

*TRANSFORMATION FROM SOLDIER TO  
CIVILIAN- LEADERS TRANSFORMATION*

*Jess Nordstrøm Larsen*

*Master in Innovation, Knowledge and Economic dynamics | Supervisor: Yariv  
Taran*

## Abstract

The thesis below will examine the competences and skill that a leader needs to have in order to be a good leader in the civilian sector and what qualities a leader needs to have in the military. Leaders in the military do not stay in the military their whole working carrier. They will therefore some time doing their life need to shift from the military to the civilian sector. The thesis examined that leaders in the civilian sector needed a set of traits and skills. These skills and traits works as a representation of the civilian literature on this area. Next the theis exaime what skills leaders in teh military need to have. The main framework for leadership in the US Army are Be, Know, Do. Along with this framework and skills the skills needed for leaders in the US Army were presented. Beside the attributes that US Army leader need to have they also have to live by a certain set of values. Thes evalues do not just act as rules, but at a way of life and hereby contributing to the soldier's character. The US Army are transferable to a Danish context. This is something which the to data gatherings show.

The thesis showed that soldiers have the necessary set of skills and competneses to fit into a civilian workplace. However, they lack the technical skills needed. They might even have some of the technical skills but lack the experience in using them in a civilian context.

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## 1. Introduction

The human specie is herd animal. We survive as a species by being strong together. Therefore, we need each other in our society. In the western world we even have that every man is created equal. This is among other things seen in the American constitution. However, being equal and having equal rights does mean that human disregard the status of a person.

In the western world we elect politicians for office in the faith that we need someone to take decisions, represent and lead us. Election in a democracy is more about finding someone to lead and represent us. A leader for a country is the one showing the direction for a nation.

Talking about leaders for leader who have had an impact on their country could be mentioned Lincoln (USA), Churchill (Great Britain), Hitler (Germany) and Stauning (Denmark). In the past the literature focused on "the great man". There leaders where thought as a great man who could gather follower for their course. (Northouse 2016)

Great leaders are once which we have to thank for the society which we have today. Both for the good and bad sides of it. Looking at a leader like Lincoln, President of the Untied States of America from 1861- 1865, he is the leader who brandished slavery in USA. Lincoln was also a part of the American civil war. However, he was a man who sharped the society which Americans live in today. Heads of states are someone which shapes today and tomorrow with their thinking and acting. Therefore, it is important to know which qualities leaders have and how.

Therefore, scholars at the early days looked after the great man. Their thinking was if we can describe a good leader, we can prepare future generation in how to become good leaders. With better leaders and followers, we can increase our productivity and thus make higher living standards seen from an economic perspective. From an organizational view a higher productivity would make the organization more competitive. However, they did not measure a good leader by productivity (Northouse 2016)

The question with democracy is also are we electing the right and best leaders? However, if we know what qualities a leader should have we should also be able to elect the person who represent us best and who we believe will lead us best. Therefore, this thesis will look at the traits which a leader a different level should have in order for us to select the leader who are the best to

lead us. The question is if military leaders doing wartime need the same leadership style and skills as if they do in peace.

Business is also about the living standards which effects every member in society. Though innovation and competition living standards have evolved to the standards we have today. The private sector is what makes money for a country and its citizens. A business needs leaders to take charge, control processes and lead the employees in order to be as effective as possible. Leaders in the private sectors have to have other qualities then leaders in the military. When talking about the great man theory the early scholars talked about great states men as the great leaders. However, they forgot to explore leaders in the private sector who also played a huge part in creating the society which we have today (Northouse 2016)

Looking back at great leaders which change society as some whole leaders like J. P. Morgan, Vanderbilt and Rockefeller where leaders who exploited a field and created new opportunities for the society. They did not invent their field but they played a part in the diffusion of the technologies.

However, their methods in building their businesses can be discussed. They were some of the riches men of their time and you can only become that by being a leader with skills, abilities and knowledge.

Private leaders are also someone who have influence today. If we look at the whole computer industry two people stand out. Bill Gates and Steven Jobs which often is talked about having had great impact on society.

The military is another kind of organization compared to the organization which are found in the private sector. The objective for any military are to protect and defend its nation and its interests both at home and abroad. This context which the organization is in require special kind of personal and leaders. Leaders today in a military context are facing different problems. Elected politicians send the military when they need a problem solved which cannot be solved peacefully. Soldiers are even send on peacekeeping missions for the Untied Nations. A soldiers is trained for war but

uses his abilities for other things. It is commonly known that a soldier's last wish is war because he is the one who has to fight it and ultimately give up his life.

Today NATO and other western militaries are facing multiple threats. A long term commitment in the middle east fighting terrorist is a task which militaries from multiple countries right now are fighting. NATO also watches the development in eastern Europe. Here Russia has shown aggression which were last seen at the high of the cold war. In Denmark the armed forces are protecting the Danish borders as well as static targets against terror.

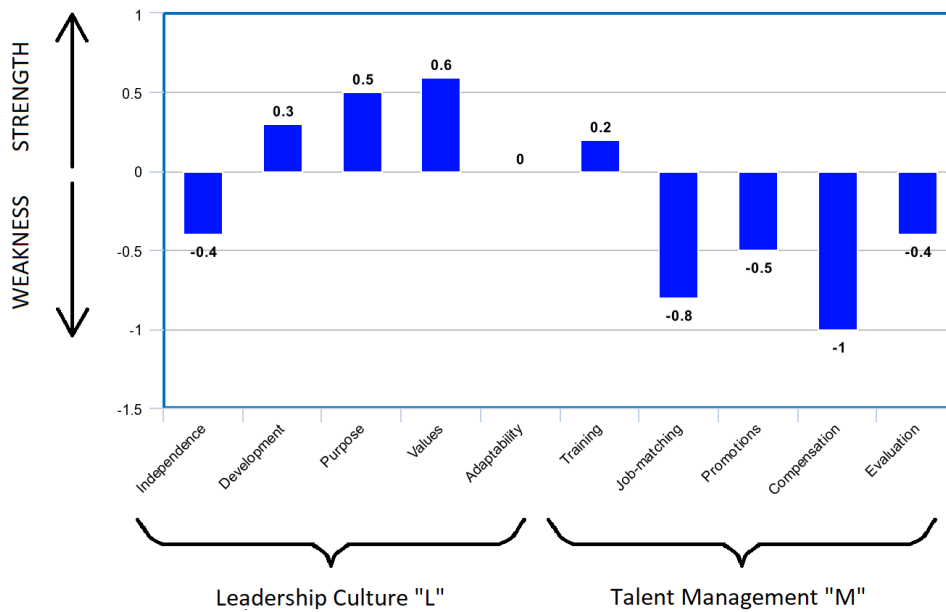
These missions which the armed forces in Nato has to train for is divers. This is something which armed forces should take into account when training tomorrow's military leaders.

There is not a Danish survey about leadership and training from the Danish armed forces are available. However, Kane (2017) has made a survey over leadership and talent management in the US Armed forces. See figure 1.1.

In general, the active duty personnel and veterans are happy for the leadership in the US armed force. Especially the sample showed that the soldiers are seeing/feeling the values and purpose for serving in the armed forces. Development is also something which they see as a thing which are positive. However, independence is something which the sample shows that the soldiers and former soldiers do not see the US armed forces having. The individual does not have enough space to do things on their own. This may be because of the hierarchy of the armed forces. A military organization is divided into teams and units which soldiers do together with other. They see development as a plus but at the same time sees the lack of individual as a weakness (Kane 2017). The talent management is predominantly a weakness according to the sample. Here the training is the only strength the soldiers and former soldiers sees (Kane 2017).

The relative negative answers in the sample may be a result that the survey are made from only 360 Active duty personnel and veterans. The survey showed that veterans were more positive in their answers than active duty soldiers. Most of the soldiers in the survey were also active duty (Kane 2017). This may be a result of those who are veterans have reflected on their time in service while those who are in service right now may be more negative for some specific reasons (Kane 2017). However, from the answers it shows that the sample still has a positive attitude towards the organization, values and the purpose of the armed forces.

Figure 1.1



Source: Kane 2017

Kane (2017) also argues that civilian firms has either can have a well-led and thereby having strong leadership or it can have strong personnel systems and thereby focusing on talent management. It is a two dimension and an organization can therefore not have both. Kane (2017) therefore argues that the US armed forces is well led but have weak personnel system which should develop the soldiers and officers (Kane 2017).

Soldiers are trained to fight. However, soldiers do not stay in the military their whole working life. At some point the quit in the military and return to the workforce. However, does military personal miss some skills and abilities in order to function at a private organization. The lack of talent management according to Kane (2017) may result soldiers not getting the right skills needed after end service.

A military trains leaders not to use them but have them if they need them. The purpose of this is to fight for once country and its democracy. However, doing this training leaders must gain some knowledge and skills. What are does and can they be applied in the private sector?

This thesis will firstly look at some civilian literature on leadership in the private sector. The literary review in section 3.1 Traits and skills in civilian literature some traits are mentioned civilian literature mentioned in the (Northouse 2016). Northouse (2016) is a book consisting of leadership theory from different scholars. This book focuses on different approaches toward leadership. This is mainly from a civilian approach. However, it is important to remember that leadership has developed over the years and as seen in Northouse (2016) with different scholars, but the military is also a part of world history and therefore the development in leadership. In the beginning of the exploration of leadership theory, the great man theory was discovered (Northouse 2016). As some of the names mentioned in Northouse (2016) were military leaders like Napoleon.

In the section 3.2 Knowledge from the US Army the main terms described in the book *Be, Know, Do* by (Hesselbein & Shinseky 2004). Here the terminology behind be, know do are described in order to give the context of which US Army leaders are in. The following sections is seen in the light of describing the US Army values and the attributes which the US Army wants its leaders to have and improve doing their service.

Frances Hesselbein was at the time a Harvard professor and the section in their book shows that they did not just based the book on the field manual but also on experience. Eric K. Shineseki is a retired General from the US Army and therefore has first hand experience with leadership in the US Army (Hesselbein & Shinseky 2004).

Section 4 Data gathering and data analysis consists of data analysis from an interview with Lars Raae and Questions for the Master sergeant in the Danish Army. Hereby getting Danish data that might support or contradict the theory from the US Army.

Section 5 Discussion the theory gathered from section 3 and the data gathered and analyzed in section 4 is discussed and answers for the two research questions are here discussed.

This thesis will not discuss the ethics and politics behind the military or soldiers. It is a policy for most nation to have a military. This report will not discuss the use of a military but acknowledge that soldiers with the training and service serve their country. This report should be seen as a



guidance for politician, civilians, militaries, and soldiers on how best to transform into civilian life after end service.

For the convenience of the thesis the author of this report will describe leaders, soldiers and others as he. This is done in order of the convenience, and author acknowledge that there are women service in militaries and at the same level as their manly counter part.

### 1.1 Problem formulation:

Soldiers do not work in the military their whole carrier. After end service soldiers go to work in the civilian sector. This means that there is a transforming of environment between the military and then the civilian organization. During their service soldiers and officers get knowledge and skills that they use in their daily job and on missions. The tasks which soldiers solve is specific and can not be found many places besides the military. However, at some point the soldiers service come to an end and they will have to work in the civilian sector. The two research question below will look at if soldiers in the service gain some competences and skills which the civilian sector can use. Are the skills similarly or should they have to learn completely new skills in order to have a good transformation to civilian life?

Below are the two questions which makes up the problem formulation of this thesis:

- 1) What makes a good leader/employee in the military contra a leader/employee in the civilian sector?
- 2) What skills/qualities does a military leader further have to develop in order to be a good leader in the civilian sector?

## 2. Method

The research question wants to discover differences and similarities between the civilian sector and the military. The military is a special organization. The tasks which the military around the world takes care of is some which no one else do. There are corporations which sell services within the security sector. However, any military serve their nation and its leaders. Some could argue that the military is just another public service and therefore looks and acts like any other public organization. However, the different between a 'normal' public organization and the military is that the military trains to fight and kill enemies who threaten the security of a nation.

The military is a broad term. With any military there are lots of different military branch. The common branches are Army, Navy, Air force and Special forces.

Each of the branches have different specifications. Their task is different on domain and in tactics. The Army operates on land and therefore needs different materiel then the Navy and Air force. Even with the Army there are different unit types. To name a few there are infantry, artillery and logistic. All these units work together to make sure that victory. Each unit types need to preform in sink with the others ad therefore need the same structure and understanding of the task. Because the domains and tasks are different from each branch this thesis will only look at Army personal from US and Denmark.

The private sector operates in a highly competitive environment. Here as in the military context survival of the fittest exists. However, on the battle field the is a perspective of survival of soldiers, nations and democracy. If a private organization has to close this is not something which could challenge the survival of a nation. However, it could be discussed if the structure of a society could be challenged if the organization or branch is big enough. This question is for another project to discover. This thesis will assume that no single private organization and its leadership style is not big enough to change society or the way that ordinary people act.

The private sector has different leadership styles and culture within their organizations. This thesis will look at some theoretical traits, styles and environments. This thesis will not call this the private sector but civilian sectors. This is under the assumption that the private and public sector will operate the same.

The data gather in the interview was conducted as a semistructured interview. Qualitative interviews are divided into two extremes; the unstructured interview and the structured interview.

Doing the structured interview the researcher know what he is going to ask and ask the questions as they are on his interview guide. This guide is not interrupted by the answers that is given by the response. On the other hand, having an unstructured interview the interviewer has none or few questions and let the interview onfollow from the answers given. However, these two are polar extremes and the interview form chosen in this thesis is the semistructured interview. By chosen this form there is therefore a is structured flow in the interview. However, it also gives the freedom for the interviewer to talk about different things depending on the answers (Brinkmann & Tanggaard 2015).

After an interview the data should be processed before it is analyzed. Transcription is a way to processed the interview. Here it is important to write down exactly what is said doing the interview. It is also the interviewer's words who are written down here in order to understand the questions asked. Some things that also should be written down in the transcription, if it has important for the understand the answer, is the way it was said (Brinkmann & Tanggaard 2015).

It is important to notice that the interviewer is not objective. Because the interviewer has an agenda and pre knowledge about the subject the questions will always have a subjective meaning. The interitation of theory and knowledge gathered by the interviewer is important for understanding the questions asked in an interview. As well as the respondents also have options about the subject will also reflect on the answers given. Because of the experience and way of looking on a subject the respondents answer will be given by his world view. It is therefore important to know the respondents background and motive for understand his answers (Brinkmann & Tanggaard 2015).

The interview is with Lars Raae from Military work. He works as a recruiter. His job is to "sell" soldiers and their competences to civilian organizations including the private sector. He is a

sergeant of the reserve for the Danish military police. He also has a Master in history and has worked as a civilian for "Trænregimentet" (Appendix 1).

His knowledge within leadership and competences in the private sector and the militaries something which he uses every day in order to get people hired in private organizations.

Military work is a private owned organization. They recruit persons with military background to other organizations. They sell themselves on helping soldiers to describe their competences and skills for civilian organizations (Appendix 1).

Due to the military background of both the interviewer and interviewee had a more informal tone. This is both a strength and weakness. The interviewee will say things that he would not say in another context. However, the language could also be a hinder in the academic research.

It is important to notice that he speaks on behalf of himself and not Military work.

Another source of data is a set of questions send to a Master Sergeant in the Danish Army. He is anonym but the author know the identity of the Master sergeant. He has been in the Danish Army for his whole carrier. His observations should give a since of how a NCO in the Danish Army thinks and works. This should with the theory from the US Army and the interview with Lars Raae give a better picture of the research question. The reason why the data from the Master Sergeant is not an interview are because of the anonymity wish from the Master sergeant. I also know that the Master sergeant would give answers who are direct without letting something out. The author of this thesis has spoken with the Master sergeant before sending him the questions. Doing this phone call we spoke about his attitude toward leadership and the conditions for him to answer them. This could be seen as a form of structured interview. However, instead of just giving an answer the Master sergeant not got the time to think about the answer. This could both be a strength and a weakness. Because the answer could be manipulated in order for the Master Sergeant to give the political correct answer. However, since the Master Sergeant is anonym this may not be the case.

### 3. Theory

The following sections will describe and define theory regarding leadership both in the private sector and in the military. The sections should cover the basic theory behind the traits, skills and situational approach. Hereby includes how the military looks at these topics from an ideal approach.

In section 3.2 leadership theory are discussed from the standpoint of Be, Know, Do. This section overlaps with previous section however this is solely from a military point of view. When talking about leadership it is important to notice that all these kinds of leadership approached measured in this section is ideal types. Therefore a leader cannot use this one theory in his situation because these are ideal types. They therefore need to be put into the context of the leader's situation. Hereby it is also important to notice the differences and similarities between the different kind of organizations. Within the private sector there are different kinds of organization and organizational theory. This thesis will not look into the different kind of organization but only look at the different leadership styles within the private sector as well as the military. There are also differences within the military. Normally the military is divided into three branches. All these require different leadership styles. This report will only look into the leadership in the army, thus it is the biggest of the branches.

#### 3.1 Trait and skills in civilian literature

The trait approach on leadership were one of the first systematical ways of understanding leaders and leadership. In the beginning of academic exploration of leadership scholars talk about the "great man" and tried to find the qualities and characteristics behind this great man/born leader. The scholars focused on finding similarities behind great leaders in different contexts like social, military and politics. In the beginning of the academic exploration the thinking was that great leaders are born with these traits and only a few with these traits and therefore only a few of them would become great men. With the development of the traits theory the different theories emerge between a leader and a follower (Northouse 2016).

In 1948 Stogdill suggested that leader and the traits that leaders are different depending on the situation and hereby stating that leaders in one context might not be a good leader but in an

other context could be a great leader. Thereby saying that a great man/leader is not something a leader possesses but a social construct between people when they form a social relationship in a certain situation. Because leadership is part of a relationship between different kind of members in different kinds of social construct leadership traits needed to be different in order to be the best leader in the specific situation (Northouse 2016).

Later work by scholars suggested and discussed that leaders have different traits and skills which makes them different from followers and hereby making it possible to point leaders out by checking if they had a set of skills. Over time different literature discussed different traits and skills that fits to a leader (Northouse 2016).

Social traits became an area which researchers in the 1990's became interested in. Because leaders have to act on a situation in a specific environment leaders have to have traits which makes them able to act in social situations. A leader does not simply have to have different traits but have to have traits which makes them understand situations and nonleaders behavior (Northouse 2016)..

According to Northouse (2016) 5 major leadership traits emerge from the traits approach theory. These are integrity, determination, self-confidence, intelligence and sociability.

Having integrity means that a person is trustworthy and honest. Integrity is something which a leader has to earn. It is a trait which a leader shows in actions by having principles and taking responsibility. Leaders with integrity inspires the followers to better themselves in order to live up to the leader's principles. A follower trusts a leader with integrity to make the right decisions and do what is necessary. Herby the follower do what the leader asks without asking twice because the follower knows that the leader has the best interest of heart for the subordinates and the organization. Integrity also means that a leader takes responsibility for its actions and taking a social responsibility. This is both for public servants and for private contractors (Northouse 2016)..

Determination has different definitions according to Cambridge English dictionary. The definition in business English is: *“the process of controlling, influencing, or deciding something”*. (Dictionary 2020)

Controlling, influencing and deciding are traits in themselves. These are traits which a leader should have in order to be a good leader. Northouse (2016) says that determination is traits which includes *“initiative, persistence, dominance and drive”* (Northouse 2016, p. 24-25). These traits gives the leader a drive which makes the leader proactive. This should give a leader a better understanding/strength to combat obstacles (Northouse 2016).

These two definition is similar in their meaning. A leader has to be determent in his action. A leader has to make a decision and stick to it. However, a leader should also influence the followers in order to make sure that the decision it put into place across the organization. This again plays into the traits of a leader having integrity. A leader needs to be determent/have control over the process but still needs to have enough integrity for the followers to follow without question (Northouse 2016).

Self-confidence among leaders is a trait which support the skills and competence an individual has as a leader. By being confidence and self-assurance a leader can inspire the followers to make a difference and do a greater effort. A leader should influence others to do their best and by showing self-confidence a leader also shows confidence in the followers (Northouse 2016). However, there is a difference in being self-confidence and arrogant. This trait again plays against the integrity as a trait. A leader has to be respected as the most cable leader and someone followers would follow. Self-confidence helps a leader getting integrity but too much could also damage the integrity of a leader (Northouse 2016).

Intelligence traits may also be interpreted as the intellectual ability or the use of knowledge. It is not just a high IQ which determent if you become a good leader but the ability to talk, reason and perceptual with the followers that makes the leaders intelligence great and thus make the person a great leader. However, if the leader has a much higher IQ then its followers the intelligence could have a negative impact on the followers. Leaders with a higher IQ may not give instructions

to their followers which they can understand. This may be a result of the leader not being able to go to the follower's level in order to understand them (Northouse 2016).

When looking at intelligence technical skills which will be explained tougher below in this section.

Being a leader also means to making social relationships. This is something which every leader does on a daily basis. If a leader has the trait sociability it means that the leader wants to engage in pleasant social relationships. As a trait this is visible by the leader showing friendliness, thoughtful, tactful and being diplomatic. This means that a leader cares emotionally for its followers. This also includes that the leader is good at making non-work relationship with the followers. Being social with the followers helps the leader get integrity. By caring for about the followers the leaders show that he has is invested in the follower. Sociability is not just a trait but also a skill which a leader has to learn and develop over time (Northouse 2016).

This again helps the leader to gain integrity in the work. By letting the followers gain ownership over their work the leader gains trust and integrity. However, the leader should not lose grip and lack determination and control over the process because this could lead to the lack of integrity if this become common practice (Northouse 2016).

Management has been researched in many different theoretical previously from Katz (1995). When writing about the skill approach, Robert Katz's "Skills of an Effective Administrator" from 1955 is a central work. Here Katz (1955) tries to explain the personality traits through skills and abilities rather than something that is determined for personality reasons. These skills that he describes are also some that you develop over time and not something that is fixed just as traits can be more or less fixed over time. Katz (1995) had three basic administrative skills. This was about technological, human and conceptual. These are also referred to as the Three-skill approach (Northouse 2016).

In his research, Katz (1995) investigated workplaces for and identified the aforementioned administrative skills that contribute to effective management of the workplace. In her research, Katz emphasized that is is the difference between traits and skills. *"Skills are what leaders can accomplish, whereas traits are who leaders are"* (Northouse 2016, p. 44). In doing so, the focus also shifts from what it is for some leaders to how effective they really are. Skills must therefore



be understood as the way in which you can use the knowledge and skills you have as a leader to achieve your goals. These skills are therefore not some that are fixed, but some that you can develop over time with your managers.

Technical skills are the ability to use technical knowledge and skills in specific work situations or activities. It does not have to be low-tech questions but it can also be questions that deal with analytical questions. It is more about using the tools at your disposal to solve the tasks you are given in a given situation. It is also about being able to adapt and use just the knowledge needed to solve the task as best as possible (Katz 1955).

Human skill is the ability to work with people and knowledge about different types of people. In management's view, human skills are needed to work with different types of people. As a leader, it is both the event and the knowledge to lead one's followers but also to work in an organizational framework where you also have leaders and organizational goals yourself. As a leader, human skills help shape one but also understand the group of dynamics that exist. A good leader with human skills understands to have his followers work together based on the organizational goals. However, human skills do not forget their own needs and desires in this context. On the contrary, they interact with that of the organization. A leader with good human skills makes his followers work based on his ideas and attitudes. This is also not a matter of coercion but of greater freedom under responsibility. Employees are allowed to participate and come up with their ideas and attitudes. In doing so, they also feel inculcated and therefore take ownership of their work. As a leader, therefore, you speak to the feelings of others while listening to their needs. This can be perceived as being sentient but also used to get employees to follow one's own ideas and thinking (Katz 1955).

Conceptual skills are the way to work with ideas. Working with ideas is unlike the other two more abstract. In Technical skills, you are good at working with technical problems and by human skills you are good at working with people (Northouse 2016).

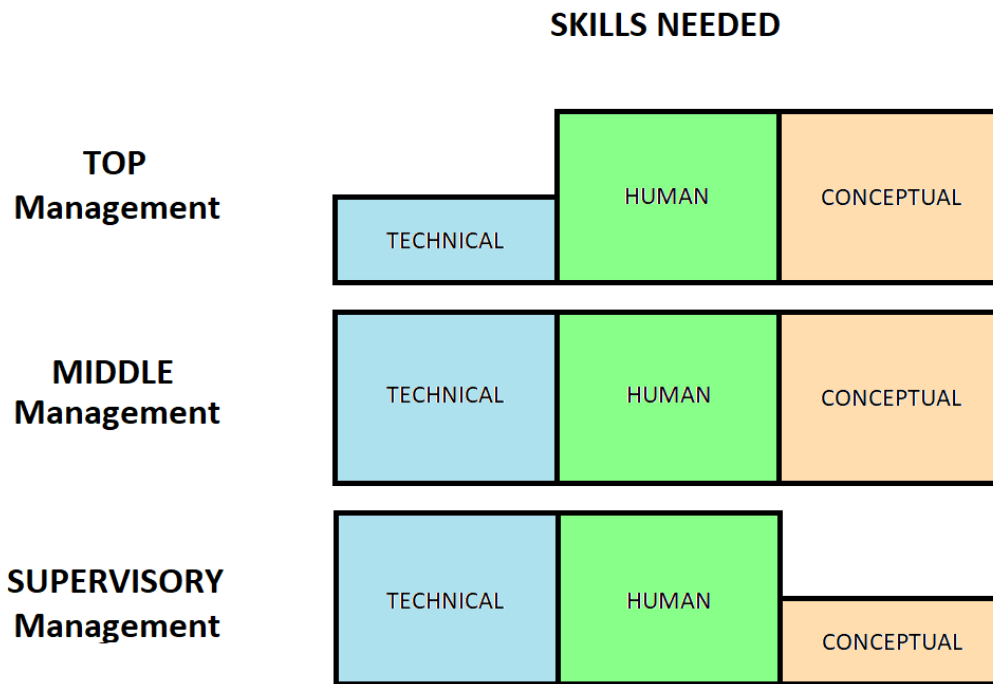
Conceptual skill is the way a leader transforms abstract ideas into words and visions that others can understand. The manager understands putting the ideas into an organizational context. In

doing so, the manager also makes reservations about the various challenges that must be encountered. Nor is change something a leader with conceptual skill fears. Change must also be understood as creation/renewal and policy issues in an organization. It is the general understanding of the organization and what direction it should be. This is not something measurable as in the other two as conceptual skills are more abstract but the effect can be measured in overall efficiency (Northouse 2016).

Figure 3.1 shows that leader on different levels need to have different kind of skills. As seen on the figure top management do not need as much technical skills as they do in lower management. The top management does not need to understand the processes and the technology in details. This is what supervisory management is for. However, conceptual skills are not something which supervisory management need as much as the top management. The lower levels do not need to think the big thought and have the big ideas for the organization. However, top management needs to have think abstract and be able to put it into visions that the lower levels can understands. As of the lower management they need to have some skills regarding conceptual in order to understand the top management. And the top management also has to have some technical skills in order to understand the challenges of leaders at a lower level.

Common for all these leaders are the human skills. It is important for all of them to have the skills so leaders can communicate with their followers (Northouse 2016).

Figure 3.1



Source: Katz 1995

### 3.1.2 Summary

In civilian literature different skills and traits are pointed out. To illustrate and recap this the traits and skills are put into table 3.1.2 as seen below. Over time the research has focused on different things and it has developed. The traits and skills seen below is just one way to put it together. There are different approaches and other research that suggest other traits and skills than those mentioned below. However, these traits and skills are pointed out in Northouse (2016) and therefore are used as a representative for civilian literature on this thesis and context. It is also important to know that the skills and traits complement each other.

Table 3.1.2

<b>Civilian traits/skills</b>
Determination
Integrity
Self-confidence
Intelligence
Social ability
Technical skills
Conceptual skills
Human skills

*Own illustration*

As seen in figure 3.1, the level of skills that leaders need varies. A leader at a lower level does not need the same conceptual skills as top management does. However, a leader at a lower level needs some much higher technical skills, whereas top management does not need this because they are not supervising the production.

If we look at research question 1, the skills and traits needed for becoming a good leader in the civilian sector are the ones mentioned in table 3.1.2. However, it is important to remember that this is a representation of the literature and there may be other combinations of traits and skills which also could make a good leader in the civilian sector.

## 3.2 Knowledge from the US Army

The following section will look into the military and how leaders in the military think and the culture inside the military in order to describe the environment which leader are in in the military.

### 3.2.1 Be, Know, Do

As the title on Hesselbein & Shinseky (2004) the states Be, Know, Do is the doctrine of leadership in the US Army. These words do in simple terms describes the character of a leader in the US Army; the knowledge a leader need to have in order to lead; and the leading in itself by acting.

#### **Be**

The character of a leader is very important in the military. A NCO, noncommissioned officer, has taken a creed. It starts like this: *"No one is more professional than I"* (Army.mil 2020). By saying that no one is more professional than once self, a NCO states that I will always do my best in order to become the best. This is also about building character in the core. A NCO is a leader who have direct contact with privates. The creed also indirectly states that the NCO only will asks its followers to do something if the NCO himself could do it (Hesselbein & Shinseky 2004).

Hesselbein & Shinseky (2004) points out that scholars previously had examined which traits of characters a leader should poses in order to get followers to follow willingly. Here willingly is an important word. By having the right to lead is not equal to followers following willingly. The traits which they found important in a leader were: "Honest, *competent, Forward-looking and Inspiring*" (Hesselbein & Shinseky 2004, p. 9).

A leader of any kind is always looking to improve himself and takes responsibility for it. The idea behind is that the leader always tries to become a better version of himself in order to say take *"No one is more professional than I"* (Army.mil 2020).

#### **Know**

The thought behind *know* in the US Army is that the soldiers would follow a leader who knows what he is doing. If a leader shows professionalism and hereby showing that he knows what he is doing the followers feel safe and wants to follow this leader willingly. However, if a leader do not

know what he is doing and shows incompetence the followers will not feel safe and this would create division and hereby create an environment which is poor and bad for performance.

A leader does not know everything. This is something leaders have to face. However, a leader within a specialized field must have some basic knowledge which he can rely on and guide his followers by. Know is therefore not just about knowing how to, but just as much knowing where to gain the necessary knowledge and how to apply it (Hesselbein & Shinseky 2004).

Beside the basic knowledge in a field a leader in the US Army should also have four skills which the US Army considers important under know. The four skills are listed below with a short explanation.

- Interpersonal skill; This skill is somewhat similar to Human skills in section 3.1. Here it is important for a leader to understand its followers and connect with them in order to create a bond. These skills will be explained in section 3.2.5 Soldiers need guidance.
- Conceptual skills; Here it is the analytical mindset a leader should have. Here a leader needs to think in and outside the box. Conceptual skills have a similar definition as the civilian definition as seen in the civilian literature in section 3.1.
- Technical skills; These skills are not about knowledge but how to use this knowledge. A leader does not need to be an expert within his field but he needs to know how to use the knowledge and information available in the best possible way.
- Tactical skills; These skills are somewhat unique for the military. This is the military profile and the soldier hood that comes to place. How to lead people in combat and knowing how to control soldiers doing a fight which changes all the time. Civilians can also have this skill and has it as an advantage. Doing negotiations and stressful situation civilian leaders would also gain from having tactical skills in knowledge about how to play the game. This is not just related to the military but it is a somewhat special kind of skill which military leaders need in order to complete the mission and bring soldiers home.

*Source to descriptions above: (Hesselbein & Shinseky 2004)*

Knowledge is not something static. It needs to be developed to stay sharp. There will always be new knowledge within one's field and leaders therefore has to learn new things in order to become smarter. Skills is also something which leaders in the US Army has to train and use them in order to maintain or develop (Hesselbein & Shinseky 2004).

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## **Do**

*"Leaders act; They Do"* (Hesselbein & Shinseky 2004, p. 12)

Leadership is more than just being a good leader and having the necessary knowledge. It is about setting a direction for once team and leading them. By acting and doing leaders show the direction for their soldiers. Nothing happens because leaders are a leader by character and knowing what to do. They need to put these two things together and completing the mission. However, a leader know that he cannot act alone and only accomplish the mission because of his team. This happens because he though motivation and acting leads the way for his team. Being a leader that acts also mean to look inside once self and always trying to improve his performant.

A leader must accept that there is not one way to solve a problem or a mission. There may be many solutions that works but just as many that does not work (Hesselbein & Shinseky 2004).

Leaders in the US Army therefore works in three stages to accomplish their mission. These are; Influence, Operating, and Improving (Hesselbein & Shinseky 2004).

### 3.2.2 Army values

Armed forces typically have certain values which every soldier should respect and follow. It is a set of values which is needed for an armed force in a democratic society. The role of an armed force in a democratic society is to support and defend the democracy. Therefore, the values of an armed force should reflect the democracy and values of a country in general. It is important to remember that this is the reflection of a democratic country. Around the world armed forces and Generals use their powers to personal and political gain. This is not the case in a democratic society. The values which the US army has are not values that are directly war related. It is values that we also find in civilian life, which we get taught in every day life as citizens of a democratic country.

These values are not just a publicity stunt. It is living values which every soldier in the US Army has to live by. These values are a part of the identity of a soldier as well as describing the environment.

If every soldier and the organization as a whole tries/lives up to these values, it creates a setting which the soldiers are willing to perform the best of their ability.

These values are not an order from one general on how he would like to see things in his units. These values are universal throughout the US Army. This also means that the values apply for everyone including the top generals of the Army. This is used as a general reminder for civilians why the US Army exists and what it stands for (Hesselbein & Shinseky 2004).

### *3.2.2.1 Army values and description*

*“Loyalty: Bear true faith and allegiance to the U.S. Constitution, the Army, your unit, and other soldiers.”* (Hesselbein & Shinseky 2004 p. 27).

Soldiers in the US Army know that they are subordinates and that they have political elected leaders, and that they swear to defend not just the leaders but also the institutions of their nation like their constitution. Loyalty is not something which officers can demand, but something which they can gain. Leaders can gain the loyalty from their soldiers by; showing that they live by the same rules as they tell their soldiers, and treating their soldiers fairly.

*“Duty: Fulfill your obligations.”* (Hesselbein & Shinseky 2004 p. 27).

Duty is not just orders, law and regulation. Duty is also about knowing what is expected of you as a soldier and hereby preparing for the tasks which you might be given at a later point. It is also about not just performing to a minimum standard but giving all you have. Some orders are illegal and soldiers can in rare cases receive them. Soldiers hereby have a duty to refuse this illegal order.

*“Respect: Treat people as they should treat you”* (Hesselbein & Shinseky 2004 p. 27).

Respect is very individual. Over time the US has become more culturally diverse. Leaders must be able to respect different cultures, racial and religious backgrounds. To respect is not equal at transforming once self to once subordinates. Respect is about understanding and tolerating others for their background and ideas as long as this is not in violation of the Army values, any law or



unethical ideas or believes. It is the leaders job in a team to make sure that the respect is present with the subordinates. With respect comes coherence and trust within the group.

*“Selfless service: Put the welfare of the nation, the Army and subordinates before your own”* (Hesselbein & Shinseky 2004 p. 28).

Serving in an armed force means to serve once country. In the US Army they serve the US and its people. Selfless service also means to serve in the Army and putting once responsibilities after that of the Army.

A soldier should not neglect his family or try to better once self image. The soldier should act in the best interest of the Army. This means that the soldier also has to take care of him self, in order to act and think clearly when he is in service. It takes a team to work and the Army therefore does not need egocentric soldiers and leaders.

Even in combat soldiers must be able to be selfless in their service. They must give themselves completely in combat and put themselves in danger in order to succeed the mission and save their comrades.

*“Honor: Live up to all the Army values”* (Hesselbein & Shinseky 2004 p. 28).

Honor is a hard thing to define. Right and wrong is often a personal definition. However, for soldier’s honorable persons and leaders are easily recognized. Honorable soldiers are soldiers who go above and beyond.

These honorable soldiers, acts and behavior is something which the Army remembers, respect and honor though ceremonies. Soldiers are given medals in order to show the gratitude. Honor and medals are a part of creating a bond within the US Army.

*“Integrity: Do what’s right – legally and morally”* (Hesselbein & Shinseky 2004 p. 29).

Having integrity is about acting consistently on principles. This is about having the right moral and acting on this high moral standard. Maintaining high moral standard require leaders to act truthfully and being honest in once actions. Leaders tell their opinion and lives by it. They do not do things because they are convenient but because it is the right thing.

*“Personal courage: Face fear, danger, or adversity”* (Hesselbein & Shinseky 2004 p. 29).

Fear is something everybody has. Personal courage is therefore to overcome that fear and put it aside when it is needed. The US Army divides this courage into two forms; morally and physically courage. Physical courage is the for physical harm which might show in getting wounded or being killed. This courage is when soldiers put themselves in the line of fire in order to save their comrades. Moral courage is believing in one's principles and values. A leader needs to stand by one's convictions and choices. It is also about being critically toward oneself, and able to face adversity and change. A leader needs to take decisions sometimes which are unpopular and dangerous. This is where a leader shows what he is made of. Personal courage is not just putting himself in harm's way but his soldiers as well.

### **Example on US Army values**

The following example is from Mogadishu where two American soldiers were killed in action. Their death was the ultimate price for their fellow soldiers. This is an example that Army values is not just some rules or something that soldiers are ordered to. It is a choice in life to live by these values and ultimately giving their life.

In 1993 a chopper full of American soldiers went down under fire in Mogadishu. Two soldiers assigned to the Ranger task force in Somalia volunteered to help their fellow soldiers who were shorted down in enemy territory. The soldiers who volunteered were Master Sergeant Gray Gordon and Sergeant First Class Randall Shughart. These two men selflessly volunteered to help out their fellow soldiers who were wounded and under fire.

Firstly, they did not get permission to go into the area because of the situation. However, they asked for permission three times before they inserted.

They were inserted 100 meters from the chopper and thought their way to their wounded comrades. The two evacuated the wounded soldiers from the chopper and put up a perimeter. By doing this they were in the most dangerous positions. They fought as long as they had ammunition and until they were wounded fatally. They died on the 3<sup>rd</sup> of October 1993.

The two soldiers volunteered knowing that they could not get any help. Nonetheless they went to help their fellow soldiers despite the danger. They might have known the outcome of their decision but they did it anyway (Special-ops 2012). *“They acted based on Army values, which they had clearly made their own: loyalty to their fellow soldiers; The duty to stand by them, regardless of the circumstances; the personal courage to act even in the face of great danger; selfless service, the willingness to give their all”* (Hesselbein & Shinseky 2004 p. 24)

The two soldiers helped acted not because they were ordered to it, but because they believed in it. Throughout their training they were raised to live by these values. However, one thing is to live by these values in everyday life and another is to live by it in war. The two soldiers were awarded the Medal of Honor. It could be argued that the values in themselves are not more than just rules but in themselves support the skills and personal in the US Army and hereby creating a personality which only are found in the military.

### 3.2.4 Attributes for Leaders in the US Army

The US Army expect their leaders to have some attributes. Some attributes are something which leaders are born with. This is personal genes and some physical traits. However, others attributes are something which leaders learn and can develop throughout their career. This is something the US Army expect their leaders to do in their professional and personal life. The US Army divide leadership attributes into mental, physical and emotional attributes.

#### 3.2.4.1 Mental attributes

The US Army works with different mental attributes. This includes moral as well as intelligence. The US Army divides mental attributes into seven focus areas for army leaders. These attributes are; will, initiative, self-discipline, judgment, intelligence, self-confidence and culture awareness (Hesselbein & Shinseky 2004).

The will for a soldier is necessary for the survival for a soldier and his team. An inner drive that keeps the soldier fighting and going in bad situations. The will to keep fighting even when most people want to quit. It is not something which leaders who only experienced success can talk

about. Will is something which leaders have to show when the shirt hit the fan. In bad situations a leader will rally, show direction, and being faithful to his soldiers. According to Hesselbein and Shinseki (2004) the will which the Army wants its leaders to acknowledge and develop is something which civilian leaders also have. They may not have to show will in combat but they still have to pursue a goal and they will experience setbacks (Hesselbein & Shinseki 2004).

Initiative is something which a leader in the US Army has to show in order always to be ready. Leaders understand their commander's intentions and therefore do not always need direction. The reason for that is that situations change and plans stop working because the reality was different than what the plan was made for. The orders which soldiers and leaders receive state the final goal for the mission as well as the intent of the order. Therefore, this is not initiative where a leader can do what he wants but something where a leader takes disciplined initiative. Soldiers at every level need to understand the intent in order to complete the mission. Again communication can be cut off and officers and soldiers therefore have to act on the intent of the commanders. They need to take the same initiative as their commanders would have done if they were there. This is therefore something which commanders and leaders should learn to teach their subordinates. This happens through supporting them, giving them space to maneuver, and letting them make and tolerating mistakes (Hesselbein & Shinseki 2004).

Self-discipline is a delicate matter. Leaders should act out of principle and do the right thing even when it might put themselves or their subordinates in danger. Army leaders in combat will be put in situations where they do not know what is going on around them, or do not have any communication with their superiors. In order to lead a team and remembering the training discipline is needed on the team. For a leader to reinforce discipline in such a situation a leader needs to have self-discipline (Hesselbein & Shinseki 2004).

Self-discipline also requires emotional stability. A leader with an unintentionally emotional outburst does not have control over the situation, which could spread in the team which leads to bad performance. *"Leaders who cannot manage themselves—who lack self-discipline- will fail at managing others."* (Hesselbein & Shinseki 2004 p. 33)

Judgment can be good or bad. From experience does leaders learn how to judge a situation in a good way. Good judgement is about knowing what is important and considering different approaches and facts before acting. Though experience a leader learns from his and his teams' mistakes. Good judgement comes according to Hesselbein & Shinseki (2004) from habits of leaders mind. So according to Hesselbein & Shinseki (2004) this is an ability which are learned over years but it is also something which any good leader has because of his habitus. Here self-discipline is something which supports good judgement, because of the emotional effects. Good judgement is also about keeping once own emotions to a minimum (Hesselbein & Shinseky 2004).

Intelligence is not just being the smartest or wisest. Pure brainpower is not enough to be intelligence. Gaining new knowledge and learn is also part of intelligence. Hard work is also needed to maintain and gain an advantage. To reflect on something and learn from it is also something the US Army wants its leaders to do. After a mission After Action Review should able the soldiers to reflect and learn from their experience so they will perform better next time (Hesselbein & Shinseky 2004).

Self-confidence is something which leaders as individuals and groups can have. The US Army defines self-confidence as soldiers having the faith to act properly and correctly. By having self-confidence soldiers and leaders are to act with the intent of their superiors. If a leader do not have self-confidence he do not believe in the mission, which will result in soldiers not believing in themselves and on the mission. When talking about combat doubt and lack of self-confidence leads to soldiers getting killed in actions. By having self-confidence leaders dare to act and do what is right to accomplish the mission. Confidence comes over time, by obtaining and mastering skills. Soldiers also gain confidence in themselves and their teams by knowing that they master these skills that they need. The only way to master these skills in peacetime is to repeat this on exercises (Hesselbein & Shinseky 2004).

Culture awareness is something which US Army leaders should have a special eye for. The American society is very divers and Army leaders should therefore be aware not to discriminate any culture including religious beliefs. The US Army is also stationed around the world. The

soldiers and officers should also know the culture, background and context of their host country in order to win the heart and minds of the host country. The best officers are according to Hesselbein & Shinseki (2004) not those who just recognize the different backgrounds but value them. People from different backgrounds, beliefs and races are a strength to the organization because they can help understand different problems and contexts (Hesselbein & Shinseki 2004).

#### *3.2.4.2 Physical attributes*

Physical attributes are not just about being physically fit. It is also about health. Having healthy soldiers is a way for the US Army to succeed on missions. If a soldier is sick he can put down his unit which makes them unable to fight and complete the mission. It is a leader's duty to make sure that their soldiers are ready to fight and therefore being healthy. This is of course not just eating healthy but also being physically fit. When soldiers care about their physical fitness they can perform under extreme conditions. With a good physical shape soldiers have greater stamina and energy. Like with other attributes officers must show their subordinates the way and be an example for them to follow. In the US Army they have physical exams where soldiers are tested in their strength, cardio, and flexibility. This is to make sure that soldiers are fit and have a basic level of physical fitness. With a certain level of physical fitness and health soldiers as well as civilians can handle stress and stressful situations better. With the stamina and energy that follows physical fitness and health soldiers can work harder and longer. Thereby their performance goes up and therefore becomes an advantage (Hesselbein & Shinseki 2004).

The appearance of an officer is everything. An officer has to be a role model for his subordinates. A big part of this is the uniform which soldiers wear. There are certain rules to how to wear a uniform and this needs to be followed, especially by officers.

The physical fitness and health is not just something which are important for leaders in the military but also for civilian leaders. With the stamina and energy that follows leaders in civilian organizations can gain an advantage in a competitive market. Again appearance is important for partners, because it shows that you are serious and respect those you work with (Hesselbein & Shinseki 2004).

### 3.2.4.3 Emotional attributes

Working with humans also means working with emotions. Emotional attributes means having self-control, balancing emotions and showing stability. *“people are human beings with hopes, fears, concerns, and dreams”* (38). These are all emotions which effect people in their performers and wellbeing. Leaders needs to understand these emotions and control them. This is not just something which subordinates have but something which effects officers and leaders. Therefore, it is not just understanding others but also once self. No one like or follow a leader who are emotional unstable and shows the wrong emotions at the wrong time. Self-control also means that leaders has to balance their emotions. Showing emotions is okay when the situation is right for it. Here it is important that leaders see the emotional state of those under them in order to know what effect it has when the leader show his emotions. However, it is important to remember that subordinates does as their leader do. If they always have an angry officer this will spread to the lower ranges (Hesselbein & Shinseky 2004).

Every leader should under pressure be rational and calm. This is important if that is the way that the leader wants his subordinates to act under pressure.

### 3.2.5 Soldiers need guidance

Hesselbein & Shinseki (2004) also explain the Army’s approach to developing leaders. They do not see the leader as just a role or position in the organizational chart, but instead focus on the leader as a whole person, with mental, emotional and physical elements. This principle is followed throughout the whole chain of command, as to how the Army expects its leaders to lead the people in their teams. The Army is dealing with human beings, who have interests as well as desires. As much as they have strengths, abilities, spirit and will, they also have weaknesses and faults. It is unmindful to simply treat people as little more than job descriptions in an organization. Being treated as a replaceable part of the machinery does not build loyalty and commitment. This will not inspire people to put the good of the organization above all.

Leadership is principally about people, which is why it should come as no surprise that “people skills” is at the top of the list of what an Army leader must have. These interpersonal skills are split up into three groups; communicating, supervising, and mentoring and counseling.

## **Communicating**

Leadership – whether in the Army or any other organization – is about getting people to do what you want them to do. It is therefore an important skill to convey information so that it is clearly understood. This may seem logical, but if people do not understand you, how will they know what you want. Subordinates will most likely not meet your expectations if you have not made them clear. This may vary depending on how long these people have worked with you; a new employee will not have that advantage (Hesselbein & Shinseky 2004).

There is an emphasis on communication because it is crucial in combat. During stress, confusion and turmoil, with emotions at an all-time high, clear and direct communication is decisive when it comes to teamwork. Not only is it important to convey what has to be done but also why. Hesselbein & Shinseki (2004) use an example from the CEO of Southwest Airlines, Herb Kelleher, who once said that it is important to take the bricklayer and make them understand that they are building a home, not just laying bricks. The same is applicable in the Army, where people need to understand what the objective at present time is, and how it fits into the bigger picture. In combat, plans fall apart because of unexpected events – such as weather, terrain or enemy action. There may be times where a leader is killed or wounded. In situations like these, subordinates can carry on when they know the overall motive of the mission and the commander's aim. Moreover, if the leader has established trust within the group, and trained the people in how and why decisions are made, one of the subordinates is likely to step in and lead (Hesselbein & Shinseky 2004).

The overall end state of a mission is often called the *intent*. By providing a clear and concise intent, the leader inducts purpose, motivation and direction into the subordinates. This somewhat visualizes the sequence of events that will move the organization from the current state to the desired end state in a simple and clear manner. This is furthermore relevant due to the fact that organizational leaders are likely to be further away from the point of execution and must therefore specify the collective goal rather than list tasks for individual people. With this in place, subordinates can then determine what is required and why. Providing information and direction to the subordinates is crucial when persuading others to accept a point of view or course of action. It is far more effective to have keen and willing followers than achieving one's goals



through directives or orders. This will often diffuse tension and resistance in the long run (Hesselbein & Shinseky 2004).

Communication is the responsibility of the leader. A good leader will ensure that team members have understood and will check that they have made themselves clear. It is never safe to assume that team members have understood what has been said, instead leaders should make sure they have been heard correctly. Communicating also goes from bottom to top. Listening is an important communication tool, and leaders can often find out what their people are thinking, saying and doing. Good leaders will practice listening to their subordinates, because it shows that they are paying attention. Interrupting the speaker is a cardinal sin of active listening. It is important not to form one's response while the other person is talking. This will only result in missing out on what is being said. Moreover, in face-to-face communication, there is a great deal happening in the conversation which has nothing to do with the words used. The nonverbal aspect involves all the signals that are being sent with one's facial expressions, tone of voice, and body language (Hesselbein & Shinseky 2004).

### **Supervising**

Supervising the work of others is a key element of Army leaders. Under supervising can lead to failure, especially as mentioned earlier if the leader's intent was not fully understood or people lack the knowledge needed for the task. However, the Army acknowledges that over supervising will undermine trust and empowerment in an organization. Good leaders will therefore need to know their subordinates and have the skill to supervise at the appropriate level. This is why many leaders will instruct on their intent allowing the subordinates to work without interruption. However, it will also require the subordinates are trained to act independently. How a leader supervises on their team can have an impact on motivation. People's confidence in themselves, their team and their leader determines their motivation. A leader empowers their subordinates through training, giving them the fundamental resources and authority, staying out of their way and letting them work, and being available to offer advice. Part of empowering people is finding out their needs. This is where communication comes into play. Leaders must talk to subordinates – find out what is important to them, what they intend on achieving, if they have personal goals. Good leaders will use subordinate's feedback when applicable and let everyone in the team know

where the good idea originated. A pat on the back or a formal award is the usual way of recognizing people's work. However, a leader should not underestimate the power of a few thoughtful words of praise when a good job has been done (Hesselbein & Shinseky 2004).

The other part of supervising is recognizing when things are not working as intended. The Army is very direct about handling poor and unacceptable behavior, unlike many civilian organizations – mostly due to the fact it is a military organization. In civilian organizations it is rarely called *punishment*, but instead happens indirectly in ways that are not recognized as punishment. This primarily happens by reassigning people to an unwanted task or location, removing them from the information loop, or cutting resources amongst other actions. Nonetheless, the Army ensures that its leaders are always looking for opportunities to develop subordinates, even ones who are punished. This is because people, even the ones who cause trouble, are still the most important resource available. Hesselbein and Shinseki use the analogy of a vehicle that is broken. One does not throw it out, but instead fix it – and the same is applicable to people who are performing poorly (Hesselbein & Shinseky 2004).

### **Mentoring and Counseling**

As previously mentioned developing competent subordinates is vital for leaders in order for them to take over in certain situations, as well as instilling confidence and trust in teams. It is important to provide inclusive and leader development for every subordinate. This is because leaders do not know which of their subordinates will become an important contributor and leader in the future. Mentoring begins with the leader setting the example. An Army leader can mentor people in a positive or negative way, depending on how they live and act on military values. When a leader lives up to the positive and correct values, they show the skills in action and encourage their subordinates to follow in their tracks – developing their own character and leader attributes (Hesselbein & Shinseky 2004).

Counseling –or coaching- is an interpersonal skill which is necessary when wanting to mentor effectively. When conducted effectively, counseling will help subordinates develop personally and professionally. Army values – such as loyalty, duty, and selfless service- require leaders to counsel their teams and giving them constant feedback. Coaching will involve face-to-face feedback, with leaders assessing performance based on their observations. It is important to develop an efficient

plan of action to preserve strengths and conquer weaknesses. Respect requires leaders to find the best way to communicate the feedback to their subordinates, so that they understand it (Hesselbein & Shinseky 2004).

Setting the example is a leadership tool that causes a ripple effect. The way you counsel your subordinates, your subordinates will counsel theirs. Leaders must therefore remember that it does not relieve them of their responsibilities regarding caring for and developing their subordinates. Instead their responsibility increases, and leaders must know their people and take advantage of every resource available in order to help their people. This will also increase the chances of their subordinates developing into leaders (Hesselbein & Shinseky 2004).

### **Creating the right environment**

Similarly, to communication, supervising and counseling, leaders also have a significant role when it comes to creating the right environment for their team. This can determine whether people are willing to speak up with a good idea or keep it to themselves. Creating a feeling that diversity is accepted and at all times can improve the willingness of people to cooperate with each other. As well as the way in which conflicts are handled when disagreements arise. The sum of these and many other conditions are what create the environment or culture in which a team operates. According to Hesselbein and Shinseki (2004), many military historians tend to focus on the sheer numbers of armies or their equipment. However, a few also have their focus on an aspect that cannot be measured in the same way – the emotional aspect known as morale or “*spirit de corps*” (Hesselbein & Shinseky 2004 p. 59).

Morale deals with how people feel about themselves, their team and their leaders. Through good leadership, shared hardship and mutual respect comes a higher level of morale. In other words, it’s an emotional bond that is caused by common values like loyalty to one’s comrades and the belief that the organization will care for one’s family. The result of this is cohesion where teams will eagerly strive to achieve common aims. Leaders know that morale is an essential human element and acts as the glue in a team through adversity. It is also important that the members of the team feel as though they are part of a competent organization, where they sense that everyone is well trained – this will furthermore motivate them to willingly subordinate themselves to organizational needs (Hesselbein & Shinseky 2004).

Culture in an organization is a complex and typically much longer lasting set of shared expectations. It consists of shared attitudes, values, goals and practices that characterizes the institution it is part of. Leaders will use the culture of an organization to symbolize that their people are part of something bigger than themselves – that their responsibilities are not limited to themselves or the people around them, but also to those who have been before them and those who come after. Culture is not necessarily scripted in a formal manual, but instead should be seen as an invisible guide that defines how people should behave. Over the course of time, the culture of an institution becomes so embedded in its members that they may not even notice it has become part of their character. It becomes part of people in a way that affects the way they think, the way they act in relation to one another, and the way they approach an assignment (Hesselbein & Shinseky 2004).

### 3.2.6 The environment changes all the time in the military

Leadership in the military is not about creating a culture where people do not dare to make mistakes. However, it is very much about creating an environment where it is okay to make mistakes and learn from them. If a leader does not tolerate mistakes the followers do not dare to take chances. This could result in indecision in a group. In combat indecision is extremely dangerous and get soldiers killed. Over time a group that are afraid of taking chances will perform worse than those who are taking the safe choice. Always taking the safe road will not lead to improving the processes. For the organization as a whole taking chances is necessary for the organization to improve itself over time. By allowing mistakes and chances the organization creates an environment in the organization which the employees have influence and therefore are more invested in the organization (Hesselbein & Shinseky 2004).

Change is something which every leader has to face military or civilian. In the 1970s the US Army went from a draft to being an all-volunteer. This change is fundamental for the US Army, because they had to look at how they did things. They had to develop new doctrines on how they trained and used their soldiers. At a strategic level the culture had to change to face the new challenge and possibilities at the new composition of the soldier's background. At the same time the technology changed as well. This also created new opportunities and challenges for the use of the

material in and outside the battle field. These new doctrines and the changes to the US Army were seen in operation Dessert Storm which were a different war then for example the Vietnam war was. These changes in the US Army was a result of how the Army and its soldiers at every level systematically improved themselves and the US Army as an organization (Hesselbein & Shinseky 2004).

According to Hesselbein & Shinseki (2004) change is inevitable for every organization. New technologies, the composition of the workforce and other unseen variables will change making the organization change. Hesselbein & Shinseki (2004) says that this change is natural for an Army because the replacement of recruits. New recruits come into the Army with different backgrounds then those who leave. The US Army offers the new recruits the same training a those before them, but the new recruits are not the same as those who went before them. Beside the change in society that effect the new recruit's society change as a whole. The situation in the whole is dynamic and changes all the time. This result in the US Army never knowing which missions it is going to handle in the future (Hesselbein & Shinseky 2004).

The US Army is a large organization with procedures and a strict hierarchy. Changes can here seem daunting and stressful in such organization. Hesselbein & Shinseki (2004) admits that it may seem like a paradox that the US Army has to be flexible and ready for change and at the same time stands by its traditions, values, and hierarchy (Hesselbein & Shinseky 2004).

The US Army has experienced changed in stages over time. Doing the cold war, the US Army faced organizational and departmental change. Later in the Cold war the changes were more of technological nature. Especially the possibilities for gathering and analyzing new intelligence made great advances (Hesselbein & Shinseky 2004).

The technological changes are something which military leaders always had to take into account. However, Hesselbein & Shinseki (2004) believes that the rate that the technological change has never has been faster. For leader the changes means that the pace which doctrines outdated are faster then before and new doctrines therefore are needed all the time (Hesselbein & Shinseky 2004).

It is important to notice that Hesselbein & Shinseki (2004) are from 2004. Since then the technology has developed further.

Top leaders should be proactive in meeting the changes and the new possibilities they provide. However, they should also be able to listen to change know when it is uninteresting or nonimportant change for the organization. US Army leaders should therefore be able to protect the organization and its personal against constant change. Because of the size and culture in the US Army changes that are implemented needs time to be executed and communicated both internally and externally (Hesselbein & Shinseky 2004).

### 3.3.7 Summary

The sections from 3.2.1 to 3.2.6 tell us about the way the US Army looks at leadership its soldiers. The sections are build on the book "Be, Know, Do" by Hesselbein and Shinseki. Their book is build on the field manual on leadership from the US Army.

Be, Know and Do is not just the name on the book but it is also something which soldiers in the US Army has to have in the head. They have to Be the best that they can be and be a role model for those under them.

A leader also has to Know how to use the knowledge presented for him sometimes in combat in order to complete the mission and bring his soldiers home. For this the leader must posses' skills that enable this. The US Army divide these skills into four skills; Interpersonal, conceptual, technical, and tactical skills. These skills need to be developed over time and leaders also have to learn how to use new knowledge.

Leaders in the US Army do not just sit at their desk all the time, but they do and act. This do not mean that they complete the mission alone or by themselves but it means that they lead soldiers and show them direction. Doing and acting means that mistakes happens and then they have to evaluate and improvement themselves.

Army values is important for the US Army because it represent much more then the organization it self. The values that the US Army has represent the values of their nation. The US Army values are;

Loyalty, Duty, Respect, Selfless service, Honor, Integrity, and Personal courage. These values create a bond and brotherhood between the soldiers. These values are not just an idea of a single officer but something which everybody in the US Army has to live by.

The US Army expect their leaders to have and develop some attributes. They divided this into three overall attributes; Mental, Physical, and Emotional. The mental attributes consist of will, initiative, self-discipline, judgement, intelligence, self-confidence, and culture awareness. Each attribute helps the soldier in leading others by showing the soldiers and possessing each mental attributes. These attributes are something which give a guide for leaders in combat as well as in peacetimes.

A leader is not a leader without people to lead. Therefore, “people skills” are an important remembrance. People are not the same and therefore there are no exact way to lead them. However, in the US Army they split these interpersonal skills into; Communication, Supervising and, mentoring and counseling.

Communication is important in the US Army because combat is stressful and confusion. In combat communication is decisive in making the team working as a unit and completing the mission. Communication is also about teaching once subordinates the intent of the leader. If soldiers know the intent of an order or its leader, they are not paralyzed when the leader is not there or he is killed.

For a leader communication is not just about giving orders and communicating ones intent. It is also about listening in order to improve and give the soldiers a sort of ownership.

Supervision is important for US Army leader. They need to supervise their subordinates in order to make sure that they complete the task given to them as it was intended. This is a balance because over supervising leads to lost motivation which leads to a fall in performance. It is about empowering the subordinates and at the same time control that they are completing the task the way you want it to be solved.

As a US Army officer you would also have to live up to the values of the US Army. Mentoring subordinates is just as much about showing them how you live and giving them a role model. Counseling is a part of being a mentor for the subordinates. Counseling is giving feedback in order for them to develop and improve themselves. This feedback should preserve their strength and

and the same time face their weaknesses. Not everybody take feedback the same way and therefore a leader needs to adapt feedback so the subordinate understands it.

Table 3.3.7 is made in order sum the attributes and values and hereby illustrating what skills a leader in the military has.

Table 3.3.7

<b>Army Values</b>	<b>Army attributes</b>
Loyalty	Will
Duty	Initiative
Respect	Self-discipline
Self-service	Judgement
Honor	Intelligence
Integrity	Self-confidence
Personal courage	Culture awareness
	Physical
	Emotional

*Own illustration*



## 4. Data gathering and data analysis

The following two sections will look at the interview which were conducted with Lars Raae from Military work and and the questions send to a Master Sergeant in the Danish Army. The transcription from the interview is seen in Appendix 1 and the answers from the Master Sergeant is seen in Appendix 2.

### 4.1 Interview with Lars Raae from Military Work

The interview with Lars Raae from Military Work. The interview should have been a semistructed interview. However, as the interview processed the structure in the interview guide became more and more unstructured. Due to that both the interviewer and the interviewee has a military background the nature of the interview became unstructured in nature. This is also something which the interviewee talks about in the interview. The following section will analyze the interviewees quotes.

*“Vi har vel alle sammen siddet til en familiefest hvor der sidder og taler med en soldat og man kan bare se hvordan de andre sidder bare ”Hvad fanden er det de snakker om” og så fordi det er soldatervirket” (Appendix 1)*

Here the interviewee talks about the brotherhood of soldiers. For him it is natural to speak to other soldiers in a certain tone and context. He works with getting soldiers hired in civilian organizations.

*“Vi levere løsnings og ydelser til Forsvars og sikkerheds industrien og industri generelt (..)Så det er ikke fokus på enkelmand men det er fokus løsningen.” (Appendix 1)*

Military work is an organization who focus on the task just like the military does. The focus on giving civilian organizations the best people for the task. They believe that soldiers are better then their civilian counterparts because soldiers have been given some special competences doing their training.

*“Vi kan tage ejerskab over processer. 5-punktsbefaling handler jo om at kende sin situation hvordan løser vi opgaven, hvordan kommunikere vi, hvad er logistikken og næsten uanset, hvilken type virksomhed du er i så hvis alle kender opgaven så går det meget nemmere. (...) Hvis ikke det virker så taber vi krigen. En krig kan også være en konkurrence mod et andet firma. Så soldater sammen og enkelvis levere bare bedre over tid.” (Appendix 1)*

Though the structure and the way that the military works the soldiers know the task and therefore knows what to do and when to do it. However, the soldiers are not told what to do down to the last detail but are given some sort of freedom. Everybody knows the task and therefore needs to be prepared for the task/attack; also in the support organization. The success of the mission is depended on the commitment and readiness of the organization not just the soldiers that performing the task. This is not just something which soldiers should be aware of but also civilian organization who fight for survival in a competitive market.

*“(...) i en privat virksomhed men det er bare på en anden motivation. Der er pengene. Vi har et budget vi skal overholde. I Forsvaret ja der er et budget vi skal overholde men det har principielt ingen betydning. Hvis der kommer et minus så kommer der et minus. Der er en stor penge kasse som vi alle betaler til. Men hvis Lego ikke levere ordentligt så køber folk bare ikke produktet og så går de på røven. Hvis Forsvaret ikke levere ordentligt så taber vi krigen. Der er motivationens skruen sgu en lidt anden.” (Appendix 1)*

Here the interviewee talks about the motivation and also the lack of motivation both types organizations. At a private organization the survival of the organization is depending on the employees making money and focusing on that. At the military money is not something which the soldiers and officers focus on. It is not event something which officers looks after. However, at a mission the motivation is not about money or a job but the survival of soldiers and nations.

*“Hvad med dit budget, hvis det bliver overskredet bliver du så fyret?” Nej så kommer pengene bare et andet sted fra. Så selvindsigt i officer er super gode til at lede og fordele. Du får ikke nogle som kan det bedre. Du skal bare lige tænke det ekstra trin da der skal tjenes penge ind. Så erfaringen er*

*at hvis en officer starter to niveauer lavere end han regner med så skal han nok løbe hurtigt i graderne, men hvis han kommer ud og tror at han at han skal have det samme ansvar som inde i Forsvaret så ahah (rysten på hovedet).” (Appendix 1)*

This emphasize the previous quote with the lack of money as a motivation. But here it also becomes a skill which officers lack compared to their civilian peers. The officers understand the organization and how to lead and divide employees however they lack the civilian aspect on how a civilian organization work and what it need in order to work. However, the officer is good at adapting to a new environment. Therefore, they will after a short time in any new organization understand the new setting that they are in. This leads to officers raising faster in civilian organization compared to their civilian peers.

*”Vi står ikke og diskutere i fire dage om vi skal til højre eller venstre om det høj der, nej vi rykker til højre og så står vi ikke og tænker undervejs om nej vi skulle være løbet til venstre og så er vi fokuseret på for vi ved rent faktisk at når vi går omkring den høj så står vi lige inden og aftaler hvad opgaven og hvordan løser vi og hvem gør hvad. Så ejerskab over en proces det er det en soldat kan.” (Appendix 1)*

Leaders in the military act and do when it is necessary. They do and lead the way. This does not mean that the do not think about consequences but they act in order to get things done when acting is needed now. This also means that soldiers take ownership of the task. Again this plans into the hand of the soldier knowing the general task and situation. The soldiers know what to do and when to do it. This is planed beforehand and using standard processes.

*”Effektiviteten over tid den smitter af. Du kan sende en flok almindelige mennesker ud som har samme uddannelsesniveau og lave en opgave og så finder firmaet hurtigt ud af okay der bruger vi 10 men de kan nøjes kan sende 8 soldater i stedet for 10 almindelige. Der ud over bliver effektiviteten højnet i hele den civile virksomhed fordi den måde en soldat gør det på” (Appendix 1)*

In Sweden Military work has shown that the moral and way that soldiers takes on civilian job, makes a difference and is more effective. The direct approach of the soldiers is something which companies can feel in everyday work. This is also something which effect the rest of the company because they see how soldiers does it. This is both in the planning of a task including time consuming and work ethics.

*”tænke på at folk ikke bare gør som de får besked på. Så kan han ikke bare regne med at det bliver udført som han gerne vil for det har ikke noget konsekvens.” (Appendix 1)*

Here the interviewee also talks about the hierarchy in the military and that it do not exists in the civilian organizations. In the military there are consequences for soldier’s action including when they do not obey orders. This is also a human skill that officers do not have which is expected of leaders in a civilian organization. However, this is also a shift in how the military does it. The interviewee has experience with the soldiers just doing what they are asked today they ask why. However, this is only in day to day work and not on missions because they there just act and do what they are told.

*”min erfaring er at dem som er mest respekt om er dem som faktisk kan håndværket Altså hvis man ser en gruppefører ved panseringeniørerne han skal kende opgaven bedre end sine folk. (...) Ham der kan håndværket det er jo ligesom den dygtige tømre som hjælper læringen han får meget mere respekt. Jeg tror ikke at det er så meget om udstråling men det man gør.” (Appendix 1)*

The officers and NCO needs to know the task better then their soldiers and they also have to show their willingness to do and act. The interviewee does not believe that the shire character of an officer is something which officers show doing knowing what to do and doing it. He compares it to the private sector where someone also would get respect by helping others. However, there are also another level to it in the private sector because they have profit as a motivation.

*”Jeg tror at virksomhederne tænker at nu får de en kæft, trit og retning så igen der skal soldaten bruge noget tid på at de finder ud af at det faktisk ikke men at det kommer til at smitte af. At det*

*man ligger i jobbet. Og det kan måske være at man som soldat måske lige lære at slappe lidt af fordi man er ekstrem løsningsorienteret (...) Men jeg tror også at de andre på arbejdspladsen begynder at klimatisere sig fordi de kan begynde at se den måde soldaten gør tingene på, især hvis det er noget med hænderne, især hvis det er projektløsning, det der virke bare.” (Appendix 1)*

A soldier is trained to follow orders. This also means that the soldier is brought up in a culture where the soldier has to do things in a certain way in order to succeed. The culture and environment may seem ridge for outsiders. The military discipline is something which soldiers take with them when they live the military. This makes them even more focused on the mission and task. For new coworkers this may be seem intimidating. However, after some time the soldier learns to fit into the the company but his coworkers also learn to adapt to the soldiers. So it is both a change in the soldier but also in the culture and environment in the organization. This is both because the working moral of the soldier changes over time but also because the soldier makes result.

*”Hvis det er en karrieremand, og det kan man godt opleve og det jeg oplever er at det man tror som man tror oppe på niveau tre altså regimentsstaben, men det der sker længere nede er fuldstændigt forvansket. Fordi der sidder en der ikke vil fortælle. (...) Så hvis du har en mand som faktisk er mere fokuseret på sigt eget rygte så er ledelsesstilen ikke særlig god. Og så er der også dem som siger deres mening og det kan man faktisk bruge til noget. Men deres karriere bliver ikke lang nok det er min erfaring (...) så kan ledelsesstilen være nok så god oppe fra. Men det bliver ødelagt ved at der sidder en eller to eller tre og gør sådan her. Men langt det største flertal som gør tingene godt” (Appendix 1)*

This is a problem which the interviewee sees. The culture in the military is that errors are not accepted. The truth is not given to leaders higher in the command structure, because leaders at a lower level would not lose face. This is both denial as a leader for its own personal but it is also not given the full picture to once superiors. However, there are also those who are tell the truth and therefore gives the commanders the best decision basis. They are according to the interviewee not raising in ranks and therefore does not stay for long in the military. This is a result of them the

military in Denmark being a political controlled organization, and the general culture. Even a few bad officers can ruin it down in the organization.

*“Den øverste ledelse skal svare over for aktionærer eller politikker. Aktionærerne er der nok fordi de har penge og politikkerne er der fordi de er blevet valgt. Så det er måden hvorpå der skal ledes til hvilket system. Dybest set må det være det samme. Bortset fra at folk ikke bliver fyret eller forflyttet i samme grad som i en civil virksomhed” (Appendix 1)*

At top management the responsibility for superiors are the same for both top managements in the private sector and the military. The military has to answer for politicians and private managers has to answer to auctioneers. The main task both has to solve is that they have to complete their task at the best possible way. In the private sector to make money and in the military be ready to defend the country and its interest. However, the consequences in the military are not the same as in the private sector because officers do not get fired that easily.

*“soldaten mangler er at kunne forklarer hvad jeg egentlig kan (..) du netværker dig ind til et job hvor folk bliver forklaret hvad du skal. En soldat skal ikke skrive en ansøgning så den udfordring som en soldat har er at forklare hvad han kan” (Appendix 1)*

A soldier can have problems with getting a job because he can not explain his competences and explain to a civilian what he has learned in the military. According to the interviewee the explanation part is not necessary if the soldier uses his network to get a job. Because people then knows what competences the soldiers has.

*“kammeratskab, korpsånd og fleksibilitet. Og så spørg jeg så hvad for tre ting mangler du så fra Forsvaret? Jeg lover dig korpsånd og kammeratskab den kommer i en eller anden version hver gang. og så fleksibilitet ja og de to ting (...) Man kan ikke være lige gode venner med alle men vi hjælper kraftedeme hinanden.” (Appendix 1)*

Soldiers do not just learn how to fight in the field of battle. They also learn how to take care of each other. Fighting beside one another gives the soldier a bond and a comradeship, which only are found in the military and sometimes the police according to the interviewee. This is something which is seen by soldiers in different degrees. Team spirit/corporate spirit is much like the brotherhood towards once fellow soldiers but also for the the corps/unit. This means that soldiers help each other in every way they can. They also know who to trust and who they have to help and how. Soldiers also have a different way to say things, which civilians, according to the interviewee, are not good at accepting, because it can be a little hard and direct sometimes.

*”Jeg tror du finder lige så mange ledelsesmåder i Forsvaret som du møder mennesker. Det jeg har mødt igennem min karriere. Der er godt nok forskel på den måde folk taler (...) se historien, der kan du bare se general Patton, der kunne vende en hel division på nærmest to dage, der praktisk talt er umuligt, men det er jo hans udstråling. Der er lige så mange officerstyper som der er mennesker. Efter min erfaring dem som sætter sig i respekt er dem som kan håndværket” (Appendix 1)*

A leader in the Danish military needs to act and treat their employees good because they can go find another job outside the military. However, leaders who talks and treat their soldiers good and with the respect needed gain much better performance because their soldiers respect their leader. One way to gain the respect of once soldiers are according to the interviewee to know how to do their tasks, but at the same time lead them into battle. The interviewee also talks about officers being good at adapting to a new field. Within half a year the officers become some sort of expert within the field that they are working in and hereby becoming some sort of expert towards his commanding officers. However, the soldier on the ground has the most knowledge within a field.

There are according to the interviewee there are different kinds of leaders in the Danish defense. Some leaders do not care about their soldiers which results in bad references.

*”Det er en konsekvens af at det er en politisk styrret organisation at der vil altid sidde nogle og hygger om deres eget skind.” (Appendix 1)*

The military is controlled from a political level. This may mean that officers are trying to look out for their self interest. The lack of consequence is a barrier for good decisions being taking.

#### 4.2 Questions for Master Sergeant

The following section will explain at the answers that an anonym Master sergeant gave to the questions of the author. See section 2 Method for an in-depth explanation of why the answers from the Master Sergeant (MS) are important.

*”Som leder skal man også være parat til at lade folk løse en pålagt opgave uden at blande sig. Jeg ser lederen som den der sætter rammerne for opgaveløsningen og derefter blot følge medarbejderens løsning af opgaven. I den fase skal man være motiverende og agere sparringspartner samt evt. hjælpe medarbejderen tilbage på sporet(...) Han/hun skal uddelegere opgaver og guide underlagt personel via kontrol/opfølgning.” (Appendix 2)*

For the MS a leader should give responsibility for his subordinates. A leader should give a direction and then let them do the work on their own way. It is important that at leader here motivates and acts like a sparring partner and someone who helps if they need guiding. Another word that the MS points out mutable times is control. Control is not just telling what is wrong but just as much guiding and trusting the subordinates.

A way of motivating is according to the MS doing something social with his group and facilitating social arrangements. This helps in stressful situations because everybody knows each other and then wants to give a little extra.

*”Er lederen motiverende i handling og tale, motiveres medarbejderne også. En negativ og ”lukket” leder uden glimt i øjet, vil udstråle negativ energi og suge energien ud af medarbejderne.”*  
(Appendix 2)

A leader should act and thereby motivating his subordinates. If this is not the case the leader will exhaust the others and they will not perform well. However, by both showing and telling them what he wants and having the right attitude a leader creates a good working environment.



*"Lederen skal være åben og kommunikere åbent om alt, hvad der vedrører medarbejderne."*

(Appendix 2)

The MS tells that honesty and good communication is important for a good relationship. There should be an informal way of communication to make sure that the communication is received correctly.

*"Soldaten løser pålagte opgaver selvstændigt og i den ånd opgaven er givet. Soldaten er ordentlig i sin optræden. Det være sig tale og attitude samt uniform."* (Appendix 2)

It is important for a soldier to perform and act in the spirit and intent that an order is given in. Another aspect the MS point out is that soldiers should act and behave properly. It is especially important for an officer to show his subordinates how to be the good soldier by being it himself as a role model.

*"Lederne i Forsvaret har igennem tiderne nok været mere "kæft, trit og retning" mens lederne i det civile nok i højere grad har haft flere bløde værdier og fokuseret mere på ledelse via motivation.*

*Forsvaret ser i dag meget mere på hvordan tingene gøres der. En stor del af officerernes uddannelse gennemføres på universitet og befalingsmændene får i dag flere og flere civile ledelseskurser end man gjorde før i tiden."* (Appendix 2)

The MS sees a shift in the way that officers are educated in the Danish armed forces. Before the Danish defence were more direct and one size fits all, whereas it today like civilian organization focus on motivation. The education has shifted so soldiers get more universal education at universities while the NCO get leadership training from civilians. The MS also talks about that soldiers previously got civilian educations while they got pay from the military. This was a part of their contract. However, this is no longer the case because of a political decision.

*“Her optjente soldater på K35 kontrakt CU, som de inden udløbet af kontrakten kunne konvertere til uddannelse, der kunne hjælpe dem ud på arbejdsmarkedet ved kontraktudløb. Det gav soldaterne en god ballast, når de som 35 årige blev afskediget fra Forsvaret.” (Appendix 2)*

Before the age of 35 years old a NCO got civilian education as part of their job at the Danish defense. This gave the soldier civilian competences which they then could use after they finished. The competences soldiers get doing their service should according to the MS be converted into civilian competences. He highlights the logistic troops which get military training in logistics. Their service and training do not put them at zero, but should be credited by civilian educational organizations.

*“Jeg ser sammensmeltningen af den militære ledelse og det politiske system som en stor udfordring og så helst større adskillelse.(...) I Danmark har man med den nuværende opbygning – som det eneste sted i verdenen – en civil forsvarschef, da forsvarsministeriets departementschef sidder for bordenden ved alle møder. Forsvarschefen – generalen – har ikke ”kommandoen” over bla. materiel og personel, da det styres af styrelser med blandende civile og militære ledelser.” (Appendix 2)*

The political system has influence on how things are done in the Danish armed forces. According to the MS the politicians do not know how to lead a military, but they provide the framework. He points out that the Danish defense is special because it is not the top general that is in charge but a civilian/political appointed departmental secretary. He points out that the politicians in Norway have done it differently. Here their chief of the armed forces have made proposals for the framework that the politicians have to discuss. Afterwards it is his job to know how to operate within this framework. However, he has then with their made it clear for the politicians what the consequences will be of their decisions.

## 5. Discussion

The following section will discuss and debate the data gathered and the theory written about in sections above. The sections above give some answers to the two research questions. The following section will be divided into two sections. The first section 3. Theory from the US Army will first look at the different traits and leadership skills that are comes from civilian literature and from the US Army attributes. Hereby the data gathered and analyzed in section 4. Data gathering and analysis will also contribute to understand the traits in a Danish context.

The following section will be discussed from the knowledge gained in the previous sections above.

### 5.1 Comparing the skills

Below in table 5.1 are the skills/traits/values described in sections 3.1 and 3.2. The civilian traits, US Army values, and the US Army attributes has is somewhat related. In table 5.1 the civilian traits described in section 3.1 and seen in table 3.1.2.

The US Army values listed in table 5.1 are described in section 3.2. Army values and the Army attributes are also seen in table 3.3.7.

The reason for putting the traits, values and attributes in a table is to visualize the factors and look for similarities. Hereby being able to make a cross analysis. The factors listed in the table is not in any specific rank.

Table 5.1

<b>Civilian traits/skills</b>	<b>Army Values</b>	<b>Army attributes</b>
Determination	Loyalty	Will
Integrity	Duty	Initiative
Self-confidence	Respect	Self-discipline
Intelligence	Self-service	Judgement
Social ability	Honor	Intelligence
Technical skills	Integrity	Self-confidence
Conceptual skills	Personal courage	Culture awareness
Human skills		Physical
		Emotional

*Own illustration*

Self-confidence are both a trait that is written about in (leadership book) and in the US Army attributes. The main different is the context in which they are used. Self-confidence in the US Army something means mastering skills that will in the end succeed success for a leader self and his team. In civilian literature self-confidence support the competences that a leader has in improving them as well as showing the followers this. The mean different is that self-confidence in the US Army leaders has to master these skills and hereby being self-perpetuating. The soldiers get their self-confidence by training again and again in order for them to master the competences and skills they may need in combat. Here may is worth noticing. Soldiers may not get to use their skills in combat, but trains for being prepared.

In civilian business leaders and employees do not get to train in a safe environment. They have to gain self-confidence in their daily work. If you compare competition to combat like Lars Raae does in his interview self-confidence must be harder to get in the civilian world, then in the Army. If the US Army attributes apply in the Danish armed forces self-confidence is something which only applies to the field that you are in. As Lars Raae point out the soldiers leaving the armed forces in Denmark do not know how to explain their competences is for civilians. This lack of knowledge is not something which I interpret as lack of not having the knowledge but the lack of being in

another field and do not master these skills that are needed in getting a civilian job, because it is not something which they have trained before.

Self-confidence also comes from a determination/will to a leader's job and tasks. Determination and will are two similar terms for the same thing. In the US Army will stands for the will to survive and complete the mission. It is an inner drive that gives direction for the subordinates in order to complete the mission. In a civilian organization determination is also about the drive that a leader has to show, here the leader must show initiative, control, show direction, and dominance as well. In the civilian world determination is also about control. The US Army has this as well as described in section 3.2.5 Soldiers need guidance. The US Army mentors and control their soldiers as well as a leader do in the civilian world. The development for its personal is very important because armed forces can not get someone from the street with the competences and knowledge needed for the tasks which they perform. In the civilian world if people do not perform at a certain level they get fired. In the Danish armed forces, according to Lars Raae, leaders who do not perform well are transferred or just stay in their job. This is especially something Lars Raae sees in the budget planning in the Danish armed forces, where there is no control from above. While he points out that civilian get fired if they do not perform according to their function.

The MS who is hired in the Danish defense also points out that control is important in a military organization. As well as Hesselbein & Shinseky (2004) the MS sees mentoring as something which is important. Here the leader set the framework and then guides and mentors the subordinates.

Intelligence is also a trait/attributes which both civilian literature and the US Army describes. In both their description they put weight on it not being pure brainpower, but the ability to use knowledge. The ability to use the knowledge in the situation that a leader is crucial to gain an advantage in competition or combat. The doctrine of Be, Know, Do is described in the US Army leadership manual as well as in section 3.2.1 Be, Know, Do. In the terminology behind Know four skills are highlighted. These are interpersonal, conceptual, technical, and tactical skills. Interpersonal skills are the ability to understand and work with humans every day and hereby understand them. This skill is similar to Human skills from civilian literature, which are described in section 3.1 Traits and skills in civilian literature. In the Interview with Lars Raae, he describes this

by the respect that leaders should gain. He feels this respect comes from gaining the knowledge from the subordinates. When a leader comes to give a hand and learn something from the subordinates he gains knowledge and hereby technical skills as well as using interpersonal skills.

Technical skills are something which both civilian literature and Army literature. Here some basic knowledge within the field is needed. Lars Raae also talks about this knowledge, but do not see this as basic because he says that officers are just as good after a half year in the job.

It could be argued if a leader in a civilian organization may gain the same level of knowledge within their field as leaders do in the military. However, as figure 3.1 traits shows leaders only need a certain level of knowledge and technical skills at a higher level whereas leaders at a lower level needs much more detailed knowledge in their field of work.

Officers learn tactical skills in their education. Here officers learn systematically tactical skills which they can use in combat. This is of course developed and perfected when they train with their unit and hereby having gain some basic knowledge.

Hesselbein & Shinseky (2004) also argues that tactical skill is seen in civilian life, where leaders learn how to tackle stressful situations. However, this skill is useful in civilian organization but it could be argued that it is not something that leaders learn doing training. Here it is a skill which are developed over time by experience.

The tactical skills which leaders in civilian organization and military leaders have is something which are improved over time. In the US Army soldiers are expected to improve themselves. It is a part of their after action evaluation. This evaluation also happens in civilian organization but do this happen at the same systematic way? It could be argued that in civilian leaders do not get the same mentoring and therefore do not improve themselves like military leaders does. This is of course the opinion from Hesselbein & Shinseky (2004). If we look at figure 1.1 from Kane (2017) US soldiers says that the talent management are not as good at it could be. Kane (2017) also argues that you as an organization only can have either good leadership or good talent management.

However, the Hesselbein & Shinseky (2004) and the MS both says that motivation and improvement is needed in order to become a good leader in the military. This could therefore be seen as a focus area which militaries in general has to look at. It could also be a sign of Kane (2017) takes a civilian starting point. It may be true that civilian organization either focus on leadership or

talent management. However, from a military point of view the motivation factor, which the MS points out, and the fact that improvement, which is a part of the doctrine of the US Army, may indicate that it is something which militaries has as a focus area.

While civilian literature sees integrity as a trait and the US Army sees it as a values. The civilian context which integrity are described in section 3.1 Traits and skills in civilian literature is a leader have integrity and hereby are respected by the followers. This respect/integrity comes from making good decisions. The US Army has this as well in their attributes. They have judgement as an attributes. Here a leader has to make good decisions. As in the civilian world good judgement comes from actions and showing that integrity through actions. By having integrity as a value the US Army do not just expect their soldiers to make good decisions at work but something which soldiers have to live by always also in their personal life.

It might be argued that leaders in the private sectors may have more freedom in their actions in their private life because it does not effect their work directly. Thereby an organization can expect integrity in a work setting but not at the employee's private affairs.

Lars Raae also points out that through acting and giving a hand to the subordinates the leader gain respect and motivates them which may lead to integrity over time.

The Army values are described in the as bonding and creates a team spirit. In the interview with Lars Raae he tells that team spirit and comradeship is factors that every soldier or former soldier relates from their time at the Danish Defense. The bond between soldiers in the Danish Defense is according to Lars Raae something which is makes soldiers help each other even if they do not like the person that they are helping on a personal level. Lars Raae do not think that the team spirit and comradeship is found outside the military and maybe the police.

It could be argued that because of the unique training, task and environment, which soldiers have to perform in, creates a bond which is more than just personal relationships. In the US Army they have chosen to formalize these values by writing them down and printing them into the minds of the soldiers. However, the values in themselves are not special or controversial because it is values that almost every real democracy has. Therefore, it could also be something which the Danish

Army could stand behind. However, even without the values it could be argued that soldiers from Denmark also has the bond and team spirit which the US Army claims that the values create.

Intent is something which is mentioned in some attributes. Making the subordinates understand the intent of the leader is crucial for military leaders. This is something which military leader according Hesselbein & Shinseky (2004) should make their subordinates understand and therefore explain the subordinates. This is also something which the MS talks about, where the soldiers have to solve the task given them in the intent of their commander.

The important thing in understanding the intent for the soldiers is because their commander could be killed or they could lose communication and therefore not get guidance in combat. If the soldiers do not know what to do nor what direction to run in it could mean that they are killed, and for the organization that they lose the battle.

The US Army values help the soldiers to know the overall direction. With these values the US Army get their soldiers and leaders to know the overall value of the nation and the direction. The first values are Loyalty. By having loyalty toward once country you know what you are fighting for as a soldiers. And by respecting those who hare died, though military ceremonies and giving medal to those who did something out of the ordinary, the US Army acknowledge those who understands the intent of the mission.

Looking at example about the US Army values it showed that MS Gordon and SFC Shughart did not just follow the values of the US Army but lived and died by them. Their actions shows that it is not just about understanding the intent of a mission but follow it with your heart. This kind of team spirit and bond that are created in the US Army shows more then just regular commitment from their soldiers. This is something which I do not think we see in the private sector. Here the commitment and motivation is not the same. This is also something which Lars Raae points out. The motivation for a soldier is the survival of himself, his friends, his unit and ultimately his nation and democracy.

The intent of a leader is not something that Northouse (2016) describes much. Because they describe that control and mentoring is needed, but at the same time employees need to take initiative in order to gain ownership over the situation. However, Northouse (2016) do not describe the intent of an order like the military does. It could be argued that this is not something



a leader in the civilian sector do not praxis. Leader do not tell their employees how to do things in details. Leaders in the civilian also gives a framework in which the employees have to solve a task. However, as Lars point out multiples times doing his interview, soldiers takes responsibility and ownership. He even says that soldiers do not think as much before on what if. They head straight to the task because they know that time is a scared resource and this is what they are used to. Again is it the environment that changes and this is a skill which soldiers take with them into the civilian sector.

## 5.2 Categorizing competences

Be, Know, Do is in this thesis seen as a terms that could define the skills into these three categories. By dividing the skills into this it illustrates that that the civilian and military skills are something that applies in every of the three categories. It is important to remember that every one of these skills is manifested by the leader acting/doing and hereby acting upon the skills. If we were to follow the categorizing completely then all skills would have to be in Do because of the way they manifest themselves. However, it is the deeper thought that lay behind the skills that determents which category they are applied for.

Below in table 5.2.1 the traits and attributes from table 5.1 is listed again. However, here they are divided into three overall headings; Be, Know, Do.

Table 5.2.1 on categorizing the abilities

<b>Be</b>	<b>Know</b>	<b>Do</b>
Determination	Intelligence	Human skills
Integrity	Technical skills	Initiative
Self-confidence	Conceptual skills	Determination
Will	Culture awareness	Socialbility
Self-discipline	Emotional	
Judgement		
Physical		

*Source: Own illustration.*

*Civilian traits are colored with red, US Army Attributes Green and common skills Blue.*

The US Army already uses the typology of Be, Know, Do. This is a mindset/framework that leaders in the US Army already uses today could also be applied in categorizing the skills in civilian literature. This could also be applied to the Danish soldiers because they have some of the same attributes.

Lars points out because he says that soldiers from Denmark is not special in their soldier hood, but a soldiers is a soldier no matter where he comes from. Therefore, the assumption is that soldiers in the Danish armed forces have the same attributes at American soldiers.

Determination, integrity, self-confidence, will, self-discipline, judgement, and physical is skills which relates to the character of a person and determents his acting be his morals. Every of these skills except integrity helps the leader in his appease towards his subordinates. They all also help the leader to gain integrity with subordinates. The reason why leaders need to have a strong character is that a leader gains follower respect and hereby get them to perform better. However, as the US Army values explains respect and trust is therefore something that goes both ways. Lars Raae talks about the character do not have an impact on way that subordinates look at them. However, Lars also talks about respect and how a General like Paton alone with his character could move an Army.

This thesis can be applied for soldiers to understand their competences and how they could apply their military competences in a civilian context. As table 5.2.1 shows soldiers already has the competences needed for being in a civilian organization. However, the soldiers have to apply it in another context and has to learn how to do this.

This is something which the Danish Defense also could use in their work with improving the readiness of the soldiers for the civilian life after end service. See more of this in section 5.2 Transformation from soldier to civilian.

If we look at table 5.2.1 it shows that soldiers already have the necessary skills and traits that is necessary for them to have jobs in the private sector. The soldier may not have the civilian

understanding of their military competences but it seems to be the categorizing that they have some similarly competences of those that are expected in the civilian literature. However, at Lars Raae point out they lack the technical skills and knowledge needed to succeed in a civilian workplace. Section 5.3 will try to give an answer on how the transformation could be from soldier to civilian life. However, it is important to notice that in order to become a good leader in the civilian sector soldiers need transformation especially in order to gain technical skills that applies for their new context.

### 5.3 Transformation from soldier to civilian

Transforming a soldier to a civilian is not possible according to Lars Raae. He will always be a soldier like he is sure that any other soldier has it the same way. However, in order to become a good leader in the private sector soldiers need to adapt their skills and traits.

In the questions the MS talks about officers and NCO's previously having a contract until they were 35. Before the end of the contract the officers were given civilian education in order to have civilian competences. Their education could then be used in the private sector where the soldiers then had the military competences which also are seen in table 5.1 under Army Attributes.

The skills which they then learn were of a technical grade. They gain civilian knowledge by getting this education and hereby should be able to transform better.

In the new system that the MS talks about the officers get civilian education while they serve and beside their work in the Danish Army. This of course give an advantage for the Danish defense. Before the soldiers got civilian education at the end of their service, while they now get it as a part of their service. When the soldier then gets back after end civilian education the soldier get to use the competence and knowledge that they learned. Hereby giving the Danish defense soldiers with more competences.

However, this could also be a factor why the Danish Army lack personal. (Avisen 2018). However, this is not proven that there is a correlation and may need to be examined further, and see if there are any other problems.

After the soldiers get their civilian education, which could be argued is as a proof of civilian competences, the soldiers leave. Soldiers then get a civilian education when they get paid by the Army. If they did not get paid for this by the Army, they would have gotten a stipendium from the Danish government instead. Lars Raae also talk about letting the soldiers shuffle more between the private sector and being a part of the Army. He also talks about officers leaving the Army do not start at the same level in the civilian sector as they have had in the Army. He also points out that it is some technical skills as well as some human skills. He points out that officers do not have insight in budget planning and education. Knowing how to follow a budget and making a profit is something which officers do not have in the civilian organization.

Officers in Denmark may very well know that they can not oversees their budget but according to Lars Raae it is something some do anyway. Hereby the soldiers have the technical knowledge on how to run a budget, but they do not have the necessary experience because of the culture in the organization that they are in.

A way that officers and NCO could learn how to adapt to the civilian sector could be by internship. This could however be problematic because officers can stop when they want and thereby skip the internship because they already have a job, with a higher pay. If we should listen to what Lars Raae says this is also a good thing but they lack the experience in their new position.

A proposal for a soft-landing initiative could be having forced internship in the civilian sector while they are in the service. Hereby the soldiers get their normal pay while they gain experiences and competences which they may not have had in the Army. Thereby the soldiers also get experience with their competences in a new context/environment. As talked about in section 5.2 soldiers already have many of the same competences/traits that are needed in the civilian sector. However, the context which they are working in are different and thereby they have to learn how to use this in the new environment. By being an intern the soldiers get a view on how some firms operates and hereby how they should be better to apply their competences in their internship.

This could also be an introduction to soldiers to leave the military for the private sector. This however, is a chance which the defense has to take.

Today the Danish Defense have different organizations which works with improving the collaboration with the civilian sector. One of them is Interforce. Their organization is a part of the Danish Defense, and they build relations between the military, the private, and the public sector. Hereby elaboration the civilian organization about the competences of the reserve soldiers. They already have a network between 1800 Danish firms (Interforce.dk). With their network it could be possible to find some organizations which could have the time and place for an intern. The civilian sector will have someone who have different skills and come from another context and as Lars Raae points out then the civilian organization will learn from this as well. In Sweden because the former soldiers were used to work in a fast pace this infected the rest of the organization making it more efficient.

The internship should however, not just be about making coffee and therefore it is important that there are made a plan for the tasks which the soldier may receive.

### 5.3 Aspects for further studies

The Home guard is an organization which is a military organization with volunteer soldiers which have a civilian career beside their service in the Home Guard. In Denmark these soldiers do not get paid as they for example do in the US National Guard. These to organization are therefore special in their composition of their personal. They are soldiers but also volunteer. What kind of leadership style is needed in those kind of organization compared to the regular military? These organizations have to use both leadership strategy from the military but also from other volunteer organizations.

Another aspect which could be discussed in future project may be dynamic capabilities. The use of different personal and the combination of different competences may be interesting in the discussion on competences for an organization. Armed forces train their own soldiers and give them the same competences. They are in an environment and culture that do not change much. In the private sector leaders and employees must always have an edge and gain new skills by seeking new challenges. In the armed forces many education is in house and thereby leaders do not gain new knowledge from other angels. The MS talks about leaders in the Danish defense previous got civilian training at the end of their contract, this did not give the defense any new competences.

However, now as the MS states leaders at different levels get civilian education while they serve in the Army. This is something which the Danish army gains from because they get a civilian angel on their every day work.

## 6. Conclusion

Leading is not just giving orders. Leading a team, unit, or organization requires much more than words and order.

In different civilian leadership literature leader must have certain traits and skills. These traits and skills as described in sections 3.1 are; Determination, Integrity, self-confidence, Intelligence, social ability, Technical skills, conceptual skills, and Human skills. All or some of these factors are needed from a leader in a civilian organization. It is important to notice that these factors are merely a representation for civilian literature. The level of which technical, conceptual, and human skills are needed depends on the level which a leader has in the organization. A leader at a lower level needs much more technical knowledge than a leader in the top management does, because the leader there needs much more conceptual skills than the ground management. This hereby answers the first part about what makes a good leader in the civilian sector from research question 1.

At the US Army they do expect their leaders to have certain attributes and live by the US Army values. Some of them are expected for the US Army leaders to have before entering the US Army and some of the competences does the US Army train. Common for all of them is that the US Army expect their leaders to develop their competences throughout their carrier. These attributes are; Will, Initiative, Self-discipline, Judgement, Intelligence, Self-confidence, Culture awareness, Physical attributes, and Emotional attributes.

The US Army values are not just a set of rules, but a way of life, and something each soldier must show in his work life and his private life. These values are universal values for citizens in the United States of America and probably of democracy. These values may not in themselves be something which give the soldier skills but it helps in his character and hereby attributing to the personality of the soldier.

The next part of research question 1 is what makes a good leader in the military. Here the attributes alone with the values that soldiers live by helps the soldier to become a good leader.

Table 5.1 shows that soldiers and civilian skills/attributes are divided into the same categories. In table 5.2.1 the factors are divided into Be, Know, Do which the US Army already uses in their

leadership training. This shows that these civilian competences are divided as well in each category. Hereby saying that soldiers do have the competences needed in transforming into civilian life. However, it is the technical skills, which soldiers do not have because their knowledge in civilian knowledge is not the same as that of which they are used to. The tactical skills are not the same either, however this is something, which they may apply, in their new context.

Away for the military to make the transition better from military work to civilian life could be to help the soldiers understand the new environment/context better. Soldiers are some of the best to adapt to new situations. This is something they need doing combat where changes happens all the time. However, according to Lars Raae the officers who succeed in civilian organization are those who get experience at a lower level then their function in the Army.

By providing internship in the civilian sector the officers get to have the experience from the civilian world and at the same time get to use the knowledge when they get back at their regular service.

By gaining and developing the technical skills needed to adapt to civilian life soldiers may get a higher success rate after they leave the military.



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## Appendix

### Appendix 1: Interview with Lars Raae

L: Alt hvad jeg siger er for egen regning

J: Hvem er du, hvad laver du til daglig og hvad har du lavet?

L: Jeg hedder Lars og jeg 47 færdig ved MP-skolen i 93 og har været ved militær politiet først som værnepligtig 92-94 og så i reserven lige siden. Så det er 27 år i forsvaret. Så har jeg en akademisk grad i humaniora fag som er hedder cand.mag i historie og engelsk. Så jeg har både den plider plader humaniora tingest og så har jeg den rigtig grimme MP hvis jeg har lyst til det. Min erfaring er faktisk at man kan bruge begge ting fra begge verdener. Og så tag det udgangspunkt som folk ikke forventer. Så har jeg taget en del forskellige ting igennem min karriere og lige nu beskæftiger jeg mig med rekrutter tidligere soldater til job i det civile og mest af alt 95 % af dem er nogle som ikke er i Forsvaret. Så det er dem jeg taler med til daglig. Så jeg har noget evidens synes jeg selv også på skrift om hvad det egentlig er de savner i Forsvaret.

J: Og du arbejder som recruiter for Military Work og hvad laver military work hvis du skal prøve at beskrive det lidt mere?

L: Vi levere løsnings og ydelser til Forsvars og sikkerheds industrien og industri generelt. Hvis du et firma nu kan vi nævne Hærens sergent skole som har behov for at løse personale konflikter så har vi eksempelvis send en person der ned som har en militær baggrund for rigtig mange år siden og som har siddet med konflikthåndtering i en stor virksomhed med 500 medarbejder som kommer ned og gør en indsats der nede. Det kunne også være et firma der kommer og skal bygge noget op i Kena, et firma som levere kommunikationsudstyr som skal levere noget til kena kommer til os og kan i finde en person kan det her yes den løsning du får er den her. Så det er ikke fokus på enkelmand men det er fokus løsningen.

J: Der igennem forsøger i at få ansat nogle som har været i Forsvaret og hvilke kompetencer er det som det private efterspørger fra dem?

L: Det som de private tror at de efterspørger er faktisk noget andet. Det en soldat kan som er unikt efter x antal tid i Forsvaret og man har prøvet nogle ting, jeg plejer at sige at man skal i hvert fald have været der i et år også inden for Hjemmeværnet så skal have en føling med hvad det vil sige at have våben i hånd og hjælpe hinanden. Vi kan tage ejerskab over processer. 5-punktsbefaling handler jo om at kende sin situation hvordan løser vi opgaven, hvordan kommunikere vi, hvad er logistikken og næsten uanset, hvilken type virksomhed du er i så hvis alle kender opgaven så går det meget nemmere. Det simple eksempel er hvis ikke møtrikken til hjulet at hvis forsyneren ikke ved hvor det er henne kan han ikke finde den, så skal han bruge 2 timer på at finde det så står der en mand og venter og han har en lastbil som ikke kan køre fordi det kun er en firehjulet lastbil. Den kan ikke levere det her fuel ud til den her kampvogn som så ikke kan køre fordi alle de andre skal vente på den. Der har man allerede fra morgen fået en 5-punktsbefaling ved logistikbataljonen hvor alle kender brigadens opgave. Den er at vi angriber mod vest. Vores opgave i det her er at vi skal være klar på at levere vores ydelse. Fordi hvis vi ikke som logistik levere vores ydelse, så kan man jo se som Hitler og Napoleon hvordan det gik galt med dem så taber vi krigen. Hvis ikke kampvognen ved hvor og hvornår de skal møde, problem. Hvis MP ikke løser hvor folk skal viftes hen, det kan også være Hjemmeværnspolitiet der står nede i kryds og dirigere kampvognene igennem så kampvognene kan køre over. Ellers kører de bare de civile biler over. Hvis ikke det virker så taber vi krigen. En krig kan også være en konkurrence mod et andet firma. Så soldater sammen og enkelvis levere bare bedre over tid.

J: Vil det så også sige at det er soldater på menigt niveau eller går du også længere op?

L: Det er hele vejen op. Vi har alt fra GV 2 til BG. De har det samme mindset på alle niveauer, bortset fra at en brigadegeneral har prøvet at være menig

J: Hvad mangler soldaterne så i forhold til de civile?

L: Hvis du tager en soldat direkte inde fra Forsvaret så mangler han måske det her med ikke at oversætte men har svært ved at forklarer hvad han kan. Han er vant til en setting hvor der ikke er

behov for at tænke om pengene er der, fordi de er der bare i et budget. I en privat virksomhed er et budget som skal overholdes og det er det der er motivationen ikke. Vi skal yde noget fordi vi skal tjene penge. Tjener vi ikke penge så har vi ikke noget job. Altså det er meget nemt. I en offentlig virksomhed der er det soldaten han leverer, han gør lige det der ekstra for at opgaven bliver løst. Han er ekstrem opgavefokuseret. Vi er både målrettet og proces orienteret. Så går det måske lidt langsommere men opgaven bliver kræftadme løst. Vi står ikke og diskutere i fire dage om vi skal til højre eller venstre om det høj der, nej vi rykker til højre og så står vi ikke og tænker undervejs om nej vi skulle være løbet til venstre og så er vi fokuseret på for vi ved rent faktisk at når vi går omkring den høj så står vi lige inden og aftaler hvad opgaven og hvordan løser vi og hvem gør hvad. Så ejerskab over en proces det er det en soldat kan.

J: Hvad er det så han mangler i forhold til sine civile samarbejdspartner?

L: Det eneste som jeg ser det er soldaten mangler er at kunne forklarer hvad jeg egentlig kan. "Jeg kan ikke finde ud af at oversætte mit CV eller skrive en ansøgning" Hvorfor skal du skrive en ansøgning siger så til dem. Fordi du netværker dig ind til et job hvor folk bliver forklaret hvad du skal. En soldat skal ikke skrive en ansøgning så den udfordring som en soldat har er at forklare hvad han kan. Vi har vel alle sammen siddet til en familiefest hvor der sidder og taler med en soldat og man kan bare se hvordan de andre sidder bare "Hvad fanden er det de snakker om" og så fordi det er soldatervirket. Det er jo ikke meget anderledes end når to læger sidder og snakker sammen om en eller anden operation. Så skal lægen bare forklare de civile hvad det er det snakker om. Det tror jeg godt at lægen kan og det har soldaten ikke lært.

J: I den her omstilling fra soldat til det private hvad problemer kan der være i den overgang ud over at de måske har svært ved at beskrive deres kompetencer. Er det sådan at soldater i dag går ud og får et job direkte efterfølgende?

L: Jeg tror at virksomhederne tænker at nu får de en kæft, trit og retning så igen der skal soldaten bruge noget tid på at de finder ud af at det faktisk ikke men at det kommer til at smitte af. At det man ligger i jobbet. Og det kan måske være at man som soldat måske lige lære at slappe lidt af

fordi man er ekstrem løsningsorienteret. Som soldat der kommer ud på et lager og der render en masse sufter rundt som ikke er opgave fokuseret. Så tror jeg måske at de andre bliver lidt nervøse, men over tid der smitter det af. så den her med at de andre bliver bange og nervøse og man har den her med at "åh nej nu kommer der en der har slået sin familie ihjel" øhhh NEJ, der kommer en som gerne vil. Giver det ikke svar

J: Du snakker her også om kulturforskelle. Hvor stor er kultur forskellene egentlig fra Forsvaret over i den private sektor?

L: Jeg tror der hvor det er, nu kan jeg ikke bevise det på skrift eller ved statistikker, men du må tro mig når jeg siger. At jeg kan sidde til en samtale og der kan jeg skrive kammeratskab jeg tager et blankt stykke papir og så siger jeg til kandidaten og vi er enig om at det ikke er noget hokus pokus og så skriver jeg kammeratskab, korpsånd og fleksibilitet. Og så spørg jeg så hvad for tre ting mangler du så fra Forsvaret? Jeg lover dig korpsånd og kammeratskab den kommer i en eller anden version hver gang. og så fleksibilitet ja og de to ting. Du finder det simpelthen ikke andre steder hvor du er så sammen om at lave noget og kammeratlig. Man kan ikke være lige gode venner med alle men vi hjælper kraftedeme hinanden. Du ved når man har en med at så ligger man et andet tryk ellers så snakker man om det. Og korpsånd den er der ikke andre steder; måske i politiet og der kunne man så have nogle ting man kunne sige men ikke i forsvaret. Og vi har vel alle prøvet og ligge og sove og så man tænke "har jeg lyst til at ham der holder vagt eller der hende?" og så ved man godt hvem man har lyst til ikke holder vagt og så laver man vagtplanen så vedkommende ikke holder vagt imellem kl. 3 og 5 om natten. Så det er kendskab til hinanden og hvad kan jeg og melde klart ud og det er ikke altid civile kan tage imod det.

J: Men også når de kommer over i det private vil der jo også være nogle problemer at selvfølgelig skal soldaten tilpasse sig men det skal virksomheden også i den transformation. Hvor langtid går der før at en soldat er "af klimatiseret"?

L: Altså jeg bliver aldrig af klimatiseret men jeg bliver nødt til at lære noget nyt. Og det kan en soldat også. Så man kan altid og det kan vi to også fordi vi er semi civile begynde at tale på militær

snak tale på et eller andet militær snak som dem her oppe på revisionskontoret bare vil tænke hvad sker der. Jeg tror at det er meget individuelt men jeg tror også at man bliver nødt til at lære at forklare sig. Sige til en civil; "Jeg kan godt se at du undre dig over den måde jeg gør det på, men det er fordi min erfaring er sådan og sådan." Så meget lige på. Så af klimatisere sig er meget individuelt. Men jeg tror også at de andre på arbejdspladsen begynder at klimatisere sig fordi de kan begynde at se den måde soldaten gør tingene på, især hvis det er noget med hænderne, især hvis det er projektløsning, det der virke bare. Det kan jeg sige at jeg har evidens for i Sverige men det kan jeg ikke sige noget om i Danmark.

J: Men det er jo også det manuelle niveau du snakker om det. Hvis vi snakker officers niveau osv. i stabe, der burde man vel forvente at officerer er bedre skriftligt og akademisk er bedre til at forklare sig. Så er der nogle udfordringer som er i forhold til menigt personel som ikke er i forhold til officerer.

L: Hvis vi tager officererne hvad forskellen er så vil du opleve at en officer tror han skal ud og have en lederstilling især med salg. Og så kan man sige som virksomhed eller recruiter, og så skal man prøve at formulere det på en pæn måde, men det plejer jeg ikke at gøre og så siger jeg; "Hvornår er det du har solgt noget? Hvad med dit budget, hvis det bliver overskredet bliver du så fyret?" Nej så kommer pengene bare et andet sted fra. Så selvindsigt i officer er super gode til at lede og fordele. Du får ikke nogle som kan det bedre. Du skal bare lige tænke det ekstra trin da der skal tjenes penge ind. Så erfaringen er at hvis en officer starter to niveauer lavere end han regner med så skal han nok løbe hurtigt i graderne, men hvis han kommer ud og tror at han at han skal have det samme ansvar som inde i Forsvaret så ahah (rysten på hovedet).

J: Jeg tænker i forhold til de kompetencer han har. Du siger selv at han starter lavere ude i det civile. Hvad er det han mangler for ikke at komme ind på samme niveau ude i det civile?

13.36

L: Budgetindsigt. Og så tænke på at folk ikke bare gør som de får besked på. Så kan han ikke bare regne med at det bliver udført som han gerne vil for det har ikke noget konsekvens.

J: Her snakker du også om lederstil og forskelle. Hvilke forskelle er der så?

L: Det er meget individuelt. Jeg tror du finder lige så mange ledelsesmåder i Forsvaret som du møder mennesker. Det jeg har mødt igennem min karriere. Der er godt nok forskel på den måde folk taler. Altså jeg har set for nylig hvor en ung PL skulle skrive en personale udtagelse hvor jeg bare tænker hvor herre bevares. Så kunne du lige så godt lade være med at skrive noget. Så kan man også se den officer som var super skarp som skriver som en fokus fordi han godt ved at der ikke er nogen som læser den. Og eksempler på nogle der kan du bare se historien, der kan du bare se general Patton, der kunne vende en hel division på nærmest to dage, der praktisk talt er umuligt, men det er jo hans udstråling. Der er lige så mange officerstyper som der er menneske. Efter min erfaring dem som sætter sig i respekt er dem som kan håndværket. Det er fint at sende en logistikker over til et panser infanteri, men der går altså lige et halvt år inden han kan finde ud af det. Og så kan man håbe at der hvor han lander er nogle som er gode til at tage imod en. Så ledelsesstilen er lige så individuel som der er personer.

J: I US army taler de om Be, Know, Do. Jeg ved ikke om du kender den?

L: Nej

J: Hvor de taler om at Be the best you can be. Know du skal vide hvad du gør og do handler om gøre og lede fra fronten. Den tankegang er den overførelig til Forsvaret

L: Ja hvis du bliver sat ind så handler du og hvis det er nødvendigt at handle nu så handler du. Så der vil jeg mene med dit meget ledende spørgsmål at ja tag en beslutning NU og så tager vi den bag efter, hvis det er nødvendigt at tage en beslutning. De kandidater som jeg har haft til samtale hvis de får en case, der vender virksomhederne tilbage og siger "Det der skældte ham her ud var at han havde et kvarter til at komme med en løsning og han sad ikke og tænkte i 30 sekunder og kendte åh nej hvordan er det nu lige at jeg gør det her. De tænker effektivt. Jeg har 15 minutter så går vi på. Og så tager vi løsningen derfra. Så det er nok der du meget udspekuleret førte mig hen til at ja løsning nu.

J: Hvad så nu vi snakker befalingsmænd osv. Når vi snakker karaktertræk er der nogle som kendetegn befalings som han får igennem sin uddannelse og erfaring?

L: Altså det det er også individuelt, men min erfaring er at dem som er mest respekt om er dem som faktisk kan håndværket Altså hvis man ser en gruppefører ved panseringeniørerne han skal kende opgaven bedre end sine folk. En MPér som kører på en motorcykel og fryser hvor gruppeføreren kommer ud og overtager motercyklen og siger "ved du hvad nu overtager jeg motorcyklen så kan du lige komme ind og sidde en halv dag så sidder du lige inde i køretøjet". Super. En KC som kan komme ud og fortælle mekanikeren, ahh det gør han så nok ikke, men fortæller mekanikeren at han lige kan hjælpe med at sætte det her på. Ham der kan håndværket det er jo ligesom den dygtige tømre som hjælper læringen han får meget mere respekt. Jeg tror ikke at det er så meget om udstråling men det man gør.

J: Hvordan vil ledelsesstilen/kulturen forankre sig igennem organisationen? Hvordan et direktiv bliver formidlet oppe fra ned igennem organisationen?

L: Det vil jo altid zoome ind oppe fra. Det gode det er at vi kender, jeg tror ikke fejredrengen over ved mekanikeren kender budgettet for virksomheden. Vi ved to trin højere hvorfor vi skal som MP vi gør så jo længere oppe fra man ledere jo længere ned man kommer jo smallere bliver det og jeg tror at det hvor Forsvaret skæller sig ud. I dagligdagen vil der blive stillet spørgsmål om hvorfor når operationen køre så gør man som man får besked på. Fordi det er en stor maskine og det skal fungere hurtigt vi gør som vi gør. Giver det mening.

J: Ja, Ledere i Forsvaret er også followers, fordi de også har ledere. Hvordan går det ind i tanke med at at lederen har ledelsesansvar og så alligevel ikke grundet han også har ledere? Hvordan styre det en officer i dagligdagen?

L: Der kan være karriere ryttere og så kan der være dem som siger sin mening. Og det er måske der de skeller sig ud. Prøv lige at stil spørgsmålet på en anden måde.



J: Hvordan påvirker det en officer at han også har en leder som direkte påvirker ham og hans folk?

L: Hvis det er en karrieremand, og det kan man godt opleve og det jeg oplever er at det man tror som man tror oppe på niveau tre altså regimentsstaben, men det der sker længere nede er fuldstændigt forvansket. Fordi der sidder en der ikke vil fortælle. Tag den sovjetiske hær det kunne sagtens tabe et slag fordi der sad ikke som ikke turde sige hvad der skete. Så hvis du har en mand som faktisk er mere fokuseret på sigt eget rygte så er ledelsesstilen ikke særlig god. Og så er der også dem som siger deres mening og det kan man faktisk bruge til noget. Men deres karriere bliver ikke lang nok det er min erfaring.

J: Så dem som er de bedste de bliver ikke særlig længe i Forsvaret?

L: Det er en konsekvens af at det er en politisk styret organisation at der vil altid sidde nogle og hygger om deres eget skind. Og så kan ledelsesstilen være nok så god oppe fra. Men det bliver ødelagt ved at der sidder en eller to eller tre og gør sådan her. Men langt det største flertal som gør tingene godt. Så ledelsesstilen er vi skal have gjort noget når det er nødvendigt og vi kan godt stille spørgsmål når vi sidder og undersøger noget.

J: Hvis du skulle sætte ord på hvordan den øverste ledelse i Forsvaret tænker kontra den øverst ledelse i en privat virksomhed? Det er det samme?

L: Det er det samme. Det er det samme fuldstændigt. Vores koncern direktør en firestjernet general, han skal jo svare politikerne, der kunne man sige bestyrelsesformanden han skal jo svare aktionærene.

J: Her er Forsvaret jo en politisk organisation. Hvilke betydning har det for ledelsesstilen?

L: Jeg tror ikke at der er så meget forskel. Den øverste ledelse skal svare over for aktionærer eller politikker. Aktionærene er der nok fordi de har penge og politikkerne er der fordi de er blevet

valgt. Så det er måden hvorpå der skal ledes til hvilket system. Dybest set må det være det samme. Bortset fra at folk ikke bliver fyret eller forflyttet i samme grad som i en civil virksomhed. Du kan ikke sidde i en privat virksomhed hvis der er en der klovner ud. Han skal nok repræsentere firmaet han bliver ikke.

J: Det føre os frem til organisationsforandring. Her har Forsvaret lavet en del organisationsforandring i forbindelse med oprettelsen af 1. Brigade. Skaber det noget usikkerhed eller måske ligefrem struktur hos personalet?

L: Altså hvis du spørger personalet så vil de jo sige at vi er i evig forandring og det er os andre som har perifer berøring med det. Og tænker "Det har altid sagt "Jeg har mega travlt og flytter mig hele tiden. Men ja det gør de altså også i en civil virksomhed. Der er ikke den store forskel. Men det er set udefra. Jeg tror hvis man sidder i det så er det vanskeligere. På samme måde som Forsvaret er helt vildt fleksible på samme måde er det helt vildt stift.

J: Hvorfor stift?

L: Du har de her strukture. "Det er mig der er kaptajn og det er mig der har kommandoen over jer, det er mit ansvar (slår i bordet) og jeg skal svare overfor majoren" Det har man også i en privat virksomhed men det er bare på en anden motivation. Der er pengene. Vi har et budget vi skal overholde. I Forsvaret ja der er et budget vi skal overholde men det har principielt ingen betydning. Hvis der kommer et minus så kommer der et minus. Der er en stor penge kasse som vi alle betaler til. Men hvis Lego ikke leverer ordentligt så køber folk bare ikke produktet og så går de på røven. Hvis Forsvaret ikke leverer ordentligt så taber vi krigen. Der er motivationens skruen sgu en lidt anden.

25.05

J: Nu siger du også at folkene føler at de er i evig forandring. Vil det så også sige at der er problemer med at fastholde dem fordi de føler at de har travlt?

L: Der er ikke større problemer med at fastholde end der altid har været. Jeg ved ikke hvem der har fået den ide. Jeg har hørt på den der sang i 25 år "vi har så travlt eller buha vi har for lidt at lave" Altså på et tidspunkt tænker man bare at man ikke gider høre på det mere. Det har været den samme sang side 1992. Og jeg er ked af at sige det men det er sådan at jeg oplever det. Det kan være mig der er forkvaklet, i don't know, men jeg står der over og har været soldat og undre mig bare over at man siger at vi ikke kan fastholde nogle. Jeg tror faktisk at det er en god ting at man er blevet funktionær ansat så man kan gå ind og ud af forsvaret. Det skal nok blive godt.

J: Det er jo også her Forsvaret er begyndt at tage flere civile ind. Hvordan ser du på det samarbejde?

L: Jeg ved det faktisk ikke. Jeg har selv arbejdet som civil i Forsvaret, men med militær baggrund. Jeg tror at det handler om at tilpasse sig. Jeg tror desværre ikke at der er meget respekt for dem som ikke har prøvet at have haft våben i hånd. En der faktisk ikke har prøvet at være prøvet at være træt. Du kan ikke bare gå hjem.

J: Hvilke kompetencer tror du at de civile tager med ind i organisationen som påvirker positivt som soldaterne ikke havde?

L: Jeg tror at hvis de kommer fra det private kan de sige "Det er godt at vi sidder og snakker om det her men vi bliver nødt til at tale helt praktisk. Den er sgu svær. Det kan være nogle blødere værdier som kan smitte lidt af.

J: Så det er værdigrundlaget og ikke så meget kompetencerne? De tager vel selvfølgelig noget viden med ind alt efter deres baggrund.

L: Jeg tror at de civile bliver overrasket på mange måder altså det går begge veje. Jeg tror at de her kompetencer som de civile er måske lidt mere sliske slaske. At man også kan vise nogle i Forsvaret at man kan være mere blød. Det nytter bare ikke noget i Forsvaret. Forsvarets kernekompetence

er, at hvis vi bliver angrebet, så skal vi slå nogle ihjel. Det værste en soldat kan være med til er at være med til at slå nogle ihjel. Det vil jeg gerne punktere. Men det er det som kan blive konsekvensen, og det er det altså ikke over ved mekanikeren. Du går jo ikke over og skyder din konkurrent. Det mindset tror jeg er rigtigt svært at forstå. Hvis man ikke forstår det tror jeg ikke at man skal være i Forsvaret eller Hjemmeværnet. Det værste du kan gøre er at skyde nogen, men jeg ville ikke have noget imod at gøre det vil jeg sige.

J: Enig

L: Og så vil jeg gerne lidt sige noten. Dem der, der siger de der dumme soldater hvor sad de henne da der var angreb over i Krystalgade og hvem var det lige der gik ubevæbnet rundt nede i byen. Det var ikke hr og fru Danmark eller christianitten det var Hjemmeværnet sammen med politiet. Hjemmeværnsfolkene gik ikke med våben da de ikke kunne nå det. Hvem var det der stod på Storebæltsbroen. Var det forsvaret eller Hjemmeværnet. Det var Hjemmeværnet og det tænker folk ikke på.

J: Det viser jo også den fleksibilitet som du talte om.

L: Men den fleksibilitet handler jo ikke om at jeg går ind til min chef her og siger "Ved du hvad Thomas jeg smutter lige nu fordi jeg skal lige hjem og hente børn og skal til tandlægen og sådan noget kan du ikke lige fikse for mig. Jo jo" For så ved man også at det går den anden retning. Det er den fleksibilitet der er i Forsvaret. Den finder du ikke rigtig mange steder på den almindelige arbejdsmarked. Nu kunne jeg godt sidde og være hånelig men det skal jeg nok lade være med. Men ekstrem fleksibel.

J: Også i måden vi fungerer på. Vi har jo også kommandovejen og den er vel også fravigelig på nogle punkter.

L: Det bliver den nødt til også når der er krig. Jeg tænker at en officeren gerne vil vide hvad overkonstaben nede på lageret rent faktisk ved som officeren ikke ved og beder om der rent

faktisk er nogle som har noget til det her. Jeg er jo vant at i gamle dage der sagde man bare javel i dag siger man hvorfor. Jeg har rent faktisk skrevet en udmærket artikel i Reserven som du skal prøve at læse om mine erfaringer fra Krystalgade du skal prøve at læse. Forskellen på at en M 92 og en M218 altså soldat anno 92 og soldat i dag. Jeg synes selv at den er god.

J: Den skal jeg have læst.

L: Den giver i hvert fald mening i forhold til det du spørger om.

J: Det du berører er jo også at lederne ikke er specialister?

L: Det bliver de. Der går et halvt år. Og de er pisse dygtige til at sætte sig ind i noget nyt.

J: Så du ser officerer som de er specialist inden for deres område. Men vil mekanikeren eller lagermedarbejderen ikke altid være bedre inden for deres område?

L: Jo, jo lagermedarbejder får jo mega meget respekt hvis chefen kommer ned på kontoret og spørger hvordan det går og så spørger. Ved MP er det sådan at du godt kan have en MPO som kommer lige fra officersskolen og så går der lige præcis tre timer og så sidder han inde i vognen fordi han godt kan se at det der kan han ikke finde ud af. Det der så afføder respekt er så at den dygtige mand så kommer ud og spørger "ved du hvad kammerat hvordan går du det der?" og en hver soldat ved godt hvem der er chefen og hvornår. Og det gode er at man siger i forberedelsesfasen hvorfor der skal vi gøre sådan der og så kan man snakke om det og så kan chefen sige "det der har vi ikke tid til at snakke om sæt i værk" og så går man i gang. Så i opgaven gør man som der bliver sagt man skal ikke stå og diskutere "skal vi gå over og tage billeder af kampvognen" ved du hvad det er det vi gør for hvis vi ikke gør det så planlægningen for det der angreb der over i tu. Det er ligesom at spille computerspil.

31.20

J: Hvordan?

L: Hvis du i counterstrike ikke kan regne med at ham der over gør som i har aftalt så taber man omgangen. Bortset fra i spil gør det bare ikke ondt vel?

J: Har du noget at tilføje i forhold til når soldater skal ud og have arbejde i det civile. I Sverige har i jo eksisteret i mange år. Hvilke erfaringer har i haft fra Sverige med at soldater er kommet i arbejde?

L: Der er det at arbejdsmoralen smitter af. Effektiviteten over tid den smitter af. Du kan sende en flok almindelige mennesker ud som har samme uddannelsesniveau og lave en opgave og så finder firmaet hurtigt ud af okay der bruger vi 10 men de kan nøjes kan sende 8 soldater i stedet for 10 almindelige. Der ud over bliver effektiviteten højnet i hele den civile virksomhed fordi den måde en soldat gør det på. Prøv for eksempel at tænke på når du får gravet fiberbånd ned. Stod der står at de kom 8 og 17 og så kom de 16.30. Sådan fungerer det ikke hos military work. Der står at vi møder 8.31 og vi smutter igen 10.47 og du kan regne med at ham der kommer har bilen pakket. Han skal ikke ned og "Hov jeg har lige glemt en hammer" nej fordi det har han gjort dagen inden. Man fortæller kunden når man ankommer og når man går ind så respektere man den enhed man er ude og støtte altså kunden. At det skal se ordentlig ud og man tager ikke møget sko med ind og man melder til kunden når man er færdig. Og derfor kan man planlægge på en helt anden måde og det smitter af.

J: Du snakker også om kultur, da du snakker om at du kan bruge færre soldater end du kan bruge civile.

L: De er vant til at arbejde sammen i teams.

J: Skulle alle danskere så ikke bare ind og aftjene værnepligt og få denne her baggrund?

L: Jeg kan sige dig at for 25 år siden da jeg som helt ny på uni skulle have et job ved siden af. Der var alle afdelingscheferne i Bilka reserveofficerer. Du var slet ikke i tvivl om når du så dem. Nu svarer jeg slet ikke på dit spørgsmål.

J: Nej bare forsæt

L: Værnepligt til alle jeg tror at det kunne være sund også med den selvindsigt. Jeg tror også på at hvis du spørger nogle af dem som har været soldater førhen så finder du nogle fælles værdier. Jeg plejer at sige at det fornæmeste jeg har lært i Forsvaret er at jeg har lært at sige stop jeg ved at jeg ikke kan. Desværre tror min krop som 47 årig at den kan det den kunne som 20 årig. Og det der med at holde sig vågen det kan jeg ikke mere. Jeg skal i hvert fald have 3-4 timers søvn ellers bliver jeg rigtig grumpy.

J: Rigtig MP'er

L: Ja nu grinder du men jeg skal jo lige kigge på makkeren inden vi går ud. Vi skal jo behandle alle ens og det er den helt nye værnepligtig eller om det er forsvarschefen. Der er ingen der skal stå og spille moderne over for mig det gider jeg ikke høre på. Begge respektere Forsvaret og jeg vil have det på samme måde at stå over for generalen som over for en menig. For jeg plejer at sige til dem at du har en karriere og jeg har et hændelsesforløb, men held og lykke når jeg begynder at skrive på dig. Det er selvhjælpende element.

J: Det viser også bare at i spænder bræt lige fra general til menig.

L: Det gør alle soldater

J: Er det noget som kendetegner danske soldater i forhold til udenlandske soldater, at vores kultur er lidt anderledes?

L: Det er godt med sådan et ledende spørgsmål. Jeg oplever at når man taler med andre nationers soldater så er vi fælles om soldater virket. Hvordan andre fungerer. Jeg har ikke været udsendt eller jeg har set soldater litauiske, etiske og lettiske soldater. Mindsettet er sgu det samme,. Jeg tror at det er noget selvforhadende snisk snask at vi synes at vi gør tingene så meget bedre. Jeg tror at

hvis de andre kigger på os så tænker de at det er da godt at i tror at i gør tingene så meget bedre. Hvor mange krige er det lige at i har vundet fornyeligt? Jeg kan bare sige at ved svenskerne de har et helt andet mindset at de tænker helt anderledes civilt. Amerikanerne civilt jeg tror at det enkelte forsvar smitter af i forhold til det civile.

J: Hvad er der er forskelle civilt på mindsettet i forhold til den danske?

L: Amerikanerne er bare vandt til at tjene penge og de skal nok løse opgaven. De har midlerne så fuck med at de skyder ved siden af 10 gange men når de rammer så rammer de. Vi har så få midler at vi er nødt til at være skide dygtige til at ramme den ene. I Danmark. Jeg er plejer at sige at forskellen på en dansk og svensk soldat er at vi tage bare våbnet op og tager vi ude og skyder. En svensk soldat vil nok have siddet og forberedt sig lidt, måske lidt rigeligt. Men der er en grund til at vi har tabt alle de her krige til dem. På nær en, dengang vi tog op til Stockholm og narrede dem alle sammen og så lukkede dem inde og så slagtede dem alle inklusiv deres børn. Jeg tror at det er det civile mindset der smitter af på den her. Så russer og tyskere vil du ikke i krig med. Især en russisk bøndesoldat for han er strippet for alt hvad der hedder af tanke. Det er både den måde russerne er på men også den måde som de bliver opdraget på i Forsvaret. Så kultur i samfundet afspejler sig i Forsvaret.

J: Det du taler om her er kultur forskelle og den op måde man bliver opdraget på. Her tænker svenskerne meget over måden de uddanner på og hvordan de bliver uddannet til at tænke selv og danskerne er...

L: Mere fri, ja det tror jeg ligesom en amerikaner. Det allerbedste der kan ske for en amerikaner er at man kommer fra et eller andet og så bliver noget helt fantastisk. Det vil selvfølgelig smitte af. Men når alt kommer til alt så skal vi kunne slå ihjel og det er der hvor vi er ens. Vi ved hvad det vil sige at være trætte og hvordan det er at falde ned i et latrin. Vi ved hvordan det er at tage nogle til fange, vi ved hvordan det er at blive taget til fange selv. Og dem der er blevet slået ihjel kan ikke fortælle om det, men du ved hvordan det er at være kommet til skade. Du ved hvordan det er at slæbe en kammerat ud der er blevet skudt eller lade som om de er blevet skudt.



J: Men er det ikke noget som civile efterspørger?

L: At blive skudt?

J: Nej den her survival of the fittest?

L: Jo men de kan godt snakke om det men de har ikke prøvet at stå i lorten. Så vi to har det til fælles at vi har prøvet at være trætte og tage en beslutning. Marshlow har tydeligvis ikke prøvet at være soldat. Det vil jeg gerne skrive online og min kone siger at jeg får alle på nakken. Det er da fint at han skriver om det nederste niveau men hvordan har han ikke taget et trin mere. Hvad er det at denne her trekant/pyramide bygger på det er det her med ikke at vide. Jeg ved sgu godt hvad der sker, jeg ved sgu godt hvornår jeg skal sove. Jeg kan ikke bare nu gå over og sige at nu gider jeg ikke stå her og dirigerer trafik så jeg ligger mig lige her over og sover lidt. Så taber vi krigen. Du kan heller ikke sidde og sove i kampvognen eller lastbilen. Så bliver jeg nødt til at melde fra. Det er det vi er gode til. Det er at sige at det der bliver nødt til at melde fra og jeg bliver nødt til at sove og så må en anden tage over. Eller taber vi krigen.

J: Lige for at vende tilbage til Sverige nu i er der over fra. Hvilke andre erfaringer har i der over fra?

L: Nu er vi en nordisk koncern. Vi har lavet det sådan at vi ikke operere med lande men med kontorer rundt omkring det gør det lidt lettere. I stedet for at vi havde tre dybt forskellige kompagnier under batalionen som hedder Military work, så har vi nu tre kompagnier som får den samme instruks men har tre forskellige måder at gøre tingene på.

J: Så mere handlefrihed?

L: Ja og nej vi kan ikke operere så meget, men det udtryk vi giver er det samme. For det er det overordnet mål er. Og så er løsningen forskellig.

J: Som i Forsvaret?

L: Yes. Det kan vi alle forstå i Military work fordi vi alle er soldater og fjenden ved godt at det er opgaven. Okay den skal vi løse på vores måde. Men udtrykket på hvordan vi ser ud og gør er det samme.

J: Har du noget at tilføje i forhold til dit arbejde i forhold til dit arbejde, erfaringer osv?

L: Jeg kan jo godt lide at man kan tale med folk i løbet af en arbejdsdag og netværke og se noget lykkes. Jeg har jo været med til at bygge det her op helt fra bunden i Danmark. Det er helt fascineret. Jeg kan huske en situation hvor jeg havde seks aktører som jeg havde samlet at vi sad sammen. Altså jeg kunne ikke sige noget en hel aften. Jeg sad bare og tænkte "hold da kæft det er nogle jeg har ført sammen". Jeg føler rent faktisk at der en taknemlighed for. Man lære noget igennem hele livet. Jeg prøver at lære ikke at have så travlt, men jeg kan godt lide det.

## Appendix 2: Questions for the Master Sergeant

### **Hvilket uddannelsesmæssig baggrund har du både civilt og inden for Forsvaret?**

Civilt har jeg en Højere Handelseksamen, som blev afsluttet i 1991. Ifm. min videreuddannelse til seniorsergent, tog jeg også en merkonom i virksomhedsøkonomi.

Jeg er derudover eksamineret sikkerhedsrådgiver transport af farligt gods.

Indenfor Forsvaret er jeg uddannet sergent i 1992. Senere er jeg uddannet oversergent i 1997 og seniorsergent i 2005. Derudover har jeg en del andre militære uddannelser, der relaterer til de funktioner jeg har haft igennem min tid i Forsvaret.

### **Hvad ser du som vigtigt for en moderne leder?**

Lederen skal være forstående overfor dem der ledes. Det er vigtigt at være motiverende og anerkendende i måden at lede på.

Som leder skal man også være parat til at lade folk løse en pålagt opgave uden at blande sig. Jeg ser lederen som den der sætter rammerne for opgaveløsningen og derefter blot følge medarbejderens løsning af opgaven. I den fase skal man være motiverende og agere sparringspartner samt evt. hjælpe medarbejderen tilbage på sporet.

Socialt engagement er også vigtigt. Specielt i en frivillig organisation, som jeg arbejder i. Ved at medarbejderne har det socialt godt sammen og der laves sociale arrangementer, kan der trækkes ekstra arbejde ud af medarbejderne, når der er pres på.

### **Hvor stor rolle spiller udstrålingen af en leder i Forsvaret?**

Den er stor. Er lederen motiverende i handling og tale, motiveres medarbejderne også. En negativ og "lukket" leder uden glimt i øjet, vil udstråle negativ energi og suge energien ud af medarbejderne.

### **Hvad er ifølge dig en god leder og en god follower/medarbejder?**

Et godt samspil imellem de to, hvor lederen giver medarbejderen frihed under ansvar og hvor medarbejderen ikke er bange for at gå til lederen med udfordringer. Ærlighed imellem de 2 er vigtig for at opnå gensidig respekt.

Lederen skal være åben og kommunikere åbent om alt, hvad der vedrører medarbejderne.

**Hvad forstår du ved den perfekte soldat/befalingsmand?**

Findes han/hun??

Den perfekte soldat er i mine øjne, en person der går op i sit job, uddanner sig og "suger" viden og færdigheder til sig. Soldaten er i stand til at "tænke" selv og kommer gerne med løsningsforslag, men respekterer og løser loyalt opgaven selvom det ikke er det løsningsforslag han/hun om med. Soldaten løser pålagte opgaver selvstændigt og i den ånd opgaven er givet. Soldaten er ordentlig i sin optræden. Det være sig tale og attitude samt uniform.

Den perfekte befalingsmand er et forbillede for underlagte soldater. Befalingsmanden skal gå forrest og være det gode eksempel. Han/hun skal uddelegere opgaver og guide underlagt personel via kontrol/opfølgning.

**Hvordan er ledere i Forsvaret kontra den private sektor? Hvilke kompetencer besidder de i Forsvaret modsat det civile set ud fra din stol?**

Jeg har ikke arbejdet i den private/civile sektor, så jeg har svært ved at beskrive forskellene, men lederne i Forsvaret har igennem tiderne nok været mere "kæft, trit og retning" mens lederne i det civile nok i højere grad har haft flere bløde værdier og fokuseret mere på ledelse via motivation. Forsvaret ser i dag meget mere på hvordan tingene gøres der. En stor del af officerernes uddannelse gennemføres på universitet og befalingsmændene får i dag flere og flere civile ledelseskurser end man gjorde før i tiden.

I 2009 blev oberst Kim Kristensen, udnævnt til årets leder, hvilket må ses som et stort skulderklap dels til obersten, men også til en ny ledelsesstil i Forsvaret.

[https://www2.forsvaret.dk/nyheder/overige\\_nyheder/Pages/KimChristensen%C3%A5retsleder.aspx](https://www2.forsvaret.dk/nyheder/overige_nyheder/Pages/KimChristensen%C3%A5retsleder.aspx)

**Hvilke tiltag ønsker du at Forsvaret tager for at forbedre soldaternes erhvervsparathed?****Herunder hvilke områder skal soldaterne uddannes i?**

Man har fjernet Civil Uddannelsen (CU) for manuel- og mellemliderniveauet ved forsvarsforliget for nogle år siden, da man omlagde kontraktformerne. Her optjente soldater på K35 kontrakt CU, som de inden udløbet af kontrakten kunne konvertere til uddannelse, der kunne hjælpe dem ud

på arbejdsmarkedet ved kontraktudløb. Det gav soldaterne en god ballast, når de som 35 årige blev afskediget fra Forsvaret.

Det er svært at skære alle soldater over en kam, da deres militæreuddannelser og tjeneste er så forskellig som den er. Jeg mener dog, at flest mulige uddannelser skal være civilt kompetence givende. Fx bør soldater ved logistiktropperne have logistik uddannelse ved fx AMU centrene for derved at have bevis på gennemført uddannelse. Samtidig skal soldaterne ved endt tjeneste som standard realkompetenceafklares, så mest mulig militær uddannelse konverteres til noget civilt brugbart.

### **Hvilken betydning har det at Forsvaret er en politisk styrret organisation?**

Jeg ser sammensmeltningen af den militære ledelse og det politiske system som en stor udfordring og så helst større adskillelse.

Den militære ledelse skal være militær og fokusere på at løse den militære opgave – forsvaret af Danmark. De skal beskrive de militære behov, der skal til for at løse opgaven og konsekvenserne, hvis der skal gås på kompromis – et fagmilitært råd. Den løsning anvendes i Norge. Den norske forsvarschef fagmilitære råd 2019 kan læses her: <https://forsvaret.no/fmr>

Politikerne skal koncentrere sig om at stille de økonomiske rammer op for Forsvaret. Disse beslutninger skal træffes pba. forsvarschefens fagmilitære råd.

Der udover skal de beslutte, hvor vidt anmodninger fra NATO og FN skal imødekommes – ikke hvordan de skal imødekommes, den del skal den militære ledelse træffe beslutning om.

I Danmark har man med den nuværende opbygning – som det eneste sted i verdenen – en civil forsvarschef, da forsvarsministeriets departementschef sidder for bordenden ved alle møder. Forsvarschefen – generalen – har ikke ”kommandoen” over bla. materiel og personel, da det styres af styrelser med blandende civile og militære ledelser.

### **Hvor kender du Lars Raae fra og i hvilket omfang har du hørt noget om ham?**

Jeg kender Lars Raae via min tjeneste ved Trænregimentet – bla. i personalesektionen, hvor jeg havde med reservepersonel at gøre.

Efterfølgende har jeg mødt og talt med Lars flere gange ifm mit virke ved Hjemmeværnsdistrikt Nordjylland og hans job som konsulent ved Military Work.