UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

USING A PSYCHODYNAMIC APPROACH TO LEADERSHIP IN THE UNITED

STATES ARMY: TRANSFORMATION, NEW GENERATIONS, AND MORE

CHALLENGES

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

Degree of

DOCTOR OF PHILOSOPHY

By

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DEDICATION

I dedicate this accomplishment to all the service members and civilians of every branch of the United States Military and Federal Agencies serving our nation and defending our freedoms and way of life; and to those that have died in this endeavor. To those that were, and are still severely wounded. To the family members and friends left behind that pickup the pieces and provide care. America can never repay these Great Heroes and owes an immeasurable amount of gratitude and continual support as they try to paste their lives back together. As a Soldier and a Sergeant Major, "I will never forget!"

ACKNOWLEDGMENTS

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ABSTRACT

The US Army is a diverse and rapidly changing organization made up of people from different groups, ethnicities, and geographies. This increases the possibility for relationship uncertainties between the leader and their subordinates. This research is not intended to criticize the Army institution or its' leadership methodologies in any manner. Rather it provides a perspective that may be relevant when viewed in terms of maintaining the "All Volunteer Army" and in the context of the title of this research, "Transformation, New Generations, and More Challenges." The central research objective addressed in this research investigated the extent to which using a Psychodynamic Approach to Leadership (PAL) would influence the relationship between leaders and their subordinates. In this research, an attempt was made to determine whether using a Psychodynamic Approach to Leadership (PAL) could foster a better relationship and understanding between leader and subordinates, subsequently creating a positive environment in which the relationship may develop, while also increasing job satisfaction, job performance, personal self-awareness, trust in others, and reinforcing Army values. The purpose then is to connect people through psychodynamics training and awareness while fostering a better understanding of their conscious and unconscious motives and activities.

A survey assessment instrument was developed which introduced the concept of psychodynamics theory while also collecting a measure of baseline personality. Administration of the surveys included military leaders and subordinate Soldiers, and civilian leaders and subordinate civilians serving at various levels within Army organizations. All questionnaires were Likert-based. Although the initial study period

was designed to be between three and six months, subsequent time constraints, an

unexpected US Army transformation in the work environment, and the rapid gearing up

of soldiers for deployment to Iraq, Afghanistan, and other world-wide missions resulted

in the study being conducted for a period of one month. At the conclusion of the

experiment and analyzation of the data, a positive correlation was yielded suggesting

that implementation of a Psychodynamic Approach to Leadership may be beneficial to

the Army and the individual.

Using a Psychodynamic Approach to Leadership in the United States Army:
Transformation, New Generations, and More Challenges

CHAPTER 1

The goal of this research is to evaluate the implementation of a Psychodynamic Approach to Leadership (PAL) in The United States Army (US Army). Although the US Army serves as the organization of study for this research, this in no way should limit a psychodynamic approach from being implemented in alternative organizations. This research is not intended to criticize the Army Institution or its Army leadership methodologies in any manner. What it does suggest is that the Army as an employer is in competition with other businesses and organizations in the civilian sector who also seek highly qualified human resources. Therefore Army leadership methodologies and the impact on job satisfaction, work environment, and other factors will be determinants as to which employers' succeed in recruitment and retention of personnel.

Doctrinal Army Leadership traces back to the Blue Book originated by Von Steuben (1778)[1], although leadership doctrines continue to evolve as evidenced within the Army's current leadership manual. During 25 years of active military service as a Soldier in the US Army, I have experienced both good and bad leadership. My personal knowledge and observational experience has afforded me a better opportunity to understand the US Army and its leadership model, and it was instrumental in conducting this research. One constant observation that arose out of my experience was the appearances of a leader-subordinate disconnect. This leads to a conjecture that

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[1] Major General (MG) Frederick Wilhelm, Baron Von Steuben is given credit as the father of the Blue Book, a doctrinal regulation for leadership in the Army. It continues to be the foundation of leadership today. Source: http://www.delawaresaengerbund.org.

much of the disconnect is in the relationship uncertainty between leader and their subordinates. Regardless of the type of Army organization that I found myself working in, the one empirical constant was that the relationship between individuals appeared to be the driving factor regarding the health of the organization.

From a classical view it might be posited that the US Army's primary mission is that of deterring war, and that maybe an autocratic style of leadership is better able to develop and motivate subordinate soldiers toward that end goal. However, there are always individual differences to consider, which acknowledge that people respond in different ways to different styles of leadership. This expected interaction between leadership styles and subordinate performance suggested that a Psychodynamic Approach to Leadership (PAL) might create better working organizations that improve synergy and efficiency.

In support of this possibility a study by Lewin, Lippitt and White (1938), found that the quantity of work in groups where there was either autocratic or democratic leadership was approximately equal. However, the results also showed that quality and group satisfaction was higher for democratically-led workgroups than for autocratically-led workgroups. Of course this is not to imply that a democratic style of leadership in the US Army is the single best approach to leadership. Rather, this study simply suggests that other approaches including a Psychodynamic Approach to Leadership has some validity in terms of leadership approach, and that it might create a greater degree of organizational satisfaction within the Army than the traditionally perceived autocratic approach.

The contention here is that despite the missions the US Army is typically involved in, the need for positive relationships between its leaders and subordinates is still of paramount importance. It also suggests that regardless of the social and cultural impact of new technology available to meet the Army's mission success, the human element ultimately decides whether or not a mission succeeds. This is especially true for the Army where the enlisted subordinate Soldier always has and currently continues to form the building blocks of the Army foundation.

The preceding view has implications for the current organization as seen in existence of the "All Volunteer Army[2]." The all volunteer Army started June 30, 1973 (Warner & Asch, 2001), following a war - Vietnam - in which negative public opinion of conscription inequities created a widely unpopular war as perceived within the general United States of America public. Unlike the Army of earlier wars, including Vietnam, when soldiers were involuntarily drafted, the Army of today is for all intents an all-volunteer force in which soldiers agree to serve for standard employment compensation, as they would within any private or public workplace. Because of this change from involuntary to voluntary employment, current leadership practices may need rethinking due to competition in the civilian sector and to maximize the use of this relatively small number of volunteers. Otherwise the voluntary soldiers of both today and the future though patriotic, may be less willing to serve the Army and under the control of leaders that do not have a more realistic understanding or concern for them as

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[2] Civilians join the Army to serve their country out of patriotism, but in many instances it may also be due to lack of economic opportunities; a lack of skills; a means for college funding; to get out of an unstable home or living environment. These represent a few reasons why people volunteer to join the military.

individuals. Under these assumptions future volunteers may seek employment outside of the Army. If current and future leaders want soldiers and Army civilian employees to "buy in" to current US Army organizational doctrine, a paradigm restructuring between leaders and subordinates may be necessary.

The number of volunteer soldiers is small in comparison to the numbers that would be available if the draft was re-enacted. Relative to this observation the all volunteer force makes disproportionate sacrifices for their country. The All Volunteer Active Army consists of approximately .00175 or 560,000 soldiers which is less than one percent of the entire United States population. Army leaders must understand themselves and their subordinate soldiers better to ensure the preservation of the all volunteer force. Civilians are equally important as they perform key roles with soldiers in both peace and wartime environments. Civilians represent a critical and important talent pool and they too must be continually retained and recruited.

Given the transformation and ever changing background of military service, it is not surprising that the Army has been burdened by troop shortages since the 2001 Afghanistan war and the 2003 Iraq war, both of which are still ongoing. Tellingly, the Army has indicated publicly that there are no recruitment and retention concerns. That this may be true is in no small part due to the bonuses paid, some as high as $150,000 are given to soldiers as an incentive to remain in or to join the Army. Such large retention and recruitment bonuses in the civilian sector would create an untenable situation for the organizational survival, particularly when applied to the lowest-level employees. Moreover, enlistment standards have been lowered, and so-called Stop-Loss measures have been instituted to prevent even further voluntary erosion from the

Army. Stop-Loss is an Army policy that prohibits soldiers from leaving the military to return to civilian life even though they have fulfilled their service obligation honorably (Thompson, 2007).

Other reasons soldiers stay include staying because of time invested, especially those soldiers with only a short time remaining to retirement. For example, a soldier with 14 years of service has six more years to achieve their 20-year service retirement eligibility. Most soldiers are not willing to simply throw away those years of invested service to start new careers and lives, especially with a fairly substantial reward waiting just around the corner. Therefore, they are somewhat understandably obligated to stay until they reach retirement. Nevertheless some soldiers separate regardless of the length of time remaining to retirement eligibility.

It has been suggested by some law makers in Congress that the negative impact upon military resources in terms of labor would vanish if the draft was reinstated. Whereas this will resolve the personnel shortage problem, one might also argue that there would still need to be a barrier free relationship to understanding between leader and subordinates. A draft by its very nature implies involuntary servitude and it is quite likely that due to this there could be less motivation, less commitment to the core organizational principles, more uncertainty in defining work-roles, and ultimately more barriers to the Army as an organization achieving its ultimate objectives. Yet whereas a volunteer Army implies choice, this should not be confused with an abandonment of certain job-related expectations of leaders. Therefore regardless of whether the US Army uses a volunteer-only or draft-enhanced recruitment system, a PAL could conceivably strengthen the institution in better meeting its long-term objectives.

Psychodynamics Theory and Implications for Work:

Psychodynamics theory was developed by Carl Jung, based on his earlier work with Freud and his Psychoanalytic theories (Freud, 1938). The terms Psychodynamics and Psychoanalysis are often used interchangeably. The primary difference between Freud's Psychoanalytic theory and Jung's Psychodynamic theory is that Freud's theory originated from a focus on the treatment of certain clinical behaviors. Freud's theories were based on the clinical findings of mentally and hysteria disturbed patients in which he used psychoanalytically based treatment therapies to help patients. Jung's works were less treatment-focused and relied more on analytical psychology's insight into the person and specifically the unconscious mind.

Jung (1957) emphasized the phenomenological importance of social and cultural factors, rather than child-developmental factors, in the acquisition of an individual's personality. A phenomenological perspective factors in experience that's not just based on what we can see, feel and understand; it's also based on a subjective view of reality even when we don't understand. That's why to really understand ourselves and others; we need to understand our inner being as well as the external. The application of a Psychodynamic Approach to Leadership (PAL) could thus be characterized as an emerging theory based on historical ideas of psychodynamic personality development.

Jung (1957) asserted that the psyche is open to influences known as psychic infections. The only way to guard against psychic infections is by becoming aware of what is allowing these infections to take hold on the system. This is where self-awareness becomes an important preventative measure. Self-awareness helps us to understand individual behavior and does not rely solely on the power of theoretical

universals to understand all human behavior. Theoretical universals are assumed to have universal validity for all individuals and therefore attempt to explain all behavioral phenomena. However, universal rules ignore peculiarities in behavior and personality specific to an individual that are integral to individual self-awareness. The psychodynamics approach rejects the rational and economic views on work while also rejecting the notion of a grand theory of organization. Moreover, psychodynamic theory believes that statistical analysis - in the sense that it deals only with the average person - says nothing useful about organizational behavior or the people working in the system, very few of whom are likely to be average (Lawrence, 1999; Miller, 1976).

Jung (1957) suggested that experiences described only by theoretical universals are primarily statistical in that it requires the formulation of an ideal average, which may overlook the many exceptions that exist at either end of the scale. Theoretical universals as explanations must be considered of course, but there can be no individual self-awareness based on theoretical universals only. The ultimate objective of psychodynamics knowledge is individual self-awareness in contrast to the universal in which the individual is always the relative exception. Hence, it is not the universal and the regular that characterize an individual, but rather the unique differences from the ideal average. People can not be understood universally in terms of a recurrent theoretical ideal using large samples of data, because all are unique and singular in nature.

However, Jung (1959) also realized that as a member of a species man has to be classified as a statistical unit in order to make generalizations; he used the term comparative unit for all such attempts at classification. This view is often implicitly

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accepted as universally valid in such social sciences as anthropology and psychology.

To gain a better understanding of a human being, Jung further stated that we must lay

aside all scientific knowledge of the average man concept and discard all such

nomothetic theories in order to adopt a completely new and unprejudiced attitude. This

will allow for approaching the understanding of the psyche with a free and open mind.

Research Question:

The Army has a diverse mixture of people from various geographic, ethnic, and

cultural backgrounds. This provides an increasing possibility that a negative

relationship may develop between Army leaders and their subordinates. The Army, to

function more efficiently within the constraints of modern society, needs a leadership

approach that acknowledges these differences, and that will have a positive influence on

the personal self -and other- awareness of both leaders and subordinates. This may be

truer today than ever before as the Army realizes institutional transformation brought

about by new generations of recruits, and the additional challenges that the Army faces

both locally and globally. Thus, the research question is the following: "Would a

Psychodynamic Approach to Leadership provide for greater organizational

effectiveness than the traditionally perceived autocratic approach currently believed in

vogue among Army leaders?"

Significance of Research:

The purpose of this research is to determine if a PAL paradigm would be

beneficial in improving the relationship and uncertainties that may exist in the

interaction between leader and subordinates, thus creating a more supportive and certain

work environment. This study is relevant because of the nature of the rapidly changing

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Army and the geographical environment. Promising results could provide feedback for

Army leaders, which in turn might positively impact the retention of current soldiers

and civilians, the recruitment of new soldiers and civilians, and increase commitment

and productivity for today's all voluntary Army. It may also prove useful to other US

military services, and civilian organizations.

CHAPTER 2 - LITERATURE REVIEW

There is little existing research on using a psychodynamic approach in the context of leadership. Even though Jung is credited with conceptualizing psychodynamics, much of the available literature refers to Freud and his work in psychoanalysis. Freud discovered psychoanalysis, and unfortunately at times it was later referred to as psychodynamics (Carr, 2002). Psychoanalysis is defined as an analytic technique that uses free association, dream interpretation, and analysis of resistance and transference to investigate mental processes using clinically oriented procedures. Psychodynamics is defined as the interaction of various conscious and unconscious mental or emotional processes especially as they influence personality, behavior, and attitudes (The American Heritage Dictionary, 1982).

One reason for the lack of research is due to the lack of perceived construct validity in psychodynamics theory. Second, the numerous over-generalized criticisms of Freud's earlier work in psychoanalysis have been unfortunately conflated with psychodynamic theory. Third, the source of Freud's subjects, which were primarily upper class mentally disturbed patients rather than normal healthy people (Northouse, 2004), led many to dismiss psychodynamic theory by proxy. Finally, Freud also used questionable research methods and was especially deficient in establishing and maintaining accurate data records of his work that are crucial to the modern scientific enterprise. Based upon these four factors, many theorists concluded that Freud's work was inaccurate or biased. Additionally, psychodynamics is not an overt behavior that can be readily observed, measured, or experimented upon, whereas behavioral theories are more readily measurable and can be subjected to laboratory and field experiment

reproduction. Such limitations have led many to demote psychodynamic theory into the intellectual dustbin of history, with only historical relevance for explaining behavior. Because of these limitations only a few psychodynamically oriented personality theorist are referenced in this research as follows:

Adler (1927) was known for the theory of Individual Psychology, which was so named such because Adler asserted that each individual is unique and different and is a product of their environment. In Adler's view, no one science or theory can be applied to one person and generalized to others. Each individual should be considered as a single entity and studied accordingly.

Freud (1946) followed the works of her famous father, but with a more specific inclination for the theory of the Ego. She theorized that the Ego, Id, and Superego conflict with each other based on anxieties regarding the individual's personal thought patterns. This resulted in defense mechanisms being triggered by the Ego to maintain control over this psychic conflict. She further believed that defense mechanisms could be disruptive when used prematurely, prior to their actual need, thus preventing individual from realizing positive opportunities.

Adams and Diamonds (1999) provided a conceptual background on Organizational Psychodynamics. They defined Organizational Psychodynamics as the study of unconscious patterns of work behavior and how it influences the entire organization. They suggested that psychodynamics theory moves us beyond the scientific search for observable facts and truths, and offers theory and practical advice for understanding human relations and experiences at work, all of which exist in the unconscious and latent processes of social systems. They further believed that applied

psychodynamics enabled the organizational researcher to explore assumptions outside of the conscious awareness. They further emphasized that organizations are not single entities that can be compared with other organizations, and neither can a single organization made up of many different people be considered as having one organizational psyche. Rather, organizations are only analyzable by interpreting the patterns of human interactions and perceptions of its members. Furthermore, because organizations are a complex system that can be described as adaptive and nonlinear, they proposed a dialectical framework for analyzing and interpreting the organization. In short, they suggested that an organization is more than just the total sum of its members. The emphasis is on understanding people and organizations and how they may profit from psychodynamics analysis, because it does not exclude or ignore individual, cultural, and historical data in favor of scientific verification.

Fraher (2004) re-conceptualized theory via historical analysis of systems psychodynamics amid the contributions of the Tavistock Institute. She gave an overview of psychoanalytic roots starting with Freud from the 1800s, ranging from the paradigm changing impact of group relations studies during World War I and II to the development of systems theory in the late 1900s. She suggested that systems psychodynamics is at its core in the study of groups and subgroups in a social system to maximize formation and cohesiveness. Systems psychodynamics, as so envisioned, is composed of three independent yet overlapping ideas that include psychoanalysis, group relations, and open systems theory.

The Tavistock Institute of Human Relations, founded in 1947 was especially instrumental in the development and recognition of systems psychodynamics. At the

Institute, the Tavistock methodology was developed. This methodology uses psychodynamics theory and system thinking in group relations conferences, in which subjects are taken away from their workplace and placed into a temporary institution that simulates an actual systems psychodynamic experiential learning environment. In this environment, subjects are exposed to a common language and experience that benefits them prior to being placed back into their normal work-roles within their organization.

Willcocks and Rees (1995) suggested a significant opportunity exists for the use of psychoanalytic and psychodynamic concepts in an organization. In their view, when organizations use psychometric testing to help determine the behavior characteristics and job fit of an applicant for potential employment they are in essence inquiring into the psychoanalytic and psychodynamics arena. They also stated that other organizational dynamic theories such as Transactional Analysis and the Johari Window are derivatives of psychodynamics theory, but are usually not acknowledged due to the lingering and vehement criticisms of Freud's work.

Burns (1978) in regards to organizational change showed that a necessary requirement of leadership when using its power is realizing the many goals and motives of its followers. This is especially true today given the unprecedented changes occurring within modern organizational environments. Willcocks and Rees (1995) further stated that traditionally, organizations have been examined through the lens of the conscious using such approaches as systems theory, role theory, and social and political perspectives. They stated that to further understand people and organizations, it is possible that the collective unconscious through psychodynamic analysis has been

systematically overlooked. They acknowledge that psychodynamic methods may have critics, but at the very least it might serve as another method for understanding the behaviors of the organization.

Lee (1999) reported that the most vital requirements in a leadership or management position are psychologically based, yet leaders in these positions routinely lack the basic psychological skills necessary to deal with the problems they are confronted with in the workplace. Lee asserted that although there is more than 50 years of academic knowledge that insight into the psychological makeup of people is valuable commodity, there remains a lack of understanding and subsequent use of psychological resources that might prove helpful in addressing workplace issues. One reason suggested for this blindedness to the psychological research is that there has been more of an inclination towards research coming out of the management science tradition. Management science was and has been considered concrete and verifiable, versus the applied behavioral science tradition which was looked upon as a pseudoscience. In this hostile environment, Lee proposed "Psychodynamic Mirroring" as a methodology for personality development. This methodology involves an individual reflecting back on their past, to attempt to understand their own identity as it interacts with the world. Such a reflection process was thought to provide a basis for future development of personality characteristics.

Kets de Vries, Vrignaud, and Treacy (2004) acknowledge that though there is currently a strong emphasis in the leadership research arena regarding the use of psychologically-based theories for understanding workplace behavior, research nevertheless continues to focus primarily on behavioral aspects and less on clinically-

based theories of psychoanalysis or psychodynamics. This is a weakness in that the absence of such strong theoretical insights leads researchers to ignore such possibly important aspects as emotions, cognitive theory, developmental psychology and family systems theory. These psychologically-based theories and disciplines may provide a more comprehensive understanding of the relational dynamics that occur between leaders and their subordinates. They also lamented the finding that leadership research was primarily based on simple survey inventories and other feedback instruments that often did not provide data from multiple sources and viewpoints. The end results were leader-biased self assessments, thus failing to capture important feedback from subordinates and others. They noted that historically psychological research has supported the need to capture information from multiple viewpoints, in contrast to that emanating from management science traditions. The central problem is then developing an instrument with proven construct validity. The development of the Global Leadership Life Inventory was a step in that direction.

In summary the preceding theorists are all referenced with respect to the psychodynamic approach because, though there are differences in their approaches to individual psychology, many of their concepts are similar and overlap in meaning. For example, most theorists would concur with the critical concepts of psychodynamic theory as consisting of a focus on individual uniqueness, need for insight, need for learning, innate tendencies, self-actualization, and they would uniformly acknowledge that psychodynamics theory is centrally based on the phenomenological perspective. Moreover, most psychodynamic theorists would make the connection that individuation is based on insight of our internal and external existence in relation to our

individual personal growth, development and life experiences, all of which could be complemented through better understanding of our innate and instinctual psyche content.

These central concepts provide an additional tie-in to psychodynamic theory integration and relevance to this research. While integrating the Psychodynamic Approach with respect to research in military organizations, the intent is to introduce subjects to critical concepts that would serve as a catalyst to the major underlying concepts of the collective unconscious while beginning a journey toward individual discovery and learning. Psychodynamic theory is in its most basic meaning simply about individual discovery of one's self through a process of uncovering personal limitations to achieving personal wholeness. This does not mean that people will resolve all – or even many - of their life problems, but the process gives them a path for learning. These psychodynamic underpinnings bring this research together in the context of leader and subordinate relationships and the idea of Army Leadership. A purposeful approach and application of these concepts may lead to better relationships within the organization, to a stronger and more committed Army, particularly in the modern context of the all-volunteer Army.

Psychodynamic Approach Theory:

Psychodynamics theory is not some sort of magical, psychological, or mental conversion process. It is a process of discovering one's self through a concerted desire to know; self admission; acknowledgement; learning and exploration; personality testing; people feedback; deep reflection; daily observation; keeping an open mind; and truthfulness. Psychodynamics theory is based on the concept that a person can, over

time and with training, become more aware of their own individual identity as well as that of others. An important assumption underlying this theory is that the personality characteristics of individuals are deeply ingrained, most likely having a strong genetic developmental basis, and thus virtually impossible to change. The key for psychodynamics application is the acceptance of one's own personality features and understanding and acceptance of the features and quirks of others. This is not a negative acknowledgment, but instead makes the point that everyone has had different life forming experiences ingrained into their personality or characteristic development.

As applied to leadership the basics of the psychodynamic approach to leadership according to Stech (2004), are threefold. First leaders are more effective when they have insight into their own psychological makeup. Second leaders are more effective when they understand the psychological makeup of their subordinates. Finally, the organizational situation improves even more if team members are aware of their own personality characteristics in order to better understand how they respond to both leaders and peers.

One consequence of Psychodynamic Approach is that it does not attempt to characterize an individual as a certain type of person or predetermined innate leader. For example the Psychodynamic Approach does not characterize one as a dispositionally-inclined leader, born-leader, transactional-leader, visionary-leader or one of the many other leadership characterizations. A Psychodynamic Approach to Leadership recognizes that everyone has certain characteristics that have evolved into shaping their current identity. Within this view of leadership, it's critical that leaders

become aware of their own identity and to make changes that equate to personal awareness and improvement.

A Psychodynamic Approach searches for truth. It has been said that, "You can lie to everyone else, but you can't lie to yourself." So, rather than a person trying to be someone they are not, A Psychodynamic Approach to Leadership seeks awareness of true self. This can only be accomplished whether one is a leader or subordinate by obtaining insights into our own psychological development and basic personality.

Theory of the Psyche:

According to Jung (1959), the Psyche is composed of three theoretical constructs that include the Ego, Personal Unconscious, and the Collective Unconscious as follows:

The *Ego* – Personal conscious, organized, our current state of awareness, our persona (face we show), contributes to our behavior. Sub-parts of the Ego include the Id and Super-ego. The Id is the unconscious (alter ego), instinctual, unorganized, reactive, the unknown, our dark side. The Super-ego battles the Id to keep it in check, and to maintain the morality of the Ego.

The *Personal Unconscious* – Suggests that the Personal Unconscious included anything that was not presently conscious in our mind, but could, upon proper effort, be recalled to memory at any moment. It contains all the life-stuff that can be made conscious through simple concentration and reflection. It consists of those things that we have experienced throughout the days of our lives. For example an old relationship with a past girlfriend, or a telephone number that was memorized a week ago. If needed you would be able to recall these events upon reflection. These elements of memory

may not exist in your present thought, but they are nevertheless easily accessible. As Jung suggested, imagine if everything that a person ever knew was present altogether at the same time. It would be impossible for such a person to function due to mental conflict and cognitive overload. Because of these all too human limitations, people must have different levels of consciousness to allow them to recall stored information in this manner: Jung suggested it was the Psyche that retains all such experiences.

The *Collective Unconscious* - Theorizes a separate level of conscious, the so called collective Unconscious, which contained elements that could not be recalled as easily. The collective unconscious, in Jungian terms, is a person's psychic inheritance. It is a knowledge source that everyone is born with, yet such knowledge can not easily be brought into conscious awareness. It is postulated to influence all perceptions of experiences and behaviors, especially those in the emotional realm. As such people are multi-dimensionally affected by their past and present, their personal conscious mind, and their collective unconscious mind. This part of the Psyche is unknown to most individuals and is often actively suppressed from memory but may become known indirectly, by looking at its common influence on human behavior. According to Jung (1959), the collective unconscious has the potential to be unlocked in each person, subsequently increasing self -and other- awareness. The following examples are included as food for thought:

- ❑ Have you ever done something and then later through thought, found out that your actions were irrational? You ponder to yourself why did I do that?
- ❑ Have you watched the news and there is a mass murder, and the neighbors of the subject state he or she was a nice person, and that they can't believe they did it?

❑ Have you ever done some deep thinking and reflection and may have gained insight into your state of being? The reason for your personal failure or success today? You may be trying to find the why -the unknown void- in your life.

The dichotomization of the classical view of the psyche and Jung's view of the psyche is distinguished by the scientific dispute of the existence or nonexistence of the collective unconscious reservoir of super phenomena, and the affect on individual personality and being. The classical view believes that the sum total of the human psyche is not affected by unknown energy or forces, and therefore denies the existence of the collective unconscious in human development and growth. Classicalist may view life from the Free Will or Fatalist view. The free will perspective believes that we are cognizant of the self and thus are responsible for who we are and who we become through our own actions. The fatalist perspective believes that our life has been pre-determined at birth and that there is no unknown phenomena affecting our personal growth.

Archetypes:

From these theoretical ideas of the Collective Unconscious, Jung postulated the existence of Archetypes. Jung attempted to link the archetypes to heredity and regarded them as instinctual entities. Jung believed that we are born with patterns of thought that structure our imagination and make it distinctly human. Jung (1959; 1980) believed that the contents of the collective unconscious were stored as Archetypes - an unlearned, instinctual tendency to experience things in a certain way. The archetype has no form of its own and its purpose is to acts as an organizing principle that functions similar to instincts. The following are the Archetypes proposed by Jung:

The *Shadow Archetype* is the dark side of the ego. It's not possible to have a concept of good without having a concept of bad. Likewise, just as people have a good side to who they are, there is also a bad side that is ever present and has the potential to act out negatively.

The *Persona Archetype* represents a person's public image. The persona allows us to form our personality and impressions that we present to others in order to meet societal expectations – to include false personas we use to manipulate people's opinions and behaviors of us. It's possible for a person to become entangled into these persona impressions that they may actually believe they are the person they are portraying (Split/Multiple Personality).

The *Anima and Animus Archetypes* correspond to the role expectation of females and males, respectively, and are generally determined by the biological sex of the person. For example women may be expected to be more nurturing and less aggressive, while men may be expected to be strong and less emotional. Jung stated that these types of expectations can have a limiting influence in keeping people from realizing their true potential. The Anima represents the female characteristics present in the collective unconscious of men, and is often associated with life and emotional being. In contrast the animus represents the male characteristics in the collective unconscious of women, often associated with being logical, rationalistic and argumentative.

The *Syzygy or Divine Couple Archetypes* represent the joining together of the Anima and Animus. Taken together, the Anima and Animus are the archetypes guiding a person's behavior when navigating their love life.

The _Child Archetype_ is a thought pattern related to the hope and promise of new beginnings. It represents both the future and the salvation of the past.

The _Self Archetype_ is the ultimate unity of the personality. The integration of consciousnesses into a divine-like realization of self through a deeper connection with one's environment, spirit, and insight and awareness (collective unconscious) - the ultimate goal of Jungian personality development and self-actualization.

Jungian Typology:

Jung (1933; 1971), proposed that all individuals could be dispositionally classified on the basis of four dimensions. The classifications for the dimensions were not primarily based on determining a person's characteristics and personality. They were developed foremost with the idea of determining the individual's connection to the physical world. Therefore these classifications do not explain the psyche or collective unconscious; but what they do is provide a methodology for individual learning and insight into the collective unconscious. The first dimension, Extroversion/Introversion, is a measure of a person's source and direction of the expression of psychic energy. The extrovert's expression of psychic energy is located mainly in the external world, whereas the introvert's source of energy is to be found mainly in the internal world.

The second dimension, Sensing/Intuition, is a measure of how a person prefers to receive information. The sensing aspect refers to a person who prefers to receive information from their external environment. The intuition aspect of this dimension refers to a person who prefers to receive information from their own internal environment.

The third dimension, Thinking/Feeling, describes how a person processes information. A person classified as a thinking type refers to a person who prefers to make decisions primarily through logic. Whereas a feeling type is not primarily cerebral and makes decisions based on their heart and emotions (Example: that's why you never know what will come out of a jury verdict, its not always based on Right or Wrong).

The fourth dimension, Judging/Perceiving, was added in by Myers-Briggs (1987). This dimension distinguishes individuals by how they implement the information once it has been processed. The judging aspect of this dimension suggests a person who highly organizes their own life events and tends to act according to some pre-conceived plan. The perceiving aspect of this dimension suggests a person who is inclined to improvise from moment-to-moment, and who is more likely to seek alternative pathways to action.

Myers-Briggs Type Indicator (MBTI) Test:

In the 1940s, two researchers constructed an instrument to measure Jungian typology (Myers, 1987, 1998; Myers, Kirby, 1998). The motivation behind the development of this instrument was to use it in conjunction with Jungian theory to give people a method and a baseline measurement for understanding themselves in order to promote further growth and development. Some 60 years later, the Myers-Briggs is still one of the most popular and most researched personality tests available for measuring Jungian personality type constructs.

Based on answers to a series of questions, a person is characterized as one of 16 different Personality Type Indicators (PTI). The person's type indicator is intended to

give insight into a person's personality; eventually, this has evolved into an instrument to assist individuals in making career choices. The Myers-Brigg does not assess whether a person is mentally challenged or different, or whether their personality type indicator is good or bad. Its main purpose is to provide individual feedback of the person's personality for further exploration.

It should be noted that the Myers-Brigg test is not the only personality test used to measure Jung's typology constructs, nor is it the only methodology for gaining personal insight. The Myers-Brigg test can be characterized as the originator and probably one of the most recognizable tests for measuring Jungian personality theory. However, there is a consortium of tests available to the individual designed to meet the same purpose. For the purpose of this study an online version of MBTI test located at: http://www.humanmetrics.com was used. The site was selected because it provided an additional reference to Jungian typology, it was informative as to Jungian psychodynamic theory, it meets rudimentary training objectives by providing participants their baseline personality type indicator, and there is no financial cost to the participants. As is typical with any new product, similar competing versions will be marketed. Some of the other resources available in addition to the MBTI include online personality tests, and the associated computer software programs. Many of the online test and software programs are free or reasonably priced, readily available online, and can be taken from the comfort of one's home. It was suggested to each participant that a caveat to free resources is that they may or may not be as accurate as paid versions, and that in the future they may want to consider available pay option sources.

The following is a brief description of the 16 Personality Type Indicators (PTI):

- *ENFJ (Extroverted Feeling with Intuiting)*: Easy speakers; they tend to idealize their friends; they make good parents; may allow others to misuse them; and they make good therapists, teachers and executives.

- *ENFP (Extroverted Intuiting with Feeling)*: Love surprises; big on emotions and expression; feel self-conscious; and they make good retailers, politicians and actors.

- *ENTJ (Extroverted Thinking with Intuiting)*: In charge at home and they expect a lot from spouses and kids; loves organization and structure; and they make good executives and administrators.

- *ENTP (Extroverted Intuiting with Thinking)*: Lively; can be economically dangerous as a mate; they are good analyst; and they make good entrepreneurs.

- *ESFJ (Extroverted Feeling with Sensing)*: Like harmony; are very opinionated; may be dependent on parents and spouse; wear their hearts on their sleeves; and they excel in service related occupations.

- *ESFP (Extroverted Sensing with Feeling)*: Generous and impulsive; have a low tolerance for anxiety; like public relations; and they make good performers.

- *ESTJ (Extroverted Thinking with Sensing)*: Responsible as mates and parents; loyal to the workplace; realistic and down to earth; orderly and love tradition.

- *ESTP (Extroverted Sensing with Thinking)*: Action-oriented; often sophisticated and sometimes ruthless; make good mates, but have trouble with commitment; they make good promoters, entrepreneurs, and con artists.

- *INFJ (Introverted Intuiting with Feeling)*: Serious students and workers who really want to contribute; private and easily hurt; make good spouses, but tend to be physically reserved; they make good therapists, general practitioners and ministers.

- *INFP (Introverted Feeling with Intuiting)*: Idealistic, somewhat cool and reserved; family and home oriented, but doesn't relax well; most likely found in the field of psychology, architecture, and religion.

- *INTJ (Introverted Intuiting with Thinking)*: Most independent of all types; loves logic and scientific research; may be single-minded.

- *INTP (Introverted Thinking with Intuiting)*: Bookworms; tend to be very precise in their use of language; good at logic and math and make good philosophers and theoretical scientists.

- *ISFJ (Introverted Sensing with Feeling)*: Service and work oriented; suffer from fatigue and tend to be attracted to troublemakers; they make good nurses, teachers, secretaries, general practitioners, and librarians.

- *ISFP (Introverted Feeling with Sensing)*: Shy and retiring; not talkative, but like sensuous action; they like painting, drawing, sculpting, composing, dancing, and the arts.

- *ISTJ (Introverted Sensing with Thinking)*: Dependable pillars of strength; often try to reform their mates and other people; make good bank examiners,

auditors, accountants, tax examiners, and supervisors in libraries and

hospitals.

- *ISTP (Introverted Thinking with Sensing)*: Action oriented and fearless; craves

  excitement; impulsive and dangerous to stop; like tools, instruments, and

  weapons, and often become technical experts; not interested in

  communications and are often incorrectly diagnosed as dyslexic or

  hyperactive; and they tend to do badly in school.

General Leadership Theories:

Leadership theories abound everywhere and it is a phenomenon that goes back

5000 years and beyond. More recently, numerous theorists have attempted to define it

(Bass & Stogdill, 1990). One recent analysis suggested more than 850 definitions

(Bennis & Nanus, 1997). One of the better definitions suggests that leadership is a

process to influence the behavior of an individual or group towards a goal or objective

regardless of the reason (Hersey et al., 2000). Bass & Stogdill's (1990) definition of

leadership includes an array of possibilities that may include an interaction between two

or more members; the exercising of influence; group processes; inclusion of power; and

the persuasion to induce compliance.

One common thread of the many leadership definitions is that they relate to

leadership as being a process of influencing others, and that it ultimately involves the

attainment of goals and objectives (Northouse, 2004). Jago (1982) defines leadership as

the combination of a process and property. The process is the use of non-coercive

influence to get people to accomplish an objective; and the property consists of the set

of qualities and characteristics attributed by those who are believed to be able to employ

such influence. A few of the major leadership theories from the past to the present include the following:

- *Great Man Theory (Bennis & Nanus, 1997)* - Draws a concrete line to who can possess leadership. This theory asserts that either a person is born a leader or they are not.

- *Autocratic Theory (Lewin et al, 1938; Tannenbaum & Schmidt, 1958)* - Autocratic leaders' direct subordinates and the flow of communication is usually downward.

- *Democratic Theory (Lewin et al, 1938; Tannenbaum & Schmidt, 1958)* – Democratic also known as Participative leadership allows followers to suggest their ideas and opinions.

- *X & Y Theory (McGregor, 1960)* – Based on two assumptions. Theory X leaders believe that people are generally lazy and dislike work. They must be coerced, controlled, directed and threatened with punishment to get them to work. Theory Y leaders believe that committed workers will take the initiative to accomplish work under appropriate conditions, and thus do not necessarily require punishment or threats to achieve objectives.

- *Trait Theory (Stogdill, 1974)* - Looks for certain desirable characteristics that may standout as strong indicators desired in a leader. Trait theory has been the most prevalent and most widely applied theory in leadership.

- *Situational Theory (Hersey et al, 2001)* - Best course of action based upon the situation. Hersey asserts that leadership is situationally based and will vary accordingly. For example some of the leaders that derived from 9/11

resulted due to their position at the time; not necessarily because they were best qualified.

- *Behavioral Theory (Blake & Mouton, 1985; Blake & Mouton, et al, 1985)* - Focuses on the actions of leaders. According to this theory, people can *learn* to become leaders through learning, teaching and observation.

- *Contingency Theory (Fielder, 1967)* – Asserts that no leadership style is best in all situations. Success depends upon a number of variables to include the environment; leadership style; and qualities of the followers of which all will determine the style of leadership to use. Fielder also developed the Least Preferred Coworker model (LPC) in which the leader rates subordinates that have worked with them. Results yield whether the leader is relationship or task oriented. The latter indicates less interaction and personableness with subordinates. In actuality the LPC model is less about the subordinate, and instead provides the leader with their style of leading, example participative to task result oriented.

- *Path-Goal Theories (House, 1971)* - Based on the leader being able to inspire subordinates through motivation and satisfaction by providing clear direction and guidance; use of rewards; and removing obstacles to the subordinates success.

- *Transactional Theory (Burns, 1978)* - A traditional approach to leadership with roots in the organizational perspective. It is based on a contract though it may not be explicitly written. It involves the use of rewards and punishment to motivate people. When employees are successful they are

rewarded and when they fail they are reprimanded or punished. It is believed

that social systems work best with a clear chain of command. The

transactional leader works through creating clear structures whereby it is

clear to the subordinate what is required, and the rewards that they get for

following orders. Punishments are not always mentioned, but they are well

understood and a formal system of discipline is usually in place.

- *Transformational Theory (Bass, 1985 & 1990; Yukl & Van Fleet, 1992;*

  Tichy & Devanna, 1986; Conger, 1989; Nevis et al., 1996) - A grand idea or

  big picture that attempts to get everyone involved towards a common goal

  even if it is at the expense of the minority. These leaders motivate and

  inspire people by helping group members see the importance and higher good

  of the task. They are focused on the performance of group members, but also

  want each person to fulfill their potential. Transformational leadership does

  not replace or alter the basic definitions of leadership; rather it highlights

  specific actions leaders should take.

- *Emotional Intelligence Theory (Goleman, 2002)* - Emotional Intelligence is

  the use of kindness and interaction with followers, somewhat similar to that

  of a charismatic approach in accomplishing objectives.

Yukl, Gordon, and Taber (2002) talked of the difficulties of integrating over a

half a century of research into an acceptable conceptual framework that would be

acceptable to past and present leadership theorists. They remarked that such an effort

would allow a new starting point in which to go forward in building upon the

understanding of leadership. They also noted two major sticking points in attempting

30

the integration: one, obtaining agreement as to which behavioral categories were relevant; and second, the difficult task of combining those behavioral categories. They proposed an integrative "Hierarchical Taxonomy of Leader Behavior" model that included the categories Task, Relations, and Change behavior as the model for future leadership research. The reason for their proposal was that past leadership research was either based on relation- or task-oriented behavior and did not necessarily correlate with subordinate performance. Previous leadership research also ignored change-oriented leadership which is of major concern in a continually transforming and globalizing world. Earlier verification methods were also a concern, because verification was primarily achieved through field surveys. There was less emphasis on laboratory or field experiments. To ensure validity it was suggested that the proposed model be thoroughly tested in numerous ways.

Another trend and concern in leadership involves ethics. In Cuilla's (1998), "Ethics Without Leadership" she talks about the problems caused by many leaders who believe leadership and ethics are mutually exclusive and do not go together. Kellerman (2004) maintained that bad ethics can be attributed to what she calls "Insular Leadership." In this view, organizational leadership looks at anyone not on the team as fair game or external competition; since they may not share a common interest or need to collaborate. Until recent scandals involving Enron, Tyco, and other corporate giants' ethics was not as highly emphasized in the curriculum at business schools as it is presently. In the face of such scandals ethics has been elevated in business colleges.

Quinn and Jones (1995) talked about the Agency problem as a contributor to leader ethics problems in businesses scandals. The agency problem is the expectation

of managers and leaders to carry out their obligations to an organization in an ethical manner through moral awareness. However, the problems in doing so include three different views. The Wealth Maximization view argues that executive level leaders are agents for the shareholders. Maximizing the net present value of the organization is their number one priority above all else. Leaders do what is ethically proper, but only to increase wealth maximization. The Normative Stakeholder view maintains that principled moral reasoning be the driving force behind management decisions. This view is not certain whether ethics are good or bad in business. It believes that morality is an end in itself, and cannot be based on the gains of an organization and its stakeholders; the goal of an organization is to maximize. The Principled Agent Model view argues for a recommended model of principles which managers should follow. It believes that managers should first recognize their moral duties and secondly recognize stakeholders. To businesses this represents an ambiguous situation between choosing ethics or the maximization of stakeholders' interest. Also, leadership scholars believe to develop a universal theory the boundaries need to expand outside of the United States. The United States interest in international studies is typically driven by the needs of large corporations in managing diverse workers and opening new markets (Peterson & Hunt, 1997).

Army Leadership:

Like any organization, the US Army desires excellent leadership and seeks to develop leaders that will meet goal requirements and carry out its missions. During the past and maybe still true today whether discreet or overt; trait theory was a major influence in identifying leaders. A psychodynamic approach to leadership has not been

a leadership methodology. In an attempt to define what leadership is, the Army has

redefined it numerous times over the past decades. One thing that remained constant

was that leadership involved influencing people in some form. The primary reference

for this section on Army Leadership was the US Army's leadership doctrine, Field

Manuals (FM) 22-100 and FM 6-22 (superseded FM 22-100). The following are some

of the historical definitions from previous US Army Leadership Field Manuals:

- "Military leadership, simply stated, is the proper exercise of command by a good commander." (FM 22-100, 1953)

- "Military Leadership is the art of influencing and directing men in such a way as to obtain their willing obedience, confidence, respect, and loyal cooperation in order to accomplish the mission." (FM 22-100, 1958)

- "Military leadership is the process of influencing men in such a manner as to accomplish the mission." (FM 22-100, 1973)

- "Military leadership is the process by which a soldier influences others to accomplish the mission." (FM 22-100, 1983)

- "Leadership is achieving understanding and commitment of subordinates for the accomplishment of purposes, goals, and objectives envisioned by the leader, beyond that which is possible through the use of authority alone." (FM 22-100, 1987)

- "Leadership is the process of influencing others to accomplish the mission by providing purpose, direction, and motivation." (FM 22-100, 1990)

- "Leadership is influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization." (FM 22-100, 1999)

- "Leadership is the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization." (FM 6-22, 2006).

The framework for Army leadership Field Manual 6-22, 2006 shown below on the following page at figure 2.3 is grounded in the Army concept of BE, KNOW, and DO principles. Leaders must BE strong in character; acquire the KNOW as in knowledge to be competent; and DO what is required.

THE US ARMY FRAMEWORK FOR LEADERSHIP AND VALUES:

THE LEADER

of Character and Competence Acts...

VALUES ATTRIBUTES SKILLS ACTIONS

"Be"   "Know"   "Do"

to Achieve Excellence

Loyalty	Mental	Interpersonal	Influencing
Duty	Physical	Conceptual	• Communicating
Respect	Emotional	Technical	• Decision Making
Selfless Service		Tactical	• Motivating
Honor			Operating
Integrity			• Plan/Prep
Personal Courage			• Executing
			• Assessing
			Improving
			• Developing
			• Building
			• Learning

(Figure 2.3)

Source: United States Army, Leadership field manual 22-100 (2006)

The Army leadership framework is further supplemented by Army values, which are described using the acronym "LDRSHIP" also shown at figure 2.3 above. Army values are principles, standards, and qualities considered essential to be a successful leader (Army Leadership, FM 6-22, 2006).

The US Army's mission is to fight and win any war that it is involved in through decisive, prompt, and sustained warfare dominance. To that end the Army defines a

leader as anyone by right of assumed role or assigned responsibility that influences

others to accomplish the mission by providing purpose, direction, and motivation. To

help leaders develop, the Army identifies three categories of core competencies and

select attributes a leader should possess as shown below at the Leadership Requirements

Model, figure 2.4:

Leadership Requirements Model

Attributes
What an Army Leader Is

A Leader of Character
- Army Values
- Empathy
- Warrior Ethos

A Leader with Presence
- Military bearing
- Physically fit
- Composed, confident
- Resilient

A Leader with Intellectual Capacity
- Mental agility
- Sound judgment
- Innovation
- Interpersonal tact
- Domain knowledge

Core Leader Competencies
What an Army Leader Does

Leads
- Leads others
- Extends influence beyond the chain of command
- Leads by example
- Communicates

Develops
- Creates a positive environment
- Prepares self
- Develops others

Achieves
- Gets results

(Figure 2.4)

Source: United States Army, Leadership field manual 22-100 (2006)

In reviewing the Army's leadership doctrine, one might find that the manual is

hierarchical in nature. It may also be observed that the manual is based on Army

derived values, attributes, and trait theory. The leadership manual appears to be more

of a buy-in ideology in which everyone is expected to unquestionably accept in

supporting the Army's institutional framework of leadership. The values, attributes,

and core competencies subscribe to an idealism that a person should possess in order to lead or follow effectively; represent the institution; and reflect the environment of the Army. To that end the leadership manual promotes institutional commitment through a grandiose ideology as the basis for what effective Army leadership is. The Army may be aware, but it seems to ignore factors such as its internal and external environment; the all volunteer soldier; educated soldiers; media influence; and the political arena. Members, whether they actually do or not are expected to embrace the Army's leadership ideology. Is this Army leadership paradigm an example of transactional and charismatic leadership? In many ways it is because the Army continually uses different esprit-de-corps slogans; feel good patriotism television commercials; incentives; oaths; creeds; and so on to promote commitment rather than evaluating their current leadership model. People have to believe and buy into ideology to be committed otherwise there is the band aid cover effect and it will be less likely accepted.

For instance the Army has continually implemented various types of programs to work processes improvement. Some of these programs are: Management by Objective; One-Minute Management; Total Quality Management (TQM); Quality Work Circles; Right-Sizing; Empowerment; Lean and Six Sigma, and the list goes on. These programs are good programs, but the disconnection between these programs and successful results is that they may primarily focus on work processes and have a lesser focus on the personal dimension. The resulting effect is that such programs are continuously being implemented and then de-implemented; they may be short lived or non-sticking because employee commitment fades; they may be reactively instituted

without fully weighing the desired end goal; and there is the possibility they may treated as just buzz words and not meaningful changes.

Yet the consequences of bad leadership is always great in the Army whether during peacetime or war and they will likely have a even more deleterious impact in terms of the All-Volunteer Army integrity, morale, attrition, retention, growth, and the decision for a potential recruit to seek employment elsewhere in the civilian sector. A leader's actions or inactions could possibly be the most significant contributing factors when any of the latter conditions exist. If the Army views military leadership from these relational goals and outcomes then it would be assumed that all available resources would be explored to ensure that the leadership process is relevant in terms of today's Army. This would be so even if it means instituting change that infringes upon traditions and the status quo of the current framework of Army leadership. For example organizational ideology and major decision making in the US Army has been primarily reserved for officers predicated upon the fact that they have a college education and are thus more competent and better equipped to analyze and formulate planning.

It could be argued that the Army's leadership methodology is an exception to any other organization or institution, and that its framework is necessary to developing insensitive[3] soldiers that carry out the orders of their leaders without second guessing them. That view may or may not be true and even so it is not being suggested that current Army leadership practices are not effective. What is being suggested is that a psychodynamic approach to leadership would probably improve the process without

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[3] Insensitive, not in the sense of ruthless or lawless; rather in the context of dependable, relentless, well trained, obligated to carry out lawful orders without question.

either the Army or the military leader losing the winning edge. The human element could be made stronger through increased commitment, maintaining a feeling of individual importance, and an understanding of personal and group needs. This may be especially true in an all voluntary Army where its members are often subject to war, when at times soldiers may distrust military and civilian leadership, and when there is much internal and external confusion via media and politics.

At whatever level of hierarchy, the leader should realize that they have to be cognizant of personal needs, especially in an all volunteer organization; cognizant not just in adhering to Army leadership concepts, but also in the human arena where the make-up of volunteers comes from all walks of life and each brings something to the table. With the latter being said, it's probably still not possible that the Army would change their leadership model. However, a PAL may be able to strengthen the relationship between the leader and their subordinates and in the process encourage creative thinking.

CHAPTER 3 –METHODS AND PROCEDURES

Introduction:

Chapter three provides the design layout (Maxwell and Delaney, 2000; Schutt, 2001) for the methods and procedures. The content is arranged in sections to allow for easy reference. Both quantitative and qualitative research methods were employed.

Framework:

The population for this research was the soldiers and civilians employed by the US Army. The employees of the US Army are primarily composed of military soldiers. However, in some military units there were a few civilian employees that were randomly included in this study.

Variables:

- ❑ *Dependent Variables:*
  - ➢ *Relationship & Understanding* - The extent to which people have a social connection and understanding of each other. In the context of the leader and the subordinate it is the degree in which there are limited obstacles between the two in the performance of meeting work objectives.
  - ➢ *Job Satisfaction* - How people feel about their jobs and the various aspects of their job. It is the degree that people like (satisfaction) or dislike (dissatisfaction) their jobs. Past researchers associated job satisfaction to need fulfillment. That is the physical and psychological needs that the employer provided, for example pay (Porter, 1962). Most

researchers have migrated away from this view in favor of cognitive processes.

➢ *Job Performance* - Relates to many factors such as empowerment, reward, and others. The level of output and dependability that an individual performs at in the accomplishment of their job.

➢ *Self-Awareness* - Having an understanding of one's self, others, and their environment.

➢ *Trust* - The degree to which people are open to others; are willing to share thoughts, ideas and opinions; and the level of honesty and integrity associated with a person.

➢ *Army Values* - Core beliefs, foundations, and ethos that define what the US Army is and expects of its employees. The following makeup Army values: Loyalty - Bear true faith and allegiance to the US Constitution, the Army, your unit and other Soldiers; Duty - Fulfill your obligations; Respect - Treat people as they should be treated; Selfless Service - Put the welfare of the Nation, the Army, and your subordinates before your own; Honor - Live up to all the Army Values; Integrity - Do what's right, legally and morally; and Personal Courage - Facing fear, danger, or adversity (acronym – LDRSHIP).

❑ *Independent Variables:*

➢ *Psychodynamics Training* - Exposure to the concepts of psychodynamics theory. The purpose of this training was to introduce basic psychodynamic concepts in layman terms.

➢ *Personality Test* – Myers-Briggs was used so that the participants would
   be able to find their baseline Personality Type Indicator (PTI).

➢ *Leader Biography* - Provides insight and the personality type indicator of
   the leader in a letter format or other method, which is circulated to
   subordinates as a source of reference and insight into the leader.

Study Sample Size:

The sample size of 111 subjects was small in comparison to the active US Army

population of approximately 502,790 soldiers as of September 30, 2006 (see figure 3.1

on page 43); later burgeoning to approximately 600,000 soldiers as of February 14,

2007, Army reporting[4]. Entire population sampling was impossible due to the levels of

approval authorization required; the size of the Army; geographical dispersion; nature

of ongoing military operations; span of control; and the amount of resources required.

Instead this study looked at some of the Army's smaller elements known as Companies

or Units. Companies are the smaller elements (operational/tactical level) of Army

organizations where the Army's missions are carried out. Subjects were obtained from

two organizational Army units. Each unit consisted of an average of 135 personnel for

a total of 270 potential participants. Not all potential subjects met selection

requirements. For example, participants had to have a minimum of 90 days, preferably

180 days remaining in the unit; had to be a minimum of 18; and could not exceed the

maximum 50 years of age requirement. Eligibility information was readily identifiable

by the personnel query provided by the Army unit's human resource office. Once the

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[4] US Army, Total Army strength demographics for fiscal year 2006. As of
February 14, 2007 strength had increased to approximately 600,000. Source:
http://www.armyg1.army.mil

US ARMY TOTAL ARMY STRENGTH DEMOGRAPHICS FOR

FISCAL YEAR 2006:

TOTAL ARMY
TOTAL STRENGTH OF THE ARMY
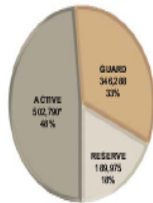
As of September 2006, there were 4,346 cadets enrolled at the U.S. Military Academy (85% males and 15% females).

Total Strength = 1,039,053

* Includes active-duty operational support Soldiers from the Reserve Component

Pie chart: ACTIVE 502,790 48%, GUARD 346,288 33%, RESERVE 189,975 18%

Bar chart:
- Female: ACTIVE 14.0%, GUARD 13.5%, RESERVE 23.3%
- Minority: ACTIVE 38.4%, GUARD 25.5%, RESERVE 40.5%

Legend: ACTIVE GUARD RESERVE
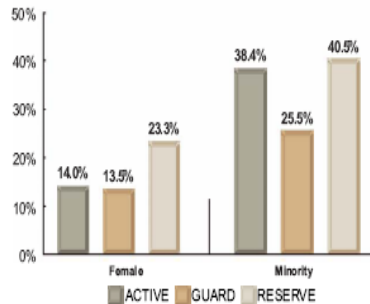
ACTIVE-DUTY ARMY
SOLDIERS

ENLISTED ACCESSIONS

	FY06
Total	80,635
Prior-Service	11,240
Non-Prior Service	69,395
Non-Prior Service Demographics	
Female	16.8%
Black	13.9%
Hispanic	11.1%
Test Score Category I-IIIA	61.4%
High School Diploma Graduate	81.2%*

* Percentage based on NPS accessions minus Tier Two Attrition Screen (TTAS) Program.

TOTAL ACTIVE

Bar chart: WHITE 61.6%, BLACK 20.7%, HISPANIC 10.6%, ASIAN 3.7%, OTHER 3.4%   Total = 502,790
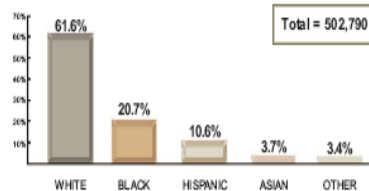
COMMISSIONED OFFICER

	Male	Female	Total
White	76.8%	59.6%	73.9%
Black	10.0%	23.3%	12.2%
Hispanic	5.1%	5.9%	5.3%
Asian	4.5%	5.6%	4.7%
Other	3.6%	5.6%	3.9%
Total	83.4%	16.6%	100%
Total Officers	58,041	11,575	69,616

WARRANT OFFICER

	Male	Female	Total
White	67.3%	37.6%	65.0%
Black	14.5%	44.6%	16.9%
Hispanic	6.6%	7.8%	6.7%
Asian	3.4%	3.7%	3.4%
Other	8.2%	6.3%	8.0%
Total	92.0%	8.0%	100%
Total Warrants	11,963	1,046	13,009

ENLISTED

	Male	Female	Total
White	62.6%	40.1%	59.5%
Black	19.6%	38.9%	22.2%
Hispanic	11.4%	13.0%	11.6%
Asian	3.5%	4.2%	3.6%
Other	2.9%	3.8%	3.1%
Total	86.2%	13.8%	100%
Total Enlisted	362,153	58,012	420,165

FAMILY
MARRIED BY GENDER

	Male	Female	Total
Officer	71.7%	51.8%	68.4%
Warrant	84.1%	57.3%	82.0%
Enlisted	52.9%	43.6%	51.6%
Total	56.3%	45.1%	54.7%
Total Married	243,134	31,882	275,016

DUAL MILITARY MARRIAGES (Percent of All Marriages)

	Male	Female	Total
Officer	4.7%	38.7%	9.0%
Warrant	4.1%	45.1%	6.4%
Enlisted	5.1%	36.7%	8.8%
Total	5.0%	37.3%	8.7%

SINGLE WITH CHILDREN

	Male	Female	Total
Officer	3.0%	7.3%	3.7%
Warrant	5.9%	20.7%	7.1%
Enlisted	5.7%	14.9%	7.0%
Total	5.3%	13.8%	6.5%

FAMILY MEMBERS

Spouses	260,631
Children	473,176
Other Dependents	4,361
Total	738,168

NATIONAL GUARD
SOLDIERS

	Officer	Warrant	Enlisted	Total
White	82.6%	89.0%	73.4%	74.5%
Black	8.2%	4.5%	14.1%	13.4%
Hispanic	5.0%	3.8%	7.8%	7.5%
Asian	2.1%	1.1%	1.8%	1.8%
Other	2.1%	1.6%	2.8%	2.8%
Total	8.7%	1.9%	89.4%	100%
Total NG	30,303	6,547	309,438	346,288

(Figure 3.1)

Source: http://www.armyg1.army.mil

eligible subjects had been selected the potential subject pool was reduced by

approximately 12 percent or 32 people for a remainder of 238 potential subjects. From

this remaining pool, surveys were sent to the 238 potential subjects. Only 46 percent or

111 of the potential subjects returned their surveys.

Research Question:

The objective was to compare the relationship of leaders and subordinates who

are psychodynamically aware versus leaders and subordinates who are not. Thus the

research question asked if using a Psychodynamic Approach to Leadership (PAL)

affects the relation between a leader and their subordinates.

Hypothesis:

It was hypothesized that the relationship between the leader and subordinate had

a direct influence on the attitudes and opinions of each other; and that a psychodynamic

approach to leadership could facilitate a better relationship and understanding between

them. The following statements were presented:

H_1: A PAL will foster a better work relationship an understanding

 between leader and subordinate.

H_2: A PAL will have a positive affect on leader and subordinate

job satisfaction.

H_3: A PAL will have a positive affect on leader and subordinate

job performance.

H_4: A PAL will have a positive affect on leader and subordinate

self-awareness.

H_5: A PAL will have a positive affect on leader and subordinate

trust.

H_6: A PAL will have a positive affect on Army values.

A true experiment was conducted. The test for this experiment was the Pretest-Posttest Control Group Design (Wiersma, 1995). The pretest-posttest control group design uses two groups. One group received an experimental treatment, and the other group did not. Participants were randomly (R) assigned to one of two groups (G) and each group was given a pretest (O_1). The experimental group was administered the independent variables (X) and the control group was not. Both groups were given the posttest (O_2). The outcome of the differences in the groups is attributed to the independent variables (X) or treatment. Refer to the following for visual representation of the test design:

$$R \quad G_1 \quad O_1 \quad X \quad O_2 \quad \text{(experimental group)}$$
$$R \quad G_2 \quad O_1 \quad - \quad O_2 \quad \text{(control group)}$$

Research Experimental Procedures:

The experimental group and control group were randomly filled from the pool of 111 subjects (see study sample size above). Subjects were from two Army organizational companies. The following contents were provided in the mailed package to the control and experimental group as follows:

Control Group Treatment - Subjects received instructions, consent form, data sheet, and a pretest and Army values survey questionnaire. During the one month test period the control group was instructed to continue with their normal work and daily life; no further interaction occurred with the control group with the exception to complete the remaining survey questionnaires explained as follows: A posttest and

Army values questionnaire (same as pretest) was also included in a separate enclosed sealed envelope within the mailed package with instructions indicated on the front and back. This enclosed envelope was retained by the subject and opened only at the date specified on the envelope. After completion the subject returned the second package by the suspension date provided. This ended the experiment protocol with the control group.

Experimental Group Treatment - Subjects received instructions, consent form, data sheet, pretest survey questionnaire, Army values survey questionnaire, psychodynamic concepts information sheet, instructions to complete baseline personality test, and a sample leader biography. The experimental group was instructed to observe and apply the concepts introduced, along with the insight results of their baseline personality test and psychodynamics training as they continue with their work and daily life.

Additionally for the experimental group, because leaders are usually the dominant member in the relationship, group leaders were instructed to complete and disseminate their personality type indicator leader style and philosophy insight to subordinates in the form of a written biography (memorandum). This requirement was to be completed within one week after the research period began. For leader subjects completing the memo, they were instructed to return a copy without their personal information along with the researcher's established suspense to return the first mail package.

The psychodynamic approach is further facilitated in this method in that normally a subordinate may not have an idea of their leader's personality. The leader's

biography provides additional answers for the subordinate. The subordinate's

psychodynamics training, baseline personality test results, and the leader's biography

complete the initial insight awareness process. Likewise, the leader also enhances their

psychodynamic awareness. A posttest and Army values questionnaire (same as pretest)

and a Psychodynamic Assessment questionnaire were also included in a separate

enclosed sealed envelope within the mailed package with instructions indicated on the

front and back. This enclosed envelope was retained by the subject and opened only at

the date specified on the envelope. After completion the subject returned the second

package by the suspension date provided. This ended the experiment protocol with the

experimental group.

Communication and Observation Protocol for Groups:

Both groups were able to contact the researcher or make arrangements to meet

with the researcher anytime during the experiment for any questions or concerns. It

should be noted that it was not possible to gather either the control or experimental

group collectively due to military mission requirements, work schedules, and limitations

in on-the-job contact outside of prescribed duties. Therefore, the method for providing

the training material was via a mailed psychodynamic information handout.

Afterwards, the researcher was available to the participants at any time for

contact through telephone communication, email communication, mail correspondence,

or any other alternative arrangements that could be made for after-work hours. A small

number of subjects from the experimental group made contact primarily by telephone to

ask a few basic questions. The initial communication and resulting exchange of

responses to their questions indicated that they had a good understanding of the

material. Additionally, a few subjects from the control group called to clarify a few questions on the survey questionnaire. However, outside of these few contacts there were no reported problems during the experimental period. See Appendix D for a description of the Psychodynamic Training handout given to the experimental group only.

Data Collection Methodology:

Basic subject information was obtained from a computer generated list provided by the Army unit's human resource office. This information included subjects name, address, and email address. Before mailing out consent packages, subjects were randomly selected and assigned to either the control or experimental group by alternately starting with the first subject on the list and ending with the last subject. This method was necessary to simplify which documents to mail to the control or experimental group.

After determining the groups, a consent package was mailed to each of the 238 potential subjects soliciting their voluntary participation. Contents of the package for the control and experimental group were previously presented within the experimental procedures for the study. All mailed items from the researcher and the items returned by subjects were free via the Military Postal System (MPS). Pre-addressed envelopes were included in each subject's package to expedite return. The first envelope was for returning the consent form, data sheet, Army values survey, and pretest survey documents. The second envelope was for returning the posttest survey, Army values survey, and psychodynamic assessment survey (experimental group only). Subjects consenting or not consenting to participate were asked to return their completed or non-

completed consent form and other documents by the suspension date using supplied pre-addressed envelopes.

A formal procedure was developed that allowed for the removal or inclusion of potential subject participants. If no response was received either to consent to participation or exclusion; a follow up inquiry was sent to the subject to determine if they were going to participate. Otherwise, repeat non-responses were treated as the subject was not willing to participate in the research. Two suspension dates were included in the instructions in order to establish a reasonable timeline for return of the surveys. The first suspension date was established to start after a projected four day mail transit time and package receipt by the subject, giving them approximately two weeks to complete the survey and the additional four day return delivery mail lead time. After all requirements to be completed before the first suspension date were received, the experimental period began. The second suspension date was similarly established to end 30 days after projected receipt of the first suspense date. The second "open on date" instructed the subject when to open the sealed envelope and complete the posttest questionnaires and return to the researcher.

In all only 111 subjects completed the necessary requirements and returned their packages within the established timeframes provided. None of the eligible fifteen leaders from the experimental group of sixty-five subjects completed and returned a copy of their leader biography as described above. A few indicated the biography suggestion is a great idea and that they planned to complete one in the future and make it available to their subordinates.

Reliability:

There is a consensus amongst researchers that an instrument is only valid to the degree of its reliability (Peterson, 1994). Therefore it was necessary to determine the reliability and internal consistency of the survey instruments, to increase their validity. Reliability and internal consistency involves measuring a variable in a consistent and stable manner. The more reliable a measurement is the more dependable it is, because it leads to similar outcomes when applied at different times. Researchers generally accept as reliable any measurement technique with a coefficient of .70 or greater (Frey, et al., 1991; Peterson, 1994).

There are various methods to determine reliability which of the major methodologies include: Equivalent (also known as Parallel or Alternate) Form, and Test-Retest methodology. The equivalent form method uses two versions of the same instrument (questions are rearranged, but the same) that measure the same intended purpose. Subjects take both tests simultaneously within the same timeframe. Reliability and consistency is then determined by the correlation between the responses for the two tests. For this research the Test-Retest Pretest-Posttest method was used which is somewhat similar to the equivalent-form method. In the test-retest methodology subjects complete the same instrument (unchanged) on different dates versus simultaneously within the same timeframe as with the equivalent-form methodology. To be affective, the objective in using the test-retest method was to determine a reasonable timeline before administering the second test. This helped in preventing the subjects from memorization or automatic recall of previous responses.

The timeline between the first and second test provided the correlation necessary to determine the consistency and reliability of the survey instrument.

Internal Consistency:

To meet this requirement the survey instruments were created in order to specifically address a PAL in terms of the dependent variables. These instruments were then cross-referenced against the Army's, Army Personnel Survey Program (APSP)[5] survey questions to identify applicable questions for inclusion. The APSP is the Army-wide program for the systematic collection of information on the attitudes, opinions, perceptions, behaviors, and characteristics of US Army Active component military personnel and their dependent family members. It was determined that the Army's questions pertained more to basic quality of life issues and were not applicable to address this research.

Internal consistency methods were used to calculate consistency, in order to validate the survey instruments. A pilot administration was given to several soldiers (leaders and subordinates) not involved in the actual research to obtain data to test the survey instruments for reliability and consistency. Generally, internal consistency is calculated on the chosen measurement instrument based off one test administration to subjects; a second calculation for internal consistency is not needed. Pilot testing of the instrument yielded a Cronbach coefficient of approximately .73. Internal Consistency was then calculated using both the Cronbach-Alpha and Split-Half methods

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[5] Army Personnel Survey Program also known as Sample Survey of Military Personnel. This Army program dates back to 1943, used to access quality of life concerns. Source: US Army Research Institute, Alexandria, VA.

(Cronbach, 1951; Frey et al., 1991; Peterson, 1994). It handled both dichotomous and continuous variables. The Cronbach Alpha calculations were achieved by randomly assessing the questions and responses to determine if the subject was providing consistent or inconsistent responses.

The Split Half reliability and Spearman-Brown Prophecy formula (Cronbach, 1951) work together, to determine the coefficient based off the calculated score for the separate odd and even questions. The results of the odd and even numbered questions were then further analyzed by the Spearman-Brown Prophecy formula to reduce correlation attenuation. The Spearman-Brown Prophecy formula provided an estimated coefficient reliability measure that was representative of taking the complete test. The tables below provide the statistical reliability and consistency results for both the control and experimental groups. The results are illustrated at separate tables by total combined subjects each for the experimental and control groups; and then separately by leader and subordinate positions. Coefficient results of .70 or higher were consistently obtained, indicating the reliability of the survey instrument. The following figure at table 3.1 provides the reliability and consistency coefficients for leader and subordinate subjects in the experimental group. There were 65 total subjects in the experimental group:

Experimental Group Coefficients Leaders and Subordinates:

Cronbach's Alpha	0.81679689
Split-Half (odd-even) Correlation	0.834905251
Spearman-Brown Prophecy	0.910025464

(Table 3.1)

The figure at table 3.2 provides the reliability and consistency coefficients for leaders in the experimental group. There were 15 total subjects in the experimental group. Note the coefficient values are lower in this group due to the smaller number of subjects, but the values show positive reliability consistent with .70 or higher:

Experimental Group Coefficients for Leaders:

Cronbach's Alpha	0.726949241
Split-Half (odd-even) Correlation	0.547377214
Spearman-Brown Prophecy	0.707490338

(Table 3.2)

The figure at table 3.3 provides the reliability and consistency coefficients for subordinate subjects in the experimental group. There were 50 total subjects in the experimental group:

Experimental Group Coefficients for Subordinates:

Cronbach's Alpha	0.796435236
Split-Half (odd-even) Correlation	0.814623652
Spearman-Brown Prophecy	0.897843088

(Table 3.3)

The figure at table 3.4 provides the reliability and consistency coefficients for leader and subordinate subjects in the control group. There were 46 total subjects in the control group:

Control Group Coefficients for Leaders and Subordinates:

Cronbach's Alpha	0.849918189
Split-Half (odd-even) Correlation	0.848238587
Spearman-Brown Prophecy	0.917888624

(Table 3.4)

The figure at table 3.5 provides the reliability and consistency coefficients for leaders in the control group. There were 13 total subjects in the control group:

Control Group Coefficients for Leaders:

Cronbach's Alpha	0.785790937
Split-Half (odd-even) Correlation	0.883176469
Spearman-Brown Prophecy	0.93796464

(Table 3.5)

The figure at table 3.6 provides the reliability and consistency coefficients for subordinate subjects in the control group. There were 33 total subjects in the control group:

Control Group Coefficients for Subordinates:

Cronbach's Alpha	0.855498151
Split-Half (odd-even) Correlation	0.851353662
Spearman-Brown Prophecy	0.919709378

(Table 3.6)

In this chapter, a summary of the research design methods and the reliability of measures were provided. The next chapter will provide the results of the research.

CHAPTER 4 - RESULTS

The purpose of this chapter is to provide the results of the data from the experimental procedures. Descriptive information such as the subject's unit of assignment, race, military job specialty or other similar demographics are omitted or kept generic to prevent the possible disclosure of a subject's identity and to prevent compromisation of the unit's readiness. Not using the aforementioned demographics does not render the results less accurate, considering the randomized nature of the design. The following are the details for each of the descriptive categories, followed by the tables that provide the statistical information:

- *Group* – Identified by Experimental (Exp) or Control (Ctrl) group.

- *Gender* – Female (F) or Male (M).

- *Age* – Subjects age, or age range.

- *Military Education Level (MED).* Five levels were used ranging from the lowest level (1) to the highest level (5):

    o Level - 1 (Required for indoctrination or validation) = Basic Training, Advanced Individual Training, Warrant Officer Candidate School, Officer Candidate School, Warrant Officer Basic Course, Officer Basic Course.

    o Level - 2 (Basic) = Warrior Leadership Course, Officer Advance Course, Supervisory Course.

    o Level - 3 (Junior) = Basic NCO Course, Officer Advance Course (ILE).

    o Level - 4 (Intermediate) = Advanced NCO Course, Command and General Staff College.

- o Level - 5 (Apex or Master Level) = Sergeants Major Academy, War College.

- *Civilian Education Level (CED).* Eight levels were used ranging from the lowest level (1) to the highest level (8).

  - o Level - 1 = High School Diploma, General Education (GED) certification.

  - o Level - 2 = One year or less than two years of college.

  - o Level - 3 = Associate Degree, two years but less than three years of college.

  - o Level - 4 = Three years or more, but less than a Bachelor or four years of college.

  - o Level - 5 = Bachelor degree or four years of college, but less than a master's degree.

  - o Level - 6 = Masters Degree.

  - o Level - 7 = Second Masters, or post graduate college.

  - o Level - 8 = PhD or higher.

- *Status* – Identifies whether the subject is a soldier, Military (Mil) or Civilian (Civ).

- *Position (Posn)* – Identifies whether the subject was the Leader (Leader/Boss) or Subord (Subordinate).

- *Time In Service (TIS)* - The amount of time, calculated in months that the subject has been employed by the US Army.

- *Time On Station (TOS)* - The amount of time, calculated in months that the subject has been working in their current unit or organization.

- *Rank* - Identifies the level of rank and pay level a subject has obtained.

- *Previous Test (PrvTest)* - Identifies subject that have taken a Myers-Brigg type personality test in the past.

- *Personality Type (PerType)* - The personality type indicator for the members of the experimental group. The control group did not complete a personality test.

The figure at table 4.1 provides the total subject count and percentage for the control and experimental group:

Groups Cumulative Data:

Group	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Ctrl	46	41.44	46	41.44
Exp	65	58.56	111	100.00

(Table 4.1)

The figure at table 4.2 provides the mean statistical demographic results for the control group:

Control Group Mean:

Variable	N	Mean	Std Dev	Minimum	Maximum
Age	46	30.2391304	9.1023435	18.0000000	50.0000000
MED	46	1.9565217	1.0318596	1.0000000	4.0000000
CED	46	2.8695652	1.6681153	1.0000000	8.0000000
Tis	46	101.0217391	85.3925547	6.0000000	336.0000000
Tos	46	13.7391304	13.1122246	1.0000000	50.0000000

(Table 4.2)

The figure at table 4.3 provides the mean statistical demographic results for the experimental group:

Experimental Group Mean:

Variable	N	Mean	Std Dev	Minimum	Maximum
Age	65	29.4000000	7.3586684	18.0000000	44.0000000
MED	65	1.9384615	0.8992518	1.0000000	4.0000000
CED	65	2.4769231	1.3705347	1.0000000	5.0000000
Tis	65	97.0769231	76.8263683	6.0000000	312.0000000
Tos	65	10.2153846	12.4931135	1.0000000	48.0000000

(Table 4.3)

When reading tables 4.4 through 4.9, read the information for each class group horizontally across. For example in table 4.4 the first line across from Ctrl (11, 35) is the frequency; the second line is the percent; the third line is the row percentage, the fourth line is the column percentage; then the same procedure is used for the group exp**.**

Groups by Gender:

	Gender		
Group	F	M	Total
Ctrl	11	35	46
	9.91	31.53	41.44
	23.91	76.09	
	45.83	40.23	
Exp	13	52	65
	11.71	46.85	58.56
	20.00	80.00	
	54.17	59.77	
Total	24	87	111
	21.62	78.38	100.00

(Table 4.4)

Groups by Status:

Group	Civ	Mil	Total
	Status		
Ctrl	3 2.70 6.52 50.00	43 38.74 93.48 40.95	46 41.44
Exp	3 2.70 4.62 50.00	62 55.86 95.38 59.05	65 58.56
Total	6 5.41	105 94.59	111 100.00

(Table 4.5)

Groups by Position:

Group	Leader	Subord	Total
	Posn		
Ctrl	13 11.71 28.26 46.43	33 29.73 71.74 39.76	46 41.44
Exp	15 13.51 23.08 53.57	50 45.05 76.92 60.24	65 58.56
Total	28 25.23	83 74.77	111 100.00

(Table 4.6)

Groups by Military Education:

Table of Group by MED					
	MED				
Group	**1**	**2**	**3**	**4**	**Total**
Ctrl	20 18.02 43.48 42.55	13 11.71 28.26 44.83	8 7.21 17.39 27.59	5 4.50 10.87 83.33	46 41.44
Exp	27 24.32 41.54 57.45	16 14.41 24.62 55.17	21 18.92 32.31 72.41	1 0.90 1.54 16.67	65 58.56
Total	47 42.34	29 26.13	29 26.13	6 5.41	111 100.00

(Table 4.7)

Groups by Civilian Education:

	CED						
Group	**1**	**2**	**3**	**4**	**5**	**8**	**Total**
Ctrl	13 11.71 28.26 36.11	8 7.21 17.39 44.44	10 9.01 21.74 37.04	5 4.50 10.87 38.46	9 8.11 19.57 56.25	1 0.90 2.17 100.00	46 41.44
Exp	23 20.72 35.38 63.89	10 9.01 15.38 55.56	17 15.32 26.15 62.96	8 7.21 12.31 61.54	7 6.31 10.77 43.75	0 0.00 0.00 0.00	65 58.56
Total	36 32.43	18 16.22	27 24.32	13 11.71	16 14.41	1 0.90	111 100.00

(Table 4.8)

Groups by Previous Personality Test:

Group	PrvTest 0	PrvTest 1	Total
Ctrl	44 39.64 95.65 41.51	2 1.80 4.35 40.00	46 41.44
Exp	62 55.86 95.38 58.49	3 2.70 4.62 60.00	65 58.56
Total	106 95.50	5 4.50	111 100.00

(Table 4.9)

(Note: PrvTest values represent: 0=No, 1=Yes)

Groups by Age:

Age

	Frequency
18	10
22	22
26	17
30	13
34	19
38	15
42	10
46	4
50	1

Group ▨ Ctrl ☐ Exp
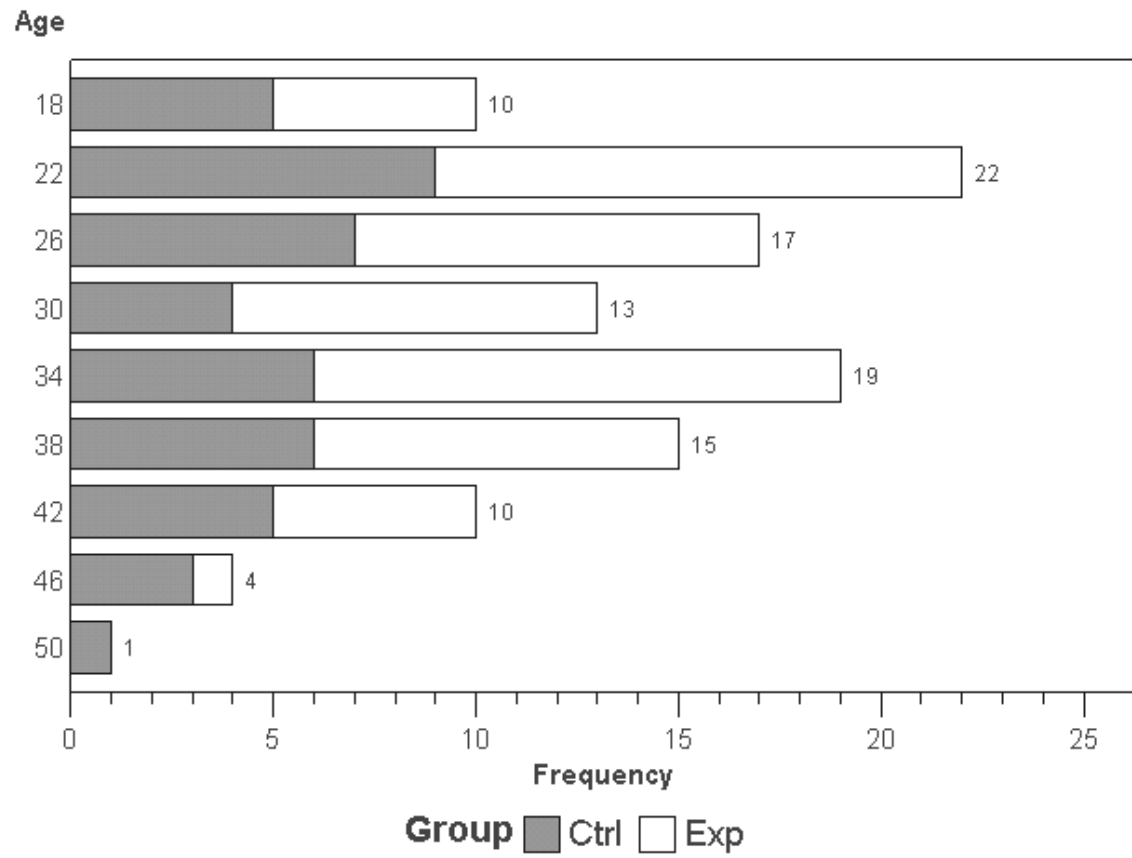
(Table 4.10)

(Note: Age values are represented in years)

Groups by Rank:
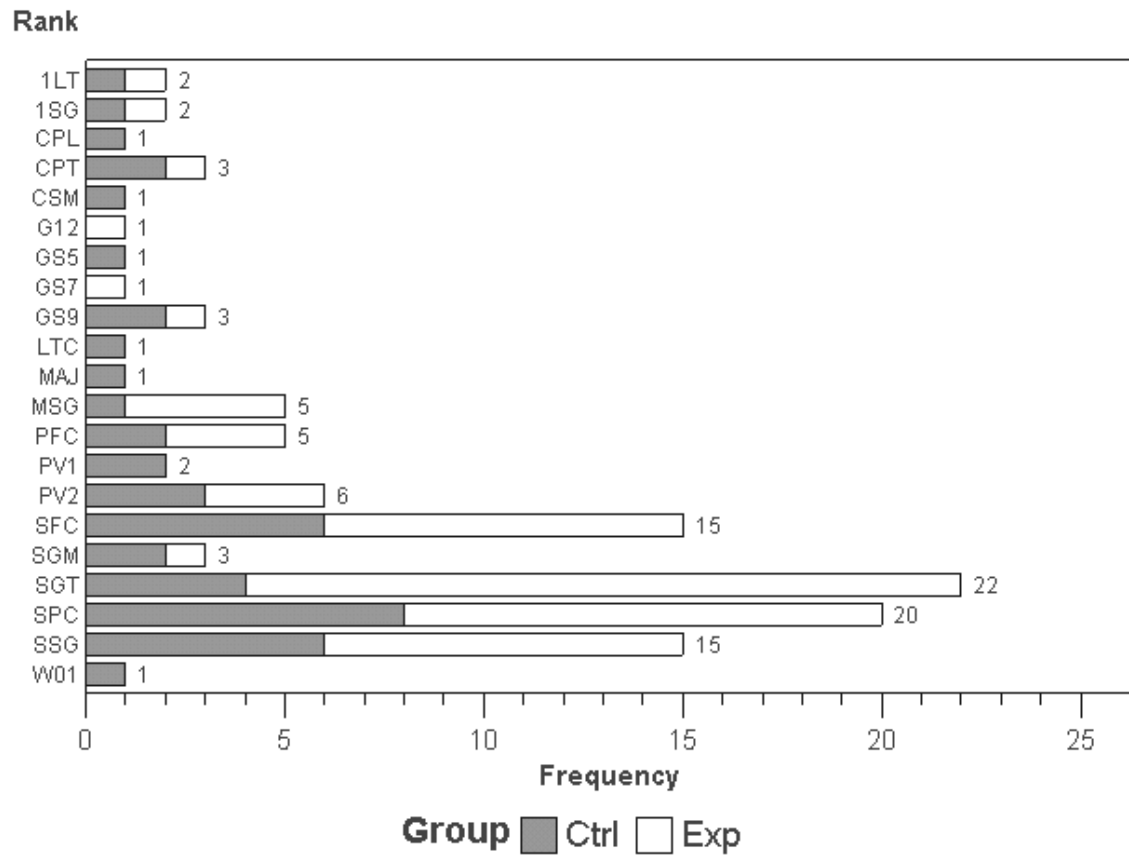
(Table 4.11)

Groups by Time In Service:

Tis

Tis	Frequency
20	37
60	20
100	15
140	13
180	9
220	10
260	5
300	1
340	1

Group ▣ Ctrl ☐ Exp
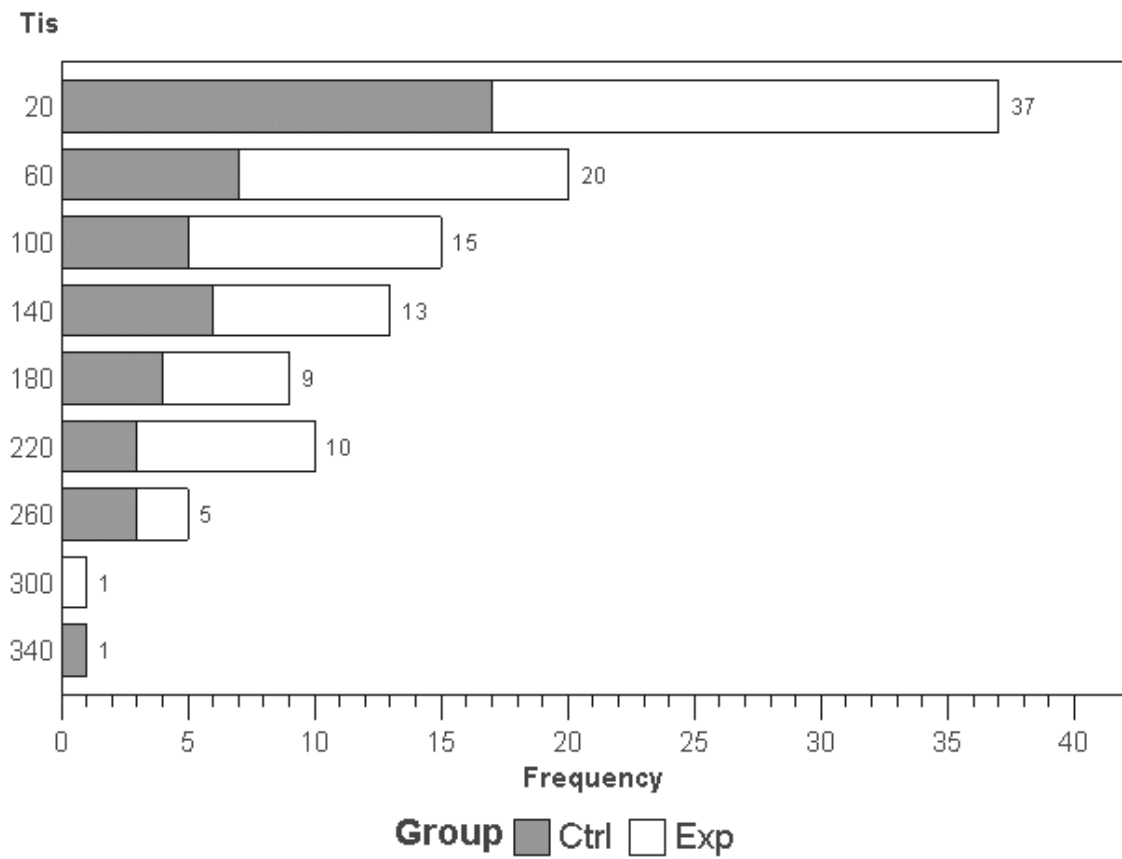
(Table 4.12)

(Note: TIS values are represented in months)

Groups by Time On Station:
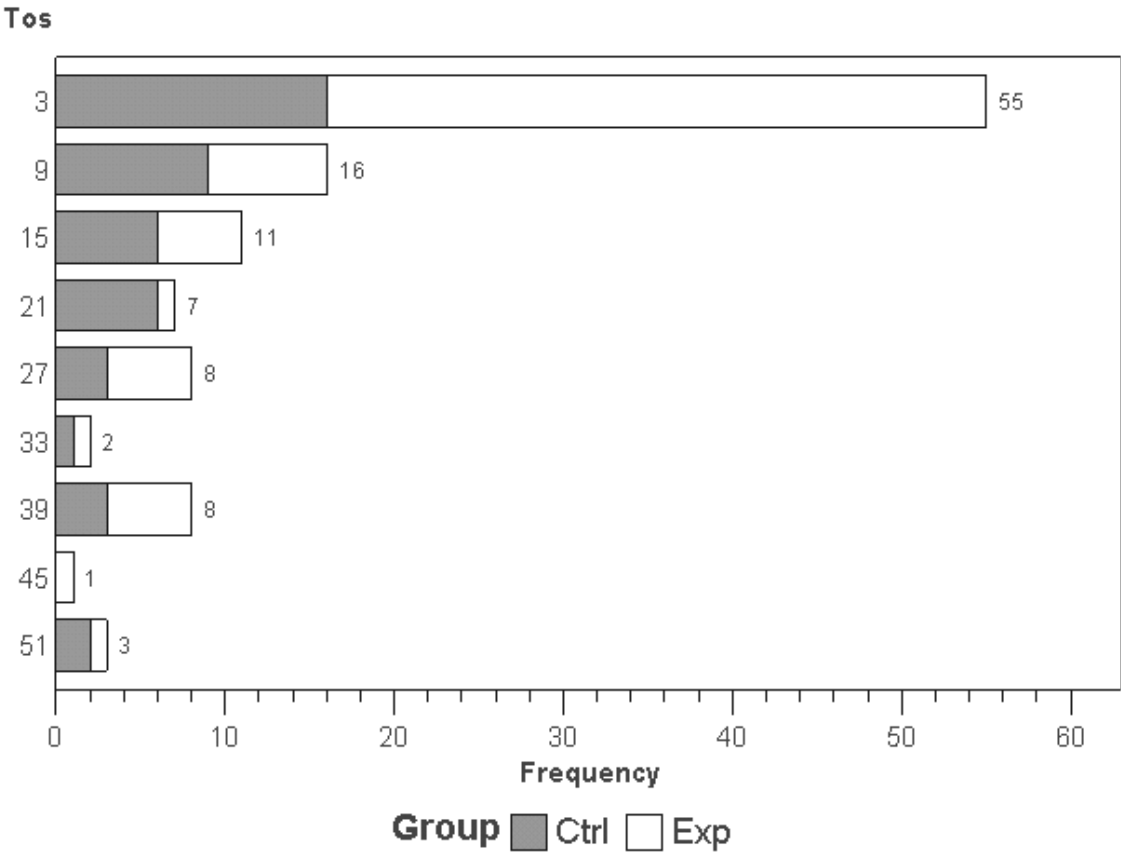
(Table 4.13)

(Note: TOS values are represented in months)

Groups by Personality Type:
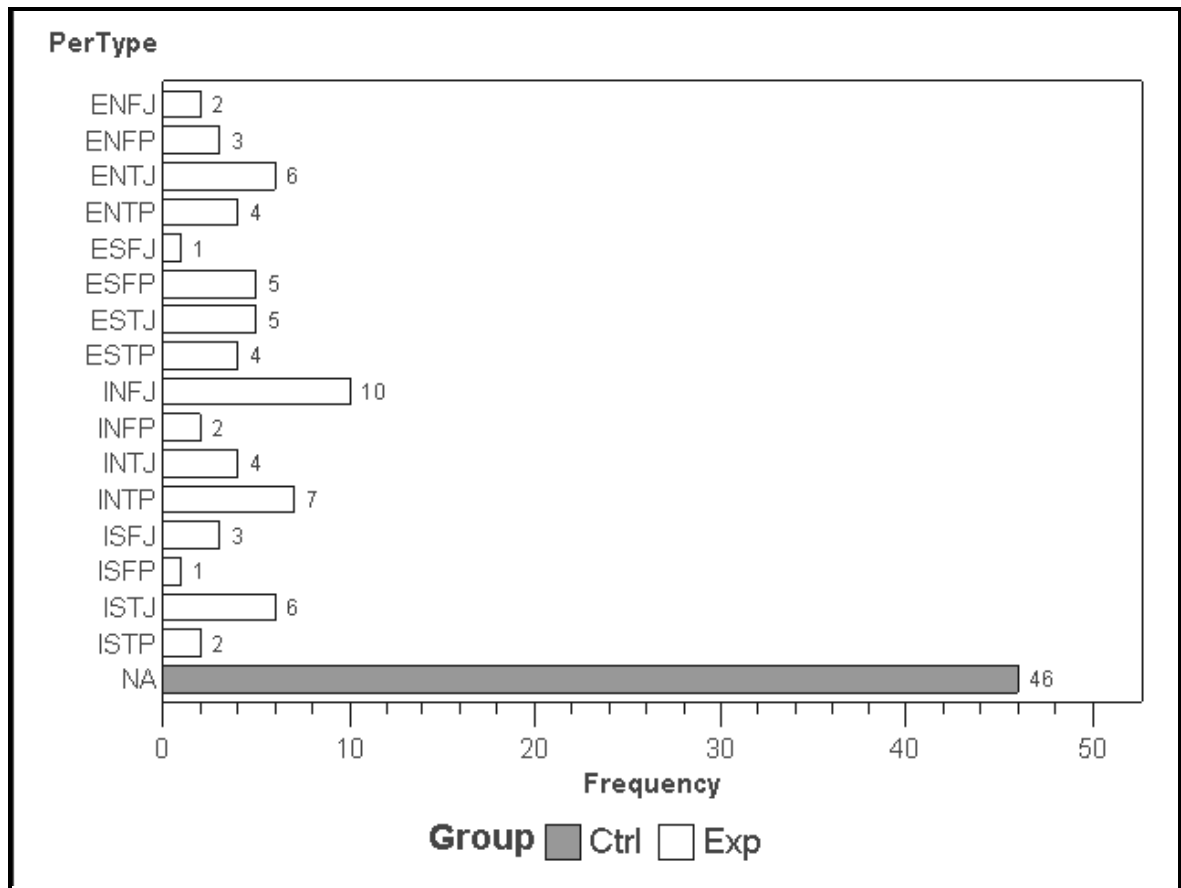
(Table 4.14)

Data Analysis (Pretest):

   An alpha level of .05 was used to determine statistical significance using the

mixed General Linear Model (GLM) (Hays, 1994; Maxwell & Delaney, 2000;

Toothaker & Miller, 1996; SAS, 2002; Delwiche & Slaughter, 2003; Cody & Smith,

2006). In all cases, Type III (adjusted) tests were used to gauge the significance of the

effects. Tables 4.15 through 4.23 provide the results for the pretest assessment. The

statistical results for assessing group differences in the variable Relationship &

Understanding (RelationUnd) are reported below. Results show that the differences

between groups as well as by position are significant as indicated below on the

following page:

Pretest Statistics for the Variable (RelationUnd):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	856.748098	285.582699	15.04	<.0001
Error	107	2031.648298	18.987367		
Corrected Total	110	2888.396396			

R-Square	Coeff Var	Root MSE	RelationUnd Mean
0.296617	10.67484	4.357450	40.81982

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	62.0551744	62.0551744	3.27	0.0734
Group	1	784.4857119	784.4857119	41.32	<.0001
Posn*Group	1	10.2072118	10.2072118	0.54	0.4650

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	95.9605179	95.9605179	5.05	*0.0266*
Group	1	529.7694142	529.7694142	27.90	*<.0001*
Posn*Group	1	10.2072118	10.2072118	0.54	0.4650

(Table 4.15)

The statistical analysis for the variable Job Satisfaction (JobSat) is given in

Table 4.16. The results suggest a group effect:

Pretest Statistics for the Variable (JobSat):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	246.986798	82.328933	4.31	0.0065
Error	107	2042.598788	19.089708		
Corrected Total	110	2289.585586			

R-Square	Coeff Var	Root MSE	JobSat Mean
0.107874	10.49283	4.369177	41.63964

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	37.6871346	37.6871346	1.97	0.1629
Group	1	189.3639314	189.3639314	9.92	0.0021
Posn*Group	1	19.9357316	19.9357316	1.04	0.3091

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	54.34400286	54.34400286	2.85	0.0945
Group	1	98.31457270	98.31457270	5.15	*0.0252*
Posn*Group	1	19.93573164	19.93573164	1.04	0.3091

(Table 4.16)

Statistical results for the variable Job Performance are given in Table 4:17.

Results show a significant position effect:

Pretest Statistics for the Variable (JobPerf):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	236.879812	78.959937	2.87	0.0400
Error	107	2946.489557	27.537286		
Corrected Total	110	3183.369369			

R-Square	Coeff Var	Root MSE	JobPerf Mean
0.074412	12.66268	5.247598	41.44144

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	142.5944124	142.5944124	5.18	0.0249
Group	1	25.2786678	25.2786678	0.92	0.3402
Posn*Group	1	69.0067321	69.0067321	2.51	0.1164

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	114.0329403	114.0329403	4.14	*0.0443*
Group	1	0.1688383	0.1688383	0.01	0.9377
Posn*Group	1	69.0067321	69.0067321	2.51	0.1164

(Table 4.17)

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Statistical results for the variable Self-Awareness (SelfAware) are given in

Table 4.18 below. The results show a significant position effect:

Pretest Statistics for the Variable (SelfAware):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	528.024589	176.008196	4.27	0.0069
Error	107	4415.398834	41.265410		
Corrected Total	110	4943.423423			

R-Square	Coeff Var	Root MSE	SelfAware Mean
0.106814	16.44094	6.423816	39.07207

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	440.0137849	440.0137849	10.66	0.0015
Group	1	46.3756721	46.3756721	1.12	0.2915
Posn*Group	1	41.6351320	41.6351320	1.01	0.3174

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	389.6594968	389.6594968	9.44	*0.0027*
Group	1	8.2110717	8.2110717	0.20	0.6564
Posn*Group	1	41.6351320	41.6351320	1.01	0.3174

(Table 4.18)

Statistical results for the variable Trust are given in Table 4.19 below. Results show significant position effect:

Pretest Statistics for the Variable (Trust):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	658.369609	219.456536	4.42	0.0057
Error	107	5311.486247	49.640058		
Corrected Total	110	5969.855856			

R-Square	Coeff Var	Root MSE	Trust Mean
0.110282	18.85386	7.045570	37.36937

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	437.0451846	437.0451846	8.80	0.0037
Group	1	24.4693392	24.4693392	0.49	0.4841
Posn*Group	1	196.8550850	196.8550850	3.97	0.0490

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	360.0449543	360.0449543	7.25	*0.0082*
Group	1	5.8271135	5.8271135	0.12	0.7326
Posn*Group	1	196.8550850	196.8550850	3.97	0.0490

(Table 4.19)

Statistical results for the variable Values are given in Table 4.20 below. Results show a significant position effect:

Pretest Statistics for the Variable (Values):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	248.355487	82.785162	3.15	0.0279
Error	107	2809.392261	26.256002		
Corrected Total	110	3057.747748			

R-Square	Coeff Var	Root MSE	Values Mean
0.081222	17.97632	5.124061	28.50450

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	239.9159922	239.9159922	9.14	0.0031
Group	1	1.3706832	1.3706832	0.05	0.8197
Posn*Group	1	7.0688113	7.0688113	0.27	0.6049

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	225.7470192	225.7470192	8.60	*0.0041*
Group	1	0.0639223	0.0639223	0.00	0.9607
Posn*Group	1	7.0688113	7.0688113	0.27	0.6049

(Table 4.20)

The tables at 4.21 and 4.22 provide the Least Square Means (LSM) for the analyses presented above. The Least Squares Means give the adjusted or predicted means for each cell of the design and are the appropriate means to use when using Type III analyses with non-orthogonal data. Table 4.21 provides the results by experimental grouping. Table 4.22 provides the results for all four cells in the design:

Pretest LSM by Group for Leaders and Subordinates:

Group	RelationUnd LSMEAN	JobSat LSMEAN	JobPerf LSMEAN	SelfAware LSMEAN	Trust LSMEAN	Values LSMEAN
Ctrl	38.3391608	40.6969697	42.2004662	40.6142191	38.3018648	29.3310023
Exp	43.4066667	42.8800000	42.1100000	39.9833333	38.8333333	29.3866667

(Table 4.21)

Pretest LSM Four Way Comparisons:

Posn	Group	RelationUnd LSMEAN	JobSat LSMEAN	JobPerf LSMEAN	SelfAware LSMEAN	Trust LSMEAN	Values LSMEAN
Leader	Ctrl	39.7692308	42.0000000	42.4615385	42.0769231	38.8461538	30.6923077
Leader	Exp	44.1333333	43.2000000	44.2000000	42.8666667	42.4666667	31.3333333
Subord	Ctrl	36.9090909	39.3939394	41.9393939	39.1515152	37.7575758	27.9696970
Subord	Exp	42.6800000	42.5600000	40.0200000	37.1000000	35.2000000	27.4400000

(Table 4.22)

Data Analysis (Posttest):

Tables 4.23 through 4.28 provide the statistical results for the posttest

assessment. Results show that the difference is significant as follows.

Statistical results for the variable Relationship & Understanding (RelationUnd)

indicate a significant group effect:

Posttest Statistics for the Variable (RelationUnd):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	1962.075427	654.025142	48.37	<.0001
Error	107	1446.699347	13.520555		
Corrected Total	110	3408.774775			

R-Square	Coeff Var	Root MSE	RelationUnd Mean
0.575596	8.608952	3.677031	42.71171

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	15.599215	15.599215	1.15	0.2852
Group	1	1935.586171	1935.586171	143.16	<.0001
Posn*Group	1	10.890041	10.890041	0.81	0.3715

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	46.823679	46.823679	3.46	0.0655
Group	1	1367.582708	1367.582708	101.15	*<.0001*
Posn*Group	1	10.890041	10.890041	0.81	0.3715

(Table 4.23)

Statistical results for the variable Job Satisfaction (JobSat) show a significant

group effect:

Posttest Statistics for the Variable (JobSat):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	541.891075	180.630358	13.35	<.0001
Error	107	1448.018834	13.532886		
Corrected Total	110	1989.909910			

R-Square	Coeff Var	Root MSE	JobSat Mean
0.272319	8.710249	3.678707	42.23423

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	11.3883953	11.3883953	0.84	0.3610
Group	1	516.9883897	516.9883897	38.20	<.0001
Posn*Group	1	13.5142905	13.5142905	1.00	0.3199

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	25.6954237	25.6954237	1.90	0.1711
Group	1	329.9331732	329.9331732	24.38	*<.0001*
Posn*Group	1	13.5142905	13.5142905	1.00	0.3199

(Table 4.24)

Statistical results for the variable Job Performance (JobPerf) also show a

significant group effect:

Posttest Statistics for the Variable (JobPerf):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	137.978217	45.992739	3.89	0.0111
Error	107	1265.012774	11.822549		
Corrected Total	110	1402.990991			

R-Square	Coeff Var	Root MSE	JobPerf Mean
0.098346	7.994589	3.438393	43.00901

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	9.0271356	9.0271356	0.76	0.3842
Group	1	126.7534042	126.7534042	10.72	0.0014
Posn*Group	1	2.1976773	2.1976773	0.19	0.6672

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	12.1346814	12.1346814	1.03	0.3133
Group	1	112.0002260	112.0002260	9.47	*0.0026*
Posn*Group	1	2.1976773	2.1976773	0.19	0.6672

(Table 4.25)

Statistical results for the variable Self-Awareness (SelfAware) also show a

significant effect for position and group:

Posttest Statistics for the Variable (SelfAware):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	730.283868	243.427956	10.08	<.0001
Error	107	2583.085501	24.140986		
Corrected Total	110	3313.369369			

R-Square	Coeff Var	Root MSE	SelfAware Mean
0.220405	11.48655	4.913348	42.77477

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	73.7923470	73.7923470	3.06	0.0833
Group	1	651.6595743	651.6595743	26.99	<.0001
Posn*Group	1	4.8319469	4.8319469	0.20	0.6555

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	105.1175925	105.1175925	4.35	*0.0393*
Group	1	454.5954478	454.5954478	18.83	*<.0001*
Posn*Group	1	4.8319469	4.8319469	0.20	0.6555

(Table 4.26)

Statistical results for the variable Trust demonstrate a significant group effect:

Posttest Statistics for the Variable (Trust):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	680.299895	226.766632	8.23	<.0001
Error	107	2948.691096	27.557861		
Corrected Total	110	3628.990991			

R-Square	Coeff Var	Root MSE	Trust Mean
0.187463	13.01253	5.249558	40.34234

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	50.1837621	50.1837621	1.82	0.1800
Group	1	609.4842506	609.4842506	22.12	<.0001
Posn*Group	1	20.6318827	20.6318827	0.75	0.3888

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	63.8999760	63.8999760	2.32	0.1308
Group	1	567.7703295	567.7703295	20.60	*<.0001*
Posn*Group	1	20.6318827	20.6318827	0.75	0.3888

(Table 4.27)

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Statistical results for the variable Values demonstrate a significant group and position effect:

Posttest Statistics for the Variable (Values):

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Model	3	162.829412	54.276471	3.90	0.0109
Error	107	1488.648065	13.912599		
Corrected Total	110	1651.477477			

R-Square	Coeff Var	Root MSE	Values Mean
0.098596	12.62273	3.729960	29.54955

Source	DF	Type I SS	Mean Square	F Value	Pr > F
Posn	1	50.7993363	50.7993363	3.65	0.0587
Group	1	110.4642436	110.4642436	7.94	0.0058
Posn*Group	1	1.5658323	1.5658323	0.11	0.7379

Source	DF	Type III SS	Mean Square	F Value	Pr > F
Posn	1	61.18561270	61.18561270	4.40	*0.0383*
Group	1	74.16200125	74.16200125	5.33	*0.0229*
Posn*Group	1	1.56583230	1.56583230	0.11	0.7379

(Table 4.28)

The tables at 4.29 and 4.30 provide the Least Square Means (LSM) for the study. The posttest results for these tables clearly show the significance impact of the treatment. Table 4.29 provides the results by group. Table 4.30 provides the results in a four way comparison:

Posttest LSM by Group for Leaders and Subordinates:

Group	RelationUnd LSMEAN	JobSat LSMEAN	JobPerf LSMEAN	SelfAware LSMEAN	Trust LSMEAN	Values LSMEAN
Ctrl	38.2680653	40.1142191	41.8566434	40.5524476	37.7738928	28.8473193
Exp	46.4100000	44.1133333	44.1866667	45.2466667	43.0200000	30.7433333

(Table 4.29)

Posttest LSM Four Way Comparison:

Posn	Group	RelationUnd LSMEAN	JobSat LSMEAN	JobPerf LSMEAN	SelfAware LSMEAN	Trust LSMEAN	Values LSMEAN
Leader	Ctrl	39.3846154	41.0769231	42.0769231	41.9230769	38.1538462	29.8461538
Leader	Exp	46.8000000	44.2666667	44.7333333	46.1333333	44.4000000	31.4666667
Subord	Ctrl	37.1515152	39.1515152	41.6363636	39.1818182	37.3939394	27.8484848
Subord	Exp	46.0200000	43.9600000	43.6400000	44.3600000	41.6400000	30.0200000

(Table 4.30)

Summary of Results:

The results presented above indicate a strong treatment effect for the Psychodynamic Approach to Leadership. The pretest assessment indicated only two significant group differences prior to treatment: Relationship Understanding and Job Satisfaction. The largest pretest differences were found between leaders and subordinates as was expected. This gap presents the difference in views on the relationship and understanding between leaders and subordinates – leading to an uncertainty gap.

The pretest assessment results further showed that leaders typically had higher scores for the dependent variables; whereas subordinates had lower scores. This translated that the leader believed things were good, when in fact the subordinates believed the opposite. This indicated the possibility of closing the gap so that both leaders and subordinates could come to similar views of the unit.

Posttest results showed that the introduction of psychodynamics concepts for leaders and subordinates in the experimental group had a positive effect on closing the gap between leader and subordinate views. All dependant variables showed significant differences between the treatment and control groups, with the treatment group showing more positive views than the control group. More importantly, the gap between leader and subordinate views – the position effect - seems to have disappeared after treatment.

Posttest Psychodynamic Questionnaire:

To obtain additional feedback from the experimental subjects on what they had learned from the psychodynamics approach to leadership; a post psychodynamic questionnaire consisting of seven questions were administered to the experimental group only. The subjects were asked to answer each question YES or NO, and provide a rating on a scale of "0" (none) to "10" (high) for representing their degree of understanding, concurrence or non-concurrence with the psychodynamic approach as follows:

1. Q - Were you familiar with the collective unconscious prior to this study?

    A - All of the subjects had not heard of the collective unconscious prior to this study, which represents an average rating of zero.

2. Q - Post study, do you now have a basic understanding of the collective unconscious?

    A - On average the subjects reported a rating of seven, which acknowledges that they had an understanding of the basic concepts of the collective unconscious.

3. Q - Do you plan to continue exploring the concepts of the psychodynamic approach?

    A - On average the subjects reported a rating of seven, and indicated they would like to further their knowledge of the subject.

4. Q - Have you gained more self awareness and personal insight into yourself?

A - On average the subjects scored a rating of five. Most indicated that the

 psychodynamics approach would require more time to realize the

 potential benefits.

5. Q - Has your work relationship and understanding of your leader, subordinates

 and others improved?

A - On average the subjects scored a rating of four. Most indicated there

 were positive visible short term effects; but that a longer timeframe

 coupled with their self awareness would be necessary.

6. Q - Do you think these concepts would have been beneficial if received before

 or earlier upon entry into the Army work force?

A - On average the subjects reported a rating of seven. Most indicated

 that based on their experience from this research, it would have been

 valuable; and they believe it could benefit others in the Army.

7. Q - Was the training and learning from this research valuable to you?

A - On average the subjects reported a rating of eight. They

 acknowledged that the initial introduction is promising and could prove

 beneficial to their personal development and growth.

In summary, the post-treatment assessment indicated a positive view of the PAL

treatment and that further use could be warranted.

CHAPTER 5 – DISCUSSION

Overview:

The research questions attempted to determine whether using a Psychodynamic Approach to Leadership (PAL) would promote a positive interaction between leaders and subordinates. Each of the variables relationship & understanding, job satisfaction, job performance, self-awareness, trust, and values showed a positive correlation in the increase of these variable levels when a psychodynamic concept was introduced and to that end established a positive correlation for the use of psychodynamics theory. The generalizability of this research study although conducted in a military environment could be conducted and implemented in any type of organization.

Limitations and Recommendations:

Obviously, future research should consider larger military populations, and a longer research period consisting of a minimum six to twelve months time interval. The one month test period used for this research could impact internal validity, because it may not have allowed enough time for the treatment to work nor may it have provided enough time for a more thorough assessment to investigate qualitatively the meaning of the experimental results.

Though most employees of the US Army possess at a minimum a high school equivalent education, it is not certain whether the training materials used were easily comprehended. The researcher attempted to provide the information in simple, layman terms. The data showed an average education at above high school level - indicating

one year or less of college on average, and a highest level of bachelor degree in both groups.

There could also be a concern of experimental blindness. In essence the selection of subjects from the human resource list uses the double- blind technique because the subjects are completely unknown. However, the method of the researcher alternately selecting and assigning these unknown subjects from a list to either the control or experimental group negates the desired blindness of the researcher. Furthermore, the fact that the subjects could contact the researcher suggests that they knew exactly who the researcher was and therefore participant blindness is also questionable. To guard against researcher bias a firewall between the researcher and the participants is more desirable. However, in an investigation such as this, it was not possible to blind the researcher and the subjects from each other.

Furthermore, it would have been desirable to have meeting intervals with the experimental group over the course of the experiment so that the researcher could assess the protocols of the groups in terms of enforcing psychodynamic concepts, discussing subjects' experiences to date , and obtaining immediate feedback. However, without a larger research team and without an extended experimental period, this was not possible.

Finally, it is recommended that in addition to weighing the possibilities of using such a concept for personnel already in the US Army workforce; that also personnel initially joining the US Army workforce - both those that join to become soldiers and those applicants that will fill civilian positions, be introduced to Psychodynamics training and personality-testing for personal growth and development. Additional

follow-up assessments can be arranged at future timeframes, probably not later than one year. This is recommended because most civilians joining the Army to become soldiers enter shortly after High School. The assumption here is that though the recruits have experienced life, being at the average young age of 17 through 20 years they are still in their years of self-discovery and personality development. Likewise, this could also be the situation for civilians seeking employment within the US Army. A key to implementing such training is selling and obtaining buy-in. Participants need to be made aware that the training and information is solely retained by themselves to aid their personal self development and growth. Accordingly, the US Army or applicable organization can then determine appropriate means to collect information for feedback and at the same time ensure participants that they will not be scrutinized or singled out.

Future Thoughts:

To advance Psychodynamics theory the combined efforts and perspectives from research theorist in social, behavioral, and other fields would be beneficial in establishing plausible and theoretical constructs. Another concern for leadership in general is identifying a universal and acceptable definition of leadership which researchers can agree on and move forward (Yukl, 2002). Rost (1991) in his book "Leadership for the Twenty First Century" offers a viable definition of leadership. He stated that, "Leadership is an influence relationship among leaders and followers who intend real change that reflects their mutual purpose. Through this research I define leadership as, "The ability to influence others to willingly meet the goals and objectives of an organization through commitment, responsible means, ethical actions, consideration of others, and by being accountable for their actions." Additionally,

leaders should possess the attributes of integrity, ethics, and accountability. By requiring these attributes leaders have a clear understanding of expectations and are held accountable for their actions.

As a paradigm for the future I offer a personal perspective of leadership. Leadership is abstract and not contained in a vacuum; it's a position; it's a condition or state of being; it's a title or characterization; a track record of one's history; there is no universal template; leadership varies from one person to the next; and success today with a particular leader does not guarantee success tomorrow with that same leader. Simply stated, "Leadership is an opportunity with certain expectations that could be carried out by anyone under the right conditions!" Therefore, I propose "Entrusted Leadership" as a concept to future thinking on leadership. Entrusted defined, is to give over something to another for care, protection, or performance. Entrusted leadership is an opportunity for a person to lead. This is true because the person selected to a leadership post is not a guarantee of success. They may not even be the best qualified person. They may be the best of what was available at the time. Also, selection to a leadership position is seldom a democracy that is determined by everyone within the organization: the best qualified person may not prevail. Then again there may be a democratic type selection system, but the final decision may be reserved for the few select people who ultimately decide. For instance when a CEO, Company President or similar is chosen to head an organization; only a few people make the selection decision. Employees usually do not have a say in the selection. Even the top leadership position in the United States of America (USA) the Presidency is no different. The best

leader is seldom chosen, and more qualified candidates will not get the opportunity to compete for the position.

Therefore, voters usually end up voting for those that are available and perceived to be the most qualified: If they vote at all. In fact the winner is preconceived in polls prior to an election. Other factors influence the selection process such as politics, religion, a persons finesse, popularity, interest groups, wealth, and so on. Based on this the person chosen should be considered an Entrusted leader. They have through whatever methodology or determination received an opportunity to an entrusted leadership role. With that entrusted opportunity they also inherit a vast pool of resources to aide their success. So, despite their abilities or lack of, they have received an entrusted opportunity to excel. There is no guarantee by virtue of selection that they will succeed. The leader will need the support of their subordinates, followers, officers, managers, partners, associates, and others or they may fail. Entrusted leadership can be viewed as encompassing many of the existing leadership theories of today; because what ever leadership style defines a leader - ultimately that leader is in an entrusted leadership role to the organization and the people.

Summary and Conclusion:

The evolution of the US Army continues to evolve and so do people. Leadership is but one aspect for the success of an organization. Equally important are the people, which form the heart of an organization. Leadership theorist have explained and presented this phenomenon through various models, and not one excludes this important fact. Not even technology can take the place of the human being. To some degree any of the current leadership styles could be successful, including

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Machiavellianism leadership (Bass & Stogdill, 1990), which is characterized as a leader that puts less emphasis on the social process of influence and the willingness of the subordinate. They instead may assert power; be task oriented; and may not have any moral boundary to accomplishing objectives. Machiavellian leaders may believe that whatever means employed are justified to achieve end results. (Characteristics of the Machiavellian type leader still exist today.)

So, what makes a PAL a viable science that should be explored on into the 21st century? There is no simple answer to this question. However, the strength in a psychodynamic approach is that it leaves no one out of the leadership equation. People are not ostracized or relegated to inferiority because they may be different. Everyone is different; people have different personalities, emotions, and ways of interacting with others. These differences may be a source for capitalization and used to strengthen an organization. A psychodynamic approach to leadership is a kind of meta-theory that complements other leadership styles, regardless of the style of leadership one is associated with, because it focuses on the individual. A PAL could be transformational, situational, contingent, and others. A PAL has everything to do with people and in many aspects it's transcending. Psychodynamic change does not occur overnight, but the end state for an organization could be rewarding in terms of commitment, globalization, transformation, and productivity.

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APPENDIX A: INFORMED CONSENT

University of Oklahoma
Institutional Review Board
Informed Consent to Participate in a Research Study

Project Title: USING A PSYCHODYNAMIC APPROACH IN THE US ARMY

You are being asked to volunteer for this research study (please see the instructions for additional information). Your name was selected from a random computer generated query from your human resource office. Please read this form and ask any questions that you may have before agreeing to take part. Your participation is completely voluntary, and you may discontinue participation at any time. There is no cost or compensation for your participation. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled.

I am conducting this research to see if using a Psychodynamic Approach to Leadership (PAL) in the Army will have a positive affect on leader and subordinate relationships. If you agree to participate, you are asked to read the enclosed instructions then sign and return this consent form along with the enclosed data sheet and survey questionnaires. The average completion time is 30 minutes.

There are no risks and the benefits of your participation are the opportunity to improve your self awareness, leadership, personal growth, and interpersonal skills. The findings from this study may be published in generic summary form, but any identifying information provided will remain strictly confidential. I will not use audio, video, or photographic recording methods.

If you have concerns or complaints about the research, the researcher conducting this study can be contacted at: (49)-016043205876, alester.johnson@ou.edu, or advisor Dr. Terry at (405) 325-4593, rterry@ou.edu. If you have any questions, concerns, or complaints about the research and wish to talk to someone other than individuals on the research team or if you cannot reach the research team, you may contact the University of Oklahoma, Institutional Review Board (OU-NC IRB) at 405-325-8110 or irb@ou.edu.

Statement of Consent:

I have read the above information. I have asked questions and have received satisfactory answers. I consent to participate in the study.

_____

Signature   Date

1) Please read the consent form before proceeding. Should you decide to participate the initial requirements are to sign the Consent form, complete: Personal Data Survey Questionnaire, Pretest Survey Questionnaire, Army Values Survey Questionnaire, and take the free online Personality Test. Please ensure that you write your 4 letter personality type indicator on to the Personal Data Survey Questionnaire enclosed. Once these initial requirements are completed - return in the enclosed pre-addressed envelopes in accordance with the instructions attached to the envelope. You may contact me any time at my telephone or email address. The following items are included in this package:

> (a) Consent form - Sign and return
> (b) Personal Data Survey Questionnaire - Complete and return.
> (c) Pretest Survey Questionnaire - Complete and return.
> (d) Army Values Survey Questionnaire.
> (e) Psychodynamic Information Training Handout - Provided for training overview and introduction to concepts.
> (f) Sample Leader Biography - Optional, complete and return.
> (g) Personality Type Indicator (PTI) Test – See instructions below.
> (h) Sealed Envelope - Included within the main package. Please retain this enclosed envelope for future use, and open and return only as specified by the instructions attached to the envelope.

2) After completing these initial requirements you are asked to continue to observe and apply the concepts introduced in the enclosed Psychodynamics Training handout, along with the insight results of your baseline personality test - as you continue with your work and daily life for the duration of the study period. At the end of the 30 day study open the sealed envelope that came within the mailed package and follow the attached instructions to complete and return contents. Your subject participation ends after mailing the final package.

3) Specific instructions are provided below to assist you in completing the enclosed survey questionnaires and free personality test.

4) Optional for Leaders with Subordinates - Because leaders are usually the dominant member in terms of position you may wish to complete and disseminate your personality type indicator leader style and philosophy insight to your subordinates in the form of a written biography (memorandum) or electronic means. If you decide to complete this option, please do so within one week after the research period begins, and return a copy without your personal information to me. The psychodynamic approach is further facilitated in this method in that normally a subordinate may not have any idea of you. Your biography provides additional answers for the subordinate, and may be a factor in strengthening leader and subordinate relations.

Personality Test Completion Special Instructions:

5) Personality Test - Please go to online web address http://www.humanmetrics.com to complete your free online baseline personality type indicator test. Provide your results (4 letter type indicator) on the data survey questionnaire.

6) During the observation period you are herby instructed to continue with your normal work and daily life while applying the concepts of the Psychodynamic Approach and the insight results from your baseline personality test. Additionally if you are classified as the overall leader of your section, as an option you can complete a leader biography to share your personality type indicator leader style and philosophy in the form of a written biography (memorandum), or by way of email or other method. Because you are the leader and considered the dominant member in the relationship, this allows your subordinates to have a better idea of your leadership and personality style. This requirement is due within one week after the research period begins. Please provide a copy to me by mail or email.

Questionnaire Completion Special Instructions:

7) The purpose of the questionnaires are to obtain an assessment of perceptions and conditions of your subordinate to leader relationship and how it impacts your work organization.

8) For the Leader and Subordinate Survey Questionnaires and the Army Values Questionnaire: Please answer all questions as accurately as possible. Read each question, then circle the number (from 1 to 5) under the desired column (**Strongly Disagree……..Strongly Agree**) that best represents your response. Using the number values one (1) through five (5), write that number immediately under the column and row you are answering. Assign only one number to only one box per line.

9) For the Psychodynamic Questionnaire: Write in your response of "YES or NO" under that column. Then provide your scale rating for the "YES" responses only to indicate the degree of your response "on a scale of **0** (**low**)…..to…..**10** (**high**)" write the number under the "Scale" column.

(page 1 of 1)

1) Please read the consent form before proceeding. Should you decide to participate the initial requirements are to sign the Consent form, complete: Personal Data Survey Questionnaire, Pretest Survey Questionnaire, and the Army Values Survey Questionnaire. Once these initial requirements are completed - return in the enclosed pre-addressed envelopes in accordance with the instructions attached to the envelope. You may contact me any time at my telephone or email address. The following items are included in this package:

      (a) Consent form - Sign and return
      (b) Personal Data Survey Questionnaire - Complete and return.
      (c) Pretest Survey Questionnaire - Complete and return.
      (d) Army Values Survey Questionnaire.
      (e) Sealed Envelope - Included within the main package. Please retain this enclosed envelope for future use, and open and return only as specified by the instructions attached to the envelope.

2) After completing these initial requirements you are asked to continue with your work and daily life for the duration of the study period. No further contact is required of you at this point unless you have questions or I need to contact you. At the end of the 30 day study open the sealed envelope that came within the mailed package and follow the attached instructions to complete and return contents. Your subject participation ends after mailing the final package.

3) Specific instructions are provided below to assist you in completing the enclosed survey questionnaires.

Questionnaire Completion Special Instructions:

4) The purpose of the questionnaires are to obtain an assessment of perceptions and conditions of your subordinate to leader relationship (or vice-versa) and how it impacts your organization.

5) For the Leader and Subordinate Survey Questionnaires and the Army Values Questionnaire: Please answer all questions as accurately as possible. Read each question, then circle the number (from 1 to 5) under the desired column (**Strongly Disagree……..Strongly Agree**) that best represents your response. Using the number values one (1) through five (5), write that number immediately under the column and row you are answering. Assign only one number to only one box per line.

APPENDIX D: PSYCHODYNAMIC INFORMATION TRAINING HANDOUT

[UPFRONT]: Psychodynamics theory is not some sort of magical, psychological, or mental conversion process. It is a process of discovering one's self through a concerted desire to know; self admission; acknowledgement; learning and exploration; personality testing; people feedback; deep reflection; daily observation; an open mind, Truthfulness, etc.!

What is A Psychodynamic Approach (PA):

1) The Psychodynamic Approach (PA) was discovered by Dr. Carl Gustav Jung. The Psychodynamic Approach is based on the concept that everyone is different. Accordingly we all have unique characteristics and quirks that differentiate us or define us from others. These differences are not in the physical sense of how we look different from each other, rather the differences are in our personality. The PA recognizes that everyone has ingrained characteristics that have shaped them into who they are. The key is to become aware of those characteristics and to make positive changes.

   a) An important underlying assumption is that the personality characteristics of individuals are deeply ingrained from birth and have shaped them into who they are. The key is acceptance of one's own personality features, and those of others.
   b) It is important to become aware of those characteristics and to make positive changes.
   c) The PA seeks "true self" rather than trying to be something else, or what someone says you are.
   d) Leaders are more effective when they have insight into their own psychological makeup.
   e) Leaders are more effective when they understand the psychological makeup of their subordinates.
   f) The situation improves even more if the team members are aware of their own personality characteristics so that they can understand how they respond to the leader and to each other.

2) It is further believed that the reason these differences exist between people are because of natural experiences from birth to present, whether those experiences are known, unknown, or may be purposefully attempted depression from our memory. A psychodynamic approach acknowledges that there is a reservoir or storage of experiences since birth that are contained in our mind (Psyche) known as the Collective Unconscious. The collective unconscious will be discussed further below.

3) The Psychodynamic Approach believes that a person can become in tune with their unconscious thought and thus improve the individual - the self. Key to this insight is to recognize who you are and not try to be something else, or what someone says you are. A PA seeks true self. This is accomplished by obtaining insights into your psychological developments and by focusing on your basic personality. There are three parts to the mind or Psyche according to Jung's theory as follows:

i) The first part is the Ego or Personal Conscious – Is our current state of awareness; who we are right now at the moment; real-time. When you are talking with someone or doing something you are in the state of your Ego or personal conscious – you are being you. There are also sub parts to the Ego or Personal Conscious. These sub-parts include the Id and Super-ego. The Id is also known as our alter ego. This is the part of us that is subject to action without thinking or that is brought into action in response to something that is affecting us. For instance when we speak out without thinking or react without thinking. The Super-ego is the referee. It keeps the ID in check so that it does not negatively influence the Ego. It battles the Id to keep it in check, and to maintain the morality of the Ego.

ii) The second part is the <u>Personal Unconscious</u> – **It i**ncludes anything that is not presently conscious in your mind, but could be recalled to memory at any moment. It contains stuff that can be made conscious by simply thinking about it. It is made up of the things you've experienced every day of your life. For example an old relationship with a past girlfriend, or a telephone number that you memorized a week ago. You could recall these events when needed. In other words, they may not be in your present thought, but they are easily accessible. It is believed that nothing is ever truly lost or forgotten by the psyche (mind).

iii) The third part is the <u>Collective Unconscious</u> – "Why Do I Do What I Do?" The collective unconscious is not something that can be recalled easily. The collective unconscious is a person's psychic inheritance. It is the reservoir of a person's experiences; a lifetime collection so to speak. A kind of knowledge we are all born with, yet a person can not easily be conscious of it. It influences all experiences and behaviors, especially the emotional ones. Example: Have you ever heard of someone doing something that was just unbelievable. They may be a mass murderer, or a neighbor or friend that you have known forever. Then one day you see and hear in the news of a terrible tragedy or crime that they have committed. What made this happen? Could it have been prevented? Who knows for sure? This example is where insight into the collective unconscious, that mystic part of the Self that may have provided answers and prevention. This is the part of the psyche that is unknown or that we have suppressed from memory. However, the collective unconscious has the potential to be unlocked and thus increase awareness. The following are examples included as food for thought:

❑ Have you ever done something and then later through thought, found out that your actions were irrational? You ponder to yourself why did I do that?
❑ Have you ever done some deep thinking and reflection and may have gained insight into your state of being? The reason for your personal failure or success today? You may be trying to find the why -the unknown void- in your life.

Archetypes:

4) The contents of the collective unconscious are called "archetypes," which means they are original, inherited patterns, or forms of thought and experience. They are an unconscious source of much of what we think and do, and are key to understanding the deep structure for human motivation and meaning. The following are the <u>major archetypes</u>:

    i) **The shadow** - It is the "dark side" of the ego, and the evil that we are capable of is often stored there. The shadow is amoral: neither good nor bad. You can't have good thoughts without having bad thoughts. It's impossible regardless of how good a person you believe yourself to be. In order to understand and know what Good is, you have to understand and know what Bad is.

    ii) **Persona** - The Persona represents your public image. It is, related to the word person and personality, and comes from a Latin word for mask. So the persona is the mask you put on before you show yourself to the outside world. Although it begins as an archetype, by the time we are finished realizing it, it is the part of us most distant from the collective unconscious. At its best, it is just the "good impression" we all wish to present as we fill the roles society requires of us. But, of course, it can also be the "false impression" we use to manipulate people's opinions and behaviors. And, at its worst, it can be mistaken, even by ourselves, for our true nature: Sometimes we believe we really are what we pretend to be!

    iii) **Self** - The most important archetype of all is the self. The self is the ultimate unity of the personality. The goal of life is to realize the **self**. The self is an archetype that represents the transcendence of all opposites, so that every aspect of your personality is expressed equally...self-actualization.

How does a Psychodynamic Approach to Leadership (PAL) apply to me?:

- o Self Improvement (better person, better leader, better communicator, etc.).
- o People are the Army's number one resources….they need your best leadership.
- o Employee Retention
- o Employee Commitment
- o Image is everything (yours and the Army).
- o New Generations: Gen X, Gen Y, Gen Z….etc.
- o Solidify Army Values.
- o Improve Work Environment

<u>Myers-Briggs Type Indicator (MBTI) Test:</u>

5) The Myers-Briggs is the most widely used and recognized personality test for measuring Jungian personality type. The Myers-Briggs test can be thought of as the first highly effective and recognizable test used for providing a measure of psychodynamics personality type indicator, and is considered one of the leading test in the industry today. However, the Myers-Briggs is not the only Personality Type Indicator test (PTI) available.

    a) For the purpose of this study we will use a free online MBTI test located at: http://www.humanmetrics.com. The site is informative and you do not incur a charge. Keep in mind that one of the purposes of this study is to provide you with a no cost method for obtaining an initial baseline personality type indicator score. Should you wish to seek pay for service sources to enhance your learning experience after this study - check with your local Education Center, online services, and other resources to find the products to meet your desires. Disclaimer: Selection of this website is provided for reference use only, and I do not endorse the website. It is only provided for training in-conjunction with this study, and so that you do not incur a cost for your voluntary participation.

    b) As mentioned above there are numerous tests available to the individual designed to meet the same purpose as the MBTI. As typical with any new product similar competing versions will be marketed. These new versions could potentially be inferior, equivalent, or of better accuracy. Some of the resources available include online tests, and computer software programs. Many of these test and software programs are free or reasonably priced, readily available online, and can be taken from the comfort of your home. Keep in mind that free information may be basic and not as informative as paid services.

    c) NOTE: It is important that you understand that the results of your personality test are not to be compared to others; nor should they be thought of as bad. The personality test is simply to give you insight and a starting point for personal growth: The personality type indicator test simply provides you a basis for further personality exploration. Explained below are the four criterions and 16 personality type indicators related to Carl Jung's psychodynamics concepts. The four criterions and the 16 personality type indicators are incorporated into the MBTI or similar Personality Type Indicator (PTI) test to calculate your four character personality type (example: ENFJ, ENFP, etc) as shown:

The Four Criterions:

(1) Extroversion+Introversion - Defines the source and direction of energy expression for a person. The extrovert has a source and direction of energy expression mainly in the external world while the introvert has a source of energy mainly in the internal world. Introverts are people who prefer their internal world of thoughts, feelings, fantasies, dreams, and so on, while extroverts prefer the external world of things and people and activities.

(2) Sensing+Intuition - Defines the method of information perception by a person. Sensing means that a person believes mainly information he receives directly from the external world. Intuition means that a person believes mainly information he receives from the internal or imaginative world.

(3) Thinking+Feeling - Defines how the person processes information. Thinking means that a person makes a decision mainly through logic. Feeling means that, as a rule, he makes a decision based on emotion.

(4) Judging+Perceiving - Defines how a person implements the information he has processed. Judging means that a person organizes all his life events and acts strictly according to his plans. Perceiving means that he is inclined to improvise and seek alternatives.

The 16 Personality Type Indicators:

1. ENFJ (Extroverted feeling with intuiting): These people are easy speakers. They tend to idealize their friends. They make good parents, but have a tendency to allow themselves to be used. They make good therapists, teachers, executives, and salespeople.

2. ENFP (Extroverted intuiting with feeling): These people love novelty and surprises. They are big on emotions and expression. They are susceptible to muscle tension and tend to be hyper-alert. They tend to feel self-conscious. They are good at sales, advertising, politics, and acting.

3. ENTJ (Extroverted thinking with intuiting): In charge at home, they expect a lot from spouses and kids. They like organization and structure and tend to make good executives and administrators.

4. ENTP (Extroverted intuiting with thinking): These are lively people, not humdrum or orderly. As mates, they are a little dangerous, especially economically. They are good at analysis and make good entrepreneurs. They do tend to play at one-upmanship.

5. ESFJ (Extroverted feeling with sensing): These people like harmony. They tend to have strong "should and should-nots." They may be dependent, first on parents and later on spouses. They wear their hearts on their sleeves and excel in service occupations involving personal contact.

6. ESFP (Extroverted sensing with feeling): Very generous and impulsive, they have a low tolerance for anxiety. They make good performers, they like public relations, and they love the phone. They should avoid scholarly pursuits, especially science.

7. ESTJ (Extroverted thinking with sensing): These are responsible mates and parents and are loyal to the workplace. They are realistic, down-to-earth, orderly, and love tradition. They often find themselves joining civic clubs!

8. ESTP (Extroverted sensing with thinking): These are action-oriented people, often sophisticated, sometimes ruthless. As mates, they are exciting and charming, but they have trouble with commitment. They make good promoters, entrepreneurs, and con artists.

9. INFJ (Introverted intuiting with feeling): These are serious students and workers who really want to contribute. They are private and easily hurt. They make good spouses, but tend to be physically reserved. People often think they are psychic. They make good therapists, general practitioners, ministers, and so on.

10. INFP (Introverted feeling with intuiting): These people are idealistic, self-sacrificing, and somewhat cool or reserved. They are very family and home oriented, but don't relax well. You find them in psychology, architecture, and religion, but never in business. Both Jung and I admire this type. Of course, both Jung and I are this type!

11. INTJ (Introverted intuiting with thinking): These are the most independent of all types. They love logic and ideas and are drawn to scientific research. They can be rather single-minded, though.

12. INTP (Introverted thinking with intuiting): Faithful, preoccupied, and forgetful, these are the bookworms. They tend to be very precise in their use of language. They are good at logic and math and make good philosophers and theoretical scientists, but not writers or salespeople.

13. ISFJ (Introverted sensing with feeling): These people are service and work oriented. They may suffer from fatigue and tend to be attracted to troublemakers. They are good nurses, teachers, secretaries, general practitioners, librarians, middle managers, and housekeepers.

14. ISFP (Introverted feeling with sensing): They are shy and retiring, are not talkative, but like sensuous action. They like painting, drawing, sculpting, composing, dancing, the arts generally, and they like nature. They are not big on commitment.

15. ISTJ (Introverted sensing with thinking): These are dependable pillars of strength. They often try to reform their mates and other people. They make good bank examiners, auditors, accountants, tax examiners, supervisors in libraries and hospitals, business, home, phys. ed. teachers, and boy or girl scouts!

16. ISTP (Introverted thinking with sensing): These people are action-oriented and fearless, and crave excitement. They are impulsive and dangerous to stop. They often like tools, instruments, and weapons, and often become technical experts. They are not interested in communications and are often incorrectly diagnosed as dyslexic or hyperactive. They tend to do badly in school.

Leader Biography:

The leader is the driving force. The direction of leadership and communication flow may be primarily downward depending upon the number of subordinate personnel; hierarchy of the organization; or dispersion of personnel. The leader may seldom have direct interaction with each subordinate. In either instance their actions influence subordinates behavior and perceptions throughout the organization. This is where the Leader Biography concept provides insight to those subordinates, in addition to the results of the subordinates own self discovery. The Leader Biography helps fill in the gap between subordinates by providing them with insight into the leader's philosophy, Personality Type Indicator, and anything the leader would like to share that may be significant for understanding and positive growth.

APPENDIX E: SAMPLE LEADER PSYCHODYNAMIC BIOGRAPHY

Date: XX, XXXX

SUBJECT: **Leader Psychodynamic Biography**

TO: All Charlie Company 3/3 Personnel

As the leader of the organization this letter is provided to give you insight into my Psychodynamic makeup and leadership as a point of reference.   First off, I am characterized as an **"ENTJ"** as follows:

> "Extroverted Thinking with Intuiting. Firmly in charge and I expect a lot from others. I like organization and structure and look for this quality in others.

> "**Translation** – Very outspoken, somewhat of a micro-manager, and tend to demand uniformity and organization.   Does not avoid confrontation."

The characterization above is somewhat accurate. The following is how I see myself, which may provide more insight and understanding of me as a leader and person:

Generally, I am an easy going person, but at times I get caught up in being a meticulous attention to detail leader. As a result I unconsciously tend to micromanage others. I prefer to avoid confrontation, but at the same time I will not avoid it. This is not to say I do not welcome your ideas and opinions. However, you will be most successful by using tact, and professionalism.

As your leader, I believe in leading by example, but I do not believe it is necessary to have you like me to achieve mission success. If you are proactive, supportive, loyal, dependable, and do your overall part we can excel together. I naturally migrate towards people with the latter characteristics and enjoy having and being in their presence.

Signed:
Santa Claus
Chief Officer in Charge

APPENDIX F: PERSONAL DATA SURVEY QUESTIONNAIRE

1. Enter your Personality Type Indicator results from the test here: _____ (i.e., **ENTJ**, **INFJ**)

2. Personal Data Information:

   a) Your category (i.e., military, civilian, etc): _____
   b) Rank/Grade (i.e., SPC, CPT, GS11, etc): _____
   c) Sex: _____
   d) Age: _____
   e) Years Service: _____
   f) Time in this unit/organization: _____
   g) Are you **best** classified as **the** Leader in your section/department or a Subordinate?: _____
   h) If you are the leader in **"g"** above, how many subordinates do you have?:_____
   i) Civilian education (i.e., BA, 1 yr college, SES, etc): _____
   j) Military Education (i.e, Bncoc, CAS3, Adv Crs, etc): _____
   k) Have you previously taken a Myers-Briggs or similar based Personality Test?: _____

3. Please provide any additional information for the items above and any comments you wish to include:

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APPENDIX G: LEADER SURVEY QUESTIONNAIRE

INSTRUCTIONS: Answer each question by circling a number from 1-5 under the desired heading.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Remarks
1 I know my subordinates fairly well.	1	2	3	4	5	
2 I care about my subordinates.	1	2	3	4	5	
3 I clearly communicate to my subordinates their responsibilities and what I expect of them.	1	2	3	4	5	
4 I encourage achievement by removing the fear of failure and a zero defect attitude.	1	2	3	4	5	
5 I provide and encourage feedback from my subordinates to help them succeed.	1	2	3	4	5	
6 I interact equally with all my subordinates regardless of race, color, sex, or other.	1	2	3	4	5	
7 I take responsibility for promoting positive attitudes and relationships.	1	2	3	4	5	
8 I am predictable.	1	2	3	4	5	
9 I always take responsibility for my own actions.	1	2	3	4	5	
10 I display and exemplify the Army's values: Be, Know, Do & LDRSHIP.	1	2	3	4	5	
11 My subordinates enjoy working for me.	1	2	3	4	5	
12 My subordinates look forward to coming to work.	1	2	3	4	5	
13 I prepare my subordinates for success by providing the resources to accomplish their job.	1	2	3	4	5	
14 I recognize my subordinates for hard work and a job well done.	1	2	3	4	5	
15 I ensure my subordinates have a good balance between work and their life.	1	2	3	4	5	
16 I have to counsel or threaten action for my subordinates to do their job.	1	2	3	4	5	
17 I allow my subordinates (within reason) to be who they are at work.	1	2	3	4	5	
18 I value my subordinate's contributions and feel they make a difference.	1	2	3	4	5	

19	I use mistakes as a positive learning tool when subordinates make errors.	1	2	3	4	5	
20	I believe my leadership directly influences whether my subordinates will remain the Army.	1	2	3	4	5	
21	My subordinates support the goals and values of the office or unit.	1	2	3	4	5	
22	My subordinates display a high level of initiative.	1	2	3	4	5	
23	My subordinates perform at their best.	1	2	3	4	5	
24	My subordinates complete assigned work timely.	1	2	3	4	5	
25	I see a sense of pride in the members of my office or unit.	1	2	3	4	5	
26	My subordinates work well as a team.	1	2	3	4	5	
27	In my absence my subordinates are less focused on their job.	1	2	3	4	5	
28	A disconnect between me and my subordinates may be the reason for poor performance.	1	2	3	4	5	
29	The level of absence in this office or unit is low.	1	2	3	4	5	
30	I empower and support my subordinates to be successful in their job.	1	2	3	4	5	
31	I think I know my strengths and weaknesses.	1	2	3	4	5	
32	I don't believe I have any faults or weaknesses.	1	2	3	4	5	
33	I believe I know what causes me to become upset or angry.	1	2	3	4	5	
34	I believe I know what makes me be happy.	1	2	3	4	5	
35	I don't believe I am affected by pass experiences in my life.	1	2	3	4	5	
36	I purposefully tune out or avoid negative past experiences.	1	2	3	4	5	
37	I think it's important to try to understand others.	1	2	3	4	5	
38	I react differently to people who are different from me (i.e., color, race, sex).	1	2	3	4	5	
39	I believe improving self-awareness has the potential to make me a better person.	1	2	3	4	5	

40	I think it's possible to be influenced by unconscious thoughts that influence who I am.	1	2	3	4	5	
41	My subordinates trust me to do right by them.	1	2	3	4	5	
42	I trust my subordinates to do what's expected of them.	1	2	3	4	5	
43	I trust my subordinates to do their job.	1	2	3	4	5	
44	My subordinates would trust me with their lives in war or a dangerous situation.	1	2	3	4	5	
45	I am uncertain of people that are different from me (i.e., color, race, sex).	1	2	3	4	5	
46	I keep my subordinates at a distance.	1	2	3	4	5	
47	I often question my subordinate's motives.	1	2	3	4	5	
48	My subordinates have to earn my trust.	1	2	3	4	5	
49	My upbringing has influenced me to trust others in a positive manner.	1	2	3	4	5	
50	My upbringing has influenced me to trust others in a negative manner.	1	2	3	4	5	

APPENDIX H: SUBORDINATE SURVEY QUESTIONNAIRE

INSTRUCTIONS: Answer each question by circling a number from 1-5 under the desired heading.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Remarks
1 I know my leader fairly well.	1	2	3	4	5	
2 My leader cares about me as a person.	1	2	3	4	5	
3 My leader clearly communicates my job responsibilities and what is expected of me.	1	2	3	4	5	
4 My leader encourages achievement by removing the fear of failure and a zero defect attitude.	1	2	3	4	5	
5 My leader provides and encourages feedback to help me succeed.	1	2	3	4	5	
6 My leader interacts equally with all races and sexes.	1	2	3	4	5	
7 My leader promotes positive attitudes and relationships within the office or unit.	1	2	3	4	5	
8 My leader is predictable.	1	2	3	4	5	
9 My leader takes responsibility for their actions.	1	2	3	4	5	
10 My leader practices the Army values: Be, Know, Do & LDRSHIP.	1	2	3	4	5	
11 I enjoy working for my leader.	1	2	3	4	5	
12 I have pride in the organization, and look forward to coming to work.	1	2	3	4	5	
13 My leader prepares me for success by providing the resources needed to accomplish my job.	1	2	3	4	5	
14 My leader seldom recognizes me for hard work or a job well done.	1	2	3	4	5	
15 My leader schedules work, so that I have a good balance between work and my personal life.	1	2	3	4	5	
16 I am worried that I may be counseled, or will lose my job.	1	2	3	4	5	
17 My leader allows me (within reason) to be who I am at work.	1	2	3	4	5	
18 My leader values my contribution and therefore I feel I am making a difference.	1	2	3	4	5	

19	My leader uses mistakes as a positive learning tool.	1	2	3	4	5	
20	My leadership has a direct impact on how long I will stay in, or get out of the Army.	1	2	3	4	5	
21	I support my leader and the goals and values of the office or unit.	1	2	3	4	5	
22	I have a high level of initiative to perform and complete the mission.	1	2	3	4	5	
23	I usually perform at my best.	1	2	3	4	5	
24	I usually complete assigned work in a timely manner.	1	2	3	4	5	
25	I have a sense of pride in my office or unit.	1	2	3	4	5	
26	I work well with others as a team.	1	2	3	4	5	
27	I do not require constant supervision to do my job.	1	2	3	4	5	
28	A disconnect between me and my leader is the reason for poor performance.	1	2	3	4	5	
29	The level of absence in my office or unit is low.	1	2	3	4	5	
30	I am empowered and supported to do my job.						
31	I think I know my strengths and weaknesses.	1	2	3	4	5	
32	I don't believe I have any faults or weaknesses.	1	2	3	4	5	
33	I believe I know what causes me to become upset or angry.	1	2	3	4	5	
34	I believe I know what makes me be happy.	1	2	3	4	5	
35	I don't believe I am affected by pass experiences in my life.	1	2	3	4	5	
36	I purposefully tune out or avoid negative past experiences.	1	2	3	4	5	
37	I think it's important to try to understand others.	1	2	3	4	5	
38	I react differently to people who are different from me (i.e., color, race, sex).	1	2	3	4	5	
39	I believe improving self-awareness has the potential to make me a better person.	1	2	3	4	5	

40	I think it's possible for me to be influenced by unconscious thoughts.	1	2	3	4	5	
41	I trust my leader to do right by me.	1	2	3	4	5	
42	I trust my leader to do what's expected of them as a leader.	1	2	3	4	5	
43	I trust that my leader will do their job, so that I will be able to accomplish mine.	1	2	3	4	5	
44	I would trust my leader with my life, whether in war or a dangerous situation.	1	2	3	4	5	
45	I am uncertain of people that are different from me (i.e., color, race, sex).	1	2	3	4	5	
46	I keep my distance from my leader due to lack of understanding them.	1	2	3	4	5	
47	I often question my leader's motives.	1	2	3	4	5	
48	My leader has to earn my trust.	1	2	3	4	5	
49	My upbringing has influenced me to trust others in a positive manner.	1	2	3	4	5	
50	My upbringing has influenced me to trust others in a negative manner.	1	2	3	4	5	

APPENDIX I: ARMY VALUES SURVEY QUESTIONNAIRE

QUESTION?: Would a work environment where there is a positive understanding and work relationship between yourself, your leader(s) and subordinate(s), have an influence on your embracement of the Army values as shown below?:

INSTRUCTIONS: Answer each question by circling a number from 1-5 under the desired heading.

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Remarks
(L)	**Loyalty**: Your allegiance to the US Army, your Unit, and the personnel could not be any better?	1	2	3	4	5	
(D)	**Duty**: Your commitment to fulfill your obligations could not be any better?	1	2	3	4	5	
(R)	**Respect**: How you treat others could not be any better?	1	2	3	4	5	
(S)	**Selfless Service** Your willingness to make sacrifices could not be any better?	1	2	3	4	5	
(H)	**Honor** Your commitment to Army Values, Goals, and Programs could not be any better?	1	2	3	4	5	
(I)	**Integrity** Your commitment to always do the legally and morally right thing could not be any better?	1	2	3	4	5	
(P)	**Personal Courage**: Your commitment to give your all regardless of danger or adversity, could not be any better?	1	2	3	4	5	

Remarks:_____
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APPENDIX J: PSYCHODYNAMIC APPROACH QUESTIONNAIRE

		YES or NO	Scale	**Remarks**
1	Were you familiar with the collective unconscious prior to this study?			On a scale of 0 (none) to 10 (high), write the number to represent the degree:
2	Do you have a basic understanding of the collective unconscious?			On a scale of 0 (none) to 10 (high), write the number to represent the degree:
3	Do you plan to continue exploring the concepts of the Psychodynamic Approach?			On a scale of 0 (none) to 10 (high), write the number to represent the degree:
4	Have you gained more self awareness and personal insight into yourself?			On a scale of 0 (none) to 10 (high), write the number to represent the degree:
5	Has your work relationship and understanding of your leader, subordinates and others improved?			On a scale of 0 (none) to 10 (high), write the number to represent the degree:
6	Do you think these concepts would have been beneficial if received before or earlier upon entry into the Army work force?			On a scale of 0 (none) to 10 (high), write the number to represent the degree:
7	Was the training and learning from this research valuable to you?			On a scale of 0 (none) to 10 (high), write the number to represent the degree: