



# Executive Summary

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## DEVELOPING EMERGING LEADERS: THE BUSH SCHOOL AND THE LEGACY OF THE 41ST PRESIDENT

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Editor

This research project examines the ideas and techniques for the education and training development of emerging leaders in the public, private, and nonprofit sectors. The project addresses the gaps in military and civilian education in preparing emerging leaders for “whole of government,” cross-agency, and cross-sector organizational environments. The main focus is to synthesize the top research on leadership and leader development and to highlight the needs for developing leaders committed to careers of service across the public, private, and nonprofit sectors. The foundation for the research is based on the ideas drawn from leadership and management literature, government doctrine and reports, think tank studies, and case studies.

The Army has long sought to be innovative in its leader development. Most recently, the Army’s Human Dimension White Paper supports the 2014 Army Operating Concept “Win in a Complex World” document by emphasizing the Army’s desire to become the nation’s leader in human development. In short, the Advanced Operating Concept requires that emerging leaders must understand the political-social-military environmental context; the defense, diplomatic, and development (the 3-Ds) policies of the U.S. Government and their roles as emerging leaders and followers in a variety of operational settings. Collaboration, not just within the Army but across government agencies, will be crucial to success in this complex operating environment.

Chapter 2 assesses the Army’s leader development doctrine in light of the Army’s focus on preparing leaders to “win in a complex world.” It then compares the Navy and Air Force doctrines on leadership education, development, and competencies. The chapter also contrasts the literature on leader develop-

ment in the Department of State and the U.S. Agency for International Development. These comparisons highlight the many similarities and differences in the leader development programs across the 3-D U.S. Government agencies.

Chapter 3 suggests a pathway for individual leader development. Individual leader development is considered as a process of learning, self-study, and personal growth. Reflection and analytical thinking are essential. These are not necessarily qualities that are associated with young professionals from this or any era. Nevertheless, the approach suggested in this monograph assumes that leader development for emerging leaders can be structured as dynamic and flexible plans to build momentum for personal development for goal-directed behaviors. What follows is a structured framework for leader development that should be guided by the individual’s needs and interests and assisted by mentors and coaches.

The following chapters of this monograph analyze current trends in leader development literature from the public, private, and nonprofit sectors. Each section explores the current themes from the literature on each sector and analyzes how the major themes contribute to the base of knowledge for developing emerging leaders. The three chapters provide literature reviews with annotated bibliographies. The selection for the recommended books, articles, research centers, and programs is based on their relevance for emerging leaders. The bibliographies are considered important source materials to supplement preparatory programs, work experience, and self-study to help prepare emerging leaders for their work in the public, private, and nonprofit sectors.

The conclusion of this monograph suggests several recommendations for emerging leader development programs across all sectors and all agencies engaged in the diplomatic, development, and defense work characterized by the concept of the whole of government. The final chapters assess and compare the literature related to each of these sectors to identify patterns of convergence and divergence and, in conclusion, to discuss approaches for additional research that suggests new directions for the next generation of emerging leaders. The research suggests, however, that a surer path is to build clarity into programs that link development with the individual's work. While workshops, academic certificates, and personal coaches and mentors can assist, there is much more potential in utilizing the development opportunities where the time and space exists for in-depth and meaningful development, and that can best occur while working in the day job. Integrating leader development would be of practical value as well for emerging leaders and their supervisors and peers in what are sometimes described as the "newer" skills competencies. While specialized leadership programs, such as those provided by university and professional schools, corporate sponsored centers, and city or regionals leadership hubs, will be useful, they should be considered as supplementary to the development that occurs in the work environment. In brief, external development efforts will not meet the internal organizational demands for lifelong learning for an engaged and committed workforce with large numbers of emerging leaders. Likewise, for those involved in work places in geographically diverse locations, the most likely development will come in the multicultural work environment that is difficult if not impossible to replicate in universities, centers, and U.S. training bases.

Chapter 8, "Afterword," stresses that creative research-based ideas are essential for those development programs that aspire to assist emerging leaders in transitioning relatively seamlessly from their educational experiences into the workplace, with a com-

mitment to a career of lifelong learning. Additional research will be helpful to address issues such as clearly differentiating and resourcing both executive and emerging leader development programs; updating holistic values and character-based emerging leader development; aligning and integrating individual development through tailored incentives and preparatory programs that are integrated into the work environment; designing skills-based apprenticeship approaches; and creating leader development programs that are useful for transitions both within and across agencies, especially for those preparing for integrative work that must bridge civil-military organizations and include the collaborative knowledge and skills across the 3-Ds of defense, diplomacy, and development.

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