the vision. In other words, behaving in a way that advances

the goal of the vision. To do this the leader must understand and be able to perform the sequence of actions necessary to make the vision real.⁷⁴

The second thinking skill required is being capable of explaining the vision to others. The leader must be able to make the vision clear in terms of its required action steps and aims. The third skill is the leader's ability to extend the vision. This means the leader must be able to apply the sequence of activities to a variety of situations to allow the vision to be implemented in several ways and places.⁷⁵ The fourth and last thinking skill Sashkin addressed is expanding the vision, applying it in many different ways in a wide variety of circumstances.

Sashkin argued that as the leader's responsibility increases and becomes more complex, these four visioning skills become more difficult to perform. Most leaders dealing with short-range visions, one week or even one year, are able to carry out these skills. However, fewer leaders are able to perform these skills over a period of one to three years. More importantly, there are even fewer leaders who can vision over longer periods of time like five to ten years. Sashkin says that "the person who can think through a vision over a time span of 10 to 20 years is the rare, visionary leader."⁷⁶

Leaders with vision must communicate effectively with others: seniors, peers, and subordinates. However,

as Gerald Parshall noted in, "Who Was Lincoln?" it is equally important that leaders communicate with themselves. He said of President Lincoln:

He was not one to seek inspiration in a wide array of sources; he read newspapers, the Bible, and the Bard (especially "Macbeth," "Hamlet" and "Richard III") but surprisingly little else for a man revered today as an intellectual giant. When Lincoln put on his wire-rimmed spectacles and wrote speeches, proclamations or letter, he was communicating with himself as much as anyone, thinking with the nib of his pen, discovering the path of logic.⁷⁷

Kouzes and Posner emphasized that visions seen only by the leader will fail to create movement within an organization. They maintained that:

Leaders must communicate their hopes and dreams so that people will clearly understand and accept them as their own. They show others how their values and interests will be served by the long-term vision of the future. Leaders are expressive, and they attract followers through warmth and friendship.⁷⁸

Communicating the vision is critical not only for gaining the support of the organization, but it is also essential so that people can come to see what the leader sees. For example, an assembly worker said:

One of the jobs of a leader is to have vision. But sometimes, top management sees an apple. When it gets to middle management, it's an orange. By the time it gets to us, it's a lemon.⁷⁹

Kouzes and Posner argued the importance of the leader writing a short vision statement. They recommended that leaders write their ideal and unique image of the future for themselves and the organization. Their

statement should be twenty-five words or less, and they should be able to verbalize it to others in three to five minutes. They also recommended leaders put their vision in picture form, if possible. Although a leader's vision is more involved than a memorable phrase or slogan, these can be very effective in communicating their vision because their simplicity helps others to remember the focus for the organization. However, slogans and phrases are not substitutes for vision statements.⁸⁰

Another way for leaders to communicate their visions is to teach their visions. Kouzes and Posner cited Martin Luther King's famous "I Have a Dream" speech, and they drew some significant parallels for teaching vision. They used the following comments in reference to his speech to demonstrate how Martin Luther King, through his speech, was teaching his vision:

...it was vivid...people could relate to the examples...his references were credible...he spoke about traditional values...he appealed to common beliefs...he knew his audience...he included everyone...he used repetition...he was positive and hopeful...he talked about hope for the future...he shifted from 'I' to 'we'...he spoke with emotion and passion.⁸¹

Leaders who successfully communicate their visions are capable of influencing their organizations and gaining the support of their workers. The results of a study conducted by Kouzes and Posner indicated that:

...those managers who felt that their senior executives effectively communicated the vision reported significantly higher levels of: job satisfaction, commitment, loyalty, esprit de corps, clarity about the organization's values, pride in the organization, organizational productivity, and encouragement to be productive.⁸²

Lieutenant Colonel Arnold described communicating the vision as setting the azimuth. He stressed the importance of the commander being able to convincingly communicate his vision to higher headquarters, as well as to his staff and subordinate commanders. Specifically, a commander in chief must be capable of selling his vision to the National Command Authority and the Joint Chiefs of Staff.⁸³ If a commander fails to effectively communicate his vision, he potentially fails to receive the commitment of resources and funding required for his organization for the long term.

Additionally, Arnold argued that it is important that the commander's vision be imbedded in the organization through the use of regulations, standing operating procedures, plans, and other written guides for action. Through the use of written guidance, the commander's vision can keep going even after he rotates out of his position.⁸⁴

Bennis and Nanus also emphasized the importance of leaders communicating their vision. They maintained that leaders must first "articulate what has previously remained

implicit or unsaid; then they invent images, metaphors, and models that provide a focus for new attention."⁶⁵ They also argued that "Many people have rich and deeply textured agendas, but without communication nothing will be realized."⁶⁶

Bennis and Nanus differentiated between influence by managers versus leaders: "Managers are people who do things right and leaders are people who do the right thing."⁶⁷ They summarized the difference as "activities of vision and judgment--effectiveness versus activities of mastering routine--efficiency."⁶⁸ Visionary leaders concern themselves with the basic purpose and general direction of their organizations, creating and implementing new ideas, policies, and methodologies. They communicate their vision in such a compelling way that they are able to influence and pull the people within the organization toward them.⁶⁹

Self Development: Willingness to Constantly Learn

Leaders must be perpetual learners, as learning is the essential fuel for the leader. Through learning leaders become experts.⁷⁰ They must be enthusiastic learners, open to new experiences and challenges, and treat mistakes as opportunities for self-improvement.⁷¹

Knowing and understanding the importance of learning extends to the responsibility of the leader to foster

learning by example. Bennis and Nanus stated that the "quality of fostering organizational learning by example may be one of the most important functions of leadership."²² Leaders who stimulate learning serve as role models. They are leaders that others desire to emulate because they are "innovative, competent, future-oriented, pragmatic, open to advice, enthusiastic, and committed."²³

Balance

The leadership quality of balance is inferred in the Army's model of four factors of leadership in FM 22-100, but the model falls short of accurately conceptualizing it. The leader is not shown as the center of all action. (See figure 4.) Nanus, however, more precisely emphasized the leadership quality of balance in his model on the leadership roles for visionary leaders. Leaders have the responsibility to balance four critical roles for effective leadership: spokesperson, direction setter, change agent, and coach. Leaders must perform these roles in four different dimensions: inside and outside environments, present and future domains. Plotting these dimensions with the four critical roles places leaders in the very middle balancing them all.²⁴ (See figure 5.) The balance between vision and action has the power to literally create the future.²⁵

Balance is also critical because each leader is uniquely different, each having different strengths and weaknesses. There are some who by virtue of their strong intellect alone might be successful without being a good listener, for instance.

Balance is also a factor of how a vision is developed for an organization. It depends on whether the vision for the organization was a result of an individual or collective process, or a combination of both. Ian Wilson, a senior management consultant with SRI International, wrote an executive summary on the power of strategic vision. He contended that vision could be the product of one individual, a group of individuals, or both.⁹⁶

Wilson argued that a personal vision has the advantage of simplicity, and promotes forcefulness and consistency, but it can present problems. It is unusual for a single mind to possess all the necessary insights. Therefore, the leader would need to have a strong balance of leadership qualities that promoted understanding, consensus, and commitment.⁹⁷ Whereas collective visioning, he argued, would require the leader to have a different balance of communication skills, to ensure that consensus did not emerge from compromise.⁹⁸

Character

Kouzes and Posner concluded from their studies that character was absolutely an essential quality for visionary leadership. Subordinates want to be fully confident in the integrity and honesty of their leaders, and they want to see it in action. They expect their leaders to keep their word, set the example, and stand on important principles. They directly related honesty to ethics and values. According to Kouzes and Posner, leaders who do not exude integrity lack confidence in their own beliefs.⁹⁹

Bennis and Nanus concurred, as well, that character is an essential leadership quality. Leaders must have positive self-regard; unconditional confidence in their abilities. Leaders with character create in others a sense of confidence and high expectations. Visionary leadership demands leaders who are mature, enthusiastic for people, trust others, and who do not require constant approval and recognition from others.¹⁰⁰

General Schwarzkopf defined character as ethics, morality, and integrity. He stressed character as an essential quality by stating:

If you look at the leadership failures around the world that have occurred in the past 100 years, about 99.9 percent of all those failures have not been competence. They've been failures of character.¹⁰¹

Encompassed in the leadership quality, character, according to General Schwarzkopf, is: (1) leading by

example; (2) expecting to be scrutinized; (3) holding oneself to a higher set of standards and values than the common man; (4) being respected by those you lead; (5) accepting responsibility for your own actions and the actions of those you lead; (6) daring to be emotional, to laugh and cry, and to have a passion for your cause; and (7) taking charge and doing what is right.¹⁰²

Endnotes

¹LTG (Ret) Walter F. Ulmer, "The Army's New Senior Leadership Doctrine," Parameters (December, 1987), 11.

²Ibid., 14.

³Ibid., 14.

⁴Ibid., 14.

⁵Ibid., 14.

⁶COL Richard H. Mackey, Sr, "Translating Vision Into Reality: The Role of the Strategic Leader," (Individual Study Project, US Army War College, 1992), 5.

⁷Ibid., 6.

⁸US Army, FM 25-100: Training the Force (Washington, DC: Department of the Army, November 1988), 1-5.

⁹Ibid., 1-5.

¹⁰LTC Herbert F. Harback, "The Threat to Strategic Leadership," Military Review (November 1992), 74.

¹¹Ibid., 77.

¹²Ibid., 78-79.

¹³Mackey, 13.

¹⁴Ibid., 13.

¹⁵Burt Nanus, Visionary Leadership: Creating a Compelling Sense of Direction for Your Organization, with a foreword by Warren Bennis (San Francisco: Jossey-Bass Publishers, 1992), 166.

¹⁶Tom Peters, Thriving on Chaos (New York: Alfred A. Knopf, Inc., 1988), 401.

¹⁷Nanus, xx.

¹⁸Ibid., 165.

¹⁹US Army, FM 71-100: Division Operations (Washington, DC: Department of the Army, June 1990), 1-23.

²⁰ US Army, TRADOC Pamphlet 525-100-1: Leadership and Command on the Battlefield. Operations JUST CAUSE and DESERT STORM (Virginia: Training and Doctrine Command, 1992), 1.

²¹ Ibid., 2.

²² LTC Archibald V. Arnold, III, "Strategic Visioning: What it is and How it's Done," (Individual Study Project, US Army War College, 1991), 3.

²³ Ibid., 4.

²⁴ Mackey, 7.

²⁵ COL Claudia J. Kennedy, "Strategic Vision: A Leader and a Process," (Individual Study Project, US Army War College, 1991), 7.

²⁶ Ibid., 63.

²⁷ Ibid., 42.

²⁸ LTG William G. Pagonis, "The Work of the Leader," Harvard Business Review (November-December 1992), 123.

²⁹ Ibid., 123.

³⁰ Ibid., 124.

³¹ Tom Peters, Thriving on Chaos (New York: Alfred A. Knopf, Inc., 1988), 402-404.

³² James M. Kouzes and Barry Z. Posner, The Leadership Challenge: How to Get Extraordinary Things Done in Organizations (San Francisco: Jossey-Bass, 1987), 9.

³³ Ibid., 85.

³⁴ Ibid., 88.

³⁵ Marshall Sashkin, "True Vision in Leadership," Training and Development Journal (May 1986), 59.

³⁶ MAJ Mitchell M. Zais, "Strategic Vision and Strength of Will: Imperatives for Theater Command," Parameters (US Army War College, Carlisle Barracks, PA, Winter 1985), 2-3.

³⁷Doug Buerlein, 9 Sep 1992, keynote address presented by retired U.S. Army Gen Norman Schwarzkopf for the dedication of the University of Richmond's Jepson School Leadership Studies, Richmond, VA.

³⁸Doug Buerlein, 9 Sep 1992.

³⁹Warren G. Bennis, On Becoming A Leader (Reading, PA: Addison-Wesley, 1989), 39.

⁴⁰Pagonis, 41.

⁴¹Warren Bennis and Burt Nanus, Leaders: The Strategies for Taking Charge (New York: Harper & Row, 1985), 3.

⁴²Ibid., 20.

⁴³Ibid., 28.

⁴⁴Ibid., 30.

⁴⁵Ibid., 92.

⁴⁶Kouzes and Posner, 20.

⁴⁷Bennis and Nanus, Leaders, 90.

⁴⁸Ibid., 15.

⁴⁹Ibid., 83.

⁵⁰James A. Belasco, Ph.D., Teaching the Elephant to Dance: The Manager's Guide to Empowering Change (New York: Crown Publishers, Inc., 1990), 99.

⁵¹Zais, 2-4.

⁵²Ibid., 2-4.

⁵³Ibid., 2-5.

⁵⁴Arnold, 14.

⁵⁵Kouzes and Posner, 19.

⁵⁶Bennis and Nanus, 98.

⁵⁷Ibid., 98.

⁵⁸Ibid., 101.

- 69 Ibid., 101.
- 60 Warren H. Groff, "Leadership: Vision and Structure," Resource Paper No 36, National Council for Resource Development, 1986, 4.
- 61 Bennis and Nanus, 107.
- 62 Ibid., 107.
- 63 Ibid., 96.
- 64 Nanus, Visionary Leadership, 113.
- 65 Ibid., 110.
- 66 Ibid., 111.
- 67 Belasco, 130.
- 68 Bennis and Nanus, 108.
- 69 Nanus, Visionary Leadership, 14.
- 70 Sashkin, 58.
- 71 Ibid., 60.
- 72 Ibid., 60.
- 73 Ibid., 60.
- 74 Ibid., 58.
- 75 Ibid., 59.
- 76 Ibid., 59.
- 77 Gerald Parshall, "Who was Lincoln?" U.S. News & World Report (October 5, 1992), 76.
- 78 Kouzes and Posner, 79.
- 79 Ibid., 100.
- 80 Ibid., 103.
- 81 Ibid., 112.
- 82 Ibid., 108.
- 83 Arnold, 12.

- 84 Ibid., 12.
85 Bennis and Nanus, 33.
86 Ibid., 33.
87 Ibid., 21.
88 Ibid., 21.
89 Ibid., 28.
90 Ibid., 201.
91 Ibid., 204.
92 Ibid., 205.
93 Ibid., 205.
94 Nanus, Visionary Leadership, 13.

95 Ibid., 180.

96 Zais, 7.

97 Ibid., 7.

98 Ibid., 8.

99 Kouzes and Posner, 18.

100 Bennis and Nanus, 64-67.

101 Doug Buerlein, 9 Sep 1992, keynote address presented by retired U.S. Army Gen Norman Schwarzkopf for the dedication of the University of Richmond's Jepson School Leadership Studies, Richmond, VA.

102 Ibid.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

This study and analysis of the concepts of vision and visionary leadership, from both a military and civilian perspective, validated the importance of these concepts for the Army. In the process, however, there were many areas of concern that surfaced. In this chapter I have addressed these concerns with the following conclusions, recommendations, and considerations for further research.

Conclusions

Concept of Vision in Army Doctrine

Analysis of the literature led me to the following conclusions with respect to the Army's current doctrine.

1. Although the concept of vision is addressed in the Army's doctrine, there is a lack of a clear definition for vision. The use and definition of vision varies from manual to manual. The definition must be concise, and it must be consistent throughout the Army's doctrine.

2. The concept of vision is absent in Army manuals below division level. I have concluded from the research conducted that vision is not only desired, but necessary, at all levels. It should not be limited to only

senior-level positions. Leadership experts from the civilian sector have proven the importance of vision at all levels, and the Army should take note and make changes. Leaders are not visionary leaders by virtue of their positions or rank. They are visionary leaders based on their ability to look into the future and move their organization toward clearly defined goals.

3. Army doctrine falls short in accurately describing the relationship between vision, command philosophy, and command climate in its Field Manual 22-103. These are all important concepts within the Army, and ones that leaders must understand and implement.

4. Vision is an important concept and the Army must not only keep it in its doctrine, but incorporate it more completely within its doctrine.

Baseline Qualities

1. The Army needs to incorporate vision as a basic leadership ingredient.

2. The Army needs to improve upon the leadership model in FM 22-100 by incorporating the roles of the leader, as conceptualized by the models presented in Figures 5 and 6.

Leadership Qualities and Visionary Leadership in the Army

Analysis of the literature led me to several conclusions about visionary leadership in the Army.

1. It is impossible to definitively state that certain leadership qualities are required for visionary leadership. To do so would mean that a leader without one of the "required" qualities is not a visionary leader. However, all things being equal, it is concluded that the following qualities are essential for visionary leadership: (a) vision, (b) power, (c) assessment, (d) communication, (e) self-development, (f) balance, and (g) character.

2. The Army limits visionary leadership to senior level officers.

3. The Army does not have a professional development program in place to develop and nurture visionary leaders.

4. The Army does a superb job at including the study of vision and visionary leaders into the Command and General Staff College curriculum. As the Training and Doctrine Command looks to reduce the teaching staff, courses, and student requirements for Command and General Staff College (CGSC), it must be careful not to eliminate any of C710, Fundamentals of Senior-Level Leadership in Peace and War. It was considered by students to be one of the most valuable courses in the CGSC curriculum.

5. The Army has an over-abundance of leadership laundry lists: fundamentals, imperatives, competencies, principles. In other words, the Army is long on lists and

short on "how-to's." The Army needs to consolidate and simplify its lists, and focus on "how to": create a vision, communicate the vision, and execute the vision.

6. Army officers, as visionary leaders, should be held responsible for their visions in the same manner that they are held responsible for their budget, their training programs and status, their missions and Mission Essential Task List (METL), and their professional development. Likewise, they should be evaluated on their vision.

Recommendations

Based on the analysis of all material researched for this study, the following recommendations on the concepts of vision and visionary leadership for the Army are made:

1. Recommend the Army consider developing one leadership manual that addresses all levels of leaders. This would significantly reduce the confusion, ambiguity, and elusiveness created by so many manuals.

2. The Army needs to develop a concise definition for vision, and incorporate that definition consistently throughout its doctrine. This includes putting the definition in JCS Publication 1-02 and Army Regulation 310-25.

3. The concept of vision should be extended to the Army's junior-level leadership doctrine.

4. Recommend the study of vision and visionary leadership be included in the Army's curriculum for the Officer Basic and Advanced courses and Combined Arms Staff Services School. It is that important. It makes no sense to expect junior officers to understand and know that at some point in their future they will be expected to be visionary leaders at the top of the organization, if they are not taught and developed early in their career as to its meaning.

Suggestions for Further Research

1. Recommend the essential leadership qualities, addressed in the conclusions above, be further researched and tested by developing a survey. Recommend surveying Army officers using two distinct populations, junior-level and senior-level.

2. Recommend the two models developed in Chapter Four be tested and validated through further research. Recommend both models (see figure 3, Proposed Visionary Leadership Model and figure 6, The Four Factors of Leadership) be considered for incorporation into FM 22-100 and FM 22-103.

3. Recommend further research be conducted on the utility of requiring, at a minimum, commanders at all levels to write a vision statement for their unit. Every organization deserves this from their leader, and it is

recommended as one of the best, most effective ways of communicating a vision. Specifically, recommend the following be considered for addition to the officer evaluation report: (a) created a vision statement; (b) effectively communicated the vision; (c) anticipated future requirements, and (d) balanced competing demands.

4. Recommend further research be conducted to analyze the relationship between vision, command philosophy, and command climate.

Summary

In summary, this study has supported my notion that there are essential leadership qualities necessary for Army officers to provide visionary leadership. Although having vision is one of those qualities, it cannot stand alone. This study concluded that the visionary leader must have the following qualities: vision, power, assessment, communication, self-development, balance, and character. Visionary leadership is a result of the leader possessing a combination of these leadership qualities, and the ability to balance each based on the situation.

Additionally, this study lent strong support for concluding that visionary leadership exists at all levels, thus eliminating the parameters of rank and responsibility on visionary leadership. The Army should not limit visionary leadership to senior leaders. It should give

the concepts of vision and visionary leadership their proper place in the Army's leadership doctrine. Junior level leaders that demonstrate the potential for visionary leadership must be nurtured through Army training, education, and leadership development programs.

The Army needs visionary leadership at all levels. However, the Army must begin early in an officer's career to professionally develop them so the Army will produce leaders who can create vision, articulate their vision, and live their vision.

Figure 1: Components of Vision

C O M P O N E N T S O F V I S I O N				
A VISION MUST BE:	R E F E R E N C E S			
	MILITARY MANUALS	MIL LIT	G/O	CIV LIT
Link between present and future		X		X
Clear		X	X	X
Inspiring; motivational	X	X		X
Sensible; meaningful; credible			X	X
Long lasting		X		X
Beacon; control	X			X
Attractive				X
Realistic				X
Directional	X		X	X
Concise; detailed		X	X	X
Conceptual	X	X	X	X
Center of all action	X	X		X
WHAT A VISION MUST DO:				
Provide an endstate		X		
Focus on people		X	X	X
Empower; ennoble				X
Challenge			X	X
Provoke confidence				X
Set & incorporate goals	X	X	X	X
Address change				X
Reflect values; beliefs	X			X
Provide standards of excellence	X	X		X
Include vision of higher	X	X		X
Provide focus & guidance	X	X		X
Instill loyalty & trust	X		X	X
Provide a sense of purpose	X		X	X
Inculcate confidence			X	
Attract commitment		X		X

KEY for reference abbreviations:

MIL LIT: Military related literature
G/O: General Officer briefings and speeches
CIV LIT: Civilian literature

Figure 2.A: "BE" Qualities
Figure 2.B: "KNOW" Qualities
Figure 2.C: "DO" Qualities

Key Notes for Figures 2.A, 2.B, and 2.C:

1) The BE, KNOW, and DO charts on the following pages depict leadership qualities. There are two tables for each of the charts. The top table outlines "Main qualities" and the bottom table outlines "Subset qualities."

2) The leadership qualities addressed in FM 22-100 were used to establish the foundations for each of the charts.

3) Leadership qualities (both "main" and "subset") NOT addressed in FM 22-100, but seen as important in other sources, were added to the charts. Additions are denoted with a "+" preceding the appropriate quality.

4) Other sources used for the study are referenced in the top table of each chart as follows:

- a) FM 22-103
- b) Mil Lit: Military related literature
- c) G/O: General Officer briefings and speeches
- d) Civ Lit: Civilian related literature

5) Leadership qualities supported by the sources listed in paragraph 4 are denoted with an "X" in the appropriate columns of the top tables.

6) Since FM 22-100 was used as the basis for the leadership qualities within the charts, a dashed line is used on each of the tables to simply separate the qualities found in FM 22-100 from the qualities added.

7) Essential qualities for visionary leaders are denoted with an "*."

Figure 2.A: "BE" Qualities of the "BE-KNOW-DO"

"BE"				
MAIN QUALITIES				
FM 22-100	FM 22-103	Mil Lit	G/O	Civ Lit
* 1. Person of Character		X	X	X
2. Committed to Professionalism				
3. An Example of Individual Values	X			
4. Able to Resolve Complex Dilemmas	X	X	X	X
-----	-----	-----	-----	-----
*+5. Communicator	X	X	X	X
+6. Mentor		X		X
+7. Personable		X	X	X

SUBSET QUALITIES:

<p>1. Character: Determination Compassion Self Discipline Role Modeling Initiative Flexibility Consistency</p> <p>-----</p> <p>+ Risk-Taker + Dedicated + Inspiring + Responsible + Tough + Wise</p>	<p>2. Commitment: Loyalty Selfless Service Integrity Duty</p> <p>-----</p> <p>+ Moral strength + Respect</p> <p>3. Individual Values: Courage Candor Competence Commitment</p> <p>-----</p> <p>+ Credible</p>	<p>4. Resolve Dilemmas: Interpret Situation Analyze Choose best course of action</p> <p>-----</p> <p>+ Deal with change + Intelligent + Intellectual + Perceptive</p> <p>+5. Communicator: + Listening + Oral; written + Internal; external</p> <p>+6. Mentor</p> <p>+7. Personable: + Humor + Wit + Charisma</p>
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Figure 2.B: "KNOW" Qualities of the "BE-KNOW-DO"

"KNOW"				
MAIN QUALITIES				
FM 22-100	FM 22-103	Mil Lit	G/O	Civ Lit
1. 4 Leadership Factors 2. Standards *3. Yourself 4. Human Nature 5. Job 6. Unit	X		X	X

+7. Experience		X	X	X

SUBSET QUALITIES:

1. Factors: Leader Led Situation Communication ----- + 4 Dimensions	3. Yourself: Personality Performance Strengths Weaknesses Knowledge Skills Attitudes ----- + Know History + Self Esteem	5. Job: Plan Communicate Suspense Teach, coach, counsel Technical, tactical competence Develop subordinates Make good decisions Use Available systems
2. Standards: Army Relationship to War- fighting	4. Human Nature: Potential How fear affects Performance	6. Unit: Capabilities Limitations
+7. Experience: Others and Own		

Figure 2.C: "DO" Qualities of the "BE-KNOW-DO"

"DO"				
MAIN QUALITIES				
FM 22-100	FM 22-103	Mil Lit	G/O	Civ Lit
1. Provide Purpose	X	X		
* 2. Provide Direction	X	X	X	X
3. Provide Motivation	X			

+4. Discipline	X			
**5. Balance		X		X
**6. Vision	X	X	X	X
**7. Power	X	X		X

SUBSET QUALITIES:

<p>1. Purpose: Why Communicate Intent</p> <p>-----</p> <p>+ Focus</p>	<p>2. Direction: Plan Maintain Standards Set goals Make decisions Solve problems Supervise Evaluate Teach Counsel Coach Train</p> <p>-----</p> <p>** Assessment</p>	<p>3. Motivation: Care Ethical Standards Develop cohesive team Reward performance Correct deficiencies Punish when necessary</p> <p>-----</p> <p>+ Climate + Encourage</p> <hr/> <p>+4. Discipline: + Self & others</p> <p>+5. Balance</p> <p>+6. Vision: + Forward looking + Live the vision</p> <p>+7. Power</p>
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FIGURE 3: Visionary Leadership Model: Leadership qualities versus vision, with respect to time, experience, and responsibility

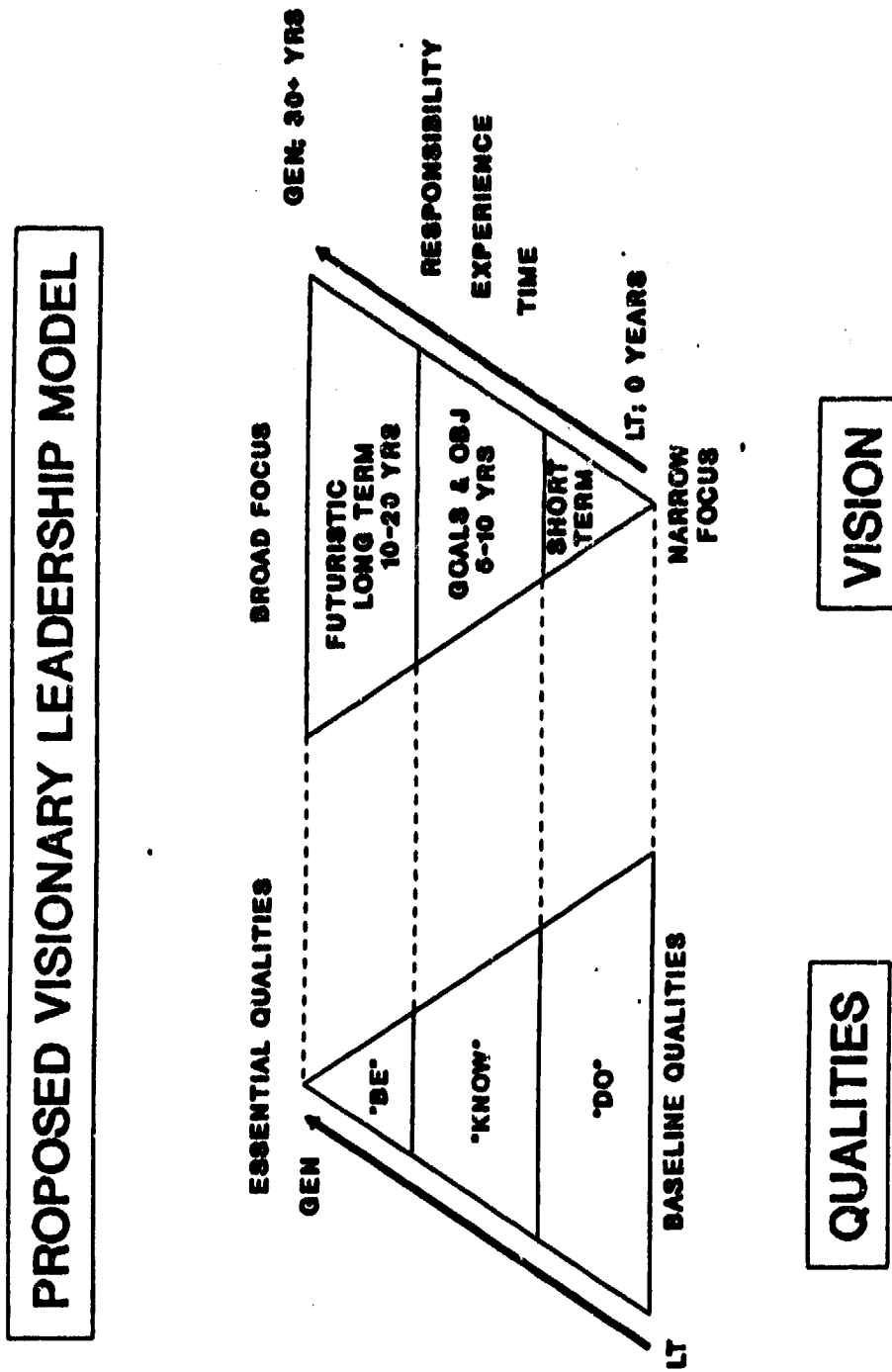


Figure 4: "The Four Factors of Leadership" from FM 22-100

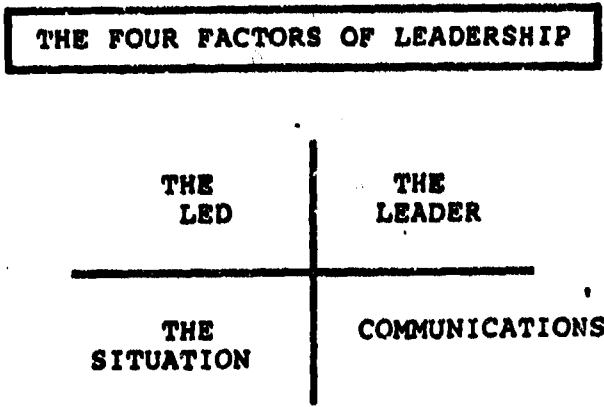


Figure 5: "Leadership Roles" from Visionary Leadership by Burt Nanus

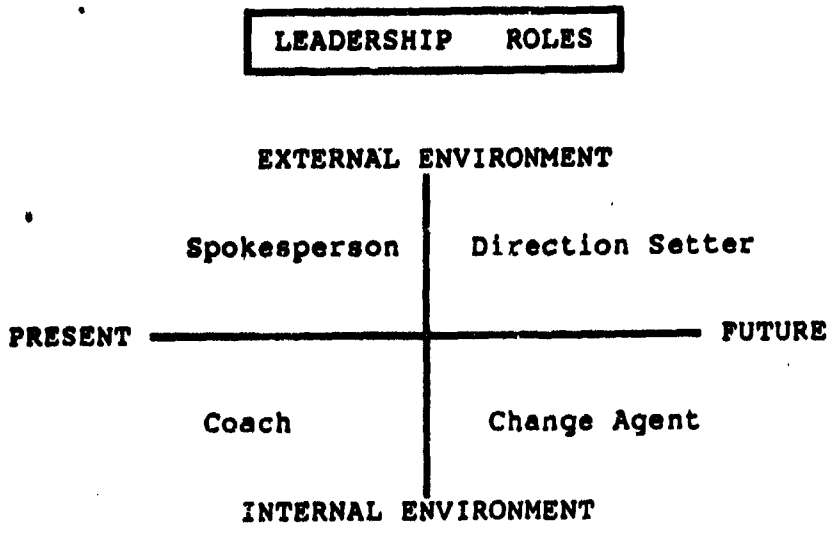
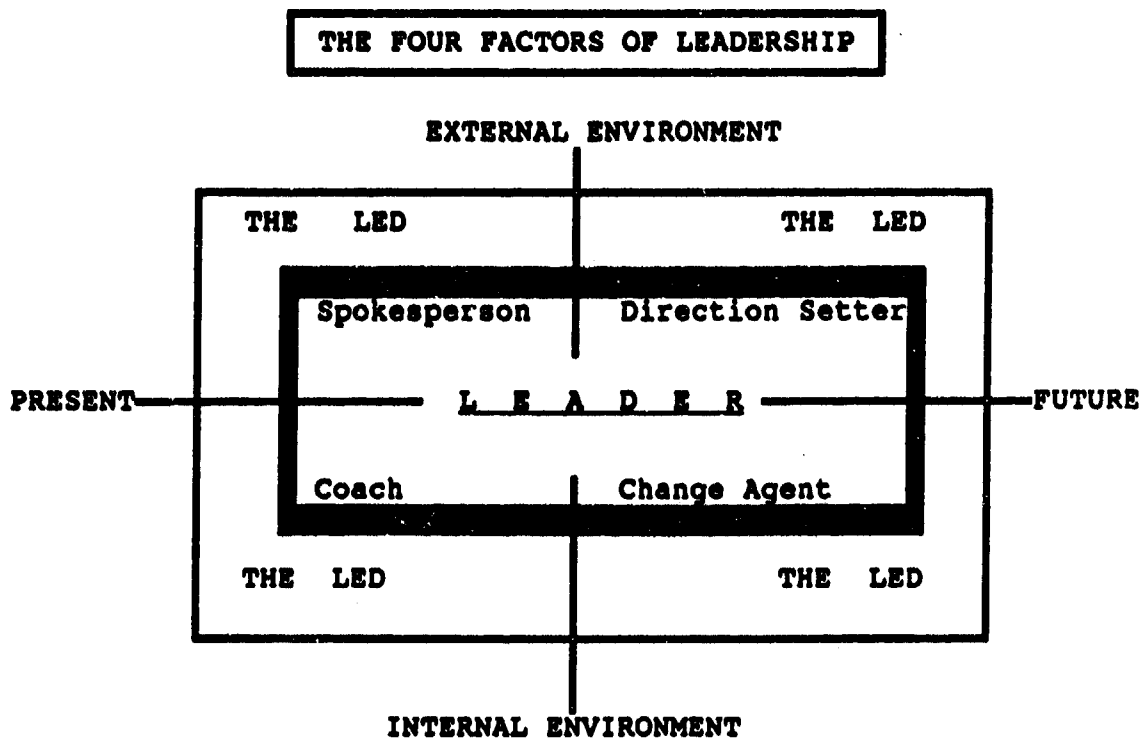


Figure 6: Proposed Model for the Army's "Four Factors of Leadership"



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