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Te Ope Kātua O Aotearoa



**A FORCE FOR
NEW ZEALAND**

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LEADERSHIP

NZDDP-00.6

LEADERSHIP (NZDDP–00.6)

The New Zealand Defence Doctrine Publication *Leadership* (NZDDP–00.6) is issued for use by the New Zealand Defence Force and is effective forthwith for guidance in defence doctrine.



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PREFACE

Scope

In the New Zealand Defence Force (NZDF) it is “leadership above all else that impacts the most on achieving operational success.”¹ Clear articulation of what leadership is, and how it is developed, is therefore critical to the success of the organisation. The NZDF is tasked by the Government of New Zealand to provide military capability to “secure New Zealand against external threats, to protect our sovereign interests, including the Exclusive Economic Zone (EEZ), and to be able to take action to meet likely contingencies in our strategic area of interest.”² This military capability is generated, supported, and sustained by large organisation comprising military, civilian, full, and part-time members. Effective leadership, across the full spectrum of the NZDF, is therefore essential to achieving operational success.

Purpose

The NZDF articulates its philosophical approach to leadership and leadership development and its application through its doctrine. Leadership is threaded through every dimension of our operations and organisation.

The purpose of this publication is to provide a clear and shared understanding of the role of leadership within the NZDF. It provides assistance on understanding the complexity of leadership within a military context and how the NZDF supports the development of its leadership capability in dealing with this complexity.

This publication includes both the philosophical and conceptual foundations for leadership and then discusses what successful leadership looks like, before finishing with an explanation of how the NZDF develops its leaders.

This publication focuses on leadership. Although a distinction is drawn between leadership and the concepts of command and management, the interrelationship between these three concepts is not explored in depth within this publication.

Application

This publication is intended for every member of the NZDF both uniformed and civilian.

Structure

NZDDP-00.6 is divided into three chapters.

- Chapter 1 – *Leadership in the New Zealand Defence Force* provides context for the role of leadership in the NZDF and our philosophical approach to leadership in the NZDF. It supports the understanding that effective leadership is fundamental to the success of any organisation. Contemporary and emerging issues for leaders are also introduced, some of which may not be well established, but nevertheless useful to inform current military thought.

¹ New Zealand Defence Force, Chief of Defence Force Directive, 54/2011

² [NZDDP-D New Zealand Defence Doctrine \(4th Edition\)](#)

Introduction

- Chapter 2 – *New Zealand Defence Force Leadership Expectations* is the articulation of what successful leadership looks like in the NZDF. It is based on the NZDF's Leadership Framework (LF). This framework provides a clear picture of the expectations of leaders and followers in the NZDF. The LF supports a shared understanding of the responsibility of leadership at every level in the organisation.
- Chapter 3 – *Developing New Zealand Defence Force Leaders* explains the NZDF's leadership development philosophy and how leadership development occurs in the NZDF through use of the Leadership Development System (LDS). The LDS is a system of systems that maintains our generation of leadership capability. A fundamental concept in NZDF leadership development is that leaders must grow other leaders. Leadership development does not occur solely on a course; but in the workplace, where it is nurtured and supported by leaders throughout the NZDF.

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- NZDDP–D *New Zealand Defence Doctrine* (4th Edition), Wellington, New Zealand, 2017.
- NZDDP–00.1 *Command and Control* (2nd Edition), Wellington, New Zealand, 2016.
- NZDDP–1.0 *Personnel* (2nd Edition), Wellington, New Zealand, 2013.
- ADDP–00.6 *Leadership*, Australian Defence Headquarters, Canberra, Australia, 2006.
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EXECUTIVE SUMMARY

Chapter One: Leadership in the New Zealand Defence Force

Effective leadership underpins the success of the New Zealand Defence Force (NZDF) and consequently our national security. At its most basic level, leadership is about behaviour and the building of effective relationships to influence the actions of others. Leadership in a military context brings its own unique factors and challenges. Command, management, and leadership are different but complimentary roles a military leader is required to fulfil, and each function requires different behaviours. The three roles of the command, management, and leadership trinity can be performed without reference to the others. Command is the legal authority to direct, coordinate, and control armed forces. Management refers to the physical planning, organisation, and coordination of resources necessary to achieve specified goals and objectives. Leadership is influencing, motivating, and enabling others to contribute to the effectiveness and success of the New Zealand Defence Force, in an ethical manner. Leadership refers to the process of establishing relationships in order to influence others in the achievement of a mutual goal. Leadership is demonstrated at the interpersonal level and is primarily about behaviour. Leadership does not rely on formal authority but achieves its ends through engagement, persuasion, and example. The process of leadership involves leaders, followers, peers, the organisation, and potentially people external to the organisation.

The cornerstone of standards of behaviour in the New Zealand Defence Force (NZDF) are ethos and values. Central to NZDF ethos are organisational values which describe the way that all personnel, both military and civilian, will conduct ourselves as members of the NZDF. The NZDF's values demand high standards of professional behaviour from civilian and military personnel. Good leadership is crucial to maintaining the NZDF's ethos and values. NZDF leaders must inspire members of the NZDF to commit to these values,

through positive role modelling and active reinforcement of desired behaviours. Courage, commitment, and comradeship are critical to good leadership.

Leadership is influencing, motivating, and enabling others to contribute to the effectiveness and success of the NZDF in a professional and ethical manner. To do so, leaders need to build relationships with their team at the interpersonal level, and gain their trust. To be effective, leaders cannot rely on a single approach or leadership style, but instead need to constantly assess the situation and environment, so that they can adjust their behaviour appropriately. This requirement becomes even more important during military operations where the physical risks, moral challenges, and psychological strains are amplified.

Chapter Two: New Zealand Defence Force Leadership Expectations

The NZDF Leadership Framework (LF) articulates the leadership behaviours, and the unique value that leaders add, which represent success in the NZDF, and form the Chief of Defence Force's (CDF's) expectations of leaders at all levels. The framework comprises of six Key Elements and twenty-seven Essential Tasks. These elements and tasks apply equally across the full breadth of leadership in the NZDF. However, the Leadership Framework also recognises and reflects the changing demands required of an individual as they move up through the seven distinctly different leadership levels of the organisation. Each transition between levels frequently requires leaders to display slightly different behaviours, on the basis that what made you good at one level may not be what is required of you at the next.

To be effective NZDF leaders must also add value to the teams they lead. This contribution is unique to their role as leader, and distinctly different from the tasks performed by team members. The way in which leaders

need to add value also differs as they progress up through the leadership levels. To provide greater clarity of the expectations of leaders at specific levels, and help individuals prioritise what they should focus on during transition, the Leadership Framework includes value add statements unique to each leadership level. These expectations include the obligation for all members of the NZDF to first and foremost lead themselves and display good followership in the execution of their duties.

Chapter Three: Developing New Zealand Defence Force Leaders

Leader development in the NZDF is underpinned by the understanding that leaders develop other leaders. Because every member of the NZDF is a leader, it follows that leadership development is a shared responsibility throughout the entire organisation. Effective transition between leadership levels does not just occur accidentally, it needs to be planned. Under the concept of leading self, every member of the NZDF has a responsibility to support their own development, as detailed in LF.

All leaders transitioning from one level of leadership to the next pass through three phases. These phases are Orientation, Build, and Advance. Orientation begins prior to a member of the NZDF formally moving to the next leadership level. During orientation individuals begin to understand the structure, systems, people and networks, and boundaries of their new roles, and the teams they will lead. The Build Phase is the period during which leaders begin to master their new role. Individuals must continuously assess their development needs, take time to reflect, and identify key leadership goals and tasks. Leaders hit their stride during the Advance Phase, becoming more effective, lifting the performance of their team, and adding greater value to the organisation.

An NZDF member's leadership development and transition from one level of leadership to the next, is supported by the Leadership Development System (LDS). The LDS is a system of systems that fit together to apply the leader development philosophies. The intent is to create an organisational culture focussed on positive leader development. Leader development is more than merely formal training and education, it also extends into the workplace, connecting the workplace with formal learning. Leadership development is horizontal and vertical in order to be effective. Horizontal development involves transferring information to the leader, while vertical development focuses on the transformation of the leader.

CHAPTER 1:

LEADERSHIP IN THE NEW ZEALAND DEFENCE FORCE





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Introduction

1.01 Effective leadership underpins the success of the New Zealand Defence Force (NZDF) and consequently our national security. At its most basic level, leadership is about behaviour and the building of effective relationships to influence the actions of others. This chapter examines leadership in the wider sense, acknowledging that the challenge of leadership is common to all communities and institutions. However, the military context brings with it some unique contextual factors. It is therefore essential for NZDF leaders and teams to have a shared understanding of the elements of effective leadership and their mutual obligations. These expectations apply to both uniformed and civilian members of the NZDF.

Command, Management, and Leadership

Key Term

Command

Command is the authority that a commander in a military Service lawfully exercises over subordinates by virtue of their rank or assignment. Command includes the authority and responsibility for effectively using available resources and for planning the employment of, organising, directing, coordinating, and controlling military forces for the accomplishment of assigned missions. Command also includes the responsibility for health, welfare, morale, and discipline of assigned personnel.

1.02 Command, management, and leadership are different but complimentary roles a military leader is required to fulfil, and each function requires different behaviours. The differences between each element are sometimes blurred and NZDF leaders need to clearly distinguish between these in order to ensure they are in fact engaging in leadership in addition to command and/or management. While command and management responsibilities are frequently tied to a specific position, rank or grade, anyone within the organisation can engage in leadership. More importantly, command, and

management without effective leadership are likely to be ineffective or produce mediocre results at best.

1.03 The three roles of the command, management, and leadership trinity can be examined independently and/or also examined interdependently. Each of these roles can be performed without reference to the others. Leadership can occur without formal command authority and commanders can rely solely on their ability to legally coerce. However reliance on one element can undermine successful task achievement. Command and management without effective leadership are likely to be ineffectual. Leadership without competent management or command authority to obtain sufficient resources can erode trust in their leader and vision. NZDF commanders and managers therefore need to be proficient in all three roles of the command, management, and leadership trinity to be effective – but should emphasise leadership wherever possible because leadership concerns relationships and an ability to influence others.

1.04 While no element of the trinity is said to be more important than the other,³ it can be argued that leadership is the most powerful. Leadership can have a significant impact on the outcome of group activities and has, in the past, decided the course of military campaigns. An example of such leadership, was that of Field Marshall William Slim, who commanded a badly mauled British Army in Burma during the Second World War and turned it into a formidable fighting machine, eventually defeating the Japanese forces occupying Burma.⁴ Additionally, leadership has the potential to empower and motivate followers in the achievement of seemingly impossible tasks, and will have the greatest influence on unit culture and levels of morale. Members of the NZDF should therefore endeavour to engage in

³ Bungay, S., 'The Executive's Trinity: Management, Leadership and Command', *The Ashridge Journal*, Summer 2011, p.37.

⁴ Slim was an exceptional leader who was able to apply leadership lessons and principles from his study of military history, and put these into practice to personally influence the outcome of the campaign. He was an authentic leader, able to lead through persuasion, argument, and the strength of his ideas, Slim mastered the art of clear, concise communications and utilising "commander's intent". He ruthlessly enforced the highest standards, he recognised the contributions of all force elements, he invested time in developing and training subordinates. He established a battle rhythm and was patient. And above all he earned the trust of all those around him (Burke, C., 10 Leadership Lessons from One of Britain's Greatest Soldiers, Task and Purpose.com, November 2014, retrieved from <http://taskandpurpose.com/10-leadership-lessons-one-britains-greatest-soldiers/>, 16 Nov 2017).

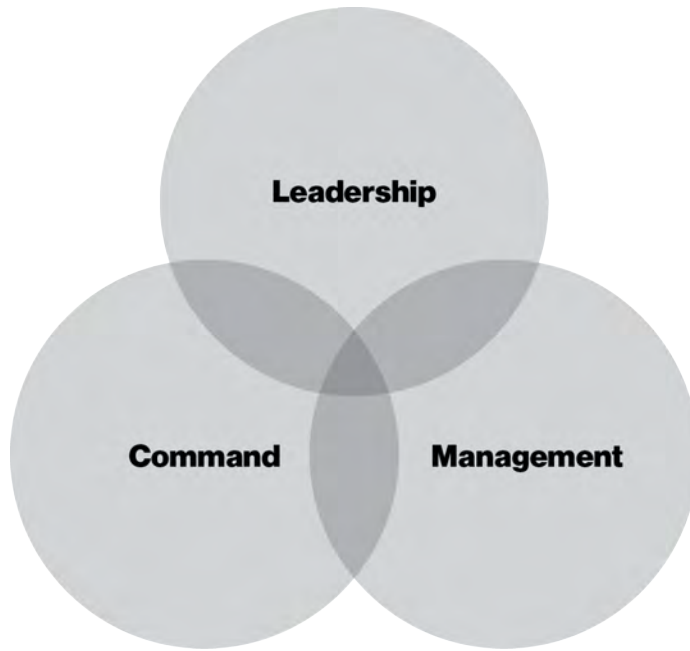


Figure 1-1: The Command, Management, and Leadership trinity. Members of the NZDF exercise command (or ‘line authority’ for civilian staff), practice management, and engage in leadership.

leadership and avoid relying on legal authority where possible. At a minimum it is essential that they ‘lead through engagement in addition to orders.’

Command

1.05 Command is the legal authority to direct, coordinate, and control armed forces. NZDF’s doctrine on Command⁵ describes several commonly recognised components, among them leadership. Although the terminology and interpretation of the components of command differ among New Zealand’s traditional military partners, the generally accepted components of command are:⁶

- authority
- leadership
- decision-making
- control.

1.06 **Civilian Managers.** Although the principles and philosophy of command may appear to be a military construct in nature, civilian managers within the NZDF should acknowledge that they have an authority-based role which brings with it considerable responsibility and accountability. This authority is commonly known as ‘line authority’. Therefore, civilian managers do not exercise ‘command’ as a military commander does. Instead they exercise the authority that is inherent in their position.

Key Term

Line Authority

The officially sanctioned ability to issue orders to subordinate employees within an organisation.⁷

Management

1.07 Management refers to the physical planning, organisation, and coordination of resources necessary to achieve specified goals and objectives. Management is therefore about ensuring an organisation has the

⁵ NZDPP-00.1 *Command and Control (2nd Edition)*.
⁶ For a full description of these terms, refer to NZDPP-00.1.

⁷ *Business Dictionary*, <http://www.businessdictionary.com/definition/line-authority.html>, accessed 6 December 2017.



Figure 1-2: Former Chief of Defence Force, Lieutenant General Tim Keating, reviewing officer cadets participating in the 2014 Junior Officer Induction Course.

necessary means to follow a set direction. For NZDF leaders, the practice of management is essential to them marshalling and controlling the resources required to meet the demands of their own decisions and plans. In the absence of leadership, management is largely about allocation and synchronisation.

1.08 **Crucial Activity.** Management is a crucial activity for NZDF commanders, managers, and personnel—both military and civilian. While command involves authority and responsibility for the control of resources, management is the physical act of sourcing, coordinating, and applying them. Within this definition no mention is made of purposeful influence or the willingness of followers, which are fundamental to good leadership. Yet no military or organisational endeavour will be successful without careful management, regardless of the degree of commitment of team members.

1.09 Within academic debate, management has generally been characterised as transactional and impersonal. Unfortunately, this definition undermines the importance of management in the successful attainment of organisational objectives. In addressing this imbalance modern theorists have begun emphasising the ‘human component’ of management,⁸ conflating the roles of management and leadership. While humans may act as a resource they are not a commodity to be consumed. Management therefore may involve allocating personnel to tasks and coordinating their efforts, but leadership is the process through which their support and energy is secured towards the attainment of organisational goals.

⁸ For example, see Drucker, P. F., *The Post-Capitalist Executive*. Interview by T George Harris. *Harvard Business Review* 71(3). 1993. 114-122.

Key Term

Management

Management is the practice of planning, organising, and coordinating the application of resources in the pursuit of organisational goals.

Defining Leadership

1.10 The subject of leadership can be viewed from multiple perspectives and is often described in very subjective terms, dependent on the academic discipline or operational field seeking to define it. Hence, there is no single globally accepted definition of leadership. Modern explanations have instead tended to centre around four key themes that acknowledge the combined importance of both the leader and those being led:⁹

- leadership is a social process that occurs at the interpersonal level
- leadership involves establishing effective relationships in order to achieve influence
- leadership builds on shared values
- leadership motivates and supports individual team members in the attainment of a mutual goal.

1.11 **New Zealand Defence Force Definition of Leadership.** While there is no globally accepted definition of leadership the NZDF's definition aligns with contemporary military and academic theories, which emphasise how human interaction is fundamental to effective leadership.¹⁰ This description incorporates all roles associated with or impacted by leadership—including leaders, followers, individuals, groups,

⁹ For example, see Burns, *Leadership*, 1978; Dansereau, et al., *What makes Leadership, Leadership?*, 2013; Pierce and Newstrom, *Leaders and the Leadership Process*, 2003; Rost, *Leadership Development*, 1993; Yukl, *Leadership in Organizations*, 2013.

¹⁰ Notable among these is the Global Leadership and Organizational Behaviour Effectiveness (GLOBE) study. For example, see Dorman, P., Javidan, M., Hanges, P., Dastmalchian, A., and House, R., GLOBE: A Twenty Year Journey into the Intriguing World of Culture and Leadership. *Journal of World Business*. 47 (Special Issue: Leadership in a Global Context). 2012. 504-518.

and organisations—and highlights how leadership is demonstrated through successful interpersonal relationships and influence. Leaders also require a degree of consent from their followers in order to lead effectively, and everyone within the NZDF is required to be a leader regardless of whether they have direct reports or not.

Key Term

Leadership

Leadership is influencing, motivating, and enabling others to contribute to the effectiveness and success of the New Zealand Defence Force, in an ethical manner.

1.12 **Engagement.** Leaders do not exercise or practice leadership, but instead engage in leadership. This distinction acknowledges that leadership is primarily about behaviour, demonstrated through the projection and management of a leader's persona. The term engagement also captures the bidirectional nature of leadership in that leaders are also influenced by followers. Consequently, effective leadership in the NZDF focuses on successfully influencing people at an interpersonal and emotional level, as opposed to the blunt use of authority. Understanding this premise is also central to the NZDF's overall approach to leadership development.

Elements of Successful Leadership

1.13 In 2011 the NZDF initiated a detailed review of leadership expectations across the organisation, to determine what comprises effective leadership within our specific context. The outcome was six leadership elements which form the Chief of Defence Force's (CDF) behavioural expectations of leaders at all levels—both uniformed and civilian. These founding principles describe what successful leadership looks like within the NZDF.



Figure 1-3: Former Chief of Defence Force, Lieutenant General Rhys Jones, observing soldiers returning from an operational task in the Middle East.

- **Live the Ethos and Values.** The foundation component of NZDF leadership is based on leading by example through internalising and modelling our organisational values of Courage, Commitment, and Comradeship; and instilling these within others.
- **Think Smart.** Effective leaders add value by dealing with complexity to provide clarity for their team; by thinking ahead, being innovative, and considering the consequences of their decisions.
- **Influence Others.** NZDF leaders must build and maintain effective trust-based relationships with a wide variety of people; including followers, peers and other leaders, across and outside the organisation.
- **Develop Teams.** Good leaders create, focus, and maintain effective teams, which form the basic building blocks of our whole organisation and are critical enablers to our mission success.
- **Develop Positive Culture.** Leaders set the conditions for the growth and development of their teams, with the effectiveness of the NZDF heavily dependent on leaders being positive, and taking responsibility for team performance and levels of unit morale.
- **Mission Focus.** The NZDF has a well-defined mission, and effective leaders paint a clear picture of the future for their followers, ensure objectives are achieved, hold people accountable, and provide meaning and purpose to allocated tasks.

1.14 These six elements form the basis of the NZDF Leadership Framework (LF) and are discussed in detail in Chapter 2.

Real-Life Example

Nancy Wake: Earning Respect and Influence Without Formal Authority



New Zealand born Nancy Wake had led an escape network for Allied servicemen in occupied France, before fleeing over the Pyrenees to England in 1943. Returning as a member of the Special Operations Executive (SOE) she coordinated parachute supply drops for French Resistance groups. To earn their respect she endured the same hardships they did, led attacks on German targets, operated a Bren gun during ambushes, and rescued two American officers under fire.

Because of the example she set, the French resistance fighters began to take orders from her. This degree of influence contributed in a large part to the success of the mission, and resulted in Nancy Wake being awarded the George Medal for Bravery. The United States Government also awarded her the American Medal of Freedom for “her inspiring leadership, bravery, and exemplary devotion to duty.”

Leadership

1.15 Leadership refers to the process of establishing relationships in order to influence others in the achievement of a mutual goal. Leadership is therefore demonstrated at the interpersonal level and is primarily about behaviour. Consequently, leadership does not rely on formal authority but achieves its ends through engagement, persuasion, and example. Influence is enabled by a psychological connection between the leader and a follower, who commits to achieving an agreed goal because of trust and belief in the leader and their endeavour. This influence can be realised directly face-to-face, or for senior leaders may need to be attained through multiple layers of the organisation.

1.16 Leadership is not solely about the leader. The process of leadership involves leaders, followers, peers, the organisation, and potentially people external to the organisation. When looking to influence others, leaders need to build connections, and then motivate or inspire these individuals or groups towards the achievement of a goal they now value. Leaders therefore require a degree of consent from their followers in order to lead effectively. Followers need to be convinced of the relative

merits of each endeavour through engagement with the leader—or their intent and vision—before sincerely committing to it.

1.17 Leadership is ultimately about exhibiting appropriate behaviours that gain trust. Effective leadership is not exclusively linked to the possession of specific attributes or traits, but how a leader actually behaves. Leaders will adapt their approach contingent on the situation, the capabilities of their team members, and the nature of the operating environment. Leaders will also adjust their actions based on an intimate understanding of their own personality and temperament, to ensure their behaviour builds trust and does not erode it. Leadership relies on interaction at the human level, tailored to the specific circumstances and audience, in order to achieve the necessary degree of influence to initiate positive action.

Leadership remains the centre of gravity for the NZDF as it is the one thing above all else that impacts the most on achieving operational success and organisational values, culture, behaviour and performance.

Lieutenant General Rhys Jones

Followership

1.18 Everyone in the NZDF is both a leader and a follower, depending on the circumstances. How well someone follows is probably just as important to the NZDF's success as how well leaders lead. A leader's success relies upon followers being able to take direction, have good judgement, work hard, and display competence in carrying out directed tasks, in addition to displaying our core values at all times. These behavioural expectations are captured within the Leadership Elements and the Lead Self level value add statements discussed in detail in Chapter 2.

Application to New Zealand Defence Force Civilian Staff

1.19 NZDF civilian managers must also balance the requirements of role vested authority, management, and leadership. While they are not uniformed military personnel, NZDF civilian managers and staff are a crucial part of a military organisation, frequently operating in a military context, and contributing directly to the NZDF's success. The concepts of leadership

and leadership development discussed throughout this document are therefore as applicable to NZDF civilian staff as they are to uniformed military personnel.

New Zealand Defence Force Ethos and Values

1.20 The cornerstone of our standards of behaviour in the New Zealand Defence Force are our ethos and values.

1.21 **Ethos.** The NZDF ethos is our living spirit and describes our enduring values, beliefs, expectations, and professional standards. Our organisational ethos has its foundations in the profession of arms, our military culture, and war-fighting ethos. However, the NZDF ethos has relevance broader than just the uniformed personnel of the three Services, and is applicable to civilian members of the organisation. This characteristic spirit is influenced by our central role within the New Zealand community, expectations of service over self-interest, allegiance to the Crown, and responsibility to protect New Zealand. The NZDF ethos is also founded on high expectations of ethical conduct and compliance with the laws of New Zealand, and can be stated as:

Real-Life Example

Corporal Willie Apiata: Living our Ethos and Values



In 2004 Corporal Willie Apiata was a member of a New Zealand Special Forces patrol in Afghanistan that was attacked in the early hours of the morning by insurgent fighters. Blown off the bonnet of his vehicle by a rocket propelled grenade, he quickly discovered the other two members of his team had been wounded by shrapnel. Pinned down by accurate and heavy enemy fire, it became clear the vehicle commander was in a critical condition and urgent medical attention was required to save his life. As the insurgents pressed home their attack Corporal Apiata hoisted the vehicle commander onto his back, and in full view of the enemy carried him across 70 metres of fire swept open ground.

After delivering his comrade to the main Troop position for medical treatment, Corporal Apiata re-armed himself and joined the counterattack. His determination to save his teammate and then defeat the enemy are outstanding examples of our core values of

courage, comradeship, and commitment. In recognition of his considerable gallantry Corporal Apiata was awarded the Victoria Cross for Valour in July 2007.

- being accountable for your actions, and serving New Zealand loyally, honourably, and with pride.

1.22 **Values.** Central to our NZDF ethos are our organisational values. These core values describe the way that all personnel, both military and civilian, will conduct ourselves as members of the NZDF, and what we aspire to develop in others. The NZDF’s values demand high standards of professional behaviour from civilian and military personnel, including reservists. These expectations are important, because the NZDF is constantly judged by the actions of its staff, whenever and wherever those actions occur. The NZDF’s values are outlined below.

- **Courage.** Acting decisively despite the risks involved. Physical courage requires overcoming fear and doing what needs to be done in arduous or dangerous conditions, such as combat. Just as important is moral courage, the strength of character to do what is morally or ethically right, despite opposition or peer pressure.
- **Commitment.** Putting the needs of the team and the organisation before your own, and being dedicated to the achievement of your mission or task. Commitment includes overcoming challenges, constantly striving to improve, maintaining self-discipline, and carrying on to the end despite the hardships involved.
- **Comradeship.** Operating as part of a cohesive team, serving, and showing loyalty to your comrades and co-workers, and meeting their expectations of you. Comradeship comprises a strong sense of mateship between team members as well as allegiance to the Crown and the people of New Zealand.

Importance of Leadership

1.23 Good leadership is crucial to maintaining the NZDF’s ethos and values. Every member of the NZDF is expected to lead and has the moral responsibility to live by our core values. This responsibility includes a personal obligation to uphold the expectations of their teammates and not walk away from their individual accountabilities. Civilian and military leaders must

therefore inspire members of the NZDF to commit to these values, through positive role modelling and active reinforcement of desired behaviours. These values must be inculcated within every new individual who joins the organisation and form a touchstone for our ethical decision making. Courage, commitment, and comradeship are critical to good leadership, and so we must live by our shared NZDF ethos and values, 24/7—and defend them vigorously.

Key Terms

Ethos

Ethos is the distinctive character, spirit, and attitudes of an organisation.

Values

Values describe and define professional conduct.

The Importance of Trust

1.24 At its core, the leadership relationship is founded upon trust because trust underpins all successful relationships. Trust is especially important between a leader and followers for it is the degree of trust attained which most significantly impacts the level of influence achieved. This ultimately impacts the intensity of the motivation to succeed toward a specific endeavour. This principle permeates every level of leadership within the NZDF, and may become increasingly difficult for senior commanders and managers to develop due to the physical distance between them and their subordinates.

1.25 Trust is at its most effective when followers can be certain the leader is acting in their best interests. Unfortunately, the relevance of a set objective or basis of a leader’s decision may not always be clear. Leaders should therefore endeavour to explain the ‘why’ as well as the ‘what’—in line with our doctrinal Mission Command philosophy.¹¹ Subordinates who

¹¹ [NZDDP–D New Zealand Defence Doctrine \(4th Edition\)](#).



Figure 1-4: The Four Components or Pillars of the Canadian Armed Forces Trust Model.

understand the rationale behind a task, expressed in their commander's intent, are more likely to commit to its achievement, and appropriately adjust to changing circumstances to reach a better outcome.

Trust in the Military

1.26 The level of trust needed to lead effectively in the Military is central to operational effectiveness. In the operational environment there is often a requirement for personnel to quickly follow the directions of their leader, for the safety and success of their team. Such rapid compliance needs to occur without question by the subordinate, even when doing so may expose them to danger. In addition to sound training, this unquestioning obedience requires a considerable degree of trust in the leader, regardless of the degree of legitimate authority they may possess. Trust is therefore fundamental to operational success.

1.27 The attainment of trust is not simple and the factors supporting it are fragile. Research by the Canadian Armed Forces (CAF) has identified four factors which underpin trust in military teams.¹² These factors comprise the CAF Trust Model adopted by the NZDF, as a conceptual construct for developing and maintaining trust. The core components of the CAF Trust Model are outlined in Figure 1-4.

- **Competence.** Believing whether another person possesses the requisite skills and knowledge to accomplish a task.
- **Integrity.** Believing in another's honesty, motivation, ethos, and values.
- **Benevolence.** Believing that another's actions are motivated by genuine care and concern.
- **Predictability.** Believing that another's reactions and behaviours can be reliably anticipated.

¹² Blais, A-R., and Thompson, M., *The Trust in Teams and Trust in Leaders Scale*, 2009.



Figure 1-5: The Domain Model of Competence. The two left-hand domains are those most influential in building or eroding trust in a leader.

1.28 The degree of trust gained by a leader is likely to represent their behaviour against each of the four components of the CAF Trust Model. Incompetence and a lack of integrity have been identified as the quickest ways to lose trust. While benevolence is the most effective way to gain trust, supported by predictability. Leaders have a fundamental responsibility to prepare and develop themselves to meet the needs of those they lead. Successful leaders work hard to develop and maintain trust within these four areas long before it becomes critical to task success.

Domain Model of Competence

1.29 The importance of exhibiting behaviours that earn trust is evident when examining the Domain Model of Competence (see Figure 1-5).¹³ Developed by Robert Hogan and Rodney Warrenfeltz, the model broadly categorises the competencies required of successful leaders.

- **Intra-personal Skills.** This domain consists of core self-esteem, emotional security and resiliency; attitude towards authority, following rules, being compliant and socially appropriate; and self-control, self-disciplined and abstemious. Leaders with good intra-personal skills project integrity, a component of the Trust Model.
- **Inter-personal Skills.** This domain consists of a disposition to put oneself in the place of another (empathy), getting it right when anticipating another's

expectations, incorporating the expectations in subsequent behaviour, and maintaining self-control to stay focused on the other's expectations. Leaders with good inter-personal skills are good at initiating, building, and maintaining relationships.

- **Leadership Skills.** This domain consists of recruiting and attracting talented people to the team; retaining talented people; motivating the team; developing, projecting and promoting a vision for the team; and being persistent. Leaders with good leadership skills build and maintain high performing teams.
- **Technical Skills.**¹⁴ This domain depends on cognitive ability, training and experience and consists of the key business and management skills required of the leader in the context of their work. This includes trade and professional expertise; tactical, operational and strategic planning; research and analysis; problem solving, decision making and judgement, financial management evaluating performance and running meetings. Leaders with good technical skills are technically proficient and make sound judgements and decisions.

1.30 The NZDF spends the majority of its training and education efforts on developing skills within the right-hand domain, which largely describe 'hard' technical and managerial skills. However, NZDF military and civilian personnel consistently point to the two left-hand domains as those most influential in building or eroding trust in a leader. The model similarly acknowledges that the domains to the left under-pin

¹³ Robert Hogan, R. Warrenfeltz, *Educating the Modern Manager*, 2003, 79. *Academy of Management Learning and Education*, 2003, Vol. 2, No. 1, 74–84.

¹⁴ Ibid. 'Educating the Modern Manager' refers to 'business skills' however in the NZDF setting we refer to these as technical skills.



Figure 1-6: New Zealand Defence Force Ethos: Being accountable for your actions, and serving New Zealand loyally, honourably, and with pride.

those on the right.¹⁵ The Domain Model is fundamental to understanding the NZDF's philosophy of leadership and its approach to leader development. The left-hand 'soft' intra- and inter-personal domains of the model are the most difficult skills to master yet are the most important for a leader. Consequently, a leader's skill in these two left-hand elements provides the foundation for competence and predicts success in the two right-hand domains. It is for this reason that NZDF leader development programmes focus on these two left-hand elements.

¹⁵ Typically, in a course activity based on these four domains, NZDF course participants of all levels will identify traits that fall predominantly into the intra-personal and inter-personal domains as being the most defining aspects, positive or negative, of the leadership that they have experienced.

Strategic Self-Awareness

Leadership and Strategic Self-Awareness

1.31 To successfully lead others a leader must first be able to lead themselves. The Domain model supports this premise and forms a critical part of the Leadership Development System (LDS) discussed in Chapter 3. Together the four domains of the model provide a developmental sequence around which a learning programme can be constructed. The intra-personal and inter-personal skills on the left hand side of the model, underpin effective implementation of the team building and technical skills on the right hand side, and should therefore be developed first. Unfortunately, skills on the left hand side of the model are not as easy to develop as those on the right, and are best improved through increased self-awareness.



Figure 1-7: Effective leadership is more about respect and influence than legal authority or the other various forms of power.

1.32 The NZDF recognises that intra-personal and inter-personal skills are at the heart of effective leadership. While traditional leadership and management development has focused on the right hand domains, the LDS emphasises the need for increased self-awareness to enhance those domains on the left. Because this self-awareness extends beyond a specific situation and is longer-term in focus, it is referred to as strategic self-awareness. While self-awareness seeks to understand one's strengths and limitations, strategic self-awareness involves comparing this knowledge with the strengths and limitations of others, and using this to shape and direct one's leadership to be more effective.¹⁶ To achieve this level of self-awareness a leader must seek to explore, understand, and manage their behaviours and drivers

and also acknowledge that it is these behaviours that will dictate success of their interactions with others.

1.33 The need for strategic self-awareness applies equally to senior leaders with formal leadership obligations and those new to the organisation, fulfilling the role of a junior team member. Everyone needs to exercise self-awareness in order to self-regulate and display behaviours appropriate to the situation. A successful leader must also explore and understand the personal attributes of those they lead. Because enhancing intra- and inter-personal skills through increased self-awareness is one of the most effective ways to improve leadership, this approach forms a key component of leadership development in the NZDF. Unfortunately, achieving strategic self-awareness requires more than mere introspection, and performance feedback is essential in changing a person's habitual ways of dealing with others.

¹⁶ Hogan, R. and Benson, M. J., Personality theory and Positive Psychology: Strategic Self-Awareness. In Kaiser, R.B. (Ed). *The Perils of Accentuating the Positive*, Hogan Press, Tulsa, U.S.A., 2009. 115-134.

Identity Versus Reputation

1.34 Central to the concept of strategic self-awareness is the important distinction between inner and outer perspectives, or identity and reputation. The inner perspective is a person's identity based on their view of themselves. Identity includes an individual's aspirations and goals, and self-evaluation of their current skills and past performances. The outer perspective comprises a person's reputation, based on how others evaluate their skills, accomplishments, and future potential.

1.35 While most people are preoccupied with the inner perspective (identity) it is actually the outer perspective (reputation) that is far more relevant to a person's likely success as a leader.¹⁷ A person's leadership reputation is formed from the intended and unintended consequences of their observable behaviours, actions, and words.

1.36 The difference between a person's identity and their reputation points to a gap in their self-awareness. This disparity can be caused by poor self-perceptions, denial, or blind-spots.

Key Terms

Strategic Self Awareness

Comparing knowledge of one's strengths and limitations with those of others, and using this to shape and direct one's leadership to be more effective.

Identity vs Reputation

The difference between a person's identity (a person's view of themselves) and reputation (how others evaluate their skills, accomplishments, and future potential). The difference points to a gap in a person's self awareness and can be caused by poor self-perceptions, denial, or blind-spots.

¹⁷ Hogan, R. and Warrenfeltz, R., *Educating the Modern Manager*, 2003. *Academy of Management Learning and Education*, 2003, Vol. 2, No. 1, 74–84.

Context

1.37 No one leadership approach will work in all situations. Instead, leaders will frequently need to adjust their style and methods to the context and culture they are operating within. As the composition of the team, nature of the task, challenges of the environment, political situation, character of supporting personnel and external stakeholders changes, so must the leadership approach taken. Sometimes these differences are clear; such as using a directive and autocratic manner in battle, but a more participative and supportive style in the barracks. In other circumstances the need to change is more subtle, requiring only minor adjustments in leader behaviour.

1.38 In an increasingly complex operating environment the need to frequently adjust leadership style is growing in importance. These changes may be necessary to get the best out of followers, increase the level of influence with peers or supporting partners, or to adapt to the expectations of society. In each situation the circumstances will be different and leaders must use their professional judgement on which style or type of behaviour will be most appropriate and productive.

1.39 The NZDF recognises and employs a range of leadership theories and models that are useful in identifying when and how to best adapt to a change in context or situation. A number of theories and models are applied at the various leadership levels within the LF, as outlined in Chapter 2, and are taught on the LDS programmes. The content of the LDS programmes is frequently evaluated against leading practice and refined, updated, or replaced, as applicable. Therefore it is not appropriate to provide a comprehensive up to date list within this doctrinal document. The four theories and models that are currently taught on the NZDF LDS programmes are outlined below.

- **Functional Leadership.** Functional Leadership focuses on the requirement for leaders to balance the needs of the task, team, and individuals. Derived by John Adair from analysis of military and civilian leadership, the Functional Leadership Model

demonstrates a constant relationship between three key leadership considerations.¹⁸

1.40 **Applied Leadership.** The Applied Leadership Model requires leaders to assess the ability of their team members and the complexity of the task before determining which leadership style to apply. The Model is derived from several complementary situational and contingent leadership theories, and reinforces the idea that no one leadership approach will be effective in all situations.¹⁹

1.41 **Transformational Leadership.** In adjusting their style to suit specific circumstances leaders must be comfortable in moving along a spectrum between transactional and transformational leadership approaches.²⁰ Transformational leadership seeks to develop and inspire followers through a persuasive vision, shared self-interest, and empowerment.

1.42 **Leadership Versatility.** The role of senior leaders within the NZDF, in particular Lead Integrated Capability (LIC) and Lead Organisation (LOrg) leaders, differs from that of leaders within units and formations, and is more akin to 'executive leadership'. As well as needing to adjust their style to suit specific circumstances, the focus at this level is more on creating the conditions for operational and strategic success. Kaplan and Kaiser also propose that, senior leaders need to adjust to a more long-term future focus,²¹ based around building organisational capabilities, which requires significant interaction with external agencies and our political leaders.

Leadership in the Military

1.43 The term 'military leadership' can be misleading because it implies that the concept of 'leadership' in the

military has a different meaning to that of 'leadership' in any other context. What commentators tend to mean is actually what military refer to as 'command', the practice where military subordinates (wrongly called followers) are compelled to obey lawful orders. However 'leadership' principles do not differ between military and non-military contexts to any greater degree than from one country to another. The context, such as culture, in which leadership is engaged in may change and this leads to different styles and behaviour, but it is still 'leadership' as distinct from command.

Military Culture: Strengths and Vulnerabilities

1.44 Authority in the military is based upon rank, rather than position, and is readily identifiable (in uniform and insignia) and is transportable. There is a well-defined chain of command in which all subordinates are sworn to obey lawful directions from above. In general terms, military culture is largely rules based, conservative, and traditional—with a belief in service before self, especially during operations. In wartime, military members surrender their individual rights, including rights to protection and personal safety.

1.45 Military leaders need to be aware of typical military culture since it can both aid and undermine them. Military culture definitely assists those who have leadership positions in the military. There is little doubt that leadership in a structured and well organised hierarchy is considerably easier than leadership in an unstructured volunteer organisation. As has already been noted, rank, uniform, and medals give those in leadership positions a jump-start in their credibility stakes. Strong military cultures have great influence on member behaviour. Positive benefits include cohesiveness, courage, and organisational commitment. Military leaders also need to be aware of cultural aspects that can undermine performance. Negative aspects can include misplaced loyalty, resistance to change, discouragement of diversity, and a can-do approach to all assignments. Most militaries can cite examples where loyalty to a mate or to a unit has resulted in well-meaning individuals or groups hiding unethical practices from the larger organisation. A can-do culture that too readily embraces all assignments without regard to

¹⁸ John Adair, *Training for Leadership*, 1968.

¹⁹ Robert J. House, A Path-Goal Theory of Leadership Effectiveness. *Administrative Science Quarterly*, 16, 1971. 321-38; See, for example: Fiedler, F. E., The Effects of Leadership Training and Experience: A Contingency Model Interpretation, *Administrative Science Quarterly*, 17(4). 1972. 453-470; Hersey and Blanchard, *Management of Organizational Behaviour*, 1982; Yukl, Gordon and Taber, *A Hierarchical Taxonomy*, 2002;

²⁰ Vroom, V.H., Leadership and the Decision Making Process. *Organizational Dynamics*, 28(4). 2000. 82-94.

²¹ Kaplan R.E., and Kaiser R.B., Developing Versatile leadership. *MIT Sloan Management Review*, 44(Summer). 2003. 19-26.

resources will risk member burnout and damage to equipment through maintenance shortcuts.

1.46 The military context increases the vulnerability to unethical behaviour. For example, due to the nature of the work being undertaken by militaries, leaders will be faced with increased levels of exposure to morally ambiguous situations or choices in which a potentially harmful focus on self-interest will likely be at odds with an outcome that serves the greater good.²² Ethical leadership requires that leaders operate in a way that transcends their own self-interests. The nature of military operations is that the commander may be the last “sanity check” prior to taking significant action which could lead to a range of potential outcomes, some of which may be particularly serious. If poor ethical decisions are made or sanctioned by a commander, then this gives the enemy an opportunity to exploit these instances to further its own agenda.²³ This is an undesirable situation in which the enemy does not need to expend a great deal of energy to reduce the effectiveness of its opposition.

Leadership along the Spectrum of Operations

1.47 The NZDF is often required to conduct military operations within a broad range of environmental contexts, spanning along a ‘spectrum of operations’ from peace through to war. Within this range of situations military leadership expectations and demands will change. The leadership requirements for a humanitarian aid and disaster relief (HADR) operation are likely to be less demanding than for a high intensity conventional conflict with a well-armed belligerent. As the level of personal danger increases, so must the level of influence a leader exerts to gain the willing commitment of their team. Headquarters Joint Forces New Zealand (HQJFNZ) provides Commanding Officers and Senior National Officers deploying on operations with a Commander’s Aide Memoire. This Aide Memoire provides additional detail on situational factors and tools that can be used by leaders in an operational setting.

1.48 The requirement to adapt the style of leadership applied within a given context aligns with the applied and transformational leadership models described above. These models reinforce the notion that no one leadership style will suit all situations. The same observation is true of the nature of military conflict. Leaders will need to constantly assess and adjust their leadership style to meet the demands of the situation and environment, especially where exposure to complex threats or application of lethal force will likely be required. Adaptability is not only required across different types of military operation, but it is especially necessary within a single mission where HADR, peace building, and counter insurgency tasks may need to be conducted simultaneously within the same geographical area.

The Moral Component

1.49 NZDDP–D *New Zealand Defence Doctrine* (4th Edition) identifies three components of fighting power: moral, physical, and intellectual. Perhaps the most important of these elements is the moral component as this supplies and sustains the motivation to fight. Instilling the will to fight in service personnel is about influence rather than compulsion. Those who fight choose to do so willingly because they are convinced of the justness of the cause and rightness of their participation. Personnel must believe they are a force for good and represent New Zealand with pride.

1.50 Initially, service personnel may question why they are going to war, or why they are expected to use lethal force. Leaders in the military are closely concerned with the emotions and behaviours of subordinates which may arise from their potential involvement in operations. Consequently, military leaders will seek to persuade fellow service members of the appropriateness of the common mission, provide a logical, reasoned, and a balanced argument to convince others that such a course of action is not only justified but also the right or moral thing to do. That person—irrespective of rank—is not relying solely on command, but is instead demonstrating leadership.

²² Kaiser, R., Hogan, R., and Bartholomew, C.S., Leadership and the Fate of Organizations. *The American Psychologist*. 96(2). 2008. 96-110

²³ Doty, J., and Fenalson, J.E., Real Lessons Learned for Leaders after Years of War. *Military Review*. March/April 2012. 81-89.

Real-Life Example

Staff Sergeant Rob McGee: Maintaining Morale and Combat Effectiveness



Staff Sergeant Rob McGee was a patrol commander with the New Zealand Provincial Reconstruction Team in Bamyar, Afghanistan in mid- to late 2012. He successfully led his team in suppressing enemy positions during the Battle of Baghak in August, where one of his team was critically wounded and another, Lance Corporal Rory Malone was killed. That evening as his patrol regrouped at their Forward Operating Base they were again attacked by insurgents firing rocket propelled grenades, and Staff Sergeant McGee demonstrated exceptional control of his team as they repelled the assault. Two weeks later the rear vehicle of his patrol was destroyed by an improvised explosive device, instantly killing Corporal Luke Tamatea, Lance Corporal Jacinda Baker, and Private Richard Harris.

During and after each incident Staff Sergeant McGee made sure the remaining members of his patrol remained focused on their purpose, was active in attending compassionately to their well-being and sought to rekindle the group's comradeship in order to sustain their morale. He remained positive and focused, role modelling the behaviours he wanted to see from his team. In recognition of his outstanding leadership Staff Sergeant McGee was awarded the Distinguished Service Decoration in 2015.

Belief in Purpose

1.51 To be effective in battle, service personnel must be clear in their purpose. Moral behaviour implies personal choice, and the extent of that freedom of choice or willingness is critical to the leadership relationship. The moral component of fighting power, the ability to get people to willingly engage in combat, requires a sense of pursuing a just cause that is morally and ethically sound. Providing this conviction and certainty is an essential task for leaders in the military.

1.52 Because the moral component of fighting power is based on the willingness of participants, then leaders will need to allow for a degree of dissent from followers. There are situations when even basic questioning or constructive dissent from subordinates may be inappropriate or undermine the mission. In such situations a commander may rightfully need to rely on their legal authority to enforce unquestioning compliance. However, such an approach is unlikely to be necessary or appropriate along the entire spectrum of operations. There will be types of military operation

where constructive dissent is not only appropriate, but also morally correct. This process allows subordinates to make sense of the situation and will likely lead to increased combat effectiveness where the cause is right and just.

Morale, Morality, and Leadership

Key Term

Morale

The level of confidence and spirits of a person or group.

1.53 Command includes responsibility for the morale of assigned personnel. An often-used term in NZDF military doctrine, morale is defined as the level of confidence and spirits of a person or group. This view of military morale assumes a clear understanding of, and belief in, the aim. Personnel must have a conviction

Real-Life Example

Captain Alexandria Bojilova: Overcoming Fear and Anxiety on Operations



NZDF Psychologist Captain Alexandria Bojilova was deployed on the Golan Heights as a United Nations military observer in 2013, when a group of 30 anti-Government Syrian militia overran her observer base. The highly agitated group fired a number of warning shots to gain access to the base accommodation area, and then kidnapped Captain Bojilova and her colleagues. Straight away she started talking to the militia group leaders to de-escalate the situation and try to establish a trusting relationship, which helped in the negotiation of their release.

Throughout the ordeal Captain Bojilova was able to suppress her fear and anxiety by focusing on the immediate challenges and opportunities, and applying some of the principles of resilience which she had previously taught others. She applied these techniques during other incidents throughout her deployment and was able

to successfully lead members of her team in resolving difficult and threatening situations. In recognition of her outstanding leadership and example Captain Bojilova was awarded the Defence Meritorious Service Medal in 2014.

about the necessity, legality, and morality of a military operation, which does not contradict their beliefs—to see value in what some have described as the ‘noble object.’ In these circumstances the connection between leadership and morale is through the leader establishing and convincing followers of the just cause of their proposed actions.

1.54 Very few personnel are able to sustain prolonged exposure to the stresses of combat without some change to their moral character. This quality includes their moral identity which ensures consistency between espoused values and conduct, and their moral strength, which is the resilience and fortitude which protects this moral identity.²⁴ Erosion of moral strength can create opportunities for ethical misjudgement, and leaders need to recognise and actively address these challenges.

1.55 The three main responses to moral stress are; moral fatigue, moral regression, and moral disengagement.

- Moral fatigue is ethical apathy, through evasion of responsibilities, over-reliance on rules, and dependence on superiors for ethical decision-making.
- Moral regression includes hyper-aggression and the violation of laws, rules, and values.
- Moral disengagement occurs when individuals try to justify unethical practices, downplay moral consequences, and dehumanise opponents or the local population.

1.56 In all instances leaders must intervene at the first sign of moral decline, to maintain the right ethical climate.

Apprehension, Fear, and Anxiety

1.57 Modern conflict is continually changing as technological developments continue to evolve the way warfare is conducted. Although the character of warfare may change over time, the characteristics of warfare are immutable. Such conflict invariably

²⁴ Ministry of Defence, *Developing leaders: A British Army Guide*. (Edition 1), Camberley, UK: The Royal Military Academy Sandhurst. 2014. 62.

involves terror, violence, chaos, death, suffering, fatigue, revulsion, isolation, social and economic dislocation, and destruction of property. All New Zealand military personnel face the possibility of deploying to or near war zones should major hostilities occur or peace support operations be necessary, and may be called upon to engage in direct action against hostile forces.

1.58 Leaders should expect that exposure to conflict will produce apprehension, fear, and anxiety in their team. While the impact of these factors can be reduced through realistic and challenging training during peacetime, they cannot be totally suppressed. Instead, conflict will require that leaders be increasingly more compassionate, understanding, and decisive. Leaders must provide guidance, reason, and purpose in an effort to reduce chaos, confusion, uncertainty, and fear. This can include enforcing set routines and providing regular briefings. Leaders must also manage their own fear and monitor the signs of stress in others. They should also acknowledge fear as a normal occurrence and encourage discussion and resolution within the team.

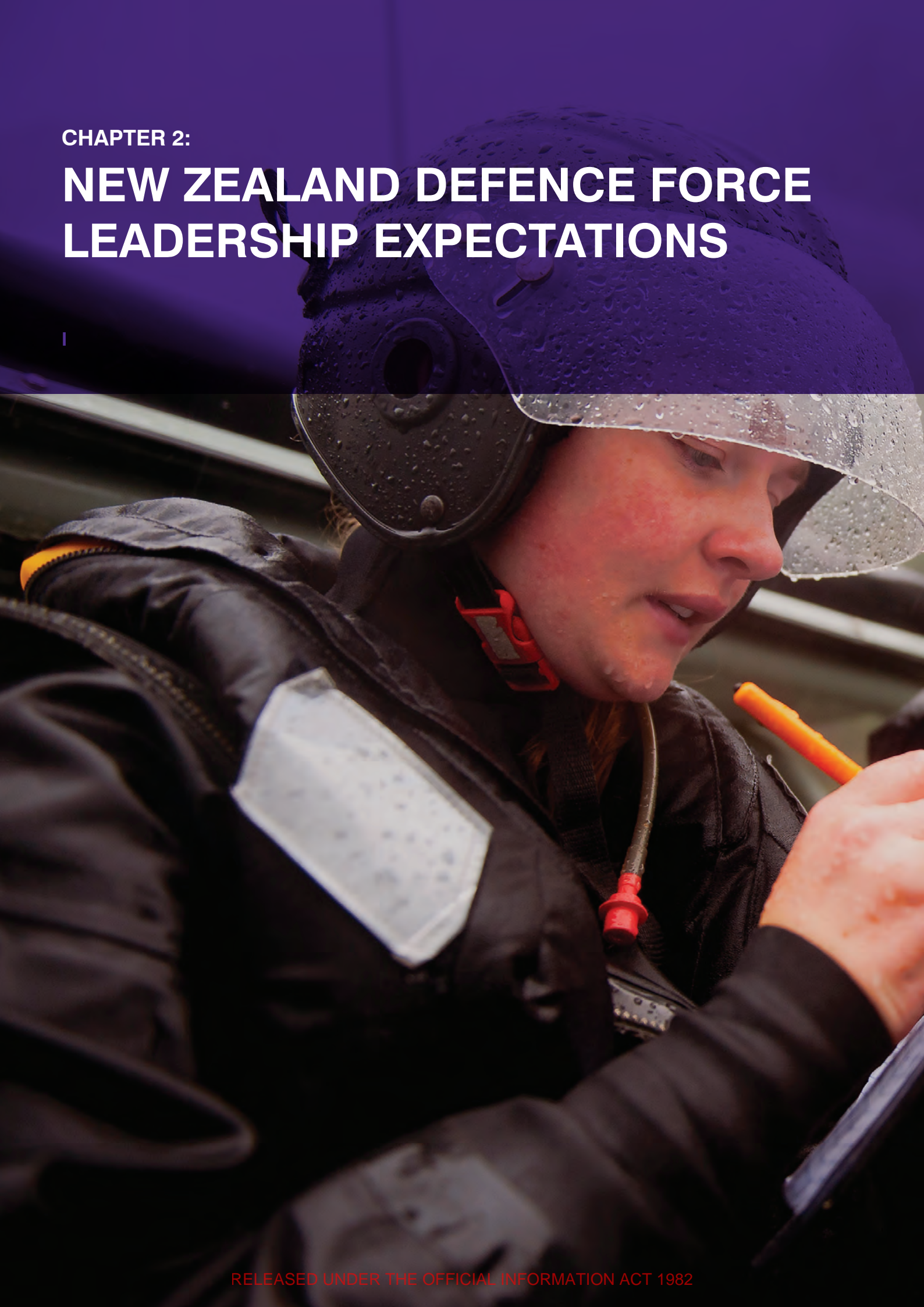
Other suggestions are provided in resilience resources produced by the Directorate of Psychology and the Directorate of Health.

Conclusion

1.59 Leadership is influencing, motivating, and enabling others to contribute to the effectiveness and success of the NZDF, in a professional and ethical manner. To do so, leaders need to build relationships with their team at the interpersonal level, and gain their trust. Successful leaders work hard to develop and maintain this trust long before it becomes critical to task success. Leadership does not rely on formal authority but achieves its ends through engagement, persuasion, and example. To be effective, leaders cannot rely on a single approach or leadership style, but instead need to constantly assess the situation and environment, so that they can adjust their behaviour appropriately. This requirement becomes even more important during military operations where the physical risks, moral challenges and psychological strains are amplified.

CHAPTER 2:

NEW ZEALAND DEFENCE FORCE LEADERSHIP EXPECTATIONS



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Introduction

2.01 The New Zealand Defence Force's (NZDF) Defence Competency Framework (DCF), described in NZDDP-1.0 *Personnel*, consists of three elements: Professional Expertise, Ethos and Values, and Leadership. The NZDF Leadership Framework (LF) articulates the behavioural expectations that represent success in the NZDF within the Ethos and Values and Leadership elements of the DCF. These form the Chief of Defence Force's (CDF) expectations of leaders at all levels. The framework is applicable across the entire length and breadth of the NZDF, from new recruits through to CDF, including military, civilian, full and part-time personnel. The LF captures all elements of the leadership domain and places considerable emphasis on role modelling the NZDF's ethos and values. The Key Elements and Essential Tasks of leadership remain constant regardless of role or position in the NZDF. However, because there is a clear change in complexity

as individuals progress up through different levels of the organisation, under-pinning behavioural expectations and value-adds are tailored to the unique requirements of each level.

The New Zealand Defence Force Leadership Framework

2.02 The LF articulates the leadership behaviours (including ethos and values) that are required for all members of the NZDF to be successful. The framework is based on six key elements, which are further defined by a series of 27 essential tasks that apply to leaders at all levels. Because leaders at each level contribute differently to the fulfilment of these tasks, the behaviour statements that sit below these essential tasks, and the value add statements, differ by level. The behaviour statements can be found in the [Leadership Toolkit](#) on the NZDF intranet.



Figure 2-1: The Six Elements of the New Zealand Defence Force's Leadership Framework.



Figure 2-2: Leadership Framework. The Leadership Framework comprises six key elements and 27 essential tasks.



Figure 2-3: New Zealand Defence Force Values: Courage, Commitment, and Comradeship.

The Key Elements and Essential Tasks of Leadership in the New Zealand Defence Force

2.03 The six Key Elements and 27 Essential Tasks of the LF describe leadership expectations which are consistent and applicable throughout a career in the NZDF. As individuals transition from one level of leadership to the next a greater emphasis may be played on some tasks over others. However, as the name indicates each task remains essential, and describes what success looks like for every leader in the NZDF. The Key Elements and Essential Tasks are also supported by detailed behavioural descriptors and value add statements at each level of leadership.

Key Element One: Live the Ethos and Values

Key Term

Live the Ethos and Values

Our values of Courage, Commitment, and Comradeship shape who we are and how we behave. Being accountable for your actions, serving New Zealand loyally, honourably, and with pride, and managing own behaviour by modelling self-awareness and self-control.

2.04 The first Key Element of the LF is 'Live the Ethos and Values' of the NZDF. The NZDF values of Courage,

Commitment, and Comradeship are at the heart of our leadership. Our values influence our goals and guide our decision making. Internalising these values, modelling them, and instilling them in our lives and the everyday lives of those we lead is a core component of leadership. There are three key leadership tasks within this element.

- Model the New Zealand Defence Force Ethos and Values 24/7.** Values act as a touchstone that all leaders should internalise, because followers model themselves on a leader’s behaviours, not their words. Since civilian and military members of the NZDF are on display 24/7, a leader’s behaviour must consistently reflect our values.
- Model Self-Awareness and Self Control.** Effective leaders in the NZDF know their own strengths and weaknesses, and actively engage in personal development. They manage their own emotions and their response to pressure and change. Effective leaders use coping strategies to stay calm and assert a settling influence in a crisis.
- Respond with Courage and Integrity to Ethically Challenging Environments.** Leaders are expected

to hold others to account for ethical standards and any lapses. Leaders coach others on developing a strong moral code, and use values as an active tool in making decisions and navigating through ethically and morally ambiguous situations.

Key Element Two: Think Smart

Key Term

Think Smart

Working smarter, not harder, through good decision making by using experience, curiosity, considering bias and consequences in order to trial new solutions and ideas that might not always work.

2.05 The second Key Element of the LF is the requirement to ‘Think Smart’. Previously, many NZDF leaders were self-taught and some believed their

Real-Life Example

Major Jono Meldrum: Live the Ethos and Values



On 24 April 2014, Major Jono Meldrum was serving in South Sudan as a Military Liaison Officer with the United Nations Mission (UNMISS) when a convoy of barges travelling along the White Nile River to provide critical fuel and food supplies to the United Nations camp in Malakal came under heavy fire from a large group of rebels from the South Sudanese People’s Liberation Army. Following a protracted firefight, in which there were casualties on both sides, the convoy was able to withdraw to a position of relative safety but the critical supplies remained undelivered. Over the next three days, Major Meldrum played a key role in negotiations between the UN and the rebels to effect the release of the convoy and then flew into the rebel base to negotiate safe passage with the rebel commander on the ground. The rebels adhered to the agreement and Major Meldrum subsequently joined the convoy for the remainder of its journey to Malakal.

Major Meldrum’s success as a negotiator and considerable personal courage and commitment allowed the United Nations convoy to complete its mission and deliver vital supplies to an isolated base and its surrounding population. His actions are in the finest traditions of military service and he was a deserving recipient of the Defence Meritorious Service Medal.

promotion came about solely by being technically competent. This thinking meant they often tried to set an example by setting the pace for their teams and doing team tasks better than anyone else. This example shows that the leader has not understood that their real task is to add value to the team by doing work different to them. The nature of thinking smarter is therefore about thinking about the bigger picture.

2.06 Leaders in the NZDF add value through thinking ahead, by being creative and prepared to experiment, and by considering the consequences of their actions and those of their team through time and across other units. They consider their decisions in relation to our shared vision of Joint Operational Excellence. Leaders must also deal with increasing complexity in order to provide clarity for their team. There are six key leadership tasks within this element.

- **Apply a Systems Thinking Perspective.** Leaders understand that they may not have all the answers and that the way they frame questions and views can influence outcomes. They will question their own and others' assumptions and take time to consider the immediate and subsequent consequences of their actions. They are aware of the flow of their decisions through the chain of command and the wider organisation.
- **Trial New Solutions and Ideas.** Good leaders are responsive and flexible in the face of new demands. They create new and diverse opportunities and remain open to new thinking. Successful leaders in the NZDF find and use information from a variety of sources when solving problems and alter their actions in response to changes in the environment. They cope well with unfamiliar, difficult, or stressful situations. They ensure an understanding of their mission and are equipped to respond effectively in

Real Life Example

Staff Sergeant Nathan Marsh



Staff Sergeant Nathan Marsh was the winner of the NZDF Innovation of the Year award in 2017. As an instructor at the Army's Mounted Operations Wing at the Land Operations Training Centre's Combat School he was responsible for training Armoured Combat Specialists and Commanders for the Royal New Zealand Armoured Corps. The majority of New Zealand Light Armoured Vehicle (NZLAV) training is conducted under dry firing conditions (not using ammunition). Staff Sergeant Marsh identified there was no way of simulating ammunition notionally used during this training and there was an opportunity to create a solution that would provide this data. He subsequently worked with the Army Innovation team, the Directorate for Logistics Equipment management, and an external company to create a 'Dry Fire Counter' to be developed and installed in the NZLAVs. This allowed crews to accurately track ammunition use, as well as a 'reload' button that would lock the counter system for a period of time to simulate reloading ammunition. The concept went through several design stages and prototypes were trialled to create a counter that was fit for purpose and best suited the needs of the NZDF.

This solution effectively improves the way LAV crews train to further enhance their shooting training and techniques by providing a way to as close as possible simulate a real scenario in terms of timing and ammunition used. Staff Sergeant Marsh's ability to tackle a problem creatively, think innovatively to find a solution and work with other internal and external parties to implement the new concept demonstrates many of the desired behaviours under the "think Smart" element.

isolated or ambiguous situations in which the chain of command may be absent.

- **Deal with Complexity.** Leaders in the NZDF use logic and sound practical judgment to understand problems and identify solutions. Successful leaders must be comfortable juggling multiple priorities and can make high quality, timely decisions even under pressure and with incomplete information. They prioritise and organise their work using appropriate tools and resources, anticipate setbacks in advance and bounce back with positivity when challenged.
- **Effective Leaders are able to Consider Complicated Matters with Ease.** They look through and past the first or most immediate solution for answers. They demonstrate agility in their thinking, and effectively draw on the intellectual resources available to them in their teams. They recognise patterns and draw linkages between ambiguous data or situations. To assist with this NZDF leaders apply problem-solving and decision-making models to ensure quality outputs.
- **Prepare for the Future.** Leaders at all levels consider and plan for the future. At the simplest level this involves applying lessons learned to make immediate improvements; at more complex levels it will involve developing scenarios 20 years into the future. At all levels, leaders must keep up to date, they must read widely and engage with diverse audiences to leverage from opportunities and mitigate threats.
- **Maintain Situational Awareness.** Successful leaders stay in tune with what is happening for their team. They do this by learning to ‘see’ and not just to ‘look’, and by adopting different perspectives to build a broad awareness. They understand and apply the techniques of response-primed decision making. Humans are prone to bias and distortions in the way they take in and process information. NZDF leaders identify and counteract biases in themselves and their teams. To ensure success they test that information is gathered and interpreted in the most effective manner.

Key Element Three: Influence Others

Key Term

Influence Others

Finding the common ground between people in order to support, engage, and influence others, either directly or indirectly. Creating a reputation of trustworthiness, respect and understanding of others. Building and maintaining a diverse range of relationships inside and outside NZDF.

2.07 The third Key Element leaders in the NZDF require is the ability to ‘Influence Others’. NZDF leaders build and maintain effective relationships with a wide variety of people. Critically, they form strong and trusted connections with those they lead, peers, and other NZDF leaders. The connectedness and complexity of modern organisational life means that leaders at all levels can no longer remain in a silo. To ensure we achieve Joint Operational Excellence, leaders cannot focus on their narrow piece of the picture. Good leaders begin early to develop relationships and connections both within and outside their organisations.

2.08 Leaders use the basic tools of psychology and anthropology to understand people and groups, to engage, persuade, and influence. Leaders in the NZDF are constantly influencing others—directly and indirectly. Their thoughts, words, and actions combine in the form of their reputation. At times a leader’s perception of their impact may not be aligned with their reputation. It is fundamental for a leader’s success for them to manage their reputation as a leader.

2.09 The role of the NZDF brings leaders into contact with a wide range of cultural contexts. Changes in migration and the shifting demographic and generational mix of the NZDF places people from very different backgrounds together. Good leaders are respectful of, and make an effort to understand, other cultures. There are five key leadership tasks within this element.

Real Life Example

Group Captain Athol Forrest: Influencing Others



Group Captain Athol Forrest was appointed Deputy Chief of Staff to the Headquarters of the Papua New Guinea Defence Force (PNGDF) in 2009. He was responsible for providing policy advice to the Chief of the PNGDF and coordinating the activities of the Headquarters. In 2010 the country entered a tumultuous period of contested political leadership which created rifts in Papua New Guinean society. The PNGDF came under pressure to take sides during many of the constitutional challenges taking place at that time. However, due partly to the counsel Group Captain Forrest provided to the Chief of the PNGDF, the force remained neutral and provided a stabilising influence within the country.

Through his cultural understanding and the relationships he had developed with the Chief and other senior officers of the PNGDF, established on mutual respect and trust, Group Captain Forrest was able to successfully influence the outcome of the potential constitutional impasse. The leadership and professionalism he displayed throughout this period were recognised through an award of the Distinguished Service Decoration in December 2012.

- **Build Trust and Relationships.** Trust forms one of the most important foundations for effective relationships. Where high levels of trust exist, individuals and teams will operate more effectively. This confidence is critically important in situations that involve challenge, risk, and ambiguity. It is the leader's responsibility to instil trust in those they lead and develop trusting relationships within and outside their team.
- **Influence the Performance of Others Under Pressure.** Leaders maintain their influence over others when they are under stress. This self-control and self-management is applicable both when leader or the teams they are leading are under pressure. Effective leaders diagnose and manage their own stress, as well as coach those around them when they are experiencing stress.
- **Understand Cultures and Group Behaviour.** Leaders understand and influence groups and cultures. This could span from the culture of our familiar working environment through to those with different languages, religions and beliefs in any part of the world. To support this requirement, a successful leader must be open to understanding different cultures, their influence, and intricacies.
- **Build Connections to Achieve Influence.** Leaders achieve influence through establishing and maintaining effective relationships with a range of individuals. Leaders never operate in isolation and effective networks are a key enabler to mission success. In a complex organisation like the NZDF—which must work as a coherent whole—leaders must operate effectively within a vast network of connections and relationships.
- **Confront and Resolve Conflict.** The competing demands, complex relationships, and real challenges that leaders face on a daily basis present the potential for conflict. Effective leaders face conflict squarely, apply appropriate conflict management skills, and look for opportunity within conflict situations. Relationships can at times involve heightened tension or conflict and an effective leader must be suitably equipped, prepared, and able to manage this conflict.

Key Element Four: Develop Teams

Key Term

Develop Teams

Building a high performing team and leadership-team that has agreed purpose and norms, works well together, gives and receives feedback in a constructive manner and invests time in team development

2.10 The fourth Key Element to enable successful leadership in the NZDF is the ability to ‘Develop Teams’. Technology aside, trained, cohesive, and organised groups will outperform chaotic or ad hoc groups every time. Well trained effective teams are at the heart of the success of the NZDF and teams form the basic building blocks of our whole organisation.

2.11 Leaders in the NZDF create, focus, and maintain effective teams. Team development is

the critical first task for every leader, and remains unchanged at every level of the organisation. Training as coherent, tight knit units is crucial to the development of a healthy culture; and high performing, tight knit teams are significant enablers to mission success. There are four key leadership tasks within this element.

- **Build and Develop Teams.** Leadership, at its simplest, is about getting others to cooperate and achieve a task or goal. One of the most important and core tasks of a leader is the establishment and maintenance of a high performing team.
- **Develop Leadership Team Relationships.** The NZDF has two parallel military hierarchies comprising commissioned officer and non-commissioned officer rank streams, which regularly operate together within command teams. However, the applicability of leadership teams is wider than just this example, and exists across the organisation within civilian, uniformed and mixed units. To be effective the leader must clarify their role, and spend time building trust and understanding within their leadership team. High performing leadership teams honestly and fearlessly reflect on their own performance, through dedication to ongoing improvement.

Real Life Example

Acting Captain Louisa Gritt: Building and Developing Teams



Acting Captain Louisa Gritt was appointed Chief of Staff and Deputy Commander of Combined Task Force 151, a multi-national naval group tasked with conducting counter-piracy operations in the Gulf of Aden and the Indian Ocean in late 2014. The Royal New Zealand Navy also deployed an entire operational headquarters for the first time, in order to help command what would be a New Zealand-led mission. Acting Captain Gritt was responsible for building and developing this team, within a very short space of time. She also led the day-to-day operations of the Headquarters in a highly complex multi-national operational environment, which required her to bring many other national contingents together in to a cohesive and operationally effective team. Through her initiative, planning, coordination, and attention to the development and sustainment requirements of her team, Acting Captain Gritt helped ensure the overall success of the maritime operation. In recognition of

her diligence, leadership, and professionalism, Acting Captain Gritt was awarded the Distinguished Service Decoration in December 2015.



Figure 2-4: It is the leader's responsibility to instil trust in those they lead and develop trusting relationships within and outside their team.

- **Invest Time in Sustaining Team Performance.** Maintaining effective team performance requires ongoing commitment. Effective leaders reflect on team needs—both their own team's and those they interact with—plan to maintain team performance, and commit the time and resources required to implement team development initiatives.
- **See Through the Eyes of Your Team.** Effective leaders dedicate time and effort to 'seeing', 'hearing' and 'feeling' the realities of their team. As the complexities and time pressures of leadership increase at level, this perspective becomes more important.

Key Element Five: Develop Positive Culture

Key Term

Develop Positive Culture

Creating and being part of a positive team culture, using New Zealand Defence Force values and mission as the foundation. Key aspects of what makes your teams great is a focus on nurturing development that supports New Zealand Defence Force progress.

2.12 Leaders in the NZDF must be able to 'Develop Positive Culture', and this forms the fifth Key Element of the LF. Culture is the set of shared beliefs, rules, processes, and values that shapes behaviour and



Figure 2-5: Every person in the New Zealand Defence Force shares the responsibility of preparing the next generation of leaders.

thinking. Having a strong shared culture binds members of the NZDF, supports morale and encourages the growth and emergence of future leaders. Every leader in the NZDF must understand and be able to build and sustain a positive culture, maintain morale, and shape the conventions of their unit. This culture must be based on unity, focus on our organisational purpose and mission, and reflect the overarching NZDF ethos and values.

2.13 The leader sets conditions for the growth and development of the teams and individuals they lead. The effectiveness of the NZDF depends on all leaders taking responsibility for leader development and team performance. There are six key leadership tasks within this element.

- **Understand and Apply Leadership Theories.** Four key leadership theories support the NZDF LF:

- functional leadership
- applied leadership
- transformational leadership
- leadership versatility.
- The applicability of any theory is situational, as is the case with all effective leadership. Effective leaders have a deep understanding of the theories relevant to their level and demonstrate this in their day to day leadership. Leaders have an obligation to coach and develop their subordinates in applying the tools and techniques embedded in these theories.
- **Nurture, Mentor, and Develop Leaders.** Every person in the NZDF shares the responsibility of preparing the next generation of leaders. Effective leaders understand their role is pastoral and facilitative, as well as directive. Deepening the leadership bench of our organisation is the hallmark of a good NZDF leader.

Real-Life Example

Squadron Leader Shaun Sexton: Developing a Positive Culture



In June 2004 Squadron Leader Shaun Sexton was the captain of an Iroquois helicopter tasked to assist in the rescue of a Royal Australian Navy seaman with serious spinal injuries in the Solomon Islands. In total darkness, low cloud, and torrential rain the aircraft crew winched crewman Sergeant Philip Blakeman down through the tree canopy, just as visibility reduced further and direct communications were lost. As aircraft captain Squadron Leader Sexton engaged the entire crew in problem solving, with the crewman and co-pilot relaying information through HMAS Tarakan anchored nearby. Despite losing communications with the winch operator on two occasions, he was able to maintain the aircraft in a constant hover while his team successfully extracted the casualty.

The rescue would not have occurred had Squadron Leader Sexton not accurately assessed and professionally managed the risks involved. He maintained a positive and cool demeanour throughout the sortie, and showed implicit trust in the capabilities of his team. Squadron Leader Sexton showed implicit trust in the capabilities of his team. In recognition of their exceptional skill and bravery Sergeant Blakeman and Squadron Leader Sexton were both awarded the New Zealand Bravery Medal in 2006.

- **Lead Through Engagement in Addition to Orders.** Leaders must seek and use the team's ideas and knowledge, because the strength and wisdom of the many outweighs the knowledge and abilities of the few. A successful leader must be prepared to ask questions and remain open to hearing the ground truth. The ability to engage active followership complements, supports, and balances the use of formal orders. Effective leaders are prepared and able to explain the 'why as well as the what' to those they lead, and tell stories which will engage others in the mission.
- **Support Appropriate Risk Taking.** Development occurs through exposure to a variety of situations and environments. Often some of the most effective learning can take place when things deviate from the plan. Leaders appropriately mitigate any real risk whilst allowing subordinates the opportunity to trial new methods and learn from both their successes and their mistakes.
- **Build and Sustain Positive Organisational Culture.** Culture can be managed and developed. As with the culture in all organisations the culture of the

NZDF and its units will continually transform. The leader's responsibility is to ensure that they shape a culture that is aligned with and best supports the NZDF's values, vision, and mission. To achieve this outcome, leaders must understand what underpins the NZDF culture and project optimism within their units.²⁵

- **Implement Change to Enable Continuous Improvement.** In order to remain a modern credible defence force the NZDF must continue to evolve. Change is often associated with ambiguity and uncertainty, so leaders must communicate effectively and support followers through such challenges. Leaders should also encourage innovation, and champion positive changes in their unit, which are sustainable and in line with the NZDF's values.

²⁵ Successful leaders are risk aware rather than risk averse. Defence Force Order (DFO) 81 Risk Management describes risk management as the art of identifying, assessing, and managing possible future events which may impact (positively or negatively) on the achievement of the NZDF's goals. Managing risk is embedded in the NZDF's planning processes from strategic to business as usual, and leaders at all levels in the NZDF deal with risk on a daily basis. Successful leaders are not afraid of risk; instead they actively develop their awareness of it and ability to appropriately manage it.

Key Element Six: Mission Focus

Key Term

Mission Focus

Ensuring alignment between the New Zealand Defence Force, the team and individual outcomes by providing intent, meaning and purpose. Accountability on the delivery of those outcomes is key to maintain this focus.

2.14 The NZDF is an organisation with a proud history and a strong 'Mission Focus', which forms the sixth Key Element of the framework. Fundamental to the definition of leadership is the pursuit of a specific mission and objectives. Effective leadership involves successful achievement of this mission through the willing and cooperative efforts of others. The leader must at all times maintain a focus on their task, and understand how their mission fits within the higher intent of the NZDF and the operational context.

2.15 Leaders understand and accept they are responsible for all the people under their command. This accountability extends outside normal working hours, and leaders must be ready to discharge these responsibilities in all circumstances, at all times. Successful leaders also paint a clear picture of the future for their followers, through which they can provide meaning and purpose to their tasks. Leaders are expected to hold individual team members accountable for achieving their tasks without micromanagement, whilst retaining overall responsibility for the meeting of objectives and delivery of results. There are four key leadership tasks within this element.

- **Ensure Alignment with the Vision and Long Term Goals of the New Zealand Defence Force.** Every leader within the NZDF has the responsibility to ensure they understand how and where their unit fits into the bigger picture. They understand that every task carried out must be clearly in line with the NZDF's strategic objectives.
- **Provide Direction and Purpose.** Individuals, teams, and organisations perform more effectively when provided with clear expectations and objectives. The

Real-Life Example

Petty Officer Diver Scott Treleaven: Mission Focus



Petty Officer Diver Scott Treleaven led members of the Royal New Zealand Navy's Operational Diving Team during the conduct of two extremely challenging underwater victim recovery operations in support of the New Zealand Police in 2012. Conducted in the presence of grieving family members, at extreme depth, in isolated locations and challenging environmental conditions, the recovery tasks were very difficult and demanding. Throughout the operations Petty Officer Treleaven kept his team focused on their specific tasks and objectives, and sought to overcome technical difficulties through innovative means, such as the use of a remotely piloted underwater vehicle. Despite operating at or beyond depth limits and in zero visibility the team was able to successfully recover the victims in both instances.

On both occasions the successful outcome was due in large part to the strong mission focus Petty Officer Treleaven instilled in his team. In recognition of his leadership and persistence in the face of considerable challenges Petty Officer Treleaven was awarded the Distinguished Service Decoration in June 2013.

leader's role is to provide and maintain clarity of purpose, which must be aligned with that of the wider organisation. It is also the leader's job to remove any obstacles that may inhibit the achievement of objectives.

- **Accept Accountability and Hold Others to Account for their Outputs, Actions and Behaviours.** Leaders are accountable for the results of their team. Leaders establish systems and measures to ensure results are sustainable over time and work with their team members to coach and develop their skills. Leaders hold others to account for the achievement of assigned tasks and contribution to the team, in accordance with the NZDF values.
- **Provide Intent Based Leadership.** Our leaders provide their teams with a clear end-state and, when appropriate, allow their staff to find their own solutions in achieving it. It is through this use of mission command that individuals experience a level of autonomy that is fundamental to personal satisfaction, and supports personal development. Effective leaders don't micromanage, but operate at a level which adds value to their team; because they trust and support their staff to deliver.

New Zealand Defence Force Leadership Levels

2.16 While the NZDF expectations of leadership remain constant across the organisation, the challenges and expertise required to excel at each leadership level differ. What made a leader successful at one level of leadership may not necessarily make them successful at a more senior level. As an example, the demands on leaders in charge of a single team are different to those in charge of multiple teams. Additionally, those at the most senior levels of the NZDF must lead through multiple layers of the organisation, requiring a different skill set from that which they employed at lower levels.

2.17 The levels of leadership underpin and support the LF. The levels have been specifically tailored to suit the NZDF and were the product of an organisation-wide

research project.²⁶ The resulting continuum ensures leaders are engaging leadership appropriate to their level and that the organisation maintains a long term approach to leadership development. Individuals are supported in developing leadership expertise upon first joining the NZDF, through until they reach the highest levels of the organisation. The LF comprises seven levels of leadership:

- Lead Self (LS)
- Lead Teams (LT)
- Lead Leaders (LL)
- Lead Systems (LSys)
- Lead Capability (LCap)
- Lead Integrated Capability (LIC)
- Lead Organisation (LOrg).

The Unique Value of Leaders at the Different Leadership Levels

2.18 To be effective NZDF leaders must add value to the teams they lead. This contribution is unique to their role as leader, and distinctly different from the tasks performed by team members. The way in which leaders need to add value also differs as they progress up through the leadership levels. As leaders transition to a new leadership level they have to focus on what they need to do more of, as well as what they may need to stop doing or do less of. To provide greater clarity of the expectations of leaders at specific levels, and help individuals prioritise what they should focus on during transition, the LF includes *value adds* unique to each leadership level.

Lead Self

2.19 Self leadership is about the pursuit of mastery of technical and professional

²⁶ NZ Defence College Institute for Leader Development. Appendix 1, Project Objective 1c. Minute 03.2013, file ILD2014/0-001 Institute for Leader Development Post Implementation Report, March 2014. See also: Chief of Defence Force. Chief of Defence Force Directive 54/2011. Wellington: New Zealand Defence Force. 2011. Leadership levels are derived from: Jaques, E., *The Requisite Organisation: The CEO's Guide to Creative Structure and Leadership*; Arlington, VA. Casson Hall. 1989.; and Charan, R., Drotter, S., and Noel, J., *The Leadership Pipeline: How to Build the Leadership Power Company* (2nd ed). Jossey-Bass. San Francisco, CA. 2011.

competence, and the ability to prioritise and allocate time and effort to complete assigned tasks. The demonstration of supportive behaviour towards colleagues and team members, and followership in support of the leader and their orders is also required. Self leadership comprises the ability to manage one's own emotions and behaviours, including being prepared to show initiative and make judgements on the basis of NZDF values. Self leadership is the foundation of leadership in the NZDF and includes the following unique value adds:

- **Pursue Mastery of Technical and Professional Competence.** LS leaders focus on becoming 'expert' in every aspect of the technical and professional skills required of them. They strive to be the best they can be. They dedicate time and effort to their own development and are pro-active in keeping up to date and open to new ideas and initiatives.
- **Acts in Accordance with Intent.** LS leaders act in accordance with NZDF and their leader's intent at all times. They make sure they understand the purpose of their tasks and what is expected of them. They accept accountability for their actions, the results of their work and their behaviours. This includes prioritising and managing time to ensure they complete their tasks effectively and on time.
- **Makes Informed Judgements and Decisions.** LS leaders are always thinking about how they can do their job more effectively. They are always looking for ways to improve. They ensure they have good sense of the situational awareness and they understand the tasks and responsibilities given to them. They use decision-making tools and concepts to make timely, effective judgements and decisions.
- **Supports Others.** LS leaders understand the impact of their actions and decisions on others around them. They actively share and collaborate with others, remaining neutral and objective in the midst of tension. They communicate with others in a clear manner that builds trust and connections. They ask questions to check in with, and understand, different perspectives and the issues the team is facing.

Key Term

Lead Self Value Add

Lead Self leaders focus on pursuing mastery of technical or professional field, making well informed decisions, and acting in accordance with intent while supporting others to do the same.

Lead Teams

2.20 Responsibility for the outputs and welfare of a team is the first major leadership step. Leaders must shift from doing 'hands-on' work themselves to getting work done through others, and begin to acknowledge the value of managerial tasks. Leaders must learn how to reallocate their time so that not only is their own assigned work completed but they also help others perform effectively. They must be prepared to hold others to account in terms of delivering on their assigned tasks, and their behaviour and values—as they in turn are similarly accountable to their team and their leader. LT is perhaps the most challenging leadership transition in the NZDF and includes the following unique value adds:

- **Gets Things Done through Others.** LT leaders achieve tasks through the effective utilisation of their staff. To do this they make sure the team has the skills and resources required, and is well prepared and cooperates. They remove blocks and obstacles in the way of the team achieving its outputs.
- **Sets the Tone.** LT leaders create an environment that engages people and encourages cooperative behaviour. They model the NZDF values and provide a moral compass for their staff. Good leaders are positive, optimistic, and build the team in a positive manner.
- **Aligns with Organisation Objectives.** LT leaders align their team's work with the organisation's priorities. They translate the mission and outputs into meaningful team and individual goals.
- **Coaches and Develops Staff.** LT leaders don't allow their staff to stagnate. They understand their

strengths and weaknesses, work to bring out their best and hold them to account for results. They are supportive and work to build skill and capability.

Key Term

Lead Teams Value Add

Lead Team leaders focus on translating the mission into meaningful tasks and goals, and enabling a team to succeed by completing tasks through others, developing staff and the team, and creating an inclusive environment where everyone can contribute.

Lead Leaders

2.21 As Leaders progress they will become accountable for a wider range of outputs and be responsible for a number of teams which each have their own leader. Leaders at this level focus more on managing and coordinating the efforts of these teams and less on contributing directly to the conduct of individual tasks. Leaders must also measure progress toward higher organisational goals and learn systematically to enable improvements. Leading Leaders at this level means ensuring the work of individual teams is coordinated in line with strategic intent, and includes the following unique value adds:

- **Gets Things Done through Subordinate Leaders.** LL plan and monitor progress on assigned projects and tasks. They schedule and coordinate the work of others to achieve agreed outcomes. LL leaders achieve this by ensuring effective delegation and providing a culture for their Team Leaders to make and learn from their mistakes.
- **Connects Staff to the Organisation.** LL build connection to the NZDF among individual team members and ensure staff understand the organisation's strategic goals, priorities, and its place in the New Zealand context. They build engagement and commitment to NZDF and its work. This is achieved through effective communication and providing clarity of intent through the complexity of situations. LL leaders ensure staff understand the

organisation's internal systems, their purpose, and requirements. They encourage participation in NZDF 'life' and activities

- **Widening Scope for Systems Thinking.** LL actively identify multiple elements impacting on decision making. They are to adopt a systems approach and maintain awareness of the networks and key players influencing decisions.
- **Coaches and Develops Staff.** LL know their staff and assign work based on skill, expertise, and developmental opportunity. They build the team in a positive and productive manner by coaching staff and managing team and individual performance. They set and encourage high standards, rigor, and curiosity among their team.

Key Term

Lead Leaders Value Add

Lead Leaders focus on aligning various team's outputs with the New Zealand Defence Force's strategic goals. They do this by understanding the bigger picture and then managing, enabling, and guiding team leaders to deliver on outcomes

Lead Systems

2.22 Leading systems means shifting from reacting to problems to thinking ahead, and establishing long-term plans and tactics. Leaders need to balance multiple and conflicting demands from within and outside their unit, and choose how to allocate scarce resources between these competing priorities. Leading systems requires leaders to develop an entirely new perspective of the organisation and the nature of our contemporary operating environment. Leaders at this level and above are also very visible and will constantly be looked to as role models by their subordinates. Leading systems includes the following unique value adds.

- **Explains the Why as Well as the What.** LSys leaders have access to the broader organisation objectives and the thinking behind them. Turning this strategy and reasoning into concepts and ideas others can grasp is vital: the LS leader provides the 'why' as well as the 'what'.

- **Runs an Entire System.** Autonomy and the control to make decisions and changes to ensure the unit performs in line with strategic objectives. The LSys leader must turn strategy into action on the ground. They have the authority to make choices about competing activities and remain focussed on strategic priorities. The champion changes to systems, structure or technology based on a systems thinking perspective. They also ensure that barriers to successful change are removed.
- **Work the System.** At this level leaders are expected to build and develop wide networks of influence, and to use them to ensure to the smooth working of the organisations. Knowing who to speak with, and sustaining positive working relationships is essential.
- **Grow Leaders.** This level is key in the growth and development of leaders and the LSys leader should ensure a sound succession plan is in place. Coaches others to take calculated risks and change their approach or behaviour to achieve superior results. Guidance and mentoring based on your knowledge and experience is important; good LSys leaders create a pool of highly capable leaders ready to assume more senior roles.

Key Term

Lead Systems Value Add

Lead Systems Leaders focus on working collectively with other leaders across the New Zealand Defence Force to deliver operational and change outcomes that can be sustained over a number of years by explaining the why, enabling 'the how' and actively developing people.

Lead Capability

2.23 At the LCap level focus shifts to ensuring specific military outputs are sustained over the medium to long term. Leaders at this level must simultaneously implement key organisational strategies, whilst continuing to ensure the successful delivery of services on the front line. The challenge is in achieving this outcome through systems and other leaders, rather than directly by force of personality. At this level their approach to leadership is more transformational than transactional, requiring time to be set aside for thinking

and analysis. With longer timeframes within which to operate, leading capability includes the following unique value adds:

- **Turn Strategy into Action.** Long-term strategy must be operationalised – and it's the LCap leaders who actually do this. They must follow plans and projects through to completion – and it is the LCap leader who builds the capability that enables the execution of strategy. The test for these leaders is sustaining leadership depth and capability when key personnel are shifted to meet operational demands
- **Think System and Act Local.** The LCap leader is uniquely able to connect the long-term strategy and change programme of the broader organisation with the reality of life on the ground. Being able to finesse resources and outputs to maintain morale and momentum – and at the same time progress towards system-wide changes is a difficult but necessary role.
- **Culture Guardians.** LCap leaders are at the pointy end of role modelling and understand the symbolic value of leaders' actions. This role commands a lot of face time but is also the conduit for organisational choices and decisions that may be unpopular on the front line. This requires the creation of a culture that invites engagement and opinion sharing on the one hand, but accepts the organisational mandate on the other. This complex challenge is at the heart of the role and LCap leaders must master it for the success of the organisation.
- **Provide Unvarnished Truth Upwards.** Being aware of operational demands and the level of capability provides an essential view that must be shared with leaders above. This is a tough job. But without sharing ground truth there is a risk that policy makers and strategists become disconnected from operational reality.

Key Term

Lead Capability Value Add

Lead Capability leaders focus on building sustainable capability and culture over periods longer than their tenure by operationalising strategy balanced by effective delivery while keeping senior leaders aware of the level of capability and operational reality.

Lead Integrated Capability

2.24 Leaders at this level must let go of the individual pieces and focus on the whole. Instead of running a single part of the organisation leaders will ensure success indirectly by managing and developing integrated capabilities and systems, and the leaders of these. LIC leaders are skilled at evaluating strategy in order to allocate and deploy resources and capital, value the success of their direct reports, and appreciate managing and leading a portfolio of capabilities. LIC leaders ensure capabilities are robust in both the short and long term, and includes the following unique value adds:

- **Implements the Strategic Agenda.** LIC leaders ensure a full understanding of the Government's priorities among their organisational staff. They prioritise activities against strategic goals to ensure organisational sustainability and trade off competing demands and initiatives based on agreed priorities. LIC leaders champion changes to priorities, systems, structure or technology, and ensure that barriers to successful change are removed.
- **Develops Leaders.** LIC leaders provide guidance to other leaders and encourage them to constantly improve in all aspects of their role. They identify challenging developmental activities and assign these accordingly. They also encourage futuristic thinking in others, provide the mandate to take calculated risks, and change their approach or behaviour to achieve superior results. By doing this they create a pool of highly capable leaders that are ready to assume more senior roles.
- **Promotes Excellence.** LIC leaders strive for excellence in all aspects of their role, tapping wells of inspiration for the organisation. They constantly seek out examples of excellence and apply these to their own activities. They reward high standards and discourage mediocrity or undesirable activities. They also use their organisations internal systems to encourage excellence among staff.
- **Promotes Strategic Collaboration.** LIC leaders act as the 'face' of their organisation in external forums and initiatives and identify opportunities

for collaboration between their organisation and other agencies. They seek to understand frames of reference, and develop relationships, to influence external agencies. They confront direction if it is not consistent with NZDF ethos and values. They encourage upward communication, staff input, and remove systemic barriers that impede strategic collaboration.

Key Term

Lead Integrated Capability Value Add

Lead Integrated Capability leaders focus on implementing the strategic agenda in order to deliver an integrated Defence Force through strategic collaboration while fostering excellence and mentoring leaders to lead capabilities.

Lead Organisation

2.25 Leaders at the highest level of the organisation must set our strategic direction and develop the operating systems and mechanisms that drive organisational performance. There is a subtle but important shift from strategic to visionary thinking and adoption of a more global perspective. Leaders at this level must assemble a team of high performing and ambitious direct reports—knowing that one of them will take their role in the future. Leaders must be able to manage a long list of external constituencies, proactively maintaining relationships with key influencers and stakeholders across agencies and the community. Leading the organisation is a significant responsibility and includes the following unique value adds.

- **Creates the Strategic Agenda.** LOrg leaders develop NZDF's strategy and long-term priorities, in light of the authorising environment and organisational culture. They articulate the Government's priorities to staff and aligns the organisation and its core systems to best deliver these priorities. They are ruthless in prioritising and defines success criteria against which implementation of strategy will be measured. Devotes time to thinking over 20 year timeframes. They communicate the strategy to staff and key stakeholders.

- **Creates Organisational Systems.** LOrg leaders ensure that organisational systems encourage and reward curiosity, intellectual rigor, challenge, and high standards. They support calculated risk taking in staff. They constantly seeks out examples of, and apply, organisational best practice to NZDF. They prompt others to make decisions or delegate decision-making.
- **Facilitates Leadership Excellence and Owns New Zealand Defence Force Culture.** LOrg leaders are the ultimate champion of the NZDF ethos and values and articulate the vision in a compelling and persuasive way. They determine the organisational culture required, articulate this and hold leaders accountable for shaping NZDF culture. LOrg leaders model leadership excellence in all aspects of their day-to-day work and lead the identification and development of senior talent. They challenge all staff to strive for excellence and promotes NZDF as an excellent place to work. They remove systemic or organisationally embedded barriers to building a high engagement workforce.
- **Facilitates Strategic Collaboration.** LOrg leaders create collaborative opportunities for achieving the Government's priorities with other agencies, non-governmental organisations (NGO), and businesses. They understand and shape the authorising environment. They position and frame the conversation to facilitate constructive contribution from others.
- **Maintains Ministerial Confidence.** LOrg leaders ensure that relationships with the Minister(s) are strong and that confidence is maintained. They ensure that the Minister(s) always receives advice that is frank, honest, and timely, particularly when Government policy compromises the NZDF ethos and values. They publically support all Ministerial decisions and priorities.

Key Term

Lead Organisation Value Add

Lead Organisation leaders focus on setting the direction by shaping the organisational systems and long term strategy, collaborating with other agencies while owning the New Zealand Defence Forces's culture. They consider the Government's priorities and maintaining ministerial confidence.

Conclusion

2.26 Every member of the NZDF shares a leadership responsibility regardless of their individual role or position—including the obligation to first lead themselves. These responsibilities are described in the NZDF LF, which forms CDF's expectations of all members of our organisation, both military and civilian. These six key elements and 27 essential leadership tasks describe what successful leadership looks like across the NZDF. However, as leaders progress they will also need to modify their leadership style and methods in order to add value in additional or different way. In many ways leaders will still add value in the way they did at the previous level, for example every leader in the NZDF should be leading themselves by pursuing mastery, however the challenge is adding value in a new way, as what made them successful at one level is unlikely to make them as successful at the next, due to the differing expectations and requirements. To assist in this transition leaders are encouraged to reflect on the unique requirements of these roles, and how they best add value at this new level. Systematic development of these new skills is developed through NZDF Leadership Development System (LDS).



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CHAPTER 3:

DEVELOPING NEW ZEALAND DEFENCE FORCE LEADERS





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Introduction

3.01 Leader development in the New Zealand Defence Force (NZDF) is underpinned by the understanding that leaders develop other leaders. Because every member of the NZDF is a leader, it follows that leadership development is a shared responsibility throughout the entire organisation.

3.02 Leaders never stop learning and are constantly developing skills on the job, with individual leadership development occurring at different rates and requiring different support, because no two people are the same. The NZDF Leadership Development System (LDS) is a system of systems which supports the process of on-going individual and organisational growth.

3.03 This chapter examines the leadership development philosophy and culture of the NZDF and then looks at the systems that form the NZDF LDS.

The New Zealand Defence Force's Leadership Development Philosophy and Culture

3.04 The NZDF desires to have a development culture where leaders develop other leaders. The requirement to develop leaders is never more pressing than when a leader transitioning from one level of leadership to the next.

3.05 This transitioning leader requires support in their development, both horizontally and vertically. Horizontal development involves transferring information to the leader, usually in the form of education. Vertical development focuses on the transformation of the leader, through coaching and feedback, and by learning on-the-job in a positive development-focused environment.

Transitioning Levels of Leadership

3.06 What makes a leader successful at one level of leadership may not necessarily make them successful at a more senior level. Effective transition between

leadership levels does not just occur accidentally, it needs to be planned. Under the concept of leading self, every member of the NZDF has a responsibility to support their own development, as detailed in the Leadership Framework (LF).

3.07 Transitioning to a new leadership level is a period of both excitement and risk. As leaders change roles, or are promoted, they must learn to behave differently. Individuals may have to use old skills in new ways, acquire new knowledge about leadership, and must deliver on the priorities of the new role.

3.08 For effective development to occur, individuals must understand what the expectations of them are in their new role and what their development needs are. Each level of leadership within the NZDF is expected to add value in different ways; the elements, tasks, behaviour statements, and unique value adds within the LF define what is expected of leaders. Success and effectiveness at each leadership level is underpinned by:

- a clear understanding of the work and tasks of that level
- a readiness to embrace vertical development; the idea that what has previously and currently made you successful will not necessarily deliver success at the next level
- a willingness to learn and develop the skills that underpin success; horizontal development.

The Phases of Transition

3.09 All leaders transitioning from one level of leadership to the next pass through three phases. These phases are Orientation, Build, and Advance.²⁷

²⁷ Adapted from The Concepts of Acclimation, Adjustment, and Acceleration in *Learning and Development Roundtable. Navigating Leaders across Critical Upward Transitions: A Quantitative Analysis of the Drivers of Transitioning-Leader Success*. (Leadership Transitions Series, Vol. 3). Corporate Executive Board. Washington D.C., 2005. 30-36.



Figure 3-1: Leadership development in the New Zealand Defence Force is underpinned by the understanding that leaders develop other leaders.

Orientation

3.10 Orientation begins prior to a member of the NZDF formally moving to the next leadership level. During orientation individuals begin to understand the structure, systems, people and networks, and boundaries of their new roles, and the teams they will lead. Attendance at development programmes at the appropriate level help individuals anticipate issues and problems, identify key relationships, essential tasks and deliverables, and build a Leadership Development Plan (LDP) to support the successful transition. On appointment to the new role, individuals move from preparation into a settling in period. The Orientation Phase can last from 90 days prior to transition through until six months after assuming the new position of responsibility.

Build

3.11 The Build Phase is the period during which leaders begin to master their new role. Individuals must continuously assess their development needs, take time to reflect, and identify key leadership goals and tasks. During the Build Phase leaders review and adapt their initial transition plan, make necessary changes, and negotiate these with the expectations of others. By learning through workplace experiences, leaders begin to better understand the reality of the environment within which they now operate, and improve their overall performance. Transitioning leaders will look to build credibility during this period and enhance interpersonal relationships with their team, key stakeholders, and their leaders. Using their leader to test assumptions and proposed courses of action is a key part of their development. The Build Phase runs from approximately six months to a year after transition to the new leadership level.

Leadership Behaviour Development

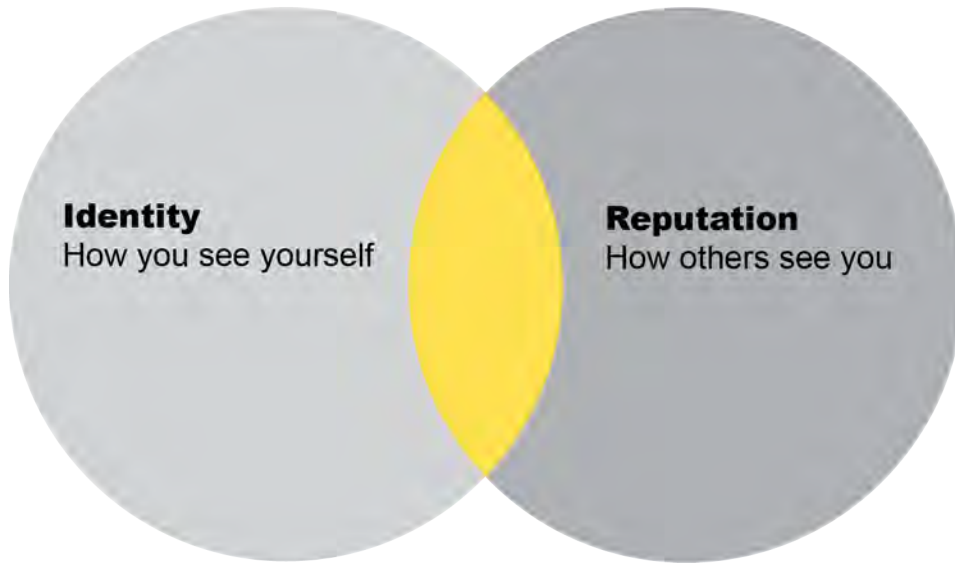


Figure 3-2: The more our identity and reputation overlap, the more effective the development of our leadership behaviours will be.

Advance

3.12 Leaders hit their stride during the Advance Phase, becoming more effective, lifting the performance of their team, and adding greater value to the organisation. Individuals continue to be fully engaged in the on-going process of developing their competence and capabilities as a leader. Leaders in the Advance Phase will also invest significantly in the development of their team, through coaching subordinates, and reviewing and checking their performance. In this way leaders will seek to build a stronger leadership bench for the NZDF. The Advance Phase occurs from approximately a year after transition, through until preparation for transition to the next leadership level.

Effective Transitions

3.13 Effective development of a transitioning leader would see them moving swiftly through the orientation and build phases as they quickly understand the new systems, responsibilities, and required ways of thinking and behaving. The sooner the leader is in the advance stage the sooner they will be fully effective in their new leadership role and therefore the more effective the NZDF will be in achieving its mission.

3.14 The process of development is continuous, and designed to help mitigate transition risk and accelerate the phases of transition so the leader reaches the Advance Phase sooner. Effectively managing the transition is likely to result in significant benefits, including:

- shortening the time to effectiveness
- reduced disruption, hassle, and stress on co-workers and team members get increased confidence of the transitioning leader.

3.15 **Postings.** Not every posting is a transition between leadership levels. However, a posting to a new role does require the leader to reorient; if they are still in the orientation or build phase of their transition to a new level of leadership this can significantly disrupt their development. Therefore career managers and commanders/supervisors should consider this when planning individual careers.

Developing Strategic Self Awareness

3.16 As described in Chapter 1 effective leadership behaviour development occurs best where there is the greatest degree of alignment between an individual's identity and their reputation. By improving our understanding of the consequences of our behaviour, it is possible to increase the overlap of our identity and reputation. Leadership development subsequently becomes a continuous process, focused on obtaining a better understanding of how our behaviour influences and impacts others.

3.17 In order to increase the effectiveness of its leadership development the NZDF takes a multi-layered approach to the development of strategic self-awareness placing considerable emphasis on improving an individual's understanding of their reputation. In order to do this, more than one source of feedback is used, and may comprise a mix of:

- peer feedback
- instructor/facilitator feedback
- challenging experiential activities
- self-reflection
- psychometric tools
- 360 degree (multi-source) feed-back reports
- supervisor assessment and feedback.

3.18 The use of multiple feedback sources enables individuals to identify themes, compare their identity and reputation, and develop strategies to improve their intra- and inter-personal skills. The use of more than just feedback recognises the challenges associated with the development of these less tangible but critically important skills.

3.19 Critical to developing strategic self-awareness is the practice of self-reflection. Self reflecting includes analysing your own observations on effectiveness of your leadership behaviours and also considering the feedback that you have received.

Where Leader Development Occurs

3.20 Development is a process and needs to be viewed as more than merely formal training and education. It needs to be extended into the workplace, connecting the workplace with formal learning. Most leaders cite on-the-job experiences as the key events that shaped them as leaders and taught them important leadership skills, behaviours, and mind-sets. Based on research, the 70:20:10 model of development is a guideline of where individuals' leadership development occurs:

- 10% of development is a result of formal education, courses or reading
- 20% is derived through developmental relationships; coaching and feedback on performance or experiences
- 70% of development occurs through challenging work place experiences.²⁸

3.21 Therefore, using this as a guideline, it is important that the NZDF creates a culture that supports the development of leaders in the workplace, through coaching, mentoring, and developmental feedback, especially when leaders' are in transition. Formal education, training, and courses can also assist the transitioning leader to disengage from the workplace to spend time exploring their strategic self-awareness and the LF value adds for the level of leadership they are transitioning to.

Formal Training

3.22 Leaders need formal training to be exposed to new ideas and frameworks. Formal training may consist of residential, extramural, internal or external training across the whole domain model, for example, intrapersonal, interpersonal, leading teams, and technical skills.

²⁸ Eichinger, R. W., and Lombardo, M., *The Career Architect Development Planner: A Systematic Approach to Development* (1st Ed.) 1996. Minneapolis, Lominger Ltd.; See also, Kajewski, K., and Madsen, V. Demystifying 70:20:10 White Paper. Deakin Prime, Melbourne, VA. 2013. Retrieved from http://deakinprime.com/media/47821/002978_dpw70-20-10wp_v1_fa.pdf November 2017.

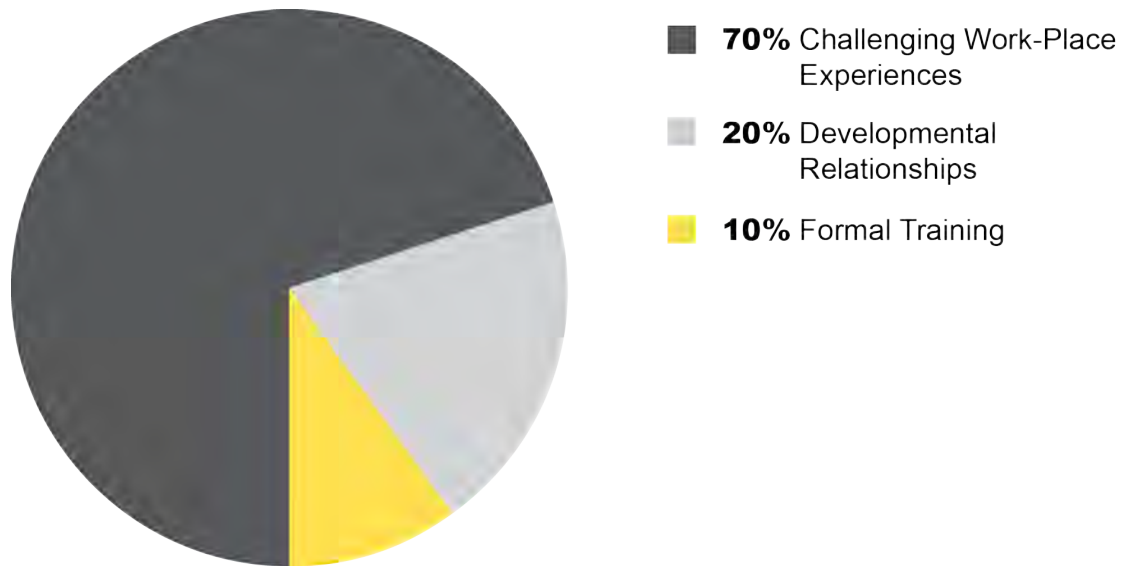


Figure 3-3: The 10-20-70 Rule for Leadership Development.

Developmental Relationships: Coaching and Mentoring

3.23 Developmental relationships consists of workplace coaching and mentoring – they are required in order to make sense of leadership transitions and aid in applying formal training in the leader’s own context. This may range from formal mentoring, coaching, and also encompasses existing performance management processes such as Performance and Development Reports (PDR). Developmental relationships may also be more informal and include peer coaching, and ongoing coaching conversations with supervisors.

Challenging Workplace experiences

3.24 In order to develop, a leader must be stretched and exposed to novel situations. The posting cycle, short-term assignments, secondments, and other projects or operational postings will assist in exposing the leader to new experiences. In order for challenging work experiences to be beneficial the leader must be supported and coached otherwise there is risk of performance decreasing or plateauing with associated drops in morale and unit performance. A ‘sink or swim’ mentality will not set a leader up for success. Putting

experience at the centre of leadership development is the premise here.

Horizontal and Vertical Development

3.25 Because a transitioning leader needs to let go of some of the responsibilities, thinking, decisions, and action that made them successful at their previous level their leadership development needs to be both horizontal and vertical to be effective.

3.26 Horizontal development involves transferring information to the leader, while vertical development focuses on the transformation of the leader. Horizontal development is about ‘what you know’ and the outcome is learning new skills, knowledge, and competencies.

3.27 Vertical development is about ‘how you think’ and gaining new perspectives and leadership mind-sets. The outcome of vertical development is being able to think in more complex and sophisticated ways, thus being able to operate effectively in increasing ambiguity and complexity.²⁹

²⁹ Petrie, *Vertical Leadership Development*, Centre for Creative Leadership White Paper. 2014. Retrieved from <http://insights.ccl.org/articles/white-papers>

3.28 Transferring information (or learning transfer) to a leader involves an additive learning approach, where the leader acquires more skills and knowledge. The transformation of a leader also has a particular focus on a supplantive type of learning, where the leader is required to lose some ways of thinking and replace them with new ones—doing less of something in order to do more of another. Essentially, horizontal development adds more skill and knowledge, while vertical development also changes perspectives and mental models.

3.29 As leaders transition levels within the NZDF there is a requirement for both horizontal and vertical development. These leaders need to gain new knowledge, skills, and competencies while also adding to, or changing, their mental models and the way they think in order to add value in a new way. As leaders transition up the levels of leadership they will still require to, at times, add value in the ways they did before. Therefore the value adds for their new level build upon the previous level's value adds. For example, every member of the NZDF, from the CDF to a new recruit, is required to add value by leading self; pursuing mastery of technical and professional competency, supporting others, acting in accordance with intent and making well informed judgements and decisions. However the actions and behaviours required of individuals to achieve 'value add' in this way will be different depending on the level of leadership. This thinking challenges the idea of supplantive learning, in that the leader needs to maintain the ability to lead across each level of leadership below the current as required.

3.30 The formal education and training environment primarily focuses on effective horizontal development (acquisition of new skills and knowledge) and it has less of an effect in the vertical development (transformation) of leaders. Designing vertical development requires a different approach, because the three conditions of Heat, Collision, and Sense-making are all essential for successful transformation. These elements, can be described as:

- **Heat.** Heat motivates the leader to stop old behaviours, and places impetus on replacing them with new ones. Leadership level transitions

typically induce heat, which adds greater weight to the need for behaviour change, and disturbs and disorients the leader's customary way of thinking. The leader is stretched by roles or assignments that are high stakes, high profile, and require new skills or behaviours. The subsequent feeling of being out of one's depth generates a sense that what worked before no longer works and results in more openness to change and less developmental resistance than typically observed in supplantive learning.

- **Collision.** Collision challenges the current mental models of the leader. The concept acknowledges that for a leader to develop vertically they must develop new ways of thinking. In order to do this leaders must be exposed to new experiences and people who have different backgrounds and training, who exhibit new ways of thinking. A suitable Collision experience challenges the mental model which the leader has of the world. However, individuals must first be receptive to these alternative viewpoints, which is why the application of Heat should occur first.
- **Sense-making.** Sense-making is the process by which a leader integrates these new perspectives and makes sense of them in their own context. As this element forms part of the supplantive learning process we could expect resistance to change at this point as well. To overcome such developmental conflicts, a leader requires significant support via coaching or mentoring.³⁰

3.31 The multifaceted approach of feedback to develop strategic self-awareness, described earlier, increases the levels of heat and collision experienced by an individual, aiding successful leader transformation.

3.32 The three elements required for vertical leadership development, align with the 70:20:10 model, in that much of the learning and transformation centres on experience (Heat and Collision) and developmental relationships (Sense-making). While these two models both suggest that leadership development relies heavily

³⁰ Ibid.



Figure 3-4: 70% of learning occurs through challenges and experiences in the work place.

on workplace experience, this must be supported by a structured formal process for it to be fully effective.

Key Terms

Horizontal Development

Transferring information to a leader and increasing 'what you know'. The outcome of horizontal development is learning new skills, knowledge, and competencies.

Vertical Development

Gaining new perspectives on 'how to think', new experiences, and leadership mind-sets. The outcome of vertical development is being able to think in more complex and sophisticated ways.

The New Zealand Defence Force Leadership Development System

3.33 A NZDF member's leadership development and transition from one level of leadership to the next, is supported by the LDS. The LDS is a system of systems that integrate together to apply the leader development philosophies to create a positive leader development culture. The system consists of leader development systems; transition systems and workplace development systems; and team development systems. These systems are linked together by supervisor supported on-the-job experiential learning and development.

3.34 The LDS supports both military and civilian NZDF leaders transitioning from one level of leadership to the next, as well as through the three phases of transition. The LDS provides this structure,

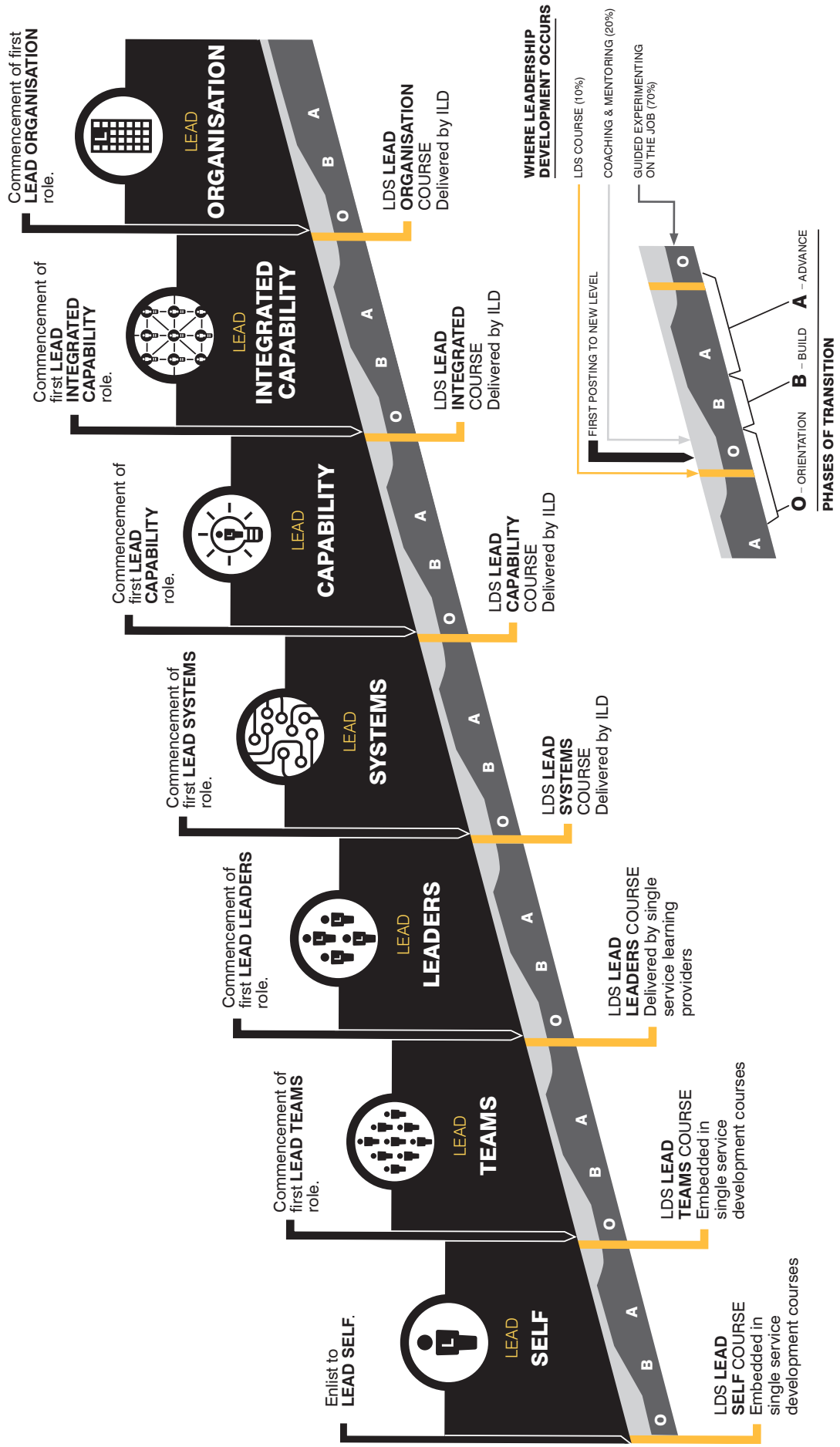


Figure 3-5: The New Zealand Defence Force Leadership Development System includes formal courses, coaching and mentoring, and the requirement for challenging work experiences.

and incorporates formal courses, developmental relationships and the requirement for challenging work experiences within the leadership development requirements for each transition.

3.35 The LDS is a set of continuous interconnected 'development and support' systems that individual enters upon joining the organisation and facilitates their development throughout their career. While responsibility for learning is placed on the individual, they are also engaged and supported in their development by their supervisors.

3.36 As detailed in the Chapter 2 a series of value adds and behaviour statements, forms the criteria from which an individual leader development is anchored. The LF describes the behaviours that leaders in the NZDF need to demonstrate to lead optimally at their level of leadership, while the LDS is the personalised process by which both military and civilian leaders develop these behavioural competencies.

3.37 While the formal leadership training within the LDS is focused on the level of leadership the leader is transitioning to, it is the responsibility of the leader to have a good understanding of the previous levels value adds so that they themselves can ensure they also add value. For example a Lead Integrated Capability (LIC) leader may be leading a small team where they would be required to also add value as a lead team leader by:

- setting the tone
- getting things done through others
- coach and develop their staff
- connect staff to the organisation.

Experiential Leadership Development

3.38 The NZDF places significant emphasis on the use of experiential leadership development within the 70:20:10 leadership development model; the majority of vertical development and leader transformation occurs in the workplace. Because our work days are made up of many and varied experiences, far more leadership

development is achieved in the work environment than is possible on a formal course. This disparity occurs because individuals need concrete experiences, against which they can reflect and take away their own development lessons.³¹ To be fully effective these opportunities must be challenging, result in real success or failure, and also allow for feedback on performance.

3.39 The developmental concepts of the LDS are threaded through every activity in the NZDF. Leaders at every level understand the benefits of experiential learning, and maximise opportunities for this. Whether individuals are practicing small boat manoeuvres, undertaking weapons training, planning a logistic support activity, or fulfilling a garrison role there are always learning opportunities to exploit. Leaders in the NZDF understand that improvement and advancement comes through active experimentation, which includes risk of failure. Supervisors play a key role in supporting the learning cycle, by facilitating the development of those they lead through tasking, supporting, assessing and accepting appropriate risk. Workplace experimentation should also be supported by feedback and coaching from a supervisor to ensure true learning has occurred.

3.40 Supervisor supported on-the-job experiential learning and development makes up the biggest portion of an individual's leadership development and highlights the importance of this critical relationship in enabling the transformation of an individual's leadership behaviour and transferring learning into the workplace. It is the supervisor's responsibility to create the conditions where an individual is given suitable and challenging assignments, tasks or projects, and in helping the individual make sense of their performance on the job by providing effective feedback.

³¹ Kolb, A.Y. and Kolb, D.A., "Experiential Learning Theory: A Dynamic Holistic Approach to Management Learning, Education and Development" in Armstrong, S.J., and Fukami, C., (eds), *Handbook of Management Learning, Education and Development*, London: Sage Publications. 2008. 42-68.

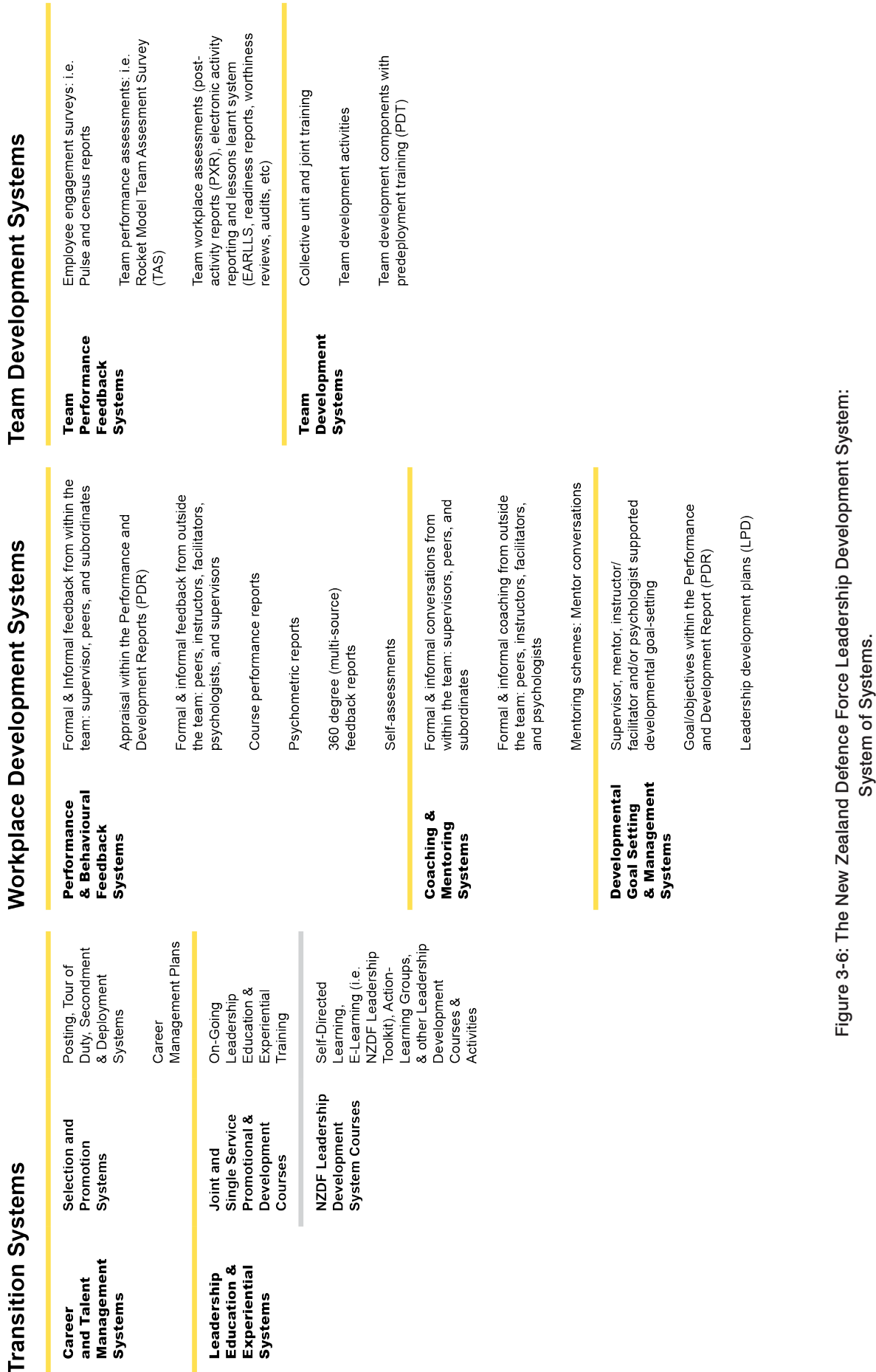


Figure 3-6: The New Zealand Defence Force Leadership Development System: System of Systems.

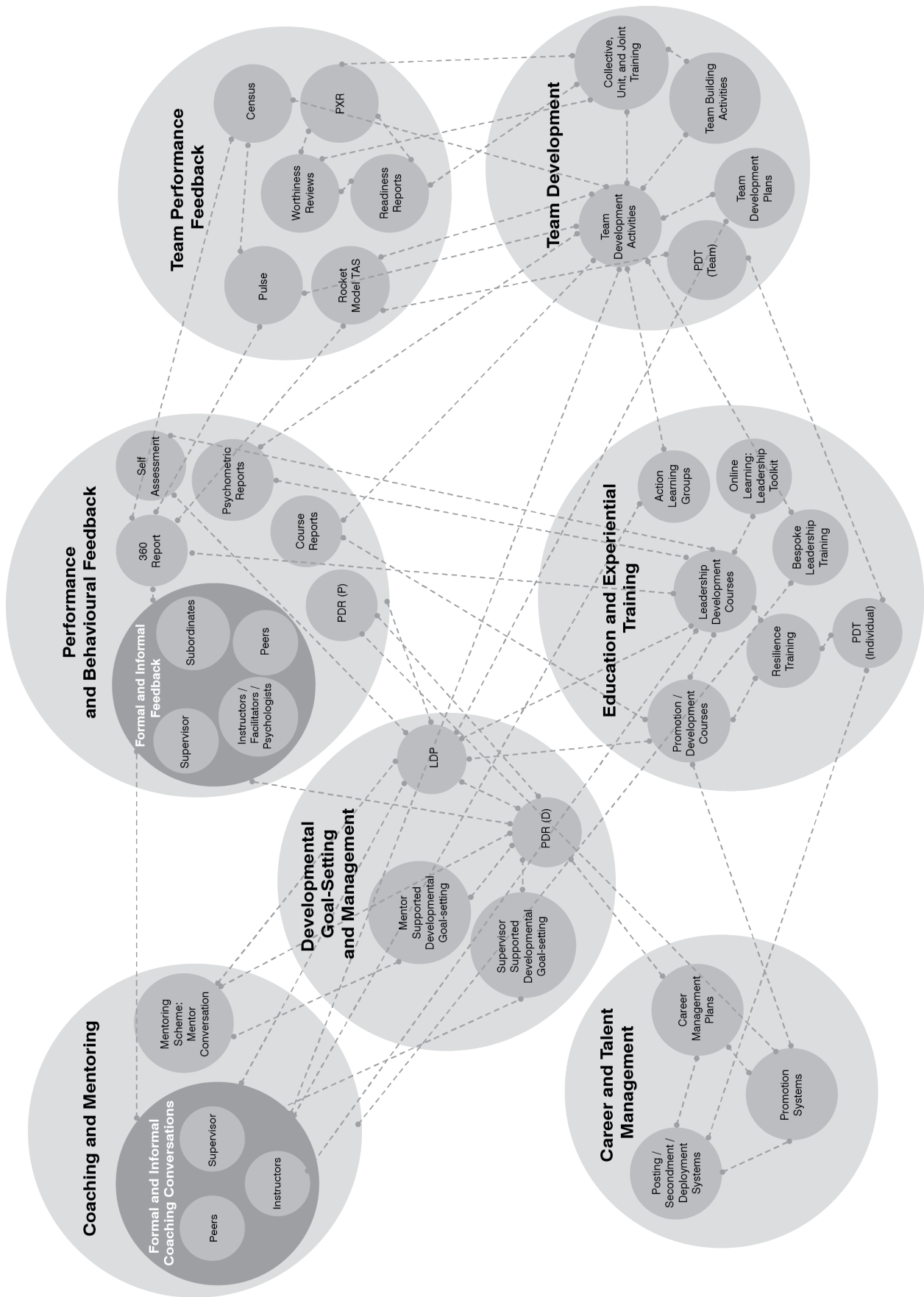


Figure 3-7: The New Zealand Defence Force Leadership Development System: System of Systems Interaction; Nodes and Links.

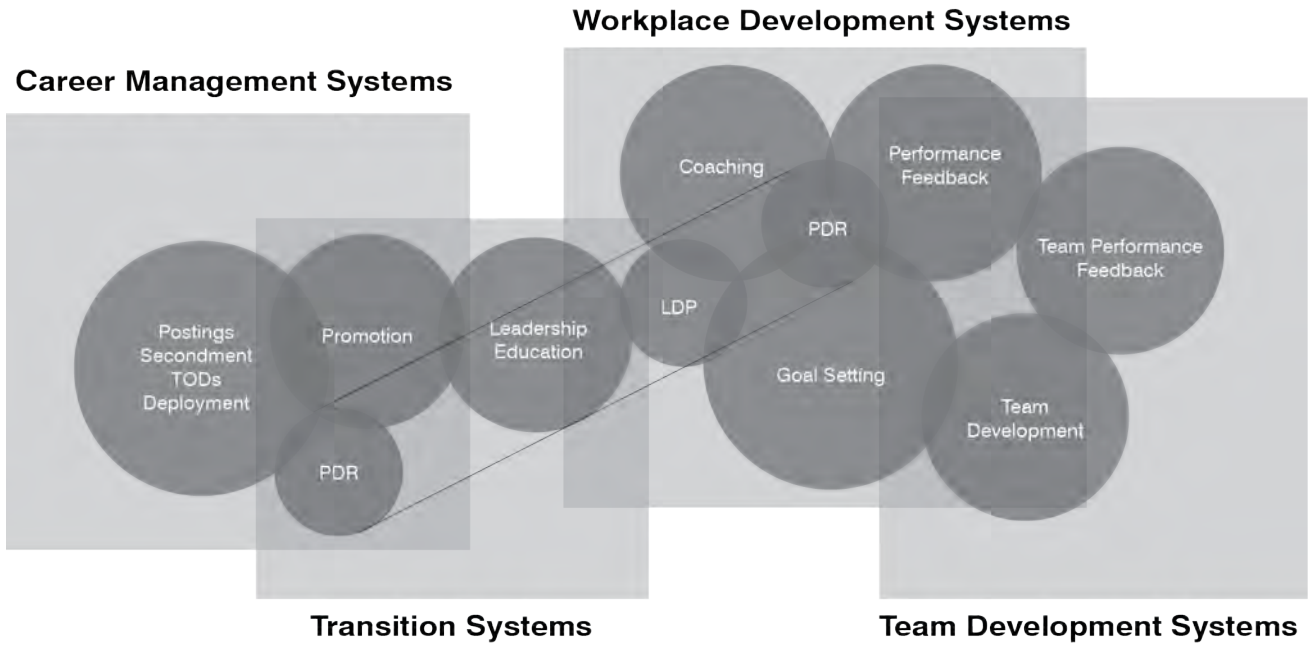


Figure 3-8: The New Zealand Defence Force Leader Development Systems: System of Systems Interaction.

A System of Systems: Leadership Development System

3.41 The LDS is a system of interconnected systems that align, intertwine, and overlap. Together as a whole, they facilitate an individual’s leadership development journey for each level, putting into practice the NZDF leadership development philosophies described earlier. These systems provide the processes, structures, mechanisms, and tools to support the development of leaders through a programme from the orientation to the advance phase of transition, focused on the LF skills, competencies, and mindset. The systems include leader development systems; these include transition systems – which support the leader when they transition levels of leadership; workplace development systems – which support the leader’s development and performance in the workplace; and team development systems – which supports the development and performance of teams. A summary of these systems is provided at Figure 3-6.

3.42 It is the leaders at all levels of NZDF who connect these systems together, make them interact and ensure that the entire system is running correctly. The systems, structures, and processes within the LDS can be optimised to support development, but they require

skilled and motivated people to operate them. Thus, a leader’s interaction with subordinates is also an adaptive system, within a larger adaptive system (the broader work environment). Hence, a strong organisational culture of developing others and prioritising this development is crucial to the success of this system.

Leader Development Systems

3.43 These systems are focused on the development of individual leaders. The systems within the Leader Development Systems include:

- workplace development systems
- transition systems
- career and talent management systems.

Workplace Development Systems

3.44 There are three major systems within the workplace that connect and interact to support the development of individual leaders:

- coaching and mentoring systems
- developmental goal setting systems
- performance and behavioural feedback systems.

3.45 A simple process could see: coaching and mentoring is given; based on this coaching, behavioural and performance goals and objectives are set; leadership experiences and reflections are had; behavioural and performance feedback is given; and then the coaching and mentoring happens again; the cycle continues. This cycle could happen within an hour and/or over the period of months.

3.46 **Coaching and Mentoring Systems.** Coaching and mentoring are regarded as essential tools in the development of leaders. These two systems form part of the developmental relationships element of the LDS. When used effectively as part of a systematic approach to leadership, coaching and mentoring assist individuals in developing leadership skills and expertise quicker than by experiential learning alone. Coaching and mentoring are not mutually exclusive processes and may both occur within a developmental conversation.

3.47 **Coaching.** Coaching is typically focused on improving an individual's skills and abilities in relation to their current role. Because of this focus coaching is often conducted by an individual's immediate boss or someone else who has the expertise within the area the individual needs to develop. During a coaching session the coach will be much more directive in explaining to the individual what needs to be done and how to go about doing it. They will also typically provide constructive feedback on how the individual is progressing in developing the relevant skills

3.48 **Mentoring.** Mentoring involves pairing a person seeking development with a more experienced person, who can guide them in improving their performance and maximise their potential. Mentors provide advice and

guidance based on the benefit of their experience and wisdom without offering judgment or instruction. The mentee drives the relationship based on what they are seeking in their development, whether this is personal or professional. Because trust and respect are essential components of the mentoring relationship, it is important to match individuals who can work effectively together, be open with one another, and speak honestly.

3.49 As detailed in the LF elements, tasks, and value adds it is the leaders' responsibility to nurture, mentor, and develop individuals and other leaders. Regardless, individuals' have shared responsibility for their own development hence, coaching and mentoring can be accessed within the workplace (either formally or informally) in order to assist leaders to implement identified goals developed during formal training or through other performance management mechanisms (for example the PDR). The NZDF also operate mentoring schemes that are particularly valuable in assisting leaders to make sense of the different contexts they find themselves in as they transition to new levels of leadership.

3.50 Leadership development does not occur by chance, and so engagement between leaders and their followers must be structured and deliberate. This component of the development process, underpins the 20% "developmental relationship" element of the 70:20:10 leadership development model.³²

Developmental Goal Setting Systems

3.51 A key outcome of any coaching and mentoring should be individual goal setting of leadership behaviour and performance objectives. This action connects the coaching and mentoring systems with the developmental goal setting and management systems.

3.52 **Performance and Development Report: Objectives/Goal Setting.** The PDR provides a mechanism to record and manage formal objectives that are agreed by the supervisor and the subordinate leader.

³² Eichinger and Lombardo, *The Career Architect Development Planner*, 1996.

3.53 **Leadership Development Plans.** An outcome of any leadership education or experiential training is the application of the learning through objectives and goal setting. This connects the education and training systems with the developmental goal setting and management system. The majority of leadership development subsequently occurs in the workplace through the application of individual goals and objectives, after the completion of a course. The pursuit of these goals is supported through coaching by their supervisor. The supervisor also creates opportunities for the vertical developmental experiences to occur.

3.54 On the LDS courses individuals develop a leadership development plan (LDP), with support from peers, instructors, facilitators, and their supervisor. The plan consists of a number of goals, focused on meeting the leadership expectations, communicated in the LF, of the new leadership level. The LDP is the tangible product of a course, and is tested throughout by peers and facilitators to support their robustness. In this case the goal setting process initiates the 'developmental relationship' with their supervisor. The learner returns to the workplace with their LDP to further plan and map their leadership development journey with their supervisor. The supervisor will then provide the opportunity for vertical development experiences to occur, provide feedback, and further coaching. This process of coaching, goal setting and feedback within the Workplace System is continuous.

3.55 Leaders are responsible for the development of their team. Therefore, they should look to exploit every leadership development opportunity, and 'support appropriate risk taking'. However, individuals hold personal responsibility for the achievement of their PDR and LDP goals and objectives, which may be incorporated into on-going assessment of their behaviour and performance through the Feedback Systems. Therefore the LDP should be a live document that is not only the result of a leadership education or experiential training, but the result of reflecting upon one's experience in the workplace, both effective and ineffective behaviour and performance.

Performance and Behavioural Feedback Systems

3.56 As outlined earlier, feedback is critical to gain strategic self-awareness; it is also critical to determine if the behavioural and performance goals and objectives are being achieved. The feedback can be delivered through formal means; programmed feedback sessions with the supervisor, subordinates and/or peers, 360 degree feedback reports, and a number of psychometric reports; or via informal means through conversations.

3.57 Supervisors use the performance and behavioural feedback systems to link the goal setting systems – "have you achieved goals?" – with the coaching systems "what further development opportunities are there" – and back to the goal setting systems – "let's set some new goals" – before the cycle comes back around to provide feedback on their progress.

3.58 **Performance and Development Report: Appraisal.** The PDR provides a tool to deliver and capture formal supervisor feedback on behaviour and performance in the form of an appraisal document.

Transition Systems

3.59 Two major systems connect and interact when a leader transitions leadership levels:

- career and talent management (CTM) systems
- leadership education and experiential training systems.

3.60 A simple process should be; a leader is identified by the CTM systems as suitable for transition to a new level of leadership; they attend a LDS course and return to the workplace with a LDP.

3.61 While the LDS focuses on leaders transitioning levels of leadership through the transition systems, these systems are also critical in the development of leaders who have been working at a level of leadership for some time and are changing jobs as a result of a posting, secondment or deployment, events that are orchestrated by the CTM systems.

Career and Talent Management Systems

3.62 **Transitioning Leaders: Promotions and Postings to a New Level of Leadership.** The CTM Systems plays a key role in the Transition System within the LDS as it is the promotion boards and CTM staff that determine, in consultation with supervisor and commanders, who is selected to transition to higher levels of leadership (promotions). CTM staff also determines postings into new roles, secondments and deployments, and prioritise postings in the Joint or Defence environments and selection of individuals for attendance on executive development courses and programs.

3.63 NZDF recruitment staff play a crucial role at the outset to select suitable individuals with the knowledge, skills, and attributes that will enable successful performance within the NZDF.

3.64 The CTM systems use the concept of 'career pathways' to work with individuals and managers to develop a 'career management plan' outlining options for future postings, taking into account personal and organisational needs, specific skillsets of the individual, and development requirements. A Joint Professional Military Learning (JPML) Framework codifies the learning and development continuum for civilian and military members of the NZDF and determines key education and training that is required at different points in an individual's career. Depending on the environmental requirements (service, trade, branch, or speciality) of an individual, additional education and training may also be required.

3.65 At more senior levels, the CTM systems utilise selection processes, such as promotion boards, to formally consider information from individual's PDR's and organisational needs to determine potential for transition to higher levels and specific roles within the NZDF.

3.66 Unlike the Workplace Development Systems which are interacting on a daily basis, the Transition Systems are slower moving. The CTM systems connects to Workplace Development Systems through

its use of career management plans linked to the PDR and supervisor supported goal setting to identify the performance and developmental needs of the individual. This information is used to determine postings, acceptance of promotional course nominations, and promotions.

3.67 **Postings and Deployments at the Same Level of Leadership.** As highlighted earlier, not every posting to a new job is a transition of leadership level. Effective postings and selection for deployment occurs by CTM staff, supervisors and leaders themselves connecting the workplace systems with the CTM systems using the PDR to link to career management plans. Together they identify leaders with potential, high performers, and developmental opportunities in the form of postings or secondments.

Leadership Education and Experiential Training Systems

3.68 **Transitioning Leaders: Leadership Development System Courses.** LDS courses are designed for each leadership level to assist the leader transitioning to a new level of leadership. The aim of LDS courses is to assist the leader in building their strategic self-awareness, understanding the LF value adds for the new level of leadership, and creating an individualised LDP which they take back to discuss with their supervisor and execute within the workplace.

3.69 In order to increase the effectiveness of its leadership development programmes, the NZDF takes a multi-layered approach to the development of strategic self-awareness. Every course within the LDS places considerable emphasis on improving an individual's understanding of their reputation. The LDS courses also require leaders to assess their current performance against LF expectations at each new level of leadership.

3.70 Resilience training has also been embedded within each of the LDS courses. These modules have been designed to support the leader's personal resilience and allow them to create resilient working environments that can withstand shocks, disturbances, resource constraints, and pressure to meet outputs.

3.71 Whilst the LDS courses are an important part of preparation for a leadership transition, they play only a limited role in a leader's development. Each course is designed to occur during the orientation phase of transition, just prior to their first appointment to a role at the new level of leadership. These courses act as the catalyst for effective leadership development, however they form only a small proportion of the total amount of time required to develop leadership effectiveness. This limitation is recognised in the 70:20:10 model of development broadly employed across the leadership development field.

On-Going Education and Training

3.72 Leadership education is not limited to transitioning leaders – it is available to all leaders through self-directed e-learning using the NZDF Leadership Toolkit, Action-Learning Groups (ALG), as part of team development activities (including during pre-deployment training (PDT)) and other leadership courses such as single service promotion and development courses, and other experiential activities.

3.73 Promotion and development courses, such as Junior and Senior Non-Commissioned Officer Courses, are also an opportunity for NZDF instructors and facilitators to reinforce key leadership concepts and desired leadership behaviours taught on LDS courses at various levels. These courses also allow provide an opportunity for individuals to put into practice what they have learned on LDS courses.

3.74 Experiential leadership development activities are utilised to reinforce key leadership lessons and allow an individual to develop an enhanced understanding of their strategic self-awareness, brought out by creating an environment that allows for heat, collision, and sense-making to occur over condensed timeframes and under controlled conditions (eg: sailing, cross country skiing, climbing).

3.75 Stratified leadership development activities are those that occur within the workplace and involve multiple levels of leadership from one organisation in

the planning and delivery of the activity. A stratified leadership development activity may involve ongoing leadership education, refresher training, skill-gap closure training (for those who may not have been exposed to formal LDS courses), or continuation training. These activities help to reinforce a common understanding of leadership and leadership development philosophies, tools, and techniques across a unit and promote discussions on their application within in the workplace.

3.76 Action Learning Groups (ALG) are increasingly being used to connect leaders to discuss common issues, problems, and ideas across LDS cohort groups and at specific rank levels in common locations across NZDF. This peer to peer learning in a group environment helps to reinforce ideas from formal learning and coaching / mentoring conversations. ALG's actively assist in supporting a leader applying the learning within the workplace, and ultimately in the transformation of their leadership.

3.77 The NZDF Leadership Toolkit is available on NZDF's IT systems. This provides additional information, theories, models, and practical tools that a leader can access to support their development and ongoing learning whilst in the workplace. As advances in technology are implemented within NZDF, it is envisaged that greater use of online learning will enable more flexibility in the delivery of existing LDS courses and quicker and easier access to leadership learning material and tools to allow for 'anywhere-anytime' learning.

3.78 Selected individuals at senior levels with high potential may also be selected to attend additional executive leadership education activities or programs to complement NZDF LDS courses.

Team Development Systems

3.79 In the NZDF, as with the majority of large organisations, leadership development has traditionally focused on the individual leader (within the Leader Development Systems). However, to be effective in the workplace (or in our context, on operations)

leadership development occurs best if it happens in the environment leaders operate in. This approach acknowledges that leadership challenges are not static and objective, but rather highly variable and contextual. Instead of developing a leader for the 'known' it is actually necessary for the entire team to be involved in interpreting the challenges of leadership and solve them collectively, for the benefit of both the team and the leader's development. An outcome of conducting leadership development in a team setting is enhanced levels of trust within a team, leading to improved levels of performance. The team is able to ascertain what elements of their individual and collective personality will support or challenge positive interpersonal relationships within and external to the team.

Team Performance Feedback

3.80 Just as an individual leader requires feedback on their behaviour and performance in order to enhance their strategic self-awareness and identifying areas in need of development to become for effective, so does a team. Aside from objective measures of required performance outcomes, there are a number of mechanisms that leaders can use to assess whether they have the right conditions in place for their team to be high performing. This can assist in identifying whether a team development activity would be appropriate while also receiving feedback on team behaviour and performance. Examples include team assessments such as the Rocket Model Team Assessment Survey (TAS) ©, routine organisational engagement surveys, specific climate surveys, and more bespoke assessment methods such as exit interviews and focus groups. These methods can be used as a diagnostic tool to identify problems or as an evaluative tool to measure the success of team development interventions.

3.81 Teams also receive behaviour and performance feedback after unit, collective and joint training, exercises and operations in the form of post-activity reports, such as readiness reports, worthiness reviews and audits; although these types of reports are normally focused on performance and pay less attention to behaviour.

Team Development Systems

3.82 Unit, collective and joint training, and exercises are all inherently designed to develop teams in order to achieve high performance on operations. To ensure the NZDF is maximising the advantages of both the individual and collective leadership development, there has been a rapid increase in the use of programmed team-based development activities. These events focus on building high-performance teams, with an emphasis on team goal setting and collective accountability. In fact, for a team to become high performing it is essential everyone be accountable to the team, especially the leader.³³ These activities can include unit-based leadership team experiential leadership development activities, group self-awareness sessions using psychometric tools, team building workshops, and team-focused diagnostic and planning sessions using tools such as the Rocket Model© TAS³⁴ and strategic management processes.

3.83 **Pre-Deployment Training: Team Development.** Leadership team development sessions are increasingly a key element of New Zealand contingent pre-deployment training (PDT) programmes. Recent land, sea, and air deployments have included one or more leadership development activities, tailored to meet the specific requirements of the commander and their senior leadership team. PDT leadership sessions focus on collectively determining how they will develop the leadership culture required to effectively achieve the mission, what this looks like in practice and how this will be achieved. Group self-awareness activities (with or without the use of psychometric tools) allow the team to ascertain what elements of their individual and collective personality will support or challenge the establishment and sustainment of this culture.

3.84 The management of internal team conflict is also a critical requirement for deployed NZDF forces and can have wide-ranging effects on wellbeing and performance. Interpersonal conflict is a natural result

³³ Katzenbach, J.R., and Smith, D.K., *The Wisdom of Teams: Creating the High Performing Organization*, New York. HarperCollins. 2003.

³⁴ Curphy, G., and Hogan, R., *The Rocket Model: Practical Advice for Building High Performing Teams*. Hogan Press. Tulsa, OK. 2012.

of working closely together for extended periods, and increases in likelihood the more challenging and demanding the mission. In fact, the total absence of conflict is a sign of a dysfunctional team that lacks trust. By contrast, high-performing teams are able to confront and effectively resolve conflict. An emphasis on methods of intra-team conflict management and resolution is therefore essential in preparing NZDF contingents for deployment and should occur during PDT.

Conclusion

3.85 Through a continuum of leadership programmes, coaching, and challenging workplace experiences that start with initial training the NZDF first delivers the fundamentals of leadership and then builds on this base by using a leadership framework which

outlines the behaviours expected of leaders at each level of leadership.

3.86 The LDS is a continuous engaged development and support system which begins from the moment an individual joins the organisation and continues throughout their career. A key focus of this system is accelerating how quickly leaders become effective as they transition to a new level of leadership, and progress through the phases of orient, build and advance.

3.87 The LDS acknowledges that the majority of leadership development occurs in the workplace, as opposed to on a course, and emphasises the importance of on-going coaching and mentoring. Consequently, leadership development in the NZDF is underpinned by the understanding that leaders develop other leaders.

Real-Life Example

Task Group Taji



The most recent NZDF deployments to Iraq as part of the New Zealand contribution to Task Group Taji, included a minimum of two command team leadership development sessions during pre-deployment training. These activities included collective goal setting, conflict management training, and team self-assessment. The senior command team also participated in a collective strategic self-awareness session using psychometric surveys.

The response of one Australian Task Group commander was that the activities compressed eight weeks of 'forming and storming' into 48 hours, allowing the contingent to concentrate on the critical task of mission focused skills training. Reports from mid- and post-deployment also highlighted the importance of conflict management training, and a desire to allocate more time to this prior to deployment.

GLOSSARY

Terms and Definitions

Command (NZDF Supp)

The authority that a commander in a military Service lawfully exercises over subordinates by virtue of their rank or assignment. Command includes the authority and responsibility for effectively using available resources and for planning the employment of, organising, directing, coordinating and controlling military forces for the accomplishment of assigned missions. It also includes responsibility for health, welfare, morale and discipline of assigned personnel.

Note: It comprises 3 closely inter-related elements: leadership, decision-making (including risk assessment) and control.

Fighting Power (NZDF Supp)

Fighting power is the result of the integration of three interdependent components:

- the intellectual component provides the knowledge to fight
- the moral component provides the will to fight
- the physical component provides the means to fight.

Horizontal Development (Centre for Creative Leadership)

Transferring information to a leader and increasing 'what you know'. The outcome of horizontal development is learning new skills, knowledge, and competencies.

Leadership (NZDF)

Leadership is the ability to influence, motivate, and enable others to contribute to the effectiveness and success of the NZDF in an ethical manner.

Line Authority (Business Dictionary)

The officially sanctioned ability to issue orders to subordinate employees within an organisation

Mission Command (NZ Supp)

A style of command that seeks to convey understanding to subordinates about the intentions of the higher commander and their place within his plan, enabling them to carry out missions with the maximum freedom of action and appropriate resources.

Operation (AAP-6)

A sequence of coordinated actions with a defined purpose.

Personnel Management (NZDF Supp)

The process of planning, organising, directing and controlling the recruitment and career development and management of personnel; the staffing of units/ organisations and the administration of service conditions and discipline.

Preparedness (NZDF Supp)

The measurement of how ready and how sustainable forces are to undertake military operations.

Strategic Self Awareness (NZDF)

Comparing knowledge of one's strengths and limitations with those of others, and using this to shape and direct one's leadership to be more effective.

Systems Thinking (Systemic Leadership Institute)

Systems thinking is a management discipline that concerns an understanding of a system by examining the linkages and interactions between the components that comprise the entirety of that defined system.

Training (NZDF Supp)

A planned process to inculcate and modify attitude, knowledge or skill behaviour through a learning experience to achieve effective performance in an activity or range of activities against a predetermined standard.

Transactional Leadership (Leadership in the Canadian Forces: Doctrine)

A general pattern of influence based on the provision of various rewards or benefits in exchange for extra effort or improved performance; sometimes discussed with reference to principles of economic exchange.

Transformational Leadership (Leadership in the Canadian Forces: Doctrine)

A general pattern of influence based on shared core values and mutual commitment and trust between the leader and led, and intended to effect significant or radical improvement in individual, group, or system capabilities and performance; sometimes discussed in the context of social-exchange theory.

Vertical Development (Centre for Creative Leadership)

Gaining new perspectives on 'how to think', new experiences, and leadership mind-sets. The outcome of vertical development is being able to think in more complex and sophisticated ways.

Acronyms and Abbreviations

CAF	Canadian Armed Forces
CDF	Chief of Defence Force
CTM	Career and Talent Management
DFO	Defence Force Order
EEZ	Exclusive Economic Zone
GE	General Electric
HADR	Humanitarian Aid and Disaster Relief
HQJFNZ	Headquarters Joint Forces New Zealand
ILD	Institute for Leadership Development
LCAP	Lead Capability level of leadership
LDS	Leadership Development System
LDP	Leadership Development Plan
LF	Leadership Framework
LIC	Lead Integrated Capability level of leadership
LL	Lead Leaders level of leadership
LOG	Lead Organisation level of leadership
LS	Lead Self level of leadership
LSYS	Lead Systems level of leadership
LT	Lead Teams level of leadership
OGA	Other Government Agencies
OODA	Orient, Observe, Decide, Act
NZDF	New Zealand Defence Force
PDR	Performance and Development Report
PDT	Pre-deployment training
PICSIE	Planning, initiating, controlling, supporting, informing and evaluating
PNGDF	Papua New Guinea Defence Force
UNMISS	UN peacekeeping Mission In South Sudan
VUCA	Volatile, uncertain, complex, and ambiguous

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