RELATIONSHIP BETWEEN ARMY OFFICER PERSONALITY TYPE, COMBAT IDENTIFIER, LEADERSHIP STYLE, AND CAREER SATISFACTION

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

MASTER OF MILITARY ART AND SCIENCE
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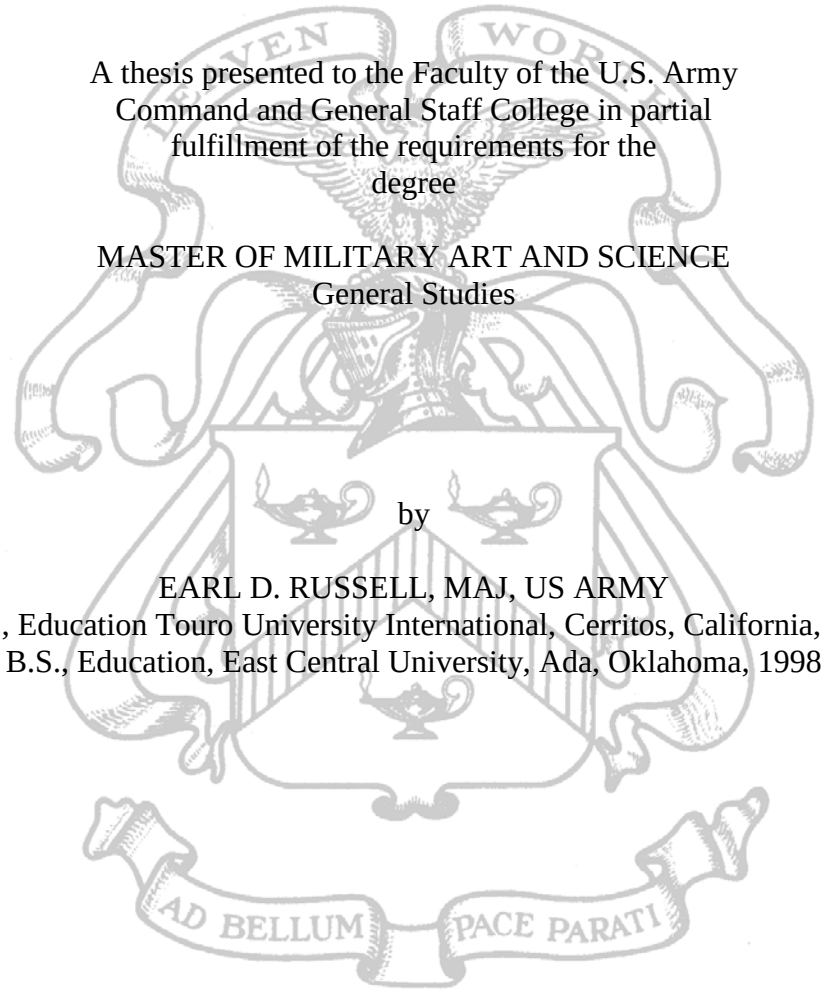
by

EARL D. RUSSELL, MAJ, US ARMY
M.A., Education Touro University International, Cerritos, California, 2008
B.S., Education, East Central University, Ada, Oklahoma, 1998



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The dual purpose of this study includes conducting a comparative analysis of historical data and statistically analyzing new data. First, a comparative analysis will be conducted between the results of this study and a 2005 study by MAJ Laura Garren (then a student at CGSC) concentrating on the relationship between officer personality, combat identifiers, and career satisfaction. This portion of the study will identify any significant relationship changes in these parameters over the last six years.

Second, the study dimension of leadership style (transactional and transformational) will be added to the relationship analysis of this study. This portion of the study will show what type individual personalities are dominant in each of the leadership styles giving a clearer picture as to why someone with a given personality might lead in a specific way or feel that it is appropriate to lead in a certain way.

This paper will identify personality traits that relate with leadership style and determine common links between personality, combat identifiers, career satisfaction and leadership style. The study of personality indicators, through the use of Myers-Briggs Personality Type Indicator (MBTI) and Boje's X, Y, Z Leadership Theory, link personality types and leadership styles. Some personality types may be more successful in one career path over another. The unique blend of traits of a leader's personality creates his or her leadership style and determines the quality of their leadership ability.

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Name of Candidate: Major Earl Dean Russell

Thesis Title: Relationship Between Army Officer Personality Type, Combat Identifier, Leadership Style, and Career Satisfaction

Approved by:

_____, Thesis Committee Chair
Matthew W. Broaddus, M.A.

_____, Member
Phillip G. Pattee, Ph.D.

_____, Member
Robert S. Martin, M.B.A.

Accepted this 16th day of December 2011 by:

_____, Director, Graduate Degree Programs
Robert F. Baumann, Ph.D.

The opinions and conclusions expressed herein are those of the student author and do not necessarily represent the views of the U.S. Army Command and General Staff College or any other governmental agency. (References to this study should include the foregoing statement.)

ABSTRACT

RELATIONSHIP BETWEEN ARMY OFFICER PERSONALITY TYPE, COMBAT IDENTIFIER, LEADERSHIP STYLE, AND CAREER SATISFACTION, by Major Earl Dean Russell, 101 pages.

The dual purpose of this study includes conducting a comparative analysis of historical data and statistically analyzing new data. First, a comparative analysis will be conducted between the results of this study and a 2005 study by MAJ Laura Garren (then a student at CGSC) concentrating on the relationship between officer personality, combat identifiers, and career satisfaction. This portion of the study will identify any significant relationship changes in these parameters over the last six years.

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ACRONYMS

CA	Combat Arms
CEO	Chief Executive Officer
CGSC	Command and General Staff College
CI	Combat Identifier
CS	Combat Support
CSC	Command and Staff College
CSS	Combat Service Support
DA	Department of the Army
df	Degrees of Freedom
ENFJ	Extroversion, Intuition, Feeling, Judging
ENFP	Extroversion, Intuition, Feeling, Perceiving
ENTJ	Extroversion, Intuition, Thinking, Judging
ENTP	Extroversion, Intuition, Thinking, Perceiving
ESFJ	Extroversion, Sensing, Feeling, Perceiving
ESFP	Extroversion, Sensing, Feeling, Perceiving
ESTJ	Extroversion, Sensing, Thinking, Judging
ESTP	Extroversion, Sensing, Thinking, Perceiving
FM	Field Manual
H	Hypothesis
ILE	Intermediate Level Education
INFJ	Introversion, Intuition, Feeling, Judging
INFP	Introversion, Intuition, Feeling, Perceiving
INTJ	Introversion, Intuition, Thinking, Judging

INTP	Introversion, Intuition, Thinking, Perceiving
ISFJ	Introversion, Sensing, Feeling, Judging
ISFP	Introversion, Sensing, Feeling, Perceiving
ISTJ	Introversion, Sensing, Thinking, Judging
ISTP	Introversion, Sensing, Thinking, Perceiving
Ldr/CI	Leadership / Combat Identifier
MBTI	Myers Briggs Type Indicator
NF	Intuition Feeler
NT	Intuition Thinker
RQ	Research Question
SB	Special Branches
SJ	Sensor Judger
SLDI	Strategic Leadership Development Inventory
SP	Sensor Perceiver
SPSS	Statistical Package for the Social Sciences
T-CI	Transformational/Transactional – Combat Identifier
Tf-CA	Transformation–Combat Arms
Tr-CA	Transformation–Combat Arms
Tr-CS	Transformation–Combat Support
Tr-CSS	Transformation–Combat Service Support
Tr-NO	Transaction–Non Operations
Tr-CS	Transaction–Combat Support
Tr-CSS	Transaction–Combat Service Support
Tr-NO	Transaction–Non Operations

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CHAPTER 1

INTRODUCTION

> The meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed.
>
> — Carl Jung, *Quotationspage.com*

Leadership has been a focus of my educational research for the past 6 years. As a career Army officer I believe it is of vital importance to utilize every resource available to increase the opportunity for success of those I will lead and for myself as a leader. Studying relationships between Myers Briggs Type Indicator (MBTI) personality, combat identifiers, career satisfaction, and leadership style will help those of us in the profession of arms better understand these dynamics of the U.S. Army officer Corps. I am interested in determining if there are relationships between personality, leadership style, combat identifier, and career satisfaction and if those relationships change significantly over time. Additionally, the lack of this type of research for Army officers significantly increased my desire to conduct research and analysis, and then report the findings to broaden the knowledge base within the profession of arms.

Thesis Statement

This study explores the relationships among self selected MBTI personality types, combat identifiers, career satisfaction and preferred leadership style for surveyed U.S. Army officers. The relationship results of this study are compared to a 2005 study by Major Laura Jean Garren to determine statistically significant changes in relationships between personality types, combat identifiers and career satisfaction over the past 6 years. A survey designed to provide data to determine the existence of these relationships

is administered to Army officer students attending Class 11-02 at the Command and General Staff College (CGSC) Fort Leavenworth, Kansas in the 2011 calendar year.

Background

In 2005, Major Garren completed a correlational study as part of her Masters of Military Arts and Science degree while attending CGSC. The purpose of her study was to determine if there was a correlation between MBTI personality, combat identifiers and career satisfaction for Army officers attending CGSC. She hypothesized that: There is no correlation between Army Combat Identifiers, personality type and career (Garren 2005, 60). Garren reported in her results that the null hypothesis was false. The results of this study support the theory that certain personality types are successful within specific Combat Identifiers (Garren 2005, 60).

A large portion of the literature review, methodology, and findings chapters of her study focused on Kiersey temperaments (Rational, Artisan, Idealist and Guardian) which were not a focus of her study title, research question or hypothesis. She collected and analyzed the pertinent data to effectively address the parameters of her study but often lost focus and did not primarily discuss or report information based on her thesis title, research question and hypothesis. It is my intent to build on her study by comparing her data results to the data results from this study to determine any statistically significant relationship changes over the past six years. This study does not analyze Keirsey temperaments as Garren addressed but does maintain the focus on the MBTI personality types. This study maintains a focus relating to the study title, research questions and hypothesis in an effort to maintain the validity of the study.

Though the initial portion of this study focuses on the comparison between the results of this study and the Garren study discussed earlier, the second portion of the study will include the dimension of preferred leadership style into the relationship analysis. By including this additional dimension into the study it may be possible to better understand how leadership style influences career satisfaction.

Historical leaders from Mahatma Gandhi to Douglas MacArthur to Abraham Lincoln or Adolf Hitler have exhibited highly personal and drastically different leadership styles. Business leaders and psychologists have developed useful and simple methods to describe and distinguish the main styles of leadership, and these can help aspiring and current leaders understand which style(s) they can use to help develop themselves as leaders. The historical leaders such as those listed earlier are excellent examples of this individuality in leadership style. Some leaders will only lead using one style while others will be more dynamically flexible utilizing a combination of styles depending on the parameters of the profession, organizational culture and environment within which they lead.

To decide which leadership styles to incorporate into this study, thus narrowing the focus of the project, the ten leadership styles used by professionals as listed by MindTools.com and the five leadership styles discussed in Field Manual (FM) 22-100 (Army Leadership) are compared. MindTools.com listed autocratic, bureaucratic, charismatic, democratic, laissez-faire, people oriented, servant, task oriented, transactional and transformational leadership styles. FM 22-100 discusses directing, participating, delegating, transactional and transformational leadership styles. FM 22-100 is referenced instead of FM 6-22 (replaced 22-100) because FM 6-22 does not discuss

leadership style. Since transactional and transformational leadership styles are addressed by Mind Tools.com and FM 22-100, these two became the study's focus. Additionally, as is discussed later, the transactional and transformational leadership styles are also key parts of Bjorn's X, Y, Z Leadership Theory that is utilized for the theoretical foundation of this work.

Problem Statement

Globalization changes the norms of societies and the ways people think and live. The new Second Lieutenant of today is far different than the one of ten, fifteen or twenty years ago. Each successive generation approaches leadership differently. Therefore it is important to understand how these new types of leaders will change the profession of arms.

Adding to the complexity of this problem is the ever changing dynamics of operations that the military is currently and will be involved in that require constant innovation in curriculum, doctrine and equipment. As the army evolves it must do so with the future leaders in mind. Adversaries play a critical role in how we innovate to prepare for whom and where we might fight in the future. However, the U.S. Army must first understand the dynamics of future leaders and the expertise they will bring to the profession so that innovation correlates to their skill sets and expertise.

It is important for leaders to understand the relationships between officer personality, combat identifiers, career satisfaction and leadership style to better manage and sustain the force as these officers begin to take on leadership roles. These relationships may provide key insights on the factors that shape future leaders. Periodically evaluating these relationships over time will help leaders identify any

significant changes emerging in future leaders. Identifying these changes can help the Army prepare to meet the new challenges associated with change in an effort to sustain career satisfaction across all combat identifiers.

Purpose

This study has two purposes, conducting a comparative analysis of historical data and statistically analyzing new collected data. First, a comparative analysis is conducted using the results of this study and the results from a 2005 study by MAJ Laura Garren (then a student at CGSC) concentrating on the relationships between officer personality, combat identifiers and career satisfaction. The data for this new study is collected and examined using the same methods used in the Garren study, then compared to the results of the Garren study to identify if there have been any statistically significant changes in the relationships over the past six years.

The results of this comparative analysis will help current U.S. Army leaders and leaders in military academia understand if personality differences do or do not impact career satisfaction and leadership style choice within each combat identifier. This will also help the U.S. Army better anticipate what types of leadership personality changes may be evident in the future as the new generation of young adults become the majority of the officer Corps.

Second, the additional dimension of leadership style (transactional and transformational) is added to the relationship analysis of this study. This portion of the study shows what type individual personalities are dominant in each of the leadership styles giving a clearer picture as to why someone with a given personality might lead in a specific way or feel that it is appropriate to lead in a certain way. Additionally, the Army

will be able to track the changes (if any) in personality types and leadership styles prevalent with Army officers over time as the newer generations of officers move up the ranks. Tracking and understanding the impact of the changes could help the Army plan forward with regard to changing policies and procedures in an effort to optimize leadership performance.

Significance

This study is vital, as the results identify relationships between personality, combat identifier, career satisfaction and leadership style. This research provides the statistical data for professional military education institutions to identify which MBTI personality types perform well or have difficulty while serving in leadership roles during attendance. Currently the Army does not allow the use of MBTI personality types as a placement tool for recruiting, counseling, or assignment nor was this what the MBTI was designed for. If the U.S. Army policy were to change in the future, the historical data from these types of studies would be available and could be invaluable for use by the Army Recruiting, Human Resources and Accessions departments.

Finally, this study may be beneficial to the military officers helping them self identify internal preferences with their personality and understand how those preferences may effect their career satisfaction or leadership style. This self identification and awareness can be useful while in the military or after separation when the soldier enters the civilian work force. Garren refers to a statement in an article from the Business and Legal Reports that stated, “The use of personality tests is less common but gaining in popularity. The benefits of using these tests include an increased ability to predict probable attitudes and behaviors that could ultimately influence the individual’s success or failure and,

therefore, impact the company's profitability and efficiency" (Garren 2005, 22). Providing officers information and tools such as this and teaching them how to implement them for current success as well as success after the Army will be beneficial to the Army and the officer.

Research Questions and Hypothesis

RQ 1: Is there a statistically significant difference in relationship data for personality, combat identifier and career satisfaction between the 2005 Garren study and the data included in this study?

H1: There is not a statistically significant difference in relationship data for personality, combat identifier and career satisfaction between the 2005 Garren study and the data included in this study.

RQ 2: Are there statistically significant relationships between Army Officer personality, combat identifier, leadership style, and career satisfaction?

H 2: There are no statistically significant relationships between Army Officer personality, combat identifier, leadership style, and career satisfaction.

Assumptions

1. CGSC students have retained or remember and voluntarily report the results of their MBTI.

2. The data collected from CGSC students will be accurate.

3. This data must be accepted as correct to conduct a relationship analysis between personality, leadership style and career satisfaction.

4. A representative sample will be collected to effectively ensure the study is relevant and valid.

5. Army officers given this survey will answer honestly and voluntarily to the best of their ability.

6. Students agree with their self selected MBTI type.

Definitions of Key Terms

Leadership–is the process of influencing people providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization (Department of the Army 2006, 1-2).

Myers Briggs Type Indicator–is a widely-used personality inventory, or test, used with a purpose to make the theory of psychological types described by C.G. Jung (1921/1971) understandable and useful in people's lives. The essence of the theory is that much seemingly random variation in behavior is actually quite orderly and consistent, being due to basic differences in the way individuals prefer to use their perception and judgment (Myers et al. 2003, 3).

Personality–several different organizations and individuals define personality in various ways. Below is a list of different definitions considered for use in this study. For all intents and purposes the first definition listed from the International Enneagram Association will be used for reference as the author finds it most applicable while it also incorporates the ideas expressed in the other definitions well.

1. Personality is commonly defined as a person's distinctive character, which manifests through particular patterns of thought, emotion, and behavior. It can also be seen as a set of coping strategies that a person adopts early on in order to survive in a

world that does not meet all of his or her needs (International Enneagram Association 2011).

2. Personality has been defined as "an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms--hidden or not--behind those patterns" (Funder 2001, 2).

3. The complex of characteristics that distinguishes an individual or a nation or group; *especially*: the totality of an individual's behavioral and emotional characteristics (Merriamwebster.com 2011).

4. The sum total of the physical, mental, emotional, and social characteristics of an individual, the organized pattern of behavioral characteristics of the individual (Dictionary.com 2011).

Psychological Types Theory–Developed by Carl Jung (1875 to 1961) ascribing each person with one of two fundamental attitude types: introversion and extroversion. Extroverts are outgoing, easily adaptable, and confident about unknown situations. Introverts are hesitant, reflective, somewhat mistrustful, and not socially outgoing.

Transactional Leadership–The leader motivates followers by offering rewards or threatening punishment. Prescribes task assignments in writing outlining all the conditions of task completion, the applicable rules and regulations, the benefits of success, and the consequences (to include possible disciplinary actions) of failure. Exhibits management -by- exception, where leaders focus on their subordinates' failures, showing up only when something goes wrong. Evokes only short-term commitment from his subordinates and discourages risk-taking and innovation (Department of the Army 2006, 3-19).

Transformational Leadership–The leader "transforms" subordinates by challenging them to rise above their immediate needs and self-interests. The transformational style is developmental: it emphasizes individual growth (both professional and personal) and organizational enhancement. Key features of the transformational style include empowering and mentally stimulating subordinates: you consider and motivate them first as individuals and then as a group (Department of the Army 2006, 3-19).

Limitations

CGSC Class 11-02 was the only class authorized for polling during the data collection process therefore the size of the group directly impacted the eventual sample response size. CGSC limits the number of classes to be polled by a single researcher to one to prevent saturation of a given student group by an abundance of surveys. Additionally, the officers attending CGSC in 2005 were doing so as part of a selection process (best of the best) while all officers currently attending CGSC do not have to go through a selection process. There is no definitive way to determine whether this factor will significantly impact the study results.

Finally, this study will not be able to compare demographics such as age, sex and ethnicity with the Garren study demographics. CGSC prohibits allowing student researchers from collecting demographic information from students in an effort to prevent the accidental identification of a particular student that chooses to participate in the survey process.

Delimitations

Several theories were considered for the foundation of this study but were eliminated in order to select the most appropriate theoretical foundation. The X, Y, Z Leadership Theory of Bjorn was selected for use though many parameters of this study were not included as they provided no value to the purpose or scope of this study. Additionally, Boje's theoretical foundation is the only one that incorporates two of the eight major leadership theories: Management Theories (also called transactional theories and includes transactional leadership) and Relationship Theories (also called transformational theories and includes transformational leadership).

The following six major theories were not selected for inclusion in this study because of their listed non-applicability and limited scope: (1) The Great Man Theories–focuses on the premise that leaders are born, not made, (2) Trait Theories–assumes that people inherit qualities and traits that make them better suited to leadership, (3) Contingency Theories–focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation, (4) Situational Theories–propose that leaders choose the best course of action based upon situational variables, (5) Behavioral Theories–based upon the belief that great leaders are made, not born therefore people can learn to become leaders through teaching and observation, and (6) Participative Theories–takes the input of others into account but only the leader retains the right to allow the input of others.

Summary

This study explores the relationships among self selected MBTI personality, leadership style, combat identifier, and career satisfaction for surveyed U.S. Army

officers. Additionally, the relationship results of this study are compared to the correlation results of a 2005 study by Garren to determine if statistically significant changes in relationships have occurred over the past six years. Research questions and hypotheses are stated, limitations and delimitations identified and the significance of the study explained. Additionally, parameters are identified that help clarify why certain theories, styles, definitions and others were or were not used.

CHAPTER 2

LITERATURE REVIEW

> Don't tell people how to do things, tell them what to do and let them surprise you with their results.
>
> — George S. Patton, *Brainyquote.com*

The purpose of this chapter is to evaluate existing literature relevant to the thesis to identify any gaps in research. This chapter provides a familiarization of the current available research and helps to highlight the significance of this study. This chapter is organized into six specific areas: (1) Overview, (2) Leadership Styles, (3) Army Leadership Principles, (4) Myers Briggs Personality Type Indicator, (5) Theoretical Orientation and Conceptual Framework, and (6) Completed Studies.

Overview

The primary focus of this study is to determine if relationships exist between individual officer personality, leadership style, combat identifier, and career satisfaction. To do that however; a solid foundational understanding of leadership must be understood. In addition to leadership style, the Army identifies specific leadership principles that must be mastered to become a successful Army leader. The Army leadership principles are outlined in FM 6-22, *Army Leadership* and will also be discussed to facilitate a common understanding.

Konorti (2008, 13) classifies leadership as a journey in his Leadership Journey Model (figure 1) that leaders must endure and groups the model into 3 distinct phases. This journey can be equated to levels of success as the leader progresses through each stage of leader development. The first phase involves self study as leaders draw on their

background experiences and work with others to learn and understand the leadership fundamentals or principles in the case of the Army. The leader works with peers to develop and enhance problem solving skills. Leaders during this phase also attend formalized training to become trained on specific skills related to their job.

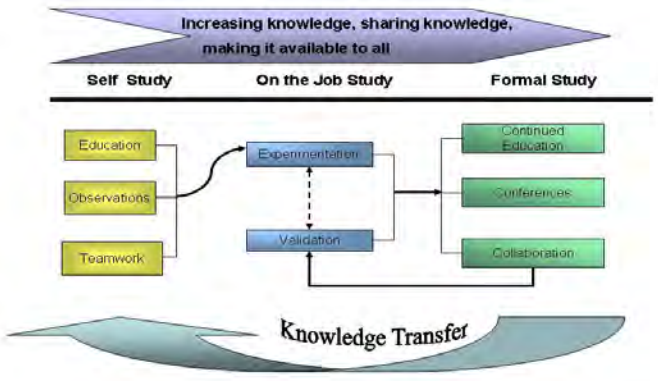


Figure 1. The Leadership Journey
Source: Eli Konorti, "The 3D Transformational Leadership Model," *The Journal of American Academy of Business* 14, no. 1 (September): 13, http://proquest.umi.com/pqdweb?index=0&did=1615042701&SrchMode=2&sid=8&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1319157762&clientId=29440 (accessed 20 March 2011).

Leaders progress to the second phase of on the job study where they begin to assume a more senior role in the organization. Leaders work outside the peer group and work instead with mentors, advisors, and superiors to put to work the skills they learned in Phase one. Leaders have now moved out of the self study mode and are participating in on the job training where they work through trial and error as they explore theories and concepts.

The final phase is represented by formal study at higher level institutions. Leaders begin to collaborate and share their knowledge while teaching future leaders. Leaders that

have moved into this phase begin to display the inherent transformation leadership traits as they begin to let the junior leaders assume leadership responsibility roles.

An ongoing debate exists across various professional domains as people argue that leaders are born while others contend that leaders can be developed. Konorti states that there is voluminous literature to suggest that leaders are made and not born (2008, 13). For example, William A. Cohen (1998) suggests, “research shows conclusively that effectiveness as a leader depends less on some innate trait you are born with, and much more on specific principles that anyone can follow.” Warren Bennis asserted that “leaders are made, not born, and made more by themselves than by any external means” (2003). Finally, Lieutenant General (retired) William Pagonis postulated, “The good news is that leaders are made, not born” (1992). The overall consensus from this group is that leaders are developed through education, practice, personal experience and professional development.

Conversely, there are professionals that believe leaders are born. In support of The Great Man Theory, Thomas Carlyle declared “the history of the world is the biography of great men” (1848). In Francis Galton's *Hereditary Genius*, he concluded that leadership was inherited (1869). In other words, leaders were born, not developed while Lockhart states “leaders are born not made” (2008).

The majority of research supports the conclusion that leaders are developed but the debate between whether leaders are born or developed still exists. Genetics and early family experiences play a significant role in determining and developing the personality and character needs that motivate the individual to lead, while also contributing to the development of the intellectual and interpersonal skills necessary to lead. Origins of

leadership go beyond genes and family to other sources such as; work experiences, hardship, opportunity, education, role models and mentors help to craft a leader. Kenneth Chenault (CEO of American Express), in a 2008 interview with the USA Today, stated "There are some people who are born leaders. But the best leaders work at it day in and day out." The current consensus is that research theory still supports that leaders are both born and made.

Leadership Styles

As stated in chapter 1, the two primary leadership styles that are addressed in this study are Transformational and Transactional leadership. It is not the intent to determine which (if either) style is correct but instead to juxtapose the similarities and differences between them. Although each leadership style entails identifiably different competencies (see table 1), Sarros and Santora conclude that both person and process are important in generating positive outcomes for each style of leader (2001, 391). Vera and Crossan proposed a theoretical model where good leaders are those that know how to switch between a transformational and a transactional style of leadership in accordance with the situation (regarding the environment, strategy, prior firm performance, and stage of organizational life) in order to facilitate organizational learning (2004, 222).

Transactional leadership in both professional business and educational settings refers to the use of an authoritative leader setting specific parameters, guidelines, rules and expectations then rewarding those that follow them and reach predetermined goals and objectives while punishing those that fail to do so. Transactional leaders focus on the job with production being more important than treatment of employees.

Table 1. Leadership Style Competencies

Transactional Leaders	Transformative Leaders
Contingent Reward	Intellectual Stimulation
Non-Contingent Reward	Articulates a Vision
Contingent Punishment	High Expectation of Performance
Non-Contingent Punishment	Provides Individualized Support
Tends to be Transitory	Is a Role Model
Works Independently	Fosters Collaboration
Resists Change	Leadership of Change
Focuses on Social/Economic Exchanges	Focuses on Organizational Objectives
Emphasis on Day to Day Affairs	Focuses on Long Term Goals

Source: Created by author, using data from James. C. Sarros and Joseph C. Santora, "The Transformational-Transactional Leadership Model in Practice," *Leadership and Organizational Development Journal*, 22, 7/8 (July 2001.): 383-393, http://proquest.umi.com/pqdweb?index=0&did=265999281&SrchMode=2&sid=5&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1319157321&clientId=29440 (accessed 8 March 2011); Bruce J. Avolio, Bernard M. Bass, and Dong I. Jung, "Re-examining the Components of Transformational and Transactional Leadership using the Multifactor Leadership Questionnaire, *Journal of Occupational and Organizational Psychology* 72 (December 1999): 441-462, http://proquest.umi.com/pqdweb?index=0&did=47407142&SrchMode=2&sid=14&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1319159093&clientId=29440 (accessed 7 March 2011).

Zagorsek, Dimovsky and Skerlavaj give three reasons transactional leadership enables followers to perceive the consistency in leadership behavior as well as the reliability of their leaders (2008, 159). The leader secures agreements on the requirements of the job and rewards others in exchange for satisfactorily carrying out the assignment. The workers can rely on their leaders honoring their efforts through instrumental support or assistance in conflict resolution with superiors. From the perspective of followers, the consistent honoring of transactional agreements builds trust, dependability, and perceptions of consistency with regard to leaders, each of which form a basis for effective group performance (Avolio and Bass 1991, 457).

According to Bass (1985), transformational leadership can be defined as increasing the interest of the staff to achieve higher performance and developing and revealing the commitment and beliefs in the organization (Sahin 2004, 388). Transformational leadership theories grew from Burns' (1978) work in political leadership where he described the transforming leader as one who is able to lift followers up from their petty preoccupations and rally around a common purpose to achieve things never thought possible (Barbuto 2005, 26). The transformational leader focuses on taking care of the employee supporting the assumption that if the employee is treated well, feels of value to the organization and feels to be a part of the team then he or she will be more likely to produce desired results.

Leaders must invoke positive change within the organizations they lead whether in the military or as a civilian. Leaders, who intellectually stimulate workers, encourage creativity and workers accept challenges as part of their job (Sarros and Santora 2001, 386). Organizational learning is one of the most important sources of sustainable competitive advantage that companies have (De Geus 1988, 74), as well as an important driver of corporate performance (Stata 1989, 68). Just as Pedraja-Rejas et. al discovered that transformational leadership positively impacts small companies (2006,164), Zagorsek, Dimovski and Skerlavai found that transformational leadership has a profound positive effect on the organizational learning process (2009, 156). Times are changing, more rapidly than professional leaders ever imagined and knowledge and practice of leadership must accommodate themselves to these changes if leaders do not want to be left behind (Sarros and Santora 2001, 383).

Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and mortality (Burns 1978). In 1964 Robert Blake and Jane Mouton developed the managerial grid which comprised of two factors labeled concern for production and concern for the people. Blake and Mouton believed that a focus on production leads a person to emphasize results, order, speed and quality while a focus on people emphasizes the needs and feelings of people (Kent, Crotts, and Azziz 2001, 221).

The similarities discussed above are consistent in the proficient leader but it is the differences (table 1) that each leader possesses making them unique that separates outstanding leaders from great ones. Research reveals that there is a dominance of transactional leadership style over transformational leadership style. Research also shows that the transformational style of leadership has a positive influence in the workplace (especially in small institutions) while transactional leadership has a negative influence in similar working environments (Pedraja-Rejas et al. 2005, 164).

Research supports the assumption that leadership style influences the effectiveness of institutions. The best leaders typically display both transactional and transformational leadership styles (Avolio, Bass, and Jung 1999, 457). This is possible because, although each of the styles is vastly different in their own independent ways, there are also inherent similarities between them. Both types of leaders want the organization to succeed but for different reasons and they ensure this success in different ways. Surprisingly, the direct impact of contingent reward leadership (transactional) on behavioral and cognitive changes is even a little stronger than with transformational leadership (Zagorsek, Dimovsky, and Skerlavaj 2008, 159).

U.S. Army Leadership Principles

The U.S. Army analyzes leadership a little differently from the civilian sector; therefore an analysis of the Army view on leadership is warranted. Leadership is the process of influencing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization (Department of the Army 2006, 1-2). The Army Leadership Requirements Model (figure 2) is built upon two founding documents: The Declaration of Independence and the U.S. Constitution. It is from these two documents that the Army establishes common goals, values, and beliefs.

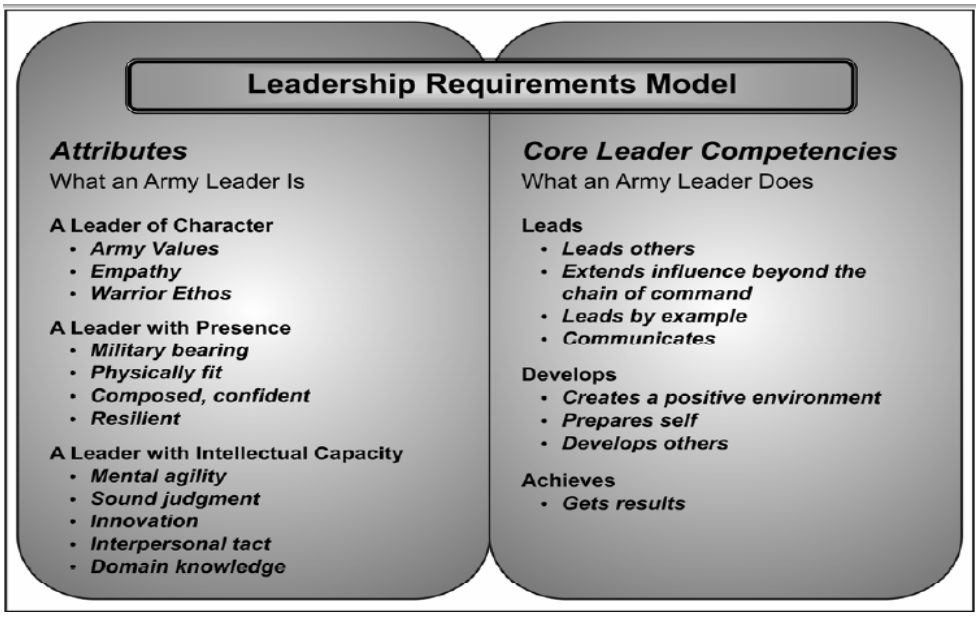


Figure 2. The Leadership Requirements Model
Source: Department of the Army, Field Manual (FM) 6-22, *Army Leadership* (Washington, DC: Government Printing Office, 2006), 2-4.

The Army Leadership Requirements Model is divided into the two categories of Attributes (what the leader is) and Core Competencies (what the leader does) which is a

bit different than the leadership journey as discussed by Konorti. The Konorti leadership journey discussed previously is a three phased approach that leaders progress through as they develop. The journey includes the phases of self study, on the job study and formal study. As the leader becomes more skilled and proficient he progresses to the next stage of the journey.

The Leadership Requirements Model is categorized into the attributes and core leader competencies (figure 2). Each of these categories is divided into three distinct subcategories that a leader progresses through as they develop. With this model the leader continually exhibits all characteristics within the model while continuing to develop each characteristic. This continued development occurs as the leader progresses through assignments at the tactical, operational and strategic levels of thinking and responsibility.

As the Leadership Requirements Model is examined, the attributes of Character, Presence and Intellectual Capacity are clear and concise. Army Values consist of the principles, standards and qualities considered essential for successful Army leaders (Department of the Army 2006, 2-2). The Army Values are identified as Loyalty, Duty, Respect, Honor, Integrity and Personal Courage. These values apply to every soldier, are what the Soldier is expected to live by every day, are what builds the trust between fellow Soldiers and apply no matter where the soldiers serve.

The Core Competencies category explains what is expected of the leader to do. The model shows that a leader displays the three competencies of Leading, Developing and Achieving throughout his or her development. If the model is compared against the Leadership Journey of Konorti similarities begin to emerge. Konorti's model uses the colors of yellow, blue and green to graphically depict the stages of self study, on the job

study and formal study respectively. Those identifying colors can be layered over the competency sub-categories to pretty accurately pair them with stages of the Leadership Journey resulting in the Cored Competencies Layered representation below (figure 3).

It is quite interesting that these two models are essentially created utilizing the same parameters for leader development but use different terminology, ideology and graphic representation. This commonality is shown to help understand the applicability of leadership theory, style, traits, etc. to all leaders regardless of whether they are developed in the civilian sector or military.

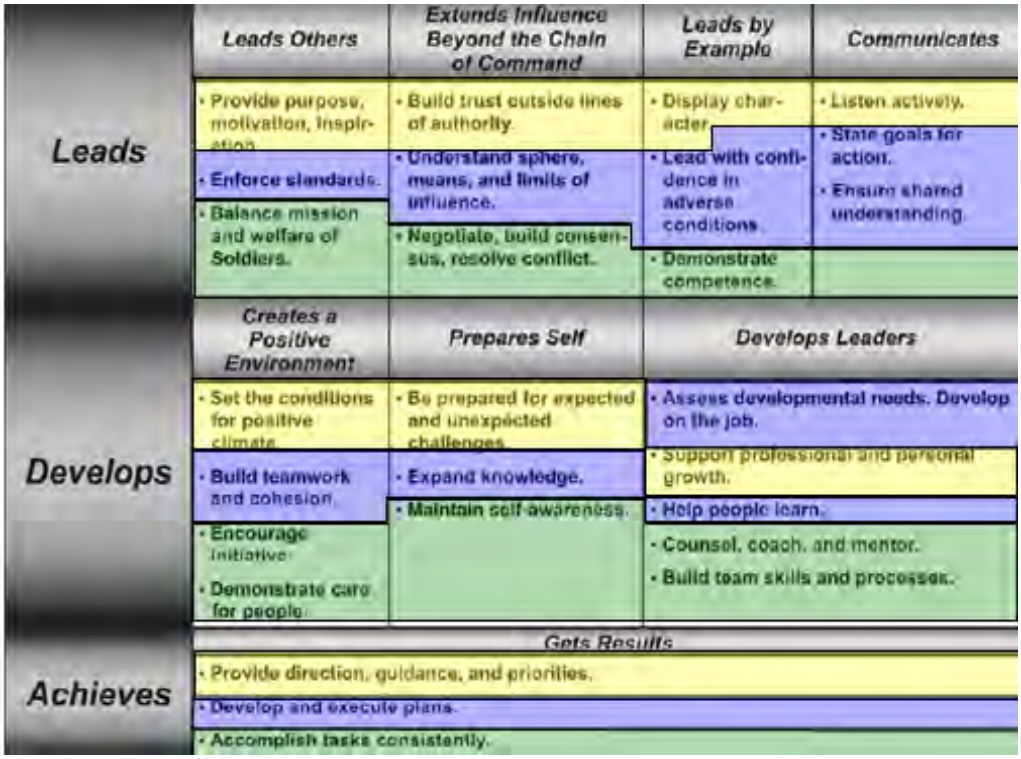


Figure 3. Core Competencies Layered

Source: Created by author using data from Eli Konorti, "The 3D Transformational Leadership Model," *The Journal of American Academy of Business* 14, no. 1 (September): 10-20, http://proquest.umi.com/pqdweb?index=0&did=1615042701&SrchMode=2&sid=8&Fmt=6&VInst=PROD&VType=PQD&RQT=309&VName=PQD&TS=1319157762&clientId=29440 (accessed 20 March 2011).

Myers Briggs Type Indicator

MBTI is a widely-used personality inventory, or instrument, employed in vocational, educational, and psychotherapy settings to help adolescents and adults understand psychological personality types and how they apply to their behavior. The purpose of the MBTI personality inventory is to make the theory of psychological types described by C. G. Jung (1921/1971) understandable and useful in people's lives (Myers, McCaulley, Quenk, and Hammer 2003, 3).

The original developers of the personality type indicator were Katharine Cook Briggs and her daughter, Isabel Briggs Myers. They began creating the indicator during World War II, believing that a knowledge of personality preferences would help women who were entering the industrial workforce for the first time to identify the sort of war-time jobs where they would be "most comfortable and effective" (Myers and Myers 1995). The research ended in the creation of the MBTI questionnaire first published in 1962. Since that time millions of people have completed the MBTI with an average current completion rate of two million people per year.

The fundamental origin of the MBTI is the theory of psychological type developed by Carl Jung. Jung proposed the existence of two pairs of cognitive functions the rational and the irrational (Myers and Myers 1995). The rational consisted of the judging functions of thinking and feeling while the irrational consisted of the perceiving functions of sensing and intuition. Jung believed that these four functions went on to be expressed in either an introverted or extroverted form.

From Jung's original theoretical fundamentals Briggs and Myers developed their own theory of psychological thought expressed by the MBTI. The model regards

psychological type much as a person being born right or left handed or at best being taught (conditioned) to use one hand or the other. This can be further considered similarly with the way a person is taught to act or believe. Briggs and Myers theorized that people naturally prefer certain aspects or differences over others concerning most everything in life (Capraro and Capraro 2002, 597). Just as a right handed person finds it difficult to write left handed, so too does an introverted person find it difficult to be extroverted but with practice either can be accomplished. The MBTI sorts these psychological differences into four opposite pairs, or dichotomies, with a resulting sixteen possible psychological types (table 2) and eight personality preferences defined in table 3.

Table 2. Myers Briggs 16 Personality Types

	Sensing	**Sensing**	**Intuitive**	**Intuitive**	
Introvert	ISTJ	ISFJ	INFJ	INTJ	**Judging**
Introvert	ISTP	ISFP	INFP	INTP	**Perceptive**
Extrovert	ESTP	ESFP	ENFP	ENTP	**Perceptive**
Extrovert	ESTJ	ESFJ	ENFJ	ENTJ	**Judging**
	Thinking	**Feeling**	**Feeling**	**Thinking**	

Source: Created by author using data from Isabel Myers Briggs, M. H. McCaulley, N. L. Quenk, and A. L. Hammer, *MBTI Manual A Gide to the Development and Use of the Myers-Briggs Type Indicator* (Mountain View, CA: CPP. Inc., 2003), 64.

Table 3. Myers Briggs Personality Preferences

Extraversion	Tend to focus on the outer world of people and things
Intraversion	Tend to focus on the inner world to ideas and impressions
Sensing	Tend to focus on the present and on concrete information gained from their senses
Intuition	Tend to focus on the future, with a view toward patterns and possibilities
Thinking	Tend to base their decisions primarily on logic and on objective analysis of cause and effect
Feeling	Tend to base their decisions primarily on values and on subjective evaluation of person-centered concerns
Judging	Tend to like a planned and organized approach to life and prefer to have things settled
Perceiving	Tend to like a flexible and spontaneous approach to life and prefer to keep their options open

Source: Created by author using data from Isabel Myers Briggs, M. H. McCaulley, N. L. Quenk, and A. L. Hammer, *MBTI Manual A Gide to the Development and Use of the Myers-Briggs Type Indicator* (Mountain View, CA: CPP. Inc., 2003), 22-25.

Theoretical Orientation and Conceptual Framework

In the selection of a viable theoretical model for this study, several possible theories were examined. The focus of the researcher was to find a theory that includes constructs that best align (fit) with the study. While many theories have some type of link or relationship with the current study, most of them only pertain to small parts of the study instead of relating to significant parameters of the study. Theories considered for this study are McGregor's Theory X and Theory Y Models of Leadership, Carlyle's Great Man Leadership Theory and Boje's X, Y, Z Leadership Theory. The delimitation section in chapter 1 discusses the reasons for the omission of two of the theories and the inclusion of Boje's theory for this study.

Boje's X, Y, Z Leadership Theory Model (figure 4) is the foundation for this study. The X and Y dimensions and sixteen Myers Briggs archetypes are the focus

parameters for this study. The X dimension of the leadership model identifies transactional and transformational leadership, as studied by Burns (1978) and Bass (1985). Transactional leadership "requires a shrewd eye for opportunity, a good hand at bargaining, persuading, reciprocating" (Burns 1978, 169). A "transformational leader," on the other hand, "recognizes and exploits an existing need or demand of a potential follower... and looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person of the follower" (Boje 2001). Personality types are categorized into leadership style by default with ESTP, ISTP, INTJ, INTP, ENTJ, ENTP, ESTP and ISTJ personality types being indicative of a transactional leader while INFJ, INFP, ESFP, ISFP, ESFJ, ISFJ, ENFJ and ENFP types identifying with a transformational leader.

The Y dimension of the leadership model identifies the will to serve and will to power. The will to power refers to the will to initiate and implement a goal, to transform inherited advantages from generation to generation and the ability to overcome the small people. The will to power is specifically excluded from transaction and transformational leader theory by both Burns and Bass (Boje 2001). Boje included it as a separate dimension in his theory as he believed it to be silly to only analyze a leader’s will to serve when many leaders pursue power, some are able to use it effectively while others are consumed by it. As with personality types for leadership style in the X dimension, personality types in the Y dimension concerning a leaders will to power or will to serve are categorized by default with ESTP, ISTP, INFJ, INFP, ENTJ, ENTP, ESFJ and ISFJ personality types being indicative of a will to power while INTJ, INTP, ESFP, ISFP, ESTJ, ISTJ, ENFJ and ENFP types identifying with a will to serve.

The following Boje theory parameters are omitted from this study because they are not included in the Garren study that will be used for comparison with this study. Additionally, the parameters are not included in the Morask and Hatfield studies which form the bulk of the foundation for this literature review and the parameters do not fit into the scope of the current study. These omitted parameters represent a significant portion of Boje's theory but the theory still provides the most accurate theoretical base for this study.

The Z dimension encompasses the voice used by the leader from monophonic (single voice) narrative to polyphonic narrative. Some leaders cultivate one voice, their own, and others are more pluralistic, able to create polyphonic leadership. A leader believing in monophonic voice takes center stage while everyone else is forbidden to speak, or they can only whisper, their words unhearable, drowned out by the one official narrator who is authorized to take center-stage and speak and speak some more (Boje 2001).

Boje's theory investigates leadership with more complexity as he analyzes several additional parameters. Team roles, decision bias, spiritual types, philosophy types, leadership modes (opinion, government, revolutionary, reform, prince bureaucratic, super and heroic) and the relationship between enneagram and MBTI types are concepts he analyzes but are beyond the scope of this study and therefore not included.

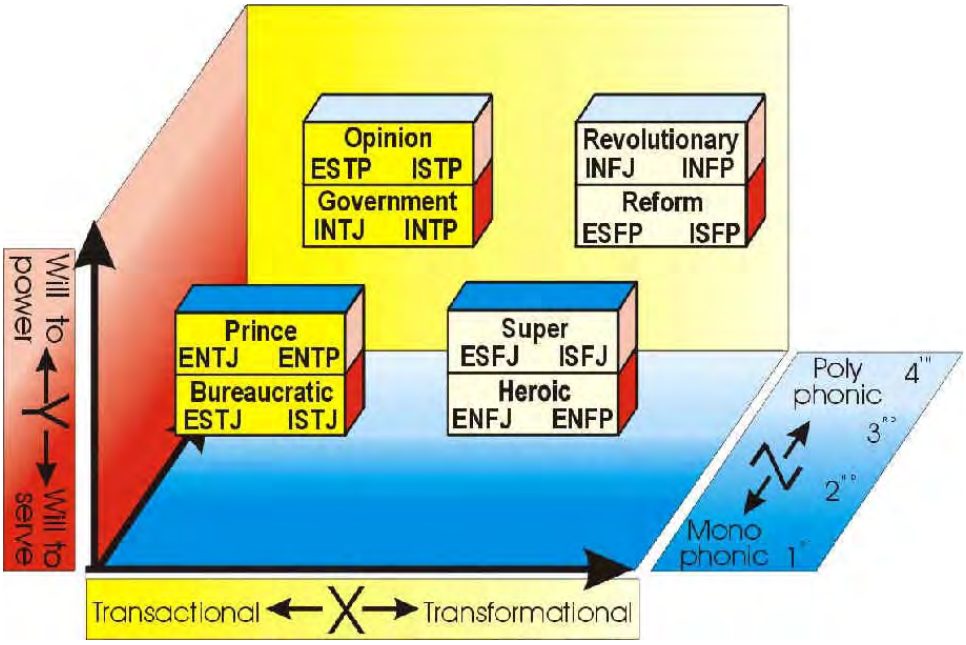


Figure 4. Boje X, Y, Z Leadership Theory Model
Source: David M. Boje, *Myers Briggs, XYZ Leadership and Team Roles*, 2001, http://cbae.nmsu.edu/~dboje/teaching/490_psl/myers_briggs_and_leadership.htm (accessed 9 April 2011).

The conceptual framework (figure 5) shows the primary research constructs of this study. The main predictor (independent) variable is personality type while age, gender and ethnicity are the covariates and the dependent variables are leadership style and career satisfaction. Though the predictor variable is listed as a single variable it actually consists of sixteen separate personality types (ISTJ, ISFJ, INFJ, INTJ, ISTP, ISFP, INFP, INTP, ESTP, ESFP, ENFP, ENTP, ESTJ, ESFJ, ENFJ or ENTJ) that self categorize into the two distinct leadership styles (transformational and transactional).

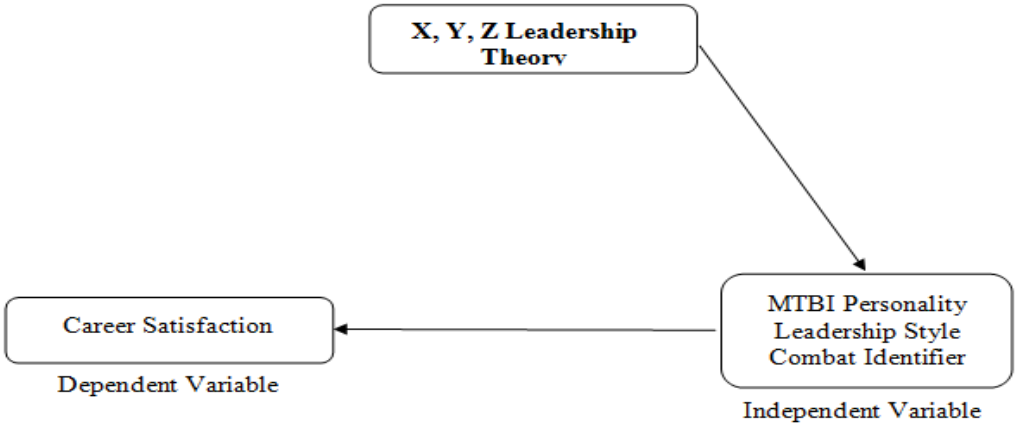


Figure 5. Conceptual Framework

Source: Created by author.

Completed Studies

Major Berlain Hatfield Jr. (1997) presented a research paper to the Research Department at the Air Command and Staff College titled: "Strategic Leadership Development: An Operation Domain Application." MAJ Hatfield uses the MBTI to illustrate the need for understanding and balance of one's personality types (Garren 2005, 11).

Major Hatfield uses the MBTI and the Strategic Leadership Development Inventory (SLDI) to construct a self-assessment that identifies personal skills and attributes which contribute to, or detract from leadership effectiveness. His purpose is to contribute to the understanding, identification, and development of effective leadership skills and attributes so as to maximize an individual's leadership effectiveness (Hatfield 2001, 2).

Major Hatfield found that the road to developing effective leadership attributes and skills begins with a self assessment to determine individual strengths and areas for

growth. The SLDI and MBTI are two tools proven to be effective in measuring these areas. The SLDI specifically assesses attributes relating to conceptual skills and abilities, positive personal attributes, and negative personal attributes. Reviewing the results of self, peer, and supervisor surveys provides a comprehensive view of individual strengths and areas to build on within these categories (Hatfield 2001, 22).

Furthermore, he concludes the MBTI indicates individuals "preferences" in collecting, assimilating, and acting on information. The tool identifies tendencies that may indicate a particular role suitability and identifies tendencies within each preference that may hamper individual effectiveness (Hatfield 2001, 23).

LCDR Jane Moraski completed a thesis titled Leadership: The Personality Factor as part of her Masters of Military Studies at the Marine Corps Command and Staff College in 2001. The purpose of her study was to identify personality traits and types that create effective leadership and determine common links between personality and leadership.

LCDR Moraski found that that ISTJ, ESTJ, ENTJ, and INTJ accounts for approximately 78 percent of all middle grade to senior officers in the United States Marine Corps CSC class of 2001 of which they all demonstrate a preference for thinking and judging. She determines that a relationship between military leadership and personality is made by comparing the MBTI attributes, Keirsey Temperaments and the leadership types needed for success in military leaders (Moraski 2001, 28). However, Moraski was in fact measuring personality effects to leadership theory and skills not leadership style as will be done within this study.

LCDR Moraski concluded the most common personality traits associated with leadership are integrity and honesty, vision, personal courage, good judgment, compassion, intelligence and knowledge, self-confidence, perseverance, enthusiasm, and initiative (Moraski 2001, 31). These personality traits advocated by Moraski are similar to the core Army values of Loyalty, Duty, Respect, Honor, Integrity and Personal Courage.

Major Laura Garren completed a thesis titled Correlation Among the Army Officer Combat Identifier, Personality and Career Satisfaction as part of her Master of Military Arts and Science Degree at the U.S. Army Command and General Staff College in 2005. The purpose of her study was to determine if there was a correlation between MBTI personality, combat skill identifiers and career satisfaction for fellow Army officers attending CGSC (Garren 2005, 22).

Garren hypothesized that here is no correlation between Army CI, personality type and career satisfaction. Based on the data obtained in her study, the null hypothesis is false. She concluded that there is a correlation between Army CI, personality type and career satisfaction. She states there is no significant difference based in age, years in service or component in relation to personality types within each demographic. She concludes that results of this study support the theory that certain personality types are successful within specific Combat Identifiers (Garren 2005, 48).

Garren states “Retaining quality officers in today’s volunteer Army is critical. Personality should be considered during the selection process to assist in placing officers in a career branch suited to their character” (Garren 2005, iii). This thought process will not be carried forward in the current study. The MBTI is to be used for self awareness

with the individual deciding whether to disclose personal information. Using the MBTI as a screening tool for any type of promotion or placement purpose would be considered an unethical process.

Summary

This chapter serves as the foundation of the study to help foster an understanding of the theories, historical data, and concepts used for this study. The concepts, theories and data are chosen because of their interrelationships with one another and their relevance for the completion of this study.

This study represents an extension of the Hatfield, Moraski and Garren studies by re-analyzing some specific data categories (career satisfaction and personality), utilizing current study data for comparison and including the dimension of leadership style to determine if further relationships exist.

Garren and Moraski use Keirsey Temperaments as interpreter of personality in addition to the MBTI. The Keirsey Temperaments characterizes four personality preference sets termed “temperaments” that provide additional meaning to personality type combinations (Garren 2005, 16). These temperaments are classified as Intuition-Thinker (NT), Sensor-Perceiver (SP), Intuition-Feeler (NF), and Sensor-Judger (SJ). The Keirsey Temperament is not used as an interpreter of personality in this study.

Boje’s X, Y, Z Leadership Theory serves as the conceptual theoretical foundation for this study incorporating the transactional and transformational leadership styles as discussed earlier. The Myers Briggs Type Indicator is used to identify personality preferences as it was for the Hatfield, Moraski, and Garren studies. This study is compared to the 2005 Garren study to identify statistically significant changes in

relationships between personality, career identifiers and career satisfaction over the past 6 years. Additionally, the parameter of leadership style is included in this study to determine if there are significant relationships with personality, career identifier and leadership style.

CHAPTER 3

METHODOLOGY

> Methodology gives those with no ideas something to do.
> — Mason Cooley, *Dictionary.com*

This study explores the relationships among self reported MBTI personality, leadership style, combat identifier, and career satisfaction for surveyed U.S. Army officers. Additionally, the relationship analyzed results of this study are compared to a 2005 study by Laura Garren to determine statistically significant changes in relationships over the past 6 years.

Research Design

The current study employs a cross-sectional survey research design since each portion of the sample will be assessed at a single point in time. Ex post facto describes this study because the research assesses relationships among pre-existing characteristics of the sample rather than performing a true experiment to determine relationships. This type of design was utilized because the independent variables can not be manipulated directly. The effect of the independent variables (personality type and combat identifier) on the dependent variables (leadership style and career satisfaction) is measured using an NPar test (Kruskal-Wallis). The Kruskal-Wallis is conducted using the Statistical Package for the Social Sciences (SPSS) software program with findings being reported in table and written format.

Additionally, a second analysis compares data from this study and data from a study by Garren (2005) to determine whether statistically significant different

relationships have emerged in 6 years. The leadership data from the current study is omitted as the Garren study did not analyze leadership data. The analysis is a comparison of raw data to determine statistically significant differences between the two studies.

Study Population

Army officers are required to complete CGSC for career advancement and as a prerequisite for promotion and selection for a battalion command. All active duty Army majors attend on a mandatory basis. National Guard and Reserve officers attend on a selection process but represent a very small percentage of the population. Air Force, Marine and Navy officers attend via a selection process but will not be included in this study. This gives a random population virtually eliminating specific selection process except for National Guard and Reserve soldiers that are selected for attendance. Students that attend the school come from units all across the country ensuring mixed gender representation and diverse combat identifier background while ensuring the population reflects racial, ethnic, economic, and social diversity.

In addition to the non-control of selection, the researcher has no control over the population size. CGSC limits surveying of one class per researcher therefore only academic class 11-02 is included in the survey population. Class 11-02 is comprised of 237 Army officers (Active Duty, National Guard and Reserve) with the composition of the group including 89.1 percent male (211) and 10.9 percent female (26) of which 97.2 percent are Majors (230), 1.6 percent Captains (4) and 1.2 percent Lieutenant Colonels (3). Of the 237 officers surveyed, 57 officers voluntarily completed and returned the survey with the researcher rejecting 3 surveys for partial completion. The remaining 54 surveys result in a 22 percent representative sample of class 11-02.

Variables–Dependent and Independent

Dependent Variable

Career Satisfaction (nominal)

This variable is based solely on each individual's self assessments of their satisfaction with their careers. Career satisfaction is a variable represented by satisfaction with current branch, satisfaction in combat identifier, and satisfaction with leadership ability, style, and performance. The intent is to determine if the self assessments correlate in any way with self assessed personality, leadership style or combat identifier.

Independent Variables (data type)

1. Personality Types (nominal)

Personality types are analyzed as group data when they are aligned with leadership type as identified in the Boje X, Y, Z Leadership Theory Model. Additionally, the 16 separate personality types are analyzed as individual data based on how each type correlates with the other independent, dependent and covariate variables.

2. Leadership Style (dichotomous)

The two leadership styles that are utilized during this study are transformational leadership and transactional leadership. Personality types are categorized into leadership style groups by default as identified in the Boje X, Y, Z Leadership Theory Model. ESTP, ISTP, INTJ, INTP, ENTJ, ENTP, ESTP and ISTJ personality types will identify a officer as a transformational leader while INFJ, INFP, ESFP, ISFP, ESFJ, ISFJ, ENFJ and ENFP types identifying an officer as a transactional leaders. In addition to looking for relationships with the other variables, the identified leadership styles are compared to the officers perceived leadership styles to validate self assessment accuracy.

3. Combat Identifier (categorical)

Combat identifiers are chosen for use instead of individual branches to increase the opportunity for all identifiers to be represented in the study population. This mirrored the data collected in the 2005 Garren study therefore collecting it the same way allows for an effective comparison of data. The combat identifiers are categorized by DA PAMPHLET 600-3) as follows: Combat Arms (CA): Air Defense Artillery, Armor, Aviation, Corps of Engineers, Field Artillery, Infantry and Special Forces. Combat Support (CS): Chemical Corps, Civil Affairs, Military Intelligence Corps, Military Police Corps and Signal Corps. Combat Service Support (CSS): Adjutant General Corps, Finance Corps, Quartermaster Corps, Ordnance Corps and Transportation Corps. Special Branches (SB): Army Medical Specialists, Army Nurse Corps, Chaplain Corps, Dental Corps, Judge Advocate General's Corps, Medical Corps, Medical Service Corps, and Veterinary Corps.

Data Collection

A single self-reported survey questionnaire (Appendix B) is utilized to collect all data for this study. The survey is constructed by using questions from the existing 2005 Garren study survey along with new questions created by this researcher then combining them to construct the single survey instrument. The new questions were added to collect data for the leadership dimension of this study. Questions 1-5 and 10-12 are duplicated from the Garren study survey with questions 6-9 being added concerning leadership for the career satisfaction dimension of this study. By constructing the survey in this manner, the reliability and validity is strengthened since the previous survey was deemed to be valid and reliable for conducting the Garren study.

An adequate survey must show validity. It is required that the survey instrument will establish contextual relationships as well as the ability to measure its targeted concept. The final survey was reviewed through the Institutional Review Board process and authorized for implementation.

Data was collected from officers attending CGSC class 11-02 during 2011 calendar year. The survey was implemented by the CGSC Quality Assurance Office staff via email. Officers had 10 days to complete and submit the survey. The CGSC faculty within the graduate degree department worked in conjunction with the researcher to ensure all data remained secure. Officers were advised in writing that the survey was completely voluntary and that no personally identifiable information would be collected. The researcher worked with the CGSC statistician to compile, statistically analyze and format the data.

Question 1 is used to collect combat identifier data since collecting specific MOS branch data would leave some branches not effectively represented. This data is used as an independent variable to determine if specific combat identifiers correlate with the either individual personalities, leadership style or career satisfaction.

Questions 2 and 3 focus on the collection of MBTI personality specific data. For question 2, officers are asked to self report their MBTI personality type as was determined from the MBTI assessment that was conducted at the beginning of class 11-02 in February 2011. The data helps identify what leadership style each officer predominately displays based on the Boje Theory and provides the personality types to conduct the relationship analysis with the independent variables (personality and combat identifier) or the dependent variable (career satisfaction).

For question 8, officers chose whether they feel the personality type represented their personality when in uniform, out of uniform or both. The main purpose for collecting this data is to verify validity of the test instrument. Class 11-02 student responses for this question show that 96.3 percent of students feel they exhibit their self reported personality while in uniform or both while in uniform and out of uniform. This data supports the validity of the survey instrument being implemented while students were in CGSC classes in uniform. Comparatively, the 2005 Garren study reflected 93.23 percent results for the same parameters (figure 6).

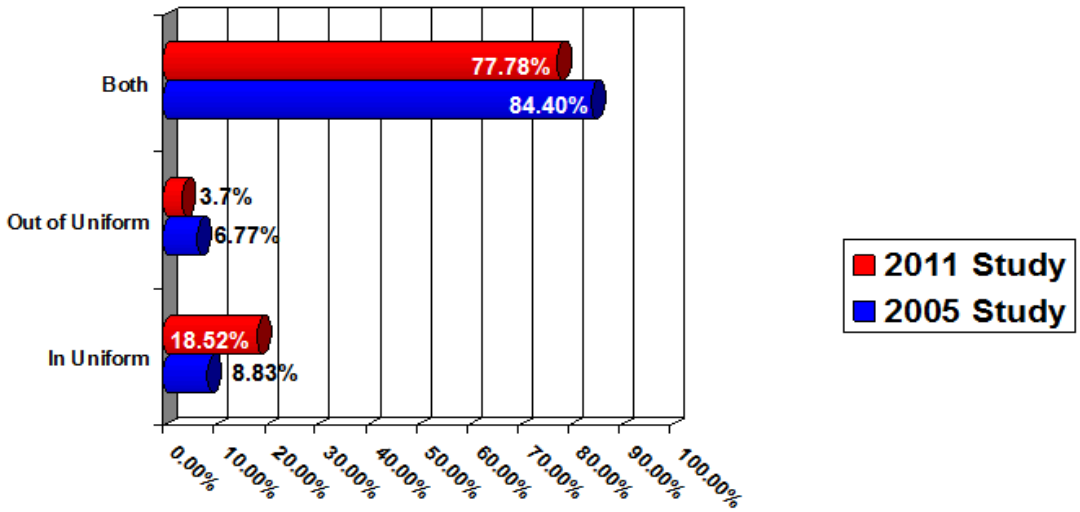


Figure 6. MBTI Validity Comparison

Source: Created by author using Laura Garren, "Correlation among the Army Officer Combat Identifier, Personality, and Career Satisfaction" (Master's thesis, Army Command and General Staff College, Ft Leavenworth, KS, 2005), http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA436671 (accessed 28 April 20011); 2011 study data.

Questions 4-9 are used as parameters to determine career satisfaction. Questions 4-5 focus on determining if the officers are in their preferred branch and satisfied with their current branch assignment. The responses to these questions help the researcher determine if an officer's satisfaction with current branch (combat identifier) correlates with their personality or leadership style. Questions 6-9 are Likert Scale type questions with responses of strongly agree, agree, neutral, disagree or strongly disagree. Questions 7-9 focus on the officer's self satisfaction with their leadership style, ability, and performance. The responses to these questions allow the researcher to determine relationships between career satisfaction, leadership style, personality, and combat identifiers.

Questions 10 and 11 provide data relating to the officer's current plans for retirement and reason for being in the Army. This data is analyzed to determine what career satisfaction factors have statistically significant influence on an officer's plan for retirement.

Question 12 asks officers to self identify whether they believe they are primarily a transactional or transformational leader as defined in FM 22-100. The answers to this question are compared to the type of leader they are categorized as based on their personality type as outlined in Boje's X, Y, Z Leadership Theory Model. The two sets of data will be analyzed to help determine if most officers self identification matches with the type of leader they are according to the Boje Theory.

CHAPTER 4

RESEARCH RESULTS

> He uses statistics as a drunken man uses lamp posts - for support rather than for illumination.
>
> — Andrew Lang, *Brainyquote.com*

Very early in the statistical analysis process for this study, it was determined that the relationship comparison between the 2005 Garren study and the current study could not be analyzed. Due to the small sample size collected for the current study (figure 8) it became impossible to analyze relationships with the personality types as was initially intended. Two of the personality types are not represented (ISFP and ENFJ) in the current data while two other personality types (ESTP and ESFP) are only represented by one entry each. Other personality types were only represented by two or three entries. The low number of responses for these personality types cannot be statistically analyzed with any precision against a much larger sample size (figure 9) from the 2005 Garren study.

ISTJ	16	28.07 %
ISTP	2	3.51 %
ISFJ	2	3.51 %
ISFP	0	0.00 %
INFJ	3	5.26 %
INFP	2	3.51 %
INTJ	8	14.04 %
INTP	5	8.77 %
ESTP	1	1.75 %
ESTJ	6	10.53 %
ESFP	1	1.75 %
ESFJ	2	3.51 %
ENFP	3	5.26 %
ENFJ	0	0.00 %
ENTP	2	3.51 %
ENTJ	4	7.02 %

Figure 7. Myers Briggs Raw Data From Current Study

Source: Created by author from survey data.

ISTJ	74	28.70 %
ISTP	13	4.30 %
ISFJ	6	2.00 %
ISFP	2	0.70 %
INFJ	5	1.70 %
INFP	10	3.30 %
INTJ	41	13.70 %
INTP	9	3.00 %
ESTP	4	1.30 %
ESTJ	53	17.70 %
ESFP	2	0.70 %
ESFJ	10	3.30 %
ENFP	4	1.30 %
ENFJ	6	2.00 %
ENTP	14	4.70 %
ENTJ	47	15.70 %

Figure 8. Myers Briggs Raw Data From 2005 Garren Study

Source: Created by author using data from Laura Garren, "Correlation among the Army Officer Combat Identifier, Personality, and Career Satisfaction" (Master's thesis, Army Command and General Staff College, Ft Leavenworth, KS, 2005), http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA436671 (accessed 28 April 20011).

Having omitted the comparative analysis portion of this study, the focus shifted solely to the relationship analysis among leadership style, combat identifier and career satisfaction. With this portion of the study omitted, this researcher does not attempt to provide an answer to Research Question 1 nor accept or reject Hypothesis 1. The sole focus of this study from this point forward is on answering Research Question 2 and accepting or rejecting Hypothesis 2.

As previously mentioned, the sample data is too small for personality that the sixteen personality traits are grouped based on Boje's Theory to form the two groups of data representing transformational and transactional leadership (table 4). This immediate grouping decreases the original intended emphasis concerning the relationships among specific personality types with career satisfaction and combat identifier but it is essential

to proceed in this way given the small study sample. Statistical analysis is conducted on the two personality (leadership) groups instead of each personality type.

Table 4. Boje Personality Leadership Grouping

Transformational Leadership	INFJ, INFP, ESFP, ISFP, ESFJ, ISFJ, ENFJ and ENFP	13
Transactional Leadership	ESTP, ISTP, INTJ, INTP, ENTJ, ENTP, ESTP and ISTJ	44

Source: Created by author using SPSS survey data.

Research Question and Hypothesis

RQ 2: Are there relationships between Army Officer personality, combat identifier, career satisfaction and leadership style?

H 2: There are no relationships between Army Officer personality, combat identifier, career satisfaction and leadership style.

Leadership Style, Combat Identifier, and Career Satisfaction Relationships

After the MBTI personality types are grouped according to Boje's theoretical model as transactional and transformational leaders, they are statistically analyzed to determine significant relationships with combat identifiers and career satisfaction. The statistical analysis is conducted using the SPSS software to complete a Kruskal Wallace nonparametric test.

The data is analyzed at the .05 level of significance using 7 degrees of freedom (df). The SPSS test statistic data output (table 5) shows leadership ability satisfaction is significantly related to leadership style and combat identifier ($H(7) = 15.28$, $p<.05$).

Statistical analysis determines less than 4 percent probability of this happening by chance. Overall career satisfaction is significantly related to leadership style and combat identifier ($H(7) = 14.00$, $p<.05$). Statistical analysis determines less than 5 percent probability of these results happening by chance. Both statistical measures support rejection of the null hypothesis. Eighty five percent of transformational leaders and 80 percent of transactional leaders are satisfied with their leadership ability. Eighty Seven percent of transformational leaders and 72 percent of transactional leaders were satisfied with their overall career. There are no statistically significant differences in combat identifier numbers across the six questions encompassing career satisfaction. Similarly, there are no statistically significant representations for any combat identifier with either leadership style.

Table 5. Leadership Style, Combat Identifier and Career Satisfaction Test Statistic

	4. I am in my preferred branch.	5. I am satisfied in my current branch.	6. I am satisfied with my leadership style.	7. I am satisfied with my leadership ability.	8. I am satisfied with my leadership performance.	9. I am satisfied with my Military career.
Chi-Square	7.576	8.561	4.337	15.279	9.736	14.007
df	7	7	7	7	7	7
Asymp. Sig.	.371	.286	.740	.033	.204	.051

a. Kruskal Wallis Test
b. Grouping Variable: T_CI

Source: Created by author using SPSS survey data.

Leadership Style Relationship With Career Satisfaction

Leadership style is analyzed against all six career satisfaction parameters and independently from combat identifier. The SPSS is used to perform the Kruskal Wallis test. The data is analyzed at the .05 level of significance using 1df. The SPSS test statistic

data output (table 6) shows preferred branch is significantly related to leadership style ($H(1) = 5.34$, $p<.05$). Statistical analysis determines less than 3 percent possibility of this happening by chance.

Overall career satisfaction is significantly related to leadership style ($H(1) = 4.78$, $p<.05$). Statistical analysis determines less than 3 percent possibility of these results happening by chance. With the removal of combat identifier from this statistical analysis the relationship still exists between overall career satisfaction and leadership style but not between leadership ability satisfaction and leadership style. The non-existent relationship between leadership style and leadership ability satisfaction shows that the combat identifier parameter had some type of effect on this relationship though the effect is not explicitly known. Additionally, there are no statistically different changes in relationships between leadership style and combat identifier when removing the career satisfaction parameter.

The statistically significant relationships to branch preference and overall career satisfaction with leadership style support rejection of the null hypothesis. Ninety percent of transactional leaders and 54 percent of transformational leaders are satisfied in their branch. There are no other statistically significant results for the transformational or transactional leadership style across the remaining four parameters of career satisfaction.

Table 6. Leadership Style and Career Satisfaction Test Statistics

	4. I am in my preferred branch.	5. I am satisfied in my current branch.	6. I am satisfied with my leadership style.	7. I am satisfied with my leadership ability.	8. I am satisfied with my leadership performance.	9. I am satisfied with my Military career.
Chi-Square	5.336	1.656	1.075	.250	1.050	4.779
df	1	1	1	1	1	1
Asymp. Sig.	.021	.198	.300	.617	.306	.029

a. Kruskal Wallis Test
b. Grouping Variable: T

Source: Created by author using SPSS survey data.

Combat Identifier Relationship With Career Satisfaction

Combat identifier is analyzed against career satisfaction and independently from leadership style. The SPSS is used to perform the Kruskal Wallis test. The data is analyzed at the .05 level of significance using 3df. The SPSS test statistic data output (table 7) shows no significant relationship between combat identifier and career satisfaction thus supporting acceptance of the null hypothesis. There are no statistically significant differences in combat identifier numbers across the six parameters encompassing career satisfaction.

Table 7. Combat Identifier and Career Satisfaction Test Statistics

	4. I am in my preferred branch.	5. I am satisfied in my current branch.	6. I am satisfied with my leadership style.	7. I am satisfied with my leadership ability.	8. I am satisfied with my leadership performance.	9. I am satisfied with my Military career.
Chi-Square	.508	4.419	1.967	6.743	5.476	5.491
df	3	3	3	3	3	3
Asymp. Sig.	.917	.220	.579	.081	.140	.139

a. Kruskal Wallis Test
b. Grouping Variable: 1. Combat Skill Identifier (Branch):

Source: Created by author using SPSS survey data.

Additional Observations

Three additional observations are made during this study. These observations were made by the researcher as the data was statistically analyzed. None of the three observations were originally consider as part of the relationship study. It is the researcher's belief that the following three sets of data are important enough for further research that they be included in the results portion of this study.

First, students were asked to report when they expected to retire (question 11) and if they are satisfied in their current branch (question 5). These questions are two of the four questions comprising the career satisfaction parameter, therefore retirement choice and branch satisfaction were not used as independent stand alone variables for the purpose of this study. The data reported from these questions were analyzed to see if there was any direct relationship between them. The SPSS is used to perform the Kruskal Wallis test. The data is analyzed at the .05 level of significance using 4df. The SPSS test statistic data output (table 8) shows satisfaction in current branch is significantly related to retirement ($H(4) = 14.37$, $p<.05$). Statistical analysis determines less than 1 percent possibility of this happening by chance.

Forty four percent of soldiers satisfied with their current branch report they plan to stay in the Army over 20 years. This is the only significantly represented category within the career satisfaction parameter and could be a vital statistic as the Army looks at officer retention in the future. The separate parameter concerning an officer's reason for being in the Army had no statistically significant relationship with any of the dependent or independent variables or any of the separate parameters of careers satisfaction.

Table 8. Retirement From Service

	4. I am in my preferred branch.	5. I am satisfied in my current branch.	6. I am satisfied with my leadership style.	7. I am satisfied with my leadership ability.	8. I am satisfied with my leadership performance.	9. I am satisfied with my Military career.
Chi-Square	3.882	14.367	3.086	2.731	1.737	9.078
df	4	4	4	4	4	4
Asymp. Sig.	.422	.006	.544	.604	.784	.059

a. Kruskal Wallis Test
b. Grouping Variable: 10. I intend to get out of the Army at _____ years of service.

Source: Created by author using SPSS survey data.

Second, officer's self reported what type of leader they feel they are: Transformational or Transactional. Officers were asked to report what type of leadership style they exhibit most of the time. Those answers were compared to what type of leader they were assessed to be based on Boje's theory using their four letter MBTI score. Ten officers reported themselves as being a transactional leader while Boje's model classified those same ten officers as seven being transactional leaders while three were identified as transformational leaders. The statistical analysis shows that 70 percent of those officers self reported their leadership style according to Boje's theoretical model.

Conversely, 47 officers self identified themselves as transformational leaders while Boje's theoretical model only classified 10 of those 47 as being transformational leaders based on their personality type. The statistical analysis shows this data represents only 13.9 percent of those self reported leadership styles to be aligned with classification by Boje's theoretical model. The figures for transactional and transformational self reported scores and the statistical analysis can be observed in table 9.

Table 9. Leader Belief Test Statistics

T * 12. I believe I am a_____leader. Crosstabulation			12. I believe I am a_____leader.		Total
			Transactional - The leader motivates followers via specific benefits (awards) provided that they are capable of...	Transformational - The leader motivates followers by inspiring them, setting challenges and motivating personal...	
T	Transactional	Count	7	37	44
	Transformational	Count	3	10	13
Total		Count	10	47	57

Source: Created by author using SPSS survey data.

There are three possible answers as to why the data populated in this particular way. First, officers could actually misunderstand the parameters of the two leadership styles and not fully realize how to self identify. Second, the Boje theoretical model could be flawed therefore personality types may be incorrectly grouped. Third, officers could fall into a leadership style correctly based on their personality type according to the Boje model but be actively and consciously working toward expanding the parameters of their innate leadership tendencies. It is the researcher's opinion that the latter of the three is likely the most accurate assumption to be made. Officers are encouraged to expand their comfort zone to be more dynamic and flexible leaders. As stated in chapter 2, the best leaders typically display both transactional and transformational leadership styles (Avolio, Bass, and Jung 1999, 457). To display multiple leadership styles, leaders will have to consciously assume some risk and function outside of their normal comfort zone to be the most innovative and effective.

In addition, officer personalities were grouped (table 10) according to the Boje Theory to determine whether their personality types possess the will to power or will to serve. Sixty eight percent of officers in Class 11-02 possess the personalities with a will

to serve compared to 32 percent that possess personalities with a will to power. The will to serve can be associated with competent and capable career staff officers that do what is asked and expected of them but are content to not attain the more demanding command and staff positions. The will to power can be associated with those officers that strive for command at the highest levels and to serve in the most rigorous and demanding staff positions.

Table 10. Will to Serve and Will to Power

Will to Serve	INTJ, INTP, ESFP, ISFP, ESTJ, ISTJ, ENFJ, and ENFP	39
Will to Power	ESTP, ISTP, INFJ, INFP, ENTP, ENTP, ESFJ, and ISFJ	18

Source: Created by the author using data from SPSS

These personality types just represent what will a person is expected to possess based on the theory of Boje. Some officers that possess will to serve personalities may actually strive for and attain positions that would seem more suitable for officers with will to power personalities and vise versa. Further studies would need to be conducted to determine if Boje's theory correctly categorizes personality types with corresponding will type.

The third observation focuses on the combat identifier representation for Class 11-02. As mentioned earlier in this chapter, the comparative analysis with the Garren study was deemed not feasible to complete with high validity and reliability. Although a thorough comparative analysis was not performed due to the factor listed above, I felt it

important to pay attention to the data from that study. The most peculiar data set was that of the combat identifier representation (figure 9).

The statistical analysis identified a significant drop in representation of 13.94 percent for combat arms officers from the 2005 Garren study to this study. Similarly, the representation for combat support and combat service support increased 9.58 percent and 4.97 percent respectively while the representation of other branches remained virtually unchanged. What caused this change? Did this occur just by chance? This data is not statistically analyzed but this dynamic change in officer representation could be linked to the increase in stability operations versus combat operations across both theaters of Iraq and Afghanistan over the past several years. This is a valid hypothesis since many officers come to ILE directly from a theater mobilization. The change in combat identifier data has nothing to do with the determination of relationships in this study but seems worth taking a quick look at and given some thought as to why the change occurred.

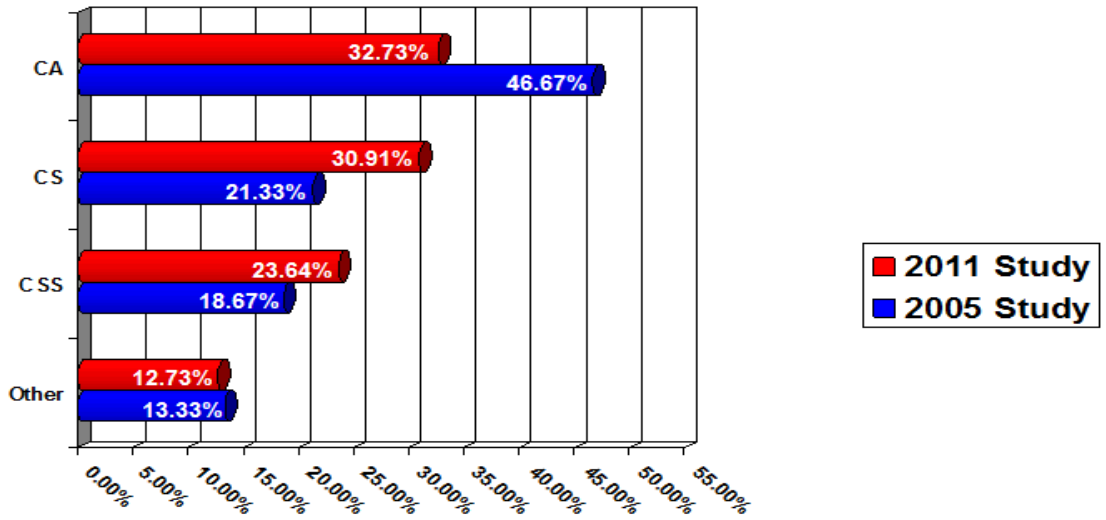


Figure 9. Combat Identifier Comparison for 2005 and 2011 Studies

Source: Created by author using data from Laura Garren, "Correlation among the Army Officer Combat Identifier, Personality, and Career Satisfaction" (Master's thesis, Army Command and General Staff College, Ft Leavenworth, KS, 2005), http://www.dtic.mil/cgi-bin/GetTRDoc?Location=U2&doc=GetTRDoc.pdf&AD=ADA436671 (accessed 28 April 20011) and 2011 study survey.

Summary

Statistical analysis verified three statistically significant relationships between leadership style, combat identifier and career satisfaction at the .05 level of significance. Leadership ability satisfaction is found to have a statistically significant relationship to leadership style and combat identifier. Overall career satisfaction is found to have a statistically significant relationship to leadership style and combat identifier. Preferred branch is found to have a statistically significant relationship to leadership style. These statistical relationships refute the researcher's hypothesis that no relationships exist among the parameters therefore the null hypothesis is rejected.

Additional observations noted during this study include: (1) The relationship between retirement choice and overall career satisfaction (2) The contrast in what type of

leadership styles many officers believe they exhibit compared to what type of leader they are categorized according to Boje's theory, and (3) The drastic difference in the number Combat Support and Combat Service Support officers represented in CGSC class 11-02 compared to the 2005 class in the Garren study. Many factors could impact the changes in these dynamics which go beyond the scope of this study to determine.

CHAPTER 5

CONCLUSION

> Leadership is the art of getting someone else to do something you want done because he wants to do it.
>
> — Dwight Eisenhower, *Brainyquote.com*

Hypothesis: There are no relationships between Army Officer personality, combat identifier, career satisfaction and leadership style. Based on the data obtained in this study the null hypothesis is false. These results are limited to 57 Army Officers attending CGSC in Class 11-02. The findings of this study support the theory that certain leadership styles (categorized by personality type) have statistically significant relationships with career satisfaction. Additionally, branch satisfaction has a statistically significant relationship with combat identifier satisfaction, and retirement choice has a significant relationship with career satisfaction. Conversely, combat identifier satisfaction has no significant relationship with career satisfaction. Overall, the officers in this study group are satisfied with their combat identifier and their career at the .05 level of significance but not with a statistically significant relationship. In other words, officers are satisfied with their career and with their current combat identifier but these two categories are not significantly related to one another.

This study originally began with two areas of emphasis, conducting a comparative analysis to a 2005 study by Major Garren and statistically analyzing the data from this study to identify relationships between personality, leadership style, combat identifier, and career satisfaction. Early in the statistical analysis process the researcher determined that the sample from this study is too small to statistically analyze against the Garren

study since there is not enough representation for the sixteen MBTI personality types. The author and statistician made the decision to cancel the comparative analysis of the study and focus on the statistical analysis of the data from this study alone. To accomplish this, the personality data had to be categorized into two groups (transformational and transactional leadership style) according to Boje's theory.

After grouping the personality variables the existing variables are analyzed to determine relationships between leadership style, combat identifier and career satisfaction. This methodology does not provide a study that will analyze the personality data to the level that was originally intended but it is the only method that the small sample could be analyzed for relationships among the remaining variables.

What Still Needs To Be Done

The completion of this study provides several implications for further research. First and foremost, U.S. Army Command and General Staff College should reconsider the restriction on student officers only being able to survey either the winter class (approximately 300 U.S. Army Officers) or one quarter of a summer class (approximately 250-400). This restriction is problematic for the researcher by limiting the probability of getting a large sample group for analysis. Not being able to get large sample groups makes comparative analysis difficult when comparatively analyzing studies from the past when there was no survey restriction in place. This problem is evident in this study between Garren's sample size of 300 officers out of 1000 surveyed in the 2005 summer class compared to this study only being able to get a 57 officer sample size out of just under 300 officers surveyed in the 2011 winter class.

Second, CGSC should reconsider the policy restricting researchers from collecting demographic data such as age, ethnicity, and gender. Not being able to collect and record these demographics makes it very difficult for researchers to conduct comparative analyses with studies completed in the past that collected demographic data or with current and future studies from the civilian sector that allows collection of the demographic data. This demographic data can cause significant effects on dependent variables that would be otherwise unknown which could drastically reduce the validity and reliability of studies that do not include the data.

Third, follow-up comparative analysis studies should be conducted at CGSC and the Army War College to determine relationships between personality, combat identifier, leadership style and, career satisfaction. Follow up studies every three, five or ten years may help CGSC and the Army War College identify patterns in changing relationships. This type of information will assist leadership in determining if changes in academic material need to be made to facilitate an optimal education experience. Additionally, the understanding of the relationship between career satisfaction and retirement choice can be invaluable to the Army. Knowing when large numbers of specific year groups of officer's plan on retiring can be invaluable to the Army when planning long term force sustainment or reduction.

Fourth, follow-up studies focusing on branch satisfaction should be completed. In this study, 50 percent of Combat Support officers reported dissatisfaction with their current branch. As reported earlier, branch satisfaction is synonymous with combat identifier satisfaction. Though combat identifier satisfaction was not found to be

significantly related to career satisfaction in this study, branch dissatisfaction could lead to poor duty performance, early separation, or other negative results.

Fifth, additional studies should be conducted to examine the prevalence of will to serve versus will to power personalities within the field grade and flag officer ranks in the U.S. Army. It would be interesting to see how many officers with will to serve personality types serve in senior level positions and similarly how many officers with will to power personality types do not strive for those positions.

Finally, additional studies should be conducted to examine the relationship of MBTI personality preferences to combat identifiers, career satisfaction and leadership style. This intent of this study was to include MBTI personality preference but the study population was too small to effectively represent each of the preference types. Since there are 16 MBTI personality preferences, these can only be studied accurately using a large survey study group to increase the possibility of getting effective representation for each personality type in the eventual study population.

Summary

The researcher did not accomplish the original goals of conducting a comparative analysis between the Garren 2005 and the current study while simultaneously analyzing the relationships between personality, leadership style, combat identifier and career satisfaction. However, the statistical analysis of the data from this study did identify statistically significant relationships among the dependent and independent variables, therefore completing one of the two intended goals.

All data was statistically analyzed using the SPSS software and scrutinized at the .05 level of significance. Analyzing the data in this way ensures that statistically

significant reported results have less that a 5 percent probability of occurring by chance. The Kruskal Wallis non parametric test is the sole test methodology utilized for statistical comparison of data during this study.

Combat identifier and career satisfaction have significant relationships with leadership style while no significant relationship exists between combat identifier and career satisfaction. The researcher hypothesized that there are no significant relationships between dependent and independent variables therefore the null hypothesis is rejected. Determination of these statistically significant relationships and the ability to reject the null hypothesis leaves the researcher confident that the study is valid, reliable and feasible.

The significant relationship between combat identifier and leadership style is one that is difficult to explain. The small sample size gives no explicit data to determine statistical differences between the leadership styles of transformational or transactional leadership as they relate to combat identifiers. Similarly, there is not enough data to determine statistical differences between either specific combat identifier data as they relate to a specific leadership style. Percentages of combat identifier representation among leadership styles are very similar.

Career satisfaction has a significant relationship with leadership style when discussing the leadership ability and overall career satisfaction parameters. No significant relationships exist between the remaining three parameters of career satisfaction; leadership performance, leadership style, and branch. The results suggest Army officers place more emphasis on their ability to lead and that their ability transcends to overall satisfaction in their career.

The lack of statistically significant relationship between combat identifier and career satisfaction does not reflect the prevalent overall career satisfaction across all combat identifiers for the majority of Army officers. As expected, branch satisfaction is exclusively synonymous with combat identifier satisfaction.

The results of this study show some statistically significant relationships between analyzed variables but do not provide specific explanation as to why these relationships exist. As discussed earlier, the small sample size makes it extremely difficult to differentiate between specific leadership style and combat identifier data. Army officers attending CGSC report overall satisfaction with their career regardless of leadership style or combat identifier.

GLOSSARY

Crosstabulation- statistical technique that establishes an interdependent relationship between two tables of values, but does not identify a causal relationship between the values; also called *two-way tabulation* (Business.com 2009).

Degrees of Freedom-Essentially the number of 'entities' that are free to vary when estimating some kind of statistical parameter (Ford 2005, 729).

Enneagram–a system of spiritual psychology based on an ancient Sufi (Sufism) typology of nine personality types or primary roles with the recognition of one's type tantamount to a spiritual awakening (Enneagram Institute 2007).

Kruskal Wallis Test-non-parametric test of whether more than two independent groups differ (Ford 2005, 736).

Mean-a simple statistical model of the centre of a distribution of scores. A hypothetical estimate of the 'typical' score (Ford 2005, 738).

Metric- Parameters or measures of quantitative assessment used for measurement, comparison or to track performance or production. Analysts use metrics to compare the performance of different companies, despite the many variations between firms.

Pearson's Chi-Square-test of the independence of two categorical variables. Essentially it tests whether two categorical variables forming a contingency table are associated (Field 2005, 725).

Statistical Significance- The calculation of statistical significance (significance testing) is subject to a certain degree of error. The researcher must define in advance the probability of a sampling error (which exists in any test that does not include the entire population). Sample size is an important component of statistical significance in that larger samples are less prone to flukes. Only random, representative samples should be used in significance testing.

Sufism–the mystical doctrine of the Sufi (Collins English Dictionary 2003)

APPENDIX A

DA PAMPHLET 600-3, CHAPTER 8

Department of the Army Pamphlet 600–3, Chapter 8
The Officer Personnel Management System and Career Management

8–2. Career branches

a. Definition. A branch is a grouping of officers that comprises an arm or service of the Army in which, as a minimum, officers are commissioned, assigned, developed and promoted through their company grade years. Officers are accessed into a single basic branch and will hold that branch designation, which is later augmented between the 5th and 6th years of service with a functional area. An accession branch admits officers upon commissioning; a nonaccession branch admits experienced officers from the accession branches. With the exception of Special Forces, all other branches are accession branches. Special Forces recruit officers with a minimum of 3 years experience. (See chapter 15 for further discussion.) Officers will serve their first 8 to 12 years developing the leadership and tactical skills associated with their branch. They will continue to wear their branch insignia throughout their military service. All career branches are in the Operations Career Field.

b. Assignments. Through company grade years, most officers will serve predominately in positions from within their basic branch. Some officers will serve in functional area or branch/functional area generalist positions (not related to a specific branch or functional area) after they are branch qualified as captains. Following Career Field designation, officers will be assigned to positions within their Career Field (basic branch or FA) or to generalist positions. This type of assignment pattern promotes assignment stability and development within a branch or functional area.

c. Branch categories. The branches of the Army are categorized in the paragraphs below. Some branches may fall under more than one category as noted in AR 600-3, paragraph 3-2.

(1) *Combat arms branches and codes.*
(a) Infantry (11)
(b) Armor (12)
(c) Field Artillery (13)
(d) Air Defense Artillery (14)
(e) Aviation (15)
(f) Special Forces (18)
(g) Corps of Engineers (21)

(2) *Combat support branches and codes.*
(a) Signal Corps (25)
(b) Military Police Corps (31)
(c) Military Intelligence Corps (35)
(d) Civil Affairs (Reserve Component only) (38)
(e) Chemical Corps (74)

(3) *Combat service support branches and codes.*

(a) Adjutant General Corps (42) 53
(b) Finance Corps (44)
(c) Transportation Corps (88)
(d) Ordnance Corps (91)
(e) Quartermaster Corps (92)
(4) *Special branches and codes.*
(a) Judge Advocate General's Corps (55)
(b) Chaplain Corps (56)
(c) Medical Corps (60-62)
(d) Dental Corps (63)
(e) Veterinary Corps (64)
(f) Army Medical Specialists (65)
(g) Army Nurse corps (66)
(h) Medical Service Corps (67-68)

8–3. Functional areas

a. Definition. A functional area is a grouping of officers by technical specialty or skill, which usually requires significant education, training and experience. An officer receives his or her functional area between the 5th and 6th years of service. Individual preference, academic background, manner of performance, training and experience, and needs of the Army are all considered during the designation process.
b.Assignments. Depending on FA educational requirements, professional timelines of the individual officer and individual preference, officers may serve in a functional area assignment during their company grade years after they have completed branch qualification requirements. After Career Field designation, with the exception of Multifunctional Logistician Program (FA 90) officers, functional area officers not serving in the Operations Career Field will no longer serve in their basic branch. FA 90 positions are filled by officers from Transportation Corps (Br 88), Ordnance Corps (Br 91), Quartermaster Corps (Br 92), Aviation (AOC 15D) and Medical Service Corps (MFA 67A); all of whom remain affiliated with their branch. FA 39, FA 51 and FA 90 are the only functional areas that afford command opportunity. (See their respective chapters for further discussion.)
c. Officer functional areas and codes (by Career Field).
(1) *Operations Career Field.*
(a) Psychological Operations/Civil Affairs (39)
(b) Multifunctional Logistician Program (90)
(2) *Institutional Support Career Field.*
(a) Human Resource Management (43)
(b) Comptroller (45)
(c) Academy Professor, United States Military Academy (47)
(d) Operations Research/Systems Analysis (49)
(e) Force Management (50)
(f) Nuclear Research and Operations (52)
(g) Strategic Plans and Policy (59)
(3) *Information Operations Career Field.*
(a) Information Systems Engineering (24)

(b) Information Operations (30) 54
(c) Strategic Intelligence (34)
(d) Space Operations (40)
(e) Public Affairs (46)
(f) Information Systems Management (53)
(g) Simulations Operations (57)
(4) *Operational Support Career Field.*
(a) Foreign Area Officer (48)
(b) Army Acquisition Corps (51)

APPENDIX B

SURVEY

Demographic Information: (Please select only one for each)

1. Combat Identifier (Branch)

◯ Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)

◯ Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal Corp)

◯ Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)

◯ Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or Other)

Myers-Briggs Type Indicator: (Please select only one)

2. What is your 4 letter MBTI type? (from beginning of CGSC)

◯ ISTJ	◯ ISFJ	◯ INFJ	◯ INTJ
◯ ISTP	◯ ISFP	◯ INFP	◯ INTP
◯ ESTJ	◯ ESFJ	◯ ENFJ	◯ ENTJ
◯ ESTJ	◯ ESFJ	◯ ENFJ	◯ ENTJ

3. My MBTI score reflects my personality when

◯ I am in uniform

◯ I am not in uniform

◯ Both in uniform and not in uniform

◯ Neither

Leadership & Career Satisfaction: (Please select only one for each)

4. I am in my preferred branch

◯ Strongly Agree ◯ Somewhat Agree ◯ Not Sure ◯ Somewhat Disagree ◯ Strongly Disagree

5. I am happy in my current branch

◯ Strongly Agree ◯ Somewhat Agree ◯ Not Sure ◯ Somewhat Disagree ◯ Strongly Disagree

6. I believe I am primarily a_____leader (select one)

◯ Transformational - The leader "transforms" subordinates by challenging them to rise above their immediate needs and self-interests. The transformational style is developmental: it emphasizes individual growth (both professional and personal) and organizational enhancement. Key features of the transformational style include empowering and mentally stimulating subordinates: you consider and motivate them first as individuals and then as a group.

◯ Transactional – The leader motivates followers by offering rewards or threatening punishment. Prescribes task assignments in writing outlining all the conditions of task completion, the applicable rules and regulations, the benefits of success, and the consequences (to include possible disciplinary actions) of failure. Exhibits management -by- exception, where leaders focus on their subordinates' failures, showing up only when something goes wrong. Evokes only short-term commitment from his subordinates and discourages risk-taking and innovation.

7. I am satisfied with my leadership style

◯ Strongly Agree ◯ Agree ◯ Neutral ◯ Disagree ◯ Strongly Disagree

8. I am satisfied with my leadership ability

◯ Strongly Agree ◯ Agree ◯ Neutral ◯ Disagree ◯ Strongly Disagree

9. I am satisfied with my leadership performance

◯ Strongly Agree ◯ Agree ◯ Neutral ◯ Disagree ◯ Strongly Disagree

10. I am satisfied with my Military career

◯ Strongly Agree ◯ Somewhat Agree ◯ Not Sure ◯ Somewhat Disagree ◯ Strongly Disagree

11. I intend to get out of the Army at _____ years of service:

◯ < 20 if early retirement is available ◯ 20 ◯ > 20 ◯ < 20 I intend To leave the service before retirement ◯ Undecided

12. I am in the Army because? (select one)

◯ To support my family

◯ Personal financial security

◯ It is my patriotic duty

◯ other

◯ I don’t know

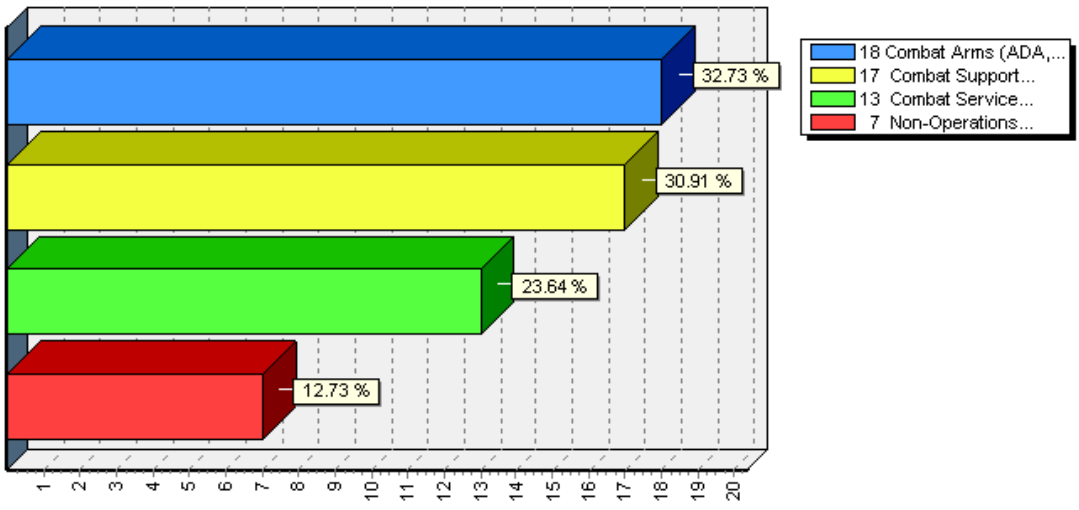
Source: Created by author using data from the 2005 Garren study and adding new data.

APPENDIX C

SURVEY RESULTS

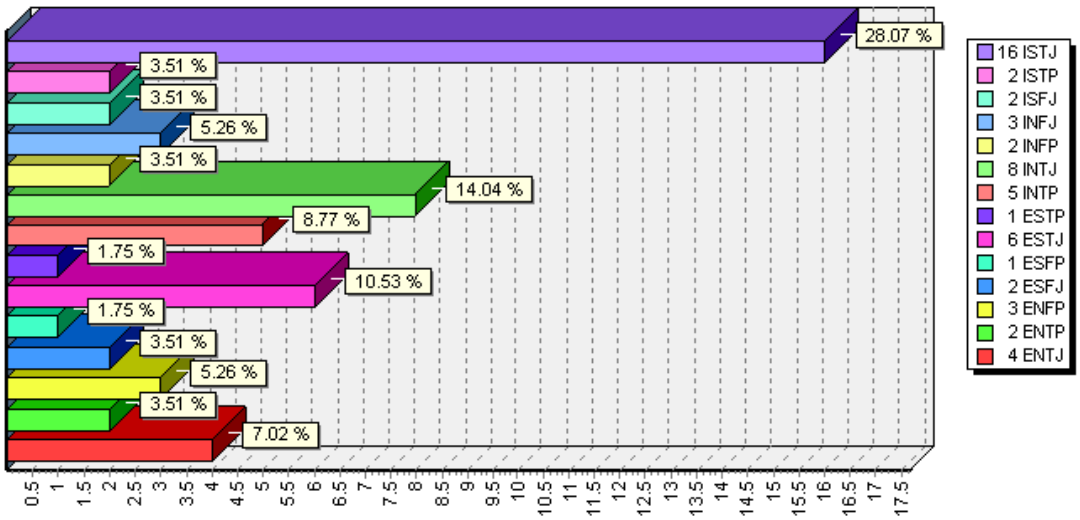
1. Combat Skill Identifier (Branch):

Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	18	32.73 %
Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal Corp)	17	30.91 %
Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	13	23.64 %
Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or Other)	7	12.73 %
Total Responses	**55**	**100.00 %**



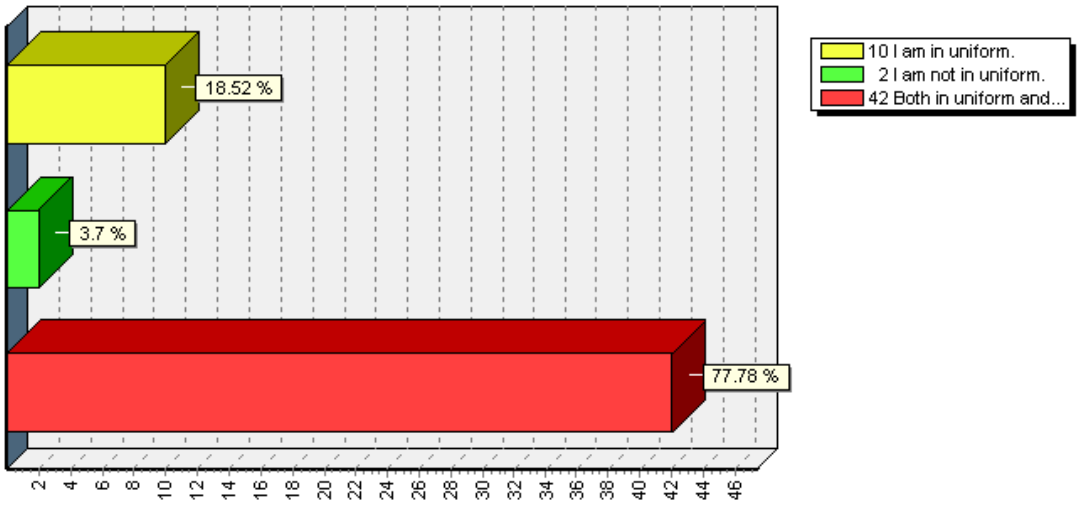
2. What is your 4 letter MBTI type? (from beginning of CGSC)

ISTJ	16	28.07 %
ISTP	2	3.51 %
ISFJ	2	3.51 %
INFJ	3	5.26 %
INFP	2	3.51 %
INTJ	8	14.04 %
INTP	5	8.77 %
ESTP	1	1.75 %
ESTJ	6	10.53 %
ESFP	1	1.75 %
ESFJ	2	3.51 %
ENFP	3	5.26 %
ENTP	2	3.51 %
ENTJ	4	7.02 %
Total Responses	**57**	**100.00 %**



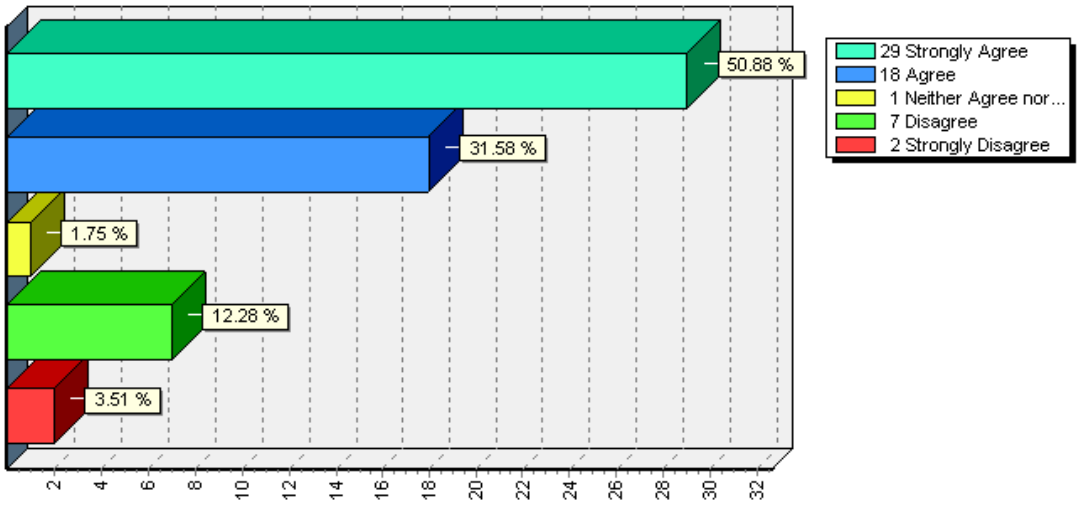
3. My MBTI score reflects my personality when:

I am in uniform.	10	18.52 %
I am not in uniform.	2	3.70 %
Both in uniform and not in uniform.	42	77.78 %
Total Responses	**54**	**100.00 %**



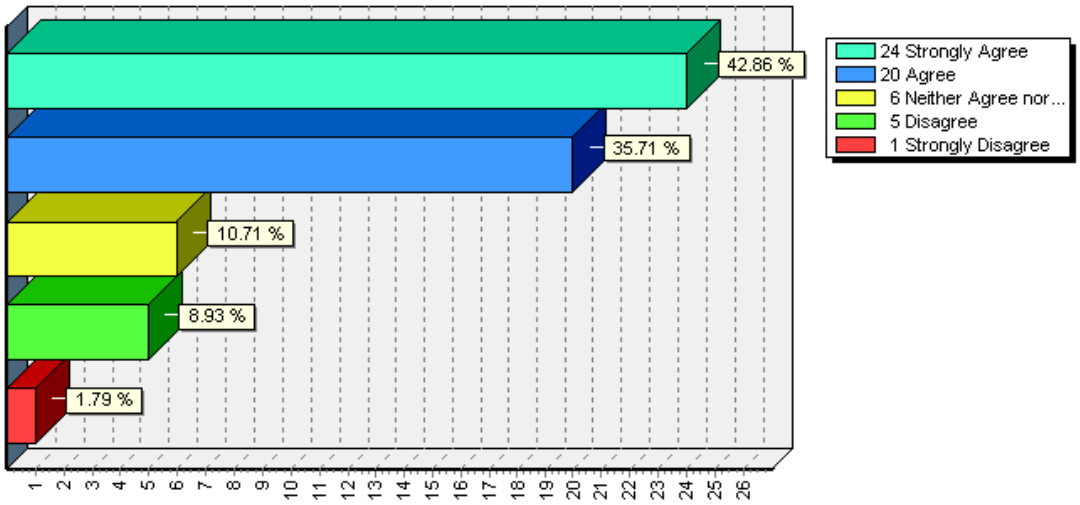
4. I am in my preferred branch.

Strongly Agree	29	50.88 %
Agree	18	31.58 %
Neither Agree nor Disagree	1	1.75 %
Disagree	7	12.28 %
Strongly Disagree	2	3.51 %
Total Responses	**57**	**100.00 %**



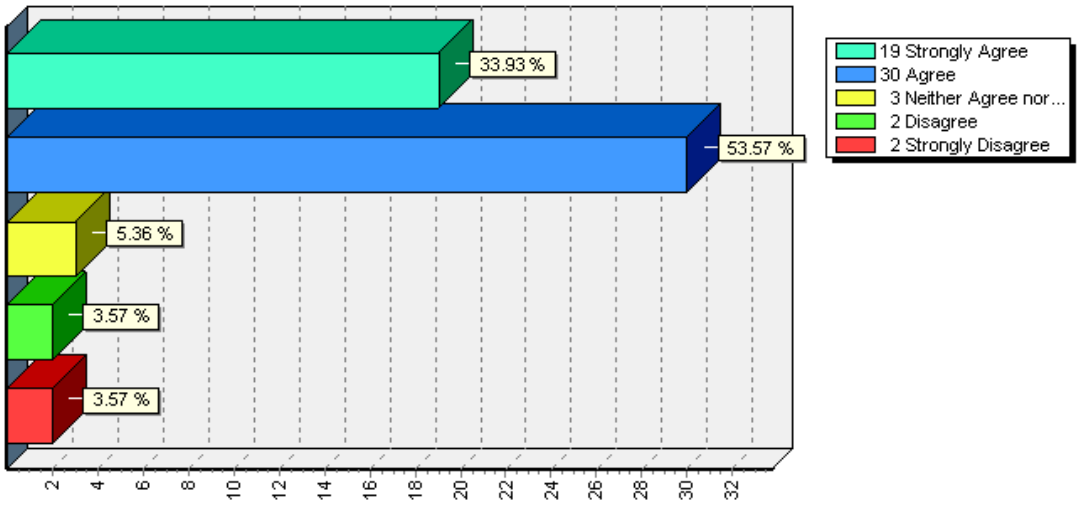
5. I am satisfied in my current branch.

Strongly Agree	24	42.86 %
Agree	20	35.71 %
Neither Agree nor Disagree	6	10.71 %
Disagree	5	8.93 %
Strongly Disagree	1	1.79 %
Total Responses	**56**	**100.00 %**



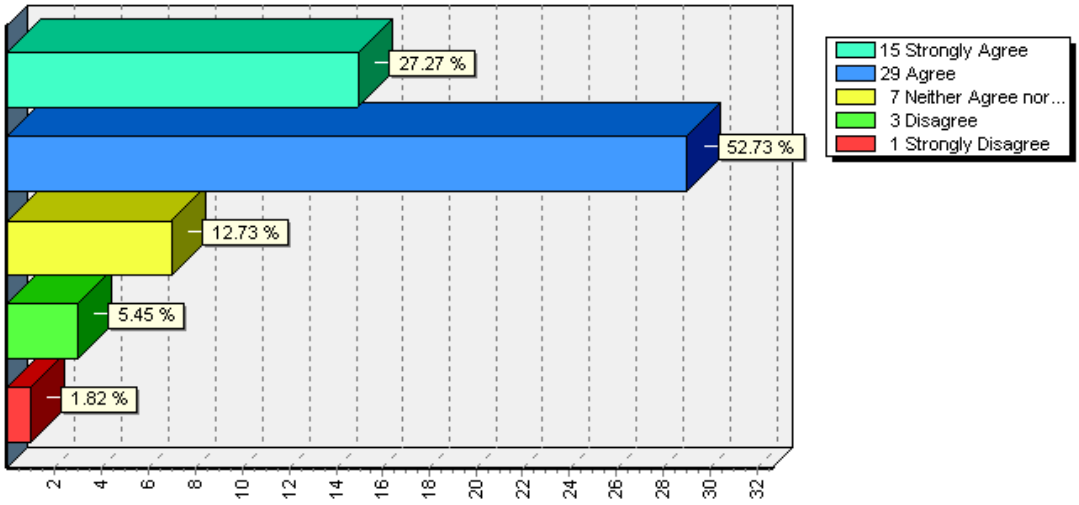
6. I am satisfied with my leadership style.

Strongly Agree	19	33.93 %
Agree	30	53.57 %
Neither Agree nor Disagree	3	5.36 %
Disagree	2	3.57 %
Strongly Disagree	2	3.57 %
Total Responses	**56**	**100.00 %**



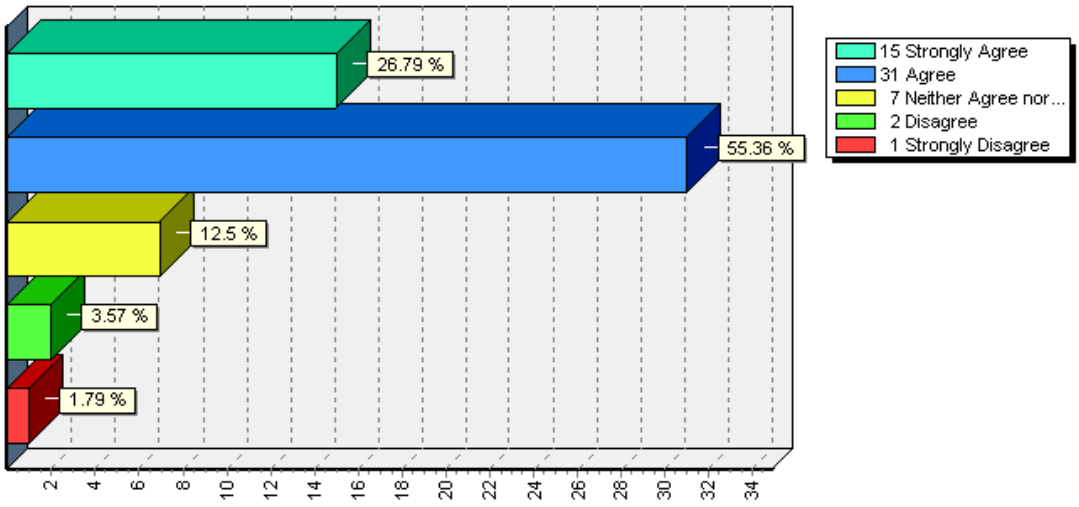
7. I am satisfied with my leadership ability.

Strongly Agree	15	27.27 %
Agree	29	52.73 %
Neither Agree nor Disagree	7	12.73 %
Disagree	3	5.45 %
Strongly Disagree	1	1.82 %
Total Responses	**55**	**100.00 %**



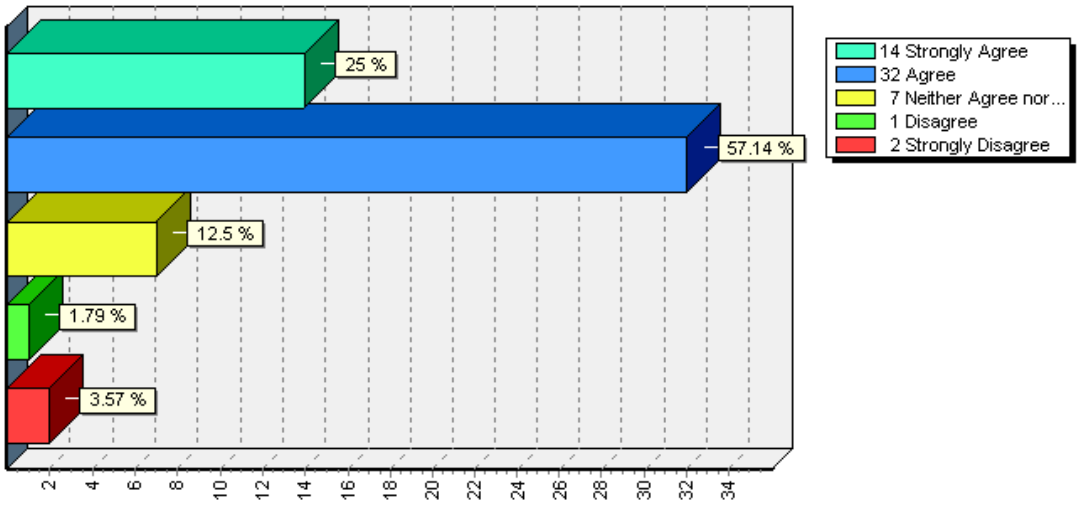
8. I am satisfied with my leadership performance.

Strongly Agree	15	26.79 %
Agree	31	55.36 %
Neither Agree nor Disagree	7	12.50 %
Disagree	2	3.57 %
Strongly Disagree	1	1.79 %
Total Responses	**56**	**100.00 %**



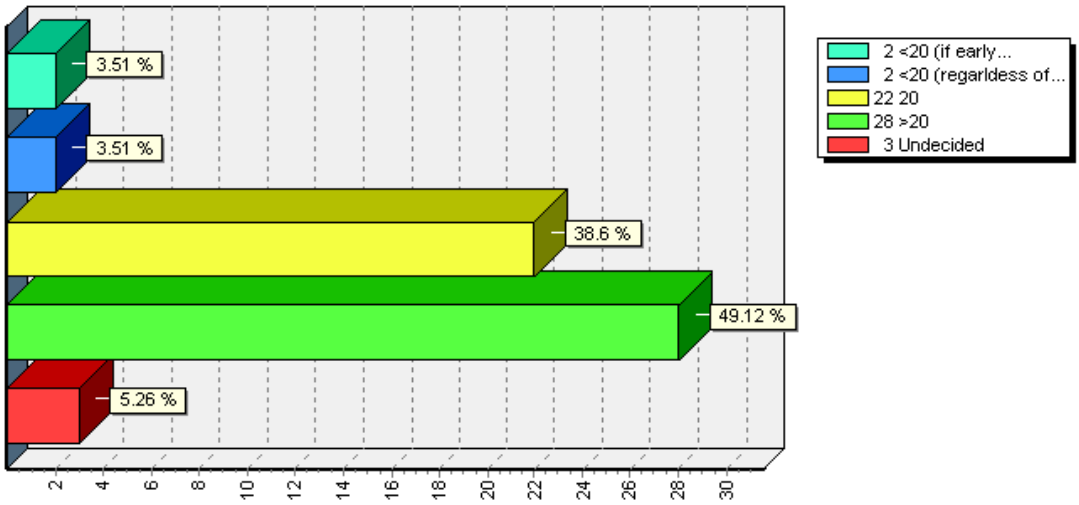
9. I am satisfied with my Military career.

Strongly Agree	14	25.00 %
Agree	32	57.14 %
Neither Agree nor Disagree	7	12.50 %
Disagree	1	1.79 %
Strongly Disagree	2	3.57 %
Total Responses	**56**	**100.00 %**



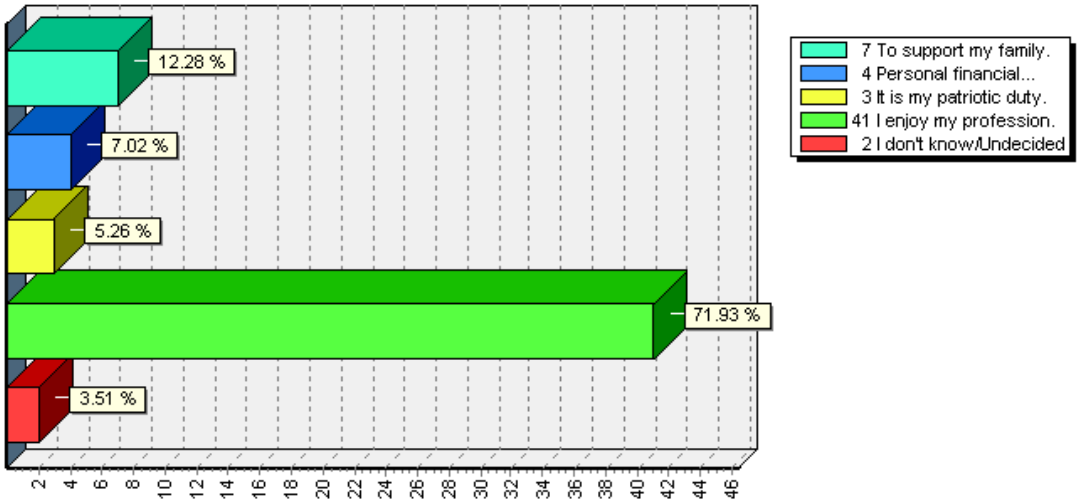
10. I intend to get out of the Army at _____ years of service.

<20 (if early retirement is available)	2	3.51 %
<20 (regarldess of retirement eligibility)	2	3.51 %
20	22	38.60 %
>20	28	49.12 %
Undecided	3	5.26 %
Total Responses	**57**	**100.00 %**



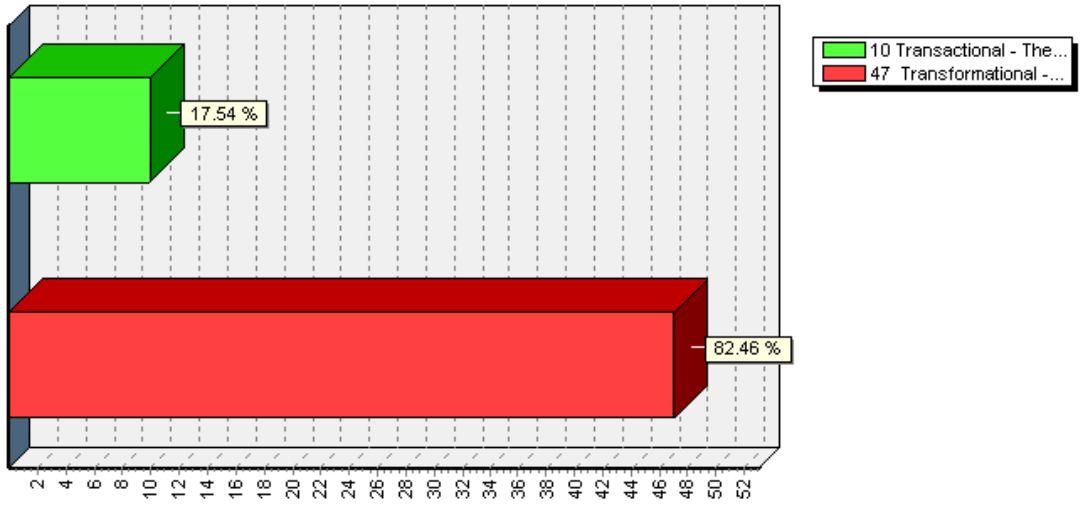
11. I am in the Army because:

To support my family.	7	12.28 %
Personal financial security.	4	7.02 %
It is my patriotic duty.	3	5.26 %
I enjoy my profession.	41	71.93 %
I don't know/Undecided	2	3.51 %
Total Responses	**57**	**100.00 %**



12. I believe I am a_____leader.

Transactional - The leader motivates followers via specific benefits (awards) provided that they are capable of accomplishing the tasks assigned to them. The transactional style involves negotiation between the leader and subordinate. This leader works...	10	17.54 %
Transformational - The leader motivates followers by inspiring them, setting challenges and motivating personal development. Transformational leadership encourages the achievement of high collective standards, through the sense of purpose and a common...	47	82.46 %
Total Responses	**57**	**100.00 %**



Source: Created by author using SPSS survey data results.

APPENDIX D

RANK ORDER DATA

1. Leadership Style, Career Satisfaction and Combat Identifier Rank Order Data

	T_CI	N	Mean Rank
4. I am in my preferred branch.	Tr-CA	15	24.90
	Tr-CS	14	25.75
	Tr-CSS	9	25.94
	Tr-SB	4	25.75
	Tf-CA	3	33.83
	Tf-CS	3	45.67
	Tf-CSS	4	36.88
	Tf-SB	3	27.83
	Total	55	
5. I am satisfied in my current branch.	Tr-CA	15	24.60
	Tr-CS	13	31.38
	Tr-CSS	9	21.83
	Tr-SB	4	23.00
	Tf-CA	3	32.33
	Tf-CS	3	43.33
	Tf-CSS	4	33.50
	Tf-SB	3	19.50
	Total	54	
6. I am satisfied with my leadership style.	Tr-CA	15	26.57
	Tr-CS	13	26.73
	Tr-CSS	9	22.83
	Tr-SB	4	32.00
	Tf-CA	3	25.50
	Tf-CS	3	39.50
	Tf-CSS	4	27.50
	Tf-SB	3	33.50
	Total	54	
7. I am satisfied with my leadership ability.	Tr-CA	15	31.53
	Tr-CS	12	21.50
	Tr-CSS	9	17.06
	Tr-SB	4	43.25
	Tf-CA	3	29.00
	Tf-CS	3	36.33
	Tf-CSS	4	28.00
	Tf-SB	3	21.83
	Total	53	
8. I am satisfied with my leadership performance.	Tr-CA	15	32.57
	Tr-CS	13	21.04
	Tr-CSS	9	20.00
	Tr-SB	4	34.63
	Tf-CA	3	30.00
	Tf-CS	3	36.17
	Tf-CSS	4	29.00
	Tf-SB	3	30.00
	Total	54	
9. I am satisfied with my Military career.	Tr-CA	15	29.80
	Tr-CS	13	24.15
	Tr-CSS	9	14.83
	Tr-SB	4	34.13
	Tf-CA	3	29.50
	Tf-CS	3	41.83
	Tf-CSS	4	33.25
	Tf-SB	3	35.67
	Total	54	

Source: Created by author using SPSS survey data results.

2. Career Satisfaction, Transactional and Transformational Leader Rank Order Data

	T	N	Mean Rank
4. I am in my preferred branch.	Transactional	44	26.48
	Transformational	13	37.54
	Total	57	
5. I am satisfied in my current branch.	Transactional	43	27.06
	Transformational	13	33.27
	Total	56	
6. I am satisfied with my leadership style.	Transactional	43	27.38
	Transformational	13	32.19
	Total	56	
7. I am satisfied with my leadership ability.	Transactional	42	27.45
	Transformational	13	29.77
	Total	55	
8. I am satisfied with my leadership performance.	Transactional	43	27.40
	Transformational	13	32.15
	Total	56	
9. I am satisfied with my Military career.	Transactional	43	26.16
	Transformational	13	36.23
	Total	56	

Source: Created by author using SPSS survey data results.

3. The Combat Identifier and Career Satisfaction Rank Order Data

Question	Combat Identifier		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
4. I am in my preferred branch.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	11	3	0	3	1
		Percent	61	17	0	17	6
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	7	8	0	2	0
		Percent	41	47	0	12	0
	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	6	4	1	2	0
		Percent	46	31	8	15	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	4	2	0	0	1
		Percent	57	29	0	0	14
5. I am satisfied in my current branch.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	10	4	0	3	1
		Percent	56	22	0	17	6
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	5	3	6	2	0
		Percent	31	19	38	13	0
	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	5	8	0	0	0
		Percent	38	62	0	0	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	4	3	0	0	0
		Percent	57	43	0	0	0
6. I am satisfied with my leadership style.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	7	9	0	0	2
		Percent	39	50	0	0	11
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	5	8	2	1	0
		Percent	31	50	13	6	0

	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	5	8	0	0	0
		Percent	38	62	0	0	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	1	5	0	1	0
		Percent	14	71	0	14	0
7. I am satisfied with my leadership ability.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	2	12	2	1	1
		Percent	11	67	11	6	6
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	5	8	1	1	0
		Percent	33	53	7	7	0
	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	6	6	1	0	0
		Percent	46	46	8	0	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	1	3	2	1	0
		Percent	14	43	29	14	0
8. I am satisfied with my leadership performance.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	3	10	2	2	1
		Percent	17	56	11	11	6
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	6	8	2	0	0
		Percent	38	50	13	0	0
	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	5	7	1	0	0
		Percent	38	54	8	0	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	0	6	1	0	0
		Percent	0	86	14	0	0
9. I am satisfied with my Military career.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	3	12	0	1	2
		Percent	17	67	0	6	11
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	4	9	3	0	0
		Percent	25	56	19	0	0
	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	7	4	2	0	0
		Percent	54	31	15	0	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	0	5	2	0	0
		Percent	0	71	29	0	0

Source: Created by author using SPSS survey data results.

4. Retirement and Career Satisfaction Rank Order Data

	10. I intend to get out of the Army at _____ years of service.	N	Mean Rank
4. I am in my preferred branch.	<20 (if early retirement is available)	2	33.50
	<20 (regardless of retirement eligibility)	2	38.50
	20	22	31.34
	>20	28	25.34
	Undecided	3	36.67
	Total	57	
5. I am satisfied in my current branch.	<20 (if early retirement is available)	2	50.25
	<20 (regardless of retirement eligibility)	2	34.50
	20	22	34.98
	>20	27	21.31
	Undecided	3	27.17
	Total	56	
6. I am satisfied with my leadership style.	<20 (if early retirement is available)	2	34.50
	<20 (regardless of retirement eligibility)	2	44.00
	20	22	29.07
	>20	27	26.69
	Undecided	3	26.33
	Total	56	
7. I am satisfied with my leadership ability.	<20 (if early retirement is available)	2	30.00
	<20 (regardless of retirement eligibility)	2	41.50
	20	22	27.68
	>20	26	26.31
	Undecided	3	34.67
	Total	55	
8. I am satisfied with my leadership performance.	<20 (if early retirement is available)	2	31.00
	<20 (regardless of retirement eligibility)	2	31.00
	20	22	26.27
	>20	27	28.96
	Undecided	3	37.33
	Total	56	
9. I am satisfied with my Military career.	<20 (if early retirement is available)	2	30.50
	<20 (regardless of retirement eligibility)	2	30.50
	20	22	32.84
	>20	27	23.00
	Undecided	3	43.50
	Total	56	

Source: Created by author using SPSS survey data results.

5. Leader Belief Rank Order Data

T * 12. I believe I am a_____leader. Crosstabulation			12. I believe I am a_____leader.		Total
			Transactional - The leader motivates followers via specific benefits (awards) provided that they are capable of...	Transformational - The leader motivates followers by inspiring them, setting challenges and motivating personal...	
T	Transactional	Count	7	37	44
		Expected Count	7.7	36.3	44.0
		% of Total	12.3%	64.9%	77.2%
	Transformational	Count	3	10	13
		Expected Count	2.3	10.7	13.0
		% of Total	5.3%	17.5%	22.8%
Total		Count	10	47	57
		Expected Count	10.0	47.0	57.0
		% of Total	17.5%	82.5%	100.0%

Source: Created by author using SPSS survey data results.

APPENDIX E

RAW DATA TABLES

1. Leadership Style Relationship to Career Satisfaction and Combat Identifier

Question	Ldr/CI	Metric	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
4. I am in my preferred branch.	Tr-CA	Count	10	2	0	2	1
		Percent	67	13	0	13	7
	Tr-CS	Count	7	7	0	0	0
		Percent	50	50	0	0	0
	Tr-CSS	Count	5	3	0	1	0
		Percent	56	33	0	11	0
	Tr-SB	Count	2	2	0	0	0
		Percent	50	50	0	0	0
	Tf-CA	Count	1	1	0	1	0
		Percent	33	33	0	33	0
	Tf-CS	Count	0	1	0	2	0
		Percent	0	33	0	67	0
	Tf-CSS	Count	1	1	1	1	0
		Percent	25	25	25	25	0
	Tf-SB	Count	2	0	0	0	1
		Percent	67	0	0	0	33
5. I am satisfied in my current branch.	Tr-CA	Count	9	3	0	2	1
		Percent	60	20	0	13	7
	Tr-CS	Count	5	2	5	1	0
		Percent	38	15	38	8	0
	Tr-CSS	Count	5	4	0	0	0
		Percent	56	44	0	0	0
	Tr-SB	Count	2	2	0	0	0
		Percent	50	50	0	0	0
	Tf-CA	Count	1	1	0	1	0
		Percent	33	33	0	33	0
	Tf-CS	Count	0	1	1	1	0
		Percent	0	33	33	33	0
	Tf-CSS	Count	0	4	0	0	0
		Percent	0	100	0	0	0
	Tf-SB	Count	2	1	0	0	0
		Percent	67	33	0	0	0
6. I am satisfied with my leadership style.	Tr-CA	Count	6	7	0	0	2
		Percent	40	47	0	0	13
	Tr-CS	Count	5	6	2	0	0
		Percent	38	46	15	0	0
	Tr-CSS	Count	4	5	0	0	0
		Percent	44	56	0	0	0
	Tr-SB	Count	1	2	0	1	0
		Percent	25	50	0	25	0
	Tf-CA	Count	1	2	0	0	0
		Percent	33	67	0	0	0
	Tf-CS	Count	0	2	0	1	0
		Percent	0	67	0	33	0
	Tf-CSS	Count	1	3	0	0	0
		Percent	25	75	0	0	0
	Tf-SB	Count	0	3	0	0	0
		Percent	0	100	0	0	0

7. I am satisfied with my leadership ability.	Tr-CA	Count	2	9	2	1	1
		Percent	13	60	13	7	7
	Tr-CS	Count	5	6	1	0	0
		Percent	42	50	8	0	0
	Tr-CSS	Count	5	4	0	0	0
		Percent	56	44	0	0	0
	Tr-SB	Count	0	1	2	1	0
		Percent	0	25	50	25	0
	Tf-CA	Count	0	3	0	0	0
		Percent	0	100	0	0	0
	Tf-CS	Count	0	2	0	1	0
		Percent	0	67	0	33	0
	Tf-CSS	Count	1	2	1	0	0
		Percent	25	50	25	0	0
	Tf-SB	Count	1	2	0	0	0
		Percent	33	67	0	0	0
8. I am satisfied with my leadership performance.	Tr-CA	Count	3	7	2	2	1
		Percent	20	47	13	13	7
	Tr-CS	Count	6	6	1	0	0
		Percent	46	46	8	0	0
	Tr-CSS	Count	4	5	0	0	0
		Percent	44	56	0	0	0
	Tr-SB	Count	0	3	1	0	0
		Percent	0	75	25	0	0
	Tf-CA	Count	0	3	0	0	0
		Percent	0	100	0	0	0
	Tf-CS	Count	0	2	1	0	0
		Percent	0	67	33	0	0
	Tf-CSS	Count	1	2	1	0	0
		Percent	25	50	25	0	0
	Tf-SB	Count	0	3	0	0	0
		Percent	0	100	0	0	0
9. I am satisfied with my Military career.	Tr-CA	Count	3	9	0	1	2
		Percent	20	60	0	7	13
	Tr-CS	Count	4	8	1	0	0
		Percent	31	62	8	0	0
	Tr-CSS	Count	6	3	0	0	0
		Percent	67	33	0	0	0
	Tr-SB	Count	0	3	1	0	0
		Percent	0	75	25	0	0
	Tf-CA	Count	0	3	0	0	0
		Percent	0	100	0	0	0
	Tf-CS	Count	0	1	2	0	0
		Percent	0	33	67	0	0
	Tf-CSS	Count	1	1	2	0	0
		Percent	25	25	50	0	0
	Tf-SB	Count	0	2	1	0	0
		Percent	0	67	33	0	0

Source: Created by author using SPSS survey data results.

2. Leadership Style Relationship to Career Satisfaction

Question	Type	Metric	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
4. I am in my preferred branch.	**Transactional**	**Count**	**25**	**15**	**0**	**3**	**1**
		Percent	**57**	**34**	**0**	**7**	**2**
	Transformational	**Count**	**4**	**3**	**1**	**4**	**1**
		Percent	**31**	**23**	**8**	**31**	**8**
5. I am satisfied in my current branch.	Transactional	Count	21	13	5	3	1
		Percent	49	30	12	7	2
	Transformational	Count	3	7	1	2	0
		Percent	23	54	8	15	0
6. I am satisfied with my leadership style.	Transactional	Count	17	20	3	1	2
		Percent	40	47	7	2	5
	Transformational	Count	2	10	0	1	0
		Percent	15	77	0	8	0
7. I am satisfied with my leadership ability.	Transactional	Count	13	20	6	2	1
		Percent	31	48	14	5	2
	Transformational	Count	2	9	1	1	0
		Percent	15	69	8	8	0
8. I am satisfied with my leadership performance.	Transactional	Count	14	21	5	2	1
		Percent	33	49	12	5	2
	Transformational	Count	1	10	2	0	0
		Percent	8	77	15	0	0
9. I am satisfied with my Military career.	**Transactional**	**Count**	**13**	**25**	**2**	**1**	**2**
		Percent	**30**	**58**	**5**	**2**	**5**
	Transformational	**Count**	**1**	**7**	**5**	**0**	**0**
		Percent	**8**	**54**	**38**	**0**	**0**

Source: Created by author using SPSS survey data results.

3. Combat Identifier Relationship to Career Satisfaction

Question	Combat Identifier		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
4. I am in my preferred branch.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	11	3	0	3	1
		Percent	61	17	0	17	6
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	7	8	0	2	0
		Percent	41	47	0	12	0
	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	6	4	1	2	0
		Percent	46	31	8	15	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	4	2	0	0	1
		Percent	57	29	0	0	14
5. I am satisfied in my current branch.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	10	4	0	3	1
		Percent	56	22	0	17	6
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	5	3	6	2	0
		Percent	31	19	38	13	0

	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	5	8	0	0	0
		Percent	38	62	0	0	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	4	3	0	0	0
		Percent	57	43	0	0	0
6. I am satisfied with my leadership style.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	7	9	0	0	2
		Percent	39	50	0	0	11
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	5	8	2	1	0
		Percent	31	50	13	6	0
	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	5	8	0	0	0
		Percent	38	62	0	0	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	1	5	0	1	0
		Percent	14	71	0	14	0
7. I am satisfied with my leadership ability.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	2	12	2	1	1
		Percent	11	67	11	6	6
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	5	8	1	1	0
		Percent	33	53	7	7	0
	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	6	6	1	0	0
		Percent	46	46	8	0	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	1	3	2	1	0
		Percent	14	43	29	14	0
8. I am satisfied with my leadership performance.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	3	10	2	2	1
		Percent	17	56	11	11	6
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	6	8	2	0	0
		Percent	38	50	13	0	0
	Combat Service Support (AG, Finance, Ordnance, Quartermaster or Transportation)	Count	5	7	1	0	0
		Percent	38	54	8	0	0
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	0	6	1	0	0
		Percent	0	86	14	0	0
9. I am satisfied with my Military career.	Combat Arms (ADA, Armor, Aviation, Infantry, Field Artillery or Special Forces)	Count	3	12	0	1	2
		Percent	17	67	0	6	11
	Combat Support (Chemical, Engineers, Military Intel, Military Police or Signal	Count	4	9	3	0	0
		Percent	25	56	19	0	0
	Combat Service Support (AG, Finance, Ordnance, Quartermaster or	Count	7	4	2	0	0
		Percent	54	31	15	0	0

	Transportation)						
	Non-Operations (Chaplain, JAG, Civil Affairs, Med Service Corp, Nurse Corp or O	Count	0	5	2	0	0
		Percent	0	71	29	0	0

Source: Created by author using SPSS survey data results.

4. Time for Retirement Relationship to Career Satisfaction

Question	Time	Metric	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
4. I am in my preferred branch.	<20 (if early retirement is available)	Count	1	0	0	1	0
		Percent	50	0	0	50	0
	<20 (regardless of retirement eligibility)	Count	0	2	0	0	0
		Percent	0	100	0	0	0
	20	Count	9	9	0	4	0
		Percent	41	41	0	18	0
	>20	Count	18	6	1	2	1
		Percent	64	21	4	7	4
	Undecided	Count	1	1	0	0	1
		Percent	33	33	0	0	33
5. I am satisfied in my current branch.	**<20 (if early retirement is available)**	**Count**	**0**	**0**	**1**	**1**	**0**
		Percent	**0**	**0**	**50**	**50**	**0**
	<20 (regardless of retirement eligibility)	**Count**	**0**	**2**	**0**	**0**	**0**
		Percent	**0**	**100**	**0**	**0**	**0**
	20	**Count**	**5**	**9**	**5**	**3**	**0**
		Percent	**23**	**41**	**23**	**14**	**0**
	>20	**Count**	**18**	**7**	**0**	**1**	**1**
		Percent	**67**	**26**	**0**	**4**	**4**
	Undecided	**Count**	**1**	**2**	**0**	**0**	**0**
		Percent	**33**	**67**	**0**	**0**	**0**
6. I am satisfied with my leadership style.	<20 (if early retirement is available)	Count	0	2	0	0	0
		Percent	0	100	0	0	0
	<20 (regardless of retirement eligibility)	Count	0	1	0	1	0
		Percent	0	50	0	50	0
	20	Count	7	12	2	1	0
		Percent	32	55	9	5	0
	>20	Count	11	13	1	0	2
		Percent	41	48	4	0	7
	Undecided	Count	1	2	0	0	0
		Percent	33	67	0	0	0
7. I am satisfied with my leadership ability.	<20 (if early retirement is available)	Count	0	2	0	0	0
		Percent	0	100	0	0	0
	<20 (regardless of retirement eligibility)	Count	0	1	0	1	0
		Percent	0	50	0	50	0
	20	Count	5	14	2	1	0
		Percent	23	64	9	5	0
	>20	Count	9	12	3	1	1
		Percent	35	46	12	4	4
	Undecided	Count	1	0	2	0	0
		Percent	33	0	67	0	0

8. I am satisfied with my leadership performance.	<20 (if early retirement is available)	Count	0	2	0	0	0
		Percent	0	100	0	0	0
	<20 (regardless of retirement eligibility)	Count	0	2	0	0	0
		Percent	0	100	0	0	0
	20	Count	7	12	3	0	0
		Percent	32	55	14	0	0
	>20	Count	8	13	3	2	1
		Percent	30	48	11	7	4
	Undecided	Count	0	2	1	0	0
		Percent	0	67	33	0	0
9. I am satisfied with my Military career.	<20 (if early retirement is available)	Count	0	2	0	0	0
		Percent	0	100	0	0	0
	<20 (regardless of retirement eligibility)	Count	0	2	0	0	0
		Percent	0	100	0	0	0
	20	Count	2	15	5	0	0
		Percent	9	68	23	0	0
	>20	Count	12	12	0	1	2
		Percent	44	44	0	4	7
	Undecided	Count	0	1	2	0	0
		Percent	0	33	67	0	0

Source: Created by author using SPSS survey data results.

5. I Believe I Am a Leader Crosstabulation.

T * 12. I believe I am a_____leader. Crosstabulation			12. I believe I am a_____leader.		Total
			Transactional - The leader motivates followers via specific benefits (awards) provided that they are capable of...	Transformational - The leader motivates followers by inspiring them, setting challenges and motivating personal...	
T	Transactional	Count	7	37	44
	Transformational	Count	3	10	13
Total		Count	10	47	57

Source: Created by author using SPSS survey data results.

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