



National
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Leadership in the Canadian Forces

LEADING PEOPLE

Summaries



Canada 

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Introduction

This Summary booklet is provided to the Canadian Forces (CF) as an aide-mémoire. It is a collection of the chapter summaries included in the new CF applied leadership manual, *Leadership in the Canadian Forces: Leading People* (NDID # A-PA-005-000/AP-005). It is intended to provide a quick reference and an overview of the new doctrine for leaders of the CF. However, it is important to note that this booklet is not a replacement for the manual, which provides the concepts, approaches and techniques that in turn must be studied, incorporated and applied throughout the Canadian Forces.

Chapter 1 Summary

ACHIEVING ESSENTIAL MILITARY OUTCOMES

- CF Effectiveness Framework

Primary Outcome:

- Get the job done (Mission Success).

Enabling Outcomes:

- Look after your people (Member Well-Being and Commitment);
 - Think and act in terms of the larger team (Internal Integration);
 - Anticipate and adapt to change (External Adaptability); and
 - Exemplify professional values (Military Ethos).
- Effective CF Leadership: Directing, motivating and enabling others to accomplish the mission professionally and ethically, while developing or improving capabilities that contribute to mission success.
 - Distributive Leadership: sharing the responsibilities of leadership vertically and horizontally within teams, units and formations and within the CF as a whole.
 - Followership. Effective followers:
 - get the job done;
 - are valued and essential members of their team;
 - are committed to serve the Canadian Forces;
 - are receptive implementers of change; and
 - are living the CF military ethos.
 - Leading People is about leading in integrated operations, that is, domestic operations, conflict situations and combat.

- A number of conditions cause specific fears:
 - Fear of being killed, wounded or captured;
 - Fear of killing others;
 - Fear of the unknown;
 - Fear of personal failure; and
 - Fear of letting down comrades.

- Principles of Leadership
 - Achieve professional competence and pursue self-improvement;
 - Clarify objectives and intent;
 - Solve problems and make timely decisions;
 - Direct; motivate by persuasion and example and by sharing risks and hardships (that is, lead by example);
 - Train under demanding and realistic conditions;
 - Build teamwork and cohesion;
 - Keep subordinates informed;
 - Mentor, educate and develop subordinates;
 - Treat subordinates fairly;
 - Maintain situational awareness, seek information and keep current;
 - Learn from experience and those who have experience; and
 - Exemplify and reinforce the military ethos; maintain order and discipline; and uphold professional norms (that is, lead by example).

Chapter 2 Summary

BEING AN ETHICAL LEADER

- **Canadian Military Ethos:** comprises values, beliefs and expectations that reflect core Canadian values, the imperatives of military professionalism, and the requirements of operations. It acts as a centre of gravity for the military profession and establishes an ethical framework for the conduct of military operations.
- **Military Culture:** institutional patterns of behaviour based on doctrine, history, heritage and tradition, technological preferences, unique function, and operational experience.
- **Values-Based Leadership:** All actions and decisions are based on the values, norms and principles exemplified in the Canadian military ethos.
- **Ethical Principles:**
 - Respect the dignity of all persons;
 - Serve Canada before self; and
 - Obey and support lawful authority.
- **Canadian Military Ethos**
 - **Beliefs and Expectations About Military Service:**
 - Unlimited liability;
 - Fighting spirit;
 - Discipline and self-discipline; and
 - Teamwork.
 - Fundamental Canadian Values

- Core Military Values:
 - Duty: serving Canada before self, achieving mission, and caring for members.
 - Loyalty: loyalty to comrades, loyalty to subordinates and superiors.
 - Integrity: doing the right thing, honesty, and accountability.
 - Courage: moral and physical courage, speaking truth to power.
- Aligning Culture with Ethos
 - Leaders must lead by example;
 - Leaders react quickly, decisively and transparently;
 - Leaders constantly refer to what is important;
 - Leaders ensure that exemplary conduct is recognized and rewarded;
 - Leaders explain to their followers, as required, how the military ethos has either directly or indirectly shaped unit, formation and CF policies and practices; and
 - Leaders emphasize unit and CF history and traditions.
- Ethical Decision-Making
 1. Perceive the problem and consider the obligation to act.
 2. Evaluate the problem (that is, what are the issues, what are the facts?).
 3. Make a decision (choose the best option with due consideration for the rules, values, consequences, and care for others).
 4. Implement and accept responsibility for the decision.
 5. Monitor and adjust.

Chapter 3 Summary

MISSION SUCCESS THROUGH LEADING OTHERS

- Power and Influence: Leaders direct, motivate and enable through the exercise of influence and power.
 - Power is either positional or personal;
 - Personal power comprises three sub-classes: expert, referent and connection; and
 - Influence can be either direct or indirect.
- Spectrum of Influence Behaviours: There are eight types of behaviour that are exercised in accordance with the situation and the state of the followers' professional development:
 - Directive;
 - Contingent reward and punishment;
 - Achievement-oriented;
 - Persuasive;
 - Facilitative;
 - Supportive;
 - Participative; and
 - Delegation based.
- Transactional Leadership: involves leaders trading rewards and punishments for the appropriate performances of followers.

- Transformational Leadership: developmental; emphasizes individual growth and team enhancement.
- Leader Intent: a personal expression of why an operation or task is being conducted and what achievement is expected. The leader's intent is a clear and concise statement of the desired end state and acceptable risk.
- Critical Requirements of a Leader:
 - A successful leader seeks and accepts responsibility and accountability;
 - A successful leader performs effectively under stress;
 - A successful leader correctly applies skills and knowledge;
 - A successful leader demonstrates initiative and decisiveness;
 - A successful leader seeks and accepts advice and constructive criticism;
 - A successful leader inspires team spirit, performance and co-operation;
 - A successful leader plans effectively;
 - A successful leader communicates effectively;
 - A successful leader supervises effectively; and
 - A successful leader delegates effectively.

Chapter 4 Summary

BEING AN EFFECTIVE LEADER

- **Professional Competence:** Effective leaders know that they must strive to master the skills, techniques, attitudes and knowledge relevant to their position. They increase their professional competence through self-study, reading relevant professional publications, taking courses offered by various colleges and universities, and by objectively analyzing their own experience to determine where they might improve their performance the next time.
- **Task Cycle**
 - Analyze the requirement – think clearly, critically and logically;
 - Formulate the intent and the plan – who, what, when, where, why and sometimes how;
 - Lead and implement – direct, motivate and enable; and
 - Monitor and adjust performance.
- **Leader-Follower-Situation Framework:** Leadership is situationally dependent. Sometimes it is the situation that is the dominant determinant, and effective leaders understand the complex interplay among the leader, the followers and the situation.
- **Achievement of Mission Success by:**
 - Taking the initiative in making difficult decisions and dealing with problems;
 - Planning and organizing the activities to accomplish a mission effectively;

- Procuring and/or allocating the resources, supplies and equipment needed for an operation;
- Communicating clear objectives, standards and role expectations to followers;
- Inspiring commitment by explaining why an activity is right and important, building achievement motivation, leading by example, and sharing risks and hardships;
- Empowering followers to perform their responsibilities, by delegating authority, expressing confidence and showing trust;
- Preparing for an operation by conducting intensive training and rehearsals under realistic conditions;
- Developing followers' skills and confidence by providing constructive feedback, coaching and mentoring;
- Keeping people informed in a timely way about events or decisions that affect them;
- Developing teamwork and identification with the team or unit;
- Being supportive and showing genuine concern for the needs and concerns of followers; and
- Developing networks of contacts to obtain information, resources, assistance and organizational support for innovation.

Chapter 5 Summary

LOOKING AFTER YOUR PEOPLE

- The Comprehensive Approach: Looking after your people's well-being involves looking after their physical, intellectual and emotional health.
- Facilitate the resolution of interpersonal conflict. Guidelines for dealing with difficult subordinates:
 - Deal with the problem. Do not allow the situation to linger;
 - In cases of indiscipline, charge the individual under the *National Defence Act*. If you do not possess this authority, report the infraction to a superior who is authorized to take this action;
 - When counselling an individual, talk about the behaviour, not the person. Talking about behaviour is easier for the individual to handle. Don't criticize the individual; criticize the behaviour he or she is exhibiting;
 - Be clear, direct and honest in identifying specific shortcomings;
 - Identify specific examples;
 - Clearly describe desired behaviour;
 - Clearly identify the next steps if the behaviour is not corrected. These steps can include loss of privileges, reference to alternate dispute-resolution processes, and referral to professional counsellors, both military and civilian;
 - Stay involved, actively set up appointments, and consult with outside assistance on an ongoing basis; and
 - Always follow up.

- Treat followers fairly.
 - Distributive Justice: refers to the quantity of rewards and benefits that you distribute to people; and
 - Procedural Justice: refers to the ways in which you determine how rewards and benefits are assigned to people.

Consideration of both the distributive aspects and the procedural aspects of justice in your unit will help ensure that everyone is treated fairly and ethically.

- Recognize and reward success. Effective leaders know that the purpose of rewards is twofold:
 - To increase or sustain performance; and
 - To demonstrate to the entire group what successful performance looks like.
- Appropriate rewards generally fall into two categories:
 - Consumable, such as time off, financial incentives and special leave; and
 - Social, such as verbal praise, letters of appreciation, commendations and medals.

Chapter 6 Summary

BUILDING EFFECTIVE TEAMS

- Team-building is assisted by following the Four-Stage Model of Forming, Storming, Norming and Performing.
- Building Trust
 - Demonstrate high levels of proficiency and professional competence;
 - Exercise good judgment;
 - Show trust and confidence in your followers;
 - Demonstrate concern for the well-being of your followers;
 - Show consideration and respect for others;
 - Be professional in bearing and conduct;
 - Maintain high standards and honest and open communications;
 - Lead by example; and
 - Keep your word and honour your obligations.
- Maintaining Trust
 - Demonstrate that you are not self-serving;
 - Be a team player;
 - Practise openness. Keep people informed;
 - Be fair;
 - Be transparent;
 - Show consistency in the basic values that guide your decision making; and
 - Maintain confidences.

- Building Teamwork and Cohesion. To generate teamwork and cohesiveness in their followers, leaders must:
 - Articulate a clear purpose;
 - Ensure participation of the entire group;
 - Allow civilized disagreement;
 - Practise open communications;
 - Exercise active listening;
 - Stifle rumours;
 - Set a comfortable working climate;
 - Allow participation in decision making;
 - Share hardships and experiences over time with their subordinates;
 - Share leadership; delegate responsibility;
 - Embrace diversity;
 - Understand and follow policies and procedures;
 - Keep superiors informed; and
 - Be a good follower.

- Followership. Followers are most effective when they:
 - Know what is expected;
 - Establish and maintain contact with the leader;
 - Take initiative and keep the leader informed;
 - Provide accurate information and feedback;
 - Support change;
 - Support the team;
 - Provide alternate ideas and options;

- Support decisions;
- Demonstrate appropriate recognition; and
- Challenge orders, when necessary. There are only two instances when the follower challenges orders: first, when it is a manifestly unlawful command; second, when the follower believes the order is clearly unethical. In the latter case, followers must understand that they will be held fully accountable for their decision.

Chapter 7 Summary

ADAPTING TO EXTERNAL CHANGE

- **Learning and Innovating:** Leaders keep informed and up to date on the bigger picture of what is going on around them.
- **Situational Awareness:** This ability to identify, process and understand the critical elements of what is happening around you means that leaders are
 - continuously seeking, extracting and interpreting information from the external environment;
 - integrating this information with previous knowledge to develop as accurate a mental picture of reality as possible;
 - understanding the dynamics of the task environment; and
 - using the information gathered to anticipate what is going to happen next.
- **Supporting Innovation and Experimentation.** Guidelines for supporting innovation include:
 - Tolerate failure;
 - Encourage risk-taking;
 - Encourage creative thought and the use of technical innovation;
 - Experiment and evaluate;
 - Listen actively;
 - Express confidence in followers and superiors; and
 - Encourage lifelong learning.
- **Learning from Experience and Those Who Have Experience.** Guidelines for effective learning include:
 - Understand the information you are getting from the surrounding environment and situation;

- Reflect on how the information can have an impact. Consult with peers, superiors and followers;
- Evaluate the information in relation to current experience and knowledge; and
- Think about how information and technology offer new ways to act.
- **Developing Effective External Relationships.** Guidelines for developing effective external relationships include:
 - Identify key players;
 - Go and meet people; establish a network;
 - Take the time to explain the roles and capabilities of your team or organization to others;
 - Take the time to understand other teams' mandates and capabilities (and command relationship);
 - Develop professional relationships with peers, colleagues and external counterparts;
 - Be willing to assist others;
 - Ensure that the assistance received from others is reciprocated and acknowledged; and
 - Keep superiors and colleagues informed of activities.
- **Leadership Across Environments and with Other Organizations:** The rule, rather than the exception, of operations across the spectrum of conflict is that leaders work with members of all three environments, with military allies, public servants and non-governmental organizations. This normally necessitates making themselves aware of the norms, customs and traditions of these entities and understanding their roles and capabilities. Within the CF leaders must ensure that team and unit identity is subordinate to CF culture.