

Praxis, Phronesis, and the Valiant: The Practice of Practical Virtues in Elite Tactical Teams

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Abstract

This dissertation answers the following question: *What are the practical, ethical, and transcendent virtues that make elite teams so reliably successful in tactical environments?* It reviews the theories that make teams and those who lead them great. Such teams include elite military units, dynastic sports teams, foremost first responders, prominent doctors, and police personnel. Forty participants were interviewed using grounded and generative theory. The leadership theories discussed included contingency theory, authentic leadership, adaptive theory of leadership combined with transformational leadership, and an emerging theory proposed in this work: “tactical transformational team tenets theory,” which is a theory oriented towards small elite teams in hazardous, uncertain, and unpredictable circumstances and conditions. Eleven propositions derived from the research data were discovered. Ten virtue strengths were revealed during the research. These virtue strengths were the strength of leadership, charisma, conceptualization, covenant, competence, compassion, courage, communication, connection, and honor. The work reveals that the consistent and continual practice of the tenets discovered from the 40 participants is what help their teams be as successful as they have proven to be. Finally, teams in business, healthcare, and other disciplines can achieve enhanced performance by acting on the tenets established.

Keywords: adaptive leadership theory, assertiveness, charisma, communication, competence, conceptualization, connection, covenant, culture, discipline, dichotomy

of leadership, elite tactical team (ETT), fifth discipline, future orientation, generative theory, grit, heroes, honor, impression management, knowledge management, leadership, mastery, phronesis, positive change, praxis, punctuated equilibrium, salutogenic theory, strategic differentiation, stewardship theory, tactical transformational team tenets theory (T4 Theory), tacit knowledge, transformational leaders, uncertainty avoidance, valiant, values, virtues, and VUCA (an acronym for volatile, uncertain, complex, and ambiguous).

Dedication

This doctoral dissertation is dedicated to those you have inspired me to write this work. First, to my wife Kristy Lauritzen, who is the most virtuous woman I know. Second, to the many research participants, friends, teammates, and family members who have willingly put themselves in harm's way in the service of their fellow citizens—including, my own grandfather, father, brothers, and sons.

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Chapter 1: Introduction

Then I heard the voice of the Lord saying, “Whom shall I send? And who will go for us?” And I said, “Here am I. Send me!”(Isaiah 6:8).

This dissertation explores the writings of scholars that leaders and elite teams can use to make this perilous world a safer place. New research will add to the writings of previous scholars. In exploring the practical, ethical, and transcendent virtues of elite tactical teams, I demonstrate that taking a virtue-based approach to teamwork, in turn, leads to success in a VUCA environment (Ko & Rea, 2016).

This dissertation asks how teams reach peak standing and examines the practical, ethical and transcendent virtues of elite tactical teams (ETTs). It also examines the type of leaders and leadership that is best suited for such teams. ETTs are highly skilled teams that perform unpredictable, important, and exceptionally critical tasks. ETTs must also deal with frequent and significant hazardous changes in their environment; nevertheless, their mission requirements still need to be carried out. Adaptability and improvisation are normal occurrences in the mission accomplishment of these teams (Klein, Ziegert, & Knight, 2006).

The Research Question and Its Significance

Power gives impetus to action (*Random House Webster’s college dictionary*, 2001).

Power in the hands of the malignant or the incompetent for extended periods inevitably leads to destructive outcomes. A cursory look at the history of the world

confirms that claim. Power possessed by skilled and competent actors who seek both virtue and excellence can help create an environment where individuals are allowed to thrive. The world is increasingly challenging and complex. It is becoming more and more volatile, uncertain, complex, and ambiguous (VUCA). Teams thriving in such an environment is challenging. How can organizations succeed and how can leaders lead in the midst of such uncertainty? How do organizations keep their footing while still reaching for the stars? There are examples of teams achieving excellence despite working in the VUCA environment. Some of these teams include elite military teams, dynastic sports teams, emergency medical teams, and first responders. Models are needed of organizations and their leaders that are capable, courageous, honorable, and virtuous, so they can provide the average business, healthcare practice, religious organization, or family unit examples of how to reach excellence in the VUCA environs. The examination of the proven tenets, transcendent virtues, and ethical practices that make up elite tactical teams is called for, allowing any organization the ideas and inspiration to be the best in the most difficult of circumstances. Organizations can also explore the transcendental reasons why ETTs and their members are the way they are.

In forming the research question, I wanted to ascertain why some teams were more successful in the tactical arena than others. Teams may have great abilities and advantage over others, but still fail to win. Other less talented teams may find themselves at a significant disadvantage and still triumph. I also wanted to explore

how consistent winners maintained both their supremacy in their respective tactical arenas and still maintain their basic humanity. Therefore, the objective of the research is to answer the following interrogatory: *What are the practical, ethical, and transcendent virtues that make elite teams so reliably successful in tactical environments?*

Defining Elite Tactical Teams

Elite tactical teams (ETTs) are complex adaptive social systems composed of unique, relatively autonomous, partially connected actors (Anderson, 1999; Davis, Eisenhardt, & Bingham, 2009) set within an entity dedicated to a common enterprise. For the context of this study, elite tactical teams are defined as a group of persons dedicated to the accomplishment of an important mission where they may encounter ambiguous situations with direct opposition from an extreme circumstance and/or an opposing power or entity. By definition, these teams will be reliably successful in their endeavors, despite opposition and/or the conditions in which they find themselves.

What Elite Tactical Teams Do

Elite teams can do things that average teams cannot (or, at least, do not) do. Their performances are consistently superior to those of the average in their fields. Kunda and Nisbett (1986) demonstrated that in matters of human capability, especially physical capability, there is some degree of appreciation of the inexplicable variations in performance from one occasion to the next. But there is also an appreciation of the dissimilarities in performance from one team (or individual) to the next. The elite

teams do not have just one success, win one game, or have one winning season. ETTs are primed for the long term as well as the short term. These teams have demonstrated reliable success over long periods of time. The teams fitting this criteria are dynastic sports team, emergency medical departments with consistently higher treatment successes than other emergency departments, and elite military units who have been reliably victorious on the battlefield.

What Elite Tactical Teams Look Like

In general, members of elite teams are extremely competent and highly motivated. Members of extreme teams such as special forces teams or space crews are meticulously selected for special skills and being exceedingly motivated (Driskell, Salas, & Driskell, 2017). Most elite teams are small at the point of action or the delivery of service. They tend to be modular, containing unique and specialized skill sets. They are quite autonomous, but by necessity, most of these teams must collaborate within larger organizations for logistical support. They accomplish more with less. They have passion while accomplishing crucial assignments, and they do it again and again. Elite teams, like other teams, go through nonstop change. However, in most respects, top teams are unlike other teams. They tend to be less concerned with self and more concerned with teammates and their mission. They welcome difficult challenges in demanding conditions. Finally, they yearn for the distinction. The equally elite leaders of these teams can inspire highly skilled and diverse individuals to unify into a common cause to attain extraordinarily difficult and complex goals.

Small

The ideal size of teams normally lies between 9 (Coutu, 2009) and 12 (the size of a U.S. Army Special Forces A-Team). Larger than that, and the team dynamics become too unmanageable and cumbersome. Smaller than that, and the team will lack strength and diversity of expertise. Larger groups will require structures where there are teams within a team.

Highly trained

Training is extensive and expensive. Candidate attrition is exceedingly high.

Experience and maturity count. Training is never ending, and mastery is always pursued, as Lieutenant Colonel Richard Carswell explained:

We must find and train men who can enter an inhospitable, politically unstable situation and successfully navigate in a foreign culture. They must use all their intellect and cunning to accomplish the mission without compromising the ethical or moral standards of an American warrior...who are smart (and) physically fit. (as cited in Couch, 2007, p. 5)

The warrior ethic

A warrior mentality or warrior ethic is pervasive in ETTs. This ethos is not only strong within military units, but any team that faces an opponent or circumstance that is both ambiguous and challenging. I contend that athletic teams and first responders will have more success if the warrior ethos is robust in their teams.

Special operation teams prefer to live on the edge. On that edge, they can be confident in confronting their enemies and the chaos of their circumstances. They are action oriented and hard-wired for accomplishment while relishing risk. They are

energized when they optimize their functionality, master their skill sets, and perfect their performance (Peterson, 2018).

Special Operation Forces (SOF) realities

The SOF community generally adheres to four basic truths:

- Individuals are more important than computer hardware, weapons systems, and policies.
- Quality is more important than quantity.
- SOF warriors cannot be mass-produced.
- Brave men and women cannot come from an “assembly-line,” and capable SOF soldiers and units cannot be created after an emergency occurs. (Couch, 2007).

Heroic mindset

The special forces warrior believes that he will accomplish his mission by, with, and through those he trains to fight alongside him. He is committed to his craft and those he serves, whether serving the nation or fellow soldiers he is training and leading.

Transcendence

These warriors are looking for something meaningful in their lives. Most could go into the private sector and make much more money than they do in the military. Many elite athletes are not paid. They play the game primarily because it is meaningful to them, as opposed to focusing on money. Kim and Beehr (2018) found that “Perceptions of meaningful work resulted in lower levels of emotional exhaustion and higher levels of life satisfaction” (p. 385). There is substantial research that indicates

that meaningful work positively impacts retention in many difficult jobs, including those in public service, such as first responders and the military. Also, meaningful work is now something that employees of all ages acknowledge as important once basic needs such as salary and benefits are met. In fact, most millennials, who will soon be the largest percentage in the workforce, demand meaningful work as a priority for the jobs they consider (Calk & Patrick, 2017).

Focus

The best team members are focused on what they are called to do. During performance, they can be “in the zone,” or so focused that their performances can be considered super-human. However, those same teams are very aware of the potential hazards and risks of the dynamic and sometimes dangerous situations they encounter. They tend to follow the admonition of Theodore Roosevelt (1910) to “Strive mightily for high ideals. Keep your eyes on the stars, but don’t forget that your feet are necessarily on the earth.”

Teams that have this type of focus are never unmindful to the situation, mission, or the future. Self-regulatory focus echoes both a characteristic attribute (chronic focus) and a state (situational focus) that can either effect or be affected by various organizational influences and outcomes, allowing the team to be progression focused in “keeping our head in the clouds” and prevention focused by “keeping our feet on the ground” (Roosevelt, 1910). Self-regulatory focus is a noteworthy illuminating idea because it comprises an inner-self component (ideal vs. ought), which is evident

as a motivational power that marshals different individual and team practices and actions to achieve end-results (Kark & Van Dijk, 2019).

Action-oriented

The warrior mind-set is to choose the most appropriate course of action, then constructively engage in its accomplishment. This emphasis on action causes ETTs to develop an action mind-set, which is the process of recognizing and moving beyond fear to completely concentrate on the known situation and be able to internally command oneself to take specific measures to produce a desired result. In commenting on mind-set, Machowicz (2008) postulated the following:

The fact that we can change our feelings means we have power over them. And if this is true, it is also true that we have to understand that being in charge of our feelings means we can't blame them on anybody else. Start changing your feelings by challenging your assumptions about what you think of yourself. Whenever you hear that voice in the back of your head say, "I can't", ask the questions: where is the evidence that I can't? Has anyone else been able to do this? In other words, don't believe everything you hear, even if you are the one doing the talking. (p. 70)

Intuition

Ordinary teams tend to have set rules and various procedures to be followed. They do things "by the book." A special operator or a great athlete will count on training and experience but will trust their intuition more than less elite and more conventional players and troops. These unique individuals must trust their intuitions where principles compete or are hard to apply in certain tactical or undefined situations. This does not mean they are rogues or rule breakers, but individuals and teams that see opportunities and approaches that others do not see.

Radically goal oriented

Elite teams tend to have greater, tougher, and more complex goals than almost any other type of team. Significantly, they are much more focused on their individual and collective goals than conventional teams. Alexander and Van Knippenberg (2014) argued that a goal orientation outlook helps teams in pursuit of radical innovation. This model can help leaders to adapt to their environment to effect significant change. Learning orientation is associated with positive performance outcomes and avoiding bad performance. Depending where the team is in the process, both learning and performance prove orientations can be valuable for team innovation. Leaders should learn to be adaptive and be able to effectively communicate changing priorities and goal orientation. Leaders of elite teams must consider that learning requires time for contemplation and team communication. Such learning methods may be less applicable to advanced teams operating in highly volatile tactical environments where decision making is more rapid, and the learning and innovation pace is critical. Physically dispersed teams are at a distinct disadvantage (Alexander & Van Knippenberg, 2014).

Adherence to demanding roles, rules, and regulations

Elite teams follow demanding rules and take on demanding roles. Incrementally, these warriors stretch themselves and discover they break through old limits and acquire new abilities. Stretching beyond the old boundaries requires the careful selection and the pursuit of ideal standards (standards that are superior to the current reality and that may not always be attained). However, individuals and teams reach for them, while at the same time reaching for meaning in their lives (Peterson, 2018).

Characteristics of Elite Teams

Elite teams are distinct from other teams. They accomplish more with less, they have more passion, they dream big dreams. Leaders of elite teams can inspire highly skilled and diverse individuals to join a common cause to reach extraordinarily difficult and complex goals.

Common characteristics

ETTs assume recognizable characteristics and commonalities. Koldwitz (2009) called them the *in extremis* pattern:

- Inherent motivation and learning orientation
- Shared risk
- Common lifestyle
- Competence
- Trust
- Loyalty

Common commitment to commendable causes

Having established the virtuous cause and recognizing the challenges surrounding it; a team of exceptional individuals with highly honed and complimentary skills commit to each other and to their common purpose (or cause) to achieve what needs to be done (Katzenbach & Smith, 2009).

Contrary to what many may think, a collective group of the most talented individuals does not necessarily make for the most effective team. High performance depends on

individuals that are completely committed to the team and its goals. The most potent teams are made of great individuals who have chosen to work together as a team for a common goal and the common good. These elite teams have somehow harnessed individual performance into a unified productive team (De Rond, 2012). When individuals are at their best, they develop and build a team with a winning attitude, trust, respect, and emotion. Together, as a team, there are no limits to what any team can achieve with passion, dedicated practice, mutual esteem, and a little luck (Jones, 2016).

One group may be concerned about something in their lives that is negatively affecting them. Another may desire to achieve some great objective. Neither group will accomplish much of anything great or significant until the clear majority of the group members establish and create a common commitment to the cause. Such commitment distinguishes elite teams from common groups. Mediocre groups rationalize and diminish the non-achievement of their ambitions and aspirations, as well as the sort of individuals and types of teams they may have desired to become. Common commitment with determined and exceptional individuals will make it unacceptable for the group to achieve anything short of their goals or become anything less than the image they have created for themselves.

Conceptualization

Conceptualization is the image that elite individuals and their leaders have of themselves. The vision they conceptualize for their teams acts as a model of what they yearn to become.

Communication

The leader and team must have a clear and compelling concept or vision that is concisely and comprehensively communicated repeatedly and throughout the entire organization, as well as to the team's other stakeholders. In elite teams, communication is never an afterthought. It is crucial to the team's mission.

Competence

The team must possess continuously honed knowledge and skills that are superior to their outside colleagues and competitors. Competence is more than knowledge. It is applied skills, broad and useful information, as well as precise and profound knowledge, and the ability to understand the principles of the team's particular discipline to be creative in the application of knowledge in situations where the knowledge, science, and practices of the discipline are undeveloped or non-existent. The team's skills, knowledge, and capacity for creativity can lead to team success in uncharted territory and in very adverse conditions and circumstances. Global core competencies and leadership skills for all team members include cognitive complexity, flexibility, intercultural competence, inquisitiveness, learning ability, integrity, and architecting (Osland, Oddou, Bird, & Osland, 2013).

Members of elite teams tend to have broad general knowledge, plus they are experts in their explicit fields of endeavor. These team members almost always have specialty roles within their team. For instance, a U.S. Army Special Forces A-detachment consists of 12 soldiers; a commander, an executive officer, a senior enlisted leader, an operations and intelligence sergeant, a junior and senior communications sergeant, a junior and senior engineer, a junior and senior medic, and a junior and senior weapons specialist. Each of these soldiers must have high competence both as generalists (i.e., understanding the overall mission and capabilities of the entire A-detachment as well as a working knowledge of the roles of each specialist) and have expert knowledge of their own particular specialty. These soldiers may be required to step into the role of another team member, if the situation requires it in order to accomplish the team mission. Athletic teams have the same requirements. While players may be suited to particular positions on the team, in great teams those players understand each other's respective positions to the point that they can play another position, if necessary, due to injury or other adjustments necessary to win the contest. And, of course, all team members must be acutely aware of the overall mission of the entire team.

Among these competencies needed by elite teams is the *cognitive orientation dimension* first identified by Mendenhall and Osland (2002). The cognitive orientation dimension consists of environmental sense-making, global mindset, thought agility, creativeness, pattern recognition, cognitive complexity, managing

uncertainty, and behavioral flexibility. These experts work intuitively and efficiently, quickly and accurately diagnosing conditions and decisively taking action to bring about desired and predictable outcomes (Osland & Bird, 2006).

Deliberate practice is a prerequisite for developing and sustaining the kind of expertise, proficiency, and skills needed in elite teams. The commonly acknowledged minimum for developing such skills and expertise is ten years of intense preparation and training (Ericsson & Ward, 2007). This acquired expertise from initial and life-long learning goes beyond encyclopedic knowledge. These elite experts can quickly and accurately observe patterns and relevant information to be able to decisively diagnose a problem or situation and take decisive action (Sternberg & Davidson, 1994). This allegedly cognitive “intuition” is really developed by repeatedly rehearsing, training, failing, learning, and mastering the team’s critical knowledge and skill sets over time with deliberate practice and study.

Concentration of mind and effort

The elite team consistently focuses and concentrates on its mission and goals. Team members do not get distracted by personalities, politics and problems.

Courage

Members of elite teams look to each other to model examples of courage. Some people espouse certain values like courage but do not act on them. They may be sincere in their beliefs, but they are not courageous. An organization and its bureaucracies can dampen courage in an individual. That may be one of the reasons

that so many elite service members choose to avoid the conventional command structures in their respective services and seek membership in unconventional commands and teams.

A person with courage acts in accordance to his or her beliefs. Courage leads to action. Without massive and positive action, the team will not accomplish its goals. Courage also means the team remains confident in the face of setbacks, while at the same time staying humble in the exhilarations of victory. Team members understand that true courage comes from deep conviction, and conviction comes from abiding faith. Finally, faith comes from positive expectation or hope.

Collaboration and cohesion

The top teams selflessly come together as a single body with singularity of purpose. To do this, the team as a whole and the individuals on the team show solid character. Those without character should not be on the team, despite having great skills and knowledge. Character will lead to cohesion and collaboration. Clear common team and societal values will assist the team in acquiring proper character. These values must be commonly held as well as clearly and consistently stated. Caring for individuals while seeing to team needs engenders loyalty; leading to a positive culture, a positive team narrative, and *psychological safety* for the team.

Community and culture

Elite teams tend to create communities and cultures that are clearly separate and distinct from the rest of society. These distinct communities have a great deal of

influence on the culture of the members of those communities. The stronger the culture, the stronger the community. Any community can shape values and beliefs. By providing positive character models, the culture of a community may make an individual want to be a certain kind of person, interested by certain considerations and not by others. Individuals in the grip of a strong culture embrace the ideals and interpretations of success that the culture models. They want to be inspired by what inspires their teammates.

Aristotle contended that political science or politics is the “highest good,” or the peak of morals insofar as it produces a state that communicates and supports virtuous character (Aristotle, 350 B.C.E./1894). Cultural tenets aid in the building of the community. In elite communities, leadership is the height of ethical character and conscience (Hartman, 2006).

Where Elite Tactical Teams are Found

Elite tactical teams are found wherever most others are afraid to go. They are those who enter the arena of action (Roosevelt, 1910). These elite teams may be found on an Antarctic ice field, the desert battlefield, or the athletic playing field. They must stay together in tough times, as well as when time is running out. Such teams include emergency response teams, Antarctic expeditionary teams, and military special operations teams. At times, the conditions and environments in which they work can be very extreme. Extreme environments are characterized by high risk factors with elements of danger, as well as rapidly fluctuating and dynamic conditions where

unsuccessful performance has severe, possibly life-or death penalties. These teams may operate in punitive environments in which they are socially secluded and subject to extreme physical and psychological demands and difficulties (O. Brown, 2017).

Why Do Elite Tactical Teams Do What They Do?

Tactical situations act as a microcosm of the conflicts of life. In a relatively short time, the tactical participant can run an entire gamut of passions (terror, hatred, injury and triumph). Tactical situations require the ability to focus in an extreme manner and hold that focus until the contest has been decided. Actions need to be kept simple. Complexity leads to confusion. Confusion can invite catastrophe. Success comes from thinking and acting decisively and authoritatively, in overcoming fear and grasping clarity in rapidly changing conditions. These are the core components of being a warrior. The warrior on the hero's journey must first overcome himself in order to overcome the challenges presented to him (Campbell, 1949). Greatness is correlated with mind-set, or the warrior ethic. In the military and athletic fields, it is common to reference the great player and standout service members as warriors, but even in business, healthcare, and other endeavors, those who demonstrate greatness are referred to as warriors (Machowicz, 2008). Good people love the warrior and his indomitable spirit. They love the courage it takes to step boldly into the arena and be counted on to face down an oppressive enemy. Malevolent people despise him because he stands in the way of their oppression of others (Confucius, 500 B.C.E./1893). Warriors have the commitment and courage to serve the weak and the

oppressed. This is the draw and the call as to why certain individuals are willing to take on the challenges encountered by ETTs.

Antonovsky (1987) developed *salutogenic theory*, which is essentially how people manage stress and remain healthy. He theorized that there are *generalized resistance resources* (GRRs), which help a person cope and are useful in combating psychosocial stressors. People grow under salutogenic effects that may result from performing successfully under trying circumstances. Those who have been in space report constructive change stemming from their experiences (Ihle, Ritser & Kanas, 2006). Those who have operated in the Antarctic describe their experiences there as perhaps the best phases of their lives (Harrison, Clearwater, & McKay, 1989). This suggests that progress from performing in extreme settings stems from the sense of accomplishment and fulfillment provided by being able to successfully achieve difficult tasks in the face of extreme demands (Britt, Jennings, Goguen, Sytine, & Center, 2016).

Many extreme environments offer the prospect of reward and recognition, including the opportunity to excel, shine, be absorbed in one's work, and be recognized for accomplishment and achievement (Harrison & Connors, 1984). Predicament can create contexts for constructive growth, ingenuity, and innovation (Turner & Virick, 2008). If problems and predicaments offer growth to ETTs, could they not do the same for other individuals and teams? If living certain virtues and following certain

professional and personal tenets are important for elite teams, what about for all of us? An exploration of scientific literature may help answer those questions.

Chapter 2: Review of the Literature

Theories Surrounding Elite Tactical Teams

There are both emerging and well-established theories surrounding the subject of teamwork and leadership of high performing teams. These include some neo-charismatic theories of leadership, including transformational leadership, charismatic leadership, and inspirational leadership. Established contingency theories include the path-goal theory, situational leadership theory, contingency leadership theory, flexible leadership theory, and finally, adaptive leadership theory (Dinh et al., 2014).

Elite tactical teams are about good leadership. However, the leadership within the team is quite different from the norm. Theories concerning the leadership of elite teams is difficult to determine. An integrative model of leadership satisfies the following criteria:

- The model would account for the team members, not only the designated leader.
- The model would distinguish actual leadership behavior from perceived leader behavior.
- It sharpens and distinguishes leadership behavioral concepts.
- Any model would suggest specific relationships between concepts, prompting new theories that could inspire future studies.

- Good leadership models integrate established psychological philosophies, sparking theoretic propagation.
- A good model has a high degree of overall scope as well as a profound level of detail.
- The model would consider the potential hardships and the tactical nature of the mission of the team.

Behrent, Matz, and Göritz (2017) critiqued current and past leadership theories, then proposed and described one of their own. In critiquing the current state of leadership behavior research, they claimed the following:

- The lack of theory-based conceptualizations of leadership behavior. Current leadership models (1) overvalue the effects of good leadership behaviors, (2) distort the variances of different leadership behaviors, (3) misinterpret associations between leadership perceptions and outcomes, and (4) fail to establish accurate models. Current leadership concepts and behaviors are relevant and still effective in exploring the unique teams engaging in tactical environments. However, the current use of leadership perceptions as substitutions for both predictive behaviors and leadership outcomes handicaps the legitimacy of behavior models of leadership.
- Leadership behavior (perception) as the basis for incorporation. Meta-analyses have established four essential behavior perceptions that can predict leadership success: (1) boundary spanning, (2) empowerment, (3) transformational leadership, and (4) initiating structure. However, meta-

analyses do not provide a context of dependable behavior. Rather, they assemble different actions that intersect in a fragmented way. Behrent et al. (2017) also reviewed Yukl's (1999) taxonomy of leadership behavior, which contains four meta-categories: (1) task-oriented, (2) relations-oriented, (3) change-oriented, and (4) external (Behrent et al., 2017).

Many leadership authors use analogies to explain their concepts and leadership models. While not empirical, these analogies can serve to simplify the concepts and models for better understanding. Authors invoke an analogy to express ideas. Analogy use may also constitute a key part of a theoretical explanation and an argument. We reason by analogy. We understand how analogies are used and evaluated. We can also gain an understanding of new theories.

The Heart of Leadership: A Guidepost for Theory Construction

Leadership has been defined by Yukl (2012) as “influencing and facilitating individual and collective efforts to accomplish shared objectives” (p. 66). This definition postulates three elements: (1) the leader, (2) the tasks to be accomplished, and (3) the followers and their efforts (Behrent et al., 2017).

The integrative model of leadership behavior (IMoLB) consists of task-oriented leadership behaviors and relations-oriented leadership behaviors. Task-oriented leadership behaviors are further broken down to (1) enhancing understanding, (2)

strengthening motivation, and (3) facilitating implementation. Relations-oriented leadership behaviors include (1) fostering coordination, (2) promoting cooperation, and (3) activating resources.

The discussion of IMoLB's theoretical value measured the following desirable qualities: (1) generality, (2) external consistency and parsimony, (3) internal consistency, and (4) testability. The IMoLB has been revealed (1) to have high generality, (2) to consistently integrate important classifications and concepts of leadership behavior while being more parsimonious, (3) to have high internal consistency by demarking leadership behavior categories and by establishing clear relationships among the various groupings, and (4) to provide a testable framework that exploits an abundance of essential research and develops new theories on effective leadership. Thus, the IMoLB meets the criteria of good quality leadership theory (Behrent et al., 2017).

Some emerging theories that will be considered and analyzed are (1) team leadership theories, (2) leading for creativity and innovation, and (3) the ethical/moral leadership theories that are authentic, ethical, spiritual, and service-oriented. There is a total of seven theories that will be explored in this work—five that have moderate importance to ETTs and two that are more major in their significance. Moral foundations theory, shared leadership theory, complexity theory, contingent theory, and flexible theory all

will be touched on fleetingly. The theories relating to adaptive leadership and transformational leadership will be explored more in depth.

Moral foundations theory

The main thrust of this dissertation concerns itself with virtues and their importance to ETTs. Virtues are important for they can lead to positive actions and outcomes.

Virtues are important for tactical teams because those teams that use physical and deadly force need to constrain themselves and their power when necessary to avoid negative actions and outcomes. Increases in spirituality and virtue have been shown to lead to increases in patience, gratitude, responsibility, and performance. In Moral

Foundations theory, there are five moral intuitions: (1) care/harm, (2)

fairness/reciprocity, (3) in-group/loyalty, (4) authority/respect, and (5) purity/sanctity

(Shepard et al., 2018). Ko and Rea (2016) claimed that the key to organizational excellence is virtue in global organizations, signifying that the seven critical

virtues are: (1) wisdom, (2) temperance, (3) courage, (4) hope, (5) trust, (6)

justice, and (7) compassion (2016).

Shared team leadership theory

Shared team leadership is a dynamic, interactive influence method among individuals

in teams in which the objective is to lead each other to the achievement of group

goals. Effective leadership in ETTs exceeds the influence of a solitary prescribed

leader. Leadership is shared among the several team members (Avolio, Jung, Murry,

& Sivasubramaniam, 1996).

Complexity theory

Complexity theory is used in the actions and missions of elite tactical teams. Martin and Eisenhardt (2010) found that business organizations that are strong performers operate as *complex adaptive systems*. A complex adaptive system is composed of distinctive, relatively autonomous, partially associated actors (Anderson, 1999). High performing teams generally are revealed by their use of positive statements. These teams engage in deliberate learning activities as basic attempts to gain new information, experiment, research, test, and model behaviors. They also engage in postmortems, or after-action reviews. Deliberate learning activities not only provide new information, but act as a setting to collaborate with the team, improving the quality of labor. Collaboration not only enhances learning but aids in decision making (Martin & Eisenhardt, 2010). However, there is more uncertainty and ambiguity for these visionary leaders. These elite teams are comfortable operating at the edge of disorder and ambiguity (Hannon, 2018).

Contingent leadership theory

Teams in volatile situations by necessity deal with operational contingencies.

Contingent leadership theory proposes that situational characteristics moderate the relationship between leader behaviors and outcomes. Leaders must match their style to the characteristics to the situation. Leaders of ETTs adapt actions to the changing nature of the team's tasks as well as the chance of the composition of the team being altered (Yukl, 2006).

Flexible leadership theory

In situations of rapid and unexpected change, leaders must be highly adaptive, flexible, and responsive. Leaders need to ascertain the demands and requirements of the problems and situations confronting them, and tailor their responses accordingly. These leaders may have to be flexible in their style and their actions moment to moment. They balance competing demands, since conditions dictate fluid change and assessment (Quinn, 2015).

Adaptive leadership theory

Because of the nature of the tasks of nearly every tactical team, the contingency theories of leadership should be explored. Contingency theories include the path-goal theory, the normative decision model, situational leadership theory, and adaptive leadership. These theories posit that the situation moderates the relationship between behavior and outcomes. To gain success, leaders and team members must be matched to the apparent needs of the team, and/or must match their skills, style, and behavior to the possible circumstances and conditions. Often in tactical situations (due to limited time for decision making and/or unstructured and complex tasks), leaders may be directive. On the other hand, if organizational vision is well distributed and comprehended, more sharing of ideas and solutions is appropriate and likely. Contingencies drive leader actions, delegation, and development of subordinates (Klein et al., 2006). Management by-exception (MBE) is a transactional style of leadership. The practice of MBE tends to be more corrective than constructive. In MBE, active correction of a follower for performance failure is commonly done, especially in certain circumstances. While the methodology of MBE may appear

negative, Avolio (2010) stated that, “in an extreme, life-threatening context, looking for exceptions is a positive characteristic of leaders” (p. 57). In the context in which it is being discussed, adaptive leadership is concerned with how the team (not just the leader) can modify and adjust to novel, fluctuating, and perilous circumstances.

Adaptive Leadership is about how leaders encourage people to adapt and involves mobilizing others to tackle tough problems. According to Heifetz, Grahow, and Linsky (2009), “adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive” (p. 14). In confronting the new or tactical situations, Heifetz et al. (2009) have reasoned that the leader should attempt the following:

Get on the balcony

Do not plan to make any immediate changes in policies unless there is a safety or staff concern that requires prompt attention. Get to know all the personnel on a personal basis. Use them as advisors. See who the unofficial leaders are, and what is the social dynamic amongst the team. In the meantime, the leader will need to learn all that can be learned about the team and the situation.

Identify the adaptive challenge

Diagnose the ills of the organization carefully and methodically. Distinguish between technical and adaptive challenges, or any combination thereof. Specifically, the leader looks for gaps between espoused values and behavior.

Competing commitments

The leader should not be afraid to speak of things as they appear to be and see how the team can break people out of their comfort zones and increase productivity and drive.

Regulate distress

Since change is constant, the leader assists followers through the uncertainty and distress of change by doing the following: (1) create a *holding environment*, which refers to creating an environment in which people feel comfortable in facing and solving the problems they encounter; (2) create an atmosphere of trust by listening to various groups in order to engender trust in the leader and the new direction the team will be heading. Listen to what is working well, and what they think needs to change. Give and receive information, perspectives, and ideas (the leader needs to be viewed as a coach, mentor, and friend); (3) provide positive direction, vision, productive protocols, and protect the team from the “crazy-makers” and bureaucrats; and (4) be aware and empathetic toward others.

Maintain disciplined attention

The leader needs to have a laser-like focus on the vision that the team will create, and the hard work it will take to achieve it.

Give the work back to the people

The leader encourages the team to recognize and address problems and concerns at the lowest level, empowering them to make decisions that are best for the circumstance and cause the team to be the best it can be.

Protect leadership voices from below

The leader tries to make the environment a safe place for all voices and ideas. This holds true for the leader as well as the newest member of the team. Making teams feel comfortable with positive and honest communication is the concept of psychological safety. Psychological safety allows the *learning organization* to comprehend through complexity to arrive at innovation (Edmundson, 2012).

Creativity

Elite tactical teams, by their nature, are unconventional. Not only do they do things better than others, but they do things differently than others. These teams go beyond lessons learned or the best practices of other teams. Elite teams are distinct from other teams by their mastery of fundamental principles and practices combined with the ingenuity in the implementation of those fundamentals.

Culture of creativity

High impact teams collaborate with key stakeholders to implement solutions in unconventional ways. Maningo-Salinas (2019) describes four practices that help promote and sustain innovation and creativity in healthcare teams. The four strategies are:

- Foster a flexible vision. In tactical situations novel solutions and vision are called for. Situations and conditions may change at any moment. To foster a culture of innovation and creativity, team leaders must expertly manage the tension between sifting goals and purpose. Innovative teams build a cohesive collaborative community with a collective character. It is important to have the team develop a

sense of reason, resolve and being. Purpose makes people prepared to take the risks and do the hard work that is intrinsic with innovation.

- Never fail to let the team members fail. Everyone makes mistakes. The one of keys to success to elite teams is to create an environment of psychological safety in which people feel free to approach problems in new and unique ways. Leaders and teams are inquisitive and model desirable behaviors. Innovative teams balance operational realities and innovation.
- Facilitate multidisciplinary sharing of expertise. In non-tactical situations, and even in at certain times in tactical situations, dialogue and collaboration help diverse people with diverse ideas help precipitate the best ideas and innovations. The environment must be supportive enough to share novel ideas, yet confrontational enough to improve those ideas and spark further improvement. To do this, leaders will need to outline the timing and guidelines to maintain the focus on what is imperative, keeping fixated on ideas rather than personalities and inspiring actions that foster innovation.
- Celebrate wins and learn from failures. Team members efforts for ingenuity and risk taking need to be duly recognized. Positive recognition in the way of acknowledgements, trophies, medals and other mementos, and money where appropriate, serve to encourage the team to continue in its creativity. Great leaders take responsibility and generate context in which creativity occurs (Maningo-Salinas, 2019).

Positive team change

Teams are constantly transforming. Transformation comes from within teams and/or from new transformational leadership attempting to take teams to a new higher level. Also, new individuals are coming from other entities and teams and/or attempting selection onto the team. Those factors make change and transformation a continuous process.

The psychology of change

Team members experience change in ETTs. When entering the unique culture of the ETT, new team members integrate into the team and into its culture. Change must take place within a team to address outside influences or team actions that have not proven successful. Change management strategies are multifaceted and complex. Leaders balance the psychological and social dimensions of change with the operational, procedural, and technical changes that are taking place (Weiner, 2009). It is important to identify the way in which the team affected by change can meaningfully contribute to the improvement. The framework includes five interconnected and mutually reinforcing areas of the practice of change:

- Unleash intrinsic motivation—Tapping into source of intrinsic motivation stimulates shared and individual commitments to action.
- Co-design people-driven change—Those most affected by transformation have the utmost curiosity in designing it in ways that are meaningful and feasible for the team.

- Co-produce authentic relationships—Transformation turns out to be co-produced when individuals inquire, listen, understand, and jointly commit to one another.
- Distribute power—When power is shared, all individuals can contribute their unique assets to convey transformation.
- Adapt in action—Action can be a motivational experience for the team to adjust, acquire knowledge, and celebrate when they are successful. (Hilton & Anderson, 2019)

Punctuated equilibrium

Punctuated equilibrium postulates that change may not be so much of gradual steady strategic change over long periods of time as is commonly presumed and chosen, but with sudden changes and revolutionary paradigms. *Equilibrium periods* are periods of holding to the status quo with long periods of inertia, constancy, and consistency. These periods of equilibrium are interspersed with *revolutionary periods* that drive the system towards changes and balance through new ideas, structural changes, and dogma. There are four factors that impact the change process: (1) understanding the role of emotion, (2) environmental contact, (3) cognition and the dynamics of insight, and (4) the dispersal of revolutionary change through the system (Gersick, 1991).

Supportive team relationships

Team learning is critical for improving performance. Learning is a process. Quality relationships enhance team dynamics and improve how teams learn. Quality relationships and the quality of work done is enhanced through psychological safety

(Carmeli, Brueller, & Dutton, 2009). Teams frequently encounter unforeseen and unanticipated obstacles and confront significant ambiguities throughout their work. Deep and continuous engagement far exceeds short-term exchanges. Such help consists of (1) guiding teams through difficult occasions by working with and paying attention to team members through frequent lasting, tightly clustered sessions, and/or (2) path clearing to help a team anticipate and address discrepancies and complications (Colin, Pillemer, & Amabile, 2018).

Transformational leadership theory

Transformational leadership is a theory used to describe how leaders impact, influence, and inspire followers to self-sacrifice, commit to tough objectives, and achieve beyond former levels of expectancy. It is the most dominant leadership theory in organizational behavior and leadership research. In the transformational leadership dynamic, there is high trust and emotional attachment and commitment to the organization (Gottfredson & Aguinis, 2017).

Leaders who use transformational leadership theory as a leadership practice tend to be more popular with their followers. These leaders tend to inspire others to accomplish more than they ever thought possible. Followers go from doing a task merely for transactional rewards (e.g., pay and benefits) to identifying strongly with their organization and taking tremendous pride in what they do. Transformational leadership can sometimes be misunderstood as elitist and antidemocratic. It can be directive as well as democratic, or even authoritarian, depending on the

circumstances. For instance, in extreme and/or dangerous contexts the team needs the leader to listen so that they can quickly obtain situational awareness, but the leader also needs to be directive to meet the time sensitive and urgent situations (Avolio, 2010).

The basic components of transformational leadership

Transformational leadership consists of four components (the four I's): (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualized consideration (Avolio, 2010).

Idealized influence

Leaders are idealized when followers identify with and attempt to emulate them. To be worthy of such idealization and emulation, a leader needs to be a good role model and gain followers' trust, respect, and admiration. Such talented leaders are self-sacrificing and share risks with their followers. Transformational leaders want to do the right thing—they are dedicated, ethical, consistent, and have high standards. They avoid using power for personal gain. An idealized leader is perceived as being the primary power driving the team forward to a better future, eliciting faith in others.

Inspirational motivation

Optimistic transformational leaders give meaning to and inspire followers. They motivate them to set and achieve challenging goals. They persuade mainly by providing meaning for the mission and communicate a good understanding on how get it done. The team and the spirit of the team are extremely important to the leader, as is focusing on the positive future state of the team.

Great leaders inspire and motivate their teams to perform. Leaders inspire team members to do what stirs them to action. Not only do leaders seek fulfillment in their endeavors, but they help the team to passionately love what they are doing. Those leaders who can inspire give their followers a sense of purpose of belonging that has little to do with external incentive or other benefits. In such an environment, team members do not act out of manipulation; they act out of inspiration. For the inspired, motivation to act is profoundly personal. They are unlikely to be swayed by incentives. Those inspired team members are willing to pay a premium price for the achievement of their goals. They are willing tolerate difficulty and inconvenience. Devotion follows such inspiration. Inspiration leads to team loyalty, which, in turn, can lead to more achievement in the team's particular field of endeavor and more loyal customers and fans (Sinek, 2009).

Intellectual stimulation

Transformational leaders have creative ideas and can conceptualize new and different ways of doing things. Innovation and imagination are encouraged by these forward-looking leaders. Continuous improvement and the constructive challenging of conventions are encouraged.

Individualized consideration

The transformational leader is concerned about the well-being and development of the individuals on the team. Education and development opportunities are made available to the individuals along with a supportive climate and a positive

professional pathway to achievement. Development includes formal and informal educational opportunities and work assignments that help the individual continuously improve, helping them achieve their full potential. These leaders act as mentors, counselors, and coaches to their team (Avolio, 2010).

Global distinguishing characteristics of transformational leadership

Avolio (2010) believed that transformational leaders are moral agents with certain distinctive characteristics:

Transformational leadership involves the process whereby leaders develop followers into leaders. This is a conscious goal; the leader has a development plan in her or his head about each follower.

Transformational leadership is fundamentally morally uplifting. Such leaders stimulate challenge...they are deeply trusted and exhibit the moral perspective to warrant such trust. Their willingness to be vulnerable and to self-sacrifice builds tremendous trust among followers, along with ownership in the form of identification with their mission or cause. Their willingness to self-sacrifice is often associated with similar patterns of self-sacrifices among their followers...who focus themselves and their followers on achieving higher-level missions and purposes. (p. 51)

Five essential leadership skills for transformational leaders

Leaders align purpose, performance, and principles to lead their teams through uncertain situations and hazardous or extreme conditions. They find ways to commit themselves and their team to relentlessly rigorous execution of their policies and vision (Bossidy & Charan, 2002). Transformational leaders practice five essential leadership skills. They (1) tell compelling stories, (2) build collective leadership capability, (3) install disciplined processes to drive innovation and growth, (4) align promises made with metrics and rewards, and (5) build vibrant talent factories:

- Tell compelling stories—Transformational leaders appreciate the power of a well communicated story (Ready, 2002). Great leaders do not dwell in the past, but they appreciate the importance of connecting the legacy of their team with a desired future state, then framing the team’s contemporary challenges as a conduit between the two.
- Build collective leadership capability—Transformational leaders recruit and groom leaders in all areas of the organization. They understand that highly capable and motivated team members throughout the organization help to reach their objectives through shared ownership and responsibility. They also know that each individual and leader must bind together with others to win as a team in delivering and achieving excellence.
- Install disciplined processes to drive innovation and growth—Transformational leaders realize that rigorous procedures and team member discipline are essential for top quality products and services, reinforcing and building an elite culture that drives high performance.
- Align promises made with metrics and rewards—To see the transformation through, great transformational leaders align their messaging with a series of tangible indicators, metrics, and rewards that are consistent with their vision.
- Build vibrant talent factories—Champions do not come off assembly lines, but transformational leaders can be developed. Transformational leaders should clearly look for talented team members with the skills and abilities to

perform with excellence but seek those who fit into the team's inclusive and cooperative culture. (Ready & Mulally, 2017)

Major Findings Related to Elite Tactical Teams

Focus

EETs must have laser focus on their targets and goals, while at the same time retaining complete situational awareness of their environment. U.S. Navy SEALs are taught in a course called Special Operations Target Analysis Studies to assess and plan for engaging targets that will support their mission objectives. They are taught to assess targets through a method known by the acronym CARVER: Criticality, Accessibility, Recognizability, Vulnerability, Effect (on the overall mission), and Recuperability (return on effort). This is the way SEALs determine what of multiple targets matter most. The SEAL team reviews the matrix to by asking questions to assess the value of the targets they may have to engage:

- Criticality—How vital is this target to the entire mission, and does it contribute to overall success?
- Accessibility—How difficult is it to acquire a certain target?
- Recognizability—How difficult is it to locate the target?
- Vulnerability—How much effort or force is needed to acquire and destroy the target?
- Effect—How will the expenditure of resources to acquire and destroy the target help to gain success for the overall mission and win the war?

- Recuperability—How difficult will it be for the enemy to recover from the destruction of the target? What is the return on the investment of our resources? (Machowicz, 2008)

Competencies

Seventeen core competencies for team performance in extreme conditions were identified by Barrett, Holland, and Vessey (2015). These competencies were discovered doing research on astronauts working in space for long durations. These 17 competencies were teamwork, communication, adaptability, self-care, sociability, motivation, achievement orientation, high expressivity, low competitiveness, emotional stability, extraversion, openness, agreeableness, conscientiousness, leadership, and the desire for personal and professional development.

Kolditz (2009) postulated nine competencies for in extremis leaders. They were communicating, decision making, motivating, planning, executing, assessing, developing, building, and learning.

The core competencies that were common to both research studies included three competencies:

- Communication
- Motivation
- Development

Mastery

ETTs master their situations by mastering the competencies, skills, and knowledge required for their position and specialties. Yet at the same time, they need to be constantly changing and improving to meet new and unknown challenges.

Goal orientation: The champion's creed

ETTs improve performance and gain ultimate achievement through mastery of knowledge and skills. This requires intensity and practice. Over time, critical thinking skills also develop. Simulations bring opportunities to fail. Failure brings even more learning. The visualization of the perfect performance drives great teams on a journey to excellence. Setting goals initiates a series of motivational progressions in an individual or team that ultimately supports the achievement the desired goals (Brown, 1948).

Motivational intensity for pursuing a goal increases as the distance to the goal decreases. The pursuit of goals as a team sharpens the team's skill sets. Different skill sets can then come together to make the team successful. They do this by modeling and working on strengths, as well as working on weaknesses until they become strengths (Fayad, 2017).

Performance Environments

Fletcher and Streeter (2016) conducted a case study exploring the use of the High-Performance Environment (HPE) model using an elite English swimming team. The purpose was to address the gap in existing knowledge by exploring the HPE model

using that elite team. The article contended that organizations and environmental factors have a substantial influence on individual and team performance in elite sports. The HPE takes a holistic view of the performance environment and has four core components:

- Leadership—defined as a process whereby an individual influence a group of individuals to achieve a common goal.
- Performance enablers—defined as environmental supports required by people to operate effectively in any performance environment.
- People—defined as the individuals operating in the performance environment.
- Organizational culture—defined as the perception that individuals have of their organization as a whole. (Fletcher & Streeter, 2016)

It was noted that transformational leadership theory is the most common theoretical approach in sport leadership. The results of numerous interviews with coaches, staff, and athletes broke the four core components into higher order themes or subcomponents and were then broken down into lower order themes or subcomponents. The following is an outline of the entire results and discussion sections of the article:

Leadership

Leadership is defined as a process whereby an individual influences a group of people to achieve a common goal.

Table 1. Interview Results on the Leadership Component

Vision	Focus Adaptability Dissemination Shared ownership Shared leadership
Support	Encouragement Managing discontent Individualization
Challenge	Knowledge High expectations Communication Intellectual stimulation Desire to achieve

Source: Adapted from Fletcher & Streeter, 2016

Performance enablers

Performance enablers are defined as environmental supports required by people to operate effectively in any performance environment.

Table 2. Interview Results on the Performance Enablers Component

Information	Positive feedback Goal setting Informal advice
Instruments	Training schedule Facilities Education Support staff Networking

Incentives	Funding Social recognition Subsidizing Internal rewards Mass media
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Source: Adapted from Fletcher & Streeter, 2016

People

People are defined as the individuals operating in the performance environment.

Table 3. Interview Results on the People Component

Attitudes	Commitment Positive belief Trust Dedication Intrinsic motivation Enjoyment Clear responsibility
Behaviors	Organization Engagement Extra role behaviors Teamwork Enthusiasm
Capacity	Recruitment Exclusion Star performers Reputation Team Mind

Source: Adapted from Fletcher & Streeter, 2016

Organizational culture

Organizational culture is defined as the perception that individuals have of their organization as a whole.

Table 4. Interview Results on the Organizational Culture Component

Achievement	Long term plan Striving for success Performance goals
Well-being	Satisfaction Personal development Relationships
Innovation	Training techniques Technology Research
Internal processes	Internal control Role awareness Delegation

Source: Adapted from Fletcher & Streeter, 2016

All of these elements factor into the performance environment. The performance environment plays an important role in achieving positive performance outcomes in competition. The findings of this case study support the assertion that the better the performance environment that is created in elite teams, the better the people competing can perform. The researcher concluded that the environment is as every bit as important as the competitors (Fletcher & Streeter, 2016).

Extreme environments

A performance environment is exceptionally difficult to attain. Placing the need for high performance in an extreme environment (e.g., inherently dangerous activities, hostile physical environments, aggressive adversaries, etc.) produces an even higher degree of requisite performance. Teams that work together under threatening or extreme conditions, such as disaster response, emergency departments, extremely high altitudes, polar regions, under water, space, police work and combat, are under great pressure stemming from high demand environments and heightened consequences of the penalties of failure and even injury or death.

Extreme environments may be distinguished by (1) hostile environmental demand, (2) danger and physical risk to self or to others, (3) restricted living or working conditions, and (4) social demands that may include isolation from those outside the setting and close confinement with those inside (Harrison & Connors, 1984).

ETTs often work in extreme environments. ETTs operate in various settings, such as space, submarines, undersea environments, jungles, mountainous areas, polar locations, military situations and other high-pressure environments.

The duration of the operation or task is important. Teams that perform for extended durations are likely to suffer from longer exposure to demanding environments. The temporal context of the team is important. There are significant differences between an ad hoc team with no past or anticipated future and more dynamic groups that are

intact to perform over a longer period. Government and private organizations marshal teams to solve difficult and complex problems. These contexts are challenging, but teams that operate in high demand and/or extreme environments have made great contributions to science, business, and other fields. Sustaining effective team performance under extreme conditions remains a singular challenge to the team members themselves, their leaders, constituents, and for the researchers studying them (Driskell et al., 2017).

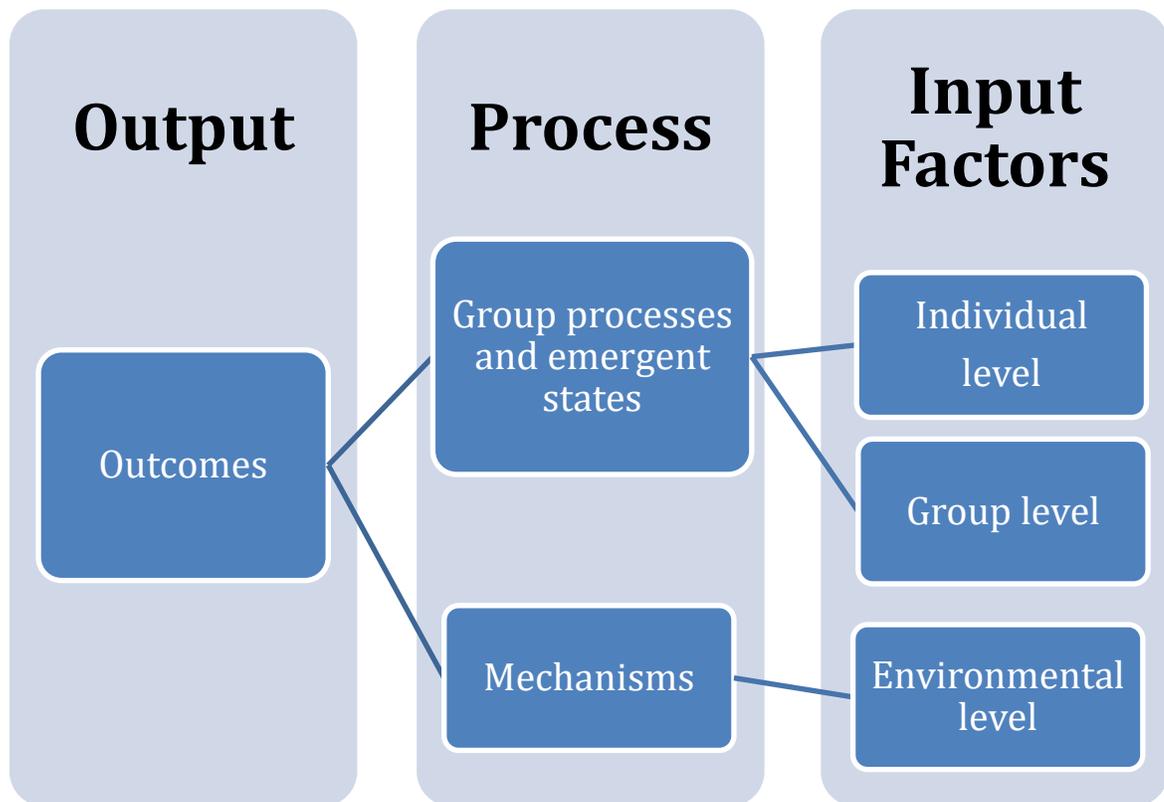
Teamwork can be difficult in the best of times. In working with others in normal business environments, the dynamics of team interaction can be frustrating to its members. In elite tactical teams, the objectives of the team are much more difficult, and the environment is very often exceedingly dangerous. Logistical and emotional support may be paltry or even non-existent. The duration of this type of condition may be several months or even years. Elite teams in extreme environments must be resilient due to the incredible social, physical, and emotional trials inherent in their responsibilities and the settings they may find themselves. A British researcher, Olivia Brown (2017), focused her research on teams in extreme environments. She concentrated on three behavioral aspects of team dynamics: team communication, team coordination, and team cooperation. Communication refers to the amount of information sharing employed by teams. Cooperation is the helpful back-up behaviors employed by the team. Coordination, which refers to the ability of a team to match

their behavior to complete interdependent tasks, and cooperation are represented by the desire of individuals to assist teammates (O. Brown, 2017).

Brown (2017) attempted to see how communication, coordination, and cooperation affected team performance. This included looking at aspects such as team cohesion and goal consistency. Team cohesion is defined as the willingness of individuals to remain part of the team, reflecting the tendency for the group to remain united in pursuit of a common goal. It is anticipated that if cohesion is high in teams, then this will directly contribute to the amount of effective behavior that a team is displaying. For example, if an emergency response team is highly cohesive, it is expected that this will, in turn, increase the amount of beneficial information sharing (communication) and helpful back-up actions (cooperation) employed by the team. Brown (2017) found that communication in extreme teams was more distributed. As the time from the catalytic incident increased (i.e., once the immediate threat of the incident was over), team members were more likely to get involved in decision making. Also, extraversion with teams normally had negative effects on team cohesion. And finally, perceived performance was directly proportional to team cohesion (i.e., the better the performance, the better the cohesion on the team) (O. Brown, 2017).

Figure 1 (below) is a visual adapted from Driskell et al. (2017) concerning the typical organizing framework for examining teams in extreme environments. It should be

noted that input variables are derived in three categories: Individual-level factors, group-level factors, and environmental-level factors (Driskell et al., 2017).



Source: Adapted from Driskell et al., 2017

Figure 1. An Organizing Framework for Examining Teams in Extreme Environments

Fearlessness?

Extreme environments and situations naturally cause fear and trepidation. There is fear of the elements, fear of the situation, fear of injury or death, and fear of letting teammates down. How do ETTs overcome their individual and collective fears? Fear

can both be positive and negative. Controlled fear in an extreme situation can keep leaders cognizant of actual and potential hazards, helping them to take measures to mitigate threats, do inherently dangerous things in a manner that is as safe as possible, and take reasonable defensive measures to protect the team. Uncontrolled fear can cause teams to focus only on the threat and lose the ability to find ways to counter and defeat it. Uncontrolled fear can cause paralyzing panic. Uncontrolled fear can assure there is unnecessary damage to the team and to others around it.

In discussing his own fear as a special operator, former U.S. Navy SEAL Richard “Mack” Machowicz (2008) stated that “every time I get ready to jump out of an airplane, I feel fear. The unknown of death has inherent fear. I don’t want to die. But being afraid of dying isn’t what pulls your chute. Wanting to live does” (p. 38). Even the bravest of warriors are afraid. The difference between them and the more cowardly is that they overcome their fear because of something else they want to accomplish that is of great importance. Deeply held passions and values can overcome the obstacles in the warrior’s way. Those passions and profoundly held values can help individuals have the energy and aggressiveness to move toward the objectives. Warriors can do this by (1) being confident in the knowledge, skills, and grit that allowed them to accomplish their goals and objectives in the past, and having a strong enough reason to attain their desired purpose; (2) move through their anxiety by being familiar with the signs and symptoms of fear; (3) remember past successes;

(4) focus on the desired objective; and, finally, (5) take vigorous action (Machowicz, 2008).

Leadership for ETTs

The *in extremis* leader

In situations where teams may perceive that their lives are endangered, leadership literally defines the hope for the physical future. Capable leaders are sought by teams that may be at risk. True leadership greatness is displayed in elite teams in desperate situations. *In extremis* leaders give purpose, direction, and motivation to teams when there is imminent physical danger, or where followers believe that the leader's performance will affect their physical welfare or survival. This is not leadership theory; it is the comportment of leaders under a certain set of perilous conditions. It is not crisis leadership. In crisis leadership, the leader is unexpectedly faced with unusual and potentially hazardous circumstances. In contrast, *in extremis* leaders routinely and willingly place themselves in situations of extreme danger or life-threatening settings while at the same time leading others. *In extremis* leaders are self-selected; leaders handling crises are not.

The world of ETTs often is dictated by powerful forces using unqualified power. These could be physical forces (e.g., meteorological conditions, fire, aerodynamics, or the laws of physical science). They could be radical political or societal forces (e.g., criminals, rival armed forces, or extreme partisan hooligans). These leaders' stature is determined by the resolve to accomplish a perilous undertaking,

competence, character, and courage. For leaders in dangerous professions, success or failure cannot be negotiated or bought.

Why do people want to lead in dangerous and adverse conditions?

Since the outcomes in *in extremis* settings are characterized in terms of wellbeing or injury and life or death, the motivation to lead in those situations needs to be understood. The chance for significant and legitimate frequent adrenalin bursts is one reason. Taking on significant challenges is another. The sense of duty to protect others and to do what most people are unwilling to do are still other reasons. The reasons may be different for different people, but those reasons are not common to the general population.

“You can’t pull heroes off an assembly line”

Two characteristics of those who seek *in extremis* leadership are (1) an inherent leadership motivation, and (2) an extreme desire to learn. The usual trappings of success (money, fame, position), do not seem to be primary motivation factors for these leaders. On the contrary, these leaders were authentic leaders who have focused on ideals. A values-based form of both authentic and transformational leadership styles appears and becomes part of the operating style of extreme leaders.

Competence commands respect

Followers demand leader competence. Nowhere is that more critical than in dangerous circumstances. No amount of legitimate or legal authority is likely to command respect or obedience in a setting where life and death are on the line, whether that is in a combat zone or in the Antarctic. Dangerous settings demand

leadership that is explicit, aggressive, and pointed. Competence is the necessary building block for team trust. Selflessness and humility are internal to outstanding leaders. These characteristics are not merely what a leader should do. They epitomize what the leader must be. Lessons that can be derived from in extremis leaders are listed below:

- Motivation is most powerful when paired with an emphasis on learning.
- Sharing risk enhances trustworthiness and can improve a leader's success in situations involving risk.
- Lifestyle reveals a leader's values to followers.
- Competence develops trust and loyalty.
- The best leaders passionately *want* to lead. (Kolditz, 2009)

Debates and Issues Surrounding the Topic of Elite Tactical Teams

Transformer or authoritarian?

Elite tactical teams are, by definition, in extreme and stressful environments and are asked to do challenging and extraordinary things. Should their leaders then be more authoritarian or transformational? It is commonly believed in scholarly circles that transformational leadership works better than authoritarian leadership. Huang, Xu, Chiu, Lam, and Farh (2014) have disputed that common belief and have postulated that transformational leadership works well when times are good, or when there is little pressure on the leader or team to perform; but their studies have indicated that more authoritarian leaders perform better in more difficult and desperate times.

Individually, Huang studied managerial leadership styles in a Chinese telecommunication company. He found that during economic downturns authoritarian leadership was positively related to subsequent higher revenue growth. When economic trends were better, transformational leadership affected revenue growth more positively. Huang et al. (2014) explained that leaders should do these five things during hard times:

- Behave in a commanding way—Be serious and decisive. Do not be indecisive when it is critical. It might even be better to make a wrong decision and fix it later, than to seem weak or uncertain. Leaders should stay the course and bring the team with them.
- Leaders should micromanage—They should try to make all decisions, whether important or not. Managers should be involved in all departments and teams.
- Be a disciplinarian—Leaders should give clear messages about what is acceptable and what is not; then enforce the rules.
- Call out those who fail to meet goals—Employees will see the kinds of mistakes that cause problems, and they will do their best to avoid them.
- Demand that everyone follows the rules or faces the consequences—To maximize efficiency, employees cannot duck their assigned duties or take unreliable and unsanctioned shortcuts. (Huang et al., 2014)

In my personal experience, this strategy works while in the middle of the tactical situation, and while in between tactical situations, elite tactical teams are more resilient with tough bosses than with non-tactical teams. But there are negative

consequences for people living under constant authoritarian discipline, even high performers.

Philosophies of Elite Tactical Teams

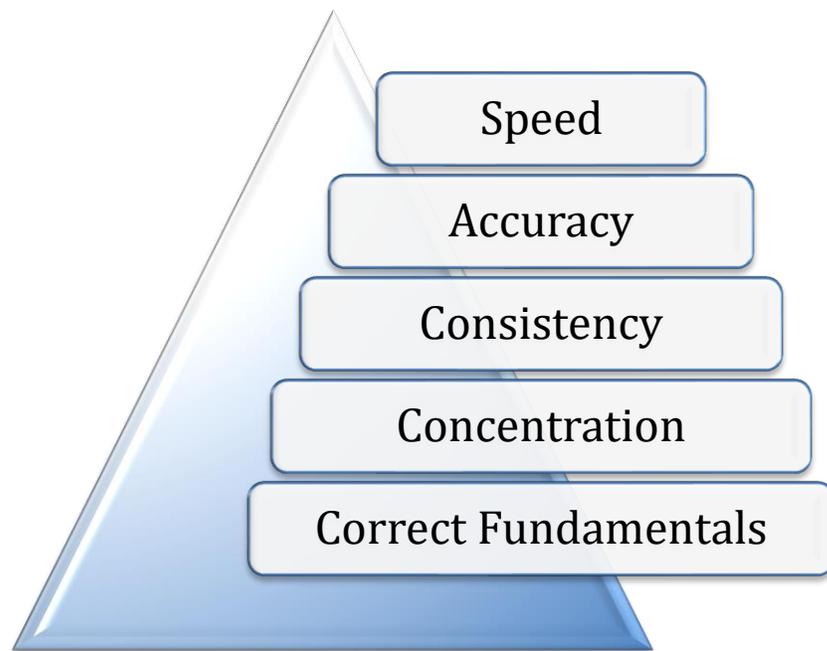
Culture is not constructed on one exertion to implement a practice or a program. Rather, as Barnes (2010) described implementing safety cultures, manifold efforts are necessary to impart attitudes, behaviors, and values. With these in alignment, the path to excellence gains clarity. Alignment and standardizations also provide a structure for safe innovation and new approaches to tasks. They are essential in realizing a vision of excellence. The focused vision on excellence combined with trust, respect, communication, stakeholder engagement, and leadership development and visibility, helps ensure the creation and maintenance of highly reliable, multidisciplinary teams (Simon, 2019). These practices and traits are required in tactical settings.

Preparation

Thorough and comprehensive preparation is part of demonstrating ETTs' talent, determination, and skills. Warriors define a lifetime expectancy for themselves, which is to establish a different and higher personal standard for the rest of their lives. According to Machowicz (2008), "Being a warrior is not about the act of fighting. It's about being so prepared to face a challenge and believing so strongly in the cause you are fighting for that you refuse to quit" (p. 15).

Warriors prepare through discipline and putting themselves to the test. Machowicz (2008) has suggested preparing warriors through deliberate practice. He stated further

that “perfect performances can’t exist without perfect practice” (p. 125). He has developed the Training Pyramid (Figure 2), which is a systematic method that allows the progression of learning to occur naturally. The Training Pyramid ensures in every step along the way that skills and attitudes are learned correctly and are thoroughly developed. This is so thoroughly cultivated in warriors that when called upon in a tactical situation, skills, knowledge, and attitudes are ready for any scenario.



Source: Adapted from Machowicz, 2008, p. 129

Figure 2. The Training Pyramid

Correct fundamentals

Without starting with learning core fundamentals correctly, the warrior can never attain mastery. Using correct fundamentals can help a novice defeat a more experienced warrior who does not master the fundamentals.

The U.S. Army has had a learning philosophy when comes to learning fundamental skills and knowledge. The Army calls it (1) crawl, (2) walk, and (3) run. Warriors are progressively learning higher end skills while staying with fundamental skill sets and principles in smaller, easy to understand amounts. These are measured and evaluated to help the soldier move to the level of expertise and responsibility.

Concentration

Concentration comes after the fundamentals have been clearly and completely defined. To sharpen concentration, four things need to work together harmoniously: (1) attention, (2) alertness, (3) focus, and (4) control. Unnecessary distractions need to be ignored and put aside for the moment, so the warrior can remain composed and calm in the worst of situations. U.S. Navy SEALs have used *mental management* as a positive concentration tool in training. In U.S. Navy SEAL sniper training, students are encouraged to concentrate and focus on how they should do a task correctly, instead of all the things they might be doing wrong. The SEALs have found that they have more success with students taking the constructive learning approach and concentrating on positive learning (Webb, 2012).

Consistency

Aristotle (350 B.C.E./1894) believed a person's values and actions should be consistent with their desires. This has been referred to as integrity (Hartman, 2006). The combination of correct fundamentals and concentration lead to consistency in the

long run. If something can be done right once, it can be done right every time. The more the task is practiced, the more consistent the person will be.

Accuracy

Something being done well can be done rapidly. Something accurately and consistently done over time will bring mastery and natural swiftness.

Speed

Once mastery of the tasks is inherent in the warrior, speed of execution will follow. If the warrior has failed to thoroughly learn core fundamentals in the correct manner, he will have become more and more proficient in doing things the wrong way. Instead of mastery, he will cut corners, compromise quality, and get to a level of skill and knowledge that will eventually stagnate. Throughout the entire process, warriors are encouraged to react promptly and ask questions for understanding and clarification. Recognition and rewards are given along the way.

Commitment

Qubein (2007) observed that people make decisions with their heads but make commitments with their hearts. A profound and continuing commitment to the purpose and objectives of the organization will determine the success of its endeavors. Elite teams are formed from a covenantal relationship stimulated through intellectual and emotional paths, and stewardship behaviors are a type of prosocial action that individuals and teams undertake through their willingness to sacrifice their own interests for the benefit of serving others. These individuals choose to subject themselves to the rigors of training and operating inside extreme environments and

situations, not for money or fame (most never have that), but for an opportunity to serve others and to overcome that which is difficult and dangerous. They can leave the journey or process at any time (Machowicz, 2008). They covenant with themselves and others to be a part of something special and unique.

Covenantal relationships bind all parties to work toward a common goal without taking advantage of each other (Caldwell & Karri, 2005; Hernandez, 2012).

Stewardship behaviors create a team's willingness to subjugate selfish interests for the well-being of others (Hernandez, 2012). Individuals and teams are bound by a sense of moral obligation (i.e., an acutely assumed commitment) to behave consistently with their virtues and value system. Individuals recognize their responsibilities to protect the interests of the team and other concerned stakeholders and believe they are morally obliged to pursue those interests (Caldwell & Karri, 2005). These virtues, selfless actions, and covenantal causes are important for a person's self-concept as well as a team's identity (Hernandez, 2012). This self-concept is a cognitive construct that helps the team members define themselves as well as identify with the team. This mutual self-concept causes commitment to team relationships, ideals, and purposes (Blau, 1964).

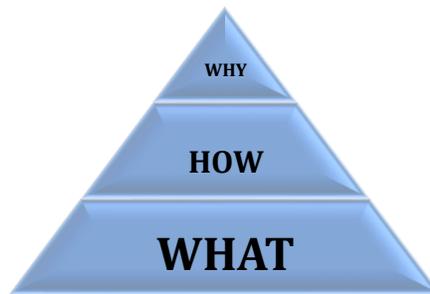
A team that is relationship centered and has a covenantal commitment to the accomplishment of a common objective will show signs of shared leadership. Such leadership is a dynamic interactive influence process within the group for which the

objective is to lead one another to the accomplishment of the goal and the mutual advancement of the team. Shared leadership is central to stewardship and focuses on the mutual influence of the team. “Special operations elite military units, for instance, exemplify the shared and dynamic coordination of leadership” (Hernandez, 2012, p. 178).

Motivation

Sustaining motivation in an extreme and dangerous mission environment is a critical concern (Morgeson, 2015). Great teams are full of people that are inspired to action. They have a sense of purpose and feel motivated to take action to achieve something that is important to them. The team members’ objectives may vary to some extent. For some, recognition and rewards are their objectives. For others, it is fortune, fame, or their family. Whatever the motivation is, the object of the purpose (or mission) is the same. Elite teams, by their nature, win, and their members like winning. These teams have an aversion to failure. Elite teams are highly motivated to learn and adapt to whatever is needed to achieve success—failure is not an option.

Why they win is important. The “why” of the individual or team is an essential step in their inspiration and incentive to achieve. Incentive must be accompanied with smart ways to get the job done. Simon Sinek (2009) described inspiration as a “Golden Circle,” or a three-dimensional cone (Figure 3):



Source: Adapted from Sinek, 2009.

Figure 3. The Golden Circle

The cone represents an organization or team. The WHY represents the inspiration for the team or the leader. The next level represents HOW the mission is to be done. And lastly, we find WHAT is the result of the team's actions. Those with the vision, or the reason WHY, oftentimes need assistance from those who know HOW to get practical things done. Examples can be seen with Walt (WHY-type) and Roy Disney (HOW-type) creating and growing the Disney empire together. For Southwest Airlines, Herb Kelleher was the WHY-type and Rollin King was the HOW-type. A team's vision statement should answer their WHY, and their mission statement should answer HOW or demonstrate the route in which the team intends to create their future (Sinek, 2009).

Sometimes initial motivation can diminish for even the best of teams. If a team needs to be reanimated, there are actions that can motivate and give life to a declining team.

Reaffirm purpose

McGuinness (2018) quotes Jonathan Swift when he said that “Vision is the art of seeing things invisible” (p. 50). This is done by the following:

- Distinguishing what are the most critical areas needed to be successful.
- Identifying team interdependencies that best drive strategy.
- Tapering those team interdependencies to a critical few the leader can emphasize.

Encourage constructive dialogue

Paradoxically, the best performing teams report the most errors. The psychological safety characteristic in the team allows them to more openly discuss deficiencies.

Guidelines on creating such an environment include (1) having the team know each other at a deep level, and (2) investing time in strengthening team effectiveness.

Reinforce accountability

In low-performing teams, there is typically no accountability. Classically, in unexceptional teams, managers tend to be the source of accountability. In high performing elite teams, peers manage most performance problems with one another.

The following are ways to achieve accountability: (1) the leader emphasizes and models accountable behavior, (2) specific individual and collective resolutions and accountabilities are established, and (3) grasp what is achieving the results for the team (McGuinness, 2018).

“With you”

Elite teams need motivation for the long run. The natural question is, what keeps these teams going for extended times in uncertain conditions? Athletic seasons can be long, military campaigns even longer, and turmoil in the streets a constant for first responders. Given that elite teams in extreme environments function under exceedingly challenging conditions, often for protracted periods of time, there must be something that keeps them going in such indeterminate circumstances. Driskell and Salas (2017) fixated on two factors that sustain motivation in extreme team environments: (1) feelings of responsibility for team members to protect and support other members of the team, not wanting to let others down, and the determination to “have each other’s back” (ruggerers will simply say, “With you,” or in the military they will say, “Got your six” as a way to reassure teammates); (2) the drive to achieve by team members and to do meaningful work that is individually and collectively perceived as important, significant, and meaningful. Engagement in meaningful effort decreases demands linked with tedium and boredom and buffers the team from the adverse consequences connected to negative stressors (Britt et al., 2016).

Drivers of motivational work

There are four fundamental or higher order motivational goals that drive purposeful work conduct put forth by Barrick, Mount, and Li (2013). They included the following:

1. A strive for attachment.
2. A strive for recognition and rank.
3. A strive to attain and prove competence, capability, and skill.

4. The desire of individual development and personal meaning.

The best team training programs include interventions to build and sustain cohesion in the team. Also, these programs should include approaches to augment meaningfulness within the team, feelings of competence, and greater autonomy, where appropriate. Other training interventions can include stress exposure training.

Dedicated stress training can provide pre-exposure to the high-demand environments that may be faced by the team in extreme situations and offer the specialized skills vital to maintain operative performance under demanding conditions. Specialized stress training can fortify the team to the pressures of high-stress environments and can lead to diminished damaging reactivity under these situations (Driskel, Salas, & Johnston, 2001, 2006).

Concept

Mission

Concept starts with the team's mission. A mission will awaken an organization when it awakens and entices them toward something extraordinary (Ulrich & Ulrich, 2010).

Purpose

George MacGregor Burns (1978), who considered values to be at the core of leadership, opened his classic book, *Leadership*, with the following audacious assertion:

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 morality. Their purposes, which might have started

out as separate but related, as in the case of transactional leadership, become fused. Power bases are linked not as counterweights but as mutual support for common purpose. (p. 20)

Purpose is the drive to a specific set of targets and goals that bring to a team true meaning and their reason for being. Once a compelling purpose is articulated by the team, it must be tempered and assisted with other factors like (1) *attention* (full concentration on the goal or desire), (2) *balance* (knowing the overall vision of the team tempered in equilibrium and steadiness), (3) *flexibility* (balance and control that leads a person to be ready to seize yet unidentified opportunities), (4) *persistence* (the belief that a task can be accomplished), and finally, (5) *patience* (resolution until opportunities arise and flourish) (Machowicz, 2008).

Vision

Vision is understood as an image of the future of the collective entity or team that is different from the current state of affairs. Visions are images of change in that they capture a future state that is different from the current state and that thus requires united change to attain (Venus, Stam, & van Knippenberg, 2018). Effective visions of change emphasize the deficiency of the status quo and provide an idyllic alternative, thereby creating a need for change (Conger & Kanungo, 1998; Kotter, 1995), providing a challenge (Conger & Kanungo, 1998), highlighting the existence of opportunities (Conger & Kanungo, 1998), or simply moving teams towards positive transformation (Bommer, Rich, & Rubin, 2005).

Strategic Planning

Most organizations have strategic plans and realize that change needs to happen, at least occasionally; however, most organizations do not take to the change process well. As Yoo and Kyungmook (2015) described that this occurs even at very innovative companies like Samsung: “Although everyone is for innovation, no one wants to change when we start talking about details” (p. 78). Elite teams, by necessity, both plan and innovate.

Samsung became a design powerhouse through continuous innovation. Samsung utilized a corps of diverse designers from the fields of social science, ethnography, engineering, and management with the skill for strategic thinking and the resolve to empower them to overcome resistance by engaging empathy, visualization, and market experimentation, all of which they used to pursue innovation (Yoo & Kyungmook, 2015). Elite teams must think the same way.

Strategic thinkers will have a mindset that includes the following notions: Strategic thinkers (1) see the big picture, (2) always think a step ahead, (3) consider alternatives to the present strategy in case it fails or falls short, and (4) balance the mission and the team (Osland et al., 2013).

Strategic differentiation

High performing teams tend to be quite different than their competitors. According to Porter (1979), there is only one way to obtain enduring advantage over competitors. Being the best goes beyond imitating rivals—one must outpace them by being more

creative. Today's organizations have become good at what they do. They also commonly copy the best practices of their rivals. However, if one team can copy the best practices of another; that same team can be copied as well.

High performers do not have a need to cheat. Low-performing firms are fixated on finding short-term solutions to immediate problems, so they have an increased probability of exhibiting deviant risk-taking behavior, such as bribery; whereas, high-performing firms are concerned about sustaining their competitive advantage in the long run and will more likely participate in aspirational risk taking such as R&D and development (Xu, Zho, & Du, 2018).

Taylor (2016) exhorted individuals, teams, and companies to look beyond the best practices of the industries they are in and become industry leaders by being unique and different.

I'm constantly amazed at how unwilling or unable most big, incumbent, long-established organizations are to learn from (let alone copy) the market makers in their field. Imitation may be the sincerest form of flattery, but it's among the rarest forms of competitive response. And it's certainly no excuse for limiting, in advance, the scope of your strategic ambitions. What your competitors won't do, despite how much they know about what you're doing, may surprise you. (p. 29)

Strategy

Team strategy is how the team will achieve their vision, their ideal state, or their model to achieve greatness. Strategy is the long-term plan to achieve the ideal state

and goal achievement. Strategy is based on present situational reality and future potential obstacles. It recognizes both opportunities and threats that may cross the team's path. Planning strategy needs to involve all functional areas and leadership levels of the team. Leadership must not be blind. Details at all levels need to be considered to make broad, global plans and decisions that lead to mission accomplishment and vision realization.

Team size and structure

In visualizing mission accomplishment, the team needs to reflect what its mission is.

The size and structure of elite teams needs to be carefully determined. The team needs to be structured so that the skill sets are available to accomplish mission requirements. Most of the time in healthcare, a licensed provider is needed to examine, diagnose, and either refer or treat so the patient gets the appropriate care needed. The structure would normally contain a provider with the auxiliary staff (nurses, assistants, administrator, etc.) to make sure the patient gets thorough and comprehensive care, and that the provider gets enough support so he or she can concentrate on patient. The patient load and available resources would determine the needed size of the team. Therefore, size would need to be determined next. The team needs to be large enough to get the job done, but not so large that there is wasted effort and unnecessary expenditure of money and resources to support the team. For example, to produce luxury automobiles, the company will need employ thousands. A top-notch healthcare provider (physicians, dentists, etc.) may only need a handful.

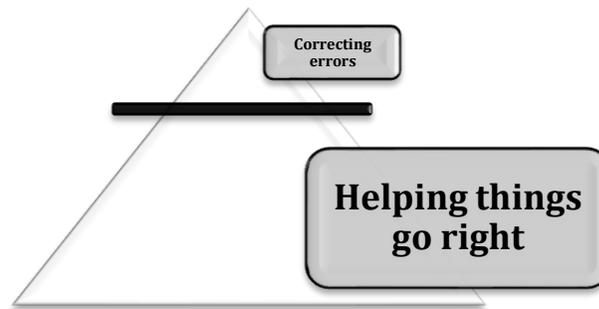
The ideal size of teams normally lies between nine (Coutu, 2009) and 12 (the size of a U.S. Army Special Forces team). Larger than that, and the team dynamics become too unmanageable and unwieldy. Smaller than that, and the team will lack strength and expertise. Larger teams will require structures where there are teams within a team. Think of a football team that will separate their team into offense, defense, and special teams as a minimum. Only eleven players may be on the field at any given time, but rosters can have up to 100 or more players if they are organized by teams within one team. In the example of the auto manufacturing plant, there will be several teams within a team along many functional lines and levels of hierarchy.

After determining the correct size, redundancy is needed within teams. If a situation arises where a certain tool, resource, or skilled worker is unavailable or absent, there need to be other workers or systems alerted to continue to accomplish the mission and goals of the team.

Related to structure, size, and redundancy, it also becomes critical to position the right people in the right positions. A diverse team with a common purpose helps the leader place the right people in the right places after rigorous selection.

The change pyramid

The change pyramid (Figure 4) is an attempt to visualize the time and effort taken with correcting mistakes versus maintaining and encouraging correct behavior and results:



Source: Adapted from the Arbinger Institute, 2010

Figure 4. The Change Pyramid

The pyramid suggests that teams should spend much more time and effort helping things to go right, rather than dealing with things that are going wrong and correcting errors. The time apportionment is normally reversed in most organizations. Leaders spend most of their time dealing with things that are going wrong. Leaders tend to discipline instead of coach positively. Effective teams need to spend vastly more time in positively assisting in making things right than in negative corrections (Arbinger Institute, 2010). In elite organizations, excellence is achieved by *striving* for perfection. Perfection will never be achieved, but the continuous effort towards perfection brings excellence in individuals and the team as a whole.

Team Identity

Light the way

Brand strategist Adam Morgan (2009) has urged organizations to develop a *lighthouse identity*. The lighthouse identity sits on four pillars: (1) *point of view* (the team has a very particular take on how they see the world); (2) *intensity* (teams

portray a powerful projection of who they are in *everything* they do); (3) *salience* (teams can be decidedly disrupting and intrusive, “one notices[their activity] even if one is not actively looking for it” (p. 91); and (4) *built on a rock* (these special teams assert a compelling conviction that the position they are taking is distinctively theirs). The lighthouse identity separates these teams from others in the field. These individuals and teams know their view of the world and their industry, they know what they care about, they know their point of view, they know what they do matters, and they have strong expectations of winning (Morgan, 2009).

The team quest for quality and excellence

Quality demands a culture of excellence. The achievement of quality, along with the pursuit of excellence, takes time and the right people to assure its implementation (Woodward & DeMille, 2013). Esprit de corps builds on a culture of excellence and the quality of the product or service. Stephen Swensen (2018) made the case for medical professionals to increase quality care and reduce burnout by giving the care that they would want for themselves. Such professionals care for their colleagues as well. He believed those two principles form the “bedrock of the business case for relentless focus on esprit de corps and quality” (p. 7). He believed that professionals should be incentivized by service and purpose, not financial gain. As esprit de corps improves and increases, burnout dissipates, team relations advance, outcomes improve, and money is saved (Swensen, 2018). Swensen and Shanafelt (2017) put forth six actions that can decrease burnout, increase esprit de corps, bolster trust, and reestablish passion:

- Design organizational systems to address human needs.
- Develop leaders with participative executive competencies.
- Remove sources of clinician frustration and inefficiency.
- Address the needs of caregivers involved in adverse patient events.
- Promote commensality.
- Support individual resilience as part of a shared responsibility. (Swensen & Shanafelt, 2017)

Tangible teamwork

Most of the time, teams can accomplish more together than separate individuals can.

In the pursuit of learning, research, and certain other tasks, the individual may accomplish many things better and quicker on his or her own without having to communicate, coordinate, collaborate, collude, or collocate with others. Collectively coming together can constitute the beginnings of a team. However, simply assembling a collection of individuals does not—and cannot—constitute a team. It would be no more than an assembly. Through team development, assemblies can become teams; otherwise, they will never constructively amalgamate. Psychologically and spiritually, people are affected by the teams to which they belong. Some do better in that regard by themselves, and others thrive in their life's work in the presence of others. Developmentally, the same principle holds true—some develop better and faster on their own, others can grow and develop better with others helping them. As teams develop, communicate, and move toward maturity, the team creates a shared

identity or personality. The shared experience brings individuals together in an emotional, even spiritual experience (Stevens-Long & Trujillo, 1995).

The group connects, coalesces, and creates a confluence (i.e., metamorphizes and grows into a truly unique and solid entity) (Bouwen & Fry, 1996; Losada & Heaphy, 2004). Put another way, over time the group “grows up” together, or matures as a team. If attention is focused on the organic properties of the groups, criteria can be established by which the phenomena of development, learning, or movement toward maturity can be identified. From this point of view, maturity for the group means something analogous to maturity for the person (Bennis & Shepard, 1956).

To team, or not to team

Research consistently shows that teams underperform, despite the extra resources they have. That is because problems with coordination and motivation typically hack away at the benefits of collaboration. And even when there exists a strong and cohesive team, it is often in competition with other teams, and that dynamic can also get in the way of real progress. So, teams have two strikes against them from the start, which is one reason why having a team is often worse than having no team at all (Coutu, 2013).

Practices of Elite Tactical Teams

In any high-reliability organization (HRO), there is an adherence to strict standardized procedures. This is true in elite sports, aviation, special operations, and top healthcare teams. This adherence to core procedures and the standardized

practices is referred to as standard operating procedures in the U.S. Army and other armed services. Standardizing core practices makes interoperability with other units easier and allows for the troops to thoroughly learn their basic craft, so when called upon to adapt and adjust to the tactical situation, their basic competencies allow them to make those modifications more confidently. It is important that these standard operating procedures are integral to the team (Barnes, 2010).

Selection

There can never be a great team by accident. There must be a selection process to choose those who will belong on the team, followed by the proper positioning of those selectees on the team. After that, the team must focus on its vision and goals. If the members of the team genuinely want to be great, they will practice, learn, explore, and, finally, develop into a group of individuals worthy of their goals.

Only the best

To imagine innovative ideals and ideally implement them, top tactical leaders will select only the best for membership on the team. Elite military, athletic, and corporate teams will only recruit those that can make the grade. In the high-tech arena, team selection is particularly pertinent for teams working under severe time limits. Team members are selected both for who they are and who they are not. Team members are chosen for their competence, intelligence, and creativity, and they are eliminated if the team leader feels there was a likelihood that they may hold the team back. Leaders and team members look to people they can trust and who can trust them in return (Osland et al., 2013). Companies like Google and Apple have a policy of recruiting

only “class-A” employees; furthermore, they then give them the freedom to exercise their creativity on “passion projects” that are of significance and interest to them. The extra cost in getting top employees pays off in the constructive excellence they bring to the organization (Isaacson, 2012; Manimala & Wasdani, 2013). In the athletic realm, it is similar. Top players want to play with top teams. Winning college coaches only recruit Division I players (Gustavson & Von Felt, 2009).

Superstars

Based on the social learning theory, an interesting study from South Korea explored settings where high performing teams have a “star player” and how that person interacts with the team. The study found the most capable member in the group leads to high team performance. The study showed that the most capable and talented member in the group increases group performance in highly cohesive groups, where members interact more frequently and maintain closer relationships with one another. It is posited that low cohesive groups tended to have resentment and envy of the star player, diminishing the effect of not only the player himself or herself, but the rest of the team. This study used multisource data collected in two iterations from a manufacturing company in South Korea. The results indicate that the highest competency within the group is positively related to group performance being perceived by the team members and by the upper management in these cohesive groups (Park & Shin, 2015).

Leaders

Leaders are agents of change and architects of action. To lead, they are required to have situational awareness and see what may be difficult for others to see. To do this, risk is sometimes required. Kurt Vonnegut (n.d.) said, “I want to stay as close to the edge as I can without going over. Out on the edge you see all kinds of things you can’t see from the center.” Sometimes leaders need to be on the edge, challenge the status quo, and disrupt the conventional wisdom to do what needs to be done.

Dynamic delegation

Members of ETTs must be able to operate both within a team and individually. They must be able to quickly take responsibility and lead if necessary. ETTs are at once hierarchical and deindividualized. Teams enjoy a dynamic system of shared leadership and must be ready to take and give orders when called upon. The leader of the team exercises rapid and repeated delegation of the members of the team. Junior leaders must be prepared to take the lead, depending on the situation and their skill sets and expertise in a particular situation. ETTs are not so much invested in individual leaders but in the particular expertise, skills, and competencies of the team members.

Whoever may be leading the team at the time, there are four key functions in most situations the ETT will find itself in. These key functions are the following:

- Provide strategic direction
- Monitor
- Provide hands on treatment or effort
- Teach other team members

A leader should ensure that the team members are motivated and engaged (Bierly & Spender, 1995). The key leadership function that is the most critical is strategic direction. The leader delivers direction for the team, guiding the team's focus and actions during moments of doubt and ambiguity, as well as when decisions need to be quickly made. Leadership, in this case, can be analogized as a baton in a relay race—the person with the present capability (i.e., the one carrying the baton) is momentarily in charge until they pass the baton to the next leader.

There are two key contingencies that guide delegation in ETTs: (1) the urgency of the situation, and (2) the uniqueness of the situation, or the type and extent to which the conditions are non-routine. Also, the team must always be cognizant of the time constraints they have (Klein et al., 2006).

Shared leadership

Because of the variability of a tactical situation, elite teams are structured to allow individuals autonomy in how and toward whom their efforts are directed in the organization (Hernandez, 2012). Shared leadership practices “make everyone a leader and enlarge the psychological ownership of everyone” (Bradford & Cohen, 1988, p. 15).

Tactical transformational teams and leaders

In tactical and extreme action teams, tasks are indeterminate, intricate, unpredictable, important, and inter-reliant. Lacking complete situational knowledge and awareness,

these teams must swiftly make decisions that may have significant and instantaneous consequences (Klein et al. 2006).

Klein et al. (2006) argued for a leadership system (using a trauma resuscitation unit) that is at once ordered and hierarchical as well as fluidly flexible, suggesting that *extreme action teams* and other improvisational elite teams may achieve swiftly synchronized and high performance by fusing hierarchical and well-ordered role-based structure with flexibility enhancing procedures (Klein et al., 2006).

Selecting warrior heroes

Leadership prominence is the consequence of a heroic drama (Figure 5). It becomes clear that specific dramatic components are present (Smiley & Bert, 2005). There must be a “disturbance” or disequilibrium that creates dramatic struggle or challenges to overcome. There must also be a protagonist (the hero who possesses certain rare and admirable qualities and virtues), an antagonist (the adversary to be contained or conquered), and actions that the protagonist takes to resolve the conflict and vanquish the antagonist (Smiley & Bert, 2005).

The hero's journey



Source: Adapted from Campbell, 1949

Figure 5. The Hero's Journey

The classic trek of the hero, as told by Joseph Campbell (1949), outlines the hero's journey to meaning and fulfillment, or perhaps, if unsuccessful, tragedy. It conveys a universal theme of adventure and transformation that runs through nearly all the world's allegorical traditions. Campbell (1949) also explored the Cosmogonic Cycle—the mythic pattern of world conception and destruction that has the hero earning the honor with divine aid. The hero's journey is not just a phenomenon of the West. Eastern philosophy attempts to explain this heroic path through *Bushido*. *Bushido* describes the journey within that the individual takes to extract the *inner warrior* (Machowicz, 2008).

The select few

The U.S. Special Forces have a unique mission. They must train their recruits to a more demanding degree, and they have more ambiguous operational requirements than other organizations. There is a defined military skill set that includes fitness,

small-unit tactics, marksmanship, interpersonal skills, and mission planning. Much of the Special Forces' work comes under the banner of "getting the job done." So, they are seeking men who can reason and improvise—people who can operate independently with little or no help, direction, or logistical support from the conventional command structure. Men are needed who can lead, teach, and operate autonomously. These men need a firm moral foundation. The valiant Special Forces soldier must abide by the Rules of Land Warfare and the code of the American fighting man. Special Forces (SF) look for someone who is intelligent, canny, tough, and can get along well with others. SF is looking for adaptability. Flexibility allows leaders to resolve problems in a myriad of different ways. These soldiers need to have entrepreneurial instincts, since SF missions involve creative thinking and quick risk assessments. If one method fails to achieve the desired outcome, then other methods must be employed to accomplish the given mission. Interpersonal skills are important in this regard. Listening, and the ability to interact with people from diverse backgrounds rates very well. An SF soldier must be tactically proficient and be able to work effectively with those of different cultures, religions, backgrounds, philosophies, and aspirations (Couch, 2007).

Heroic culture

Every team has a culture. Culture is critical in the team's capacity to attain and sustain achievement. An ideal culture calls for continually instilling responsibility, recognition, and presence (Tucker, 2018). Elite teams create cultures where leaders, winners, and heroes can thrive. All elite teams are not the same. A person who can fit

well into the culture of one team may not fit so well into the culture of another. That soldier or athlete may have tremendous skills and motivation, but not be the proper fit in every great team (Sinek, 2009). Great cultures win the best talent. Strong cultures create personnel who are brand ambassadors. Although culture can often feel vague or “soft,” the logic is straightforward, based on Gallup research:

- Employees with a strong connection to their organization's culture show higher levels of engagement.
- Engaged employees are more likely to refer great colleagues to their organization.
- Also, 71% of workers say that they use referrals from current employees of an organization to learn about job opportunities. (Dvorak & Pendell, 2018)

Appropriate fit and demonstrated achievement

Consistently good teams in whatever field will win with less talented players if they are the right fit for the team. Talent is less important than conscientiousness, work ethic, passion, and being a good team player (Gustavson and Von Feldt, 2009).

Most people who make elite teams have proven themselves beforehand. Top athletic teams normally pick top players who have already been recognized for their abilities. Top college teams recruit players who have excelled at the high school level. Professional teams draft players recognized in college for being the best. In the military, Special Operations candidates are a breed apart. SF officers are only

recruited after they have proven themselves in the U.S. Army for close to six years. Many come from airborne, infantry, and Ranger units (Couch, 2007).

Decision Making

Special operations and elite sports teams, by necessity, make decisions quickly with only incomplete intelligence of the situation. Often those decisions are made under incredibly stressful circumstances. In high stress situations, individuals and teams are required to perform a multiplicity of tasks quickly and concomitantly. These tasks need to be accurately and swiftly coordinated and performed correctly and be timed precisely. One player is often dependent on another to accomplish what needs to be done for the entire team. Teams need to be able to the switch back-and-forth between multiple tasks and attend to new or unfamiliar stimuli and provocations. Each of these characteristics of a high stress environment may serve to impair performance by increasing the demands with limited information resources (Oswald, Hambrick, & Jones, 2007).

Stress can be distracting. It can impose an additional task load on the performer. It intensifies negative emotional reactions of irritation or frustration. It can increase subjective feelings of apprehension and fear. Finally, it can disrupt synchronization with others. Under stress, a group's rank structure may tend to become more centralized and hierarchical. Subordinates are more cautious to speak up to the leader under emergency situations. Organizations respond to stress by a concentration of authority, whereby control and authority of decision-making is concentrated in higher

levels of the team. In ad hoc teams, there is a preliminary period of uncertainty as team members try to work out who should have more impact and influence in answering the obligations of the team (Driskell et al., 2017).

Tactical decision making

In problem solving and decision making, the more collective experience and knowledge the team has, the better the team and the decision maker can assess the intricacies of the situation, the cultural ramifications of their decisions, the proper use of technology at their disposal, the true root of the problem, and their own team's abilities. They can perceive and understand more precisely indications and cues in the situation that more novice teams may fail to perceive or interpret accurately. Teams will also be so familiar with the vision and goals of the team that a mental model will always be retained for mental reference in any tactical situation (Osland et al., 2013).

In making quick tactical decisions, leaders cannot go through thorough strategic planning to come up with solutions. In a tactical situation, decisions need to be made quickly and decisively. The term VUCA has become a popular acronym in the business world. VUCA, which stands for volatile, uncertain, complex and ambiguous, was a contraction coined by the U.S. Army in the 1990s. VUCA is used to describe the nature of the world in which many teams operate. Certainly, in tactical situations, and at times in the broader business world, there is amplified frequency of change (volatility), lack of predictability (uncertainty), interconnectedness of cause and effect

forces (complexity), and strong potential for misunderstanding (ambiguity) (Forsythe, McClone, & Rice, 2019).

Tactical leaders and non-tactical leaders in other fields who are in crisis situations need to use a simple decision matrix that can be employed in a matter of moments. The ACTE™ method has been used by U.S. Navy SEALs. It comprises of four action steps: (1) assesses the situation, (2) create a plan, (3) take action, and (4) evaluate progress (Machowicz, 2008).

Assess the situation

Solutions naturally develop when the leader knows what the team is dealing with.

- Systematic observation—Systematically scan the situation and pick targets or goals that are the most important and timely and concentrate on them first.
- Environmental analysis—At this point, leaders observe the environment to see what possible risks and obstacles exist to keep the team from acquiring their targets and goals.
- Awareness—Using all the senses to have a feel for the environment, the conditions, and the situation should not be ignored. Intuition is real.

Create a simple plan

A simple plan is easy to remember, easy to accomplish, and leads to a quicker outcome. Using mental simulation, the leader can test possible courses of action. Rather than flying into action too abruptly, the leader (with the possible help of members of the team) can play out different scenarios mentally to ensure the

scenarios work and do not cause unanticipated consequences (Osland et al., 2013).

This mental simulation can be done very quickly with an experienced team and decision maker, so the team can act almost instantaneously.

Take action

The more direct the route to acting decisively, the quicker the result.

Evaluate progress

At this point, the team evaluates what happened. They ask themselves if the plan and actions created the desired outcomes. If not, they begin the decision cycle again. They (1) assess the situation again, (2) create a simple plan, and (3) take renewed action. And they go with the percentages. If something works all the time, stick with it. If not, adjust it so it does work, or simply discard it (Machowicz, 2008). Continuously monitor the plan, reevaluate, and readjust (Osland et al., 2013).

Operational risk management

In tactical situations, tactical teams can use Operational Risk Management (ORM) protocols in assessing situations and acting on those situations. ORM is a decision-making tool to systematically help identify operational risks and benefits and determine the best courses of action for any given situation (Federal Aviation Administration, 2000). ORM is used by agencies in and out of government to mitigate the risk of their personnel. ORM protocols are especially important to use in operations of tactical teams. The six steps of the ORM protocol are listed below:

- Identify the hazards.
- Assess the risks.

- Analyze risk control measures.
- Make control decisions.
- Implement risk controls.
- Supervise and review.

Psychological safety

Elite teams are high-performing team, and high-performing teams need psychological safety. The question is how to create it. The highest-performing teams have one thing in common: psychological safety. When work feels challenging but not threatening, teams can sustain a broaden-and-build approach. Oxytocin levels in our brains rise, eliciting trust and trust-making comporment. There are five actions that can be used to increase psychological safety on a team:

- Approach conflict as a collaborator, not an adversary.
- Speak human to human.
- Anticipate reactions and plan countermoves.
- Replace blame with curiosity.
- Ask for feedback on delivery.

The psychological and physical problems of burned-out employees cost an estimated \$125 billion to \$190 billion a year in healthcare spending in the United States (Garton, 2017). The true cost to business can be far greater, thanks to low productivity across organizations, high turnover, and losing capable talent. Companies with high burnout rates saw three common culprits: extreme

collaboration, weak time management discipline, and a penchant to saddle the most capable with too much work (Garton, 2017).

Character, Values and Virtues of Elite Tactical Teams

Over a quarter century ago, Solomon (1992) called on business leaders to develop personal virtues in their corporate roles. He likened the persona of the ideal corporate executive to the great ethicists and moralists of history (including Aristotle), especially regarding what they thought and how we can use the thinking of Aristotle (350 B.C.E./1894) and the other great philosophers to make more excellent and ethical organizations. Aristotle (350 B.C.E./1894) has reminded us in his writings that communities *thrive when they strive* for excellence (seeking the best within ourselves) and ethics (our individual and collective virtue and integrity). The more we seek and act to achieve excellence and virtue, the more we develop the habits of achieving excellence and virtue. Personal excellence throughout the organization may translate into organizational excellence (Solomon, 1992).

Character

The origin of the word character comes from the Greek *charaktiras* (χαρακτήρα), meaning to etch, engrave, or mark; it is fashioned by the choices we make in the middle of fluctuating conditions (Aristotle, 350 B.C.E./1894) or, at times, tactical situations. Character is the spiritual, intellectual, and moral qualities distinctive to an individual. It is the imprint we leave of ourselves (*Random House Webster's college dictionary*, 2001). Kolditz (2009) believed that *in extremis* leaders were leaders of

character and held tightly to certain values that made them great leaders. Character is the nature of what a person is. It is what they are deep inside themselves.

Many athletes and service members are commended for the tremendous achievements they accomplish in difficult circumstances. But few understand the time, commitment, and character that they displayed prior to being known for their physical prowess or their courageous exploits. It is easy to lose sight of the character of these elite warriors. They serve at inordinate personal peril, and their families sacrifice tremendously to sustain them in training and on deployments. These elite warriors are sometimes recognized for their physical strength, their operational brilliance, and tactical courage. We seldom recognize or understand what is in their heart, their boundless character, and their commitment to serve each other, their team, their country (Greitens, 2012).

An individual of upright character is a virtuous person. Character is defined as a standard pattern of thought and action with respect to one's own well-being and with respect to the well-being of others. Aristotle (350 B.C.E./1894) suggested that a person's character ought to be clear and constant over time. He also proposed persons of character have positive drives or desires to act in accordance with what they value. Good character not only involves doing what is right, but having the right desires and passions, then acting on those desires. Aristotle (350 B.C.E./1894) believed a person's values and actions should be consistent with their desires. This has been

referred to as integrity. A person's values and integrity need to have a consistency over time to become internalized, otherwise they are in no way virtuous. Principled conduct depends on the individual's ability to distinguish ethical issues, and this capability appears to be a function of organizational culture more than individual qualities of the team members themselves. That is a significant finding about character and culture. According to Aristotle (350 B.C.E./1894), understanding morally complex conditions under relevant descriptions and having the appropriate emotive responses to them are fundamental to constructing character (Hartman, 2006). Proper principles ingrained into leaders and team members lead to sound moral judgement (Foot, 1997), even in difficult conditions and circumstances.

Values

“Perhaps a crux of success or failure as a society is to know which core values to hold onto” (Diamond, 2011). Rokeach (1973) presented the notion of values into business, suggesting that values are beliefs that contain cognitive, affective, and behavioral dimensions. He focused on the values of the individuals working within the organization. Frederick (1995) built upon those ideas and extended the concept of values into the organizational literature, suggesting the following:

[I]t just may be that the values within (as well as those outside) the organization are as important to successful management as skilled command of financial resources, marketing techniques, accounting controls and the rapidly advancing of computerization of business operations. (p. 5)

Kouzes and Posner (1993) purported that the articulation of organizational values creates an “internal compass” that allows employees to work independently and

responsibly inside those values. Gawthrop (1998) agreed, asserting that values provide a framework and guidance that helps employees answer the question, “What should I do?” Thus, individual values are inculcated.

Norms or values extend beyond the individual and become part of the commonly held moral norms between enclaves of persons in an institution (Berger & Luckmann, 1966). These moral standards involve the set of moral assumptions that team members, as a result of their ongoing sensemaking and collaboration with others, take to be right and true; and believe their teammates also take to be right and true. This process of building up a common *moral system* assumes that moral meanings are generally agreed upon. Over time, a dominant moral framing and understanding may proliferate among a population of interacting individuals until an entire community within an institutional field shares the same moral code (Gehman, Treviño, & Garud, 2013). When such a system is established, it forms the bond between members of the team (Berger & Luckmann, 1966). A moral system becomes identifiable as the common order with a distinguishing set of values. Defined in this way, the development of moral systems assumes a process of institutionalization, where, over a course of exchanges, a moral accord comes to be innate, truthful, and natural in the thoughts of both leaders and followers, thus guiding assessments of themselves and of their establishments, as well as of the actions that they consider morally just (Wright, Zammuto, & Liesch, 2017).

A moral motivation impels leaders and their followers to want to challenge an immoral system, even in the face of danger. Persistence in the face of peril demands a kind of action, which is known as moral courage (Conger & Kanungo, 1998). Individuals are prepared to make enormous sacrifices to preserve their moral self-regard and to free themselves of remorse (Cormack, 2002). If values are the principles and beliefs we hold in esteem, do they matter if we do not act on them?

Virtue

Socrates asked the question, “What is virtue?” These days, one may ask the question, “Does virtue matter?” Do religion and traditional values make for more virtuous leaders and teams? Are there methods that can empirically prove or disprove the question of traditional value orientation and virtue? Can the increase in leader effectiveness due to a high quality of life be quantified? Are high performing individuals and teams, as measured by quantitative wins, better or worse adjusted than those who achieve more average successes in life?

Virtue is acting and becoming that which we deeply believe. Contending that belief by itself is not enough, Clark (2007) opined that individuals must *act* on their principles, and that they *be* righteous or virtuous. We must seek truth and determine what our values are, but that is just the start. We must live what we accept as true. We need to have a robust connection between how we should act (be anxiously engaged), and what we should be (project what lies within us).

Virtues benefit the person who has them, and others whom he may touch. Virtues involve certain attitudes and temperaments and can be developed over time. Astute and mature individuals have desires principally determined through their values and ideals (Hartman, 2006). Virtues refer to individual characteristics that represent moral excellence and essential goodness. Virtues are qualities that are indicative of a person's and a society's best assets and potentials. Virtues are values internalized. Although a virtuous person will generally live a good life, the cost of maintaining that virtue can be high. The virtuous or principled person will sometimes be prepared to pay a negative price because, in the end, they believe that doing what is principled and right leads them into becoming the person they want to become. Virtuous propensities in individuals are intrinsically driven, focused on service to other human beings, and extend past the direct concerns of self. Virtuousness seems to challenge conventional assumptions concerning self-interest (Cameron, 2003).

Virtues and virtuousness in organizations are associated with, and may even produce, ideal performance in areas such as profitability, efficiency, excellence, positive cultural climate, and employee retention (Cameron, 2012). Organizations that find themselves in undesirable, volatile, and negative situations perform better if they have fostered a culture of virtuousness (Cameron & Winn, 2012).

Wootton (2018) guided his readers through four centuries of Western thought, from Machiavelli to Madison, to arrive at the conclusion that modern morality judges success in the form of money, power, and pleasures to be what matters most to

society. He argued the ancients, and in particular, the Christian philosophers along with Aristotle (350 B.C.E./1894) believed in the concept of personal virtue and honor. In Aristotelian ethics and Christian morality, what mattered most was not whether a person succeeded or failed, but what sort of person they turn out to be. Wootton (2018) argued that self-respect, honor, dignity, and a clear conscience were held to be more important than gaining worldly success. He claimed the *after virtue* society is the core of contemporary liberalism. Wootton (2018) also suggested that certain individuals still adhere to traditional concepts of virtue. He named soldiers who are willing to die for others who obtain happiness from sacrifice. Virtuous happiness might follow from sacrifice, duty, or religious observance. Self-interest can be tempered and regulated when it is protected and modified by virtue and venerable ethical traditions that trace back to Aristotelian antiquity and traditional Christianity (Wootton, 2018). The study of virtue is not quite the same as the study of morals (right and wrong/good and evil). Aristotle (350 B.C.E./1894) defined the virtues simply as the way of conduct and comportment that are the most conducive to a joyful life. Vice is defined as behaving in a way that is least conducive to joy and happiness. Aristotle (350 B.C.E./1894) observed that the virtues always aimed for a good sense of balance and avoided extremes and vices (Peterson, 2018).

Worldly success has replaced virtue in contemporary organizations. But are virtuous people and organizations better able to obtain lasting success? And if so, what are those virtues that lead to success? Cashman (2015) stated that competencies get individuals *to* the doorway of leadership, but character gets them *through* the

doorway of leadership. Individuals need to challenge themselves to go beyond their competencies. They use their competencies to really make a difference. Competencies need to be balanced with character. Character is that sense of serving others. Character produces enduring results (Cashman, 2015). This requires a strong emphasis in developing individuals' moral potency (Hannah & Avolio, 2010) and character strength, which in turn develops their *practical wisdom* (an ability to think and act using knowledge, experience, common sense, creativity, and critical thinking), while enabling the integration of knowledge/thinking, emotion, self-motivation, character strength, and ethical framing.

Virtues are essential for they can lead to positive actions and results. (Shepard et al., 2018). The key to organizational excellence is the virtue of the organization. Ko and Rea (2016) reviewed literature on leadership as it relates to virtue. They proposed a model to develop leadership virtues in global organizations. Leaders should instill seven critical virtues in others: (1) wisdom, (2) temperance, (3) courage, (4) hope, (5) trust, (6) justice, and (7) compassion (Ko & Rea, 2016).

The collective virtue of teams is important for shared success and the common good. The common good provides direction for guiding behavior of all the various participants and the framework for achieving virtuousness. It is through virtuousness that the common good is successfully realized. Virtuousness and the common good are therefore, in effect, two sides of the same coin. A framework is necessary for

harmonizing the goals of the individual, the team, and the larger community (Arjoon, Turriago-Hoyos, & Thoene, 2018).

There are several key virtues found in the literature that have helped to produce high performing top teams:

- Discipline
- Courage
- Grit
- Faith
- Confidence
- Self-sacrifice
- Competence
- Charisma
- Spirituality

Discipline

Former U.S. Navy SEALs Willink and Babin (2017) have taught that discipline is paramount. Discipline demands self-denial and control. Discipline ultimately leads to autonomy and liberation. Discipline eventually precedes increased abilities, strengths, knowledge, and insights. They call this concept the *dichotomy of leadership*, which means that discipline equals freedom. This dichotomy holds true for both individuals and teams. As teams gain shared standards, harmonious functioning, unity, strengths, and skills, the easier it is for those in leadership to delegate authority and autonomy to

individuals and team subunits. Willink and Babin (2017) explained the dichotomy of strict discipline and freedom:

Instead of making us more rigid and unable to improvise, this discipline actually made us more flexible, more adaptable, and more efficient. It allowed us to be creative, when we wanted to change plans midstream on an operation, we didn't have to recreate an entire plan. We had the freedom to work within the framework of our disciplined procedure...when things went wrong and the fog of war set in, we fell back on our disciplined procedures to carry us through the toughest challenges. (Willink & Babin, 2017, p. 273)

Their theory confirmed the findings of Miron-Spektor, Erez, and Naveh (2011), who concluded that teams that had a combination of conformists and creatives were more innovative and successful than teams composed only of innovative individuals. The principle of discipline and the adherence to certain core principles and virtues allows elite teams to be more innovative, flexible, and ready for crisis and tactical scenarios. The key to effective teams is balancing the various competing interests and forces at play both within and outside of the team.

Effort and discipline

When maximum effort is exerted at the time of greatest need for mission success, it is usually an accumulation of many factors and years of hard work and practice. If a team can continue to work towards mission accomplishment through adversity, despair, and hardship, and despite the difficulty of the journey, an opportunity will present itself where the past preparation will gain victory over great challenges. There are five primary types of effort classified by their strategic potential:

- Competitive effort—Competitive effort creates sustainable competitive advantage and distinctiveness.
- Competitive-enabling effort—Competitive-enabling effort empowers or facilitates competitive work but does not itself directly create competitive advantage.
- Essential effort—Essential effort neither creates advantage nor facilitates the work that does, but it must be done well for the organizations to continue to operate.
- Compliance effort—Compliance effort is necessary to manage legal and/or political risk to the organization.
- Non-essential effort—Non-essential effort does not add or no longer adds value to the organization and should be eliminated. (Gustavson & Von Feldt, 2009)

Courage

Courage is to act as one believes. A person with courage acts in accordance to his or her beliefs. Courage leads to action. Without massive and positive action, and without the courage to make positive change, the team will not accomplish its goals. Without courage, an individual may be aware of a grievance, and even feel personally touched by the issue, but he will lack the fortitude to publicly voice an alternative, much less fight for it. Courage also means the team remains confident in the face of setbacks, while at the same time, remaining humble in the exhilarations of victory and maximum achievement. The team understands that true courage comes from deep

conviction, and conviction comes from abiding faith. Courage is required in elite teams. Significant hazards and risks are inherent in these teams. Tactical teams do not have to be engaged in a tactical situation to face risks. Even in training, these teams can risk injury and death.

Sinek (2014) argued that all notable leaders in business, not-for-profits, the military, government and the arts must have courage. They are driven by a cause that compels them to find the courage to take risks and work hard. Some of the choices they make cause them to stand alone, which is another reason they need courage. They have the courage to do the correct thing and the dedication to a vision that very few people have.

Smith and Berg (1987) explained that courage is needed to engage with people and become part of a group. Courage is displayed by action. Faith is needed to act in risky situations; thus, faith always precedes courage. The paradox of courage is pursuing that which endangers. The principle points they espoused in their writings were that courage in teams requires that there be a sense of belonging, inter-team engagement, a strong voice among team members for challenging the status quo, faith, and a disposition to action.

Belonging

To fully belong to a group, one must have a degree of courage, because one must surrender one's individuality and accept group boundaries to form an identity with others.

Engagement

Courage is needed to trust a new group of people. It is needed to become intimate and vulnerable with a group by dropping barriers and establishing new patterns of interaction. Finally, courage becomes necessary to initially engage with and maintain relationships within a group.

Voice

Courage is required to challenge the status quo, articulate truth, and urge the creative destruction of the *comfortable known* for what can be made much better.

Faith

It takes courage to act and to journey on an uncertain path. Faith is necessary to have the courage to act. Courage is the capacity to push forward despite despair.

Actions

Heroic acts spring from facing substantial risks of failure, or even death. The selfless who commit themselves totally to a worthy cause while facing significant risks are true heroes. By placing God and other human beings above themselves, the hero achieves inviolability. The paradox of courage is that one acts with full affirmation of risk, doubt, and fear.

Affirmation and negation

It is important to comprehend the tension between affirmation and negation. We join groups to become better and to strengthen ourselves. Groups help us to realize shared goals. Once groups are formed, we find that there are many negative forces that seem to undermine and resist our efforts to be the best we can be. We think that we must defeat those negative forces or be dominated by them. We are thus attempting to negate negation or denial (Smith & Berg, 1987).

The pursuit of courage

Courage is the act of affirming that which contradicts, even though that very affirmation threatens. We can affirm negation as being an aspect of affirmation. The paradox of courage is when the group pursues that which threatens them. Forming a group gives form to the unstructured. A group creates that which previously did not exist. It changes into something it previously was not. The group is attempting to become more than the sum of its parts. Those without courage seek safety and security in the control of ideas, things, and people. Those with courage understand that there is emptiness, meaningless, ambiguity, and risk in life, but they nonetheless continue the pathway of truth, honor, achievement, service, integrity, and excellence to make life better for themselves and others (Smith & Berg, 1987).

Strength and courage

Courage comes with strength. A person's strength may consist of better (1) physicality, (2) competence, (3) technology, (4) skills, (5) purpose, or (6) grit.

Courage is associated with strength. A person who lacks or loses courage feels himself to be weak, unequal to the task. The courageous

person vigorously attacks the challenges before him...we can abandon our negative attitudes and face life's problems with a confident attitude that allows us to act with faith and certainty. We can be willing to take risk when our objective is worthwhile. (Hawkinson, 2005, p. 163)

Grit

The concept of grit was popularized by Duckworth (2016), who argued that grit is more important than talent in the achievement of goals. Grit, in her definition is passion and perseverance for attaining long-term goals. She explained that this concept is more than just working hard, but also having a passion for and a great focus on a select undertaking. Grit is that hallmark of high achievers and is a better predictor of success than talent. Grit is not talent. It is not luck. Grit is not even how strongly a person transiently desires something. Instead, grit is about having what is referred to as the *ultimate concern*, which is a goal that gives meaning. Grit, therefore, is holding steadfast to a desired and purposeful goal, even in the face of significant setbacks and failures. Grit overcomes difficulties and haltingly slow progress towards an ultimate goal. Luck and talent do matter in achievement, but they are no assurance of possessing grit. According to Duckworth (2016), in the long run, grit matters at least as much, if not more, than luck and talent. Archetypes of grit or people who model grit have four inner traits in abundance: (1) resilience, (2) a disposition to engross themselves in deliberate practice, (3) a rich interest or passion, or a sense of purpose toward achieving top-level goals, and (4) hope. Duckworth's (2016) research, which included West Point cadets, also showed a strong positive correlation between grit and happiness. Many may question whether happiness or achievement is more important. Duckworth (2016) argued that is a question of values,

not science. She does say that when both are measured, they tend to go together. The grit paragons (or archetypes) overall are quite happy and successful (Duckworth, 2016).

Since grit is the combination of passion and perseverance, both will be explored in greater detail.

Passion

True leaders have passion. Passion causes movement and action. It is a force-multiplier for tactical teams. Passionate leaders care deeply. If leaders and team members really care, the natural by-products are excellence, quality, and astonished constituents. Passion also brings a higher likelihood of winning and profit. Passion engenders action and energy. This passion and caring needs to run deeply throughout the organization. Passion increases productivity and distinction. People are naturally more creative and industrious when they care deeply about outcomes and the group. When high production and excellence are hallmarks of the team, the team will frequently find leaders, team members, and patrons who are passionate about the team, what it produces, and what it does. Finally, passion allows for better relationships and forgiveness within the team (Ramsey, 2011).

Emotions can be either positive or negative. Negative emotions can bring a person and a team down to defeat and despair when they may have won. In contrast, positive emotions can elevate people and teams to incredible heights. Passion leads to the

emotive psychological state of desire. Positive passion can spread throughout the team. As Guastello and Peressini (2016) explained that, within a group or team, emotions can become contagious—there is an emotional synchronization that can occur when members of a tightly knit team experience positive and negative fluctuations in emotions that range bet.

Goals and preferred states of being coupled with good planning and directed emotion can lead to enough desire for their accomplishment. The demand for new and better things leads to the one quality which team members must possess to succeed, and that is certainty of purpose, or resolve. *Resolve* is the acute awareness of what one desires, and the ardent desire to possess it. No one is ever defeated until defeat has been accepted as a reality. Desire builds new triumph out of temporary defeat (Hill, 1967).

Perseverance

Perseverance is persistence in doing something despite difficulty or delay in achieving success. Persistence is the firm or obstinate continuance in a course of action despite difficulty or opposition (*Random House Webster's college dictionary, 2001*). It is the belief that a task can be accomplished, and difficulty overcome. It comes from an unending confidence in one's own capability to eventually figure something out, to get something accomplished. It is believing that the individual and the team can have the means to get to the end (Machowicz, 2008).

Faith

Faith is complete trust or confidence in someone or something. It is a state of mind that delivers courage, affirmation, and hope. All thoughts that have been emotionalized and mixed with faith begin immediately to render themselves into their physical equivalent or complement. Faith gives power to thought. Faith is essential for self-assurance. It is crucial for achievement. Faith is induced and reinforced by the directives given to the subliminal mind. Both victory and defeat are the progeny of faith (Hill, 1967). Faith is the substance of things hoped for, and the evidence of things not yet visible (Hebrews: 11:1, King James Version).

An act of faith, as described by Kierkegaard, is necessary for doing and perceiving that which one cannot know ahead of time (as cited in McDonald, 2017). Sometimes teams may pattern their activities on proven models, but even a good model or illustration is short of real proof. The success of an individual or team, can be attributed to chance or manipulation, or just being in the right place at the right time. The act of faith is the sacrifice of individual or collective will to do the will of something more vital. It is not an act of submission. It is an act of courage. It is faith that being can turn into becoming. Faith is the essence of exploration and discovery itself. Teams need a concrete, specific set of goals (a precise purpose or a distinct resolve) to limit disorder and make sense of its reality. This means to strive diligently towards a well-defined, articulated goal. The criteria for what are meant by success, and what is meant by failure must be vibrantly clear and accomplished within a definite period. Faith is at the heart of courage (Peterson, 2018).

Confidence

Confidence is being certain or having trust, believing in one's powers or abilities (*Random House Webster's college dictionary*, 2001). Confidence is not arrogance. Self-confidence is having faith in oneself. Arrogance or hubris, in comparison, is having unmerited confidence—believing something or someone is capable or correct when they are not. Leaders today have an interesting mix of confidence and humility. Great team leaders are humble, but not overly humble. Confident, but not excessively confident. The very finest strike a balance between humility and confidence. They comprehend that they may lack knowledge and expertise, but they are confident enough to take risks and assert themselves (Pink, 2018).

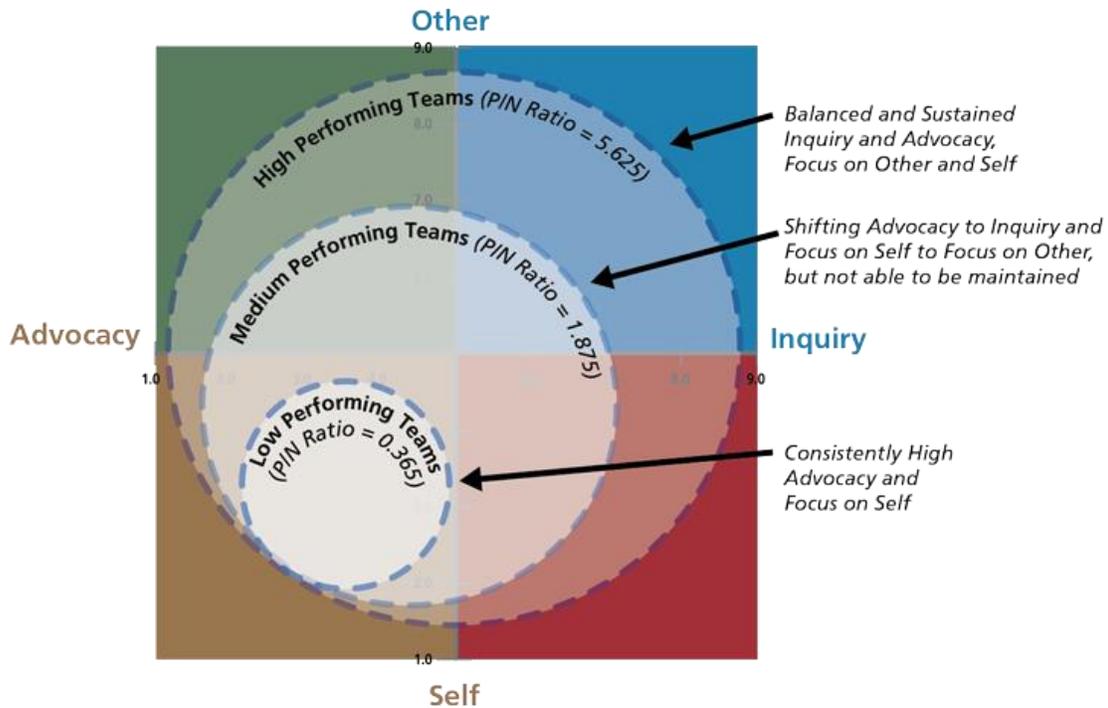
Self-Sacrifice

Long standing businesses, successful elite military units, and sports dynasties are concerned with the long-term effects of their consistent performance. Selflessness and self-sacrifice are the trademarks of elite teams. Haynes, Josefy, and Hitt (2015) explored the potential effects of managers' greed versus altruism on their performances in conjunction with the outcomes of various business firms. Greed denotes extreme self-interest. Altruism reflects concern for others. They contended that executive greed leads to a focus on the short-term. Altruism normally produces a focus on longer term decisions and long-term firm performance. Managerial greed is also more likely to produce misconduct, while executive altruism results in superior corporate social responsibility and behavior. Managerial greed is likely to lead to turnover for non-performance related reasons, whereas executive altruism is more likely to produce managerial turnover for performance reasons. The bottom-line is

this: measured self-interest keeps managers focused on the firm's goals and measured altruism helps the firm to build and maintain robust human and community capital. The extremes of either greed or altruism likely will impair organizational performance. Balancing managerial self-interest and executive altruism leads to the greatest achievements for the organization (Haynes et al., 2015).

Losada and Heaphy (2004) conducted research that showed similar findings. They discovered that the highest performing teams found the precise balance of inquiry versus advocacy, and concern for self versus a concern for others. Whereas, poorly performing teams narrowly concentrated on self-centered advocacy and concern for themselves only. The Losada model follows in Figure 6:

Losada Model Superimposed on Team Diagnostic™ Model



Source: Adapted from Losada and Heaphy, 2004

Figure 6. Losada's Team Diagnostic Model

Competence

Competence is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation, and development of the behaviors in individual employees. The term *competence* as a concept for performance motivation first appeared in an article authored by R.W. White in 1959 (*Random House Webster's college dictionary*, 2001).

Competence includes skills for doing required and useful tasks, how those skills are applied in a variety of situations, and the overall reasons for increased competence. Teams must develop leaders at all levels. Developing leaders is important in forming and maintaining great teams. Developmental readiness considers certain dynamics that are at play when deciding who leads and how they need to be trained and developed. The “golden triangle” of developmental readiness consists of (1) the readiness of the leader, (2) the timing and context in which the leader leads, and (3) the readiness of the followers impacted by the leader (Avolio, 2016).

According to Hannah and Avolio (2010), leaders can develop their leadership knowledge, skills, abilities, and attributes. They noted that developmental readiness is the ability and motivation to attend to, make meaning of, and cultivate leader qualities and skills. They suggested that a leader’s motivation to develop is promoted through interest and goals, learning goal orientation, and developmental efficacy; while leader’s ability to develop is promoted through self-awareness, self-complexity, and metacognitive ability (Hannah & Avolio, 2010).

Team member learning and development

Much time and money are spent on how we can grow and develop teams.

Development is the process of taking a team from its present condition to its ideal state in terms of relationships, productivity, sustainment, knowledge, skills, and attitudes.

Why development in teams is so essential?

There can never be a great team by accident. There must be a selection process to choose those who will belong on the team, followed by the proper positioning of those selectees on team. After that, the team must determine what its vision of itself looks like and what its goals should be. If the members of the team want to be great and be the best, they will practice, learn, explore, and, finally, develop into a group of individuals worthy of their goals, be they great or small.

Size matters

Increased group size does not radically alter development but does appear to negatively affect participation, cohesion, work, and productivity. It acts as a stimulus for increased conflict. It is possible that larger groups require some more time in creating an environment that supports positive interaction and work (Wheelan & McKeage, 1993).

Learning organizations and learning teams

A learning orientation results in more radically innovative ideas than diversity in goal orientation. By nature, the more radical the innovation, the less reliance on previously obtained knowledge, experience, and skills. New competencies and knowledge must be necessarily obtained. The risk of failure needs to be embraced. Learning oriented individuals and teams primarily seek to improve and master their pursuits.

Performance failure is seen as learning and development. Teams with a shared learning orientation are more likely to relentlessly pursue innovation in the face of failure. Idea development and promotion are the hallmarks of successful innovation.

Success is usually stronger for teams oriented toward radical innovation than for teams that have more of an affinity for incremental innovation (Alexander & Van Knippenberg, 2014).

High performance and positivity

High performance teams must have a high ratio of positive comments to negative comments in order to create an environment where the team can thrive (Losada & Heaphy, 2004).

Phasing development

According to Bouwen and Fry (1996), there are five phases of team development:

- Inclusion—Instructions of the leader need to be structured and well defined. Relationships are superficial.
- Inclusion → Influence—The relationship towards authority shifts towards counter-dependency. Goals and tasks are questioned. There may be hostility towards the present directions and environment.
- Influence—There may be power struggles within the team. Authority is challenged. The task gets redefined and renegotiated. Gradually, members take more responsibility for interdependent tasks, which make the move to further development possible.
- Influence → Intimacy—Establishment of a shared pattern of mutual influence and task interdependency. There is mutual inclusivity, empathetic listening, respect, and caring. Relations become important to task accomplishment. Positive feelings are expressed comfortably.

- Ideal state/maturity—There is full interdependency and complementary efforts in completing shared tasks. Commitment to the team and its goals, clear and positive communication, and non-confrontive conflict make for the expression of good ideas and their efficient and prompt realization. (Bouwen & Fry, 1996)

Making team development “easier”

The Latin for facilitator is one who makes things easier (facile). There are many individuals who are determined to develop themselves in positive ways and are principally doing it singly—athletes in individual sports and PhD students come to mind. However, even they can use interventions, encouragement, and coaching by others (the professors, coaches, classmates, and mentors of those scholars and athletes, for instance). In some situations, it would be nearly impossible to succeed or even survive without being part of a team (team sports and combat teams). The best, most successful, most powerful, most dynamic teams (be they sports teams, armies, private companies, or countries) start with great individuals who are smart, skilled, compassionate, committed, and in pursuit of a worthy goal, all of whom come together with others who are equally committed and passionate, and together they create a common mission, vision, goals, structure, and culture that will lead all of them to synergistically become greater than the sum of their parts.

The journey

Most groups follow similar developmental journeys. A leader who understands that and facilitates the development of both individuals and the group will get them

through that difficult process, and, in the end, create a high performing team that consensually validates each other (Bennis & Shepard, 1956) while performing to the best of their ability (Tuckman, 1966). In the forming and storming phases, there may also be a dependency phase where members of the group look to the leader as a messiah figure and will conform to the dominant mood and direction of the leader and the group (basic assumption dependency). Some will become counter-dependent, asserting their independence and rejecting the leader. They will either fight the leader and his/her policies, or eventually take flight from the group (fight/flight assumption) (Stevens-Long & Trujillo, 1995).

Competence categories

Tactical teams are faced with incessant change. Change is constant in training for precision, and certainly innovation and change are needed in tactical situations. Every change creates a need for more learning. This change-induced learning has four phases: (1) unconscious incompetence, (2) conscious incompetence, (3) conscious competence, and (4) unconscious competence (Flower, 1999).

Elite warriors gain expertise through deliberate development. The process takes them through assessment, selection, institutional education and training, and team experience, and the true experts rigorously develop themselves in addition to formal team training (Anastasio, 1991), thus, gaining both acquired and tacit expertise (Polanyi, 1966). Elite warriors and teams need that type of proficiency. In unpredictable and unknown situations, elite warriors and teams must apply the

expertise they have gleaned with time and experience to make decision amid chaos, perform at their peak, and act/react appropriately. Whether it is the bedlam of an athletic contest or the fog of war, every moment is a mixture of careful preparation and uncertain improvisation (Lehrer, 2009).

The continuously learning team

A well-disciplined team will continue to improve in advance of the competition. The members of the team will continually endeavor to improve individually and as a team. Senge (1990) believed that innovative learning organizations and teams practiced five *component technologies*. Though these technologies are developed separately, each depends on the others for success. Each provides a vital dimension in building and maintaining organizations that continually learn and enhance their skills and capabilities.

A learning orientation results in more radically innovative ideas than diversity in goal orientation. By nature, the more radical the innovation, the less reliance on previously obtained knowledge, experience, and skills. New competencies and knowledge must be necessarily attained. The risk of failure needs to be embraced. Learning oriented individuals and teams primarily seek to improve and master their pursuits.

Performance failure is seen as learning and growth. Teams with a shared learning orientation are more likely to relentlessly pursue innovation in the face of failure. Idea development and promotion are the hallmark of successful innovation teams. Success is usually stronger for teams oriented toward radical innovation than for teams that

have more of an affinity for incremental innovation. (Alexander & Van Knippenberg, 2014).

Senge's (1990) five technologies include the following:

Personal Mastery: Individuals on the team are continuously improving themselves by mastering the skills, knowledge, and capabilities needed to success in their chosen field of endeavor;

- **Mental Models**—These are deeply ingrained images, generalizations, assumptions, and norms that influence how team members view and understand the world and how they act and then take action.
- **Building Shared Vision**—Leaders instill and inspire the team to a shared picture of the future they wish to create together. Teams achieve greatness by common values, lived virtues, shared goals, and worthy missions. When there is a genuine shared vision (as opposed to an obligatory “mission statement”), people learn and excel, not because they are told to, but because they have the desire to act on the vision.
- **Team Learning**—People *can* learn best as a synchronized cooperative team, but often (because of negative team dynamics) fail to learn and advance. Team discipline, dialogue, and coordination can produce rapid learning with extraordinary results.
- **Systems Thinking**—This is a conceptual framework, a body of knowledge, and tools that has been developed over time to make connected patterns

displayed in events and phenomena clearer. Identifying and recognizing patterns helps leaders and teams to respond to presented challenges with appropriate reactions, adjustments, and positive changes. Senge (1990) considers systems thinking the *fifth discipline*. The fifth discipline helps teams to learn and continuously improve. It leads groups to become *learning organizations*. (Senge, 1990)

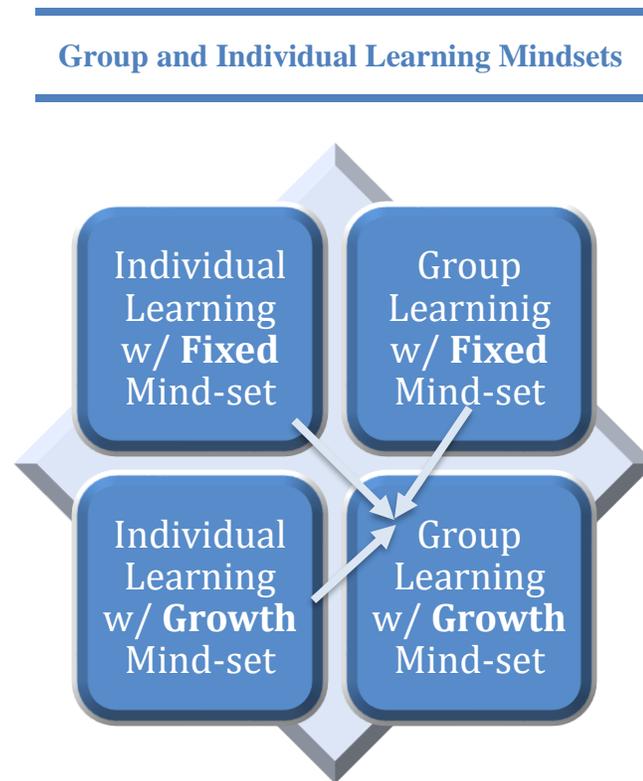
Team learning is critical for improving performance. Learning is a process. Quality relationships enhance relations the improve how teams learn (Carmeli et al., 2009). Quality relationships and the quality of work done is enhanced through psychological safety (Edmonson, 2012).

Teams frequently encounter unforeseen and unanticipated obstacles and confront significant ambiguities throughout their work. Deep and continuous engagement far exceeds short-term exchanges. Such help consists of (1) guiding teams through difficult occasions by working with and paying attention to team members through frequent prolonged, tightly clustered sessions, and/or (2) path clearing to help a team anticipate and address discrepancies and complications (Colin et al., 2018).

Learning relationships

ETTs have unique relationship with each other. A good ETT will be able to learn and grow much better collectively than individually. The mutual association helps individuals to learn from the experiences of others, puts pressure on them to keep up

with their peers, and motivates when the team learns and accomplishes something together. Gaede (2019) visualized this concept in the following way:



Source: Adapted from Gaede, 2019.

Figure 7. Group and Individual Learning Mind-Sets

Gaede (2019) theorized that group learning with a growth mind-set is the optimal learning scenario. He suggested that ETTs set up learning situations as a group as much is practicable.

Charisma

Charisma can be a component of true transformational leadership. The word is derived from the Greek word *Χάρισμα*, (khárisma), which means “favor freely given”

or the “gift of grace,” or having the gift and talent of polish and flair which allows certain individuals to influence others and form the future by their sheer presence and personality (Raelin, 2015). Sinek (2009) compared charisma to energy in this way:

Charisma has nothing to do with energy; it comes from a clarity of WHY. It comes from absolute conviction in an ideal bigger than oneself. Energy, in contrast, comes from a good night’s sleep or lots of caffeine. Energy can excite. But only charisma can inspire. Charisma commands loyalty. Energy does not. (p. 134)

Certain contexts will be more favorable to the advent of a charismatic leader; whereas, other conditions or contexts will inhibit charismatic leaders. Research reveals that situational ambiguity or crisis strongly influences the need for more charismatic or decisive leadership styles, which are characterized by inspiration (Bligh, Kohles, & Meindl, 2004, 2011). Indeed, crisis tends to open the way for leaders with more charisma (Avolio, 2016). On the other hand, more charismatic leaders tend to lead more effective teams and organizations (Avolio, 2010).

Charismatic leaders manage their behaviors to create and maintain their presentation of themselves and their self-image. Leaders can build their own image and that of their team, as well as their vision, by engaging in a dramaturgical process of framing, scripting, staging, and performing. This is called *impression management*. The charismatic relationship involves the leader (actor) and the followers (audience) in an environmental setting involving cultural, social, and technical elements. In the end, charismatic leaders will motivate followers change their focus from self-interest to interests of the team (Gardner & Avolio, 1998).

Spirit

Anyone who has witnessed elite teams in practice will eventually observe that some teams—and individual members of those teams—perform so far elevated above the other competitors that it seems that there is something deep within those individuals that causes them to perform above their natural abilities. Some may call it concentration or being in the “zone.” Others will contend there is a supernatural or spiritual component to their elevated performance:

Spirituality was found to both directly predict change in empathic compassion and generosity as well as indirectly predict change in these virtues through the moral intuition care/harm...attending to the development of medical students' spirituality directly and indirectly facilitates the development of virtues...emphasis should be placed on moral intuitions and virtues in curricula, and encourage the exploration of spirituality as a way to sanctify the goal of virtue development in caregiving contexts.” (Shepard et al., 2018)

Preeminent performance can come from the moral elevations experienced by persons who observe unselfish service, or who themselves serve others. *Moral elevation* (also referred to as elevation) refers to the collection of feelings people may experience when observing an example of moral beauty. Elevation signifies the sentiments felt when a person is an observer of, but not a receiver of, the moral conduct of others. Elevation explores the positive psychology of morality, attempting to explain why and how human beings are affected by people helping another human being (referred to as *moral beauty*). Observing an instance of moral beauty can lead positive and constructive consequences in others. Elevating experiences can lead to beneficial outcomes. It is possible to create interventions that could possibly render positive results for individuals and teams (Thomson & Siegel, 2017).

Increases in spirituality and virtue have been shown to lead to increases in patience, gratitude, responsibility, and performance. In moral foundations theory, there are five moral intuitions: (1) care/harm, (2) fairness/reciprocity, (3) in-group/loyalty, (4) authority/respect, and (5) purity/sanctity. In a study examining the practice of medicine, provider virtue (faith, empathy, hope, compassion) may assist in the healing process. The study sought to see if religion and spirituality can increase virtuous action in medical training. Three virtues (mindfulness, empathic compassion, and generosity) were examined by surveying 563 medical students in two different iterations using various survey models to include Graham's Moral Foundations Questionnaire. The study showed that both generosity and empathic compassion were related to spirituality; mindfulness did not show itself to be related (Shepard et al., 2018).

Humility

There is no room for ego on the battlefield (Machowicz, 2008). Humility united with confidence helps the team function smoothly and make better decisions:

Organizational humility is a function of the degree of humility of the top strategic leaders, the degree of humility among the lower-level members of the organization, and the degree to which the organization's culture, systems, procedures, and structure emphasize the development of humility as a key factor of success. Role models can help employees develop humility. Company-wide humility requires its explicit inclusion in leadership development, strategy, promotion, and hiring practices, and helps companies to more comfortably and effectively collaborate with stakeholders in times of crisis management. (Andersen-Fletcher, Vera, & Abbot, 2017, p. 203)

Virtue in the Military

Developing virtue

A study compared West Point cadets ($N = 103$), Norwegian Naval Academy cadets ($N = 141$), and U.S. civilians aged 18 to 21 ($N = 838$) with respect to 24 character strengths. The absolute scores of West Point cadets were higher than either of the other two groups. However, when the rank orders of character strengths were compared, the two military samples were more highly correlated with each other than either was with the U.S. civilian sample. The greatest strengths evident among the military samples were honesty, hope, bravery, industry, and teamwork (Matthews et al., 2009).

The meaning of military ethics

The authors editorialized on the precise meaning of *military ethics*. They argued that military ethics is, at its core, practical and professional. It exists to assist thoughtful professionals to think through their real-world problems and issues. Only those familiar with the profession can understand the dynamics of military ethics. The authors looked at five tenets of military ethics they feel should be included in the scholarship following that theme:

- Military ethics exists to serve professionals who are not themselves specialists in ethics, but who must carry out the duties delegated to them professionally and carry them out as properly as possible. It is similar to medical or legal ethics in the sense that its fundamental function is to assist professionals to think through the moral challenges and dilemmas inherent in their

professional endeavors. Military ethics enable and motivate military professionals to act properly in the discharge of their professional duties.

- Military professionals need a good working knowledge of the laws of armed conflict (LOAC) as required under the Geneva Convention.
- Historical contributions that present the contributions to critical thinking about war and the military profession are an essential piece of a comprehensive understanding of professional military ethics.
- Military ethicists and practitioners need to recognize the contribution of religious conviction to professional ethics.
- There is a role for the hortatory in professional military ethics. In a profession which requires courage and spirit (what the Greeks called *thumos*), non-rational appeals that motivate have a part in promoting those very mindsets and activities. Examples of exemplary entities and actions can provide troops with the role-models and motivation at a degree deeper than rational assessment. Electing the appropriate exemplars and champions presumes an antecedent understanding of distinction in military conduct and virtue. (Cook & Syse, 2010)

The Norwegian Military Academy

This study was aimed at investigating which character strengths were most important for experienced Norwegian military officers, as well as to investigate and verify findings of previous studies completed by the authors. They felt their study confirmed previous surveys. Character strengths are seen as important in building resilience in

military officers so that they will be able to cope with dangerous and difficult situations. The military is a typical high-risk organization, and personnel serving in these organizations are said to have high-risk occupations. A high-risk occupation means an occupation where personnel may have to face unpredictable, difficult, and stressful situations in their daily work. Said differently, the personnel must be able to handle situations that occur suddenly and surprisingly, with an undetermined context, where outcomes of actions characterized by a low degree of predictability. Military leadership is about doing the uncomfortable and being able to cope with it, overcoming powerlessness, and averting emotional collapse. Military leadership demands a robustness in order to think clearly and effectively and to cope with one's feelings when facing complex and difficult conditions. Character strengths will contribute to creating this robustness (Boe & Bang, 2017). Boe and Bang (2017) cited 12 character strengths they felt were important for creating robustness in military members. They called them *The Big 12*. They are the following:

- Leadership
- Teamwork
- Open-mindedness
- Integrity
- Persistence
- Bravery
- Curiosity
- Love of learning

- Social intelligence
- Fairness
- Perspective
- Creativity (Boe & Bang, 2017)

Virtue in Athletics

Saracens Rugby Club

Heffernan (2017) commented on Saracens Rugby Club, one of the most successful teams of the English Premiership Rugby League in the last several years, and winner of the European League Champions Cup in 2016, 2017, and 2019. Heffernan (2017) argued that teams who take the long view tend to be more successful because they can have more time and mutual experience to build solid bonds together. “Teams that stay together, tend to perform better over time” (Heffernan, 2017).

Manchester United Football Club

Sir Alex Ferguson, who coached the Manchester United Football Club (considered the most valuable sport franchise on the planet), has considered values to be more crucial than technical skills in championship soccer. Encouraging values inspires players to continuously strive to do better and never give up, making them reliable winners. These values include spirit, courage, quality, positive habits, and expectations of winning. He also stated that training should be about excellence and high-level performance. He argued that superstars’ egos can go together with their need to win, and a small amount of fear and positive encouragement helps produce

winning teams. Winning teams never stop changing; they keep trying to get better (Elberse, 2013).

High performers

People are what they repeatedly do. Excellence is not a singular act but a habit (Aristotle, 350 B.C.E./1894). High performance has a spiritual dimension to it. To get a top athlete to an *ideal performance state*, the focus is less on *primary skills*—how to do certain physical skills and more on *secondary competencies*. Among them are focus, endurance, self-control, flexibility, and strength. High performers in athletics and in business understand that the highest performers start with a foundation of physical well-being. Above that rests emotional health, then mental acuity, and at the top, a sense of purpose. That constitutes the ideal state—peak performance when all levels of the performance pyramid are working together. To have that strong connection to a deeper sense of purpose, the high performer acquires a *values-based adaption*, or a spiritual connection to a transcendent goal that is meaningful to them (Loeher & Schwartz, 2001).

All Blacks Rugby Club

Hodge, Henry, and Smith (2014) conducted case study that focused on the New Zealand All Blacks Rugby Club during the period from 2004 to 2011. This case study examined the motivational climate created by this coaching group—of which, Henry was head coach and Smith was assistant coach—that culminated in winning the Rugby World Cup in 2011. A collaborative thematic content analysis revealed eight themes regarding motivational issues and the motivational climate for the All Blacks:

(1) critical turning point, (2) flexible and evolving, (3) dual-management model, (4) “Better People Make Better All Blacks,” (5) responsibility, (5) leadership, (6) an expectation of excellence, and (7) team cohesion. These findings are discussed considering autonomy-supportive coaching, emotionally intelligent coaching, and transformational leadership.

Virtue for Emergency Responders

Virtue in responding to terror

Healthcare practitioners are progressively more challenged with the threat of terrorism and the consequence of weapons of mass destruction. Preparing for and responding to such manmade disasters, however, threatens the ethical underpinnings of routine, individualized, patient-centered, and non-emergency healthcare. The exigency of a major incident can instantly convert resource plentiful environments to those of austerity. Healthcare workers, who only moments before may have been seeing two to three patients per hour, are instantly thrust into an ocean of casualties and more basic issues of quarantine, system overload, and the determinations of who will be given every chance to live and who will be allowed to die. Beyond the tribulations of triage, surge capacity, and the allocation of scarce resources, medical crises create a parallel need for a host of virtues not commonly required in daily medical practice, including prudence, courage, justice, stewardship, vigilance, resilience, and charity. As a polyvalent counterpoint to the vices of apathy, cowardice, extravagance, carelessness, inflexibility, and narcissism, the virtues empower providers at all levels to vertically integrate principles of safety, public

health, utility, and medical ethics at the micro, meso, and macro levels. Over time, virtuous behavior can be modeled, mentored, practiced, and entrenched to become one of our more useful preparations against the threat of terrorism in the new millennium (Larkin & Arnold, 2003).

Virtue in emergency healthcare

Modern healthcare heroes do not work alone. Emergency and disaster management teams rely on both individual and corporate virtue. Virtue in emergency healthcare goes far beyond legal obligations. Virtue honors the ennobling mission, the respect of the team, and the humanity of patients. In emergency situations, time does not allow for lengthy ethical ruminations and ethical discussions; therefore, ethical practice and policies need already be instituted. There are seven virtues that Larkin (2003) opined that were disposed to the uniqueness of emergencies in the emergency healthcare setting. They are prudence, non-judgement, self-effacement, compassion, trustworthiness, resilience, and communication. If properly practiced, the preceding seven virtues can transform emergency healthcare workers from a state of mere competency to a state of unquestionable distinction and excellence (Larkin, 2003). Pellegrino and Thomasma (1993) listed 10 virtues in medical practice: Phronesis (practical virtue), fidelity, trust, compassion, justice, fortitude, temperance, integrity, self-effacement, and intellectual honesty (1993).

Medical leadership and virtue

Effective medical leadership is important for safe, successful, and effective delivery of healthcare. Leadership is the development of behaviors, cognitions, and

motivations to achieve goals that benefit both individuals and groups. Medical leadership comprises character, competence, context, and communication. Character comprises confidence, humility, responsibility, integrity, trustworthiness, optimism, empathy, and service. Competence incorporates transcendent leadership knowledge and skills as well as sufficient expertise established by specialty and responsibility in the group. Context consists of psychological, physical, social, cultural, and economic environments—stress and fluctuating circumstances. Communication refers to sending and receiving information. The social and psychological levels of interaction relevant to leadership are personal, interpersonal, team, and organizational (Callahan & Grunberg, 2019).

Common Virtues

Various writers dating back to antiquity have espoused moral laws, values, traits, characteristics, principles, and virtues to assist individuals and groups to live the good life (Aristotle), reach self-actualization (Maslow), and attain perfection (Christ). Many authors and intellectuals listed the virtues or characteristics to which they thought individuals and teams should adhere to become better than the currently are. A select group is listed on the following pages, which is a table of virtues by select scholars. Not all these scholars and philosophers were explored in the main body of this literature review.

Table 5. Table of Virtues

Author	Virtues	Organization	Date	Reference	Notes	Code
Aristotle	1) Courage 2) Temperance 3) Liberality 4) Magnificence 5) Magnanimity 6) Proper ambition 7) Patience 8) Truthfulness 9) Wittiness 10) Friendliness 11) Modesty 12) Righteous indignation	Greek Philosopher	2001	<i>Stanford Encyclopedia of Philosophy</i>	Aristotle encouraged people to seek for the “golden mean” in their feelings and/or their sphere of action. As an example, in the sphere of taking action, one may experience both fear and/or confidence a person may take no action (cowardice), or recklessly and thoughtlessly venture into a dangerous situation	Ancient Scholar

Author	Virtues	Organization	Date	Reference	Notes	Code
					(rashness). A truly virtuous person sought the “golden mean” with this, and all twelve virtues.	
Barrett, Holland, & Vessey	1) Teamwork 2) Communication 3) Adaptability 4) Self-care 5) Sociability 6) Motivation 7) Achievement 8) Orientation 9) High expressivity 10) Low competitiveness 11) Emotional stability 12) Extraversion 13) Openness 14) Agreeableness 15) Conscientiousness 16) Leadership		2015		These authors described these virtues as competencies which were discovered doing research on astronauts working in space for long durations.	

Author	Virtues	Organization	Date	Reference	Notes	Code
	17) Desire for personal and professional development					
Cicero	1) Wisdom 2) Justice 3) Courage 4) Temperance		2006	McDonnell (2006). <i>Roman Manliness: "Virtus" and the Roman Republic</i> . Cambridge University Press	Listed as cardinal virtues with virtues being defined as a habit of the mind.	
Ready & Mulally	1) Urgency & patience 2) Collective leadership & individual accountability 3) Developmental coaching & relentless performance driver 4) Perpetual student & inspiring teacher 5) Humble servant & bold change catalyst	D.R.: MIT A.M.: former CEO of Ford & Boeing	Fall 2017	<i>MIT Sloan Management Review</i> , 59(1), 62–71	Virtues described as the five essential mindsets	Business

Author	Virtues	Organization	Date	Reference	Notes	Code
Gardner & Avolio	1) Trustworthy 2) Morally worthy 3) Self-sacrificing	U. of Mississippi, Binghamton University	1998	<i>Academy of Management Review</i> , 23(1), 32–58 (p. 38)	Virtues described as values	Leadership Scholars
Avolio	1) Develops others 2) Morally uplifting, 3) Deeply trusted 4) Moral agents	U. of Washington	2010	<i>Full Range Leadership Development</i> , Sloan Publications p. 51	Virtues described as characteristics of transformational leadership	Leadership Scholar
Benas, Bloom, & Bryan	1) Perseverance 2) Respect 3) Self-discipline 4) Justice 5) Prudence 6) Fortitude 7) Integrity	U.S. Marine Corps	2019	<i>Warriors Book of Virtues</i> , Hatherleih Press		Military
Callahan & Grunberg	Character Competence Context Communication	Uniform Services University	2019	<i>Military Medical Leadership</i>	Designated the Four Cs of Leadership	
Duckworth	1) Resilience 2) Deliberate Practice	U. of Pennsylvania	2016	<i>Grit: The power of passion and perseverance.</i>	Virtues are described as inner traits.	Leadership Scholar

Author	Virtues	Organization	Date	Reference	Notes	Code
	3) Passion 4) Purpose 5) Hope			New York, NY: Simon and Schuster, Inc. pp. 93-196		
Elberse	Spirit Courage Quality Positive habits An expectation of winning.	Manchester United	2013	<i>Ferguson's formula.</i> Harvard Business Review	Virtues are described as inner values.	Athletics
Franklin	1) Temperance 2) Silence 3) Order 4) Resolution 5) Frugality 6) Industry 7) Sincerity 8) Justice 9) Moderation 10) Cleanliness 11) Chastity 12) Humility 13) Tranquility	American founding father	1726	<i>The Auto- biography of Benjamin Franklin,</i> Voyageur Press.	Copywrite 2017.	Scholar

Author	Virtues	Organization	Date	Reference	Notes	Code
Garfield	1) Achievement 2) Contribution 3) Self-development 4) Creativity 5) Synergy 6) Quality 7) Opportunity	Consultant	1986	<i>Peak Performers: The New Heroes of American Business.</i> New York, NY: Avon Books, p. 266	Peak performers are drawn toward certain values which underlie action.	Business
Hartman	1) Generosity 2) Loyalty 3) Gratitude 4) Courage 5) Integrity 6) Wisdom 7) Honor 8) Respect 9) Fairness	Rutgers	2006	Can we teach character? An Aristotelian Answer; <i>Academy of Management Learning & Ed.</i> 5(1), 68–81.	Development of character and virtue	Leadership Scholar
Hawkinson	1) Courage 2) Frugality 3) Individuality 4) Industry 5) Morality 6) Patriotism	Ancient Greeks	2005	<i>Character for Life: Profiles of great men and women of faith who shaped western civilization</i>	Republican virtues from the Ancient Greeks	Leaders

Author	Virtues	Organization	Date	Reference	Notes	Code
	7) Against self-indulgence 8) Self-denial 9) Simplicity 10) Selflessness 11) Vitality					
Machowicz	1) Focus 2) Discipline 3) Confidence 4) Courage	Navy SEAL	2008	<i>Unleash the warrior within</i>		Military
Kolditz	1) Competence 2) Trust 3) Loyalty 4) Motivation 5) Selflessness 6) Humility 7) Passion	US Military Academy	2009	<i>The in extremis leader</i>		
Kaufman	1) Focus 2) Courage 3) Grit 4) Faith	Consultant	2016	<i>The four virtues of a leader: Navigating the hero's journey through risk to results.</i> Boulder,	These virtues are required for the mindset of the hero on his journey	Leaders

Author	Virtues	Organization	Date	Reference	Notes	Code
				CO: Sounds True.		
Larkin	Prudence Non-Judgement Self-Effacement Compassion Trustworthiness Resilience Communication		2003			Emergency Medical
Larkin & Arnold	Prudence Courage Justice Stewardship Vigilance Resilience Charity		2003	<i>Terrorism II: Special Reports</i> , Sept 2003, 18(3): pp. 170–178		Medical
O’Conner, Grunberg, Kellermann, & Schoomaker	Personal courage Respect Openness Fairness Empathy Self-improvement Social responsibility	Uniformed Services University	2015		Termed critical attributes for medical professionals in military service.	Military Medical

Author	Virtues	Organization	Date	Reference	Notes	Code
	Integrity Honor Officership Nonjudgment Altruism Leadership					
Olsthoorn	1) Honor 2) Courage 3) Loyalty 4) Integrity 5) Respect	Netherlands Defense Academy	2011	<i>Military ethics and virtues from the Cass Military Studies</i>		Military
Peterson & Seligman	1) Wisdom & Knowledge 2) Courage 3) Humanity 4) Justice 5) Temperance 6) Transcendence	Universities of Michigan and Pennsylvania	2004	<i>Character Strengths and Virtues</i> , Oxford University Press	The authors identify six classes or “core virtues” that are further subcategorized into 28 “character strengths” with only the core virtues mentioned in this table.	Virtue Scholars

Author	Virtues	Organization	Date	Reference	Notes	Code
Peters	1) Energy 2) Passion 3) Idealism 4) Pragmatism 5) Cunning 6) Towering impatience 7) An unrealistic unwillingness to allow any barrier to set him back 8) Love/Hate relationships among subordinates	Consultant	1987	<i>Thriving on Chaos: Handbook for a Management Revolution.</i> Video Publishing House, Schenam, IL	Peters referring to a 1984 description of Carlos Rubbia by Gary Taubes	Leaders
Plato	1) Wisdom 2) Courage 3) Moderation 4) Justice	Greek Philosopher	Third Century BCE		Referred to as the four Cardinal Virtues	Ancient Scholar
Ramsey	1) Leading for loyalty 2) Fanatical Integrity 3) Unity	Financial Peace U.	2011	<i>EntreLeadership: 20 Years of Practical Business Wisdom from the</i>		Business

Author	Virtues	Organization	Date	Reference	Notes	Code
				<i>Trenches</i> pp. 226–232.		
Ross	1) Integrity 2) Courage 3) Compassion 4) Respect 5) Truthfulness 6) Honor 7) Loyalty	Samurai Warriors	2018		The 7 principles of Bushido	Military
Simon	1) Performance 2) Respect 3) Integrity 4) Diversity 5) Excellence	NYU Langon Health	2019	Effectively Managing Operations to Achieve Compliance with Safety Programs, <i>J. of Healthcare Management</i> 64(1), 10-14.	Behaviors needed for realizing excellence	Leaders
Sinek	1) Clarity 2) Discipline 3) Consistency	Columbia	2009	<i>Start with Why: How Great Leaders Inspire everyone to Take Action</i> , pp. 65-83.	Values are best described as verbs to connote action.	Leaders
USAF	1) Integrity					Military

Author	Virtues	Organization	Date	Reference	Notes	Code
	2) Service 3) Excellence					
USAF	1) Honesty 2) Courage 3) Accountability 4) Duty 5) Loyalty 6) Respect 7) Mission 8) Discipline 9) Teamwork				Leaders are to “live honorably” by the nine virtues mentioned; and they are also to lift others through: (1) challenge, (2) support, (3) develop, and (4) inspire. Leaders also elevate performance toward a common and noble purpose by thinking always better and always higher	Military

Source: Adapted from Chapter 2: Literature Review

Common composite virtues

Figure 8 (below) illustrates the most common virtues encountered in the table of virtues. Listed by category (i.e. military, athletics, medical and scholars writing generally on leadership, business and philosophy), the one virtue held in common with all disciplines was courage. Interestingly, courage is ranked second in the military category; but was first in every other category. Each category lists the top virtues in descending order. The terms integrity, truthfulness, and trustworthiness were combined into one word: integrity. Ambition and motivation were combined into ambition.



Figure 8. A Composite Intersection of the Most Common Virtues Found Concerning Military, Athletics, First Responders, and General Philosophy

Chapter 3: Research Methodology

Research Context

The inquiry into the moral and ethical virtues of elite tactical teams and the possible conditions and scenarios these teams may be subjected to has received scarce attention in the academic literature. Some research has been completed on the practices and virtues of elite teams in separate fields of endeavor (e.g. the military, athletics, medicine, and first responders). Both Kolditz (2009) and Hannan (2018) have written on leadership and teamwork in extreme and tactical environments. Kolditz (2009) has written fairly extensively on the *in extremis* environments of combat, extreme sports, and first responders. In my review of the literature, I found works dealing with the psychology of sports teams, teamwork, and leadership in crisis situations, individual and team excellence, and a few articles on working in tactical environments. Of the extensive research I conducted, I found no comprehensive study combining the various tactical realms (military special operations, elite sports teams, first responder teams, elite aviation teams, etc.) that assessed team virtues in separate areas of endeavor and that seek to encounter the common qualities that drive success for elite teams in the several tactically oriented disciplines. Because little on these groups has been studied, a qualitative approach provides the most comprehensible preliminary global understanding of the virtues of elite tactical teams. I hope and expect other studies will follow.

Methods of inquiry

There are no comprehensive studies published combining the various tactical realms that assess team virtues in separate areas of endeavor and that seek to encounter the common elements that drive success for elite players in the several identified areas. Because little on these teams has been studied, a qualitative approach renders the best coherent initial overall appreciation of the virtues of high performing organizations and to answer the overarching question driving this study.

A qualitative study

Qualitative methods are usually linked to a constructivist theory of knowledge because qualitative methods tend to focus on understanding experiences from the point of view of those who live them. Social constructionism is used to create an understanding of human relationships as a part of the social exchange process. For proper understanding, it helps the researcher to understand the context, culture, history, and values of those they are studying (Rudestam & Newton, 2015). The point of this research is to explore the world of elite tactical teams, search for the meaning of the discovered data, and emphasize the best virtues and how to obtain them in these special teams by thoroughly analyzing the content of the research.

Methodological Approach

Methods of inquiry

My intent in this research was to understand the philosophies and practical virtues (with emphasis on virtues) of elite tactical teams so I could both understand these teams and their leaders in historical contexts (which the analysis of the literature

provided) and also be able to use the information and findings to help teams that may find themselves engaging in tactical scenarios (at least on occasion) and be better able to survive and thrive in their ordeal(s). Virtue can be defined as living a value, or values in action or acting on our expressed values. Since virtues are at the heart of the study and virtues require action (or resistance to vice, which still requires a type of action), I felt there was a need for research directed toward helping scholars interested in elite teams to not only understand such teams but to also be equipped to act on the findings. In that vein, it made the most sense to utilize a type of action research. Action research has been defined as a form of research that generates experience assertions for the express purpose of taking action to promote wanted change. Action research can be a reflective process of enlightened problem solving led by individuals working with others in teams to enhance the manner in which they focus on issues and resolve crises (Greenwood & Levin, 2006). This particular qualitative action research study involved mainly individual interviews (40), focus groups (3), and team observations (3).

Another aspect of such research is that it is done by insiders in the community. The exclusive community of elite tactical teams consists of those individuals who come together as a team that faces significant challenges that involve significant risk (often life threatening) and are faced by an active opposition. Not only did I want to study persons on teams who had faced such challenges, but also study those who had overcome those challenges almost every time. It is hoped that this research study

contributes general transferable knowledge useful to teams of all types. Also, it may aid those trying to enter into the ranks of elite tactical teams. Action research may also help generate new theory (Herr & Anderson, 2005) that is applicable to the tactical teams. It is hoped that such research be beneficial to business, healthcare, and the general society as well. This research generated such theory. I have called it tactical transformational team tenets theory (T4), which will be reviewed in the discussion chapter of the dissertation.

Using grounded and generative theory

It was determined that utilizing a grounded theory approach would be the most effective and impactful way to begin to answer the research question: *What are the practical, ethical, and transcendent virtues that make elite teams so reliably successful in tactical environments?* Grounded theory is a rigorous method of conducting research in which the researcher constructs conceptual frameworks or theories through building inductive theoretical analyses from data and subsequently checking his or her hypothetical interpretations. Consequently, my analytical classifications were directly “grounded” in the data. This method favors (1) analysis over description, (2) new categories over preconceived concepts and extant theories, and (3) systematically centered chronological data collection over substantial preliminary examples. This method allowed me to engage in data analysis while still collecting data. Data analysis and collection update and shape each other in an iterative process. Therefore, strong differences between data collection and analysis stages of conventional research are deliberately blurred in grounded theory studies

(Charmaz, 2014). In reviewing the holistic themes discovered using grounded theory, there were previously discovered principles that resonated with me. With the advice of my committee, I combined the grounded theory concept with generativity theory to address those perspectives proactively. Generativity theory is a formal, prognostic theory of innovative performance in individuals (and, in this study, in teams). The theory asserts that innovative behavior is the result of a dynamic interaction among previously instituted behaviors. New ideas result from the interconnections among old ones. The theory suggests that creativity is a skill that can be learned using strategies to increase innovation and creativity (Corbett, 2017). Generativity theory was first proposed by Epstein (1999). The theory asserts that innovative performance is the consequence of a dynamic interaction among previously established actions; in other words, fresh concepts result from interconnections amid previous concepts (Epstein, 1999). A combination of grounded and generative theory was utilized in the categorizations of virtues in the results portion of the study. The virtues named by the participants were gathered through grounded theory, and the categories (virtue strengths) were extracted from what was learned in the literature review. The T4 theory was also an interconnection of concepts learned in the literature review and in the data collection.

Why grounded theory and generative theory were combined

This study utilized grounded theory, which is a form of ethnographic inquiry. It included field research and participant observations. I attempted to understand positive practices, philosophies, behaviors, virtues, customs, and the culture of elite

teams. In this case, grounded theory was combined with generative theory. That was done to inductively theorize using data received from the participants, thus, engendering new constructs. Generative theory was utilized to enhance what was learned through grounded theory as well as through what was learned through the literature and through my own experiences with elite teams. Combining grounded theory with generative theory gave a more complete outlook and enabled me to offer an improved analysis of the data. Since generative theory produces creative concepts resulting from interconnections arising among preceding hypotheses, we (the participants and researcher) were able to come up with better data and theory. Conversations with the participants were beneficial in generating data and theory, partially because the relationships were strong. Based on my experience and similar experiences, the concepts, acronyms, and regulations did not have to be explained. The participants were free to express themselves, knowing I understood them. Having belonged to elite teams myself in the past and having had similar experiences, I was able to build trust and understanding through an emic, or insider perspective.

Elite team criteria

The process of identifying and contacting several leaders of elite teams was ongoing throughout this research. The basic criteria for selecting from military teams were generally special operations units with preference for having the interviews with current and former team members. I preferred interviewing military personnel that had been on at least one combat deployment. For athletic teams, interview preferences were coaches and players in team (not individual) sports that have

experienced at least one championship and at least five consecutive winning seasons. For medical, police, and fire personnel, criteria were based on various factors to include regular emergency situations, special certifications, significant awards, and leadership positions.

Participants

Identified participants for the study were present and former team members, coaches or leaders of teams that fit the ETT criteria:

- Individuals with tactical/combat experience.
- Consistently winning high school, college and professional athletic teams
- Police officers and federal and local SWAT team members.
- Members of United States Special Operations Units to include Army Rangers, Army Green Berets, Navy SEALs, a Marine Corps Raider, Air Force fighter pilots/Special Operators, U.S. Delta Force, along with Non-US military personnel fitting the research criteria.
- Successful business and healthcare leaders with notable prior first responder, military, and/or athletic experience.

Military details

This study was most successful in recruiting participants from the those having tactical experience in the military. The participants were interviewed for their experiences with elite military teams as well as their success in other endeavors. The military criteria for inclusion in the body of the dissertation comprised of the following:

- Association with a designated military special operations unit of any military branch (Army, Navy, Air Force, Marines) and any nation's military throughout the world.
- Those with actual combat experiences were preferred.
- Leaders of special operation units were sought (this study has a significant number of general officers as participants).
- For balance and perspective, there were special operators selected throughout the military rank structure.
- Active duty service members, service members in the reserve forces, and retirees were interviewed.

Sports details

For athletic teams, interview preferences were for coaches and players in team (not individual) sports that have experienced at least one championship and at least five consecutive winning seasons. There were several participants who served in the military and were athletes of significant stature. If they participated principally in individual sports, the interview questions were directed to their military experiences and not their experiences in individual sports. If, however, these former athletes played a team sport, the questions were directed to both their military and their athletic experiences. There were a select few who had done all three of the areas investigated. They had been, or continued to be, top athletes, had or continued to serve in the military, and met the criteria for first responders (mostly, they were

medical professionals in the military). More specific criteria for the selection of participants from elite athletic teams follows:

- Interview preferences were for coaches and players in team (not individual) sports that have experienced at least one championship and at least five consecutive winning seasons. This was meant as a minimum standard to select participants who had had longer term success with a winning team. A team that may have had a romantic “Cinderella” season (one season of unusual success) was eliminated.
- The team sports selected needed to be those in which an opposing team was actively attempting to stop the success of their adversaries. This eliminated team competitions such as crew, team cycling, or team bowling.
- Team criteria also included teams of at least five or more players on the field or court at a time. The reasoning behind this was to eliminate smaller teams where one exceptionally good player could dominate the play. The idea was to look at teams that were very sound and well rounded, despite the presence (or absence) of superstars. This eliminated sports such as beach volleyball, tennis doubles, and beach basketball.
- The objectives of the study were to ascertain the virtues that make exceptional teams, and then learn how it could be applied to anyone wanting to make a team better. Therefore, the team criteria did not apply only to professional teams. The objectives were more about attitudes and character than about talent. Although both professional players and coaches were interviewed,

some of the participants selected were from small colleges and high schools, if they met the team criteria. These leaders knew how to take a group of average persons and turn them into outstanding teams. It was hoped that this would allow for theory development that could illustrate how teams in a variety of occupations and fields of interest could become better, despite lack of natural talent in those areas.

First responder details

The participants in this area were more varied as to occupation than the other areas.

Participants included medical providers with terminal degrees, paramedics, police, a firefighter, SWAT team members, a secret service agent, and others who would fit the first responder criteria. That encompassed the following:

- A responder that has the potential to find themselves in a tactical situation where there is a threat of deadly force.
- A provider at any level of the trauma or the emergency medical care system.
- Other healthcare providers in a team that routinely faced urgent or emergency care patients.
- Any person that may find themselves in an extreme and dangerous environment.

Participant recruitment

Participant recruitment was initiated using customized emails (with attachments containing my biography, a list of sample questions, and an easy to follow Power Point presentation explaining the research) sent to public affairs officers (PAO) and

heads of organizations that fit the recruitment criteria above. Some consulting groups were also contacted, as were individuals, if those groups or individuals had met the criteria at one time. I nearly always followed-up with a phone call. I tended to go directly to the head of an organization (or their administrative assistant). I found this was more productive than going through a PAO or another staff person. For example, I contacted a consulting group that was headed by a famous general using email and a follow-up phone call. This person is participant 19, and his insights were invaluable.

During the course of the recruitment I contacted all the U.S. Special Operations services (Navy SEALs, Army Rangers, Army Special Forces, Delta Force, Air Force Special Operations, and Marine Corps Raiders) with limited success. I contacted the special operations commands of the following countries: Australia, Canada, Chile, France, Germany, Great Britain, Guatemala, Italy, New Zealand, Portugal, Singapore, South Africa, and Spain. This was based on the above criteria, the reputation of the special operators in the contacted countries, and my own ability to communicate with my language skills (I am a native English speaker who is fluent in Spanish, and I have more limited abilities in Italian, German, and Portuguese; also, my wife is fluent in French). About half of the countries responded, including the British SAS, but between time zones and falling through the cracks of their respective bureaucracies, I gained little with these contacts.

Making only some progress with active duty as well as National Guard special operations units, I started contacting retirees who had served with distinction in

special operations units. Some were people I knew personally, and others were people I knew about. After interviews with some of these men, they would refer me to other former special operators they knew. This proved more fruitful. The same scenario happened with the athletes, coaches, and first responders. I generally did better with recruiting individual participants through referrals than anything else, although my preference was to interview entire teams.

Basically, the same methods and results were tried with athletic teams and first responders. Contacting them directly was less productive than referrals. Some of the entities that fit the criteria and were contacted using the same methods as were used with the special operations teams were U.S. professional, college and high school athletic teams, foreign professional athletic teams, a handful of U.S. law enforcement entities, one foreign law enforcement unit, U.S. Secret Service, and fire and medical personnel. Most contacts did not pan out, but the quality of the contacts that were interviewed was good. All of these men were inspirational leaders. At least I remained inspired with the things they had accomplished as leaders and team members of elite tactical teams. Eight participants fit the criteria above (military and/or athletic) and also had formal education in either leadership studies or psychology and were professional speakers, coaches, or consultants in leadership or team related settings.

Interview protocol

All interviews followed the same basic procedures or interview frameworks. These protocols were as follows:

- Icebreaking—I would try to put the participants at ease through small talk and making them comfortable.
- Outline—I would review what is going to occur during the interview.
- Histories—I would briefly relate my own history and biography (this seemed to make me more credible to special operators, athletes, and medical personnel when they discovered we had similar experiences). I would then let them tell me about themselves. Some were more willing to discuss themselves than others. Also, with some of the more famous generals, professional athletes, and coaches, I learned some things about them that were not in the news articles and biographies written about them.
- Research question—I would restate the over-arching question of the research, “What are the practical, ethical, and transcendent virtues that make elite teams so reliably successful in tactical environments?”
- Definitions—I would define the way certain terms are understood in the research, especially virtue (with the simple definition of virtue as values in action).
- Time—I would review any time constraints that they may have had. More than a few times, the interviews went past the allotted time. Going past the allotted time was solely at the discretion of the participant. Most were happy

to do it because they wanted to continue making important points. A few cleared their schedules to be able to continue talking to me. I interpreted that as how important they felt the subject matter was.

- **Sample questions**—I would proceed with grounded theory protocols of asking questions and using the sample questions only as guides. If the participant(s) wanted to go a certain direction, I followed and tried to understand what he was thinking and feeling. Only in about one third of interviews were all the sample questions answered.
- **Concluding statement**—A concluding statement allowed the participant to reiterate something they had said that they felt was particularly important or mentioned something that was important to them that we had not covered in the previously in the interview.
- **Reference**—I asked for a name of someone that they thought may be helpful to the research. This turned out to be the best method of enlisting participants.
- **Closing**—I thanked the participant for the interview and left my information. I followed up with 12 participants. Some contacted me and sent me more information for clarification. Some I contacted with follow-up questions. I viewed all 40 interviews as positive and informative.

Interview sample questions

Generally, interviews started with the participants telling their life story. This helped with understanding them and helping to get relevant biographies of them. This introductory conversation helped me to connect with them and get insight in their

persona. Using the combined grounded and generative theories, I formulated the questions to understand their approaches to teams, their leadership philosophies, leadership practices they used, and what values and virtues were important to them. Rarely were all the questions answered because I allowed the participants to go down whatever direction they felt was important to them. The following are sample questions:

1. What is the basic leadership philosophy you employ in forming and leading your team?
2. What practices do you employ to help your team succeed and win?
3. What talents and qualities do you look for in your team members?
4. What virtues do you try to establish in yourself?
 - a. Your leadership team?
 - b. Your team members?
 - c. What virtue do you consider to be the most important, and why?
5. How do you establish team goals?
6. What process do you go through when making decisions in a tactical situation?
7. Describe a significant failure you have had.
 - a. What did you learn from it?
 - b. How has it added to your success?
8. Describe your greatest triumph (personal and/or professional).
 - a. What obstacles did you have to overcome?

- b. What did you learn from it?
 - c. How has it added to your success?
9. What books do you recommend for tactical teams and leaders?
10. Name a personal hero or admired tactical team? Why do you hold that opinion of that person or team?

(See appendices for release form, sample questions, biographies of participants, record of significant answers, and sample interview)

Collection of data

Data was collected through individual interviews, focus groups, and observations. There were 40 individual interviewees. They included soldiers, one marine, sailors, airmen, college and professional athletes (and coaches), first responders (a firefighter, emergency medical personnel, and policemen), SWAT team leaders, and a secret service agent. Most interviews were voice recorded along with the researcher taking notes. The instrument used for voice recordings was a simple Apple 8 Smart Phone. A Canon EOS Rebel 17 was secured for video imaging. These recordings were transcribed using Otter transcription software. The transcriptions were reviewed and corrected as soon as practicable after the interview was completed (see Appendix B for an example interview). The interview was then coded for theme categories and virtues. The sophistication of the coding and categorization of virtues was a progressive process. The refining of the coding assisted in the creation of the propositions and virtue strengths categorization (see Chapter 4). Video imaging was used with some interviews, but proved to have a few technical and spatial difficulties,

and I also had the impression that it was distracting to some of the participants. I eventually stopped using it. The voice recording was generally accurate and unobtrusive. In some interviews, only notes were taken. This often was due to the circumstances of the interview. There were a few interviews I conducted in my clinic office and my home office because of the participant's schedule and the Covid-19 pandemic. My recording device did not pick up the sound very well from my office phone, where it normally did better on my home phone or in a face-to-face interview. In some cases, I was not allowed to bring my camera, recording device, or even my phone into the interview because the interview was in a secure military facility where recording devices and photo equipment were disallowed. So, in those cases, only my written notes were used (see Appendix C for biographies of the interview participants). The written notes were pre-templated to assist in hand-written note taking. There were 117 pages of notes, over 300 pages of Otter transcriptions, and approximately 45 pages of material sent or given to me directly by participants (this did not include any of their published works).

The main assessment instruments used in this study to measure virtue strengths were structured interviews, focus groups, and observations. I conducted three focus groups. One focus group was with university students getting an outsider perspective on elite teams and their ideas of leaders. One was with a team of active duty special operators held at a special base in the Southwest United States. One was with a retired Navy special operator and a USAF pilot. Individual interviews gleaned the most value.

There were 40 men who were interviewed for this research. There were also three focus group sessions that were conducted. Two of the focus group sessions were based on the sample questions in Appendix A. One group of five individuals (all U.S. Army) consisted of active duty special operators. This focus group was conducted in a special government installation near a military base that included special operations units, support units, and a training school for initial assessment and training for special operators. This group conversation was scheduled to last one hour, but it lasted four hours with the blessing and direction of the group leader. He said he felt that the conversation was valuable to his team and not merely a benefit of my research. All members of the U.S. Army group answered the survey questions separately from the group session. This session was followed up by continued conversations with the group's liaison/protocol officer. Another focus group was with two retired special operators, one from the U.S. Navy and the other from the U.S. Air Force. They both belonged to the same professional organization, and I had contacted them through that organization. They spoke to me together prior to beginning of a meeting of that organization. That session was followed up with both men giving me follow-up phone calls and secondary interviews, plus separate written submissions of the sample questions. Both these gentlemen are now inspirational speakers and have each produced books relating to tactical experiences, leadership, personal achievement, and/or fitness. As with other interviewees, I reviewed their books for clarification of their answers to the questions and what was discussed in the focus group. The final focus group was a group interview session of students and faculty at

large state-run research university. The 46 participants' ages ranged from 18 to 62. The group was given a preliminary lesson and explanation of the research, and then they were asked as a group to construct what would be the virtues of a composite heroic figure. Several virtues were debated, and 10 virtues were selected by group consensus in a 50-minute session . The 10 virtues are contained in Appendix D. Except for the list in Appendix D, the findings of this session were not used in the research because most of the participants did not meet the criteria established for this study. However, I was given the opportunity to teach a course and took the opportunity to explain my research and stimulate a discussion in one of the class sessions.

There is an interesting note concerning the participants. A number of the participants became scholars, professional speakers, executive coaches, and consultants post-retirement. I was able to read their published works and explore their websites. Also, I read articles by others about many of the participants. Most of the articles were in the form of interviews similar to the interviews I had conducted with them. Prior to interviews, I read the material by or about the particular participant to be interviewed. After those interviews, I would review the material I had previously read and compared it to the interview narratives and notes. This proved for better understanding of the participant's ideas and philosophies. It also was a good source of quotations and clarifications. Of the forty participants, I found published works by or about eight of them. This review included articles (8), books (7), book chapters (4)

and white papers (2). Another interesting fact is that among the 40 participants, there are 35 advanced educational degrees (master's degrees or higher). Two of the men had two terminal degrees.

I made three observations. These observations were done on college athletic teams. There were two football teams and one basketball team that were observed. I observed the interactions of the players and coaches in their respective practice sessions. Notes were taken on the observations. (See appendix C for the participant demographics and appendix D for data tables extrapolated from the research)

Analysis of data

In analyzing the data from the interviews, I took my grounded and generative theories of data assessment through four coding levels. The plan was to generally follow the four levels of coding:

1. Initial or open coding, where I focused on the raw qualitative data including participant cited virtues.
2. Category development or more fixated coding, where I reexamined the previous coding and refocused on data and combined selected virtues.
3. Using thematic or axial coding, I refined the encountered themes and finished classifying encountered virtues.
4. Using the saturated categories and themes, a theory emerged that I developed and will discuss in Chapter 5.

Coding

First order coding was accomplished as soon as practicable after an interview. I merely wrote down impressions, feelings, and themes I experienced. I paid particular attention to the participants' basic leadership and team philosophy, team practices, and the virtues that seemed important to them. I coded a second time while correcting the Otter transcriptions. I would underline what I considered to be both important and interesting statements, and I underlined every virtue that was mentioned. A third look was to compare my notes and impressions with the corrected transcript. I took significant or repeated themes and digested them into the essence of what the participant said and made virtue tables and commonly held ideas and beliefs of each of the participants. For those participants with published works, I compared their works to my interview notes and transcripts, clarifying thoughts and securing well worded quotations from those particular participants. I then took either the verbatim or digested comment and placed under its corresponding questions from the sample questions (see Appendix D). If a statement did not fit under the sample questions, I placed them in another category not corresponding to the sample questions. These noncorresponding questions proved more numerous than I had anticipated. For the participants with published works, I compared the interview findings to their various articles, books, etc.

Coding was directed to find the virtues that were important to the participants and were then categorized into like virtues. Using a simple lead pencil and scratch paper, I wrote down all virtues mentioned by the participants. With colored pencils, I circled

similar or related virtues. For instance, with an orange pencil, I circled the words charisma, vitality, passion, and other similar words. I used another color for words that seemed related. Taking other scratch papers, I assigned similar words to one particular sheet. I laid the several sheets out on a table. I reviewed the word lists and made sure I had all the virtues listed. Using a thesaurus and a dictionary, I then made adjustments by reassigning words to other word groupings that now seemed more appropriate. I eliminated a few words whose definitions were more or less exact. I retained other words that had similar but clearly distinct meanings. For instance, it is common to use in conversation honesty and integrity interchangeably, although the two terms have similar but different definitions. However, in coding, it would be logical for me to group honesty and integrity together. Finally, I settled on 100 named virtues in ten categories.

The numbers of virtues in each category were unequal, with a high of 22 related virtues in one category to a low of 4 in another. I then tried to find a word from the particular groupings that most fully encompassed the theme of each group. For instance, the virtue group of *charisma* incorporates the virtues of assertiveness, confidence, passion, and vitality. Inspired by Peterson and Seligman (2004), I called each grouping a virtue strength. The ten virtue strengths categories are the following: leadership, charisma, conceptualization, covenant, competence, compassion, courage, communications, connection, and honor. The aforementioned virtues of honesty and integrity were logically grouped together under the category of “honor.” Honor, as

well as the other virtues, were coupled under categories conceived through the literature review. In the case of this study, this categorization was called “honor and strength.” Of the 100 virtues named by the participants, “honor and strength” consisted of 10 of the virtues that were cited. These virtues were assigned that category through the coding process, which deemed that they were a natural grouping. The category of “honor and strength” contained the named virtues of conservatism, honesty, humility, integrity, justice, modesty, self-sacrifice, temperance, transcendence, and trustworthiness. There were another nine categories of virtue strengths that had varying numbers of named virtues according to the coding.

I then did something similar looking for common coding concepts and themes. After underlining and then digesting data, I looked for common themes from the verbatim and digested statements that seemed to be common with most, if not all, of the participants. I looked for differences between team philosophies, practices, and virtues between the various military services, between the military and the coaches and athletes, between the first responders and the military, etc. I looked for themes that were common to all types of participants. Using simple scratch paper, I wrote down what appeared to be major themes. Those themes that were not common (only pertaining to the data from a small number of participants) were literally dropped into the wastebasket. Common themes and virtues to all or most of the diverse groups were retained, along with notes on the themes. Some themes were combined and

made into comprehensive statements that made sense of the data. The various arguments, ideas, and concepts were digested into 11 propositions, which are reviewed in Chapter 4.

Particular acronyms and phrases were used by only one or a few groups needed to be generalized and brought to common understanding for the academic community. For instance, the U.S. Army uses the acronym SOP (Standard Operating Procedures) and the U.S. Air Force uses AFI (Air Force Instructions) to relay to units and individuals in their respective services what should be common procedure in executing duties. In this dissertation, I picked the more understandable standard operating procedures (SOP) because it is used by other services besides the USAF and in many businesses. The same was done with other acronyms and phrases. Disparate words, acronyms, and phrases were made more uniform and understandable for a scholarly reader.

Coding was done without conclusive predisposition as to theory formation. Although I had developed some team leadership theories prior to beginning the dissertation, the theory began transforming through the research to the point that the theory was distinctly different than the one I had initially imagined. Final hypothesis formulation was devised after most of the data was gathered and analyzed.

Emerging Theory

In this dissertation, there was a development of new organizational theory. New theories face several common underlining problems, which, together, suppress

generative debate and the establishment of innovative and unconventional hypotheses. The generative theory approach was eventually utilized with this dissertation. This was done in order to overcome some of the problems with theory formulation and, heeding the advice of my committee, I embraced some relationally reflexive theory practices. I applied the qualitative data collection method of grounded theory, collecting, and analyzing the qualitative data I was compiling. Then, I attempted to formulate a theory as to why elite teams are so reliably successful. To enhance the grounded theory process, I used generative theorizing in constructing my theory combining it with the grounded theory approach. This type of methodology was advocated by Gergen (1978) and later by Hibbert, Sillince, Diefenbach, and Cunliffe (2014).

My challenge was to explore, define, and theorize what practical and transcendent virtues enable elite teams to enjoy so much more success than average teams, especially in extreme and precarious situations. And to answer the question, “Why are elite teams so much better than average organizations?” I found that the common contemporary assumptions in leadership did not always apply to tactical elite teams. By combining grounded theory with generative theory, I was able to challenge prevailing assumptions regarding the nature of teams and to offer alternative perspectives on the standard team development, creation, and conduct of top teams facing extreme circumstances and environments. I tried to look beyond “facts” to the transcendent aspects of successful teams (not to mention that transcendence was

especially important to a number of the participants). It tried to look at patterns in the participants interviews and code those in a simple and understandable way. I was perhaps less dispassionately scientific concerning facts, and I was more interested in the unquantifiable quintessence displayed by the participants (that intangible aspect being particularly important to many of them). I did not demand verification of many of the participant assumptions made in this dissertation. Such verification should be left for future studies. In this approach I felt the goal of the research was accomplished. I was looking for the transcendent tenets, character traits, philosophies, unique practices, and, above all, the virtues of these elite teams. I wanted to synthesize those tenets and construct a virtue proposition that could be acted upon by elite and average teams alike. I am hoping to make all teams that encounter the findings and theories propagated here to be better than they would be otherwise. I hope to bring more commitment by teams to transcendent and practical virtues. I would also like to be able to influence teams to increase their collective character. I would advocate a restructuring of small team organization formations, selection, and the development of leaders at all levels of high performing organizations.

Chapter 4: Findings and Results

This chapter presents the results and findings of the research. Generative and grounded theory provided the structure for the discoveries and information discovered. They were the basis for coding the emergent themes of the interviews and focus groups. Generative theory also provided the context for the fashioning of the propositions. This research explores the valor, vision, and virtues needed by elite tactical teams. These teams include special operations military units, firefighters, police SWAT teams, emergency responders, select medical professionals and elite sports teams. It presents the various virtues and theories of successful elite teams and the individuals who make up those teams. It covers research results, insights, illustrations, true tales of valor, and top achievement.

The main criteria for the exploration of virtues strengths were in accordance with Seligman's (2002) principles on virtue:

- Be stable across time and history, as well as different tactical scenarios.
- Be valued in its own right, even in the absence of other benefits.
- Be recognized across cultures.
- Role models can be identified demonstrating virtues that can be emulated by others.
- Leaders can use the recognized virtue strengths and instill them in their teams, businesses, and families.

Peterson and Seligman's (2004) six virtues are the following:

- The virtue of wisdom and knowledge.
- The virtue of courage.
- The virtue of humanity.
- The virtue of justice.
- The virtue of temperance.
- The virtue of transcendence.

Findings

The findings that were encountered in this work were both anticipated and unforeseen, but it all seemed to make sense from the perspectives of the participants. Professional training and education are important to have the seasoning required to be a leader in a tactical and other leadership settings. The experiences of leadership that each man had seemed to be available in their mind for instant recall, indicating how close to the surface those memories were for them and, in turn, how fundamentally important their experiences are to them.

All achieved remarkably high levels of leadership or accomplishment in their respective fields. Contrary to what might be assumed, the focus of their experiences was not the positions of higher leadership they had. Most of the stories I heard seemed to come from their more junior leadership positions they had at one time held. This indicated that becoming a good leader is a process. It seems that the best leaders come up through the ranks, or, at least, have a particularly good understanding of

what the rank and file are going through and what they (the rank and file) are thinking in a general sense. Also, it indicates that leadership is not position dependent.

Leadership is more a journey than a status.

Philosophies

Two thoughts stood out on the leadership philosophies of these men. First, the leader's job is to get the team to accomplish the mission or objective that stands before them using the personnel and resources at their disposal. This is the primary purpose of the leader—to lead others to action. The second is to earn their team's respect by attempting to (1) clearly communicate goals, objectives, philosophies, and orders; (2) motivate them to make them want to do what the leader demands; (3) develop them into continually better individuals; and (4) treat the team and its members well.

Preferred Practices

In tactical teams, two things seem to have general agreement. The first is for the leader (and, in turn, the team) to be flexible. The second is for the leader to assemble the very best team possible and then develop each of those team members to not only be the most highly trained and skilled person holding their particular position, but to develop them as good followers, co-workers, citizens, and leaders. All indicated that they would consistently choose a good team player over exceptional talent. Finally, steely discipline is needed by all team members. These leaders did not adhere to harassment disguised as discipline, but the desire for the team to be willing to work hard to do difficult things, to learn to deal with chaos, and be precise and exacting in

their measurement of success. Many commented on how discipline actually frees the team to innovate. The team should be so proficient in proven procedures, practices, policies, and strategies that they are not phased or confused with tactical changes in plans or procedures. Discipline gives the team freedom.

Virtues and traits

Each man named multiple virtues and traits that leaders and entire teams must possess. The following are the eight most frequently identified qualities or traits ranked in order:

1. Trust
2. Integrity
3. Courage
4. Humility
5. Honesty
6. Honor
7. Loyalty
8. Respect

Tenuous relationships with non-tactical superiors

A remarkable number of these warriors had been falsely accused and received punishments by their superiors. including two directly from the then sitting president of the United States. None of them felt they had done anything morally wrong.

Opinions were dim of many current government leaders, political correctness, and the loss of warrior ethic outside of direct tactical units in the military. Some stated that the true leaders often pay a significant price for trying to do the right thing and leading honorably. Politicians were viewed negatively, both in terms of persons who hold public office and persons in the hierarchy of the military, police force, university, etc., that are more concerned with a high-ranking position than having a powerful purpose that benefits others, or who use political posturing and connections to make up for their own deficiency in competence and character. What a person sets out to be and do is much more important than the position or rank a person aspires to.

Some refused promotions to stay with their tactical teams rather than get promoted into the hierarchy and/or get lost in a “do-nothing” bureaucracy. They preferred to get paid less and give up the prestige of higher rank out of loyalty to their teammates and an innate desire for action.

The discussion that follows are general propositions that were discovered during the research. There eleven propositions were discovered:

- Elite teams, while diverse in selection, mission, training, and skills, will possess common transcendent or core values, habits, and/or traits that distinguish them from less exclusive or accomplished teams.

- Individuals and teams will perform better and be more adaptable in extreme tactical situations when they have a solid philosophical foundation, consistent proven practices, and practice strong positive virtues.
- Team members of elite tactical teams readily take responsibility and share leadership while respecting the decisions of others who may have overall responsibility for the team or operation.
- Beyond a base talent that is necessary for entrance onto elite tactical teams, preeminently successful teams emphasize high standards, quality outcomes, and shared virtuousness over raw talent.
- Warrior strengths are obtained by warrior virtues. These virtues were classified into the ten virtue strengths of leadership, conceptualization, covenant, competence, compassion, charisma, courage, communication, connection, and honor.
- Abiding by foundational philosophies, practices, and virtues make for more independence and sound tactical decision making.
- Elite teams do not stop striving in the face of adversity and defeat. They hold to the belief that defeat is transitory and that they should learn from it.
- Elite teams have expectations of both victory and achievement.
- Being a member of the team is important to its people. The members internalize team identity. The exceptionalism of the team is alluring to elite aspirants.

- As individuals and as teams, the elite seek mastery and perfection in both technical and leadership skills.
- Elite performers model themselves after their heroes and use them for inspiration and as prototypes.

Proposition 1—*Elite teams, while diverse in selection, mission, training, and skills, will possess common transcendent or core values, habits, and/or traits that distinguish them from less exclusive or accomplished teams.*

This is exemplified in Nestor’s description to Achilles and Agamemnon from *The Illiad*:

Never yet have I seen nor shall see again such men as these were... These were the strongest generation of earth-born mortals, the strongest, and they fought against the strongest... and terribly they destroyed them. I was of the company of these men... against such men no one of the mortals now alive upon earth could do battle. (Homer, 762 B.C.E/1946)

During this research, almost all participants related feeling an internal drive to excel.

The source of their drive varies, but most are driven by some type of transcendent cause or motivation. Their cause ranged from a desire to follow a time-honored tradition passed down through their family, to live a tenet inculcated from youth, to be the very best by meeting high standards, or to focus on something vitally important to them. Statements from participants followed this line of thinking:

- Participant 19—“Great leaders, individuals, and teams know what their *value proposition* is, or what is their specific niche. They bring value to others, both in and out of the group. They can increase the value to the group; not diminish it. They can make the group and their backers and benefactors better. They focus on what brings them success and are not easily distracted and sidetracked. Finally, they are exceptionally good at what they do.”
- Participant 22—“Show transcendence to a noble cause...avoid narcissists.”
- Participant 35—“Elites are agnostic as to type of business they are in. It is harder to do it in a mediocrity enabling structure (e.g. government civilian employees). The basic differences in teams is simple:
 - Average Teams: selfish
 - Elite Teams: selfless (It starts with the leader being selfless)
 - Some great teams include special operations of all U.S. military services, the New England Patriots, Disney, certain performing artists, and most emergency room teams.”
- Participant 37—“The tenets of leadership have not changed, but they need to be applied to keep up with the times.”

Transcendence

Transcendence was a mark the participants made for themselves and their teammates.

None of them spoke of the significance of their own achievements unless it was related to the accomplishments of the entire team. They thought it important that service went beyond self. This was the linchpin that kept a great team together.

Selfish members were isolated and eventually removed for the good of the team. Mediocre teams have team members that worry primarily about themselves. Great teams worry about each other and their purpose or cause. They transcend themselves and the successes of average teams through focusing on other people and their unselfish purposes.

A transcendent cause is the foundation of any true warrior. The transcendent cause is the warrior's reason to be. There ought to be a transcendent cause embraced by all professionals and in all professions, individually and as teams. A transcendent cause is not the same as a personal agenda, which is too often present in distinct individuals in ordinary teams. An appreciation for transcendent causes can be inculcated in others. This is one reason elite teams attract the best players, warriors, and professionals. Elite individuals want to be on elite teams. Once a person is inspired by a worthy cause, he or she may become proselytizers to pass their inspiration to others.

Spirituality

One may question whether a discussion on spirituality and the spiritual attributes of leadership and team dynamics belongs to a work on elite tactical teams. Spirituality and spiritual concepts certainly belong to discussions on transcendence, and transcendence was one of the most mentioned virtues of the participants of this study. This spiritual aspect of elite warriors is strong. Most participants believe in something beyond themselves. Many seem to be attached to teammates in a spiritual sense.

Tradition

Elite teams have a tradition of getting the job done as well as excellence and self-sacrifice. The participants maintained that traditions of consistency, excellence, and accomplishment were important for elite teams. They preserve traditions that are directly related to achievement and winning, along with other traditions that are designed to fortify team cohesion.

Culture

Culture is the “software” of a person’s attitude. Such software is needed in team interaction. Therefore, culture is what the team mutually shares and how it bonds together. Culture constitutes the unwritten rules of team interaction and socialization (Hofstede, 2001). An idyllic culture for ETTs calls for instilling accountability, appreciation, and a continual valiant environment (Tucker, 2018). Elite tactical teams create cultures where leaders, stars, and champions can flourish. Culture is essentially the team’s personality. Most on such teams adopt such a personality.

Elite teams have healthy cultures. Healthy cultures will have several characteristics that distinguish them from the ordinary. In healthy cultures, (1) outcomes matter; (2) teams focus first on their mission, then on their teammates, and lastly, on themselves; (3) team members are empowered to make decisions; (4) the team is actively pursuing individual and combined development; (5) positions are matched with individual team members’ passions and abilities; (6) individuals feel their efforts matter to the team; and (7) commonly held virtues are honored and exercised throughout the team.

In organizations with winning cultures, teammates can speak genuinely and convincingly about why the organization is great. That naturally attracts people who are seeking exceptional teams to join.

The second reason culture wins talent is that talented people want to work for organizations with strong cultures. They are looking for workplaces that have a brand, mission, reputation, and values that resonate with them personally, and ones that develop and invest in their talents. When candidates ask questions about mission and purpose, it can be a strong indicator of high talent. Less-talented candidates ask more transactional questions. They focus more on externals, like pay, benefits, and days off. In contrast, high-talent candidates ask higher-level questions like “Who will my manager, coach, or leader be?” “How will I learn and grow?” “What does this organization stand for?” These are the employees who will generate innovation, growth, and productivity for the team or organization.

Establishing an enduring culture

Most participants mentioned at least one of the three elements of creating a lasting culture. These three elements are (1) shared experience (especially shared adversity), (2) the personality of the designated leader, and (3) the history and traditions of the team.

Shared experience

Shared adversity is a common theme with elite athletes and warriors. Going through the rigors of selection, training, and conflict with an opposing force brings men closer together. They have a mutual understand of things that others cannot comprehend, not even their families or good friends. Shared experience, adversity, and eventual triumph build cohesion in elite teams. When less accomplished and more dysfunctional teams go through adversity and conflict, it normally drives them apart.

Leader personality

Participants viewed leader personality as important. Followers of legacy leaders internalize the motives and values they perceive in the leader. Col. Charles A. Beckwith (1993)—a.k.a., Chargin’ Charlie, the first operational commander of U.S. Delta Force—has left an enduring legacy with special operations community. Every participant who worked with him, although he has been dead for over a quarter of a century and never made the rank of general officer, spoke admiringly of him as the ideal special operations leader. That is how a leader’s actions and personality can leave and lasting legacy for a team. Special operations are a more professional and highly skilled military arm because of the motivations and leadership of Col. Beckwith. In sum, like spiritual leadership theory, legacy leadership is an intrinsic motivation model drawing on the leader’s vision, expectation, faith, and ideals. A major tenet of legacy leadership is *noble devotion*. With noble devotion, the leader attempts to fulfill the team’s need for calling and affiliation to promote superior concentrations of performance and well-being.

History

Most participants spoke glowingly about their past adventures, positive leadership experiences, team exploits, and motivation from their previous experience that helped them reach their station in life. Very frequently elite teams look to historic teams and individuals as inspiration to understand how and why those in the past were able to do what they did, and why they did it. Common individuals cited by participants were most commonly their fathers, followed by great warriors (Alexander, Leonidas, Washington, Nelson, Lee, Jackson, Patton, MacArthur, etc.), great athletes (Thorpe, Ruth, Butkus, Jackson, Gretzky, Bryant, Brady, Bolt, etc.), and great individuals in their particular profession. Doctors cited Aristotle (350 B.C.E./1894) and Dr. Victor Frankl, or attendings that mentored them early in their professions. Others, whether policemen, fire fighters, or coastguardsmen, will have someone that they admire and use as an example to emulate. Whole teams will look to other teams for inspiration, especially their own organization that did well in the past. This was evident with both athletic and military participants. If the person who had been a part of U.S. Army Special Forces, there were individuals they had known or teams they knew about that had accomplished great things. They were often cited as good exemplars. Coaches interviewed spoke well of individual players who contributed greatly to the team, even though, and especially if, those individuals were not the best athletes on the field or court. Contribution did not necessarily mean the most points scored or the most tackles made, but how that individual helped the other players to be the best they could be. These coaches also spoke highly of teams where the coaches were the ones being inspired by the players, instead of the other way around. Those teams did not

always have the best winning percentage, but they did the most they could with the talent they had. Positive qualities, character traits, and displayed values were more important than winning. Even though all had great records of winning the outer games in which they played, the inner game was more important to them.

History is part of tradition. A tradition of winning. A tradition of success. A tradition of helping individuals become the best they can be because of their association with the team. Tradition helps maintain a firm philosophy and moral virtues that are needed for the long term. The most successful teams who maintain excellence over a considerable period will habitualize their most cherished virtues and their most successful practices.

High standards

The best teams have a collection of individuals who avoid non-challenging goals. They demand high standards for themselves and their team. The truly elite associate with the team because it makes them better as individuals, and they like being the best. Those individuals make other individuals better, and, in turn, the entire team. They bring value to others and increase the value of the whole group. Their actions affect others outside the group, whether those actions touch others directly or they stand as a shining example that others can admire and emulate. Those high standards can then be adopted into other domains (spiritual, societal, academic, commercial, and personal).

These teams do not lower standards so more people can make the team. They would rather have higher quality with lower numbers to keep their standards high.

Expectations, high or low, become reality. Those with high expectations of themselves and others will seek out challenging goals and assignments. They know they will grow and benefit for them. High performing teams must be immersed in a climate of positive expectation and held to high standards.

High standards are difficult to attain and maintain. Many want success without effort. Rarely is this a reality. Elite teams are made through vision, effort, time, and leadership. Once success is obtained, it needs to be maintained through continued effort; otherwise, success will fade and eventually vanish.

Focus

Elite teams have exceptional levels of mission focus. The team members are focused on what they are called to do. During performances, they can be “in the zone,” or so focused that their actions can be considered super human. However, those same teams are very aware of the potential hazards and risks of the dynamic and sometimes dangerous situations they encounter.

The best teams know what they do well and try to focus on perfecting their craft. They know how to succeed, and they are not easily distracted from their aspirations. Teams that have this type of focus are never oblivious to the situation, mission, or the future. Self-regulatory focus reflects both a characteristic trait (chronic focus) and a

state (situational focus) that can either affect or be affected by various organizational influences and outcomes, allowing the team to be promotion focused by “keeping our head in the clouds” and/or prevention focused by “keeping our feet on the ground.”

Motivation

Elite teams have high levels of motivation. They like to win, but they win honestly and fairly. They enjoy challenges and are used to overcoming them. They stay motivated despite gallant failure. They continue to be motivated to achieve and be the best. Motivation is the “why” of behavior. Motivation searches for determinants of activity and action in individuals and teams.

The men I spoke to were highly motivated, even those well into retirement. Elite warriors come into elite teams motivated. They are already internally motivated. There are those who simply want to be part of an elite team, and they work extremely hard to make those teams. Elite military units, top athletics teams, specialized police and security forces have no problems finding recruits to “try-out.” Their problem is getting enough recruits that can get “over the bar” and qualify for the team. As one participant stated (a U.S. Air Force pilot), “everybody wants to be on the team, but few make it.”

Proposition 2—*Individuals and teams will perform better and be more adaptable in extreme tactical situations when they have a solid philosophical foundation, consistent proven practices, and practice strong positive virtues.*

“The only thing that is constant is change.” ~Heraclitus

The following is what some participants said about philosophical foundations, proven practices, and practicing positive virtues:

- Participant 19—“The “Dream Team” is less effective than good individuals that have common virtues, goals, and ambitions. All members of the team ideally take responsibility for mission, others, and self. Wisdom and knowledge need to be pushed down to the troops. Strength needs to be coupled with wisdom when it comes to leading.”
- Participant 22—“Everyone needs minimum standards. Teams need time together. They need to have high standards and a warrior ethos. They can’t be changing jobs all the time. They need to stay with the team so it continually gets better. The team has to have continual improvement and new challenges. That’s why SF starts with the rank of staff sergeant. Great teams need skill, experience, and maturity.”
- Participant 24—“Care about the team and the team players. Teach them about true manhood and what it means to be a man. They should have a transcendent cause, while developing positive relationships with those around them.”
- Participant 29—“Leaders come and go, but culture is more difficult to change. Be a quiet professional. Teams must concentrate on basics. Where the head goes the body follows. Leaders must live the values of the organization.”

- Participant 38—“We struggled with winning until we established core values for the team. After that, we consistently made the NCAA tournament. You need to pick people who know what winning looks like. Core values are important and need to be reviewed every day. Team philosophies need to be taught so it sticks. My core values are unity, passion, appreciation, integrity, and diligence.

Foundations

It is clear that members of elite teams value proven principles and foundational tenets. Aristotle (350 B.C.E./1894) concurred concerning foundations, habits, and positive virtues. He contended that virtue and freedom go hand in hand. Correspondingly, in high performing teams, consistency and adaptability go hand in hand. In tactical situations, teams need not prevaricate either tactically or morally. Decisive action and response to situations and provocations need to be near instantaneous. Hesitation may cost the team the contest, and, perhaps, their lives. Team members need to be confident that their actions are appropriate and will lead to success. Team elements and their respective team members must perform swiftly and effectively and be free to take appropriate action while knowing that their actions will be successful and morally acceptable. Consequently, virtue is connected to performance in a tactical situation.

One of the earliest elite tactical teams was described by the poet Homer (762 B.C.E./1946). The Greek word for virtue (*arete*) is first found in Homer’s Iliad. Two

elite Greek soldiers, Achilles and Hector, are stirred by an overarching quest to obtain virtue. Homer used the word *arete* not only to describe what our modern world would later define as virtue, but he also used it for the pursuit of excellence in every endeavor (Homer, 762 B.C.E./1946). Excellence was fundamental to the ancient notion of ethics. For the Greeks, excellence or virtue was necessary to live a happy life. To be virtuous, action was required. Virtuous action would lead to virtuous habits, hence allowing a person to become virtuous through right practice (Aristotle, 350 B.C.E./1894).

Participant 2 contends that most military leaders know the right thing to do in most situations, but they fail to act on their values. He calls this the “decision-action gap.” He states that the decision-action gap is the most crucial, but often the most disregarded area of attention for a tactical leader. This “gap” is either filled, or not filled with the virtue of the leader. The leader (and, by extension, the team) may already know or may have decided what the right thing is. But do they do it? In this virtue gap, pressures exist which make it hard to act on decisions and values. Most of us can remember those moments when we failed to bridge the gap, surrendering to pressure and failing to act in a way consistent with our values. Competing values that are not prioritized also make taking action more challenging. He further suggests that success in pushing through external and internal pressures is a function of competence, confidence, and commitment. This notion was frequently mentioned by many other participants.

A foundation of high-performance habits

Standard operating procedures (SOPs)

I was intrigued about how often organizational SOPs were mentioned when it came to building a foundation of excellence. Participants insisted that proven policy pushes improvement. SOPs help teams standardize knowledge and procedures. SOPs help teams be clear on their mission and the expectations of the entire team. SOPs are not the end goal. SOPs are the beginnings of innovation. They help all team members define and analyze problems. They also help the team to know what to do in certain situations and quickly resolve common problems. SOPs aid in allowing the team to innovate on the fly and adapt in tactical situations.

A foundation of strong beliefs

The character of the individuals on the team is perhaps the most important foundational component of elite teams. Leaders have been casual, and even afraid, to insist on a character development in teams. The best teams hold to and develop positive character traits. It is more important than skill or intrinsic ability. Participant 24, the head coach of the NCAA (DIII) National Championship North Central College Football Team, claims character traits trump physical traits, and, as a society, “we have been failing our youth. We should be more concerned about their character than we have been”.

Positive beliefs need to be deep seated. All the participants showed a great deal of passion. The objects of their passions may have been different for different men, but strong beliefs were ubiquitous with the participants. They showed *emotional devotion*

to their values and their causes. The idea of emotional devotion relates to one having profoundly deep values (Solomon, 1993).

Service

The teammates have a common attitude of service to each other and the institution they belong to. Team members should be service oriented and strive to be servant leaders, taking pride in their work, but not too proud to work. The servant leadership model is important for all members of the team, not just the designated decision makers.

Pride

All participants felt that pride in themselves, their team, and the institution they represented was essential for team success. According to Aristotle (350 B.C.E./1894), pride was one of the most crucial of virtues, and that pride is the essence of the “great-souled man.” Pride is an emotion of social self-evaluation (Solomon, 2006). Pride can be remarkably positive, as Aristotle (350 B.C.E./1894) believed, or the worst of the seven cardinal sins as taught by Pope Gregory the Great (Solomon, 2006). In the case of participants, most viewed it as necessary for having confidence in the face of uncertainty and danger, but they coupled it with humility (being teachable and listening to the ideas of others). Humility helps guard against hubris, bad judgment and recklessness. In the sense that the participants meant it, pride is essentially a positive evaluation of oneself and their team for something that is commendable that has been done well (Solomon, 2006). Those feelings of pride can

permeate moral, ethical, social, and emotional dimensions of positivity and self-evaluation.

Psychological safety

The team should feel close and free to express themselves in a respectful manner. The honesty and feedback help all members make proper decisions because they are more informed about each other and the reality of their situation. In both one-on-one interviews and in observations of whole teams, I observed that these teams showed a great deal of concentration on the mission, mutual trust, and respect, as well as *constructive conflict*. This does not imply that these teams were close personally. Some team members were good friends (when good teams share adversity, they tend to become close personally), but the concern within the group seemed to be on the mission and not on the individuals themselves. An exception may be the designated leader. The great leaders of elite team consider individuals members of the team as well as the body as a whole. The team members generally focused on mission accomplishment more than on themselves. The tactical leader tended to care for the team in the same way a father would look out for a family's welfare. At the same time, the leader acts as a master equestrian rider, mastering his horse while allowing it to perform to the best of its ability. After discussions, where candid ideas and various courses of action were bantered about, the leader would make a decision and the team did their best to work toward mission accomplishment, even if they had differences of opinion on how to get the mission accomplished.

That scenario may be contrasted with typical teams where self-centeredness, personal agendas, fear of speaking up, along with its visionless companion, *groupthink* are on the docket with team meetings and practices. Their individual agendas cause them to lose focus on team goals and the object of their team purpose.

Proposition 3—*Team members of elite tactical teams are readily accountable and share leadership, while respecting decisions of leaders who may have overall responsibility for the team or operation.*

If our people feel that they are part of a great nation and they are prepared to will the means to keep it great, a great nation we shall be, and shall remain. So, what can stop us from achieving this? What then stands in our way?

~Margaret Thatcher, Prime Minister of the United Kingdom, Speech to the Conservative Party, October 10, 1980

Terrific teams get results through leadership. There was general agreement among the participants that leadership at all levels of the organization is essential:

- Participant 22—“Leadership needs to be practiced by all members of the team. The team is not populated by superstars but by high performers. The team has a strong warrior ethos. And leadership sets a good example. Culture is set by the leadership. Leaders need to know that all teams are different and adjust their style accordingly. Great leaders promote shared leadership within the ranks. Money and resources do not buy victories, but character does. Potential needs to be directed. Have high standards. Teams need continuous

leadership training and maturity. Teach individuals high performance, then have them teach high performance to others.”

- Participant 26—“Team members should be service oriented and servant leaders; taking pride in their work, but not too proud to work...Great leaders push leadership down to subordinate leaders along with authority. The great special ops teams follow a shared leadership model of developing and mentoring leaders at all levels. Humility is now a more accepted leadership trait. Vulnerability is no longer seen as weakness.”
- Participant 30—“Team is everything. People may have different roles, but all are team players. Great teams never stop learning and listening. It was about the mission not about themselves. Never stop listening. Negative motivation brings on fear in leaders and teams. Leaders must be both leaders and followers. Leaders understand what it takes to win. They understand the ‘big picture.’ They practice shared leadership.”
- Participant 31—“Team members need to be both smart and tough. They need to be willing to take ownership for each other, the team, and their success. A great team exercises shared leadership. Leadership needs to be part of who you are, something that should be done every day.”

Shared leadership with central authority

The participants stated that these teams will have unusually close but not necessarily casual relationships. It is noticeably clear that there will be a solid leader heading the team. That leader could be a coach, military commander, or the chief of a

professional healthcare service. However, leadership of the team may be given to the person who has a certain skill set or expertise that is needed at a particular time, place, or situation. The person taking the lead may be in a location where he can best understand the tactical situation, or simply have a special contact with a person or group that can help the team. So, leadership will be shared in the sense that the team member who can best affect a successful outcome for the team will lead the team in particular situations.

One former SF officer gave an example of shared leadership. Shared leadership may be in the form of a military commander who turns over temporary command of the assault element during a raid, then retakes overall command doing the movement to and from the object, as what happened when LTC Henry Mucci of the 6th Ranger Battalion relinquished temporary command of the operation to CPT Robert Prince due to his expertise and his location on the battlefield. Prince and his men liberated over 500 American POWs. After the raid, Mucci retook control of the operation to evacuate the POWs (Sides, 2001). After an operation where leadership was conferred to a lower ranking person for tactical reasons, the higher-ranking person will normally have the leadership of the team revert to him as a matter of course with no squabbles from the team.

These findings may go against conventional wisdom, where some scholars may say a softer style of leadership makes for better followers. Conventional wisdom has its

limits for those seeking greatness. Most participants were very unconventional and felt that a strong leader was needed to guide a group of leaders and, in tough situations, make crucial and definite decisions.

Empowerment

While most elite teams had strong leadership. The sharing of leadership was not practiced without delegation and empowerment—that is, the sharing of authority or control over resources, control, and/or initiation of action. Many participants sited times where a good leader had a hard go of it with a poor team. The same could be said of a good team with poor leadership. The teams in both those circumstances usually could not reach their potential.

Proposition 4—*While a base of talent is necessary for entrance onto elite tactical teams, preeminently successful teams emphasize high standards, quality outcomes and shared virtuousness.*

Warrior actions are derived from the warrior soul. The best know it, and nurture it. And once you have it, it ever leaves. The warrior soul does not weaken. Long after the body has broken down, the soul stands tall. (Boykin & Weber, 2015, p. 3)

Concerning talent, most participants were of the opinion that more was needed than just talent and intelligence.

- Participant 3—“You must start with the right talent with the right mind-set.”

- Participant 4—“Selection must be based on a person’s potential for greatness. Misfits in some units can become superstars in others. I look for problem solvers who can get things done.”
- Participant 8—“Assessments of new team members is very important. The teams need to get the best talent that fits the needs and requirements of the team. A good attitude toward teamwork is important. No one person can do everything. People depend on each other to get the present task done.”
- Participant 9—“While raw physical talent and intelligence is desired, the work ethic is the most important quality wanted in team members. Sports and scholarship are being ruined by personal electronics and lack of desire, as well as indulgent parents. We should be raising the bar for elite teams, not lowering them. The players need to have character and virtue. Coddling is for losers. Winners work hard and have good attitudes.”
- Participant 27— “Lead from the front. Select the best. If they aren’t the best, they shouldn’t be on the team. We have faith in and depend on each other.”
- Participant 30—“Selection is the key. Selection establishes a minimum standard and what the expectations are. Suitable selection could be used in other areas besides the military. Commitment to the culture and high standards is part of selection. High performers have more commitment and better team alignment than the average.”
- Participant 31—“Talent is important, but it is only part of the equation. Teams need to have a high sense of accountability. They need clearly defined roles. It

is simple, but people need to be held to a certain standard. They need consistent (daily) effort. Development is good, but if the person will not measure up, they must be let go. If people are not going along with the program, they become toxic to the team. Remove the toxic elements, and it will make a difference in performance.”

- Participant 33—“Selection is important. Jim Collins (in his book, *Good to Great*) got it right. Elite business and special operations teams get to pick their teams. Get the right people on the team, then position them well.”

Selection

Participant 22 may have encompassed most of what the participants were expressing when he declared, “Selection needs to be tough. Leaders need to look for intelligence, physicality, and attitude. They especially need to look for team members who are selfless.” He spoke of the selflessness of Delta Force. He stated that half of his command was either killed or wounded, but they were willing to take the risk. They knew the risks of caring for and watching out for others. Lastly, when selecting special operators, he looks for a team member’s “problem-solving ability, commitment, integrity, and respect for others.”

Participants generally agreed, there can never be a great team by accident. There must be a selection process to choose those who are a good fit for the team, followed by the proper positioning of those selectees on the team. After that, the team must determine what its vision of itself looks like and what its goals should be. If the members of the

team genuinely want to be great and be the best they will practice, learn, explore, and, finally, develop into a group of individuals worthy of their goals, great or small.

Paraphrasing Participant 19, “selection to elite teams must be based on a person’s potential for greatness.” Some individuals may not do as well on ordinary teams but become luminaries in elite teams due to others focusing on excellence and their positive influence on each other. People who can quickly assess and solve problems are needed. They are not afraid of challenges.

Proven performers

The best prospects seem to be those that have already proven themselves on other teams and are able to rise to the elite levels. Even so, top teams will still put coveted prospects through tough testing to see how well they perform. This gives the leaders a measured baseline of where the team member is so they can develop him into an improved performer. These prospects go through some adversity and testing together as a team so they can experience common hardship. If they are the right people, they will learn and be better for the experience. It is important that the contenders for the team be able perform under pressure and keep their standards high. Participants also revealed they look for intelligence and a willingness to learn new things, a good work ethic, the ability to make good decisions quickly, good conditioning, and dedication to the mission.

Special Forces

Nearly a quarter of the participants were U.S. Army Special Forces operators and half were athletes of remarkable notice. Most of those also served in the Ranger regiments and/or in U.S. Delta Force. They are an “unquestionable and elite force. They carry the nimbus of success. They accept only those few who attain the unusual standards that are set. Theirs is a reputation for iron-hard toughness” (Lucas, 2003, p. 9).

During interviews and upon learning that I had been an SF soldier and/or college athlete, the next question from the participants was usually, “When did you go through the ‘Q Course’?” and/or “What college did you play for?” There definitely seemed to be a connection, a desire to compare experiences in being selected for an elite team. Many interviews had a major component on the selection of ETTs. My own experience in going through selection processes to become Army Special Forces (SF) soldier and a college athlete may provide insight.

To become a Special Forces soldier, even before an application is considered, a man must be a volunteer for the training, be U.S. citizen, pass the Special Forces medical examination, and be able to have a secret security clearance. Those things, along with a few other items, *may* get the soldier to the assessment phase.

The first thing that I remember happening in assessment was a swim test. Part of the test was swimming 50 meters in a utility uniform and boots. I remember that I used my old boots from basic training days, since I did not want to damage my newer and lighter boots in the water. I also remember diving into the water with full combat gear

and having to remove it before coming up for air. This first test eliminated more people than I thought it would. Following that, we took the Army Physical Fitness Test (APFT). A soldier needed to score a minimum of 206 out of 300 points on the APFT, with no less than 60 points on any event, using the standards for age group 17 to 21, despite a soldier's actual age. I was 26 years old at the time and had consistently scored the maximum of 300 on my APFT. I felt confident and scored well; however, a few more men were dropped. We took a battery of written tests to assess our personalities and mental fitness.

It must have been the next day that one of the instructors came to the class and flatly stated that the class size was too big and he needed to drop some people out of the class. He said we were going on a forced march of 12 miles and he described a railroad bridge that the gravel road passed under. Anyone that crossed under that bridge five minutes after he did would be dropped from the course. He no sooner said that when he turned around and started out at a swift pace. He was in shorts and light boots with only a Camel-Back on his shoulders. The students had on full combat gear, weapons and a rucksack that weighed at least 75 pounds (the cadre would make us weigh our rucks every morning, and if it didn't weigh at least 75 pounds, they would begin stacking 10 pound bricks into our rucks until it did). Amazingly, I was able to keep up with him, along with about 15 other soldiers, all the way to the bridge. He was very complimentary to us for keeping up with him and instructed us to rest while others were coming in. At first, I thought he was trying to motivate the soldiers in a

negative way by saying he would drop people from the course with his five minute mandate, but as soon as he looked to his wristwatch and said five minutes was up, he signaled to another cadre member who stood under the bridge blocking the way and diverted the late students to an army bus that had just pulled up. Within moments, we lost about 40% of the class. After that, I took *everything* an instructor said literally. As we continued in that phase of the training, we went through a training designed to make us better small unit soldiers and tactical leaders. The intense training consisted of progressively more difficult facets of land navigation, long-range movement, common SF soldier tasks, patrolling, and small unit tactics.

The next phase was concerning our assigned Special Forces Military Occupational Specialty (MOS). SF teams will have the following specialties: Weapons Sergeant (18B), Engineer Sergeant (18C), Medical Sergeant (18D), Communications Sergeant (18E), Operations and Intelligent Sergeant (18F), as well as what I trained for, Special Forces Officer (18A). We then went our separate ways and trained in our specialties. I found this to be the most enjoyable and least stressful part of the training. However, the 18D Medical Sergeants have the reputation for one of the more difficult specialties. Although I was a prior enlisted medic and later a board-certified dental provider, I have always held these special medical personnel in high esteem.

The last part of my training had to do with unconventional warfare. I found this as challenging as it was interesting. I was, however, happy that this last phase of training was finally over, and I could wear the Special Forces tab and the coveted green beret.

The training has been restructured over the years, but it retains the goal of producing the best soldiers in the world. Today, an experienced soldier who has completed basic training, advanced individual training, and airborne school may apply for Special Forces training, if they meet the SF qualifications. These include meeting age, security, and other requirements, plus passing the more rigorous SF medical exam and the SF physical fitness test.

Next, the soldier must go through the Special Forces Preparation Course (SFPC) and the Special Forces Assessment and Selection (SFAS) before he can enter the Special Forces Qualification Course (SFQC). The SFQC is divided into six phases and is over a year long. The six phases include the following:

- Phase I: Special Forces Orientation Course (SFOC)
- Phase II: MOS Training and SERE (Survival, Evasion, Resistance and Escape) School
- Phase III: Tactical Skills
- Phase IV: Collective Training (Robin Sage)
- Phase V: Regimental First Formation and Language & Culture
- Phase VI: Graduation

College athletics

I had a similar selection experience in college athletics. In my case, this included college football, rugby, and wrestling. The first thing I noticed from the first day of selection, or “try outs,” was that almost everyone was like me, in the sense that they had been successful in high school or junior college athletics and were good enough to go to the next level. At the high school level, being a star did not seem to be that difficult, but in college, nearly everyone had been a star athlete at one time.

In each sport in which I tried out, there generally was an initial assessment of pure athletic ability. Timed sprints, timed runs (usually 1-3 miles), timed rope climbs, strength testing with weights, and the total number of push-up and sit-up in one minute (for wrestling). Next, there were enduring intense workouts that emphasized the fundamentals of each sport. Many dropped out at this point. Later, we worked as a team. The true team players and the individualists were usually manifest at this point. Finally, people were advised if they made the team. The sheer number of people trying out along with each athlete’s size and speed was overwhelming to me to the point of being afraid. Lacking confidence at first, I kept trying, and I made the teams. In many ways, it was akin to my experience with the special operations and academics, although I sometimes found the physical challenge to be preferable to the mental.

According to the National Collegiate Athletic Association (NCAA) (2019), about seven percent of high school athletes in the various collegiate sports will become

varsity college athletes. That number diminishes for top programs. There are about 2.8% who make varsity football and 3.4% for varsity basketball in Division I programs. From college to the professional ranks, it is about one percent for both men's and women's basketball and 1.6% for football.

US Navy DEVGRU and SEALs

The participants who were U.S. Navy SEALs described their selection to me. Green Team is a training/evaluation unit within DEVGRU (formerly known as SEAL Team Six). The SEALs in Green Team are not yet members of DEVGRU. In essence, they are trying out for inclusion in this elite, tier one unit. DEVGRU candidates continue in this rigorous system continually under the watchful eye of instructors for at least six months. The typical attrition rate is approximately 50%. If selected, the successful SEAL candidate will be placed in one of the handful of units that comprise DEVGRU.

Skills

Deliberate practice

Skills develop with deliberate practice and in an environment that allows for failure and mistakes, at least outside the tactical arena. Better learning usually comes from the mistakes of those who intentionally seek perfection. They tend to learn more from those mistakes because they care about excellence and being the best. Those that are ambivalent about their errors seek the path of least resistance by covering-up or doing the minimal required.

Qualities

Certain personal qualities in candidates should also be assessed. Attributes are typically more valued than technical skills with the reasoning that technical skills can be more easily trained than attributes and attitudes. Participants revealed several qualities that are essential when selecting team members. I created a comprehensive list of these important qualities. The following are eight personal qualities or talents the participants look for in the ideal tactical team member:

- Problem solvers
- Respectful to others
- Good work ethic (one participant declared, “Coddling is for losers. Winners work hard and have good attitudes”)
- Self-starters
- An entrepreneurial spirit
- Mental fortitude
- Risk accepters
- Warrior mindset

Character and mindset

Character

Character is a strong will (Toner, 2000). The mission may depend on it. The life of a patient or client may depend on it. Even the team member’s own life may depend on it. Character trumps other qualities, such as physical fitness, education, and position. Most of the participants looked for character in team members. In tactical situations,

an elite warrior (whether an athlete, soldier, or first responder) needs to know if he can rely on their all of their teammates and if they are going to come through in a pinch. One participant pointed out that “Virtuous people make teams and society great.” Character comes from a growth mindset (Dweck, 2006). In times of crisis and difficulty, valiant warriors reach deep to overcome adversity, their own anxieties, and vile adversaries. Elite teams have the mentality of champions and winners. They have the mindset of excellence and growth. One thing most of the participants would agree upon is that elite teams were creative and not trapped in inflexible ways of thinking. The teams avoided “group think.”

Mindset

These individuals find success in learning, improving, developing, and excelling, not just in winning competitions and defeating challengers. Their reward as a team is in their excursion together in the path of excellence, not merely in the achievement of their mutual objective, tactical triumph, or the accolades it may bring to them. Such teams create within the team a “culture of development” with a mindset of incessant improvement (Dweck, 2006). This mindset becomes part of the team members’ inner character. That character spills over to other areas of their lives to include their lives after retiring from their teams. Businesses, governments, and families can benefit from the characteristics gained by their associations with their elite teams.

Proposition 5—*Warrior strengths are attained by warrior virtues.*

Virtue alone is sufficient to make a man great, glorious and happy.
(Franklin & Rogers, 1996, p. 21)

A total of 100 virtues were cited by all participants. These are some of the reasons the study participants thought virtues were important:

- Participant 2—“Elite teams need optimistic cultures, since the group is doing tough and dangerous things the team needs to have leadership that looks at possibilities...Elite teams promote grit and a growth mindset. Growth mindset requires discipline. Government civilian sector is very average. It is harder to have elite teams in the government, special ops excepted. People demonstrate less citizenship behavior...Virtues are incredibly important.”
- Participant 3—“Those who are committed crave discipline.”
- Participant 23—“Virtuous people make teams and society great.”
- Participant 24—“Emphasize character traits or virtues. The team members need discipline to be the best. They need to be protective of the institution, the team and of each other.”
- Participant 28—“Lead a virtuous life.”
- Participant 34—“[Elite teams] are rare. They have extraordinary performance because of virtuousness. Organizations that flourish are characterized by virtuous actions. It isn't just one virtue, but combined virtues. Virtuous teams do better, especially in hard times. They focus on each other. There is an environment of dignity and respect. They are tough and virtuous at the same time. A paradox represents two things that are present that appear to be opposite. Elite teams are good examples of paradoxical theory and

organizational effectiveness. The highest level of performance is always paradoxical.”

Values in action

Of the 100 revealed virtues, the virtues of trust, integrity, courage, humility, honesty, and commitment emerged as being the most cited qualities of the participants. These virtues, along with the others, were categorized into the ten virtue strengths of leadership, conceptualization, covenant, competence, compassion, charisma, courage, communication, connection, and honor.

Nearly all the warrior leaders interviewed spoke of some type of moral potency (Hannah, Avolio, & May, 2011), which can be defined as a psychological state involving a sense of ownership over the moral aspects of the situation warriors find themselves in (moral ownership). This sense of ownership is strengthened by their beliefs in their capability to attain moral purposes in striving toward their endeavors (moral efficacy), the courage to perform properly in the face of adversity, and persevering through challenges by exhibiting moral courage. Duty orientation is a volitional orientation to loyally serve and loyally support the other members of the ETT, while being determined to accomplish the mission of the team and follow its codes of conduct and positive principles (Hannah et al., 2014).

Often, we think of values and virtues as being the same. They are not. While values are principles and ideals that we may hold in high esteem, virtues are internalized

habits practiced consistently. Robinson (2008), a military ethicist, opined that virtues embody “desirable characteristics of individuals, such as courage,” while values are “the ideals that the community cherishes, such as freedom” (p. 5). Values are related to virtues and should not be disregarded. Positive values for teams need to be established and esteemed, while the virtues that correspond to those values need to be lived. For instance, courage is an archetypical team value commonly mentioned by participants. A consistently courageous individual acts on that value, making him or her possess the virtue of *being courageous*. A team with many courageous individuals is a courageous team.

Values play an important role in high performance. First, values that are anticipated to be most crucial to team success are explored. Next, selected values are established and espoused as team values. Thirdly, values need to be internalized and acted upon. Finally, values are internalized in a strategic way so they are consistently lived (not just espoused), becoming virtues.

Virtues are moral habits, or the moral things that a person or team repeatedly do. According to Aristotle (350 B.C.E./1894), constructive and honorable character is the consequence of frequently demonstrating virtuous actions. Moral habits lead to moral excellence through repetition. Living a virtuous life is good for the individual, the teams they are associated with, and for the entire society. The individuals and teams studied in this work are excellent examples of the concept of virtues and moral habits.

Practice in any endeavor is essentially the repetition of actions with regard to a desired outcome. Repeating a desired action, whether mental or physical, through repeated rehearsal leads to desired muscle and mental memory (skill and knowledge retention). Proper practice leads to positive habit formation. This is the theory behind using flight simulators for aviators, practice for athlete, combat drills for soldiers and marines, and repeated study for students. The repetition of desired action or knowledge leads to memory retention (both mental and muscle). Virtue is simply the acquired habit of taking moral action through continual moral acts. Virtue can become effortless with deliberate practice. Modeling an ideal state helps the team to become more like their imagined ideal state. Whether one models a person, a way of thinking, a practice, or a procedure, the more one acts to replicate that ideal state, the closer he or she will come to achieving it. Then the ideal becomes less of what we desire and more of the type of person we desire to become; consequently, propelling us to continual advancement, excellence, and self-actualization (Aristotle, 350 B.C.E./1894).

The previously named virtues are essential for virtuous leaders and individuals and for positive team performance. More and more scholars propose that virtuousness promotes positive individual and team outcomes, and that virtuousness should be the standard by which leaders should be judged (Sturm & Mozani, 2018).

Nobility, or honor, is the moral person rendering selfless service. That repeated service leads to moral greatness. Olsthoorn (2011) described military virtues as acquirable positive character traits that take the form of action. Calling them tactical virtues, Donovan (2012) considered these virtues to be (1) strength, (2) courage, (3) mastery, and (4) honor.

Virtues are patterns of thought and actions built on high moral standards (Dalton, 2011). A virtue is typically described as a trait of character worth having, not to be understood as an inherited (or god given) quality, but as something that can be acquired, mainly through training and practice. References are often made to Aristotle's (350 B.C.E./1894) *Nicomachean Ethics*, where a virtue is defined as a disposition of character, to be developed by finding a middle ground between too much and too little in both feeling and doing. That idea of virtue as a mean between the extremes of excess and deficiency has, by now, turned into one of the better-known proverbs of Western philosophy.

Aristotle (350 B.C.E./1894) stressed that virtues are acquired by, and, in fact, do not exist outside of, actually performing virtuous acts. These acts should spring from a noble intention and serve a morally just cause. This latter element was essential for Aristotle (350 B.C.E./1894). By his definition, a virtue cannot serve an unethical end, nor can it be motivated by the desire for money or glory, or by the wish to avoid punishment or disgrace, as virtue should be its own reward (Aristotle, 350

B.C.E./1894). To give an example, courage is defined as the middle position between recklessness and cowardice, to be developed by practicing courageous acts, and springing from the right attitude concerning feelings of confidence and fear in the pursuance of (and motivated by) an honorable cause.

A virtuous person will be able to positively act to acquire virtue and resist negative moral incidents (temptations, impulses, carelessness, permissiveness) to retain their virtue. Virtuous actions will be both positive (action) and negative (resistance).

Aristotle (350 B.C.E./1894) also held that courage and practical wisdom (judgement) were the most important virtues. Practical wisdom allows individuals to identify, as well as understand, the various nuances of any specific situation. Courage allows the individual to act on his or her practical judgment.

The ten elite qualities of character

Strength is necessary for individuals and teams to overcome obstacles and achieve their goals. Reaching laudable goals and sustaining the team and its culture leads to greatness. Virtue is strength that leads to principled power. Great individuals combine strength and true wisdom to achieve quality and distinction in all they do. The Greek word for virtue is ἀρετή (pronounced arête) meaning moral excellence (*Random House Webster's college dictionary*, 2001).

People become great by being disciplined. Irrelevant individuals are not great. The same holds true for teams—an irrelevant collective is still irrelevant. A decent person or team can be a dangerous person or team because they are able to act and succeed in a decisive manner. They are controlled, disciplined, and trying to do the right thing.

Great people surround themselves with other great people. Our participants surrounded themselves with great people through books (especially biographies), inspirational movies (especially those based on actual events and people), and, of course, actual persons. Their network of friends, colleagues, and acquaintances are replete with strivers, winners, and others who have achieved and/or are seeking greatness.

Great people have distinct mindsets. They seek incessant improvement for themselves. They live well for themselves so they can serve and protect others. According to a mindset of greatness, the small minded (those that are irresponsible, continuously gossip, and put the minimum exertion in all they do) not only have an ambition problem, but a problem with morality as well.

Qualities of character, strengths and virtues

Plato (375 B.C.E./1929) thought that the ideal Greek would practice prudence (wisdom), justice, courage and moderation considering virtue to be the excellence of the soul. Aristotle (350 B.C.E./1894) re-emphasized the Greek ideal in his four cardinal virtues of prudence, justice, fortitude (or courage), and temperance. Thinking

four were inadequate, Thomas Aquinas took the four cardinal virtues (or as he called them natural virtues) and named three moral virtues that added a more compassionate and theological dimension to the cardinal virtues. These seven cardinal virtues are basic to faithful Roman Catholics. They are Aristotle's (350 B.C.E./1894) four, plus faith, hope and charity (Aquinas, 1272/2005). Confucius (500 B.C.E./1893) taught that a man of nobility would be a true gentleman, possessing the five virtues of integrity, righteousness, loyalty, altruism, and, most importantly, *jen* (benevolence). The adherence to these virtues would take individuals and society from the ordinary to the noble (Palmer, 1971).

Seligman (2002) argued for even more virtues. He reasoned that an important part of his research was to “build the qualities that help individuals and communities not just endure and survive but also flourish” (p. 8). He wanted to define and understand the concept of human strength and the highest human potential. He contended that character strength is embodied in consensual paragons. Peterson and Seligman, (2004) identified six central virtues: wisdom, courage humanity, justice temperance, and transcendence. Twenty-four strengths that pertain to people and the lives they lead were then identified and classified under their respective virtues:

- Wisdom and knowledge
- Creativity, curiosity, open mindedness, love of learning, perspective
- Courage
- Bravery, persistence, integrity, vitality

- Humanity
- Love, kindness, social intelligence
- Justice
- Citizenship, fairness, leadership
- Temperance
- Forgiveness and mercy, humility and modesty, prudence, self-regulation
- Transcendence
- Appreciation of beauty and excellence, gratitude, hope, humor, spirituality

(Peterson & Seligman, 2004)

Peterson and Seligman (2004) viewed their selected core virtues and related strengths through the lens of psychology with the intended insight and benefit directed toward individuals and society generally.

The subsequent study focused on how virtues and their related strengths helped elite tactical teams perform generally and in extreme and/or tactical conditions with the hope that the finding the secrets of high performance would benefit not only those in more extreme endeavors, but also teams who participate in other, less risky activities. Sweeney (2007) examined ten attributes of a combat leader. These attributes, in order of importance, are competence, loyalty, honesty (integrity), leads by example, self-control (stress management), confidence, courage (physical and moral), shares information, personal connection with subordinates, and a strong sense of duty.

The participants identified 100 separate virtues, which will subsequently be expounded. The Latin word for virtue is *virtus*, meaning strength (Dalton, 2011). Believing that virtue imbues strength, I then identified ten principle virtues that seemed to strengthen the participants in their endeavors. Related virtues were categorized under these principle virtues or character strengths. The concept of virtue and strength would suggest that as individuals and teams act to develop and master the ten identified character qualities with their corresponding virtues, they will continuously strengthen their performance capabilities in tactical and non-tactical situations.

The ten identified qualities of character were identified. They were leadership and strength, charisma and strength, conceptualization and strength, covenant and strength, competence and strength, compassion and strength, courage and strength, communications and strength, connections and strength, and honor and strength. Definitions and explanations of the ten recognized qualities of character follow.

Leadership and strength

Leadership in tactical situations is a crucial strength for all participants. All mentioned leadership abilities are foundational to ETTs. A basic definition of leadership was derived from the interviews. Leadership can be described as a process whereby an individual influences a group of people or entities to achieve a common

desired goal. Good tactical leaders can be literal lifesavers. Good non-tactical leaders can make lives and lifestyles richer for numerous others.

Character

Ethike is the Greek word for character. Character is the etymological foundation upon which much of Western *ethics* or morality is established (Mondschein, 2018).

Character is a reputation built over time that can be lost in seconds (Covey, 2006).

Character is having a strong will (Puryear, 2000). Our identity emerges when we strive to bring our values to life through action (Basik, 2019). In Dr. Basik's interview for this dissertation he said the following:

Character without leadership makes you a nice person who can't deliver (for your family, your team or your company). Leadership without character is dangerous and threatens the trust and performance of any organization. The time has come to build leaders of character. Character and leadership development are lifelong pursuits. Leaders set the tone and must model what *right* looks like. Too often they are the example of what *not* to do. Character and leadership absolutely impact our personal and professional lives.

Decisiveness

Acting boldly and decisively means taking risks. All our participants have taken risks that far exceed the risks the average person will ever take. Leaders of elite tactical teams are very aware of this fact. If the leader and their team are not willing to take risks, they will never rise to the ranks of the elite. Elite leaders and teams do not disregard dangers, but they expertly evaluate them. They can mitigate the risks, and/or make them irrelevant. The team and the leader will then continue to boldly press on to their objective (Cohen, 2006).

Flexibility

The participants of the study were obvious planners. Great leaders and teams plan meticulously. They also know that actual implementation (or a team's first contact) in a tactical situation suddenly changes plans. However, planning still remains essential. It helps the team understand the situation and what they are likely to encounter. Good planning, thorough preparation, and deliberate practice will help the team be less rigid and more flexible in tactical contests. Good leaders expect mistakes will be made and problems will happen. Plans often change, but mission focus rarely does (Cohen, 2006).

Objectivity

Leaders of elite teams are called upon to make good decisions at a rapid pace. The leader's mind must be adaptable and objective to get it right. A vital difference between merely good leaders and great leaders who lead elite teams is the capacity to decrease cognitive errors and enhance objectivity when it matters. The objective leader has the power of seeing things as they really are. Objectivity is characterized as the capability to understand and acknowledge things as they are without projecting our own established biases. Objectivity means responding thoughtfully, purposely, and realistically to circumstances, missions, and people. It is the ability to examine underlying beliefs when assessing conditions, making decisions, and taking action. Objectivity is the ability to understand other points of view and integrate disparate perspectives into problem solving and decision making (Thornton, 2015).

Organized mind

In every interview, the participants communicated very clearly. Their thoughts were organized and coherent. There was no confusion or equivocation in their communications. Leaders of elite teams are clear and organized as to where they want to take their teams. They also have clearly organized, logical, and achievable plans for realizing team goals. In a tactical contest, it is especially important that the leader's mind remain strong and organized. It leads to clear decision making when it matters most. In tactical situations, there is information overload; some participants called it the "fog of war"—some pandemonium, some just plain chaos and confusion. The leader must be able to absorb the incoming information, process it, review possible solutions from past training and experience, and then decide. General Carl Spaatz, the first Chief of Staff of the U.S. Air Force commented, "you must be able to size up the situation and make a decision. Indecisiveness is weakness of character. You must be able to have confidence in what a leader tells you" (Puryear, 2000).

Every decision the leader makes in such a situation has its consequences (good or bad). From that point, the leader will need to make another decision, and then another, as long as the action continues. The worst thing a tactical leader can do is fail to make sound decisions. In athletics, it may mean the loss of the contest. With first responders and medical professionals, it may mean the loss of a life. With combat leaders, it could mean several lives.

A solid mental foundation through knowledge acquisition, training, deliberate practice, and intellectual stimuli helps to keep the mind focused and sharp in tactical scenarios. This is why elite athletic teams practice intensely, why medical professionals and pilots have invested so much into simulation technology, and why combat teams have field exercises. Experience, especially through mistakes, can be gained and lessons can be learned. Consequential knowledge, wisdom, and attitudes can become reality when the outcomes in training are relatively inconsequential. Though training failures may be inconsequential from viewpoint of tactical outcomes, they are not inconsequential from the viewpoint of learning and training. One participant cited an oft used military refrain, “the more we sweat in training, the less we bleed in combat.”

Positive attitude

Nearly all participants radiated positivity. Genuinely inspirational leaders can find the positive aspect of any problem. Leaders remain beacons of light and positivity in the face of failure and challenge. Problems will occur, but negativity accomplishes nothing. So, the positive characteristics are good for all team members. Leaders inspire, and in elite teams, all should have positive leadership traits; therefore, the team members should be positive and inspire each other. This mutual inspiration mitigates the negative emotions that may come from setbacks and failures. It also can check the hubris that may come through triumph. Ronglan (2007) contended that an elite team can build collective efficacy through a strong work ethic, showing

enthusiasm, unity, and keeping a positive attitude. Attitude demonstrates a team's desire to succeed.

Realist

Realism and idealism are considered by some as antonyms, but in reality, they are two sides of the same coin. Realism and idealism go together. They are the problem-solving twins. Cynicism and pessimism are the two cruelest colleagues. Realists are sometimes called pragmatists or stoics. The word stoic comes from stoicism, which was a branch of Hellenistic philosophy founded by Zeno in the third century B.C. (Mondschein, 2018). Stoicism is a philosophy of personal ethics apprised by its system of logic and its views on the natural world. According to its teachings, the path to eudaimonia for humans is found in accepting the moment as it presents itself, by not allowing oneself to be controlled by the desire for pleasure nor the fear of pain. A Stoic or realist uses his mind to understand the world, to do his part in nature's plan, and by working together and treating others fairly and honestly. Perhaps the greatest stoic of all was Marcus Aurelius. Marcus Aurelius (121-180 C.E.) was one of Rome's greatest emperors, philosophers, and soldiers all rolled up into one practical package. He believed in living virtuously for himself and for the empire. He realistically opined, "Waste no time arguing what a good man should be. Be one." (Aurelius, 167 A.C.E./1907).

Responsibility

To respond is to answer. Correspondingly, to be responsible is to be answerable, or accountable. Teams are answerable for the type of team they become. Aristotle (350

B.C.E./1894) insisted that we become what we are as persons by the daily decisions we make. Real responsibility is habitual. Responsible individuals are mature individuals who have taken charge of themselves and their behavior, who own their actions and own up to them, who answer for them. Individuals foster a strong sense of responsibility by preparation and example (Bennett, 1993).

Cameron (2011) has claimed that responsible leadership is virtuous leadership. Virtues are values and attitude acted upon. Anything can happen in tactical situations. Despite detailed planning, extensive training, superior equipment, clever tactics, and overwhelming firepower, outcomes will always remain uncertain in the tactical environment. Unfortunately, outcomes may prove to be unfavorable to the team. Whatever the outcome, the team takes responsibility for it, good or bad. Despite what happens to the team or the individuals on the team, they have the capacity to choose their response to events and outcomes. Responses include both actions and attitudes (Covey, 2006). The great teams do not wait for circumstances to be favorable to win. They win despite poor circumstances. Win or lose, these teams and their leaders take responsibility for their actions.

Self-motivated

Many participants were of the opinion that elite teams cannot be formed without extremely self-motivated team members. That is why proper selection is so essential. Intrinsically motivated individuals allow decision makers to make good decisions and worry less about externally motivating the team. Average teams have to be

transactionally motivated, since their internal motivation is often wanting. The elite will prevail because they have an intrinsic motivation to win and to be the best.

Motivation and passion for the mission of the team is critical for tactical leaders.

Effort is more meaningful with self-motivated teams. Motivation is present, even in the face of setbacks. A study done on elite soccer players found that these competitors had high levels of self and collective efficacy and used positive self-talk frequently. They enjoyed high concentrations of cohesion and perceived their team environment to be more mastery-orientated than most (Grove, Domato, Heard, Grove, & Eklund, 2011).

Self-Starter

Most leaders of elite teams are given tremendous latitude by their supervisors, stakeholders and constituents. One reason is that most are neither technically, mentally, nor physically suited to be on the elite team themselves. Another reason is that most who are leading elite teams understand what makes a great team. They make great efforts toward team development. These leaders are motivated self-starters. Most have like expectations of their teams. This is one reason elite teams are so rare. Few members of average teams have the motivation, intelligence, and skills (heart, head, hands) to make it into the ranks of the truly elite. Leaders of ordinary teams, in many ways, must travel a more difficult leadership path than those leaders of elite teams. Elite warriors need little prodding, enticing, threatening, or transactional inducing compared members of ordinary teams. Those elite warriors are

self-starters and leaders themselves. Self-starting proactivity comprises four components: envisioning, planning, enacting, and reflecting. A study by Bindl, Parker, Totterdell, and Hagger-Johnson (2012) supported the singularity of the four elements of proactive goal management. Results additionally suggested that a high-actuated positive attitude was positively correlated with all facets of proactive goal regulation, and low-activated negative mood was positively associated with predicting low activity.

Service

Service is a common word used among the participants. Service or servant leadership seems to be important, especially for those in healthcare, police organizations, and the military. Serving others is the motivation for the members of many elite teams.

Service is given to the objects of their mission, to the fellow members of the team, and to the significant persons in their lives. The team's mission and team itself comes first. The team takes care of each other. Great leaders embrace the concept of service and servant leadership, asking nothing of their team they have not already done or are not prepared to do themselves. Gleeson(2015), a Former Navy SEAL, uses the example of Alexander the Great as the embodiment of a true servant leader, "He led from the front affording himself no additional comforts that his men didn't have during their brutal trek through the Hindu Kush Mountains."

Work ethic

High performance does not happen without high preparation. That means hard work.

Work ethic is practical endeavor. Great teams work to accomplish great ends. Work is whatever teams expend energy on for the sake of realizing a worthy end. The inverse of work is not leisure, but indolence. Work is an investment in ourselves. Happiness resides in action, both physical and mental (Aristotle, 350 B.C.E./1894). Work involves doing things that teams can take pride in doing well. They find joy in work that is done well. Acquiring good habits is part of a good work ethic. Work can be accomplished joyfully and with pride. There is no menial work, if it is done well. Nonetheless, there are menial mindsets. Mindset is up to the individual. Leaders and coaches can push and inspire, but great teams have great individuals that have great attitudes (Bennett, 1993).

Charisma and strength

There is natural relationship between leadership and charisma. Most of the participants admired those with whom they considered charismatic and wished they had more of it themselves. Charisma can be a component of true transformational leadership. The word is derived from the Greek word Χάρισμα, (khárisma), which means “a gift of the gods”, “favor freely given” or the “gift of grace.” Charisma is the gift and talent of polish and flair which allows certain individuals to influence others and form the future by their sheer presence and personality (Raelin, 2015). Someone with charisma enjoys exceptional skills and rare qualities of charm, magnetism, composure, self-confidence, and persuasiveness. They entice other people’s interest, kindle their curiosity, and incite the inspiration to follow them. In elite teams there is an abundance of charisma, not just with the designated leaders but with many of the

team members. A high performing team parallels the individual notion of charisma in that the members show a high degree of unity, devotion, pride, cohesiveness, and dedication to the team. They identify passionately with the team and its purpose. The team members are confident in each other and there is an abundance of trust (Bass & Riggio, 2006). High performing teams really show a kind of collective charisma. Their team takes on a personality composite of an entire team of charismatics. They love and trust each other. They would and do die for each other.

Assertiveness

Assertiveness may be misconstrued as aggressiveness and, therefore, a negative trait to some. Aggressiveness is a hostile or belligerent behavior characterized by unprovoked offense and attacks, whereas assertiveness is the quality of being self-assured and confident without being aggressive (*Random House Webster's college dictionary*, 2001). Assertiveness is a communication skill that can be taught and effectively learned. Assertiveness has a positive effect on elite teams. A 2006 study found that critical team member assertiveness positively affected team performance and team fulfillment (Pearsall & Ellis, 2006).

Confidence

Confidence was undeniably a common characteristic among the participants.

Confidence is being certain or having trust, believing in one's powers or abilities (*Random House Webster's college dictionary*, 2001). Confidence is not arrogance. Indeed, many participants touted the virtue of humility. Self-confidence is having faith in oneself. Arrogance or hubris in this comparison is having phony and

undeserved certitude—thinking oneself is competent or correct when they are not. Legitimate leaders have a curious blend of confidence and unpretentiousness. Great team leaders are modest but not hesitant, confident but not condescending. The very finest strike a balance between modesty and confidence. They realize that they may lack information and skill, but they are confident enough to take risks and assert themselves (Pink, 2018).

Confidence speaks to the value in believing one's efforts will be successful, especially if there are setbacks or unforeseen challenges (Basik, 2019). As competency builds, so too does confidence. Elite teams play to their strengths and have the habit of positively reframing tough tactical tasks. Basik (2019) also advises teams to do the following:

- Play to their strengths by flipping the negative perceptions of their weaknesses.
- Reframe problems.
- Normalize conversations of values and ideals.
- Create a culture to sustain commonly held virtues.

Vitality

Teams will usually reflect the personality of their leaders. Great leaders are vivacious and dynamic. So are great teams. Vitality is power and energy available within oneself. It is a significant indicator of fitness and motivation. Having vitality means having an animated and vigorous persona (*Random House Webster's college*

dictionary, 2001). Ryan and Deci (2000) described a model of energy and vitality based on self-determination theory. They agree with a number of studies that suggest that vitality and vigor are boosted by activities that fulfill basic emotional needs for relatedness, competence, and autonomy. Routines focused on extrinsic aspirations are less conducive to vitality and diminish intrinsic motivation. Self-determined behaviors tend to be intrinsically driven and are done for enjoyment, interest, and innate satisfaction for the action itself. Tactical settings cultivate a perception of self-determination that can motivate leaders and their teams to excel. Warriors who believe they can attain their objectives while surmounting challenges are frequently propelled to perform better. Excelling permits people to obtain a vital feeling of proficiency and develop mastery in abilities that are gratifying and important to them. People who have an internal sense of control are also more likely to stick to an intense training regimen.

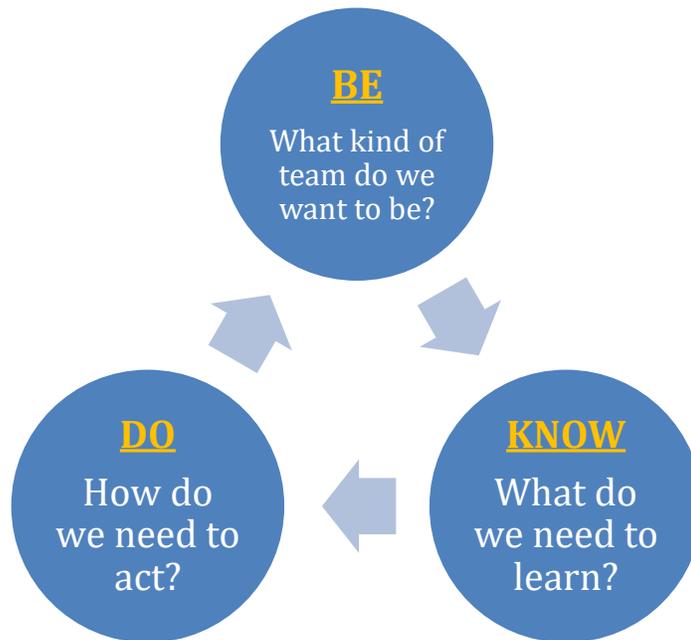
Conceptualization and strength

Conceptualization is the image that elite individuals and their leaders have of themselves and what they can become. The conceptualization of the team vision acts as a model of what the team wishes to be. The leader starts with a sense of reality. Positive ambitions to create greatness are essential. Visions of greatness realistically based on the present situation of the team is the beginning of uniting to create that greatness. Also, the team should know precisely what must be accomplished, and how long the team must strive to reach its ideal state. The ideal team composition and team skill sets are needed to consistently accomplish the desired goals of the team.

The strengths of the team, along with its weaknesses, need to be realistically and honestly assessed. Opportunities for success and improvement need to be realized by both leadership as well as the entire team. Any and all threats need to be identified and assessed to how they may affect the mission of the team, the team itself, and the team's individual members.

The process of conceptualization commences when a group collectively and deeply understands its purpose for coming together. That group then creates a compelling and vivid vision in their collective minds as to what kind of team they would like to become. That team vision needs to be strong enough stir in the team a deep passion and yearning to see the realizations of the vision. The vision needs to be deeply felt as well as understood. That passion and yearning drive the warrior and collective team to create an ardent ambition, becoming what they can imagine in vision. A clear vision allows the team to find their way to what they want to be. Knowing the way, the pace, and the obstacles along their path allows the team to take their first step on the journey. There are many ways to achievement. With the destination or vision clearly seen, the group chooses among various courses of action they can take to achieve their desires. Open-mindedness helps the team weigh options devoid of prejudice. Curiosity lets them explore novel opportunities. Creativity takes curiosity and combines it with intelligence and intuition to generate original ways to the objective. Finally, big picture perspective helps govern the soundness of ingenuity. Once the creative path is selected, action needs to be taken. How to act and what to

do require the team to continually assess the path they are on and to be resourceful. Once the team has reached the objective, the process begins again with reevaluating what the team would like to be. To *be*, *know*, and *do* is a leadership refrain of the U.S. Army. The team process starts with modeling what the team wants to be, to knowing enough for idea generation (creativity), to acting or doing what a good leader and team does (Figure 9). Teams implement ideas (innovation) while correctly understanding the overall situation. After achieving and becoming better, the team starts the process again.



Source: Adapted from United States Department of the Army, 2019

Figure 9. Illustration of the Conceptualizing Cycle towards the Ideal State

Purpose

The greatest teams strive toward positive outcomes. In the final analysis, victory is the purpose of the team. Having a clear and definite purpose is perhaps the most important principle of strategy, because the team cannot reach its objectives until they have a precise understanding of what their objectives are. The team embraces a precise purpose. The purpose needs to be thoroughly understood, both from the vantage of the broad strategic picture and from the tactical details of the objective. Leaders cannot present a clear understanding of team objectives unless they understand them themselves. Drucker (1973) stated that top leadership must first answer the question, "What is our business and what should it be?" (p. 77). Elite teams have their purpose etched in their collective psyches and are not distracted from that purpose.

Vision

The vision of the team is what the team desires to become. It is their coming concept. It is the ideal model of what the team will need to be in order to best accomplish its mission and declared goals. Vision is a desired end state, which challenges perceptions of what is conceivable and what can be accomplished (Cooperrider & Srivastva, 1987). It is what the team wants to look like, act like, and be like. It is what the team needs to be, know, and do. It is the forecast of the team of itself regarding their ideal state. If the team wants to win a national championship, what do they need to look and be like to become national champions? If they intend on winning market shares, what will their image of reality be? If the team wants to win an election in the political arena or a battle in combat; what do they have to be, know, and do in the

toughest of times to prevail? Whatever the vision is, it should be the uncompromising vision the team focuses on and pursues. The vision needs to be compelling enough to instill great passion on the part of the team. Passion for a team vision will ignite courage, faith, hope, confidence, imagination, inspiration, and transcendental shared purpose and resolve (Cooperrider & Srivastva, 1987).

Ambition

Elite teams heed the call to adventure and a noble purpose. These warriors seek to be part of an elite team, striving for accomplishment and perfection. As they go through that arduous journey, they develop character and achieve excellence. As they master themselves, they serve others by helping them on their drive to distinction. Ambition means one has the desire to do or complete something significant. Avid ambition enlightens. This type of ambition is something that one desires to do. It is not a position. Position or honors are secondary to the ambition of doing something that is worthwhile to others.

Open-mindedness

Open-mindedness means fair-minded judgment of ideas, critical thinking of the tactical situation, and thinking things through. Openness can be related to knowledge acquisition and communication skills. Compared to more typical teams, elite teams are rife with constructive conflict. In comparing elite teams to their less accomplished and conventional counterparts, the top teams were more concerned with the accomplishment of the mission, the quality of the outcomes, and the meaning of what was undertaken. Their focus is more on the success of the team and less on

themselves as individuals. In conventional teams, most members seem to be focused on their positions, how they look to others, and not appearing incompetent. In elite teams, the members care more about the mission and seem less inhibited by political exchanges and more focused on team outcomes. It is crucial for the team to be open with each other. Individuals and teams suffer when leaders make it risky for team members and other stakeholders to speak up. Team leaders can take steps so people will feel bound to communicate missteps and apprehensions and be assured they will not be demeaned, disregarded, or denounced for speaking up (Edmondson, 2019).

Curiosity

Elite teams are not set in their ways. They are curious. Curiosity is a quality linked to inquisitive imagining, such as exploration, inquiry, and discovery. Curiosity is strongly correlated with all characteristics of individual and team development, which derives the practice of understanding and the yearning to attain insight and expertise (Peterson & Seligman, 2004). Baumgarten (2001) called curiosity a moral virtue. A special operator, an elite athlete, or a great healthcare provider would likely agree. To be a master in any field, an individual needs to be curious as to what works best in certain situations and what doesn't. A scientist needs to be curious as to what works and what does not in order to confirm or disconfirm a particular hypothesis. An experiment is merely the scientist's curiosity about a hypothesis tested in a controlled environment to ascertain the validity or invalidity of the result of testing a theoretical outcome. That is empiricism at its core. What works and what does not. Special

operators, elite athletes, and great healthcare providers are constantly learning and experimenting. Their curiosity allows them to achieve mastery.

Creativity

Intellect takes its joy in creating. Creativity connotes originality, adaptivity, and ingenuity (Boe & Bang, 2017). Elite tactical teams by their nature are unconventional. Not only do they do things better than others, but they do things differently than others. These teams go beyond lessons learned or the best practices of other teams. Elite teams are distinct from other teams by their mastery of fundamental principles and practices combined with the ingenuity in the implementation of those fundamentals.

Creativity is a phenomenon whereby something innovative and useful is developed. The created item may be an intangible idea or a tangible object (Peterson & Seligman, 2004). Creativity is characterized as an ability to generate insightful ideas, express unique thoughts, and make breakthrough discoveries (Csikszentmihalyi, 1997). Creativity is the power to take disparate phenomena and transform them into something new and useful. Creativity is essential to adaptive function. While creativity is an important component of opportunity identification and exploitation enhancement, the two are not synonymous. Creativity is required for concept creation, but not all innovative and useful ideas meet the criteria of tactical prospects. Elite teams look for creative solutions to the operations they undertake while maintaining the fundamentals of their craft (e.g. standard operating procedures,

mastery of basic skills, adherence to creeds and/or codes of conduct). Creativity as a team comes when a group of imaginative individuals becomes a creative collective. That creative collective creates a flourishing and constructive team environment.

Innovation does not come without a price. Ideas frequently do not pan out.

Investment is required. Investment in knowledge, resources, time, and effort needs to be accounted for, and a realistic return on investment should be assessed. Creative innovation and positive change can also take an intellectual and emotional toll on team members. Positions, processes, and procedures change, and change requires effort.

Perspective

In combat operations, key leaders frequently (time permitting) will conduct a leaders' reconnaissance. This "recon" will allow key leaders to observe and analyze the objective prior to the initiating an assault. It helps them gain perspective and insight on the objective in conjunction with mission accomplishment. In this way, changes and adjustments can be made in the approach. Also, during the engagement, the mission leader (or overall decision maker) should place himself in a position that gives him the best overall perspective to understand and control the operation.

Perspective is prudence, providing wise counsel and taking in the big picture. Seeing the "big picture" or getting up on the balcony (as in adaptive leadership); allows the leader to conform, coordinate, and coach in order to perfect the overall execution of

the performers (Heifetz, 1994). Elite teams and their leaders try to take the perspective that best helps them understand their situation and make sound decisions, both in tactical and non-tactical scenarios.

Resourcefulness

Special operators, first responders, and great businesses are famous for showing resourcefulness in times of crisis. Resourcefulness is the ability to act quickly, effectively, and imaginatively, especially in difficult situations (*Random House Webster's college dictionary*, 2001). Kanungo and Misra (1992) contended that resourcefulness was a basic component of a leader's essential competencies.

Resourcefulness is crucial in performing leadership positions that involve coping with non-routine, unprogrammable, and ill-defined tasks. Resourcefulness is operationalized in terms of three fundamental competencies: affective, intellectual, and action oriented. Resourcefulness extends to the entire team. Ideas and innovative ways of using equipment, personnel, and other assets to accomplish a mission should be the purview of all team members.

Covenant and strength

A covenant is a contractual commitment, a compact, a promise, a vow, and/or a pledge to take action for a decided aim (*Random House Webster's college dictionary*, 2001). The covenant is not just a mere contract, a quid pro quo, or a transactional agreement (e.g. agency theory). A covenant transforms the person who makes it. They promise to selflessly do what they can to achieve an aim, and in the process, achieve excellence for themselves, their associates, and the broader constituencies

they serve. These servant leaders place the long-term best interest of the team ahead of personal goals and individual self-interest (e.g. stewardship theory) (Hernandez, 2012).

Covenants can be both formal and informal. They can be made with another person, an entity, a principle, a nation, or a deity. Covenants can also be made with oneself. In fact, they are most likely to be kept when a person makes a sincere interpersonal covenant to take action to accomplish an objective meaningful to that person.

Elite teams are formed from a covenantal relationship stimulated through intellectual and emotional paths. Stewardship behaviors are a type of prosocial engagement that individuals and teams undertake through their willingness to sacrifice their own interests for the benefit of serving others. They have the agency to leave the journey or process at any time (Machowicz, 2008). Those who take their stewardship seriously stay. They covenant with themselves and others to be a part of something special and unique. What emerges is a covenantal relationship between team members and their team that represents a moral obligation and binds the parties to work toward a shared objective, without taking advantage of each other (Caldwell & Karri, 2005).

Commitment

It was clear that the participants were committed to their countries, their professions, and their teams. One must be committed simply to belong to an elite team. A

commitment is a positive belief, a determined dedication, and a clear sense of responsibility to a worthwhile cause (Fletcher & Streeter, 2016). Commitment is a powerful fuel that connects the individual engaging in the struggle with purpose and meaning. Being clear on one's values, commitments, promises, identity, or what is at stake in the moment can make the gap worth crossing, despite the pressures (Basik, 2019).

Affective commitment is the yearning to remain a member of a team because of the sense of emotional attachment to that organization (Konovsky & Pugh, 1994). When speaking of their team experiences, participants remained very explicit, articulate, and animated, even after many years. Their commitment to each other was important to them at the time, and the present memory is still greatly significant. Their affective commitment plays a role in their reminiscences.

Strengthening commitment is often a function of articulating what matters and why it matters. "Why are you a warrior?" "What is your overriding cause?" "Does it benefit others?" "Is it noble?" Some ways that warriors strengthen commitment are to do the following:

- Delineate one's principles
- Define one's purpose
- Crystalize one's position

Community

Elite teams recruit people that want to be part of a great group of individuals—a great community. A community is a collection of individuals who have shared interests, experiences, and pursuits. A community has a sense of unity and kinship. Community allows adherents to identify with something greater than themselves. A community shares worth. Teams through shared adversity, common training, and great preparation become genuine communities. They become members of a family that have gone through the same physical and emotional experiences. Those experiences bond them into a community. Communities who serve one another can feel connected and safe with each other while still preserving their individual distinctiveness. When faced with challenges, the team has internal mutual support. This sense of belonging and support becomes a very potent mechanism for genuine transformation. When the team serves each other, they build a stronger community (Northouse, 2016).

Consistency

Consistency is important for elite performers. Consistency for high performers means the achievement of a level of performance that does not vary greatly in quality over time. The behaviors and character must not change suddenly and inexplicably. If a person's character is seen as indecisive, erratic, or otherwise inconsistent, this inconsistency will harm the team.

Dedication

Dedication is another word for consecration or sanctification. Dedication is the quality of being dedicated or committed to a task or purpose. One places the value of his dedication by the time spent on a particular endeavor. If one claims to be

dedicated to the poor but fails to spend his time or money to help, his dedication is unconvincing. The same holds true for being dedicated to the team. The time and effort spent to make the team better is vital. Achieving excellence in elite endeavors typically involves incredible sacrifice and dedication (Carless & Douglas, 2013a, 2013b).

Dependability

Teams depend and rely on each other. Leaders and followers depend and rely on each other. Elite teams and their leadership are both trustworthy and reliable. The dependability of the transformational leader and the interpersonal relationships between leaders and followers tend to influence the team's perception and drive (Fraggis, 2013) and allows for higher performing teams. Dependability increases the quality of outcomes and the team's sense of well-being.

Determination

Determination is a constructive emotional attitude that entails persevering in the direction of a challenging objective, despite difficulties. Determination precedes goal realization and serves to inspire conduct that will help achieve team objectives. Determination is not just a cognitive state, but rather an affective or emotional state. Anticipatory enthusiasm of the accomplishment of team goals and objectives positively and emotionally contributes to greater individual determination. This mutual determination creates a positive cycle in the direction of victory.

Discipline

Disciplined people are those who engage in disciplined thought and take disciplined action. Discipline separates excellence from mediocrity (Collins, 2007). One participant (Participant 19) spoke of discipline in this manner: “It is better to live with the pain of discipline than to live with the pain of regret.” The notion of discipline and the adherence to certain core tenets and virtues allows elite teams to be more innovative, flexible, and ready for crisis and tactical scenarios. The key to effective leadership, then, is balancing the various competing interests and forces at play both within and out of the team.

When extreme effort is exerted at the time of highest demand for mission accomplishment, it is usually an accumulation of many factors and lifetimes of intense effort and preparation. If a team can continue to work towards mission success, through difficulty, despair, and deprivation, and despite the difficulty of the journey, an opportunity will present itself where the past preparation will gain victory over great challenges.

Bradley (1998) called discipline the *virtuous circle*. The more disciplined individuals or teams are over time, the freer they are to be innovative and inventive. They advance into higher skill sets, take appropriate action when needed, and are more revolutionary and resourceful. Discipline comes down to consistent deliberate practice in order to master fundamentals, then constantly developing skills in more sophisticated and groundbreaking ways.

Duty

Participants who served in the military frequently cited both adventure and duty when asked why they joined the armed services. Along with their sense of fun, their sense of duty was especially important to them. In covenant-based relationships, duty is essential. Why? Because duty-based ethics asks us to follow moral rules against our natural or selfish inclinations (Olsthoorn, 2011). Duty to something bigger than oneself. If most team members lack a sense of duty, the team will never come together when the times get tough. Members will think their own venal concerns are more important than the team and justify not being there when they are needed most.

Team culture and warrior ethos

Team culture. Building a culture where elite teams thrive is an incessant challenge. The leader and the team are never finished building. Building a great team includes building a great team culture. As with the building of any structure, it needs a strong foundation (Kasik, 2019). Culture, then, should never be an afterthought.

Warrior ethos. Tactical teams, to be successful, depend on a set of qualities and principles that are distinctive to them. They have a warrior ethos that stresses the trust and loyalty that must exist between peers. A warrior ethos exhibits a strength of spirit, as well as moral and physical courage. It is important to all tactical teams, not just those in the military. Discipline and tradition then provide the environment where newcomers can not only develop trust, but also gain the regard of the rest of the team. The leader who places career before leadership diminishes the warrior ethos of his team because his intentions are questionable. Those who avoid responsibility or place

appearance before substance exhibit a clear lack of professionalism, and also destabilize the ethos of their team (Bushnell, 2008).

Grit

According to Duckworth's (2016) definition, Grit is perseverance and passion in pursuit of long-term goals. Duckworth and Gross (2014) studied grit as a personality trait or virtue. They observed that individuals high in grit were able to sustain their determination and enthusiasm over long periods despite experiences with failure and adversity. She also claimed a strong positive correlation between grit and happiness.

Passion. Aristotle (350 B.C.E./1894) may have been the first scholar to describe the concept and meaning of passion. The original Greek (*πασχω* or *pathus*) meant suffering or to be acted upon. Later, the Latin *passio* had religious and spiritual implications, as in the passion or suffering of Christ. It is a feeling of intense enthusiasm towards or compelling desire for someone or something. Passion can range from eager interest in or admiration for an idea, proposition, or cause, or it can be a great fascination, enthusiasm, or emotion (Solomon, 2006). Passion is an intense affective state that arises in the engagement of chosen pursuits. It makes teams persevere in the face of obstacles (Chen, Yao, & Kotha, 2009). Affective states and passions are important (Baron, 2008). Philosophers have stressed that passion is an important condition for a person's humanity. Kierkegaard maintained that the good life is based on "passionate inwardness," stating that "life can only be understood backward, but it must be lived forward" (as cited in Covey, 2006, p. 369). Nietzsche

maintained passion is a foremost characteristic of living a good life (as cited in Solomon, 1993). It has been identified as a powerful positive feeling that can be a driver of high performance and decision making, sometimes referred to as the “fire of desire” that drives endeavors (Cardon, Wincent, Singh, & Drnovesk, 2009).

Individuals and teams that are passionate about their pursuits are more likely to be engaged in their employment, hobbies, and other pursuits. They are also more likely to enjoy the pursuits and activities in which they participate (Renko, 2018).

The word passion has also been associated with love. Great teams love what they do and loving who they do it with. The type of love present in great teams has nothing to do with sexual or erotic love (for the Greeks: *eros*), but a unique combination of both *philia* (deep friendship) or, as Aristotle (350 B.C.E./1894) put it, *dispassionate virtuous love* and *agape* (selfless) love. This type of love among team members promotes acceptance of differences and imperfections, as well as a feeling of reciprocated service to the team. It is a type of love that is felt among comrades who have experienced challenging times together. It often involves the feelings of devotion and loyalty between friends, solidarity among teammates, and the sense of sacrifice for the team. When visionary teams that care about each other can communicate visions and goals with passion, it demonstrates that the team’s values, virtues, and goals are genuinely shared by all (Baum & Locke, 2004).

Team passion is infectious. Leaders and other team members can influence each other's positive effect in goal clarity and achievement, thereby shaping the overall commitment to the team (Breugst, Domurath, Patzelt, & Klaukien, 2012). Strong leaders and teams possess a strong desire to create, develop, and continuously improve and change for the better (Thornberry, 2006). The persistent and passionate pursuit of excellence is continued, even in the face of risk.

Real leaders have passion. Passion causes progress and action. It is a force-multiplier for tactical teams. Passionate leaders care intensely. If leaders and team members really care, the natural by-products are quality, class, and happy constituents. Passion also brings a higher probability of success. Passion stimulates action and dynamism. This passion and caring needs to run deeply throughout the group. Passion increases output and excellence. People are naturally more creative and industrious when they care deeply about the team and team outcomes (Ramsey, 2011).

Perseverance (Persistence). Participants mentioned perseverance and persistence separately, but since the definition is essentially the same, I have combined the terms and used Duckworth's (2016) *perseverance*. Perseverance is persistence in doing something despite difficulty or delay in achieving success (*Random House Webster's college dictionary*, 2001). Perseverance is an essential quality of character in high-level leadership (Bennett, 1993).

The U. S. Navy SEAL Ethos mentions perseverance as a virtue for SEALs to possess:

I will never quit. I persevere and thrive on adversity. My Nation expects me to be physically harder and mentally stronger than my enemies. If knocked down, I will get back up, every time. I will draw on every remaining ounce of strength to protect my teammates and to accomplish our mission. I am never out of the fight. (United States Naval Special Warfare Command, n.d.)

Perseverance, thriving on difficulty and danger, never giving up, never giving in, discipline, and attention to detail—these are all keys to mental toughness whether you are in the boardroom or on the battlefield. Mentally toughness is a special operations hallmark. They play to their strengths. They continuously sharpen their skills. Many talented persons with loads of abilities, aptitudes, and gifts will still fail to step up in life. We all know people like this. The factor lacking in these underperforming individuals is almost certainly mental toughness. They lack persistence. Persistence is really consistency of action.

Loyalty

Loyalty for the warriors I spoke to tended to be an emotional term. It was important to them. They agreed that loyalty (although, not always received) was important for team morale and cohesion. Loyalty is expected from the top down, and sometimes only seems to go one way. But even if loyalty is not reciprocated by the institution, it was still given. Many participants felt betrayed at different times in their careers.

Loyalty should not only be given two ways, but in all ways and always. Loyalty can serve both good and bad causes alike, partly depending on the form it takes. Loyalty can be to a group (which can range from one's family, to their team, to their country)

or loyalty can be to a principle, like duty (Olsthoorn, 2011). Loyalty is akin to courage; in that, it reveals itself most clearly in crisis. Genuine loyalty endures inconvenience, weathers temptation, and does not shrink when under assault (Bennett, 1993).

Patience

Patience is the propensity to wait calmly in the face of frustration or hardship. In relation to the pursuit of goals and achievement, Schnitker (2012) claimed that patience mediated the relationship between tolerance and well-being. Patience aided goal pursuit and contentment particularly in the face of difficulties. Why do warriors need patience? Mastery. They need patience to master their tactical skills, their leadership, the quality of their work, and their virtue. All of these things take time to develop and master.

Toughness

Mental Toughness. Virtuous habits build the underpinnings of mental toughness. Mental toughness is about devoting oneself and one's team. It is steadily forming good quality habits. Mentally tough teams seek out challenges and place themselves in high stress situations. The persistent exposure to challenges allows the team to condition themselves into functioning well in any type of situation. After the individuals and the team have mastered that, they will look to operate in even higher stress and more complex environments. Teams take pride in successes but avoid arrogance. Mentally tough teams and people do not miss suspenses (deadlines), assignments, training, or exercises. Mental toughness helps the team better respond to

intense circumstances because they have practiced in extreme but non-consequential situations. Among the sources of self-confidence, mental and physical preparation has been the most important predictor of confidence in different groups, so it can have the greatest effect on increasing mental toughness (Wilson, 2000).

Mental toughness is about discipline. To achieve it, teams must set and reach goals. Elite teams continually do more than is adequate to carry out the task. They go the extra mile, they study longer, they work harder, and they serve others beyond what is expected. This is a daily occurrence. They strive for excellence in everything they do in life. When setbacks happen, they never stop analyzing and driving toward their goals. They resolve to do better and move forward. They consistently aim to surpass standards; they do not merely meet them. Positive habits build the foundation of mental toughness. Factors influencing the development and maintenance of mental toughness included (1) skill mastery, (2) competitiveness, (3) prior successes, (4) competitive experience, (5) education and expert guidance, (6) psychological skills, (7) a social support system, and (8) reflective (deliberate) practice (Connoughton, Hanton, & Jones, 2010). For elite warriors, mental toughness comes with a warrior mentality and can be developed.

Physical Toughness. The nature of the missions of elite tactical teams is very physically strenuous. This strain on the body can cause physical exhaustion and

emotional discouragement. There has been a tendency in the past few decades to lessen the discipline and exertion of effort for scholars, athletes, and soldiers. This has proven not to be a benefit to those individuals. Ebrahimi (2017) determined when an athlete is constantly under environmental pressure, they become stronger both physically and mentally with time. It is well known that the body gets stronger by progressively stressing it (along with adequate rest periods) over time. Tactical teams need physical exertions to grow physically, psychologically, and passionately.

Emotional Toughness. Emotional toughness is necessary for warriors when they witness depraved acts, see their friends get hurt or killed, and when they may be separated from their families for extended periods. Emotional perception, assertiveness and emotional management are higher in elite business and athletic groups, than those considered to be ordinary (April, Lifson, & Noakes, 2012). This increased emotion stress can build team cohesion when the team is strong and resilient.

Spiritual Toughness. Anyone who has witnessed elite teams in practice will eventually observe that some teams, and individual members of those teams, perform so far above the other competitors that it seems that there is something deep within those individuals that cause them to do so well. Some may call it concentration or being in the “zone.” Others will contend there is a supernatural or spiritual component to their elevated performance. Dillon and Tait (2000) found that along with good coping skills, there was a relationship between spirituality and being in the zone in

sports. Spiritual toughness is related to meaning. Maslow (1962) believed the meaning in life helps overcome great challenges (he survived the challenge of a Nazi concentration camp). He referred to peak experiences as cosmic, pure psyche, absolute, and even ecstasy-related experiences. He argued that self-actualizing people, “those who have come to a high level of maturation, health, and self-fulfillment” (p. 43), experience peak experiences more often.

Trust

The teams need trust in tough situations. Teammates need to know that their leader as well as other teammates will adequately and responsibly perform when called upon. There should be no question in the minds of anyone that everyone on the team has the ability and the will to do what needs to be done when it is needed to be done. Without that, trust does not exist. Trust is the willingness to be vulnerable to another person (Gottfredson & Aguinis, 2017). Being vulnerable to each other while being strong in encountering opposing forces makes for sustained success. Being trustworthy can be a source of competitive advantage (Barney & Hansen, 1994). Teams, whether on the playing field, the battlefield, or in the home, will be more successful if the members of the team are trustworthy while having trust in each other. Leaders and teams gain trust in each other by maintaining an atmosphere of fairness, faith, integrity, and dedication to the team (Northouse, 2006). Trust is an act of faith. Self-sacrificial behaviors with the team also builds trust (Conger & Kanungo, 1998).

Competence and strength

If virtue is values acted upon, then competence is knowledge acted upon. In other words, performance. For elite teams, performance is typically exceptional.

Competence acknowledges that certain skills, resources, approaches, and techniques can strengthen the moral “muscle” to push through the pressures (Basik, 2019).

Competence is the ability of an individual to do a task properly. Competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation, and development of the behaviors in individual team members.

Competence results from having a well-defined approach:

- Know what helps and what hurts success
- Building positive narratives
- Eradicate justifications
- Critical thinking

The warrior not only possesses knowledge, but also wisdom, especially in tactical situations. Confusion, chaos, and seeing his friends get hurt or killed cannot distract him from accomplishing the mission and taking care of the team. Critical thinking is the analysis of facts to form a judgment. It includes the rational, skeptical, unbiased analysis or evaluation of factual evidence. Critical thinking is self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and a mindful command of facts. It entails effective communication and problem-solving abilities, as well as a commitment to overcome

natural egocentrism and sociocentrism (Moon, 2008). Innovativeness is acquired through development of critical thinking (Chubik & Zamyatina, 2013).

Intelligence

Intelligence has been defined as the capacity for reasoning, comprehension, self-awareness, learning, emotional knowledge, logic, planning, innovation, critical thinking, and problem solving (*Random House Webster's college dictionary*, 2001).

Tactical teams put intelligence to work in practical ways. They use such intelligence in a continuously changing and perilous environment.

Knowledge

Elite teams are masters of knowledge and skills. A well-disciplined team will continue to improve in advance of the competition. The members of the team will continually endeavor to improve individually and collectively as a team. ETTs master their situations by mastering the competencies, skills, and knowledge required for their position and specialties. At the same time, they need to be constantly changing and improving to meet new and unknown challenges. Continuous improvement and pursuing knowledge are common in elite teams. Members of elite teams have a love of learning. They learn intensely and continuously.

As individuals, elite athletes and warriors are philomaths, or lovers of learning. A group of philomaths with structured knowledge sharing, mentoring, and communication systems and techniques could be called a learning organization.

ETTs demand leader competence. Nowhere is that more critical than in perilous conditions. Without leadership competence, no amount of legitimate or legal authority is likely to command respect or obedience in a setting where life and limb are on the line, whether that is in warfare or any other dangerous situation. Critical settings demand leadership that is unambiguous, assertive and pointed.

Competence is the necessary building block for team confidence. Participants indicated that selflessness and humility are at the core of elite teams and their leaders. These characteristics are not merely what a leader and team should accomplish, they epitomize what they should be (Kolditz, 2009).

The pursuit of knowledge helps individuals and teams to be more creative. People who make the pursuit of knowledge a priority are better able to make intellectual connections that assist them not only in knowing what to do, but why they do what they do. Their knowledge can eventually expand exponentially because of the connectivity to other morsels of knowledge already learned. They are also able to analyze problems more quickly and intelligently. As they study and pursue knowledge, they compile a considerable reservoir of knowledge and can be quickly and effectively retrieved to resolve problems and create ideas that work.

The teams realize that mastery always means continuous improvement. Mastery and mediocrity are on a continuous improving or degenerative cycle. The constantly

churning cycle is either a cycle up towards the mastery of skills, knowledge, mission success, and achievement, or a cycle down towards mediocrity, apathy, incompetence, and arrogance. Even a plateau in ability is really a gradual descent into mediocrity. Leading edge teams engage in daring exercises that create cycles of positive change that inspire action, resulting in individuals and teams flourishing in their fields of endeavor.

Love of learning

A love of learning can come in many forms (classroom, field exercises, personal study, etc.). Adult learning occurs most often through encounters with colleagues who have skill sets that they can share with each other. This allows teammates to discover new skills, ideas, and procedures that are useful to the team. Teams that can simulate tactical scenarios then discuss ideas and experiences together is a common training practice with ETTs. This is normally the best way for tactical teams to learn (Pasmore, 2015).

Skills

Skills can be acquired through a process of individual and group knowledge acquisition, deliberate practice, coaching, mentoring, and a system of evaluation and reevaluation. The Center for Creative Leadership (McCall, Lombardo, & Morrison, 1988) created a widely cited heuristic known as the 70-20-10 learning development model to help describe how individuals learn and develop in a business environment; recent research has supported the model's validity (Day & Antonakis, 2017). The model suggests that 70% of learning in business occurs through experience, 20%

through mentoring relationships, and only 10% through formal pedagogy. Pasmore (2015) says that the mentoring relationship is the key that unlocks the learning value of experience. Therefore, approximately 90% of leadership learning on the job happens through experiences exposed and contextualized under the guidance of a mentor.

Wisdom

Socrates stated that “education is the kindling of a flame, not the filling of a vessel” (as cited in Plato, 350 B.C.E/2018, p. 14). The wise don’t just learn what they need to know to accomplish the tasks required of them but are figuratively on fire to both learn and understand the world around them.

Compassion and strength

The tales of compassion of the special operations community towards the less fortunate are very moving. Compassion can be defined as the benevolent mindfulness of others’ suffering together with a desire to alleviate it (*Random House Webster’s college dictionary*, 2001). Just as courage stands by others in challenging situations, compassion stands with others in distress. Compassion comes close the very core of moral consciousness and empathy for others. The team looks outward and displays compassion for and connects with others. Ehrenfeld and Hoffman (2008) declared that people connect in four key ways: (1) intrapersonal, a connection to self; (2) interpersonal, a connection with others; (3) inter-organizational, a connection with other organizations; and (4) natural and societal, a connection with society and the world.

Cooperation

Cooperation is vital to ETTs. In any type of team, but most especially elite tactical teams, collaborative or interdependent actions are critical components of team interaction. Anyone who has ever been on a team knows some members are less collectively oriented than others, and that the tendency to ignore task inputs from others is one factor that contributes to poor team performance. In a study by Driskel and Salas (1992) differentiating collectively oriented versus egocentric team members, they found that collectively oriented members (good team players) have a vastly different impact on performance than do more egocentric members (non-team players). Their experiments confirmed that collectively oriented team members were more likely to attend to the task efforts of other team members and to improve their performance during team interaction than were egocentric team members (Driskell & Salas, 1992).

Helpfulness

Participants stated that the best teams are helpful to each other and those they serve. Helpful people are benevolent and caring. Karakas and Sarigollu (2012) defined benevolent leadership as the process of creating a virtuous cycle of inspiring and initiating positive change in teams through (1) ethical decision making, (2) creating a sense of meaning, (3) inspiring hope and fostering courage for positive action, and (4) leaving a positive impact for the larger community. The spirals created are self-generating and self-supporting patterns of performance that “mutually and continuously strengthen each other” (Karakas & Sarigollu, 2017, p. 5).

Love

Love is not a feeling, but an emotion. According to the Greeks, love is divided into three different distinguishing categories: (1) Eros, erotic love, (2) Philia, communal love, and (3) Agape, the idealized godlike love toward humanity (Solomon, 2006). The type of love described and experienced by members of elite teams mainly falls into “philia” (friendship). Philia can be extended to parents, children, teams, and the broader community.

Some may question whether love is experienced on ETTs. Most of the participants expressed masculine affection for their teammates on their athletic team or military units. My own experience verifies their sentiments. Masculine affection in ETTs is essential for survival of tactical teams and the larger society. A lack of the masculine qualities of leadership, decisiveness, discipline, and courage are destroying the western family, churches, and culture. Fortunately, those qualities still exist for the most part in tactical teams. Cultivating a constructive combatant culture means building respect for masculinity and the masculine virtues. Masculine love is what drives young men to win in athletic competitions, challenge bullies, fight just battles, save lives amid chaos and calamity, explore outer space, build businesses, stand up for religious principles and freedom, and create strong families (Loudon, 2019).

Forgiveness

Forgiveness of honest mistakes is essential in tactical teams. In tactical environments (or just training for tactical scenarios), mistakes will be made and made often. The best teams embrace errors as a source of learning and discovery. Perilous and

explorative activities are expected to produce the unexpected, including errors. Errors are incorporated as part of the ongoing action. Learning from errors has the potential to be integrated into new patterns of learning activities. Patterns of activity that are working well can be duplicated, amplified, and expanded until mastery is attained. Forgiveness of each other on the team is part of the cycle of learning.

Courage and strength

In speaking of courage and strength, U.S. Army General George S. Patton once stated, “If bravery is a quality which knows not fear, I have never seen a brave man. All men are frightened. The more intelligent they are, the more they are frightened. The courageous man is the man who forces himself, in spite of his fear, to carry on” (as cited in Covey, 2006, p. 83). Courage compels us to step *up* to face our fears and *out* from our security zones and into unfamiliar terrain. Courage is not the absence of fear, but the recognition that something else is more imperative than fear. Fear inhibits innovation and action, and it eschews difficulties. Fear can be beneficial as long as it does not overwhelm and defeat us. Fear may aid in tactical survival, but overcoming it contributes to tactical success. Rationality in confronting fear helps carry on toward positive action. Fear can be, and often is, irrational. Caution, on the other hand, is based on prior information and intelligence about genuine hazards, but it still allows the team to take positive action (Solomon, 2006).

Courage for warriors is often displayed in visible ways in the competitions of life, such as athletic contests, domestic emergencies, and combat. It means giving all for a

good cause. It means giving to others. Courage may also be needed to do the right thing in a moral context. It takes courage to take career risks in order to do the right thing. It takes courage to endure public or political pressure over commitments or deeply held beliefs. Principled stands are ordinarily morally hazardous. It takes courage to take a stand.

Courage comes with strength. A person's strength may consist of better (1) physicality, (2) competence, (3) technology, (4) skills, (5) purpose, or (6) just pure grit.

Courage is associated with strength. A person who lacks or loses courage feels himself to be weak, unequal to the task. The courageous person vigorously attacks the challenges before him...[he] can abandon our negative attitudes and face life's problems with a confident attitude that allows us to act with faith and certainty. We can be willing to take risks when our objective is worthwhile. (Hawkinson, 2005, p. 163)

Courage or valor is the choice and willingness to confront suffering, discomfort, danger, ambiguity, fear, or intimidation. Physical courage is valor in the face of physical injury, pain, hardship, death or threat of death; while moral courage is the ability to act rightly in the face of widespread hostility, disgrace, humiliation, disappointment, or personal defeat (*Random House Webster's college dictionary*, 2001).

The classical virtue of fortitude (*andreia, fortitudo*) is also translated “courage,” but it includes the aspects of perseverance and patience. As Aristotle (350 B.C.E./1894) taught, we become brave by *acting* bravely or doing brave actions. He also taught that there is a difference between being aggressive and reckless, between courage and foolhardiness. He declared that courage is the *mean* that a person considers the possibility of acting with the acute knowledge of peril. He would consider it a vice if one has a shortage of valor (cowardice) as well as a vice if one had an excess of audacity (rashness). Courage is needed on elite teams because they take risks by virtue of what they do.

Courage is to act as one believes. A person with courage acts in accordance to his or her beliefs. Courage leads to action. Without massive and positive action and the courage to make positive change, the team will not achieve its ambitions. Without courage, an individual may be cognizant of an injustice, and even feel directly affected by the matter, but will lack the courage to openly express an alternative. Furthermore, a cowardly person will not stand against such an injustice. Courage also means the team remains confident in the face of impediments while at the same time, remaining humble in the exhilarations of triumph and top achievement. The team appreciates that true courage comes from deep conviction, and conviction from abiding faith.

Courage is required in elite teams. Significant hazards and risks are innate in these teams. Tactical teams do not have to be engaged in a tactical situation to encounter dangers. Even in training, these teams can run the risk of injury and death. Almost all the participants have faced danger and death and seemed to have grown from the experience. Many also state that courage can be infectious, as can be irrational fear.

Warriors love the pursuit of courage. Courage is the act of asserting that which disrupts, even though that very assertion threatens the warrior. We can affirm negation as being an image of affirmation. The paradox of courage in teams is when the team pursues that which threatens it (Smith & Berg, 1987). Forming a team gives form to the unstructured. A team creates that which previously did not exist. It changes into something it previously was not. Elite teams become more than the sum of their parts. Those without courage seek safety and security in control. They seek to control ideas, events, and people, limiting viewpoints and achievement. Those with courage understand that there is emptiness, meaningless, ambiguity, and risk in life, but they still continue on the pathway of truth, honor, achievement, service, integrity, and excellence to make life better for themselves and others.

Courage is necessary for all other virtues (Figure 10). Faith in themselves and in a transcendent purpose leads individuals to adhere to values that make a difference in their lives, as well as in the lives of others. Positive values that make sense to a team

of individuals can lead to the desire to live those values. Desire leads to the determination to do the right thing. Determination leads to courage to do what it takes to get things done. Courage leads to action, and consistent action causes values to become virtues. Consequently, faith leads to the courage to act. Sir Winston Churchill (1946) said, “Courage is rightly considered the foremost of the virtues, for upon it, all others depend.” And Aristotle (350 B.C.E./1894) explained that because courage makes all to the other virtues possible, that it can rightly be considered the mother of the virtues. Courage, therefore, is at the center of both leadership and virtue. Both leadership and virtue are dependent on individuals with the courage to act.



Figure 10. Centrality of Courage in Virtue Strengths

The application to courage may not lend itself to common sense and reason, but it will always lend itself to the heart and resolve. Still, in mustering the courage to do the right thing, one needs wisdom to give courage determinate form and intelligent direction. With wisdom, one needs the will to find the inner emotion that overcomes dread. Courage is the motivating power that can inspire one to *act* courageously when *feeling* terrified.

The different types of courage are physical, moral, and the type that helps us defeat our own internal demons and self-doubts. Another aspect of courage deals with the moral strength to do the right thing in all circumstances. Moral courage necessitates a strength of character to be prepared to suffer peril in order to act according to deeply held principles and beliefs. Moral courage empowers warriors to live with integrity, to act to maintain loyalty in the team and to perform duties with confidence. Other team members can trust warriors who have the courage to act in accordance with their values because they know their teammates are honest and have honor. Subordinates will not depend on or trust a leader who has good job knowledge, a good set of values and beliefs, and is loyal to subordinates, but who lacks the moral courage to put these skills, values, and beliefs into action. Therefore, a leader's moral courage provides the force of will to do what is appropriate, irrespective of the situation and the cost. In battle, this is crucial because leaders' moral courage and honor define the honorable and ethical boundaries that subordinates must operate within (Sweeny, Matthews, & Lester, 2011).

Faith

It takes courage to act and to travel an uncertain course. Faith is necessary to come up with the courage to perform. Faith is being certain of what one hopes for and assured of what one does not yet clearly see (Hebrews 11:1). Courage is the capacity to proceed, notwithstanding anguish. Heroic acts spring from facing significant threats of disaster, or even death. The unselfishly principled men who commit themselves wholly to a worthy cause while facing significant risks are genuine heroes. By placing others above themselves, the hero achieves inviolability. The paradox of courage is that one acts with full affirmation of risk, doubt, and fear (Smith & Berg, 1987).

Warriors, by necessity, have faith. Faith in themselves. Faith in their team. Faith in the invisible hand of providence. Most of the participants, when speaking of tactical situations, seemed to be willing to sacrifice for an unknown outcome. They wanted to have a chance to believe, to have faith that they could make things better for their team. A shared faith binds teams together in a way that cannot be duplicated by other means (Bennett, 1993).

Faith contributes to the form and substance of the ideals that steer the aspirations that individuals harbor for their lives. It affects the respect team members have for each other. Individuals without faith are adrift in the base desire for their own gratification and security. Faith contributes to team strength and their development of honor. Faith is necessary for optimism (James, 1902). Optimism is critical for the warrior.

Boldness

Warriors act boldly and decisively. They are not unmindful to risks, but they assess them seriously and do what they can to lessen the risks or make them irrelevant—then, they press on with the mission. To be bold implies a willingness to get things done despite risks. Boldness relates well to both faith and courage. Boldness is essential for warriors. It is the willingness to take on threats and act imaginatively with courage and confidence.

Warrior ethos

A warrior mentality, or ethos, is omnipresent in ETTs. This ethos is not only strong within military units, but any team that faces an adversary or situation that is both uncertain and challenging. Military units, athletic teams, and first responders will have more triumphs, if the warrior ethos is strong within those teams. Special operations teams prefer to live on the edge. On that edge, they can be both confident and confronting of their enemies and the chaos of their circumstance. They are action oriented and hard-wired for accomplishment while savoring danger. They are invigorated when they optimize their functionality, master their skill sets, and perfect their performance (Peterson, 2018).

Communications and strength

The leader and team must have a clear and compelling concept or vision that is concisely and comprehensively communicated repeatedly and throughout the entire organization and with outside stakeholders. Communication should conform with

what the U.S. Air Force calls “C3 Comm.” C3 Comm is communication that is clear, concise, and correct.

Leaders fail if they do not communicate well with their team. They realize that in a dyad relationship, communication goes two ways; however, a team of multiple players requires “all-way” communication. A leader’s strongest communication tools are his or her actions. Leaders should communicate early in the formation a team, including the leader’s first communications with the team. The culture of the team needs to be established early through communication and engagement. The leader should assist the team to have a clear concept of the prototype team, then communicate that ideal prototype continuously in team interactions. The following are steps to high impact communications:

- Listen to learn
- Ask questions
- Paraphrase and recap
- Confirm understanding
- Be clear and concise
- Adjust communication style when needed
- Speak persuasively
- Develop an affable persona

Empathy

Many participants felt that having empathy with teammates helped team relations and understanding. Empathy helps with effective and open communication and emotional contagion. In effective team relationships, empathy is vital. Empathy allows people to identify the root source of problems. It can prove beneficial in developing continuous team performance. It helps individuals and teams excel (MacIntyre, 2015).

Candor

Candor is important in tactical situations. Leaders and teams need to be fully aware of their present situation. Communication must be accurate and truthful. When mistakes are made, they are admitted to and dealt with after the encounter. After-Action Reviews help teams to identify, admit to, and learn from operational errors. Some errors should only be analyzed one-on-one between leaders, mentors, and teammates. Candor is important in these meetings. Elite teams have neither the time nor the tolerance for deceit and obfuscation.

Teams can create a culture of candor. Candor in teams is about the free flow of information within a team. For any organization, the flow of information is analogous to the human central nervous system. The organization's effectiveness depends on it. A team's culture affects its capacity to compete, solve problems, transform, meet challenges, and reach goals, which varies to the degree that information flow remains strong (Bennis, Goleman, O'Toole, & Biederman, 2008).

Openness

Openness is the basic ingredient for team success (LaFasto & Larson, 2001). The team must be open with each other in both their attitudes and communication. Open and clear communications are important for teams entering into tactical scenarios. Team members must be candid and open, so teammates can comprehend as much as possible about the tactical situation. Leaders must communicate clear expectations about performance and accountability without communicating an opposition to hearing bad news. The complexities of the situation need to be well understood.

Team members who are open are willing to deal with challenges. They face concerns that need to be considered. Openness establishes an environment receptive to the exchange of ideas. In a team climate where communication thrives, the team can more successfully resolve performance problems and tackle the tactical situation that threatens them. A team that practices psychological safety can speak up, enabling clearness of thought and encouraging constructive conflict. Psychological safety mitigates failures, fosters innovation, moderates the relationship between objectives and performance, and enhances team member accountability (Edmondson, 2012). However, once a decision is made in the open and psychologically safe environment, the entire team takes ownership of it. Even if a team member disagrees with the decision, he does his best to see to its execution.

Outgoing

Being outgoing has been described as being socially confident (*Random House Webster's college dictionary*, 2001). Effective teams are open and speak their minds

while respecting each other and the leader. In good military, medical, and athletic teams, there is an abundance of opinions to solve a problem or approach a tactical situation, but once a decision is made to pursue one particular course of action, the others support the decision and do everything they can to accomplish the task or goal, even if they disagree with the decision. Members of elite tactical teams must harmonize action in uncertain, fast-paced conditions, and the extent to which they are confident speaking up with observations, questions, and concerns may decisively affect team outcomes. Team leader coaching, comfort of speaking up, and boundary spanning were associated with effective technology implementation with interdisciplinary operating room (OR) teams. The most successful OR leaders helped teams understand by conveying a motivating rationale for change and by diminishing apprehensions about power and position disparities to promote speaking up in the service of the patient and for better learning (Edmondson, 2003).

Connection and strength

Great teams garner psychological connections with the individuals on the team. Years after their experience with an elite team has ended, individuals still hold to those emotional connections they had with the team. This is usually due to the respect, acceptance, and relationships that connected them to the team.

Acceptance

The compositions of teams change continually. In elite tactical teams, their environments and missions are highly fluctuant. Teams accept changing circumstances. Teammates accept each other. Being able to accept diverse people that

have disparate training and backgrounds is essential for good team relations and accomplishment. Also, teams will deal with people from various backgrounds and locations as part of the team's mission. They could be patients, fans, or even civilians in an enemy's country. Team members also need to be able to accept themselves and their own weaknesses and strengths.

Acceptance is the action of acquiescing to receive or accept something presented or someone different than oneself. Acceptance is the opposite of experiential avoidance. It involves an idea of being open to one's own feelings and thoughts without trying to alter their frequency or form. Experiential avoidance is a practice of avoiding or disregarding one's private experiences: emotions, feelings, and biological senses, or evading circumstances where distasteful private experiences tend to transpire (Hayes, Wilson, Gifford, Follette, & Strosahl, 1996). Acceptance not only discounts avoidance, but also inaction. In tactical situations, teams need to quickly accept changing circumstances and find new courses of action, but they must never give up or give in.

Developer

The primary purpose of a leader is to unite people to their purpose. When people see their work as important, they are eager to give of their unrestricted energy and personal power (Quinn, 2015). Leaders are developers. A developer takes a team from its existing condition to its ideal state. The team ideal, in terms of interactions, outputs, sustainment, knowledge, abilities, and mindsets, is the end state the team

endeavors to achieve. If the members of a team genuinely want to be great, they will practice, learn, explore, and develop into a group of individuals worthy of their ambitions.

Team builder

Elite tactical teams need members who are dispositionally prepared to be good team players. Individualists, if they cannot adjust to be a good team member and team builder, will need to be removed from the team, notwithstanding their level of talent, skills, and knowledge. Those talented individualists would be better suited in individual sports or professions where little teamwork is required. Being the isolated sage may be appropriate for them and their talents and skills. Great teams whose endeavors are in athletics, police work, medicine, or the military, have several characteristics in common:

- Teammates are acutely drawn to each other's accomplishment.
- There is a high degree of trust.
- There is mutual care and support among team members and leadership.
- There is shared leadership.
- The team relishes working together.
- They demonstrate synchronized interaction. (Cohen, 2006)

Respect

People tend to respond to being regarded with respect by raising their feelings and actions equal to the amount of respect they receive. Respect includes a spirit of reverence for individuals. It creates a sense of admiration for the human spirit.

Respect is realizing that every individual has the capability to develop to be great in their particular way. It permits for the person to progress and build their potential. Part of leadership is to communicate to people their worth and potential so vividly that they are motivated to see excellence within themselves (Covey, 2006).

Relationships

Positive relationships are important for the creation of elite teams. There may be substantial diversity of thought and backgrounds in teams, but great teams have commonality of purpose and seek good working relationships. Seers (1989) opined the quality of team relationships increase team excellence. Team-member exchange quality has been proposed as a role-making construct complementary to leader-member exchange (LMX) theory that emphasizes relationships among leaders and followers. In a later study, Seers (1989) found higher levels of team-member exchange quality, increased cohesiveness, team proficiency, greater gratification with team members, and general job satisfaction. This was especially true for self-managing teams (Seers, Petty, & Cashman, 1995).

It is also clear that relationships have emotional effects on the team and its performance. In *emotional contagion hypothesis* (Hatfield, Cacioppo, & Rapson, 1994), leaders and other team members that experience attitude reflection and more positive moods are more likely to be united (Sy, Cote, & Saavedra, 2005).

Unity

A championship basketball team runs a full-court fast break capped by a decisive dunk. A police SWAT team encircles an agitated suspect barricaded inside a house. A U.S. Army Special Forces team conducts a dangerous clandestine mission flawlessly, yet no one outside the military command structure will ever be aware of its success. A trauma surgeon and his team save a woman's life in a seemingly flawless operation. One cannot watch such elite high-performance teams operate without wondering how they can function with such unity and in such a synchronized manner. Unity is very apparent in well-functioning elite teams. Elite groups think about and talk about working together frequently. They perform together almost without individual egos, yet their individual confidence is high. They display fierce effort individually and collectively to arrive at such a near perfect state. Once arrived at that state of excellence, they keep vigilant maintenance. Effective teams are unified in their overriding compulsion to excel. Elite teams resist the egotism rampant in their fields (normally by less accomplished individuals and teams). It is well known that unless individuals unify and help each other, they have little chance to graduate Ranger School, BUDS, or the Special Forces Qualification Course. In a unified team, anyone who does not work hard all the time is abjured. In unified teams, everyone knows their jobs in detail as well as the assignments of their teammates and they continue to perform relentlessly. Unity is very visual in elite teams. Unity makes a team complete.

Honor and strength

Honor is a broad but necessary attribute for elite teams. It comprises the virtues of transcendence, integrity, justice, gratitude, humility, and conservatism. It is a necessary incentive for virtuous behavior (Olsthoorn, 2011).

Conservatism

Conservatism does not mean resistant to change or hubristically holding to a lifestyle or culture that inculcated the individual due to accidental circumstance. It does not connote caution, bias, or a conformist attitude. True conservatism is not resistant to inevitable change. It does mean that individuals and teams live by a set of proven principles, solid values, and high standards. Conservatives are modest. They are respectful. They tend to honor traditional customs. Conservatism in the tactical sense means that the warrior is an agent of change and is willing to take significant risks while being guided by idealism coupled with enduring and proven principles.

Gratitude

Gratitude is a human strength that enhances one's personal and relational well-being and is beneficial for the entire society (Al Taher, 2016). Gratitude is necessary for great teams to come together.

Honesty

Honesty is expected for military, government, and business leaders (Oaks, 2016). Honesty is important, especially in tactical teams. Without honesty in tactical situations, leaders can make erroneous tactical decisions. Making the wrong decisions will lead to failed missions and conceivably the destruction of the team. To be honest

is to be real, genuine, authentic, and bona fide. Honesty expresses both self-respect and respect for others. Honesty infuses hearts with openness, dependability, and candor; it expresses a disposition to live in the light. Deceit breeds tension, whereas honesty builds trust. Whether in work or in deed, if we are honest, our intent cannot be to deceive (Covey, 2006). Like most virtues, the more honesty is employed, the more it becomes an established disposition. Honesty is a fundamental requirement for social interaction and exchange, for relationships, and for strong teams and societies. Honesty is the keystone that holds an organization together (Phillips, 1992). It is also fundamental to individual morality. To be a truly virtuous person, one must first be honest (Bennett, 1993).

Humility

Though a strong degree of self-confidence and high self-esteem are essential for the warrior, humility keeps him balanced and improving his abilities. Humility (along with honesty and integrity) was the most frequent virtue mentioned by the study participants. The reason seemed to be that humility engenders growth in the individual and the team. It helps with relationships within the team. It keeps the team learning, progressing, and mastering their knowledge and skills. Humility is critical to good leadership, as most of the participants in the study realized. Even among the most famous and highest-ranking participants, humility is an esteemed and essential virtue. Those same participants acknowledge that humility was lacking in many who exercise power.

Integrity

One of the participants asserted unapologetically, “integrity is everything.” It certainly is to those who practice it. The word *integrity* means to be integrated around principles and tenets. It means completeness, cohesion, and seamlessness within oneself and the team. Individuals with integrity are those whose words match their actions and whose conduct illustrates their ideals. Their honesty and ethical principles can be trusted unconditionally. They honor commitments. They are trustworthy. They are known for doing the right things, for the right reasons, and at the right times (Covey, 2006).

In mathematics, an integer is a whole number that is not divided into fractions. In elite teams, the team as a whole and its individual members are not divided against themselves. They do not advocate one thing then do another. Their values and actions are congruent. While numerous tales of integrity have been told of elite teams and their members where others could see and tell of their honor and heroics, often the most potent illustrations appear in the silent stillness of a secret moment when no one was looking. Integrity is an everyday choice, and an everyday way of living. It comprises consistency and a resolute adherence to principles, values, and virtues. Integrity means choosing the hard right over easy expediency.

Justice

Justice, in its broadest context, includes both the attainment of that which is right and the philosophical discussion of that which is good. Fairness and justice are crucial for positive team identification and cohesion (De Backer et al., 2011).

Modesty

See Humility.

Self-Sacrifice (selflessness)

Participants spoke credibly about selflessness and self-sacrifice. Long standing businesses, successful elite military units, and sports dynasties are concerned with the long-term effects of their consistent performance. Selflessness and self-sacrifice are the trademarks of elite leaders. According to Plato (375 B.C.E./1929), leaders motivated by self-interest were not suitable for leadership. He stated that leaders should be lovers of wisdom. In elite teams, there is little social loafing (allowing others to carry most of the load). Members carry the burden with the rest of the group. They work as if the entire matter hinged on them only.

Losada and Heaphy (2004) discovered that the highest performing teams found a precise equilibrium of inquiry versus advocacy, and concern for self versus a concern for others. Whereas, poorly performing teams narrowly concentrated on self-centered advocacy and concern for themselves only.

Temperance

Temperance is necessary for the warrior. Temperance is the moral virtue that moderates the allure of pleasures and provides equilibrium to the team. It ensures mastery over impulses and maintains desires within the confines of what is right and honorable. It is moderation in action. Temperance has to do with knowing and doing what is right. Aristotle (350 B.C.E./1894) saw temperance as the mean between

excess and defect. He pointed out that every argument finally rests on something that cannot be proven, and that it is the mark of an uneducated person not to realize that (Toner, 2000). Temperance allows the warrior to make better decisions. It helps him to show restraint toward his enemies after his friends have been wounded or killed. It allows him to do the honorable thing after the passion and losses of an intense fight.

Transcendence

A transcendent cause is the foundation of any true warrior. The transcendent cause is the warrior's reason to be. It is the invisible hand that drives achievement while enduring hardship. There should be a transcendent cause embraced by all professionals and in all professions individually and as a team. A transcendent cause may be a result of religious faith, of personal connectedness with team members, or of any number of ways a team collectively transcends into feelings and faith that reach heights that can only be described as spiritual. The spiritual component of elite teams is very real, even among members who do not consider themselves as spiritual or religious. Superior leaders will understand the spiritual sphere of transcendence. Spiritual leadership theory (SLT) is a leadership theory for team transformation intended to engender an intrinsically inspired learning organization. Spiritual leadership comprises the values, virtues, mindsets, and actions required to intrinsically motivate self and others in order to have meaning in the lives of team members, as well as a feeling of making a difference (Fry, Vitucci, & Cedillo, 2005). SLT relates to virtue in the sense that virtue and virtue theories are based on the notion that sound character builds a substantive moral foundation for one's actions.

A transcendent cause is fundamental to any true warrior, fundamental to anyone who cares for other people, and fundamental to anyone who acts in a magnanimous manner. High performers with a transcendent cause become shimmering lights to those around them. They also are lights unto themselves. Their actions affect others outside the group, whether those actions touch others directly or whether they simply stand as a shining example that others can venerate and imitate. Individuals who perceive their careers to be consequential and meaningful feel greater degrees of satisfaction than those who perceive their work as having little value beyond a salary (Hackman & Oldham, 1976).

Trustworthiness (trust, truthfulness)

Trust was mentioned by multiple participants and is essential. Trust is one of the most important of all virtues. Other virtues stem from trust. Leaders need to have trust in their subordinates' knowledge and ability to make split-second decisions in undertaking the mission and doing their duty. Team members need to have trust in the leader and his or her decision-making ability to provide support, as well as give them the tools needed to complete the task at hand. Trust is normally granted freely, but if team members develop negative attitudes, fail to meet standards, and make serious mistakes, they will be asked to exit the team.

Proposition 6—*Abiding by foundational philosophies, practices and virtues make for more independence of action and sound tactical decision making.*

“Indecisiveness is weakness of character.”

~Gen. Carl Spaatz, USAF (ret.) (as cited in Puryear, 2000).

Successful tactical decision making is directly proportional to effective decision making and planning in non-tactical scenarios. In asking about decision making in a crisis situation, most participants spoke of preparation and development of team attitudes, resources, and relationships before the crisis. Here are some of their responses:

- Participant 1—“Make sure the decision is moral. Have everything you can possibly need (e.g. massive fire superiority in combat). Follow METT-TC. (METT-TC is a mnemonic used by the United States Military to help leaders remember and prioritize what to analyze during planning and organizing phase of an operation. It stands for Mission, Enemy, Terrain, Troops available, Time, and Civilian considerations).”
- Participant 17—“I always check my ego...be humble...know my strengths and weakness (and those of the team) ...constantly train to be prepared for anything...know what works and what does not through training and self-evaluation.”
- Participant 32—“The elite have an achievement base motivation, whereas, average teams have a fear-based motivation. In the Civil War, Robert E. Lee was achievement-based in his motivation. He focused on success. He did what he could to get the job done. He was constantly learning. Finally, he was willing to take risks and didn't fear uncomfortable predicaments. Contrast Lee

with (George) McClellan. McClellan was a perfectionist to the point that he was fearful of making mistakes, even though he had tremendous advantages over the Confederate generals he faced. That fear caused enough inertia to make his army move very slowly, if at all. He was risk adverse and focused on his fears. One can liken this to elite teams. Perfectionism in tactical teams becomes destructive...nothing is ever good enough. Elite teams can be less talented than their opposition but are willing to take risks and experience the thrill of achievement through a culture of positive reinforcement.”

- Participant 34—“Values need to be part of the decision-making equation.”
- Participant 38—“The best teams experience crisis and come through better than they otherwise could be. That makes for an elite team. Teams that experience adversity can come back stronger. The teams that come together are those that already have inculcated core values. They need to be taught *before* the crisis. (He likens it to pruning plants). They are better for the adversity they go through.”

Preparation and proper decisions

The U.S. Army invented the acronym VUCA in the 1990s to describe the post-Cold War operational environment: Volatile, Uncertain, Complex and Ambiguous (VUCA). Confronting a VUCA environment, the Army developed doctrines and practices that permitted leaders at all levels to effectively take action. The concept of VUCA has since been adopted by leaders in contemporary business corporations to define the nature of the world in which they function, including the following:

- The accelerating rate of change (volatility);
- The paucity of predictability (uncertainty);
- The increasing interconnectedness of cause-and-effect influences (complexity); and
- The strong possibility for misreads (ambiguity). (Forsythe et al., 2018)

Dynamic environments demand that tactical leaders possess the mental dexterity to think decisively in ambiguous circumstances and make decisions successfully in the absence of predictability. Developing agile thinking rests upon precise training and instructional methods. When possible, the decision maker gets input from the people closest to the action before making a tactical decision. He may delegate local control to the leader who is face-to-face with the problem. For ETTs in fluid situations, the designated decision maker may have to decide on a course of action instantaneously, and with little or no input from others. Often, these leaders are required to take preliminary action, assess the results of that action, then immediately act again. In the tactical environment, information is unceasingly flooding in. There is no real final analysis. There may be temporary sessions at the end of an engagement, but for today's elite teams and their leaders, the tactical norm is to act, assess, act, reassess, act again, and so on. Action itself becomes one more way to gather intelligence, which becomes the basis for more action.

Agile thinking is not an action that can be executed by edict; rather, it is a cognitive capability that must be developed. As both a construct involving cognitive functioning and one defined by unpredictability and complexity, mental agility requires instruction and developmental methodologies that extend outside traditional tactical training techniques (Becker & Schatz, 2010). Instead, research and practice indicate that structuring learning to foster mental agility should encompass training that (1) recognizes existing thinking defaults, (2) disrupts thought patterns to create discomfort, and (3) immerses learners in cognitively challenging learning experiences that involve intelligent practice and understanding metacognitive stratagems. Suffering disruption and discomfort in learning activities positions tactical leaders to maintain mental equilibrium when challenged with uncertainty and ambiguity in tactical situations (Johnson, 2019).

Situational awareness

In tactical situations, the leader and all team members must make critical decisions in an instant. Various ideas of the participants were summarized into eight logical steps. I developed eight decision steps from the results of this research. These steps may be used in trying to solve problems and learning from them:

- Clarify the problem.
- Break down the problem to its core components.
- Set an improvement target.
- Determine the root cause.
- Develop countermeasures.

- See countermeasures through.
- Confirm results and the procedures for attaining them.
- Standardize team procedures with what was learned.

Team and tactical planning

Planning for elite teams falls into two general categories: (1) Non-tactical planning, designed to prepare the team for success before engaging in tactical contests, and (2) tactical planning, designed to direct the team during tactical contests.

Team planning (non-tactical)

Former Army Chief of Staff General Dennis Reimer has outlined five key strategies that he used to position the U.S. Army for success in a radically changing defense scenario:

- Shape the culture around mission and values.
- Leverage technology.
- Align organizational structures.
- Establish a learning organization.
- Develop leaders at all levels.

Shared standards

The best teams come together to share information, perspective, and insight to make decisions that help each warrior do his duty to the utmost. Finally, the best teams reinforce performance standards for each individual as well as for the entire team (Katzenbach & Smith, 2009).

Shared goals

Elite teams are placed in a dynamic environment in which tasks are highly interdependent. Individual actions must be coordinated involving the team objectives and with regard to the actions of a hostile force. A key challenge for any team is achieving team coordination; that is, arranging team members' actions so that, when they are combined, they are in proper relation for effective team performance. A precondition to achieving team coordination is effective communication between team members about tactical plans and the roles and responsibilities of each team member (Eccles & Tran, 2012). It is crucial that elite teams have common goals that are achievable and that all team members can support. Most elite teams will periodically establish shared team goals at the beginning of the season, at an annual meeting, or anytime there is a significant change in the team's personnel or composition. Some participants emphasized the importance of shared team goals and aligning them with the individual goals of the respective team members. Goals should be specific, measurable, achievable, relevant, and set within a specified timeframe.

Tactical planning

In planning the team for tactical operations, the team will, by the nature of their mission, face intermittent and significant uncertainty. In planning for tactical operations and, to a certain extent, more routine operations, teams need to distinguish between mitigable ignorance of pertinent but knowable information (i.e. epistemic uncertainty) from aleatory uncertainty (i.e. immitigable indeterminacy), but not complete unpredictability (Packard & Clark, 2019). Each situation and tactical

scenario that a team confronts is unique. Team members need to be able to adapt to changes in the situation in an instant.

Situation

The team learns all it can about the situation and the opponent that will be faced.

They will understand the mission and the environment. Situational awareness and factual grounding enhance the quality and the rate of decision making (Eisenhardt, 1989).

Mission

Understanding the overall intent of the mission and how it fits into the bigger picture is important for the team to be clear on what and how they are supposed to accomplish their mission.

Priorities

Tactical planning usually involves particular priorities of the mission. Depending on the mission and circumstances, some things are more important to accomplish than others. When an opposing tank platoon is headed your way, suddenly a man with a pistol has less priority. Although that example is patently obvious, other scenarios may not be. The team must already have their priorities firmly established going into a tactical contest. Contingencies should also be established. During the contest, tactics are in flux, so priorities need to be kept in mind to deal with the immediate situation while understanding the “big picture.” The assessment of problem solving by tactical teams presents a compelling and significant challenge to students of human behavior. Individual and team problem solving have much in common, but some processes of

problem solving are more open to review within teams because team members must explicitly share and communicate mental interpretations of the problem-solving environment with one another. If time permits, simulations have been found to account for a substantial portion of tactical team success (Fletcher, 1999).

Strategy

Team strategy is how the team will achieve their vision, their ideal state, or their model to achieve greatness. Strategy is the long-term plan to achieve the ideal state and goal achievement. Strategy is based on present situational realities and possible future difficulties. It recognizes both opportunities and threats that may cross the team's path. Planning strategy needs to involve all functional areas and leadership levels of the team. Leadership must not be blind. Details at all levels need to be considered to make broad, global plans and decisions that lead to mission success and concept realization. After devising a number of strategies (termed courses of action in the military), the primary decision maker, with the help of the team members (time and circumstance permitting), will choose the best strategy for the team.

Practice

Practicing the plan allows for smooth execution if the plan goes well. However, there is an adage in military circles that says, "No plan survives first contact." If that is so, why practice the plan, or even plan in the first place? By planning and practicing, the situation becomes clearer and it allows for both execution failure in a safe environment and continued insights on various courses of action that may work better. In athletics, most teams develop game plans; however, during the course of the

game, good teams make necessary adjustments. Depending on the situation and the course the contest is taking, these adjustments can range from minor changes to shifting to an entirely new course of action. Prior deliberate practice makes these adjustments much easier. The better the planning and the practice, the better the team can meet the changing challenges and unfamiliar situations.

Being deliberate in planning and practice means training both physically and mentally in order to accomplish the mission. Preparing for missions is more than just skill training. It is comprehensive. It includes gaining knowledge and practicing skills, tactics, and likely scenarios, but also the practicing resiliency, toughness, and the mental and emotional aspects of the tactical contest. Individual differences, even among elite performers, are closely related to appropriate amounts of deliberate practice. Many characteristics once believed to reflect innate talent are actually the result of intense practice (Ericsson, Krampe, & Tesch-Romer, 1993).

Visioning

Great teams can visualize accomplishing the mission and the way it will be accomplished. While visualizing, teams can be victorious every time. Vision and visioning are terms now used around the world in planning practice and theory. They refer to a variety of strategic planning techniques and are used in more general discussions of planning. These terms (vision and visioning) are used by planners as though their meanings were clear, but their concepts have not been seriously examined. One study traced the origins of the words and the development of the

concepts prior to their introduction into planning discussions. The intent is not to narrowly define the terms, which have a wide range of possible meanings, but to provide practitioners and researchers with a background to assist in making their own evaluations of vision and visioning as they are presently applied to planning (Shipley, 2000). The following are planning aids to help planners develop better tactical plans.:

- METT-TC—This is a mnemonic used by the United States Military to help leaders remember and prioritize what to analyze during planning and organizing phase of an operation. It stands for *mission, enemy, terrain, troops available, time, and civilian considerations*. It can aid the military planner to consider the conditions surrounds the plan that may have a bearing on it. METT-TC could still be applicable in a business context. The mnemonic METT-TC could be turned into ACETTOO, which stands for *aim, competitors, environment, team, time, and outside obligations*. The organization needs a core *aim* or mission (what is its reason for being). *Competitors* (those who are in the same product or service space) could be analyzed and studied. Our team may have a different approach, but we can learn from and model competitors in certain strategic ways. The business *environment* needs to be understood and considered when making decisions. Who is and should be on our *team*, including outside stakeholders? What are the time constraints on the mission, team, and environment? And finally, what are the team's *outside obligations* or what is their corporate social responsibility.

- Operational Risk Management (ORM) protocol—Tactical teams and their leaders look at each tactical situation differently. The tactical decision maker is considering the best way to carry out the mission while appropriately evaluating its hazards. First responders, the military, and others are trained to go through the ORM process to make good decisions. In going through the steps of ORM, decision makers need to have subordinate leaders communicate with them effectively so they have good situational awareness, in order to make the best tactical decision possible. Trust is important in ORM. The leader needs to trust the judgement of the subordinate, and the subordinates need to trust the primary decision maker.
- OODA (or the OODA Loop)—This is an acronym developed by a U.S. Air Force fighter pilot that stands for *observe, orient, decide* and *act*. It is intended to aid a combatant to make tactical decision quickly. The tactical leader must first assess the tactical situation (*observe*), understand where he is and how he can affect the outcome (*orient*), choose a course of action of those available to him (*decide*), then take deliberate action (*act*). After the action is taken, the leader observes the consequences and reactions to his course of action, starting the decision-making process (OODA Loop) all over again.

Proposition 7—*Elite teams do not stop striving in the face of disaster, difficulty and defeat. They hold to the belief that setback is transitory and that they should learn from it.*

Success is not final; failure is not fatal. It is the courage to continue that counts. (Churchill, 1946)

Of the 40 men who participated in this study, 16 had seen overseas combat, with 25 being in crisis situations where lives were in danger. The following is what some of them had to say about it:

- Participant 12—“Don’t be afraid to fail...Failure is okay as long as maximum effort was given.”
- Participant 24—“It is better to live with the pain of *discipline* than to live with the pain of *regret*.”
- Participant 35—“You need to shift focus from what is negative or can’t do to what you *can* do. The rules are the same for special operations as they are for business. To succeed you need to create a network of interconnectedness of diverse team members.”
- Participant 37—“Don’t be a victim. Keep on fighting. Take action....Adversity is a terrible thing to waste. Instead of PTSD (post-traumatic stress disorder) after a traumatic experience, we should look to developing to PTGD (post traumatic growth development). Most of the group of 591 prisoners in North Vietnam decided to have PTGD. They were very successful, including candidates for president, vice-president, congressmen, governors, local politicians, doctors, and preachers. Those who don’t do well have a victim’s attitude. They don’t take responsibility for their emotions. The elite maintain control. Harboring hate hurts the hater more than the object of their hate. One’s prison is in their own mind. We

(the POWs) lived the Stockdale Paradox (named for Admiral James Stockdale). Jim Collin's, in his book *Good to Great* talks about the duality of the adversity we went through (as well as others that went through hardship). On the one hand, we stoically accepted the brutal facts of reality. On the other hand, we maintained an unwavering faith in the endgame and a commitment to prevail despite the brutal facts. In other words, brutally understand the problem but believe you can get through and thrive because of the experience. What separates people is not the presence or absence of difficulty, but how they deal with the inevitable difficulties of life. The Stockdale Paradox says one must retain faith that he will prevail in the end and one must confront the starkest facts of his current reality, whatever they may be. One must maintain reality. The POWs maintained internal control while externally they lacked control. We controlled how we responded. We kept fighting. The Stockdale Paradox is a signature of all those who create greatness.”

- Participant 25—“A good team member wants to be in the middle of the action. They are willing to put themselves in harm's way, despite their fears.”
- Participant 35—“‘The only easy day was yesterday,’ was our motto in the Navy SEALs. One needs to have the ambition to be unstoppable.”

Adversity and achievement

As individuals, members of elite teams fear failure, and, at the same time, they are driven to excellence (Owen & Maurer, 2012). That fear of failure does not prevent them from acting. They know that past failures do not mean future results. Actual failure would represent the absence of continuing to strive. Failure does not prevent

them from continuing to struggle and achieve. They continue to have courage and a unique confidence that ultimate victory is still possible. Their confidence may ease the sufferings of their temporary defeat (Brown, 2000). When these teams fail, they learn from their failures and keep looking to the future. They learn to live with the discomfort of discipline, rather than to live with the pain of regret and shame. What others believe to be problems, they consider adventures. What others view as hindrances, they view as challenges (Grant, 1996). They understand and demonstrate the importance of humility while still striving.

Effort is virtuous, especially in the face of failure. Theodore Roosevelt, one of America's greatest and most famous soldier, statesman, author, and adventurer gave two statements on striving that are typical of the attitudes of elite warriors. Here is one statement from his writings:

I wish to preach not the doctrine of ignoble ease but the doctrine of the strenuous life; the life of toil and effort; of labor and strife; to preach that the highest form of success which comes not to the man who desires mere easy peace but to the man who does not shrink from the danger, hardship, or from the bitter toil, and who out of these wins the splendid ultimate triumph. (Roosevelt, 1900)

In one of his more famous speeches, given at the Sorbonne in Paris, France, on April 23, 1910, entitled "Citizenship in a Republic" (a.k.a. "Man in the Arena" speech) he asserted the following:

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives

valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end, the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.
(Roosevelt, 1910)

Proposition 8—*Elite teams expect both victory and success.*

No man is more unhappy than he who never faces adversity. For he is not permitted to prove himself. ~Seneca

Humility was a top virtue for the participants. In achieving success, the majority who were asked this question indicated the need to expect success in all of their endeavors, while at the same time remaining humble. There seemed to be no contradiction for the participants' expectations and confidence of success and their need to stay humble. Here are a couple of statements concerning expectancy and triumph:

- Participant 7—“Pursue excellence. Always be the best.”
- Participant 30—“Members of elite teams make each other better. Expectations are high. One becomes high performing by performing, not by talking.”

Elite expectations

Elite teams are judged mainly on their performance outcomes. Victory on the battlefield, the playing field, and in responding to a crisis is determinate on success not expressed desire or good intentions.

Winning in tactical scenarios helps to win in other areas. Good leaders help others to become leaders. A winning culture is contagious. The road is difficult at first but gets better with skill mastery and gaining confidence. With victories, one's faith, confidence, and self-esteem are enhanced. Positive culture is reinforced. Teams look to increasingly more crucial goals.

Teams that have expectations of victory (in their humble way) are much more likely to be successful. Feather (1965) tested performance when attempting a difficult task in relation to the initial expectations of success (along with test anxiety and the individual's need for achievement). He found that performance scores related positively to initial estimates of individuals of their probability of success.

Proposition 9—*Being a member of a high-performing team is important to its members. Individuals internalize the team's identity. Team exceptionalism is alluring to elite aspirants.*

I am a member of a team, and I rely on the team, I defer to it and sacrifice for it, because the team, not the individual is the ultimate champion. (Hamm & Heifetz, 2013, p. 23)

This concept was clearly crucial to the contributors, as their declarations reveal:

- Participant 1—“Elite...teams are a group of individuals that want to surpass their own weaknesses and be with other like individuals.”
- Participant 9—“The best teams are steeped in tradition.”

- Participant 11—“Individuals on elite teams are highly motivated. Many people want to be on the team; only a few make the criteria to make the team.”
- Participant 22—“A team’s reputation has to do with the quality of their enemy. The competition needs to be good. Victories over mediocre teams do not make for a high performing team. *Looking* good is not as important as *being* good. Unfortunately, many leaders are more concerned with appearances than with outcomes. The elite don’t show off, they perform.”
- Participant 29—“They are aware of their image in the sense that they live correctly. They do the right thing. They don’t take advantage to each other or their clients. They live by an established code. They go above and beyond.”

Making the cut

In many ways, recruiting for elite teams is easier than average teams. There are no shortage of aspirants trying get hired in top business firms, trying to make college and professional athletic teams, trying to join military special operations units, or students attempting to gain a seat in graduate and professional schools. Most aspirants feel it a privilege to be able to be counted in the ranks of the elite. Those making the decision as to whether one person is eligible to be on their team know they will be working with largely quality applicants. The burden on them is to ascertain who will be allowed to identify with the team and who won’t; then the real training and developing begins.

The elite code

All special operations organizations have their own codes of honor. As do many institutions of higher learning. Simply by having an honor code at a college or university diminishes incidents of cheating (Oaks, 2016). Most medical establishments, first responder organizations, and athletic teams of all types also use codes of honor. Businesses will institute core values in order that employee can have a goal to aim for. The codes are designed to create an exemplar or model of what an elite person should be. Codes emphasize ideal behaviors. These may be called codes of conduct, core values, team values, etc. The best teams have them, and they include statements about honor and values.

Honor

The word honor is seldom heard in today's general vernacular, but it is common for leaders of elite warriors. The word honor is infrequently used in today's English language conversations, perhaps because the meaning of the word has been changed and distorted over the years. The English word honor has emotional connotations for those who still revere and seek to be noble or principled. The word is directly derived from the Latin *honores*, meaning prizes or tokens of high esteem, such as important offices crowns, and panegyrics as tokens of appreciation for accomplishment. These *honores* gave the honoree increased status in the community and were intended to be meritorious gifts (Barton, 2001). Honor is adherence to what is right, or an observance to a standard of conduct (*Random House Webster's college dictionary*, 2001). Reliant on esteem for its past, warrior honor is a certain constancy, harmony, and refinement of the natural virtues of greatness of mind and extended benevolence.

Both virtues for the warrior are deeply rooted in and expressive of a common life for which he is prepared to die (Westhusing, 2003). Honor for the warrior accords with the virtues of truth and justice. One has honor if they are both courageous and moral (Department of the Army, 2010). Honorable character is essential in true leaders and in elite teams. For the elite Samurai warriors of Japan, honor was perhaps the most important of the virtues. They were taught to follow the words of Mencius, “Tis in every man’s mind to love honor: but little doth he dream that what is truly honorable lies within himself and not anywhere else” (as cited in Nitobe, 2017).

Leading and love

Jesus Christ described the standard for real love for a man when he expounded to his disciples that “greater love hath no man than this, that a man lay down this life for his friends” (John 15:13). According to Richards (1987), manly love, which constitutes a brotherhood involving “notions of service and sacrifice, frequently death on behalf of the beloved” (p. 93). That type of love tends to flourish in male-dominated and male-centered cultures (like military special operations, police SWAT teams, and athletic teams considered to be the toughest to play, such as rugby, American and Australian football, and the martial arts). There are numerous examples of such love in ancient Greek texts, medieval knights, and in many ancient civilizations. For example, Aristotle (350 B.C.E./1894) stated that love and friendship are best understood as altruistic desires, which is called *philia* (meaning close friendship or brotherly love in Greek). In elite teams, there is this deep friendship that makes the team members want to sacrifice for their mates. Many times, they make the ultimate sacrifice for

their friends and brothers. There are numerous examples where athletes sacrificed for the good of the entire team, where first responders risked injury and life for perfect strangers, and where special operators sacrificed their lives for their teammates.

These are examples of leading with love.

Team more important than career progression

William O. Darby, the commander of the 1st Ranger Battalion (Darby's Rangers), was offered promotion twice to a higher rank, but when he learned that it meant leaving his men, he refused the promotions, even though one came directly from General George S. Patton himself (Jeffers, 2007). The founder of U.S. DELTA Force, Colonel Charlie Beckwith, had a similar occurrence. He, along with a number of his colleagues, were more concerned about their respective units than getting promoted; therefore, none of them achieved the rank of more career-oriented officers (Beckwith, 1983). This same thing happened to many of our participants. When offered promotion, they refused it if it meant leaving their units. Also, here was a common feeling that many of the upper echelon of the military were political careerists and the best leaders usually didn't make general or flag rank, because they were more worried about leading their teams than punching their tickets.

The pseudo-elite

The pseudo-elite are those individuals who place themselves above others, despite their lack of accomplishment. Unlike the high performers who have proven themselves physically, intellectually, and emotionally, the pseudo-elite arrogantly imagine themselves, and indeed portray themselves to the world, as superior. This

despite the fact that many of them are where they are in their lives because of the efforts and influence of others, not because of their talent or hard work. These others may be family or, more specifically, their family money or influence. They may be powerful spouses, or hoodwinked voters, or influential associates. It simply may be simple dumb luck. Hanson and Heath (2001) commented on the “elite,” saying they “have no morals...(they) equate the accumulation of data with knowledge...inherited power with justice, titles...with dignity, and capital with talent” (pp. 154–155). They have transformed the landscapes of great institutions and nations for their own corrupt advantage, and those institutions and nations have degenerated because of it. The worst affected are academia, media, and government. Politicians make for poor elite operators and leaders. One notable participant contented the following:

It is very difficult to have elite teams in government, especially out of the military. Special Ops allow you to recruit the best and form great teams. In the civilian government and in support units in the military, it is much more difficult. I have been able to have much better people and teams at the McChrystal Group, and I believe private enterprise will usually outdo government. People need to comply with and buy into the vision of the organization or get out. That is much easier in the private sector. Also, the government bureaucracy can be very disloyal (his resignation and the disloyalty of the Obama administration came up. The General showed real class by acknowledging what happened, without disparaging the former president). There is a cost to most good leaders, they can be treated and disciplined very harshly for trying to do the right thing. People will simply make things up about the leader if they disagree with him or her.

The individuals and teams discussed in this research have succeeded and accomplished greatness (many times, literally) on level playing fields. Their elite status and notoriety have been earned, not inherited or purloined. The pseudo-elite,

while much more in the public eye, will never match the quiet professionalism and the decency of the truly elite.

Elite teams will be reviled

Stories were common with the participants about harassment of their team by persons not on the team or in an elite team category. Stories of college athletes being criticized, especially if their win-loss record was not perfect. Military special operators being harassed by higher ranking officers and non-commissioned officers that were in support or non-special operations units. This harassment has descended to the point the members of elite teams are being bullied on social media (Brady & Ortiz, 2013)

Negative emotion is a common experience for many people who find themselves out of the elite classes. The mediocre tend to justify their status. The competition for rewards, resources, and recognition drives much of the hostility and ill feelings that are associated with resentment and envy. In addition to reduced performance, dysfunctional consequences of negative emotion include stress, job dissatisfaction, withdrawal, retaliation, and poor citizenship (Dogan & Vecchio, 2001). Those who are unable or unwilling to do what is needed to be the best but are jealous of the achievements of the high performers can be very hostile to them for no reason other than their achievements. My own experiences confirm this hostility toward high performers I was constantly defending my special operators against higher ranking support officers.

Proposition 10—*As individuals and as teams, the elite seek mastery and perfection in both technical and leadership skills.*

If fear is cultivated it will become stronger; if faith is cultivated it will achieve mastery. ~Captain John Paul Jones

ETTs master their situations by mastering competencies, skills, and knowledge required for their position and specialties. Yet at the same time, they need to be constantly changing and improving to meet new and unknown challenges. Most of the masterful men interviewed had much to say about the subject:

- Participant 2—“They create cultures where the team seeks to develop habits of excellence.”
- Participant 7—“First, there must be a clear vision shared by all team members. That clear vision needs to be an image of what *right* looks like. In other words, the team needs to model perfection to arrive at excellence. A team can’t *do* what it can’t *imagine*.”
- Participant 24—“Make service and virtue naturally occurring. Practice those inner tenets until they are mastered.”
- Participant 29—“Continuity of team members is important. Mission, values, culture, standard operating procedures (SOPs), etc., not only need to be written down, but must be engraved in the minds of the team. This is mastery. Training needs to as natural as it can be. When in a tactical situation, the training kicks in and it is natural. Put the big rocks first (borrowed from Covey), make things simple.”

- Participant 30—“Great teams never stop learning and listening.”
- Participant 33—“Elite team do the basics well. They engage in deliberate practice that leads to precision and excellence...Great teams continue to pursue excellence. In the [U.S.] Navy, naval aviators conduct AARs with no concern for rank. If a pilot made a mistake, he is called on the carpet just like those of lower rank. Also, in SF AARs are brutally honest. Finally, their word is their bond; they want to always get better.”

Education and the elite team

Deliberate learning activities

Deliberate learning activities are explicit attempts to gain new information and skills from experience that clarifies the value of collaboration and makes the team aware of necessary mission details. Such activities include the receipt of intellectual information, skills practice, controlled experimentation, and modeling (Martin & Eisenhardt, 2010). All elite teams practice to learn new skills and continuously improve previously acquired skills. The byproduct of which is not just masterful skills sets for the individual team members, but team cohesion and confidence within the team. Deliberate learning activities are effective because they provide innovative information that expounds teamwork concepts and enriches concept quality. They bring to light needed details such as situational realities, needed task resources, and implementation ideas (Martin & Eisenhardt, 2010).

Scholars have suggested that teams conduct systematic reflection or postmortems of deliberate learning activities, significant projects, contests, incidents, mistakes, and major training or drills (Edmondson, Bohemer, & Pisano, 2001). Many of the participants held out the value of conducting After Action Reviews (AAR). The AAR is a U.S. Army pioneered technique to improve trust, collaboration, and continued learning after training exercises or tactical operations. General Stan McChrystal stated that the AAR helped him change the culture of his joint operations team during combat operations. The AAR addresses four key questions: (1) What was the goal? (2) What actually happened? (3) Why did what happened happen? and (4) How do we improve the next time? (Ivany, 2019). A successful implementation of the AAR requires one essential element: the courage to be honest.

The AAR is really an analysis your own team performance. It can be used by teams in the military, athletics, healthcare, the performing arts, and in business. It is a form of *appreciative inquiry*. The team, in an atmosphere of psychological safety, examines their performance in order to learn, become more aware, prevent errors, and look for the procedures, practices, and ways of doing things. The team examines both its successes and failures in order to honestly study performance. Situational factors are also examined to see how they affected positively and negatively the performance. This brings awareness to the leader and the team of outside factors that can both help and hinder execution. If team procedures are broken, the team experiments to

encounter the best procedure or drill for varying situations. If successful, replication of the procedures repeatedly rehearsed until they are mastered by the entire team.

Experimentation

The consistent winners in almost all endeavors will hold to proven practices and principles while embracing new ideas that could help the team improve and adjust to new realities. To know which ideas work for their particular team, they need to experiment. Experimentation is at the heart of Senge's (2006) concept of the learning organization, where individuals and teams challenge established mindsets, learn from experience, experiment, and develop greater collective competence in order to achieve superior performance.

Shared understanding

Team reading lists (Table 6) as well as training, practicing, and performing together helps the team share both knowledge and insights. Team members need to create common ground of shared understanding to overcome team challenges and make progress. Shared understanding converts comprehension from the practice field to the field of competitive endeavor. Shared knowledge also helps in the positive transformation of the individual participants (Barrett, 2012).

Table 6. Recommended Book Titles by Participants

Book	Author(s)
<i>3D Coach: Capturing the Heart Behind the Jersey</i>	Jeff Duke
<i>Boyd: The Fighter Pilot Who Changed the Art of War</i>	Robert Coram
<i>BSS5: The Battle Staff SMARTbook</i>	Norman Wade

Book	Author(s)
<i>By Honor Bound</i>	Tom Norris
<i>Chase the Lion</i>	Mark Batterson
<i>Choosing Clarity: The Path to Fearlessness</i>	Kimberly Giles
<i>Coach: Lessons on the Game of Life</i>	Michael Lewis
<i>Crucial Conversations: Tools for Talking When Stakes are High</i>	Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler
<i>Extreme Ownership: How U.S. Navy SEALs Lead and Win</i>	Jocko Willink and Leif Babin
<i>Good to Great: Why Some Companies Make the Leap and Others Don't</i>	Jim Collins
<i>Gates of Fire</i>	Steven Pressfield
<i>InsideOut Coaching: How Sports Can Transform Lives</i>	Joe Ehrmann
<i>How Champions Think: In Sports and in Life</i>	Bob Rotella
<i>Leading with Honor: Leadership lessons from the Hanoi Hilton</i>	Lee Ellis
<i>Man's Search for Meaning</i>	Victor Frankl
<i>On Killing: The Psychological Cost of Learning to Kill in War and Society</i>	Dave Grossman
<i>Ordinary Men</i>	Christopher Browning
<i>Team Dog</i>	Mike Ritland
<i>Team of Rivals</i>	Doris Kearns Goodwin
<i>The Art of War</i>	Sun Tzu
<i>The Goal: A Process of Ongoing Improvement</i>	Eliyahu Goldratt
<i>The Organized Mind</i>	Daniel J. Levitin
<i>The Power of a Positive Team</i>	Jon Gordon
<i>The Way of the SEAL: Think Like and Elite Warrior to Lead and Succeed</i>	Mark Divine
<i>We Were Soldiers Once...and Young</i>	Joseph Galloway and Hal Moore
<i>Win Forever</i>	Pete Carroll

Source: Adapted from participants (see finding chapter).

Mastery

The elite have competencies that are both broad and deep. Broad in the sense that an elite warrior thoroughly understands his craft, the broad picture, and the situation in which he and the team find themselves, and deep in the sense that he understands the intimate details of his particular position and responsibility. In tactical situations the elite warrior will not only have mastery of his equipment, tactics, and positional skills, but knows his opponents, the mission of his leaders, and those of his followers. Mastery and motivation go hand in hand. What motivates the elite warrior is important. Motivational goal orientations can be divided into two distinct elements, a mastery climate (also task oriented motivational climate), and/or an ego-oriented motivational climate. Within a mastery climate, the task to be accomplished is the objective for the elite warrior, so the focus is on exerting effort and progressing personally in a specialized undertaking. An ego-oriented climate would suggest that the focus is mostly on displaying superior performance compared to other contestants (Duda & Balaguer, 2007). Creating a mastery climate within a group has positive effects on performance (Balaguer, Duda, Atienza, & Mayo, 2002), but also on other group processes, like team relations (Ommundsen, Roberts, Lemyre, & Miller, 2005).

Mastery does not equal maladaptive perfectionism, where there is a repudiation of any standard short of perfection, where more and more time is spent on diminishing headway toward perfect specifications that can sometimes cause negativity in

relationships and even unintended negative outcomes. Mastery is more a form of adaptive perfectionism, which is perfectionism that is healthy, relating to an extreme effort that is put forth to achieve goals. Adaptively perfectionistic individuals and teams set high but pragmatic standards yet avoid severe self-criticism when these standards are not reached. An example of adaptive perfectionism is a runner who continuously sets out to beat his best time but accepts results when this does not happen. An adaptive perfectionism gives the warrior not only an emotional lift as well as a motivational boost. It can make the difference between a superior and inferior performance. This type of perfectionism or mastery is a key characteristic of elite champions (Gould, Dieffenbach, & Moffett, 2002). Greene (2012) argued that mastery itself is the ultimate form of power. Mastery means the relentless quest of comprehensive knowledge, superior skills, and elevated attitudes in pursuit of perfection and achievement. In pursuing practical perfection, teams reach excellence.

Deliberate practice

An oft repeated adage in elite teams is, “The more you sweat in peacetime (training), the less you’ll bleed in war.” Deliberate practice is a precondition for creating and maintaining the kind of knowledge, aptitude, and abilities required in elite teams. The commonly acknowledged minimum for developing such skills and expertise is ten years of intense preparation and training (Ericsson & Ward, 2007). This acquired expertise goes beyond exhaustive knowledge. These elite professionals can quickly and accurately observe patterns and relevant information to be able to decisively diagnose a dilemma and take action (Sternberg & Davidson, 1994). This allegedly

cognitive “intuition” is really developed by repeatedly rehearsing, training, failing, learning, and mastering the team’s critical knowledge and skill sets over time with deliberate practice and study.

Proposition 11—*Elite Performers model themselves after their heroes and use them for inspiration and as behavioral exemplars and models.*

“Who dares, wins.” ~SAS motto

The meaning of the word hero has been diminished in recent times. Popular television shows will feature members of society who have somehow overcome irrational phobias or character flaws and call them heroes, yet those shows routinely ignore policemen, soldiers, and medical personnel knowingly taking extreme risks while helping others. Perhaps the most visible yet unworthy example of a hero is a course and uninformed celebrity managing to get arrested or at least receiving undue media attention for a dubious cause, knowing that in a society that prizes free speech, nothing grave will happen to them. They will be released from the authorities within a few hours while getting more media attention. There is no risk, no hardship, no negative consequences.

Real heroes take risks. They put their careers, bodies, and lives on the line to help others. They take both physical and moral risks on a regular basis. In fact, they would

have it no other way. Heroes put themselves on the line. They are there when needed. They literally walk to the sounds of the guns. They want to be serving and be in the middle of the action. After the events of September 11, 2001, many special operators volunteered to come out of retirement to help with the fight they knew was coming. I was one of them. Most did not go directly to the combat zone, but many rejoined the service as medical personnel, trainers, and administrators to help with the war effort. Values are tested in times of crisis and difficulty. Crisis reveals character and heroic leadership within us. If virtue is values in action, then crisis reveals virtue.

Heroes are not victims. Few, even if wounded or damaged, feel they are victims of their circumstance or events. A victim is an object or a person who is being acted upon. They are not simply those who have survived a terrifying affliction or ordeal. Survival may connote resilience, but those (whether they survive their ordeal or not) who do not take positive action to overcome should never emerge as heroic. Heroes act. They are agents of positive change. They are those who accepted the risk to take on a precarious predicament with the intention of benefitting others and, win or lose, they showed skill and resolve to prevail.

Models

The great Chinese philosopher Confucius taught that the “superior man” reflected upon and envisioned his virtue or character. He called it *te* (or *de*). The inferior man thought only of his possessions. Confucius believed that *te* was moral power that may positively influence others. It was the power which made men successful. Men and

societies became great by modeling the ideal, the ideal man, the ideal life, the ideal government, and the ideal society (Confucius, 500 B.C.E./1893).

A person creates an ideal mentally and spiritually before it is created physically. Like an architect wanting to create a great building, ideas are conceptualized in the mind and fashioned into workable plans, far before the first brick is ever laid. The same can be said of other professionals. The automotive engineer conceptualizes or models a new automobile, tests theories, makes plans and prototypes, explores markets, and more before the car ever reaches the showroom floor. This modeling is rarely done in isolation. Teams of experts come together to form the concept and make it reality.

Modeling is likewise done when making great individuals and teams. Models are made in the mind. Theories on what are the best approaches to the reach idyllic model are explored. Practical plans are made as pathways to the perfect model. Physical models and prototypes may be needed (small groups of people may be formed to test and perfect new team concepts, before being introduced to the entire organization). Eventually, model individuals and teams may be formed, but only after long planning and hard work. Finally, the new skills, attitudes, and abilities will have to be supported and maintained.

Courage

Courage is a necessary trait of heroes. This virtue includes four emotional strengths that are involved in the exercise of one's will in order to accomplish goals when

facing external or internal opposition. Components of courage consist of bravery, persistence, integrity, and vitality:

- Bravery means displaying valor, not shrinking from fear, and speaking up for what is right.
- Persistence includes perseverance, industriousness, and finishing what one starts.
- Integrity is authenticity, honesty, speaking the truth, presenting oneself candidly, and acting in a genuine and sincere way.
- Vitality implies zest, enthusiasm, vigor, energy, feeling alive, and initiated.

(Boe & Bang, 2017)

Sacrifice for others

Sacrificing for others is at the core of being heroic (Boykin & Weber, 2015). It was amazing how many participants named their fathers as their personal heroes. This is likely because good fathers and mothers, good parents, sacrifice for their children. The grown-up child having intimately seen the continued sacrifice for a number of years will naturally view their parent as a heroic figure.

Another remarkable finding was that a number of the participants named other participants found in this study or named other participants that helped them to achieve some victory or objective they had in life. During most of the interviews, the participants had no knowledge that some people they knew were also participants in

the study. Yet, they still named those men as heroes or models of excellence that they follow.

Develop and care for others

Many of our participants looked up to people with whom they experienced *positivity resonance*. That is to say, an interpersonal experience marked by shared positive emotions, mutual care and concern, and behavioral synchrony. Such positivity resonance helps to build commitment, loyalty, trust, and a mutual sense of warmth and concern (Fredrickson, 2013).

Chapter 5: Discussion and Theory

This research has discovered that human greatness, though atypical, still occurs in a debilitating and defeatist world that searches for heroes where there are none and vilifies those who can be discovered. In a modern culture of depravity and the disparagement of both achievement and achievers, there are those you still seek for human greatness, both individually and collectively. There are still those who seek to serve others, despite the threat of personal peril and pain. There are still heroes among us. These heroes will be referred to as warriors, players, teammates, etc., during this discussion. A discussion of their nature and narratives follows.

Discussion

Elite tactical teams tended to display the following 11 propositions:

- Elite teams, while diverse in selection, mission, training, and skills, will possess common internal or transcendent values, habits, and/or traits that distinguish them from less exclusive or accomplished teams.
- Individuals and teams will perform better and be more adaptable in extreme tactical situations when they have solid philosophical foundations, consistent proven practices, and practice strong positive virtues.
- Team members of elite tactical teams readily are accountable and share leadership while respecting decisions of others who may have overall responsibility for the team or operation.

- While a base talent is necessary for entrance onto elite tactical teams, preeminently successful teams put emphasis on high standards, quality outcomes, and shared virtuousness.
- Warrior strengths are obtained by warrior virtues. These virtues were classified into the ten virtue strengths of leadership, conceptualization, covenant, competence, compassion, charisma, courage, communication, connection, and honor.
- Abiding by foundational philosophies, practices and virtues make for more independence and sound tactical decision making.
- Elite teams do not stop striving in the face of adversity and defeat. They hold to the belief that defeat is temporary and that they should learn from it.
- Elite teams have an expectation for victory and success.
- Being a member of the team is important to its individuals. The members internalize the team identity. The exceptionalism of the team is alluring to elite aspirants.
- As both individuals and teams, the elite seek mastery and strive for perfection in technical as well as leadership abilities.
- Elite performers model themselves after their heroes and use them for inspiration and as archetypes.

Why is the practice of practical virtues in elite tactical teams important?

There are three primary reasons that the practice of practical virtues in elite tactical teams is important for the team and for their stake holders: (1) the adherence to

practical virtue propels the team to success and achievement, (2) a virtuous team positively affects its constituencies and stakeholders, and (3) internalized virtue and discipline helps the individual team members achieve success and fulfillment both as contributing members of the team and as individuals in their other areas and endeavors of their lives.

Consistent data indicate that those who practice morality and are principled leaders outperform those who are amoral or immoral (Lemoine, 2020). Morality matters, regardless of industry and firm size (Ellemers, van der Toorn, Paunov, & van Leeuwen, 2019). Whatever the purpose of the team, disciplined virtue or excellence helps the team to attain its goals and rise above its less virtuously disciplined competition. In the tactical realm, the failure to be consistently better than the competition at best loses games and competitive events for the team, at worse the team loses lives and is snuffed out of existence. In the non-tactical realm, it means that the virtue and excellence of strong teams gives better service to customers, makes excellent products, and rewards proprietors, investors, and other stakeholders with increased profits and wealth.

The obvious benefit to the constituencies and stakeholders of elite teams is that the better and more virtuous the team is that is designed to protect the people (e.g. military, police, first responders, medical professionals, etc.), the better will be their protection, and the safer they will be.

ETT's also affect stakeholders and constituencies by vicariously instilling pride in them, elevating them to higher unity and purpose. When the students of a high school, college or university see their athletic teams regularly achieving victory and excellence in their athletic endeavors, they (as well as other fans of the school) vicariously and collectively can be inspired to improve themselves. The residents of a city can duly be proud of a caring and professional police force. Patriotic citizens of a country who know that their special operations teams or conventional military are the best in the world can properly take collective national pride that there exists such a force to protect the citizenry. National athletic teams, such as those who participate in the Olympics, can also bring unity and pride to a nation. These exemplars of excellence can cause such feelings and unity in other fields of endeavor, such as academia, science and business.

Professional athletic teams benefit from being both virtuous and victorious. Excellence can lead to success. Success can lead to profitability. Naturally, gate receipts increase, as does broadcast viewership, followed by increased endorsements for players. If the general public can relate to "nice guys" who can also win, the team may enjoy financial success along with its success with their win/loss record. In the non-athletic areas of the private sector, virtue and excellence can help companies to increase their standing and wealth, as well as the wealth of investors.

Finally, and perhaps most importantly, the pursuit of virtue and excellence is not only beneficial for the entire team, but the individual members of the team. The positive and practical virtues learned as members of elite tactical teams carried over into many other areas of the participants' lives. A case in point is Participant 18. He was an all-star college linebacker before being in U.S. Army Special Forces, Ranger, and Delta Force units. Not only did he suffer multiple injuries in athletics and the military, but he also suffered profoundly serious direct combat wounds. We discussed his wounds and the continued after-effects he suffers because of them. In view of his continued hardship, I asked if he regretted the course of his life. He answered unequivocally, "No." The insights and knowledge he gained has helped him with his career as a civilian and with the relationship with his family. This learning and insight may not come to all athletes and special operators, but this particular person felt his experience was worth the sacrifices he made. This can be true for others who pursue both virtue and excellence.

A foundation of excellence

Elite teams build a firm foundation mostly through modeling excellence. A fundamental finding in elite teams is their collective desire to pursue perfection, achieve excellence, and win in competition. Excellence is achieved by first envisioning it. A model of what perfection or the ideal looks like needs to be seared on the minds of the team members. The team can then model what the team's ideal state can be, then work to achieve that ideal. Perfection will never consistently be attained with tactical teams, but the focus and striving for practical perfection brings

the team distinction, excellence, and product quality. Everything can be done right, and every encounter is “game on” for those pursuing excellence.

A foundation of leadership

True leadership is really the art and science of freedom. The team is most free when all members think as leaders think. Leadership is needed to organize team activities and to encourage a unit along the way. Leadership should be taught and encouraged at all levels and in all position specialties. Team members need to understand the mission and the goals at all levels, not just the designated leader. They must be prepared to lead when the circumstance calls them. Team members must always be humble enough to support the entire team and the designated leader in every situation.

Leaders have winning mind-sets. All members of the team should want to win and want to lead. Leaders drive themselves while lighting the way for others. The wisdom, insight, attitudes, and knowledge of the leaders and the more accomplished team members needs to be shared and imparted to all.

Moral leadership and achievement

There are many leaders who have attained high positions but have fallen short on their moral conduct. When U.S. President Bill Clinton’s immoral actions were unequivocally exposed to the public in the 1990s, his defenders routinely commented that when it comes to leadership, competence matters more than character—that the ends were more important than the means when in the public trust. This unfortunate justification not only injures the moral models put forth by those striving for a better

society, but it damages idyllic models of leadership as well. Contrary to those who would have us believe that immoral leaders can achieve results that are as good, or even better, than a principled leader can achieve, scientific research would refute that notion. Very consistent data show that principled leaders tend to outperform leaders who are unprincipled or immoral. Lemoine et al. (2019) reviewed some 300 studies on moral leadership and opined that principled leaders are better in everything:

Everything from individual and team performance in terms of financial measures, to perceptions of justice, trust, engagement, motivation, and having employees going above and beyond at work. (p. 177)

In study after study, irrespective of industry, business size, or the comparative level and rank of a leader in a company, character counted. Virtue and success go hand in hand.

Leadership development

Leadership is about achieving greatness by developing greatness in others. Even the most junior members of the team should be trained in leadership and given experiences that help them to develop themselves physically, intellectually, and morally. This development goes beyond necessary skill sets. They should be developed as leaders as early as possible after being selected for the team.

Mentoring

Team members need mentors to help them to be more successful. On elite teams, learning is continuous; however, perfection is never achieved. To avoid novice missteps and for full development, mentoring is invaluable. Mentoring is directed at both career and personal life, helping the team to have more complete warriors. More

experienced leaders, coaches, and team members can help more neophyte team members to mature and learn to be elite warriors. Great mentoring makes the exceptional warrior available to the needs of the team. Mentoring helps both the rookie and the experienced warrior to be sensitive yet firm in their moral and ethical considerations and conduct, “something desperately needed in today’s organizations” (Zachary, 2005, p. xvii).

Sharing leadership in leading teams

Leaders are needed throughout the team, from the primary decision maker to the lowest ranking individual on the front line. True leaders know how to win by seeking character and virtue first. “We don’t need more watches or cars, or more taxes and regulations. We need leaders. We need a nation of citizens who are leaders” (Woodward & DeMille, 2013, p. 5). Leaders of ETTs are ordinary people who have accepted extraordinary responsibilities. The best leaders, whether in the realm of business, athletics, or combat, are selfless and hold certain character traits and virtues.

The normal notion of leadership, where there is one designated leader and a group of followers who wait to be told what to do, may work for teams with slower paces and low complexity output. With the very elite teams, especially those who need to make fast paced decisions and are in complex and unforgiving environments, teams need more. Katz and Kahn (1978) defined true leadership as the exertion of influence on an organizationally relevant matter by any member of the organization. Members of a great team, from the formally designated leaders to the lowest ranking or newest

member, will look for things that help the team to win. Leaders strive to develop the team to be the best it can be, instead of seeking the accoutrements of power or command. Members of such teams have a general sentiment that if the designated leader is successful, then they are also successful. If their teammate is successful, then they are too.

The best teams follow a shared leadership model of developing and mentoring leaders at all levels. Shared leadership is a dynamic interactive influence process within groups for which the objective is to lead one another to the accomplishment of team goals (Pearce & Conger, 2003). Elite special operations units exemplify the shared and dynamic coordination of leadership (Hernandez, 2012).

Selection

Beckwith (1983), the original commander of U.S. Army Delta Force, knew that assessing the right people, then selecting and training them, was the key to success for Delta. He wanted the best of the best. He preferred men who were both military experts and had wide-ranging experience and knowledge. To recruit the right people with the right mindset, he sent the following advertisement to the interested members in the military: “WANTED: Volunteers for Project DELTA. Will guarantee you a medal, a body bag, or both” (Beckwith, 1983). Clearly, Beckwith sought men who cared more about being true warriors than punching their tickets to merely achieve higher rank or gain power. Beckwith (1983) did an exchange tour with the British

Special Air Service (SAS), where he learned the value of having a tough selection process and letting only the best on an elite team.

The SAS selection program is so grueling and rigorous that there have been some years that no candidates have passed selection. The SAS selection program, held every single year, results in the vast majority of candidates dropping out. The SAS selection dropout rate is about 90–95%. Furthermore, for the 22nd Regiment Special Air Service (22 SAS), all of the candidates are people with prior military service of at least three years in a branch of the British military. This usually means that the people who are candidates are already fit and well-trained individuals. Only the absolute creme de la creme will be able to pass SAS selection. Some years, no one makes the cut due to its difficulty (United Kingdom Special Forces, n.d.).

Emergent Theory

Elite tactical teams are celebrated for good leadership and excellence. Elite teams are unlike other teams. The equally exclusive leadership is quite different than other organizations. Leaders of elite teams are able to inspire highly skilled and diverse individuals to unify into a common cause to reach extraordinarily difficult and complex goals. While a specific hypothesis concerning the leadership of elite teams is difficult to determine, due to the exploits of these teams, numerous examples of leadership are clearly abundant. The characteristics of top teams comprise a transcendent cause, commitment, conceptualization, communication, competence, collaboration, concentration, courage, confidence, humility, conviction, faith,

collaboration, and cohesion. The underpinnings of the theory presented here lie in the faith of individuals and teams who believe they can collectively transform themselves into elite teams.

Tactical transformational teams and leaders

In tactical and extreme action teams, tasks are uncertain, intricate, volatile, critical, and inter-reliant. Lacking complete situational knowledge and awareness, these teams must swiftly make decisions that may have substantial and instantaneous consequences (Klein et al. 2006). The participants sought for the purpose of this study are not merely successful or high performing individuals, but also belonged to elite teams that performed at levels unattainable to most. Many of them performed in extreme conditions and in volatile and dangerous situations. They were both conformists (having adhered to strict discipline of their organization, whether military, athletics, etc.) and non-conformists (able to drive solutions that are out of the established norm). They both honored tradition and looked for ways to be innovative. They could be extremely aggressive while remaining unusually calm in volatile situations. They could accomplish much with extraordinarily little. They were passionate, while remaining outwardly stoical. They could imagine broadly encompassing visions while appreciating small gestures. They were well aware of both their strengths and weaknesses, building on their strengths and mitigating their weaknesses. They seldom compared themselves with their rivals. They compared themselves with themselves. They did not look to be on par with their adversaries; they looked to surpass them through continuous team and self-improvement.

Such teams adhere to philosophies, practices, and theoretical frameworks that take their unique situations and skill sets into account. I propose a theory that is at once transformational to the members of the team (encouraging them to be all they were meant to be), generative (idea generation resultant from interconnections with established notions), and adaptive (accounting for extreme changes, conditions, circumstances, and time constraints) (Sessa, London, Pingor, Gullu, & Patel, 2011). I have labeled the theory the hypothesis of tactical transformational team tenets, or T4.

Hypothesis of tactical transformational team tenets (T4) theory

In all areas of science, the result of research endeavors should be to generate theory (Kerlinger, 1986). A theory explains phenomena by identifying how variables are associated in some contextual and causal conditions (Barcharach, 1989). Leadership research does not have well stipulated theories built on accurately identified variables having suitable definitions and that are tested causally (Day & Antonakis, 2017). A theory can enlighten and be employed in practice. T4 theory will be an attempt to inform why elite tactical teams are generally so successful, and then suggest how all types of teams may learn to be more successful.

Klein et al. (2006) argued for a leadership system (using a trauma resuscitation unit) that is at once ordered and hierarchical and fluidly flexible, suggesting that extreme action teams and other improvisational elite teams may achieve swift synchronized and high performance by fusing hierarchical and well-ordered role-based structure

with flexibility enhancing procedures. T4 theory is about discovering, developing, demonstrating, assessing, and living the proven traits and virtues of elite tactical teams. It has elements of transformational leadership theory and complexity theory, where all the members of the team act as transformation leaders in an area where an understanding of complexity theory and generative theory is called for. T4 requires that all members of the team be fully versed in good leadership practices in general and transformational leadership theory in particular, which involves a process whereby leaders develop followers into high impact leaders themselves (Avolio, 2010). All members of the team could be called upon for leadership at various times if needed.

The transformational team needs to operate and show strong performances while operating in a complex and hazardous environment. The team itself will need to operate as a *complex adaptive system* (Anderson, 1999), which is composed of exceptional and relatively independent actors connected through a shared mission and purpose, while holding to time-tested traits and virtues. The team members would also be required to show unusual competence and abilities related to their fields of endeavor combined with a globalist mindset.

Tactical

To accomplish a particular mission (or multiple missions) often with a diversity of teams, team sub-components and individuals with varied skill and abilities will be called upon to work toward mission accomplishment. In T4, a complex adaptive team

can bring together unique sub-teams and individuals in a modular fashion to address a highly dynamic and high velocity settings (Helfat & Eisenhardt, 2004). This is done with a continued focus on the subsequent goals and vision of the team. The goal of what the team needs to ultimately accomplish and the vision of what the team ultimately wants to become. Tactical teams must combine immediate reality with vision conceptualization of desired end-states.

Transformational

Transformational leaders recruit and groom leaders in all areas of the organization. They understand that highly capable and motivated team members throughout the organization help to reach their objectives through shared ownership and responsibility. If members of elite teams all understand and practice leadership, this means that not only is the designated leader transformational in his approach, but all team members seek to engender transformational dynamics with each other. They also know that each individual/leader must bind together with others to win as a team in delivering and achieving excellence. This is an essential principle to T4.

Burns (1978) and, later, Bass (1985) introduced the concept of transformational leadership. Transformational leadership persuades others to follow by appealing to their motivation and morals (Bass, 1985). In shared transformational leadership, idealized and inspiring behaviors are shared by team members to transcend their interests for the greater good of the rest of the team. The theory here is that everyone on the team understands that they are transformational leaders themselves.

Transformational teams move each other beyond their direct self-interests through four behavior dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1985). Idealized influence entails performing with charisma and setting examples for each other (Bass & Avolio, 1995). Inspirational motivation is conveying to each other an inspiring shared vision, discussing how to achieve it, establishing high levels of performance, and displaying determination and confidence. Intellectual stimulation refers to the team challenging each other with innovative ideas and solutions to complex problems (Bass, 1985). Individualized consideration involves paying attention to the needs of each other and helping each other to grow (Bass & Avolio, 1995).

Continuous improvement

Top teams are always improving. They experiment and learn from their experiments. They make mistakes and learn from their mistakes. They do things that no other teams have ever done, and they learn from their experiences. By doing this, they are able to increase their competencies and then pass their knowledge and skills to their teammates. Finally, in victory they remain humble, so they can continue to learn.

Elite tactical teams share three major commonalities. First, *elite tactical teams face tactical situations*; that is to say that the team faces a series of unsure situations with an opposing force attempting to counter the team's tactical strategy. The second explored commonality is that, in facing tactical situations and opponents, *elite teams*

are almost always successful. Before exploring the third commonality and how it pertains to T4 theory, we must explore some differences in the teams researched.

Carse (1986) promulgated a theory about finite and infinite games and how they affected competitive play and vision. That theory pertains to ETTs. The elite teams in the athletic arena compete in *finite* competition. That is to say, there are fixed rules with agreed upon objectives and time limits. In an athletic contest, neutral officials watch for infractions and fair play between the teams in these contests. There are only two teams, and the officials have the power to assess penalties and, therefore, can greatly influence the game. By contrast, in *infinite* competitions (seen more with first responders and the military), there can be a multiplicity of teams that are both known and unknown by the ETT. Though there can be governing conventions (Geneva Conventions, the Law of Land Warfare, etc.), opponents may not adhere the governing conventions that the team adheres to. Objectives may be different for competing teams, new groups of opponents may come and go, and, finally, there is no time limit. It is difficult sometimes to know who the victor is, or even if anyone is victorious. Elite military teams still have an element of finite competition in the sense they must strive for a clear victory over an opponent, yet infinite in that the competition is likely to be ongoing. According to Sinek (2019), in finite competition, the objective is to defeat the competition (elation comes through loss and setback of others); in infinite competition, the objective is for individuals and teams to better themselves (elation comes through self-advancement and continuous improvement of

the team). In that sense, all elite tactical teams can become elite through continuous improvement, whether the competition they are undertaking is finite or infinite. That brings us to the third and final commonality: *elite teams continually improve*.

Total team

Countless variables influence team performance. Both individual and collective efforts are crucial to success (Trent, 1998). Unfortunately, the correlation between member effort and team effectiveness has received negligible attention by practitioners and scholars alike. Individuals in elite teams will be familiar with the fundamentals of their undertaking (they have both depth and breadth of knowledge and experience), plus be thoroughly knowledgeable of the theories and realities of their specialized assignments. For instance, great a middle linebacker in football will be thoroughly familiar with the nuances and the details of being a linebacker, but he will also have a thorough understanding of the entire defense, and even the tenets of the offense and the game as a whole. An average middle linebacker will only be concerned with his particular position. The same could be said of medical specialties. The greatest providers understand medicine as a whole so they can refer, when appropriate, to other specialists who may see medicine from a different perspective. Such providers remain innovative and highly knowledgeable in their own specialty while still taking a comprehensive perspective of medical practice. The same pattern prevails in athletics, special operations, and with first responders. Transformational leadership contributes to team member empowerment, and the more team members experience empowerment, the more effective the team will be (Ozaralli, 2003).

Shared vision

Shared vision suggests a mutual awareness of a team's vision, mission, and core values among members of a group. Shared vision aligns individual interests with those of the team. Shared vision not only creates a common understanding of team goals, but also the best practices to achieve those goals (Colakoglu, 2012). The vision must be clear, concise, and well crafted. A thoughtfully created vision has the capability to guide team members' actions and decisions as well as to motivate them to move toward a shared vision (Bart & Tabone, 1998). Transformational teams go beyond a basic description of the vision. Transformational team members persuade each other of what it is possible. Transformational team members realize shared vision and develop courses of action to reach their shared goals.

Shared learning

Teams that have common training and develop common values and virtues are better than those with sundry training and values. Team learning behaviors of shared cognition, co-construction, and constructive conflict are associated to the promotion of shared learning and shared mental models. Shared mental models in the team environment lead to enhanced performance (Van den Bossche, Gijsselaer, Segers, Woltjer, & Kirschner, 2011).

Shared leadership

Shared leadership is the allocation of leadership tasks among manifold team members. Shared leadership is positively linked to team performance. Furthermore, longitudinal investigations disclosed that shared leadership improved over time and

was differentially associated with precursors of inter-team trust and ownership (Small & Rentsch, 2010).

Carlyle (1841) first propagated the *great man theory* in a series of lectures in 1840 (these lectures were published in book form the next year). It was a theory of leadership that holds that the historical march of civilization occurs based on the deeds of great individual leaders. These leaders are thought to have been born with the particular traits that accord them greatness (Carlyle, 1841). Shared leadership can be viewed as a type of the *great men theory*. The great men theory is a theory of leadership that contrasts the great man theory in that it holds that elite teams and societies are realized based on the collective virtues of great individual leaders. And contrasting Carlyle's (1841) theory that great men were born with their leadership attributes and the traits, the great men theory as a part of the T4 theory suggests that these leaders can develop their leadership traits and enhance their God-given talents.

Shared risk

Elite teams succeed or fail as a unit. While there may be exceptionally talented warriors on any team (including elite teams), those who consistently win over long periods do so as a unit. These elite teams share in their successes, but more importantly, they share in the risk of failure. They try achieving excellence for the sake of the others, not for themselves. Risks are assumed among everyone on the team. It is not just the leader or the coach who assumes the credit for success or the blame for failure. There are four types of risk sharing: (1) insurance risks, where

products are designed to pool risks among clients; (2) self-insurance, pooling risks within a team to reduce impact on any one person or subordinate element; (3) mitigation, finding way to reduce risk and its impact on the team; and (4) commitment, where risk may be used as a strategy to improve the commitment of the stakeholders of the team. All are willing to share risks with the rest of the team.

Commitment is the type of risk sharing elite teams take together (Spacey, 2017).

Tested tenets

A tested tenet is a proven doctrine or principle universally held to be true by the team (*Random House Webster's college dictionary*, 2001). In the end, the principled actions of individuals and teams is what counts in tactical engagements. Embracing proven and principled tenets guides the team in decision making and in tactical as well as non-tactical actions. Tested tenets go beyond tradition and cultural norms. Tested tenets connote appropriate principles and conviction. That is important for establishing team tradition. In the end, *orthodoxy*, or appropriate philosophies and belief, is not nearly as important as *orthopraxy*, or right practices, habits, and virtues. Orthopraxy extends to and includes correct living and actions (Keller, 1997).

Synderesis is the natural capacity or disposition (*habitus*) of the pragmatic reason to apprehend intuitively the universal first principles of human action (*Random House Webster's college dictionary*, 2001). According to Toner (2000) and his *virtuous circle* model, synderesis (knowing first principles of human action) and a well-formed conscience (applying those principles well and wisely) results in fulfillment, joy, and

happiness. That happiness naturally leads to good quality performance, especially for those in perilous professions.

Firm foundations

Most of the time, teams can accomplish more together than as separate individuals. In the pursuit of learning, research, and certain tasks, the individual may accomplish many things better and quicker if he or she did not have to communicate, coordinate, collaborate, collude, or collocate with others. However, normally teams can accomplish more than separate individuals. Collectively coming together can constitute the beginnings of a team. However, simply assembling a collection of individuals does not, and cannot, constitute an elite team. It would be no more than an association. Through team development, associations can become teams; otherwise, they will never constructively coalesce. Psychologically and spiritually, people are affected by the teams to which they belong. Some do better in that regard by themselves, others thrive in their life's walk in the presence of others.

Developmentally, the same principle holds true. Some develop better and faster on their own, others can grow and develop better with others helping them. As teams develop, communicate, and move toward maturity, the team creates a shared identity, or ego. The shared experience brings individuals together in an emotional, even spiritual experience (Stevens-Long & Trujillo, 1995). The group connects, coalesces, and creates a concrescence (metamorphizes and grows into a unique and solid entity) (Losada & Heaphy, 2004). Put another way, over time, the group "grows up" together, or matures as a team.

If attention is focused on the organic properties of the groups, criteria can be established by which the phenomena of development, learning or movement toward maturity can be identified. From this point of view, maturity for the group means something analogous to maturity for the person. (Bennis & Shepard, 1956, p. 415)

Ko and Rea (2016) claimed that the key to organizational excellence is universal virtue in groups. That assertion is also made by the preponderance of participants. Rigorous procedures and team member discipline are essential for top quality products, services, and outcomes. Strong team values and lived virtues are strengthening to building an elite culture that propels high performance. Time-tested tenets, proven principles, or scholastic moral synderesis properly practiced will allow the team to use the known to better engage the unknown and emerge successful.

Limitations

Limitations of past research

While there was research on the philosophies, practices, and virtues of elite teams in separate realms, there was little research that dealt with the elite teams in the military, athletics, and first responders in one body of work. The findings in this study only apply to elite male military personnel, athletic coaches and players, police and other first responders, and senior healthcare providers currently or previously involved tactical scenarios of significant type. All have enjoyed success in their endeavors. Some have had opportunities to enter business and have used their knowledge and skills in a tactical realm to good use in business, academics, or religious ministries.

Future research should examine similar issues in other areas of endeavor that may have, at least, episodic periods of crisis or opportunities to act in unknown or VUCA conditions. Despite efforts to recruit them, there are no female participants in this study. Also, the number of emergency healthcare providers compared to military personnel was lower than was hoped for.

Another potential limitation was the primary data being based on single, one-off interviews with each participant; however, this limitation may be counter-balanced by the strengths of the level of success achieved by the participants. With more than a few four-star generals, national championship coaches, and some top healthcare providers, there seems to be a good collective of phenomenally successful participants able to show the secrets of successful teams.

Numerous research initiatives may be considered to verify and authenticate the interview findings. Archival studies to further verify the claims of the participants may be in order. More focus group sessions with already formed teams may add insights to this study of principally individual interviews. Significantly larger populations of participants may add validity in future studies, along with proven survey instruments. Also, a series of team case studies in the various disciplines covered, as well as other disciplines, may get a broader picture of the philosophies, practices, and virtues of ETTs.

Limitations of T4 theory

T4 theory will not work with unexceptional individuals and commonplace teams. It will fail to function if selfish, egotistical, and indolent people are put on the team.

According to more than one participant, elite teams are next to impossible in the U.S. federal civilian workforce for the reasons stated above, and because of the unmerited protection of the federal bureaucracy and the federal employee labor unions.

Implications and future Directions

Implications for theory

T4 theory does not challenge existing theory as much as it combines the current transformational, generative, and adaptive leadership theories and combines them into one comprehensive theory designed for the success of tactical teams or teams that experience significant crises. The T4 theory guides teams in tactical crisis situations through team-wide transformational leadership, the sharing of a unified vision, team learning, leadership and risk, and the establishment and adherence to tested team tenets. The following model (Figure 11) helps simplify and illuminate the T4 theory.

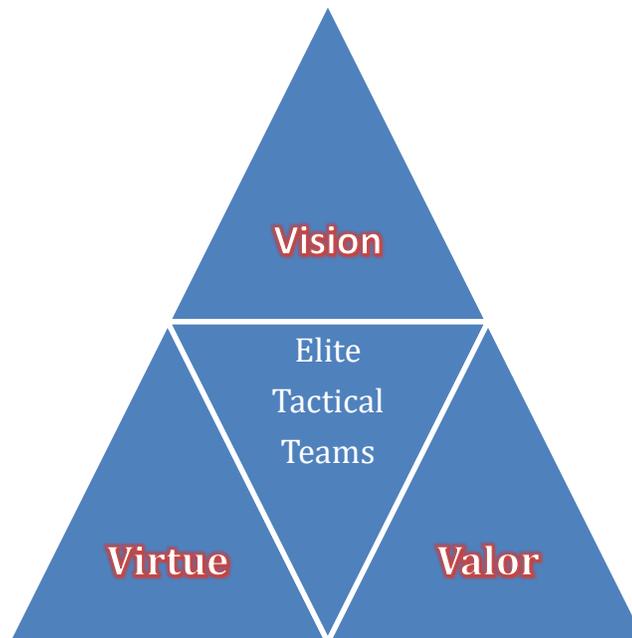


Figure 11. The Titanium Triangle

The team's conceptual model (or *vision*) of what the ideal team will look like, be like, and act like rests upon the dual keystones of *virtue* (living the values that make for team greatness) and *valor* (the audacity to act with honor in the face of risk and hardship). This visual is warranted for simplifying the T4 theory, helping teams to understand that proven tenets and virtues that are acted upon may lead the team to the vision of what they want to be.

Implications for practice

The reason for this or any research is to be able to take findings and theory and apply it to practical purposes. This section is perhaps the most important in this dissertation, because it allow practitioners to improve the way they approach their leadership responsibilities and their positions in a team, whether that team is a tactical team, as

defined in this dissertation, or some other type of team, including families and other social or religious entities. The primary point of the findings, as summarized in Figure 11, is that the internalization of the ten virtue strengths of leadership, conceptualization, covenant, competence, compassion, charisma, courage, communication, connection, and honor combined with the daring and determination to act on those virtue strengths allows individuals and teams to realize their desires, goals, and vision for greatness. Their passionate devotion the proven tenets of leadership, teamwork, and morality allow them to act on those tenets and develop virtuousness or excellence. This practiced virtue and excellence leads to independence of action, or at least the enhanced ability to act in both tactical and non-tactical situations. The depth of devotion to the virtue strengths will consistently lead to practical successes, as demonstrated by the participants of this research. These general practice implications may be also be practiced in more specialized disciplines.

Healthcare

In healthcare, there are both urgent and emergent patient scenarios, not just in the emergency department but in almost every clinic and practice. Also, the changing landscape of healthcare with changing patient demographics, new technologies, and government intrusions into the healthcare system makes today's healthcare arena a very highly competitive and dynamic environment (Smeltzer & Bare, 2004). The leadership lessons learned and displayed by elite tactical teams to include emergency medical professionals can be a model for other healthcare professionals and their staffs.

Transcendence

For many that enter the healthcare arenas, their motivations for doing so transcend their desires for remuneration or prestige. As with amateur athletes and military personnel who could make better pay in other occupations, they do what they do for a cause outside of themselves. A transcendent cause is the foundation of any true warrior or anyone who genuinely cares for those who are suffering. A healthcare professional with a transcendent purpose becomes a true light to their patients and others. They also are a light unto themselves. Individuals who perceive their careers to be meaningful and worthwhile feel greater degrees of fulfillment than those who perceive their work as having little meaning beyond a paycheck (Hackman & Oldham, 1976).

High standards

In all areas of healthcare, standards should be remarkably high. Regrettably, too often the quality of providers and their procedures are less than outstanding. Healthcare entities can learn from the lessons of elite teams to keep their standards high and select only the best personnel.

Excellence

Demanding standards should be kept high for both specialists and generalists, as well as their staffs. Residencies, fellowships, board certifications, and secondary degrees should be the norm and not the exception in healthcare. Too often, even professional education faculty lack the credentials that indicate excellence in healthcare. Providers

and staff should be continually striving to be better in the execution of their professional duties, their knowledge, their skills, and their professional demeanor.

Selection

Selection into the provider ranks of healthcare should be offered only to those who can make and keep high standards. As with special operators, lives can depend on it. The current trend in professional schools offering terminal degrees, of doing away with grades, and reducing the number of mandatory procedures for graduation is a trend away from excellence.

Some elite military units would rather go without needed personnel than accept someone who fails to meet their high standards. There have been more than a few occasions where the British SAS graduated no one from their training courses because none of the students met SAS standards. They would rather go without than lower their standards (“Special air service (SAS) selection,” n.d.). What is true for British SAS should be true for all healthcare professions. It is better to graduate no one than graduate a deficient practitioner.

Focus

The best teams know what they do well and try to focus on perfecting their professional abilities and operations. They know how to be successful, and they are not easily sidetracked from their professional vision. Healthcare, more than most other professions, endures high regulation, high patient demand (both in terms of patient expectation and numbers), and high emotion on the part of many that are

being served. Like athletes and special operators, the best healthcare providers and staff focus on doing the job right, despite distractions.

Patients

The purpose of healthcare is to help patients. As with elite teams, purpose drives excellence. The focus on the patient as a whole (not just the procedure, or the revenue from it) needs to be understood. Most patients are concerned with (1) quality, (2) access, and (3) costs. (Ledlow & Coppola, 2014)

Leadership

Leadership is foundational to all professional disciplines. Unfortunately, it too often is a secondary, or tertiary issue in healthcare. Except for administrators, very few individuals in healthcare are adequately trained in the study of leadership, if they are trained at all, although the trend is improving.

Provider leadership

All too often, the healthcare professional is designated the leader of a healthcare team with little if any training in leadership. All the team should be taught leadership skills, but the provider, or the technical-professional leader of the team, needs specific training in leadership. The *technical-professional team leader* should demonstrate capability in four main areas: (1) team support, (2) technical/professional quality, (3) innovation, and (4) continual improvement.

Shared leadership

Although the provider is both morally and legally responsible for the overall care of the patients, the healthcare teams share duties and leadership roles, as do other elite

teams. If a staff member who is more familiar with the patient and his or her needs and has the training, skills, and credentials, there is no reason for that person not to lead the team in certain circumstances.

Business

Businesses necessarily need to be profitable. Otherwise, they will be out of business.

Like great tactical teams, dynastic businesses are continuously improving, preparing for sustainability and steady growth. Like great tactical teams, every business will encounter unexpected events and crises. It is not a question of whether, but when a crisis arises in business. Like ETTs, creating a strong and virtuous business foundation and continual improvement leads to a healthy climate for the business and its stakeholders. And like ETTs, it is always best to prepare ahead of time and be ready for VUCA environments and the unexpected turn of events. Great businesses not only survive negative economic events and periods, but they get through those events and/or environments triumphantly.

Transcendence

Can business teams have a transcendent cause and still make a profit? Absolutely.

Fulfilling customer needs with high quality and team passion will attract more and better buyers. Customers can also be viewed as a transcendent cause of the business, along with employees, the community, and the natural environment. Customers are looked on as family rather than merely a source of business revenue. The customer, the business team, and the greater society can all profit from the quality and customer

service of a great business. Quality products and services by themselves can be viewed as transcendent.

High standards

High standards are not only important for high-end products and services, but for commodities and more economical services. A base of quality is still important, whatever the product or service. Value is important to the customer, whether the price tag is great or small. High standards are important no matter how banal the product or simple the service.

Focus

If businesses focused more on core products or services, they could obtain mastery in serving their customers or making higher quality products. Mastering quality in their products or services should result in repeat customers and an enhanced reputation.

While diversity may make sense from an economic perspective (when economies disfavor a certain category of products or services, business diversity helps the company stay afloat until the depressed corporate divisions recover), focusing on core products and services helps with getting quality right and giving quality to the customer. The focus on both high quality and great customer value will help the company endure over time. Value for the consumer or client is essential, because it helps the business focus on what is best for the purchaser. The customer pays us and makes the business stronger and more profitable.

Leadership

Leadership in the business environment is akin to that in the ETT in certain ways. The physical risks are significantly lower in business, but poor leadership can still fail to accomplish the mission and destroy the team. Selecting quality team members is foundational. Seeking more profitability through low salaries is a business method with short term gains. In the long term, the team will never reach elite status. Keeping the quality of the team high and being scrupulous in selection will pay off in business growth, continuous improvement, and profits. The team needs to continually be in training to be more proficient and capable in their duties. This leads to positive environments and earnings. The team must have a positive atmosphere and be psychologically safe for the team to constructively communicate and generate inventive ideas for improvement, while at the same time observe the decisions of leadership.

Government

Governments around the world have generally failed their constituents and shown remarkably poor leadership. Government organizations are normally mirror opposites of the composite elite team described in this research. However, the discovered propositions, virtue strengths, and theory may even help governments serve their constituents better.

Transcendence

Governments often give lip service to representing or helping the people. In reality, too often the transcendent cause of many politicians and government bureaucrats is their party apparatus, other government insiders, and themselves. Getting the focus on

helping constituencies and not just imposing programs that buy favor and votes at the expense of others is not transcendent or unifying. Just like with elite teams that understand that shared leadership and virtue lead to better team outcomes, citizens should understand that individual freedom requires personal virtue and responsibility. The apparatus of government needs to refocus on that principle.

High standards

The selection of elected officials and government workers should be high. My own experience with most government workers is to expect little of them yet pay them very well. Government workers are unduly protected by government unions on bureaucracy. These workers should live under the same conditions and regulations as workers in the private sector. If they cannot or will not do the job asked of them, they should be let go, just like in the private sector.

Focus

Government workers and politicians should focus on their constituents and the citizenry and not on themselves.

Leadership

Leadership should mirror the leadership of ETTs. Good leaders should be placed throughout the organizations, not just at the head of departments. Both elected and nonelected officials need to be trained on both leadership and the values of the country or community they are supposed to serve.

Developing virtue strength in teams

While not the emphasis of this research, if discovered virtues and practices are not utilized, they are of little value except to scholars. The following is a proposed development program that could be useful in inculcating the propositions discussed, virtue strength, leadership principle, and team vision to teams. It includes experience and training through a graduated approach. Elements include (1) individual capabilities, (2) entrenchment of organizational vision and virtues, (3) shared team leadership development, (4) dedicated practice and action learning, (5) development through experience, and (6) team challenges.

Individual capabilities

Leadership skills, especially in the area of shared and transformational leadership, should be as basic as any individual skill sets needed for the accomplishment of the team's mission. Basic leadership skill sets and knowledge are taught that reflect what is needed to accomplish the team's vision. Finally, the virtue strengths the team needs are introduced in such a way to touch the hearts and minds of the individuals on the team, so their self-motivation and their commitment to the team and the vision can grow.

Entrenchment of organizational vision and virtues

Training should be conducted to make individuals aware of the vision and needed virtues of the team. These sessions should be designed to help individuals not only become aware of the vision, but help shape it, so the buy-in of the team members is enhanced. Vital virtues should likewise be founded and fashioned. The vision of the

team and the virtues the team stands for should not be a one-time teaching session. Vision and virtues should be reviewed and celebrated in meetings, conferences, training sessions, and around the water cooler.

Shared team leadership development

Virtue strengths, philosophies, skill sets, knowledge, and competencies should advance from the individual stage to the team as a whole. The team will have to explore how the team will coordinate their competencies and skills in a united way. This assists the team in learning to work together to attain their shared vision, as well as to develop their combined virtue strengths.

Dedicated practice and action learning

The preceding should be deliberately practiced. Practice needs to be frequent, intense, and targeted at the vision of the team. Action learning engraves the learning into the mutual muscles and the minds of the team.

Development through experience

Individuals and teams need to be exposed to a variety of positions, experiences, and roles to help build both the depth and breadth of the collective and individual competencies and attitudes of the team.

Team challenges

The team proves itself by challenging itself. They face tactical challenges to test themselves repeatedly prior to an actual tactical challenge.

Future research

This study was a qualitative study using grounded and generative theory. Forty men were selected for interviews. Individuals and entire teams were observed and interviewed for the study. Using the findings derived in the completed interviews as a base, in-depth retrospective studies could be performed. Given that many of the participants in this study pronounced that one or both parents were models for their lives, retrospective studies that ask members of elite teams of the early influences in their lives could prove useful. Use of this autobiographical information could enlarge understanding of these elite teams. Along that line, historical or biographical analyses and studies of great tactical leaders and teams of the past may mine similar comprehension.

Future investigators could also conduct surveys of both elite tactical team leaders and team members using a proven survey instrument. This would take the study of elite teams from conceptual, theoretical constructs to more quantitative and empirical constructs. These surveys may include the Leadership Virtues Questionnaire (LVQ), Multifactor Leadership Questionnaire (MLQ) and/or the Organizational Culture Assessment Instrument (OCAI).

Using the findings from those stated studies, a program of instruction could be developed outlining more specific lessons from the combined studies. After refinement of a curriculum designed for elite teams, entities that sponsor elite teams (military, first responders, university athletic departments) should be contacted to

participate in further study. These case studies would increase the empiricism of the theory and lead to more concrete conclusions and refined theory development.

The form of study that follows should be in the form of a case study where an elite tactical team is instructed on the specific findings of the study. The team should first be evaluated on performance standards deemed essential to the team. Then, over a period of six to twelve months, the team would receive regular and intense instruction on the study findings. After the period of instruction on the philosophies, practices, and virtues discovered in the combined studies, the team should be re-evaluated on the same performance standards used at the beginning of the case study to see if the team performance and team dynamics improve. If the post-dissertation studies validate the findings of this study, along with T4 theory, then there may possibly be a new and exciting field of leadership study.

Conclusion

This work explored the practical, ethical, and transcendent virtues that make elite teams so reliably successful in tactical environments. There were 40 accomplished men who participated in the study. The findings were extracted from interviews, focus groups, and observations of the participants and their organizations. There were 11 leadership propositions that were extracted from the interviews, focus groups, and observations. Those summarized propositions are (1) elite teams possess common values, habits, and traits; (2) teams will perform better and be more adaptable when they have solid foundations, proven practices, and strong positive virtues; (3) teams

are responsible and share leadership; (4) teams select members for both talent and leadership traits; (5) they possess the virtue strengths of leadership, conceptualization, covenant, competence, compassion, charisma, courage, communication, connection, and honor; (6) independence is gained through sound principles; (7) teams never stop striving; (8) they expect success; (9) they identify strongly with the team; (10) they seek mastery; and (11) they have heroic exemplars.

A new leadership theory was proposed. It is called tactical transformational team tenets theory, or T4 theory. T4 theory basically states that success in the tactical arena rests on proven principles mutually shared within the team where all team members together transform themselves (individually and as a team), to the extent it is possible, to an idealized version of the team vision. This is done by mastering skills, strategic planning, and purposefully practicing projected tactical problems.

The participants and the principles they revealed are important to the study of leadership and teams, not because they are celebrated insiders, gifted glamor groups, or paragons of perfection, but because they are visions of what teams can become if they put forth the effort. Those visions of excellence can be realized if the team is both valiant and virtuous in the pursuit of their vision. Valor and virtue in conjunction act as a foundation of excellence and the realization of a team vision. The conclusion of this work is that these tenets of human excellence are not reserved for the elite few

in military, athletic, medical, and other tactical fields of endeavor, but for any individual and team that adheres to proven virtues while striving for excellence.

Chapter 6: Select Elite Tactical Teams, Histories, and Stories

Elite Military Teams

Gideon's Band

Gideon was called to lead the Israelite army against the oppressive Midianites. He gathered 32,000 citizen-soldiers to fight them. However, his superior (Jehovah) wanted him to reduce his force significantly. Gideon, described as a mighty man of valor, mustered out 22,000 soldiers and allowed them to go back to their homes, with 10,000 remaining. That number was eventually brought down again by conducting a forced march with the remaining 10,000 soldiers. When the army arrived at a stream and was allowed to drink, Gideon selected only the men who stayed vigilant and composed while they drank and refreshed themselves. These elite warriors now only numbered 300. They would face an estimated 135,000 Midianite soldiers. When this special operations group assaulted their objective, they did so in an unusual manner. Gideon had given his men horns and large jars with torches hidden inside. He told them, At H hour all the operators in unison blew their horns, smashed their jars, and waved their torches, shouting, "The sword of Jehovah and of Gideon!" The Midianites were so terrified, they ran wildly in all directions. In the chaos, they began to attack one another. The Israelite army defeated a force more than 450 times their number (Judges 6-8).

Spartan Royal Guard

For three days in August 480 BC, the Battle of Thermopylae took place. It was perhaps the most famous battle ever fought in ancient times. It was a tactical defeat for the Greeks, but a strategic victory. It has gone down in history as one of the most courageous stands by any military unit. Led by King Leonidas and his Royal Guard of Sparta, the Greeks embarrassed the invading Persians under Xerxes. The battle took place in a narrow pass between the mountains and the sea. The restriction of the pass nullified the advantage the Persians had in numbers. Although the 300 Spartans of Leonidas's Royal Guard were the most renowned warriors on the Greek side, other Greeks fought with them. The Greek historian Herodotus gives the total number of Peloponnesians at the battle alone at about 5,000. He estimated the Persians numbered over two million. The Oracle at Delphi had prophesied that Leonidas would not survive the battle. With this in mind, he selected only men with living sons for his Spartan contingent. If those men fell in battle, their sons could carry on their family lines. For the first two days of the battle, the Greeks held their lines. Their excellent armor and weapons gave them an advantage, but their superior spirit, training, and tactics made the difference. On the third and final day of the battle, the Persians had moved behind the Greek position and surrounded them. Leonidas and every soldier with him were killed. Though defeated at Thermopylae, the engagement transformed Leonidas and the warriors under his command into martyrs and heroes. This boosted the morale of the surviving Greek soldiers, who went on to defeat the Persians in the Battles of Salamis and Plataea, which effectively ended the Persian invasion. The battle left a legacy that lasted for millennia, demonstrating the courage

of a small number of combatants who, in the face of a considerably larger adversary, stood their ground until the bitter end (Cohen, 2006).

The Shaolin Monastery

The Shaolin Monastery is most famous in the West for producing elite martial artists using the Kung Fu (translated as learned skill or ability) martial art form. This is practiced by the pacifist Zen Buddhist priests in the monastery as a form of physical and mental discipline. The warrior-monks were, however, permitted to use their formidable skills in mortal combat to purge evil. On one notable occasion, their fighting prowess was used during the period between the Sui dynasty and the Tang dynasty in the year 621 A.D. Receiving intelligence from a peasant boy, 13 Shaolin monks executed a daring rescue of the son (Li Shi-Ming) of the emperor (Qin King Li Shi-Ming). The respectable Qin was at war with Zheng King Wang Chi-Chong. The monks left the security of the Shaolin Temple and went into the middle of Luoyang (the warlord's lair). Through daring and stealth, they rescued Li and abducted one of Zheng's high-ranking officers. Their intention was to rescue Li without bloodshed, but when attacked by Zheng's cavalry, they were forced to kill dozens, but none of the monks were killed. When Li Shi-Ming later became the first emperor of the Tang dynasty (618–907 A.D.), he rewarded the Shaolin Temple with approximately 600 acres of land. He also granted the Temple the right to train 500 of its own soldiers (Henning, 1981).

The Knights Templar

The Knights Templar were the special forces of the medieval world. They were intrepid in battle and made the highways safe for pilgrims to travel to and from the Holy Land. Even the great Muslim warlord Saladin both feared and respected the Templar's fearlessness and fighting prowess.

To become a knight in the Templar Order, one had to already be a knight in another order. They had to prove themselves to be nobly born before they could be allowed into the order. Each Templar was a warrior-monk, and they considered themselves to be protected by their armor for their bodies and protected by their piety for their souls. At the time of his consecration, a Templar knight gave away all his lands and wealth to the order and swore an oath of poverty and devotion. They were not permitted to retreat from a battle unless the odds against them were at least three to one. The order was founded in 1119 A.D. and was active from about 1129 to 1312 A.D.

The Templar order, which had become both rich and powerful, turned out to be a preferred charity throughout Christendom and grew quickly in membership and power. Templar knights, in their characteristic white mantles with a red cross, were among the most accomplished fighting units of the Crusades (Madeja, 2005).

The Samurai

The Samurai were more than soldiers. They were warrior knights born of nobility and living by a warrior code known as Bushido. Bushido was revered to the point that it could have been seen as a religion:

Bushido, then, is the code of moral principles which the samurai were required or instructed to observe... More frequently it is a code unuttered and unwritten... It was an organic growth of decades and centuries of military career. In order to become a samurai this code has to be mastered. (Nitobe, 2017, p. 9)

The samurai were prevalent in Japan from the 1100s until 1877. When Saigo Takamori (considered the last true samurai) and his army of samurai knights were defeated by Japanese Imperial forces at the Battle of Shiroyama, Takamori, mortally wounded during the battle, committed seppuku at battle's end, thus ending the supremacy of the Samurai (Mounsey, 1879).

The 43rd Virginia Cavalry

Mosby's Raiders

The 43rd Battalion, Virginia Cavalry, also known as Mosby's Rangers or Mosby's Raiders, was a partisan ranger unit noted for its lightning-quick raids and its ability to elude Union Army pursuers and disappear, blending in with local farmers and townspeople. The area of northern Virginia in which Mosby operated with impunity was known during the war as Mosby's Confederacy. After the war, Mosby became a Republican politician and worked as an attorney, supporting the former Union commander, U.S. President Ulysses S. Grant. He also served as the American consul to Hong Kong and in the U.S. Department of Justice (Jones, 1956).

Number 11 Group RAF

During the summer of 1940, during what became known as the Battle of Britain, the Royal Air Force (RAF), outnumbered by a ratio of more than 2:1, made a spectacular stand against the German Luftwaffe. The RAF stopped the Luftwaffe from gaining air supremacy in preparation for a German cross-channel invasion of the British Isles (Operation Sea Lion) and broke the back of the German air arm, disallowing it to ever regain campaign-wide air superiority again in the war. Number 11 Group bore the brunt of the German aerial assault. During the Battle of Britain, the Group was commanded by New Zealander Air Vice Marshal Keith Park. Through a masterful combination of using new technology (radar and Spitfire fighters are most notable), organizational acumen, the grit of British civilians, support personnel, and heroic pilots, 11 Group defeated the better equipped and numerous Nazi pilots. The axis forces would never again threaten invasion of the British Home Islands. Eleven Group would later gain air superiority of the coasts of Western France, allowing a cross channel invasion coming from England (Brown, 2000). In an August 1940 speech, Prime Minister Winston Churchill said of those of 11 Group and the other British aviators who participated in the Battle of Britain, “Never was so much owed by so many to so few” (as cited in Brown, 2010, p. 216).

British Commandos

The British used the term *commandos* to describe guerrillas during the Boer war. Winston Churchill, who had fought and been hailed a hero in that struggle, revitalized the term and used it to designate the British units who were meant to harass the German army and to enhance British morale during World War II. The British

Commandos were the prime minister's brainchild (Jeffers, 2007). Perhaps the greatest raid of all military history was accomplished by British commandos during World War II. This raid was executed on March 28, 1942. It is known as the St. Nazaire Raid or Operation Chariot. It was a British amphibious attack on the heavily defended Normandie dry dock at St Nazaire in German-occupied France. This was a combined operation undertaken by the Royal Navy and British Commandos with air support by the Royal Air Force. St. Nazaire was targeted because the loss of its dry dock would force any large German warship in need of repairs, namely the Tirpitz, which at the time was the largest battleship in the German Navy, to be forced to return to Northern Germany for repairs. The idea was to effectively put the Tirpitz out of action by taking away the only dry dock in Western Europe where the Tirpitz could receive repairs. An obsolete destroyer, HMS Campbeltown, was disguised to look like a German destroyer and rigged with explosives that would destroy the dry dock gates on detonation. The Campbeltown was accompanied by 18 smaller craft, wooden Fairmile B motor launches, that were intended for the extraction of the commandos. These craft proved to be terribly vulnerable to German firepower. The Campbeltown and its fleet of small ships traversed the English Channel to the Atlantic coast of France into the mouth of the Loire River. Lt. Commander Sam Beattie captained the Campbeltown and rammed it into the Normandie dock gates. The ship had been packed with delayed-action explosives, well-hidden within a steel and concrete case, that detonated eight hours after the impact with the dock.

A force of commandos landed and destroyed vital machinery and dock structures. German gunfire sank, set afire, or put out of action virtually all the small craft intended to carry the commandos back to England. The main body of commandos fought their way through the town to escape overland and escape to neutral Spain. Most surrendered when they ran out of ammunition or were surrounded by the Wehrmacht defending Saint-Nazaire.

Of the 611 men who undertook the raid, 228 returned to Britain, 169 were killed, and 215 became prisoners of war. Four commandos reached Spain and eventually returned to England via Gibraltar. German casualties included over 360 dead, some of whom were killed after the raid when Campbeltown exploded. To recognize their bravery, 89 members of the raiding party were awarded decorations, including five Victoria Crosses. After the war, St. Nazaire was one of 38 battle honors awarded to the commandos. The Normandie dock was put out of service until 1948 (Dorrian, 1998).

Doolittle Raiders

After the attack on Pearl Harbor, Hawaii, by the Japanese Imperial Navy on December 7, 1941, the United States government wanted to avenge the Japanese surprise attack and, at the same time, boost public morale after U.S. defeats in Hawaii and the Philippines. Lieutenant Colonel James Doolittle, a gifted and unconventional Army pilot, was selected to lead a retaliatory raid on the Japanese home islands. Doolittle handpicked an elite band of flyers to conduct an operation using B-25

bombers taking off from an aircraft carrier (USS Hornet). This type of bombing operation had never been attempted before. The Doolittle Raid, also known as the Tokyo Raid, was executed on April 18, 1942, by the United States Army Air Force on the Japanese capital Tokyo and other places on Honshu Island. It was the first air operation to strike the Japanese archipelago. It demonstrated that the Japanese mainland was vulnerable to American air attack and dashed the Japanese notion that the Japanese mainland was impenetrable. It also served as retribution for the attack on Pearl Harbor and provided an important boost to American morale. Doolittle later became General of the United States Air Force (Glines, 1991). One raider, Lieutenant Chase Nielsen, was from my area (Cache Valley, Utah). He was captured by the Japanese on the Chinese mainland but survived the war and later retired from the U.S. Air Force in 1962 (Nelson, 2002). I visited his grave site and paid my respects.

22 Special Air Service (SAS) Regiment

The SAS was created in 1941 in the middle of World War II. It was initially tasked with commando raids on axis airfields in North Africa. To qualify to go to SAS assessment, a British soldier needs to have served for two years and be recommended by his unit commander. The selection phase is so difficult that it proudly boasts a less-than-10% pass rate. Some years, no one passed the grueling SAS selection training. The SAS are trained to conduct direct action operations and foreign internal defense. They are a comprehensive special forces regiment. They must be able to operate autonomously in small teams of eight, and at times more, behind enemy lines. Combat deployments range from a few weeks to a few years, when necessary. They

are masters of hearts and minds, masters of survival, and masters of overwhelming large numbers of enemy when outnumbered. Above all, they are cool operators, unrelenting, calm, and committed to excellence. The SAS and SBS (Special Boat Service) can and will survive in any environment—arctic, desert, tundra, mountain, tropical forest, maritime, or urban. Anywhere they are, they will persevere with the absolute minimum given to them. Not only will they reside with indigenous people for months on end, instructing them and fighting with them, but they can also rappel into an embassy window in London in 1980, killing all but one terrorist and rescuing all hostages. Besides the just mentioned Iranian Embassy raid and rescue, one of the most daring raids conducted by the SAS was the Jeep raid on the German held airfield at Sidi Haneish. The SAS founder, Major David Sterling (later Sir David Sterling), was in command of the raid. The raid commenced on the night of July 26, 1942, with the eighteen Jeeps, each carrying 3 or 4 British SAS members or French commandos, navigating the desert without headlights, and trying to keep formation. The weather was ideal with a full moon and no clouds. As the raiders approached the airfield, the lights lining the runway switched on, causing a degree of apprehension among the commandos who feared they had been detected. But the lights had been turned on for a Luftwaffe bomber to land. Stirling fired a green flare and ordered the Jeeps forward onto the airfield in V-formation. The SAS stormed the airfield using their K guns (Vickers machine guns used primarily in British aircraft). These guns were loaded with armor piercing rounds and tracer ammunition used to fire on the parked German airplanes, which included Junkers Ju 87 Stuka dive bombers, Ju 52

cargo aircraft, and Messerschmitt Bf 109 fighters. German troops replied with machine-guns and anti-aircraft weapons that can be used in direct ground fire, disabling one Jeep. Lance Bombardier John Robson, a 21-year-old SAS soldier, was manning a machine-gun when he was shot and killed, making him the only allied casualty of the assault. The raiders used most of their ammunition and maneuvered to evade after a last sweep for undamaged aircraft. Captain Paddy Mayne leapt from a Jeep to place a bomb in the engine of a parked bomber before withdrawing. The raiders had destroyed or damaged around forty Luftwaffe aircraft, though the SAS claimed twenty-five as it was customary to under-report axis losses.

The raiders escaped into the desert, less one jeep and one man killed, and split into groups of three to five Jeeps, seeking to evade detection by German aircraft since only two and a half hours of darkness remained; in daylight, they would become vulnerable to air attack. The SAS hid during the day, camouflaging their vehicles, and all but one group reached Bir el Quseir. The group of Jeeps operated by the French commandos were slowed by tire punctures and mechanical breakdowns, exposing them in the desert. They were spotted by four Stuka dive-bombers, which made nine attacks, fatally wounding paratrooper André Zirnheld. After the Stukas ran out of ammunition, the commandos boarded the last operational Jeep and reached safety. The raid was a great success, several of the destroyed German aircraft being Junkers 52 transport aircraft, which exacerbated axis supply difficulties. Stirling was captured by the Germans in January 1943 and spent the rest of the war in and out of axis

prisoner of war camps; Stirling was replaced by Captain Mayne as commander of the SAS (Dilley, 2013).

US Army Rangers

First Ranger Battalion (Darby's Rangers)

When the United States entered World War II in December of 1941, President Franklin D. Roosevelt decided that he needed a specialized unit like the British Commandos. The British General Staff and U.S. Army Major General Lucian K. Truscott submitted ideas to General George Marshall in 1942, and in the June of 1942, the 1st Ranger Battalion was created. The unit was commanded by Captain William Orlando Darby, an officer known for fighting at the front lines alongside his men. Darby selected Achnacarry in Scotland for a training base, and six hundred men were chosen to undergo a tremendously strict training regimen.

Bagpipes sounded the morning reveille and twenty-mile road marches kept the troops in shape. They were required to ford streams with full gear, climb rough, jagged cliffs, endure obstacle courses with twenty-foot high barbed wire obstacles, and learn hand-to-hand combat in preparation for fighting the Germans. They learned to fight at night and trained with live ammunition. Of the original 600 volunteers, only 500 graduated. Some could not handle the extreme level of physical training, one unfortunate soldier was killed, and still, quite a few more were wounded.

Forty-four soldiers and six officers were the first to join the war when members of the 1st Ranger Battalion joined with Canadian and British Commandos for the failed Dieppe Raid on the coast of France on August 19, 1942.

After Dieppe, the Rangers continued on to open the way to North Africa by invading Algeria's Port of Arzewand, fighting through the unforgiving mountain passes of North Africa and clearing the way for General Patton's troops. Later, the 1st Ranger Battalion would share in the debacle of the Anzio beachhead on the Italian peninsula, only to recover and be a significant factor in taking Italy for the allies. Unfortunately, their first commander, Brigadier General (promotable) William O. Darby, would be killed by an artillery shell in the last weeks of the war in Europe (Jeffers, 2007).

Second Ranger Battalion

Point du Hoc, Normandy, France

Pointe du Hoc, in Normandy, France, is a 30 meter cliff extending into the English Channel, offering an elevated vantage point from which 155-mm guns with a range of 25 km could deliver fire upon both Omaha Beach and Utah Beach. Allied intelligence had discovered five guns emplaced in reinforced-concrete casemates on the Pointe. Allied commanders had determined that the neutralization of these guns was vital to the outcome of both the Omaha and Utah Beach landings. Pointe du Hoc was defended by elements of the German 352nd Infantry Division.

The assignment of neutralizing the guns, and of cutting the road running behind the guns fell to the 2nd and 5th Ranger Battalions. Lieutenant Colonel James Rudder was the task force commander. The operations order called for a two-pronged attack landing three companies in an initial assault from the beach, then ascending the cliffs while one Company landed to the east to destroy gun positions on the western end of Omaha Beach. While these assaults were taking place, the remaining 2nd Battalion companies, along with all of the 5th Battalion, were to await a signal from the assault element if the cliff scaling succeeded. If the signal came, they were to follow in and climb the pinnacles themselves. If the signal did not come, they were to land at Omaha Beach and attack the Pointe from the rear.

Rudder and Companies D, E, and F landed at the Pointe at 0710 hours, 40 minutes late due heavy seas and winds, having one of their landing craft sink on the way in. Once landed, however, the Rangers engaged the Germans on top of the cliffs in a heavy firefight, and within minutes the first man was up. In small bands, the Rangers fought their way to the casemates, only to find them empty of the guns. They moved forward and cut the road behind the Pointe, and then two men discovered the captured World War I era French guns some 500 meters from the casemates. Using thermite grenades, the two Rangers melted their breeches and destroyed the guns' elevating and traversing mechanisms, rendering the pieces immovable. They then returned to the main body.

The other Rangers offshore, not seeing the signal from the Pointe, landed at Omaha Beach but were not able to accomplish their mission of attacking Pointe du Hoc since they became involved in the desperate fighting on Omaha itself.

Although early reports characterized the attack on the Pointe as a wasted effort because the guns were not there, the attack was in fact phenomenally successful. By 0900 hours, the Rangers on the Pointe had cut the road behind the Pointe and had put the guns out of action. They were, thus, the first American unit to accomplish its mission on D-Day at a cost of half of their fighting force. By the end of the day, they were holding onto a small pocket on the heights of the Pointe, and the Germans were counterattacking. The Rangers held out for two days until help arrived. At that time, fewer than 100 Rangers could bear arms (Kershaw, 2019).

Panama

In December 1989, the 2nd Ranger Battalion, along with elements of other U.S. Special Operations forces, parachuted into the nation of Panama to take down the military dictatorship of General Manuel Noriega. The 2nd Rangers made quick work of securing their difficult objectives in the beginning hours of *Operation Just Cause*. Within weeks, Noriega was arrested and the legitimate elected president of Panama, Guillermo Endara, was reinstated. With the help of the 2nd Ranger Battalion, the operation was officially ended in 42 days, with Panamanian citizens praising the 2nd Rangers, the U.S. Military, and President George H. W. Bush. The Rangers showed flexibility and adaptability in their skill sets in actual combat with the Panamanian

Defense Forces and later were great unofficial ambassadors to the Panamanian people (Servi, 2020).

The 75th Ranger Regiment

The 75th is the premier direct-action force in the world. They are trained in a variety of infiltration techniques, including airborne operations, that allow them to react and deploy at a moment's notice to any destination in the world. They are the primary QRF (quick reaction force) for supporting clandestine Special Operations Command (SOCOM) operations, and they are held to the highest physical and mental requirements in order to fill that role. They are often the first soldiers on the ground in any hostile environment. They train intensely to ensure their troops are always up to the challenges that come with that responsibility (Landau, Landau, Griswold, Giangreco, & Halberstadt, 1999).

Oxfordshire and Buckinghamshire Light Infantry

On the night of June 5, 1944, a force of 181 men, led by Major John Howard, took off from RAF Tarrant Rushton in Dorset, southern England, in six Horsa gliders to capture two bridges of operational importance in Normandy, France. The bridges, which have been renamed the Pegasus Bridge and the Horsa Bridge (a few hundred yards to the east of Pegasus) spanned the Orne River and were essential to prevent a possible German counter offensive.

Howard's force was composed of D Company (reinforced with two platoons of B Company), 2nd Battalion, Oxford and Bucks Light Infantry, 20 sappers of the Royal

Engineers of 249 Field Company (Airborne), and men of the Glider Pilot Regiment. The objective of this action was to avert German armor from crossing the bridges and attacking Sword Beach.

Five of the gliders landed as close as 47 yards from their objectives; the other landed over seven miles distant. The attackers surged out of their tattered gliders, completely surprising the German defenders. The force seized the bridges within minutes. The British lost two men in the process. Those casualties became the first of the allied soldiers to be killed on D-Day. Howard's force was reinforced at 0300 on June 6, 1944, by the Seventh Parachute Battalion, and later by Lord Lovat's Commandos. Their daring, precision, and expertise was demonstrated by the speed and precision of the accomplishment of their objective (Ambrose, 1985; Kershaw, 2019).

Naval Special Warfare Development Group

DEVGRU or Seal Team Six

DEVGRU was established in 1980 as an elite extension of the U.S. Navy SEALs. They are a Special Operations Force. To be eligible to assess for Seal Team Six, one must be a Navy SEAL and have served two operational deployments. DEVGRU covers most combat theatres and military missions, but they are usually employed for strike missions. This could include attacking a key military target, such as a dock or an airfield, or it could mean a hostage rescue intervention. The SEALs will do whatever needs to be done in order to complete the mission: intelligence, surveillance, reconnaissance, transport, logistics, and, of course, the assault.

On May 11, 2011, a team of twenty-eight special operators, including a highly trained dog, were tapped for a mission to capture or kill Osama bin Laden, the founder of al Qaeda. Bin Laden had claimed responsibility for several terrorist incidents, including the 9/11 attack on the World Trade Center in New York City. The Central Intelligence Agency had tracked bin Laden to a compound in Pakistan and had amassed sufficient information to construct a mockup of the bin Laden compound. The team rehearsed rigorously at the mock compound and then were posted in nearby Jalalabad to await the go ahead by the president.

They departed by helicopter in the dead of night. However, while infiltrating into the target area in the area of Abbottabad, Pakistan, one of the team's helicopters malfunctioned, and the crew crashed directly into bin Laden's compound. Knowing that they would soon be discovered, they had to immediately put this terrifying moment behind them and get on with the operation.

On the third floor of the main compound, the SEALs shot a man who emerged from a doorway and they entered the room to discover women crying over the man's corpse. Believing the man to be bin Laden, the team members took photos and a blood sample, gathering confirming evidence that they had the body of bin Laden. Carrying the body and other evidence and moving as quickly as they could, the team rigged and detonated explosives in the helicopter that had crashed during their infiltration.

The SEALs exfiltrated just as their original aircraft exploded, in another helicopter, which itself was low on fuel. The team escaped into Afghanistan without Pakistani authorities being privy to the operation until the team was over the border. The DEVGRU SEALs showed audacity, aptitude, resourcefulness, and resiliency in the raid that brought a notorious terrorist to justice (Owen & Maurer, 2012).

U.S. Delta Force

The 1st Special Forces Operational Detachment-Delta, commonly referred to as Delta Force, Combat Applications Group, “The Unit,” Army Compartmented Element, or within JSOC as Task Force Green, is an elite special operations force of the United States Army, under operational control of the Joint Special Operations Command. The unit is tasked with specialized missions primarily involving counterterrorism, hostage rescue, direct action, and special reconnaissance, often against high value targets. Delta Force is one of the U.S. military's primary Tier 1 Special Mission Units tasked with performing the most complicated, classified, and hazardous missions directed by the National Command Authority. Colonel Charles A. Beckwith was named as Delta’s first commander (Haney, 2006) in 1977. Unfortunately, Delta’s most famous mission (Operation Eagle Claw) resulted in a catastrophic failure in 1980. On the night of April 24-25, 1980, a decision was made to scrub the mission to rescue hostages held in the American embassy in Tehran, Iran. The decision to abort was due to mechanical failure of three of eight Sea Stallion helicopters. In preparing for exfiltration, an RH-53D chopper smashed into a parked EC-130 creating an

inferno in the *Desert-1* staging area. Eight American servicemen were killed, and the Delta troopers returned home in disgrace and with a negative reputation.

Later, in 1993, during the Battle of Mogadishu, in a remarkably brave action, a team of two Delta snipers, Gary Gordon and Randy Shughart, had volunteered to protect a helicopter crash site and hold off Somali militiamen until ground forces arrived to extract the helicopter crew. After a tremendous fight where Gordon and Shughart displayed great courage and intrepidity, the Somali throng with thousands of combatants eventually overran the two men. That site's lone surviving American, pilot Michael Durant, had been taken prisoner but was later released. Gordon and Shughart would both receive posthuman Medals of Honor for their daring (Landau et al., 1999).

New Zealand Special Air Service

The New Zealand Special Air Service (abbreviated as 1 NZSAS Regt) was formed on July 7, 1955, and is the special forces unit of the New Zealand Army, closely modelled on the British Special Air Service (SAS). It traces its origins to the second World War and the famous Long Range Desert Group that New Zealanders served with.

The NZSAS is the premier combat unit of the New Zealand Defense Force, and it has been operationally deployed to locations including the Pacific region, Afghanistan, and the jungles of South-East Asia. Individual members of the NZSAS have received

honors and awards, most notably the Victoria Cross (VC) for New Zealand that was presented to Corporal Willie Apiata. Apiata is the only living New Zealander to have been awarded the VC. In 2004, the unit was awarded the United States Presidential Unit Citation for its contribution in Afghanistan. The NZSAS was conferred regimental status in 2013. It has the duty of leading counterterrorism and overseas special operations, and performing the disposal of chemical, biological, radiological, nuclear, and explosive hazards (Crosby, 2009).

Australian SAS

The Australian Special Air Service Regiment (SASR) is one of three Special Forces Group combat units within the Australian Special Operations Command. SASR special forces conduct extended, difficult, and challenging small-team operations involving high-level specific military skills, often in inaccessible areas and with little support. All SASR personnel are specially selected. Special forces undergo the most demanding selection and training cycle before they finally earn the right to don the famous SAS sand-colored beret. SASR can trace its beginnings back to the Australian Z Special Unit and Independent Commando Companies that fought during World War II. On 25 July 1957, the 1st Special Air Service Company, Royal Australian Infantry, was raised at Campbell Barracks in Western Australia. In 1964, 1st Special Air Service Company was expanded to become the Special Air Service Regiment. The SASR has served in various conflicts (including Borneo, Vietnam, Afghanistan and Iraq). SASR has provided support to peacekeeping operations (including Rwanda, Somalia, Cambodia and East Timor). In addition to international operations,

SASR remains prepared to meet domestic and offshore counter-terrorism tasks. The SASR motto is “Who Dares Wins” (Horner, 2002).

Fifth Special Forces Group (Airborne), Operational Detachments-A 555 and 595

In the days and months following the September 11, 2001, attacks, two small U.S. Army Special Forces units from the 5th Special Forces Group (Airborne), Operational Detachments-A 555 and 595, led by Captains Nosorog and Nelson, respectively, conducted offensive operations against the Taliban and al Qaeda fighters in Afghanistan. They were the first American troops deployed on the War on Terror. The teams worked and fought in very unforgiving surroundings alongside local warlords and their men. It was an uneasy alliance at best. The combined units successfully overthrew the much stronger and entrenched Taliban forces using 19th century guerrilla tactics, 20th century weaponry, and 21st century communications and air power. Even though the teams were supported with technology and money from the U.S. military, they brilliantly accomplished their missions, largely on horseback, by amazing teamwork and individual toughness (Stanton, 2009).

Elite Athletic Teams

University of Notre Dame American football team

Rockne era (1918-1930)

The American collegiate football team with the highest winning percentage (0.881) was the team that dominated other football teams during the dozen year period under Notre Dame’s legendary coach, Knute Rockne. Notre Dame came to national prominence in 1919, winning the national championship under Rockne as coach and

half-back George Gipp, who was named as Notre Dame's first All-American. The 1924 national championship team included the "Four Horsemen"—backfield of Harry Stuhldreher, Don Miller, Jim Crowley, and Elmer Layden. Two more national championships were bestowed on the Fighting Irish in 1929 and 1930. The Fighting Irish of that era never lost a post-season bowl game. Rockne died in 1931 in a plane crash, ending the best percentage record of any college football team in history (Whittingham, 2001).

Collingwood Magpies Australian rules football team (1927–1936)

Collingwood was the most successful Australian football club of the 1920s and 1930s, appearing in 13 out of a possible 20 grand finals during the period. Collingwood were premiers six times during this time, including four consecutive premierships between 1927 and 1930 (a VFL/AFL record) and two consecutive premierships in 1935 and 1936. The club's coach during this period was Jock McHale, who served as coach from 1912 to 1949. Collingwood also had three Brownlow Medalists during the period, with Syd Coventry winning in 1927, Albert Collier in 1929, and Harry Collier in 1930. The club's ruthlessly successful period later earned the club the nickname "The Machine." The Collingwood team of 1927–1930 not only won four straight premierships but did so with a winning percentage of 86% across the four seasons, and an average winning margin of about five goals. In 1929, they became the only team in history to go through a home-and-away season undefeated. Collingwood remains the only club in the history of the VFL/AFL to have won the premiership on four successive occasions (Walker, 2017).

Uruguayan men's national soccer team

The Uruguayan Men's National Soccer Team has won a number of South American championship games, winning the Copa América a record 15 times. The team has also won two FIFA World Cup titles, one in 1930 in their home country by defeating Argentina (their neighbors to the south). The second one came in 1950, when they defeated their neighbors to the north, Brazil. The team has also won more Olympic gold medals than the perpetually outstanding Italian, Brazilian, and German teams. Olympic golds were bagged by the team in the 1924 and 1928 Summer Olympic games. The 1980 Mundialito, an extremely competitive championship game between former world cup winners, was also won by Uruguay. The small size of the nation (just over three million) further highlights its achievements. It remains the smallest country in the world to win Olympic gold medals and two FIFA World Cup championships (Nag, 2017).

United State Military Academy American football team

Blaik era

The Black Knights of West Point won two national championships under Coach "Red" Blaik. During that part of that period, the world was at the war. During Blaik's tenure, the cadets won a record 32 straight games without a loss (Maraniss, 1999).

New York Yankees baseball team (1949–1953)

Within a perennially great New York Yankees team, perhaps the 1949–1953 team is the absolute best. The team from the Casey Stengel (manger) era, which included such great players as Yogi Berra, Micky Mantle, and Whitey Ford, won an

unprecedented five titles in a row, a feat that was never accomplished before or since (Kendrick, 2018).

Hungarian men's soccer team (1950–1968)

The Hungarian National Soccer team was formed towards the beginning of the 20th century and first appeared on the international scene in the 1912 Summer Olympic Games in Sweden. Their grit showed during the dark days of Hungarian communism. Olympic participation brought glory to the team, as it performed exceptionally well and won 3 gold medals in the 1952 Helsinki Olympics, 1964 Tokyo Olympics, and the 1968 Mexico City Olympics. During this time, the Hungarian team won a silver medal in the 1954 FIFA World Cup tournament. The team also came third in the 1964 UEFA European Football Championship (Nag, 2017).

Montreal Canadiens hockey team (1953–1960)

The Montreal Canadiens hockey team dominated professional hockey in the 1950s. From 1953 to 1960, the franchise won six Stanley Cups, including a record five straight from 1956 to 1960, with many stars coming to prominence: Jean Beliveau, Dickie Moore, Doug Harvey, Bernie “Boom Boom” Geoffrion, and Jacques Plante (Kreiser, 2010).

Boston Celtics men's basketball team (1956–1969)

The Boston Celtics, an American professional franchise, is one of the most successful sports teams in history. The Celtics won 11 of 13 National Basketball Association (NBA) championships from 1957 to 1969. The dynasty began in 1956 under Coach Red Auerbach, who later served as the Celtics general manager and president. The

team won its fourth championship in 1957. That team included many future inductees into the Basketball Hall of Fame. Some of these famous inductees included Ed Macauley, Bob Cousy, Bill Russell (five times the league's most valuable player) and John Havlicek. The Celtics won eight consecutive NBA titles between 1959 and 1966, a record for the four major American sports. Two more consecutive titles were won in 1968 and 1969. Boston's ascension corresponded with the postwar proliferation of television sets in the United States, helping the team and its players become iconic figures as the basketball's public profile flourished. Amid the highlights of the Celtics' unparalleled championship run are Russell twice gathering an NBA finals-record 40 rebounds in a game (1960, 1962) and Havlicek's series-clinching steal of an inbounds pass in game seven of the 1965 Eastern Division finals, which provoked the famous cry of "Havlicek stole the ball!" by broadcaster Johnny Most. The matchups between Russell, who served as the Celtics' player-coach from 1966 to 1969, and Wilt Chamberlain, first as a Philadelphia 76er and then with the Los Angeles Lakers, were at the center of some of the most spectacular contests in NBA post-season history (Augustyn, 2020).

Brazilian men's national soccer team

Brazil has the most historically successful men's national soccer team in the world, with an unparalleled world record of possessing 62 official international titles to its name. The Brazilian soccer team has won five FIFA World Championships in the years 1958, 1962, 1970, 1994, and 2002, respectively. The Brazilian team first came into prominence in the 1950 FIFA World Cup, which was hosted by Brazil itself. The

Brazilian team played well that year and ended up reaching the finals, though it eventually lost the game to Uruguay (also featured in this chapter). Besides gold, the team has also won two silver and two bronze medals at the FIFA World Cup. The saga of success of the team is also reflected in its victories in the FIFA Confederations Cup, where it has claimed four championship titles. The Brazilian men's national soccer team has also won several titles in the South American Championship tournaments. Despite these achievements, the team has never won an Olympic gold medal. However, it has won three silver and two bronze Olympic medals (Nag, 2017).

Green Bay Packers American football team

Lombardi era (1959–1967)

The Vince Lombardi era Packers never had a losing season in nine years. Under Lombardi, the team posted a 0.740 winning record. The Packers were 9-1 in post-season play, along with five National Football League (NFL) championships and winning the first two Super Bowls. The Lombardi teams won three consecutive NFL championships (1965-67), a feat accomplished only once before in the history of the league. Some of the great players of that era included quarterback Bart Starr, guard Jerry Kramer, and quarterback turned running back Paul Hornung. The team from that era was known for its discipline, its inclusivity, its pursuit of perfection. Lombardi once said, "Perfection is not attainable, but if we chase perfection, we can catch excellence" (as cited in Kramer & Schapp, 1968, p. 26).

Dallas Cowboys American football team

Landry era (1960–1988)

Tom Landry coached the NFL Dallas Cowboys for 29 consecutive years from 1960 (their first year as an expansion team) to 1988 when he retired. That is the longest tenure of a coach leading a single team in the history of the NFL. The team enjoyed 20 consecutive winning seasons and won two Super Bowl titles (VI and XII), five NFC titles, and 13 Divisional titles. Landry's teams compiled a 270–178–6 record, the fourth-most wins all-time for an NFL coach. The team from that era had 20 playoff victories. Some of the great players of that era included Roger Staubach and Randy White.

Miami Dolphins American football team

Shula era (1970–1974)

The Dolphins coach Don Shula was professional football's winningest coach. Over 33 seasons, his record was 347–173–6. The 1972 Dolphins are the only unbeaten, untied team in NFL history. That team finished the season with a perfect 17–0 record. The Dolphins repeated as Super Bowl Champions in 1973, though not with a perfect regular season record (Long & Czarnecki, 2007). Shula passed away in May 2020 at the age of 90.

University of Nebraska American football team (1973–1997)

The University of Nebraska Cornhuskers American football team under Coaches Bob Devaney and Tom Osborne won three NCAA National Football Championships and had a 0.836 winning record. After retiring from football, Osborne represented his congressional district as a Republican representative in the U.S. Congress.

New Zealand All Blacks rugby squad (1986–2015)

The New Zealand national rugby union team, commonly known as the All Blacks, represents New Zealand in the Men's International Rugby Union. Rugby is considered to be the New Zealand's national pastime. The team won the Rugby World Cup in 2011 and 2015, as well as the inaugural tournament in 1987. New Zealand has a 77% winning record in test match rugby and is the only international men's side to have secured more wins than losses against every opponent. Since their international debut in 1903, they have played test matches against 19 nations, of which 12 have never won a game against the All Blacks. The team has also played against three multinational all-star teams, losing only eight of 45 matches. Since the introduction of the World Rugby Rankings in 2003, New Zealand has held the number one ranking longer than all other teams combined. They jointly hold the record for the most consecutive test match wins for a tier one ranked nation, along with England (Tennant, 2005).

US women's soccer team

The United States women's national soccer team (USWNT) represents the United States in international women's soccer. The team is the most successful in international women's soccer, winning four Women's World Cup titles (including the first Women's World Cup in 1991), four Olympic gold medals (including the first Olympic women's soccer tournament in 1996), and eight CONCACAF Gold Cups. It medaled in every World Cup and Olympic tournament in women's soccer history

from 1991 to 2015. In 2019, they become the first team in history to win four Women's World Cup titles (FIFA, 2020).

San Antonio Spurs basketball team (1997–2016)

The San Antonio Spurs are an American professional basketball team based in San Antonio. The Spurs compete in the National Basketball Association (NBA) as a member of the league's Western Conference Southwest Division. The Spurs are one of four former American Basketball Association (ABA) teams to remain intact in the NBA after the 1976 ABA–NBA merger and are the only former ABA team to have won an NBA championship. The franchise has won NBA championships in 1999, 2003, 2005, 2007, and 2014. As of the 2019–2020 season, the Spurs had the highest winning percentage among active NBA franchises. As of May 2017, the Spurs had the best winning percentage of any franchise in the major professional sports leagues in the United States and Canada over the previous three decades. From 1999–2000 to 2016–2017, the Spurs won 50 games each season, setting a record of 18 consecutive 50-win seasons. In the 2018–2019 season, the Spurs matched an NBA record for most consecutive playoff appearances with 22. The team's recent success has coincided with the tenure of current head coach Gregg Popovich and with the playing careers of Spurs icons David Robinson (1989–2003) and Tim Duncan (1997–2016) (Feldman, 2019).

New England Patriots American football team

Brady-Belichick era

The Brady–Belichick era, also known as the New England Patriots dynasty, was a sports reign in the National Football League (NFL) from the 2000 season to the 2019 season. Tom Brady and Bill Belichick are consistently recognized for the Patriots' success and are thought responsible for one of the professional football's longest and most dominant dynasties. Whereas the Patriots had only appeared in (and lost) two Super Bowls prior to the Brady-Belichick era, the Patriots have appeared in nine Super Bowls since (more than any other franchise), of which they have won six (tied with the Pittsburgh Steelers). The team also appeared in eight straight AFC Championship games between 2011 and 2018. They have the only undefeated 16-game regular season. During the Brady-Belichick era, the Patriots have achieved 19 successive winning seasons from 2001 to 2019 and have a 0.784 winning percentage against their division opponents. Of Brady's 18 seasons as a starter, the Patriots have played in 50% of all the Super Bowls and have won 33% of them. In addition to their role in setting the Patriots' franchise records, Belichick owns the records for most Super Bowl appearances and victories as a head coach and is tied with George Halas and Curly Lambeau for most NFL championships overall. Brady holds the records for most Super Bowl appearances, victories, and MVP awards as a player in any position. Belichick and Brady have also been recognized for establishing and maintaining the ethos of the team, called the "Patriot Way," where there is an emphasis on individual responsibility, steady improvement, and a concentration on team accomplishment over personal benefit (Iver, 2019).

Appendix A: Research Materials

There were certain materials used in the research model. These include a letter requesting interviews and information of participants, a release form for all participants, and a list of semi-structured questions to aid in the grounded and generative theory inquiry.

Sample Cover Letter Requesting Participation

Dear (name),

I am currently doing research on elite sports and military teams. In the preliminary research I have done, I have found that certain units under your authority fit the criteria of successful elite tactical units. I was hoping to discuss with leaders of those units the philosophies, practices, and virtues of how they have been so successful over the years.

I will be in your area on (date) 2019. I was hoping to be able to interview you and your special operations teams. If you are unable to meet with me, perhaps I could meet with members of your staff and/or your subordinate commanders. If that is amenable to you, please let me know what time would work best for you to meet on (date).

Please, let me know of a preferred time to meet with you, and e-mail me (csacademic@gmail.com) or call me at (385) 335-1705.

Thank you,

Dr. Christopher Lauritzen
Benedictine University

Release form

I understand that the information from this interview with Dr. Christopher S. Lauritzen, including my name and likeness and/or videos, may be included in a collection of articles published in print and/or electronically through the Center for Values-Driven Leadership and may be made widely available on the internet.

I hereby grant permission for this use.

Specifically, I grant permission to use the following identifications or affiliations:

My name

My title

My company or organization name

My comments without identification of my name, company or organization

Name of Participant: _____

Address: _____

Phone: _____

E-mail: _____

Signature: _____

Date: _____

Sample questions

What is the basic leadership philosophy you employ in forming and leading your team?

What practices do you employ to help your team succeed and win?

What talents and qualities do you look for in your team members?

What virtues do you try to establish in yourself?

Your leadership team?

Your team members?

What virtue do you consider to be the most important?

How do you establish team goals?

What process do you go through when making decisions in a tactical situation?

Describe a significant failure you have had.

What did you learn from it?

How has it added to your success?

Describe your greatest triumph (personal and/or professional).

What obstacles did you have to overcome?

What did you learn from it?

How has it added to your success?

What books do you recommend for tactical leaders?

Who is your personal hero? Why?

Appendix B: Sample Interview

RH: Participant #14

Vice-President/Dean University of Utah

RH: I graduated from dental school; the military thing was quite important to me. I learned some leadership skills and management skills, I think in the military setting then did my service for the state government in the public health setting, which I enjoyed managed a group of 15 staff providing care to 5000 children without vertical exhalation, dental assistants, very effective prevented by scheme then was offered an academic position at the schools graduated, accepted that position, not thinking that will be a long term commitment to that institution because I was looking for opportunities anywhere that would be good because of my research got offered a postdoctoral research position at UCLA, which was the best thing that ever happened to me. I accepted that left my wife and children behind for a year and went to UCLA notice by the dental school at UCLA went back to my position in Australia, but then was offered a position at UCLA in the dental school that the team lead position now, no, not yet. This was Travis was early earlier. Okay. So then went to UCLA as an assistant professor, tenured Associate Professor, got National Institutes of Health Research, support, teaching, doing research. Then I got recruited back to Australia to be head of the school for my child graduated here department, one department school then got recruited to the University of Sydney as dean and then I was deeply engaged in management still doing I got to be. I was commanded the devil commander dental services for that straight at that stage, then got referred back to California to be restarted at UCSF than five years after that to be dean at UCLA. So, I went to UCLA twice. And by then, I was very committed to the administrative components of a research and teaching and clinical care and administration. So, we tried to balance all four. And as I was able to do for teaching, still caring for patients. And I'm still doing research leading a research lab and I was sort of quite proud of being able to juggle for activities and they were overlaps.

And then I got asked to move into university administration. 1998 20, nearly 20 years ago, I moved from UCLA campus and five years of that which was great experience I had to put somebody goes into the being ship, I had to give up my lab I had to give them a patient came and it was still a little bit of teaching but on a great because it was very focused on the administrative management of a very complex university campus then made the one serious mistake of my career I was referred back to Australia to be president of the university and it wasn't something to which I was well suited turned out political compromises necessary in the presidential position I found very difficult to that I was to principal too rigid to do the sleazy political stuff with sometimes presidents after I was asked to not ask I was pushed by my governing board to find somebody and I thought it was deeply wrong and so we had a stand up disagreement and I just said forget it and I said forget it. And so quick the things that you did tell me that story went then I then I got recruited back to the university California to the Vice President for health and then protocols for the whole university

system which was great had some good years doing that then with HR retired which was good change the president or didn't want to work for and now I became a consultant went to the Middle East for six interesting is and then as a consultant came here so that's the that's the sequence.

So, it's sort of based in a focus on dentistry initially then I got really interested in how to manage and administer dental schools and various experiences enabled me to do that I think successfully the military thing was part of that preparation and then university wide administration so that's okay.

CL: so now you're the Dean of the up and coming dental school has really risen through the rankings fairly quickly second to Harvard with as far as the quality of students okay and it was a true that you would the dean when you're at the dean at UCLA, that it was a number one dental school and the country was close to it was a top few. So, to recap, you were the commander of the reserve dental units in Australia and an Olympian correct?

RH: World Championships, well, championship and crew and then also you are a rugby player, which we have we have in common By the way, I'm sure that Australian rugby would have converted my American movie would have an awful lot it was different. It was pretty lively.

CL: That's very impressive. So, you fit those three things you've had experience in all of those. And that's why I asked you some of this and then so how was your army and sports experiences? And maybe there are different we can distinguish how did how did that because you've already mentioned you mentioned the army a couple times I'd like you to reflect on your, your sporting experiences and what would the things how did that help you be become the successful person you are today in healthcare.

RH: I think what I have successes in the academic working life and healthcare and education is using some of the principles that came out of both the military and the sport I think leadership behaviors that I tried to exhibit I learned in those other two settings and I tried them out initially in another two settings but I then refined them in the academic setting. Actually, in the military you're told what your goals are and that's sort of relief in some ways you haven't got the you haven't got the obligation of working out what you want to become what you want to achieve it's pretty clearly defined you know I love the simplicity of the mission statement of the of the infantry kill or capture the enemy seize or common ground and there's nothing on the back of the page, let's see, very simple know exactly what you're there for.

Okay, so you don't have to take that we don't have to consult about that you don't have to agonize a matter of you know what you did. But you do have to do things to do that. And you've got to get your team to want to do the same things that you want to do.

And so, there's a leadership obligation is you've got to work to get the group of people you're with, to want to achieve the same goals that you want to achieve. Or put it another way, you get them to want to achieve your goals. So that's, that's, that's the leadership thing they learn. And I think that the open communication and demonstrated personal commitment, and being prepared to walk the same had guides as everybody else are the keys and in that setting, be open with people, let them know

what you're thinking, whether know what your problems are, let them know that we're all in this together, and then demonstrate that you're prepared to do exactly what you're expecting as well. And then no, then I'll travel with that same those same leadership things I signed soul and I contributed to, in the sporting setting, being clear about the goals. And there it's competing and winning, because the goal is a fairly simple, not quite as simple as the military but fairly simple, and then working together to support each other to understand each other and all want achievement together. And when it works, it's fabulous. And, and there's a whole lot of positive reinforcement because you usually competing either against one opponent or smaller to the planets, and you know, how you are doing, but the group in both sports that I was the group understanding the group commitment, the group support was essential success more. So even in crude in writing in crew, every member of the crew must want to do the same thing. And you're only as strong as your weakest link. So, everybody for the support. So, those things gave me I think, some ideas about leadership.

And then in the academic setting, it's more complicated to begin with, because there isn't a simple understanding of what you want to want to achieve. There're multiple goals, research goals, patient care goals, is educational goals is financial goals. And so, the open communication thing gets to be more complicated. You can do it by command and control. It doesn't work.

That has to be an element, but it can be the element that's out in front, the element in front in the academic setting has to be consultation, listening, planning and group planning, with the understanding that if you're in the leadership position, you have to make decisions at the end of the day, which you'll communicate with people. But you'll do that by having given everybody the opportunity to listen and talk on think. And that's an ongoing process. You can't just do it once. You've got to do it all the time, all the time, listening to people saying, I care about what you think I care about where we're going to go, he's my ideas, how do you feel about that. And then you've got to say, and I've decided that right now, we're going to do this, thank you for your input, I agree with you, or I don't agree with you, this is where we're going. And if you've done that, then most of the people will come with you.

And so that would so it is more complicated, but the same principles of leadership in the academic setting. I think we're fortunate in clinical academic settings is that we in that we have patient care and quality patient care is one of that guideposts. In other parts of the university. They don't have that nice True North clarity, its quality of teaching quality of research quality of whatever it is we do, it's great that we've got we know what patient care is we're going to deliver that let's work going up together. And then I think is helpful to us. It gives us more of a more of a guidepost. But I do think that the same principle that I talked about, even in the military, of getting the group of people to want to achieve what you want to achieve is a key part of what we do best definition of leadership that I've had is getting other people to do what you want them to do, because they want to do it. Dwight Eisenhower said that. Getting other people to do what you want to do, because they want to do so you persuade them that they want to do it. And then you've got a whole team of people who are

going to do stuff and you've lived that the same principle applies, I think it's not as easy in the academic setting, because it's more complex, it's more diffuse, that got as well defined.

The military has that lovely simplicity of goals. In academic settings, it's multiple goals, it's complex, but the same principle is there. And so you got to work on that, I think is letting people have their input, letting them know what you think letting them understand that you're interested in what they've got to say that you're to some degree flexible, but at the end of the day, you're going to have to make decisions, particularly around resources. And in the academic setting, one of the get to the resources, you do have to be upfront about what the resources are, I feel it is a point in every discussion where you've got to say, you know, folks, I have to make a decision here and part of the top of the input to my decision processes, what resources do we have? What space do we have? What people do we have, what money do we have? I found failure early in my career that being open about the money was a very useful management to let people know precisely much income we have, what around obligations or at balances that we positive, we negative in the long run? Where are we in the short run? Where are we? And how do we how do we do that I find resource discussions to be a useful an essential part of good leadership and good management.

So, I do see them all weaving together, you know, that some of the principles from the military from the sport still apply, the academic setting is more diffuse and more complex. And in some ways, that puts an extra obligation on the leader to keep on listening to keep on talking to keep on the eager to find the balance between I'm interested in what you've got to say, this is what I think, how do you feel about that, be aware that I'm going to have to make a decision at the end of the day, you get paralyzed? If you don't have that last part, you can't say we're going to do this by committee, or this is all by consensus.

The leader has to decide that leader has to lead and in an academic setting, you're hoping that most of the people will kind of with you. And if they don't, you probably didn't have it right, you should go back and try again. Part of my job is to judge when Okay, I can make this decision. I can go to any, because most of the people are going to say, yes, that's fine, we'll go with you.

It's never a good idea. I don't think to say, okay, to hell with all of you, I've made up my mind, this is where we're going. Because then you've got however, resistance.

CL: So, what about those times when there are a few that are going to disagree with you, either for medical reasons, or whatever?

RH: You accept the few. If you say, okay, you're not, you're not going to agree, sorry, I've listened to you, I've done the best I can. Most people here feel this, I certainly believe this, this is where we're going. And if they want to sue you, or run a ride or run a revolution, that's their right. But if there are only a few, you can live with it. And is always a few, my role is 5%. If you've if you've only got 5% of people who are saying are disagreeing with you, you're doing great, if you got 25%, it gets harder it was 50%, you've got a real challenge that 5% you'll never get. I've never had absolute consensus on the best idea in the world. Somebody will always be

disagreeing with you is some people took that way. And people think differently. And that's fine.

CL: So, I'm just going to Jim Collins, Harvard Business professor who talks about getting the right people first on the bus, and then put in the right place in the bus. So, having said that, if you get some people who might be destructive to what you're trying to do, what then do you do?

RH: One says very, very eloquently, what he says is better than you help them find a place where they're going to be happy. And you got to do that sometime in universities is sometimes can be really difficult, because like a silly thing called tenure, which I don't agree with it, or they don't agree with continue was meant to protect you against sending unpopular. But it doesn't mean that you can stay if you're unproductive, or if you truly don't fit if you if you are being destructive, or you're not contributing, and you should find something else. And so, I'm a great fan of in any setting, having people on reasonably protective contracts, but only reasonably we've got a one year renewable, whatever it is, or month by month, whatever it is, is much more sensible.

My view is that good people will come into those circumstances that caused a confident in their ability, mediocre people will gravitate to those to take it circumstances because they're afraid that they know.

CL: So, what do you do in team selection?

RH: That's good, because part of what I'm looking at is selection, how do you do it, whether it's a sports team, or military team.

CL: What do you look for, when you select?

Okay, players, in this case, doctors and even how does that relate to your military in your sports experience, trying to assess whether they benefit will try and assess. And, and you can do that in various ways. You know, in a sports team, you're assessing by physical performance. But you also say that over time by how will lay work with the rest of the team as, as a group and in crew in rugby, can actually have a few outliers. It's okay, in Create Account, everybody has to be able to get on others and not complain, not create, not I went two years ago to the head of the channels with a with a crew that was assembled from the best out in the western half of the US by somebody else. And we got there, eight of us. And one of the people was a fabulous athlete and a real jerk. And we went out the night before the race, and he created any complaining and whatever, whatever. And we had to move him in the boat because he said, He's back heard on one side and decreased performance. And anyway, we performed we didn't do as well as we could have. And afterwards, organizers said never again that guy will never be with us again. That's it.

Because he, despite being strong and physically fit, and all that sort of stuff, he was not able to be part of the team. And you've got to assess that as best you can beforehand. And when you're selecting people, you look for those skills and capabilities, okay, have they got the basic skills will leave fit into the team, and it's your job as a leader to be discriminating about that, that actually make decisions about that. That's and sometimes you just trust your gut, sometimes it's a whole lot of

objective measures. If you got that that's helpful. And then the end of the day where I say to yourself, is this feel right?

And occasionally I'll say, okay, is it all these positives, that doesn't feel quite right, I don't have any alternatives. But then you don't give them a permanent position, you assess them on the ideal is you're assessing everybody, making sure that they still fit and I still do you treat people with respect and you treat people with care. But if they're not fitting, you don't keep them that I agree very much with can't make sure that you've got the right team on the bus. And if somebody is not fitting, help them find somewhere else where they keep on being compromised.

So, if you're new coming in, and there's an established team there, okay. And then you have your vision of where you want to go. And you run into that. Okay, so they are the incumbents, say, and you're the new person, and then how do you handle something already got a bit of time, and I've not always got that, right. Interesting. I made a mistake 10 years ago, I accepted as my deputy, somebody that didn't feel quite right. And my feeling was right. And six months later, I thought I made a mistake here. And I had to move in. That would have been better mood event on day one, because you've done in the right, but it takes time, you should give yourself some time that is a difficult I find that a difficult balance. You don't want to instantly say no, yes, no, no, no, this is my new team. And I didn't do that here. I accepted the team. And then you adjust. And then that's appropriate. And I've made a few adjustments. But I gave myself about nine months before I came to the decision of these costs in doing it.

But if you get about right, that the benefits outweigh the costs, because your own judgment, you are saying it about yourself, you're going slow in some ways, and that's the right thing to do. We, occasionally you see something that just so glaringly wrong, and I'll go to sleep, but build trust the opening communications I think I'm I feel that I often as I'm doing it, I think, am I running a risky telling people what I'm thinking, showing them the money explaining the thing and I think always this is this risky? I've never made a mistake by being open about stuff.

Turns out, it's never looked back as Oh, I should know, told people it's always worked. If you keep open disclosure concerns, ask for help. Be open about it. That works. Asking is if you need it.

Yeah, asking people for their opinion. So, you know, I might be able to do what you would buys me. But I'd really like to know what you what you think about this, let me know that's a great way to build a team to ask, ask for other people's input. And I know you are regular military; I was reserved military. And I think there you have to be even more careful about that. Because people can design not account, I feel like so to build a team there.

CL: So, the US does this better than Australia?

I started when I was 18, I finished when I was 60, but no retirement.

CL: What are the top values that you use to integrate all those things you discussed?

RH: Communication is very important and, and that that's listening to other people is letting them know what you think. So, it's a two-way communication and process around communication to me is, is important that it's the way you behave every day.

But it's also put structure behind it. I love running planning processes that are open and communicative and let people know what the best job I ever did, fixing something with you. I went to UCSF this year or started, and it was a mess. Everything was wrong. Money was wrong. The students for failing the patients hated the faculty who were fighting with each other. I ran a very open planning process and took a year to really run it. And I was writing draft single page summaries of what we were thinking where we were going out with modifying, and we were talking about it. So, as I was listening to people, I was talking to people. And that was that was a very sort of process supported communication activity to fix something that was a real mess. And we fixed it, and we fixed it. Because of all that work, then we had three years of actually adjusting stuff that changes. But we'd spend all that time talking and thinking about it, we knew we knew what was important it was when I started, the whole place was focused on the quality of margins. And after a year, we were focused on caring for people. And that was a big shift was all about how good is to go. And that was being very unproductive wasn't helping the students prepare for practice will pass the boards, patients haters, instead of money is bad faculty couldn't even agree about what the quality of an urgent once you know, once we got to, we're here to care for people, let's care for our patients, let's care for students escape for each other, everything shifted. So that that was studied process of communication. So, I believe in that one as, as a value as a principal very strongly. The other personally is don't deceive people be open, direct and honest and straightforward. Don't get trapped by telling one story to one person and have a story to another person or changing it position. We're really had to be open and honest and consistent it to be true trustworthy. In the in the administrative setting, is I think phenomenally important. So that might my second value is, is that because if you don't, you lose an enormous amount, if you change your position, tell it differently than one person to play any of those games that humans play in the administrator sitting really destructive. And it's much easier to play it straight in one sense, but it's much more productive. So that that's the second big principle that I have is I try not to ever get sometimes you can't say stuff, okay. And the best thing to say, you know, I can talk about that. Don't make it up, just say, Sorry, can't go. And people understand that, generally speaking, so that. You know that that's Principle number two, I think those to the open communication and the trustworthiness, I think that the core principles by which I try and try and live administratively and I include in that openness, openness about resources, because people care a lot about money and other people in space. And so, you can be open about that. It's good.

CL: Thank you

Impressions: RH is a very good conversationalist and leader. He is concerned with life balance for himself and his subordinates. It is clear that he is very animated about his competitive sporting activities. The university is where he leads, but the water is where he competes.

Appendix C: Participant Biographies

Forty men were interviewed for this research using grounded theory and semi-structured questions. Their biographies, less their names follow:

Participant 1: This soldier at 24, is the youngest of the participants. A former defensive back in football, he is an honor graduate for top physical fitness from his initial military training. He was handpicked by his commander to represent his unit in the Best Warrior Competition and is entering Special Forces assessment and training.

Participant 2: This participant has a PhD and spent over 23 years studying and applying values-based leadership development. He is an internationally recognized speaker, a published scholar, an award-winning instructor, a recognized developmental expert, and most importantly a proven leader. A 1993 graduate of the United States Air Force Academy, he earned his master's degree in Industrial and Organizational Psychology from Virginia Tech, and his PhD in Organizational Behavior from Florida State University's College of Business, studying the concept of "behavioral integrity" as a driver of trust, accountability and performance. He has successfully led in positions ranging from small units to international organizations of over 16,000 members. In addition, he personally directed and delivered universally recognized leadership development programs for students, faculty, managers, law enforcement officers, elite athletes, senior government officials and Fortune 500 corporate executives. He is a 23-year officer veteran of the US Air Force, and in his most recent assignment, served as one of the top advisors to Pentagon senior leaders on issues of professionalism and values-based leadership, impacting the development of 3.2 million Active Duty, Guard, Reserve and civilian employees across the Department of Defense (DoD). He is recognized as one of the DoD's top thought leaders in leadership development and has traveled around the world speaking to service members at all levels on professionalism and ethical leadership. He is now the President of BasikInsight, a company dedicated to energizing, enlightening and equipping organizations to lead with character.

Participant 3: This is an attorney turned SWAT team leader in the mean streets of Chicago. He is currently a doctoral student in values centered leadership.

Participant 4: This participant is a retired US Army lieutenant general. He currently serves as Family Research Council's Executive Vice President. He was one of the original members of the US Army's Delta Force. He was privileged to ultimately command these elite warriors in combat operations. Later, he commanded all the Army's Green Berets as well as the JFK Special Warfare Center and School. He spent 36 years in the army, serving his last four years as the Deputy Undersecretary of Defense for Intelligence. He is an ordained Christian minister.

Participant 5: This participant is the Head Men's Basketball Coach and Associate Director of Athletic at Benedictine University. He is in his 24th season as the Eagles head coach. Voted as the 2015-2016 Division III National Coach of the Year. He took over the reins of the Benedictine Men's Basketball program in 1995 and has established a tradition of success at his alma mater, creating a program that stresses success both on the court and in the classroom as he enters his 25th season at the

helm in 2019-20. He is the winningest coach in program history. Benedictine has logged six consecutive winning seasons and has qualified for the NCAA Tournament in 11 of the 13 seasons in conference history.

Participant 6: Participant 6 is a former Vietnam era US Army officer. He is the founder and CEO of Practical Clinical Courses (PCC) and Co-Founder and CEO for Clinicians Report Foundation (CR) and a practicing prosthodontist in Provo, Utah. PCC is an international continuing education organization that provides courses and videos for all dental professionals. CR offers unbiased research on thousands of dental products. He has presented over 45,000 hours of continuing education throughout the world and has published many articles and books. His degrees include DDS, University of Southern California; MSD, University of Washington; PhD, University of Denver; an Honorary Doctor of Science from Utah State University, and an honorary Doctor of Dental Education and Research from Utah Valley University. Early in his career, he initiated the University of Kentucky and University of Colorado Dental Schools and taught at the University of Washington.

Participant 7: Participant 7 is a retired US Army Special Forces officer. Remarkably, he passed the Special Forces Qualification Course (SFQC) at the age of 37. He currently is a professor of religious studies.

Participant 8: Participant 8 is a former fire fighter who retired as a deputy chief of the Kansas City Missouri Fire Department. He has had wide-ranging experience in the fire service. He has led and participated with teams working fire emergencies, with rescues, hazardous materials clean-up, emergency medical situations and even with military special operations units. He is also a former All-American college football player and a current PhD student.

Participant 9: Played football for University of Nebraska and Brigham Young University. He was the football coach of Springville High School in Utah. In his 38 years of coaching, he had 38 winning football seasons. His teams also made the Utah Interscholastic Football Association state playoffs every year of those 38 years he was a coach. During that time, he won one state championship. He is now an entrepreneur, with a business that works with the National Parks system.

Participant 10: Participant 10 is a Vietnam era Army veteran. After the war he became a high-ranking executive at the Heinz Corporation.

Participant 11: Retired US Air Force Pilot who has flown combat missions in four separate conflicts. After more than 20 years of service in the active duty Air Force. He is now an author, speaker, and business consultant.

Participant 12: A sergeant first class he has broad experience in army aviation, counter drug operations and special reconnaissance. He refused multiple promotions to remain with his special reconnaissance team.

Participant 13: This Colonel is an Afghanistan veteran and has been a US Army infantryman and a police SWAT team sniper.

Participant 14: Participant 14 has been a successful individual in multiple endeavors and multiple countries. He clearly thought his experiences in sports, academia (including research), and the military were helpful in becoming a better leader and man. He has excelled in all three endeavors. In the athletic arena, he was a member of

his country's rugby team and a world champion oarsman (crew). His 40 years of reserve military service in the Australian Army is a cherished memory for him. He felt that his most impactful leadership knowledge was gained in academic research. As a healthcare educator, he has spanned the academic world serving in positions from researcher, to professor, to dean, to provost, to university president (he is currently an associate vice-president for academic affairs at the University of Utah).

Participant 15: A lieutenant colonel, who is a combat veteran of both Iraq and Afghanistan. He is a paratrooper that has served with the 101st Airborne and special operations units.

Participant 16: A US Army Infantry Major who used his advanced degree in leadership studies to be a military academy instructor. He is airborne qualified with command and overseas deployment experience. He will be entering Harvard Business School next year.

Participant 17: A federal special agent and a former police SWAT team member, this man was a secret service Team Leader for the service's elite Counter Assault Team (CAT). He has trained at Ft. Benning, the US Army's premier leadership and combat maneuver training center. It includes the Army's Ranger School, Infantry School and Airborne School. He also attended the Army's secretive Combatant Commanders for In Extremis Forces (CIF) under the Joint Special Operations Command (JSOC). Has protected all the US presidents from former President Bill Clinton to President Donald Trump.

Participant 18: Participant 18 is a graduate of Colorado State University, where he was a star linebacker. He is a veteran of the 2nd Ranger Battalion and the 19th Special Forces Group (Airborne). He has extensive combat experience and special operations deployments. He currently is on staff at the US Navy Fighter Weapons School (Top Gun).

Participant 19: Retired US Army four-star general and founder at the McChrystal Group. He is best known for his command of Joint Special Operations Command in the mid-2000s. His last assignment was as Commander, International Security Assistance Force and Commander, United States Forces in Afghanistan. He previously served as Director, Joint Staff from August 2008 to June 2009 and as Commander of JSOC from 2003 to 2008. He was reportedly known for saying what other military leaders were thinking but were afraid to say; this was one of the reasons cited for his appointment to lead all forces in Afghanistan.

Participant 20: A retired US Coast Guard Captain this warrior is an intelligent, thoughtful man who has seen his share of tactical situations with great risk to himself. He has come out of his service unscathed and is currently a PhD student in Benedictine University. His approach to leadership seems to be to take whatever are the resources, manpower and material that is given to him and forge a team based on integrity first and teaching individuals to become leaders at every level. It is important to him to create a team where people can grow and flourish and still get the mission accomplished.

Participant 21: A disabled US Marine who saw combat fighting the Iraqis. After being medically retired from the Marines he spent time farming and running a small business. He is currently a doctoral student in leadership studies.

Participant 22: Participant 22 is a retired four-star general of the United States Army who served as the 35th Chief of Staff of the United States Army from August 1, 2003 to April 10, 2007. His appointment as Chief of Staff was unusual in that he was recalled and came out from retirement to assume the position. He voluntarily retired from the Army for the second time in 2007 after completing the full four-year term as Chief of Staff. He was the first Chief of Staff to be special forces trained. The former Delta Force commander is authorized to wear the Combat Infantry Badge, the Master Parachutist Badge, the Military Free Fall Parachutist Badge, the Special Forces Tab, and the Ranger Tab. He was a starter for the University of Wyoming football team.

Participant 23: This participant is a retired US Navy submariner. He currently works as a senior executive system in the government and is under the Chief of Naval Operations. He is finishing his PhD in Values Driven Leadership.

Participant 24: Participant 24 is a former college quarterback and now head coach of the North Central College Cardinals. The college is in Naperville, Illinois. His family's coaching legacy (his father was the previous head coach and Participant 24 was his assistant and later the head coach); has produced a very impressive record. The teams have never had a losing season. They have won 80% of their games, including playoff games. They have 12 playoff appearances in 17 seasons and have won their conference 12 times. The Cardinals are the 2019 NCAA Division III Football Champions.

Participant 25: Is a former New Mexico Military Academy graduate, an US Army infantryman, and is currently a Texas peace officer.

Participant 26: A police officer and former soldier, who is currently an elite SWAT team sniper.

Participant 27: This man worked with Navy Special Operations in the beginning days of the US Navy SEALs. He is former Navy frogman and SEAL instructor.

Participant 28: is a West Point graduate and served over 36 years on active duty in the United States Army, as a special operations aviator, reaching the rank of Lieutenant General. He was the Director of the Center for Special Operations (CSO), U.S. Special Operations Command, at MacDill Air Force Base, Florida. He participated in major military operations such as DESERT SHIELD, DESERT STORM, UPHOLD DEMOCRACY, JOINT GUARDIAN, ENDURING FREEDOM, and IRAQI FREEDOM. Participant 28 was born into an Army family in Flandreau, South Dakota. He received his Bachelor of Science degree from the United States Military Academy at West Point in 1971 and earned a master's degree in Public Administration from Shippensburg University in 1994.

Participant 29: This Army Lieutenant general is a recognized leader in special operations; intelligence, surveillance and reconnaissance (ISR); and military strategy. He served 34 years in the U.S. Army leading both conventional and special operations forces during peacetime and in combat. As a general officer he served as assistant commander of the Joint Special Operations Command, the deputy

commander of U.S. Army Special Operations Command, and commander of U.S. Army Alaska. In these roles, he directed complex organizations ranging in size from small tactical units to a 24,000-person military command. He has a BS in General Engineering from West Point, an MS in Administration from Central Michigan University, and an MS in Strategic Studies from the U.S. Army War College. He also graduated from the British Higher Command and Staff Course in England. He is a master aviator and military parachutist. He currently serves as director or advisor on the boards of several aerospace, defense, and software companies. His philanthropic endeavors focus on reducing veteran unemployment and post-traumatic stress disorders among our active military and veteran populations.

Participant 30: is a United States Army lieutenant general who served as deputy commander and chief of staff, United States Army Training and Doctrine Command (TRADOC). He is a 1982 graduate of the United States Military Academy he was a collegiate rugby player and wrestler. He has an MBA from Webster University. He was a special operation aviator. He commanded the United States Army Aviation Center of Excellence. He currently is a vice-president at Lockheed-Martin.

Participant 31: This participant is the head coach of one of the best small college football programs in the nation. He earned All-America honors as an offensive tackle and helping the Snow Badgers to an appearance in the NJCAA National Championship game in 2007. Following his playing career at Snow College, he played for two seasons at Oklahoma State University where he helped lead the Cowboys to back-to-back bowl games in both 2008 (Holiday Bowl) and 2009 (Cotton Bowl). After his collegiate career, he enjoyed stints on NFL rosters with the Cincinnati Bengals in 2010 and with both Seattle and Jacksonville in 2012. He returned to Snow College two years ago after serving as the offensive line coach at Indiana State University during the 2016 season. Prior to joining the ISU staff, he served as an assistant offensive line coach at TCU. Prior to his stint in Fort Worth, he was a graduate assistant coach at North Carolina (2014-15), Houston (2013), and Oklahoma State (2012). He has played or coached in five FBS bowl games, one ACC title game, and two NJCAA National Title games. As the offensive coordinator at Snow College, he helped lead the Badgers to a combined record of 18-4 over the past two seasons. During the 2018 campaign, the Snow College offense led the nation in scoring (550), points per game (50.0), yards per carry (6.7) and first downs per game (23.1). The Badgers ranked second in total offense (5,382), yards per game (489.3), rushing yards per game (273.5), rushing touchdowns (37), and total first downs (254). All totaled, the Badger offense ranked among the nation's top-10 in a total of 16 different statistical categories.

Participant 32: This multi-sport athlete turned psychologist is a student of high achieving individuals. Unconventional in style and philosophy, he has researched high achievement while counseling those who are less advantaged.

Participant 33: is a 21-year combat veteran of the U.S. Navy Explosive Ordnance Disposal (EOD) community and retired Master Chief Petty Officer. He is highly respected around the world as an innovative and forward thinking thought leader on

the subjects of wounded warrior care, military and veteran transition, counterterrorism, military training, and innovative technology development.

Participant 34: This former college athlete and ROTC cadet is currently a Professor of Management and Organizations at the Ross School of Business at the University of Michigan. He was formerly the dean of the Weatherhead School of Management at Case Western Reserve University. He has also served as associate dean at both the Marriott School of Management at Brigham Young University and in the Ross School of Business.

Participant 35: This participant grew up on a small farm, near a small town in central Massachusetts. His first dream was to graduate from the United States Naval Academy and attended Navy SEAL training. He became a nationally recognized rower. As a gold medalist in the Olympic Festival, then as Captain of the freshman and varsity teams at the US Naval Academy. Then he served with distinction as a Navy SEAL platoon commander no less than three times. And after his time as a Navy SEAL, he became an entrepreneur, leading his first company to \$90 million in sales in just three years, becoming an Inc. 500 CEO.

Participant 36: this former college basketball star, has one of the winningest records coaching in the college ranks. He started his coaching career at Dixie College. He then returned to Hawaii where he taught physical education and coached basketball. For two years, he continued his coaching career at the University of Iowa and worked on an Athletic Administration degree. He then returned for another two years at BYU-Hawaii. For 11 years he was at Mt. Hood Community College, where he was an instructor, coach and served as an administrator. He has traveled to New Zealand, Korea, China, Mexico and Canada to put on coaching and player clinics.

Participant 37: This participant is a graduate of the United States Naval Academy. He was an early graduate of the US Navy Fighter Weapons School (Top Gun). Was trained to fly by John McCain, whom he would later be imprisoned with in the Hanoi Hilton. He was a carrier pilot who flew 74 combat missions over North Vietnam. He was shot down five days before tour was over May of 1967. He spent six years as a prisoner of war in North Vietnam. Upon release he continued his service in the Naval Reserve. He is currently a professional speaker and author.

Participant 38: This participant was a star college basketball player and later became a professional basketball coach. He most recently served as the head coach of the Cleveland Cavaliers of the National Basketball Association. Prior to joining the Cavaliers, he coached the Michigan Wolverines, West Virginia Mountaineers, Richmond Spiders, Canisius Golden Griffins in NCAA Division I as well as Le Moyne College, Nazareth College and Erie Community College. Beilein has won 754 career games at four-year universities and 829 games altogether, including those at the junior college level. Beilein's overall career wins counting the time spent in Cleveland is 843 games.

Participant 39: graduated from the United States Naval Academy in 1991. After almost eight years in the SEAL Teams and an instructor at the Naval Academy Physical Education Department, he resigned his commission in 1999 to start his own fitness and freelance writing business. Now he writes articles, books, programs

specifically designed for candidates of just about every military branch, spec ops unit, and police and fire fighter agencies. He trains people these people for free through the Heroes of Tomorrow program.

Participant 40: is a retired US Air Force F-15C pilot with a number of deployments. He flew Predator and Reaper drones in combat. While on active duty he developed computer software that assists drone pilots to better work together. Some of his work involved special operations. He is currently the CEO of a company dedicated improving the deployment of drones in combat.

Table 7. Demographics of Participants

Category	Numbers	Percentage
Total Interviewees	40	100%
US Army	17	42.5%
Australian Army	1	2.5%
US Air Force	4	10%
US Coast Guard	1	2.5%
US Navy	6	15%
US Marine Corps	1	2.5%
General/Flag Officer	6	15%
Special Forces	9	22.5%
Delta Force	6	15%
Ranger	6	15%
Special Reconnaissance	2	5%
Navy SEAL	3	7.5%
Navy Fighter Weapons School (Top Gun)	3	7.5%
Special Aviation	8	20%
Tactical/Combat veteran	16	40%
Secret Service	1	2.5%
Police/SWAT	5	12.5%
Firefighter	1	2.5%

Category	Numbers	Percentage
Advanced Degrees	34	85%
Top Athlete	20	50%

Source: Adapted from interviews

Appendix D: Edited Participant Answers to Interview Questions

Interview Questions

The following were the basic semi-structured questions asked of the participants with their answers (edited for brevity and proper language).

Why are elite individuals, elite teams and their leaders different than other teams?

Participant 1

Elite individuals and teams are a group of individuals that want to surpass their own weaknesses and be with other like individuals. They are constantly trying to improve in all aspects of their life and endeavors. Most people take the path of least resistance, but the elite are willing to take the harder highway. Through their failures and adversities, they are better prepared for the trials in their lives that are sure to come.

Participant 2

They create cultures where the team seeks to develop habits of excellence. In tactical situations, where the stakes are high, the requirement for competence needs to be much higher. Trust needs to be present in both directions. These teams, by necessity need to be more creative. In elite teams where team members have proven themselves, they can have more latitude to make independent tactical decisions.

Participant 9

The best teams are steeped in tradition. They have continuity of the leadership. There needs to be a basic level of talent for the team members. Players play up to expectations, so develop and maintain extremely high standards. Leaders need to give the team members the opportunity to succeed. Leaders need to make sure they believe in the players' abilities and bring out the best in players. Leaders need to work together.

Participant 11

Individuals on elite teams are highly motivated. Many people want to be on the team; only a few make the criteria to make the team. Elite teams already have high levels of education and knowledge and are motivated to learn more. There are high levels of confidence on elite teams. They believe in themselves and their abilities. They have exceptional levels of mission focus. They are not afraid to lead. They are not afraid of tactical change. Elite individuals are not devoid of fear, they know that fear is a part of every mission. They, however, compartmentalize their fear and use it as motivation to accomplish the mission.

Participant 19

Great leaders, individuals and teams know what their value proposition is, or what is their specific niche. They bring value to others, both in and out of the group. They can increase the value to the group; not diminish it. They can make the group and their backers and benefactors better. They focus on what brings them success and are not easily distracted and sidetracked. Finally, they are exceptionally good at what they do.

Participant 22

Participant 22 prefers the term high performing over elite, when discussing great teams. A team's reputation has to do with the quality of their enemy. The competition needs to be good. Victories over mediocre teams do not make for a high performing team. Looking good is not as important as being good. Unfortunately, many leaders are more concerned with appearances than with outcomes. The elite don't show off, they perform.

He compared high performing teams and what he considered the elite. In his view, Rangers, Marines, and SEALs are effective but not elite. Their uniforms may appear more polished, and they may look better and march with precision; but they don't perform as well as Delta and US Special Forces in combat operations. High performing individuals care about the team. (He said he refused an appointment to teach at West Point ((which would have been a great career move)), because he wanted to be with the troops. He went on to Delta and glory instead.

Participant 27

They are professional.

Participant 29

Internal drive to make you be better than you can be. You must have confidence. Continuous improvement, both as individuals and teams. Put the mission and each other first. This can apply to any industry. They are inspirational they live their values (virtues). They are aware of their image in the sense that they live correctly. They do the right thing. They don't take advantage to each other or their clients. They live by an established code. They go above and beyond.

Participant 30

I like to use the term "high performing", instead of elite. High performing is more about the team dynamic than the group. Selection is the key. Selection establishes a minimum standard and what the expectations are. Suitable selection could be used in other areas besides the military. Commitment to the culture and high standards is part of selection. High performers have more commitment and better team alignment than the average. Leaders can have more participative leadership with high performers. Members of elite teams make each other better. Expectations are high. One becomes high performing by performing, not by talking. It is difficult to make a high performing team out of government civilian employees and even civilians in private industry. They are more focused on themselves, rather being civic minded. It has been

a growing problem in the last few years. Crisis can help people come together, at least temporarily. There is only one best in the world. Special Operations Forces (SOF) soldiers. You can't mass produce SOF. It takes years to do train a good SF soldier. There is jealousy from non-elites with SOF. This will likely apply to business, sports and other fields.

Participant 31

Mindset is important. Talent is important, but it is only part of the equation. Teams need to have a high sense of accountability. They need clearly defined roles. It is simple, but people need to be held to a certain standard. They need consistent (daily) effort. Development is good, but if the person will not measure up, they must be let go. If people are not going along with the program, they become toxic to the team. Remove the toxic elements, and it will make a difference in performance. Everyone is different, they need individual attention. Players need to be willing to do the hard things.

Participant 32

The elite have an achievement base motivation: whereas, average teams have fear based motivation. In the civil war Robert E. Lee was achievement based in his motivation. He focused on success. he did what he could to get the job done. He was constantly learning. Finally, he was willing to take risks and didn't fear uncomfortable predicaments. Contrast Lee with (George) McClellan. McClellan was a perfectionist to the point that he was fearful of making mistake, even though he had tremendous advantages over the Confederate generals he faced. That fear caused enough inertia to make his army move very slowing, if at all. He was risk adverse and focused on his fears. One can liken this to elite teams. Perfectionism in tactical teams becomes destructive...nothing is ever good enough. Elite teams can be less talented than their opposition but are willing to take risks and experience the thrill of achievement through a culture of positive reinforcement.

Participant 33

1. Selection is important. Jim Collins (in his book, "Good to Great") got it right. Elite business and special operations teams get to pick their teams. Get the right people on the team, then position them well.
2. Everyone understands team goals and objectives.
3. Elite team do the basics well. They engage in deliberate practice that leads to precision and excellence.
4. Great teams continue to pursue excellence. In the (US) Navy, naval aviators conduct AARs, with no concern for rank. If a pilot made a mistake, he is called on the carpet just like those of lower rank. Also, SF AARs are brutally honest.
5. Finally, their word is their bond; they want to always get better.

Participant 34

They are rare. They have extraordinary performance because of virtuousness. Organizations that flourish are characterized by virtuous actions. It isn't just one virtue, but combined virtues. Virtuous teams do better, especially in hard times. They focus on each other. There is an environment of dignity and respect. They are tough and virtuous at the same time. A paradox represents two things that are present that appear to be opposite. Elite teams are good examples of paradoxical theory and organizational effectiveness. The highest level of performance is always paradoxical.

Participant 35

Elites are agnostic as to type of business they are in. It is harder to do it in a mediocrity enabling structure (government civilian employees). The basic differences in teams is simple:

Average Teams: selfish

Elite Teams: selfless (It starts with the leader being selfless)

Some great teams include special operations of all US military services, the New England Patriots, Disney, performing artists, and most emergency room teams.

Participant 37

The elite live and communicate their values. The best team I was on was in the Hanoi Hilton. Leaders made tough decisions. The Leaders redefined their mission as prisoners. We were no longer combatants. The new purpose was to return home with honor. That team went on the offensive, even though they were prisoners.

Participant 38

The best teams experience crisis and come through better than they otherwise could be. That makes for an elite team. Teams that experience adversity can come back stronger. The teams that come together are those that already have inculcated core values. They need to be taught before the crisis. He likens it to pruning plants, they are better for the adversity they go through.

What is the basic leadership philosophy you employ in forming and leading your team?

Participant 1

Great teams need to work with each other without hubris. The members need to have empathy with each other. Everyone needs to know why they have certain goals. As a leader, one needs to give subordinates clear delineations and duties; helping them show leadership within their own assignments. Creativity is important. All need to execute with enthusiasm.

Participant 2

Good leaders, their subordinate leaders, their team and their peers require mutual trust. The elements of trust for elite teams include: (1) competence (most important in short term), (2) benevolence (no hidden agendas, leaders care for people, they are vulnerable, they have each other's back, they create an environment

of psychological safety), and (3) leaders lead by example and maintain integrity (keeps espoused values and high standards). If people don't feel safe, they go to bunkers. They hoard ideas and input, everything someone needs in elite military or medical teams doesn't get expressed. Landmines are perceived to be everywhere. That was happening a lot in the active duty air force before I retired. People were hypervigilant. People get compliance rather than commitment. There was toxic management versus real leadership. Leadership makes the difference. Leaders model excellence and set the tone with virtuous habits.

Elite teams need optimistic cultures, since the group is doing tough and dangerous things the team needs to have leadership that looks at possibilities. Optimism is also important in business and entrepreneurial ventures. Elite teams promote grit and a growth mindset. Growth mindset requires discipline.

Government civilian sector is very average. It is harder to have elite teams in the government, special ops excepted. People demonstrate less citizenship behavior. You see more gossip and see deviant behaviors towards the team (stealing, etc.). Virtues are incredibly important.

Participant 3

You must start with the right talent with the right mind-set. They need to be able to quickly prioritize under pressure. The leader needs to be the servant of the team. The leader needs to respect the expertise of the team members. Rank is less important than expertise in tactical situations. An officer needs to be willing to defer to a lower ranking person, if that person has more expertise and knowledge in a particular tactical situation. The team needs to develop skills to the degree that the leader can tell them what to do, but he doesn't have to micromanage by telling them how to do it. Those who are committed crave discipline. The leader needs to be the example, while respecting the team members.

Participant 4

Selection must be based on a person's potential for greatness. Misfits in other units can become superstars in others. I look for problem solvers who can get things done.

Participant 5

The leader needs to bond with his players to gain trust and respect through relations and engagement.

Participant 6

Both the leader and the team members need to hold positive attitudes.

Participant 7

Pursue excellence. Always be the best.

Participant 8

In a big city fire department, especially at the level of a deputy chief of the fire department; there is much call for knowledge and experience, but little for hands on skills in the field. At that level, the leader leads other leaders in trying to accomplish the mission. This is done in the form of setting policy, pushing innovation, properly equipping teams and keeping politicians and bureaucrats off the backs of the fire fighters on the ground. In helping to set and carry out city policy, the chief needs to understand the team from the bottom up. They must also have knowledge of the resources, manpower, budgets and the messy world of politics to understand their mission and their people. Chiefs need to be clear on the mission and purpose of the organization, set clear expectations and they see that the work in the field gets done. It is essential that fire companies and their component teams go through proper assessment and selection. Assessments of new team members is important. The teams need to get the best talent that fits the needs and requirements of the team. A good attitude toward teamwork is important. No one person can do everything. People depend on each other to get the present task done.

Participant 9

Develop leaders in the ranks. Leaders and team members need to have confidence in each other. Players need to separate themselves from worldly influences. They need to develop character and virtue. Team members need to have humility. Be careful of pushing players too hard. Try to have everyone get playing time. Recognize all individuals on the team frequently.

Participant 10

I had a saying that on my wall when I was a kid that I've tried to think about all my life and that is: Leadership is not bestowed. It is only yours as long as is continuously earned. I've never felt like just because you're put in a leadership position, you're automatically a leader, you must earn it. I've always tried to be able to draw out the things that they do and respect them for who they are, and what they do. I've always tried to live by the golden rule and be very honest with everyone that I meet.

Participant 12

Always do the right thing, even when no one else is watching. Never ask subordinates to do what you are not willing to do or haven't done yourself.

Participant 13

Provide clear guidance

Recognize subordinates

Supervise by feedback and accountability (e.g. hold people accountable)

Think critically

Problem solving

Allow subordinates the freedom to make mistakes

Participant 14

This doctor's philosophy on leading teams is very much along the path of President Dwight D. Eisenhower, whom he quoted as saying, "The supreme quality for leadership is unquestionably integrity. Without it, no real success is possible, no matter whether it is on a section gang, a football field, in an army, or in an office. Motivation is the art of getting people to do what you want them to do because they want to do it". Clear communication is a part of that leadership and team motivation. Participant 14 claims that total consensus is nearly impossible, there will always be someone who disagrees with the leader. He further explained that if 5% of your team is not with you; not to worry, peer pressure and the group will make the resisters inconsequential. Nevertheless, as the percentage increases leaders need to work more with the disaffected to bring them along with the team. "If the 50% or more are not with you, you will not be able to make the changes you want", he said. He made it clear that those who are not producing, not following orders and protocol, and are ill suited to the team and/or patients need to go, even in an academic setting. That would hold true even for the most talented of team members. He told of an example on his rowing crew. A man with rare physicality and raw talent was let go from the team, because of his prickly personality and consistent disruptions he was causing.

Participant 15

Servant Leadership. It has been the only method that has proven successful across all environments and instilled the spirit of mission command in subordinates.

Participant 16

Be a servant leader: guide them with a clear vision, dedication, a good work ethic and constant mentorship.

Participant 18

Have a common, winning mindset. Know what is expected and avoid bureaucracies and professional silos.

Participant 19

There is a basic need for leadership. Members of the team need to be leaders and respect each other. Leaders drive themselves and light the way to others. Wisdom and knowledge need to be pushed down to the troops. The "Dream Team" less effective than good individuals that have common virtues, goals, and ambitions. All members of the team ideally take responsibility for mission, others, and self. Wisdom and knowledge need to be pushed down to the troops. Strength needs to be coupled with wisdom when it comes to leading.

Participant 22

Leadership needs to be practiced by all members of the team. The team is not populated by superstars but by high performers. The team has a strong warrior ethos. And leadership sets a good example. Culture is set by the leadership. Leaders need to

know that all teams are different and adjust their style accordingly. Great leaders promote shared leadership within the ranks.

Money and resources don't buy victories, but character does. Potential needs to be directed. Have high standards. Teams need continuous leadership training and maturity. Teach individuals high performance, then have them teach high performance to others.

Everyone needs minimum standards. Teams need time together, high standards, warrior ethos; can't be changing jobs all the time, they need to stay with the team, so it continually gets better. The team has to have continual improvement and new challenges. That's why SF starts with the rank of staff sergeants, great teams need skill, experience, and maturity.

Participant 24

Care about the team and the team players. Teach them about true manhood and what it means to be a man. They should have a transcendent cause, while developing positive relationships with those around them.

Participant 23

As much as possible, push decision making to the lowest level where people are in trenches and aware of the totality of the situation. The higher echelon leader needs to be able to trust the team leaders on the ground and the solutions they come up with. The focus should be on tactical execution. The higher echelon needs to support the lower echelons logistically to get the job done.

Participant 26

Servant Leadership. The leaders must be willing to do what other members of the team are doing. Instead of getting special privileges, the leader takes care of the other team members. He sets the standard by leading by example.

Participant 27

Lead from the front. Select the best. If they aren't the best, they shouldn't be on the team. Have faith in and depend on each other.

Participant 29

Leaders come and go, but culture is more difficult to change. Be a quiet professional. Teams must concentrate on basics. Where the head goes the body follows. Leaders must live the values of the organization. Leader must be visible and out in front. Mission is the most important thing which are supported by people, equipment, and training. It is like a three-legged stool holding up the mission. The reason for the action (stool) is the mission, one leg is for the people, one for the equipment and one for the education and training. They have to be in balance to hold up the mission. In corporate teams it is the same.

Participant 30

Team is everything. People may have different roles, but all are team players. Great teams never stop learning and listening. It was about the mission not about themselves. Never stop listening. Negative motivation brings on fear in leaders and teams. Leaders must be both leaders and followers. Leaders understand what it takes to win. They understand the “big picture”. They practice shared leadership.

Participant 31

Be smart, tough, and accountable. Truly elite teams are run by the players that buy into the system and guided by the coaches.

Participant 33

One must lead himself, before he can lead others. Leaders help people get to a place where they can get to where they want to go on their own. Great leaders have eight vital virtues: (1) High IQ, (2) Knowledge (academic and practical), (3) emotional intelligence, (4) a high level of internal motivation, (5) a high level of social skills, (6) empathy, (7) the ability to keep the team intact, (8) and they understand history.

Participant 35

Connect, Achieve, Respect, Empower (C.A.R.E.). C.A.R.E. bridges the gap between the outcomes you need and the team to achieve them. Connect, and you’ll build trust. Achieve more, and you’ll create direction. Respect others, and you’ll build an environment of continuous contributions. Empower others, and you’ll create ownership within your team. My motto is, “To lead is to serve—and to serve is to care.” Success is available to everyone, not just a chosen few. Your potential is much greater than you know.

Participant 37

Leaders are there for the team. Leaders have a purpose. They communicate their purpose and values to their team. Attitude is the secret to survival. Give the power of choice. No one flies alone.

Participant 38

We struggled with winning until we established core values for the team. After that, we consistently made the NCAA tournament. You need to pick people who know what winning looks like. Core values are important and need to be reviewed every day. Team philosophies need to be taught so it sticks. My core values are:

Unity

Passion

Appreciation

Integrity

Diligence

What practices do you employ to help your team succeed and win?

Participant 1

Hard work and intentional practice.

Participant 5

I always start with testing the players' fitness, so we can mark their progress. Next, I see if they promptly do what is asked of them; this shows initiative and respect. Finally, we build a culture early in the formation of the team. Communication is especially important. Engaging with the players is as well. The team needs to build a sure foundation mostly through modeling excellence.

Participant 6

Select strong people, then put them in the right positions for the team.

Participant 7

First, there must be a clear vision shared by all team members. That clear vision needs to be an image of what right looks like. In other words, the team needs to model perfection to arrive at excellence. A team can't do what it can't imagine. In instilling that vision into the minds of team members and knowing what they are supposed to do, the team needs to have a clear understanding of the leader's aim or desired purpose (or the commander's intent to put it in a military vernacular).

Participant 4

I let them know that the past does not equal the future. If they do well for me, they can become superstars.

Participant 9

Get the input from the team members on the field. They are the closest to the action. Look for tactical advantages with the feedback of the players. Teams always win in the trenches. Encourage communication and build trust.

Participant 12

Every day is "game day"; no matter what the task.

Participant 14

Constant monitoring of the team along with any required adjustments are necessary for the team to continue to learn and progress. Adjustments may be as simple as training to advance knowledge, develop a team member's expertise or to gain new or enhanced skill sets. The primary duty of a leader is to make decisions and clearly communicate those decisions to the team. The leader should use quantifiable data, trends, matrices, views, and the past experiences of trusted consultants and team members to make decisions. However, the leader will need have faith and "go with your gut" at times in decision making. It is important to him to pursue quality research, quality student instruction and, most importantly, quality patient care in the university. He insists on quality while caring for the patients in the university clinics.

I dubbed this as a focus on quality care while caring for patients or to give care while caring.

Participant 15

Collaborative decision making. I try to establish a “safe to fail” environment that challenges subordinates to press their limits and grow. I encourage independent decision making. I don’t try to solve all problems for force conformance to my solutions.

Participant 16

Give clear guidance and instill a drive to succeed.

Participant 17

I want them to get their PhDs in Life. Experiences are more important than degrees and credentials. Despite all the training members of the CAT need to always keep three things in mind during a presidential security crisis. They are to Divert, neutralize, and suppress.

Participant 18

First, look for proven warriors. Take the team through some adversity, so the team can experience common hardship. If they are the right people, they will learn and be better for the experience. Make sure each person has a mentor to help them along in their careers.

Participant 21

The leader needs to hold people accountable. Everyone on the team needs to take ownership of team objectives.

Participant 24

I emphasize character traits or virtues. The team members need discipline to be the best. They need to be protective of the institution, the team and of each other. I write letters to their families about how they are doing, it helps with their support network.

Participant 25

The team needs necessary equipment and the things needed to complete the mission. The team not only needs to do good but be good too.

Participant 26

Identify the problem or goal (or standard) as a team (creates buy-in).
Identify the steps needed to solve the problem or achieve the goal (or standard).
Train to the standard needed to meet the goal.
The team needs buy-in at all levels.

Participant 27

Train together. Depend on each other. Trust subordinates. Don't micro-manage (unless your subordinate is unsure and inexperienced). Outline what needs to be done, then let them do it.

Participant 28

Lead a virtuous life.

Participant 29

Mission first. Continuity of team members is important. Mission, values, culture, standard operating procedures (SOPs), etc., not only need to be written down, but must be engraved in the minds of the team. This is mastery. Training needs to be as natural as it can be. When in a tactical situation the training kicks in and it is natural. Put the big rocks first (borrowed from Stephen Covey) make things simple.

Participant 30

Team is everything. People may have different roles, but all are team players. Great teams never stop learning and listening. It was about the mission not about themselves. Never stop listening. Negative motivation brings on fear in leaders and teams. Leaders must be both leaders and followers. Leaders understand what it takes to win. They understand the "big picture". They practice shared leadership.

Participant 31

Do hard things over a sustained period, while keeping the players healthy. Develop toughness without grinding the players into the ground. Attention to detail is important.

Participant 32

Understand the situation (gather intelligence), be honest, be self-aware, act, be flexible, be resilient.

Participant 35

Success is determined by your ability to build and lead teams. There's no greater challenge than galvanizing people into teams that are equipped to solve problems, overcome hurdles, and simply do more.

Participant 37

Adversity is a terrible thing to waste. Instead of PTSD (post-traumatic stress disorder) after a traumatic experience, we should look to developing to PTGD (post traumatic growth development). Most of the group of 591 prisoners in North Vietnam decided to have PTGD. They were very successful including candidates for president, vice-president, congressmen, governors, local politicians, doctors and preachers. Those who don't do well have a victim's attitude. They don't take responsibility for their emotions. The elite maintain control. Harboring hate hurts the hater more than the object of their hate. One's prison is in their own mind.

Stockdale Paradox

Jim Collin's in his book "Good to Great", talks about the duality of the adversity we went through (as well as others that went through hardship). On the one hand, we stoically accepted the brutal facts of reality. On the other hand, we maintained an unwavering faith in the endgame and a commitment to prevail despite the brutal facts. In other words, brutally understand the problem but believe you can get through and thrive because of the experience. What separates people is not the presence or absence of difficulty, but how they deal with the inevitable difficulties of life. The Stockdale Paradox says one must retain faith that he will prevail in the end and one must confront the starkest facts of his current reality, whatever they may be. Maintain reality. The POWs maintained internal control while externally they lacked control. We controlled how we responded. We kept fighting. The Stockdale Paradox is a signature of all those who create greatness.

What talents and qualities do you look for in your team members?

Participant 1

I look for soldiers have extraordinary competencies that include communication, candor, consistency, competence, and finally are self-motivated.

Participant 2

The elite military teams in the US Army, US Air Force and the Marines are now using TAPAS. TAPAS is acronym for psychological testing and stands for: Tailored Adaptive Personality Assessment System. TAPAS is a non-cognitive personality test given to military applicants, specifically to assess the candidate's propensity to engage in physical activity. It is a method used for noncognitive selection predictors. It assesses grit and attitude. It taps into factors of success for elite teams, such as discipline, proper conduct, resilience, and mental toughness. The team needs to have clarity of expectations. In the military we would call clarity of intentions commander's intent. The team needs normed virtues.

Participant 3

I look for people who strive for perfection. I don't look at demographics (race, gender, etc.), but for people who can do the job. The officers need to be committed to their work. They must be willing to sacrifice for a cause. I look only for people who have had a history of success as police officers. They need to be able to prioritize and succeed in tactical situations.

Participant 4

I look for problem solvers. The ability to analyze and quickly find solutions to problems is more important than raw talent and skills.

Participant 5

Always start with top talent. Make sure that the players are a good match for the program and the uniqueness of the university. Finally, I want to know that they are a good person.

Participant 7

No one was on my team unless they meet the minimal qualifications for the team. This means at a minimum for a Special Forces team they must be airborne qualified and have graduated from the Special Forces Qualification Course (a.k.a. SFQC or Q-Course). They also need to bring other expertise, such as Ranger qualification or are have an Expert Infantryman Badge or Combat Infantryman Badge (EIB or CIB). You need to look for people you can get along with and respect. As the team goes through shared hardship, the mutual respect among team members should and will increase the mutual respect among the team members.

Participant 9

While raw physical talent and intelligence is desired, the work ethic is the most important qualities wanted in team members. Sports and scholarship are being ruined by personal electronics and lack of desire, as well as indulgent parents. We should be raising the bar for elite teams, not lowering them. The players need to have character and virtue. Coddling is for losers. Winners work hard and have good attitudes.

Participant 10

I like people who are outgoing and who are self-starters. The first thing I look for when I was looking to hire somebody is to see how they interact with others. I love to take candidates to places like food shows or retail stores. I'd walk up and down the aisles and just watch the people in their booths and how they reacted with customers and whether they were aggressive or more laid back. So, if I found somebody that was assertive and good with people that I'd start talking with them and talk with other people around them about their experience.

Participant 11

Proper skill sets for their position
Flexibility
Motivation
A sense of purpose
A high degree of mission focus
Innovation and initiative

Participant 12

Top physical condition
Willingness to learn
Street smarts

Participant 13

Intelligence

Work ethic
Courage

Participant 15
Intelligence, strong work ethic, creativity, entrepreneurial spirit, self-starters.

Participant 16
Flexibility

Participant 17
(1) A warrior mentality is needed. (2) Team members should want to be the very best at what they do. The CAT attracts the very best. People want to be there. (3) Mental fortitude, team members may not necessarily be the most talented, but they must fail at one thing...the failure to quit. (4) Team member must know their roles and stay in their lane. (5) Team position depends on expertise, experience, seniority, and position.

Participant 18
Number one is honesty. The person must be straight with you. Has the person been through significant adversity and still willing to fight hard and take risks...they cannot be risk adverse, which was very prevalent in the recent past in the military. I select the top 10% coming out of their training, but they still needed to be good team players. They need to be established warriors and problem solvers, or they won't be on the team.

Participant 20
In developing his people individually or developing the team as a whole, there will be an occasional team member that does not meet the expectations and standards necessary to conduct the mission of the team. This happens frequently enough that this participant has developed some concrete thoughts concerning the matter. If a person fails to meet standards either through a present lack of knowledge or ability, he will see to it that the person is given the resources and help to improve. However, if improvement does not happen; that person is reassigned to a position where he or she can contribute or removed altogether from the unit. The mission is important and risky, and only those with the right temperament and capability can remain on tactical Coast Guard teams.

Participant 21
The most important factor in choosing a good teammate is their discipline.

Participant 22
Selection needs to be tough. Leaders need to look for intelligence, physicality, and attitude. They especially need to look for team members who are selfless. He spoke of the selflessness of Delta Force. He stated that half of his command was either killed

or wounded, but they were willing to take the risk. They knew the risks of caring for and watching out for others. Lastly, he looks for a team member's problem-solving ability, commitment, integrity, and respect for others. Selectees show transcendence to a noble cause, and he tries to identify and avoid narcissists. Leaders need to select people that can perform on an elite team and be comfortable in an elite team environment. Elite team leaders need to select team members who are already excellent leaders or can be developed into exceptional leaders.

Selection and deselection. Standards need to be kept high. The standards in the generally peace-time army under Clinton had gotten soft. With President Bush being the commander-in-chief of a war-time military for most of his presidency, he needed warriors ready to take the fight to the enemy and he wanted to improve the performance of the army. He called me back from retirement and wanted me to make things better. I started out by relieving leaders that weren't performing and weren't getting the troops to do their missions. I had to relieve about 40-50 senior officers. Only high performers can stay on the team, low performers, or high performers who become low performers through life changes or injury need to be removed from high performing teams. When a leader takes over a team (military unit, business, or athletic team) that isn't doing well, he must get rid of the nonperforming leaders early. To revise an organization, you need to get rid of bad actors and develop people through training. It requires leadership commitment.

High standards are the ground level of who gets on the team. After that, we train them to be even better. Select people who can do the things the organization needs to have done. Not all people can do it. You must look at both talent and character. The New England Patriots tight end Aaron Hernandez had the greatest of talents but didn't have the character to sustain on an elite team. He is an extreme example.

Participant 24

The most important thing we look for in team members is character. Humility is a big part of proper character. They need to be good team players. Scholarship is very important. Physical characteristics (e.g. size and speed) are also important, but they are more innate and gifted to the individual. Character traits trump the physical. As a society, we have been failing our youth. We should be more concerned about their character than we have been.

Participant 23

The leader needs to match the skill sets of the team member to the position. If a person has a good attitude, with just adequate skills he or she can be developed in the position. I look for attitude, resilience and durability when picking a team member. Lastly, but most importantly I look for character. Virtuous people make teams and society great.

Participant 25

A good team member wants to be in the middle of the action. They are willing to put themselves in harm's way, despite their fears. Trust is essential. They need to be able

to think about what they are doing. They have a good work ethic (they look for work that needs to be done).

Participant 26

Team members should be service oriented and servant leaders; taking pride in their work, but not too proud to work.

Participant 27

Do they have common sense and are they professional in their demeanor? Can they lead?

Participant 28

Hard workers and the ability to interact well with others. He had a lot of admiration for the Israeli Defense Force.

Participant 29

Humility. Build teams with individual with different qualities. Look for diverse backgrounds. The smaller the team you need people who are alike, as you get bigger you need more diversity.

Participant 30

Can the person build a team?

How does the team respond to a person's leadership?

Do they establish priorities?

Do they understand the "big picture" and the needs of the mission?

Are they team players?

Are they selfless?

Do they have balance?

Are they willing to continue to learn?

Participant 31

The most important talents and qualities are the hardest ones to evaluate. First, are they smart and tough? Next, can we trust them? The college recruiting process is flawed, we don't get into their heads and hearts as much as they would like.

Participant 32

Match the natural talents of the team members with their position.

Participant 33

Can they do the job, will they do the job, will they fit in. Can they fit into the culture? One bad apple can ruin the whole group (he used the example of Antonio Brown of the Pittsburgh Steelers). Fit is important.

Participant 35

Positive attitude

Persistence

Get up every time you fail

Shift your focus (look at something in a different light), reflection on experience, shifting effort

Humility

Grit

Participant 38

Look for fit. If we lose a quality player, we don't worry about it. Intangibles are important. People come to the team because of its reputation. The best players have great attitudes. They play for each other. You need talent in both skills and in being a great teammate. The players need to be good leaders. They need to have a level of skill, but average can become great with the right attitude. They can be outliers (great players) and they have a role, or they can be average players and play a role as inspirational leaders and supporters.

How do you think leadership has changed during your career?

Participant 10

The workplace has changed in the sense of demographics, technologies, maturity, and work ethic. In my opinion, I think that there are significant work ethic problems among several millennials. I think probably they are overly sensitive to things. It used to be that being a gentleman was a positive thing and that being nice was seen as being a proper gentleman. And now when you look, it's as if gentlemen are predators.

Participant 11

Fewer are willing to stand up for what is right. Thankfully, doing what is right is not as much as a problem with special operators and elite air crews.

Participant 26

Leadership has been segmented. Great leaders push leadership down to subordinate leaders along with authority. The great special ops teams follow a shared leadership model of developing and mentoring leaders at all levels. Humility is a more accepted leadership trait. Vulnerability is no longer seen as weakness.

Participant 31

Leadership principles are always the same, but the leader needs to modify with the people and situation.

Participant 33

Academic leadership education has changed, but it is not real leadership itself. People have put soft words to a subject. Leadership is tough. That is very apparent in the military. Unfortunately, political considerations influence leaders in today's military.

What virtues do you try to establish in yourself?

Participant 1

Wisdom, honesty, grit (passion and perseverance), hard work, and humility.

Participant 2

Virtue is a perceived pattern of alignment between values and actions. The most important virtues are integrity and humility. A person needs to have both. Having both integrity and humility helps to keep a team from getting complacent. Humility keeps the fuel in integrity. Integrity helps the team stay in line with mutual commitments. Other vital virtues include:

Optimism

Grit

Growth mindset

Trust

Citizenship behaviors

Courage

Participant 3

Honesty is the most important. People must treat others well, even in difficult situations. An officer's credibility is one of his most important assets. An officer needs to respect another's skills and knowledge. All positions on the team are important. Kindness to others is important for the team and the public we serve. Mutual accountability is vital for the team.

Participant 4

Honesty and integrity. True leaders are honest. They also have a transcendent cause. A transcendent cause is the foundation of any true warrior. The transcendent cause is the warrior's reason to be. There should be a transcendent cause embraced by all professionals and in all professions. A transcendent cause is not the same as an agenda, which we see so often in unscrupulous businessmen and politicians.

Participant 5

Honesty

Humility

Drive

Participant 7

Honesty

Integrity

Participant 6

The leader needs to have personal virtue and trust.

Participant 8

Fostering trust is very important for tactical leaders. Along with trust he believes that the most important of the virtues for a leader are communication, trust, integrity, and discipline. Of the interesting stories Participant 8 had the following that stood out: I will point out (one) incident that is dear to me. I was a three-year firefighter, I was able to respond to a call where a mother was presenting a head, (e.g. she was pregnant and giving birth). And so, we get his head popping out, I had to deliver this guy. And so, we delivered him, get him to the hospital and everything. (I) will follow up with the mother about a year later. I start mentoring the kid six years later. The kid just got hired on the fire department last month. So, that the story came full circle.

Participant 11

Courage
Discipline
Culture
Humor
Knowledge
Teamwork
Satisfaction
Flexibility
Compassion
Failure
Patriotism
Joy
Resilience
Inspiration
Initiative
Motivation
Opportunity
Vision
Innovation
Organization
Trust
Relationships

Participant 10

It's probably the biggest thing that I always preached about. It is the most important for me. If you aren't honest with your customers and tell them the good the bad and the ugly or if you've got a problem and you try and slip it under the carpet for a while, it's going to come back by. So, honesty was probably the first thing the other thing was consistency and follow up. If you had a phone call today from a customer. By the end of the day if you haven't called them back it's no good. You call them back and if you don't have an answer, and say I'm working on it; but never leave it. It usually takes a simple phone call. For customers, consistency was always a big thing. I can say I have a strong sense of self-worth, a strong work ethic and high standards. You

had to have a strong work ethic. We heard a lot of people who would, three months later say, “I understand that you guys work all the time”. He says, “I’m not going to work all the time”. We had that all the time. I hired chefs; I have marketing people hard sales guys they said well I’m not going to work like this. So, we worked a lot. I think in the past, people were much better about that. For millennials, it’s probably a little bit different day for their feelings, maybe on their sleeve a little bit too much.

Participant 12

Integrity
Courage
Commitment
Respect

Participant 13

Integrity
Critical thinking
Discipline
Toughness

Participant 14

Along pursuing high quality with a caring attitude, some of the traits Participant 14 feels are important are a balance of objectivity and faith, trustworthiness, openness, and clearness of communication. Perhaps his philosophy can be summed up with his statement:

A leadership obligation is you've got is to work to get the group of people you're with, to want to achieve the same goals that you want to achieve. Or put it another way, you get them to want to achieve your goals. So that's, that. That's the leadership thing they learn. And I think that the open communication and demonstrated personal commitment and being prepared to walk the same walk and guide everybody else are the keys in that setting. Be open with people. Let them know what you're thinking; what your problems are. Let them know that we're all in this together, and then demonstrate that you're prepared to do exactly what you're expecting as well.

Participant 15

Acceptance, ambition, cooperation, knowledge patience, humbleness, persistence, self-sacrifice

Participant 16

Exceed standards
Excellence

Participant 17

Humility. Know what you know and know what you don't know. Who has the best skills for the situation? He used the example: Ron Shurer—a wounded Special Forces medic and Medal of Honor recipient who is now in the secret service.

Knowledge/Competence.

Honesty/Trust.

Responsibility.

Caring.

Secret Service motto..." Worthy of trust and confidence".

Participant 18

Grit (perseverance and passion)

Persistence

Participant 19

Competence, with eventually becoming an enabler and teacher of others. If one can be competent, then evolve to the type of person who makes everyone else better.

Vision. Having a vision of how the organization should be. How can you develop an organization, if you don't have a vision?

Adherence to standards by everyone.

Everyone helping each other be accountable.

Reducing variables to the unit's mission.

Developing the competence and skills needed for the job.

Faith.

Commitment.

Participant 21

Courage

Drive

Trust

Responsibility

Honesty

Gratitude

Self-care

Discipline

Participant 23

Integrity

Good judgement

Participant 24

Faith

Forgiveness

Setting the example

Participant 25

Discipline

Selfless service

Courage

Honesty

Loyalty (can be a double-edged sword...don't cover for others if they are doing wrong)

Participant 26

Servant-leader

Integrity

Loyalty

Courage

Participant 27

Honesty

Realist

Dependability

Trust

Participant 28

A good family helps to learn virtue. He had a broad philosophical and religious training. He was a Boy Scout and felt that it helped with his values. West Point instilled values further. Virtues are values practiced. There (West Point) the values are don't lie, cheat or steal, nor tolerate anyone who does. After West Point, he tried to investigate a personal code for himself. He looked at the Ranger and Nightsalker creed, soldier's motto, and other codes on ethics and morals; he finally came up with the following: One needs to know what is morally, ethically and legally correct. If having made a decision or taken some sort of action, ask yourself: (1) will you be able to tell your children what you did? (moral), (2) will you be able to tell your peers what you did? (ethical), and (3) will it be deemed appropriate within the organization? (legal).

Participant 29

The leader must live the values of the organization whatever they may be. A leader needs discipline and be team oriented not individually oriented. Almost everything in tactical scenarios has to do with teams.

Participant 31

Consistency

Participant 33

Commitment

Participant 35

Honesty, honor, humor, humility, and being human (transparency).

What virtues do you look for in your leadership team?

Participant 2

Character. Character without leadership makes you a nice person who can't deliver (for your family, your team or your company). Leadership without character is dangerous and threatens the trust and performance of any organization. The time has come to build leaders of character.

Character and leadership development are lifelong pursuits. Leaders set the tone and must model what right looks like. Too often they are the example of what not to do. Character and leadership absolutely impact our personal and professional lives...that's why we've got to get this right. Leaders must be armed for success with tools, insights, and a mindset for bringing out the best in themselves and those they lead. Leadership is about influence, not position. You can lead wherever you are. Trust is the thread that holds relationships together in business and life...and today, it's in crisis.

Participant 5

Competitiveness

Work ethic

Communication skills

Participant 6

Positive attitude (most important)

Faith

Goals

Organization

Time management

Teamwork

Consistency

Communication

Self-renewal

Empathy-humility

Creativity

Drive

Charisma

Participant 7

I look for someone who is stronger than I am in significant ways. A good leader tends to put trust into people that are competent to the point of being of superior competency than the leader is.

Participant 9

Leaders need to be fair with both stars and average players.

Participant 12

Integrity

Courage

Commitment

Participant 15

The first is commitment, followed by assertiveness, creativity, determination and resourcefulness.

Participant 17

Lead by example.

Participant 20

Due to the nature of Coast Guard operations, Participant 20 focuses on core values and principles that are needed in tactical operations. He made a very clear statement, saying unapologetically, “integrity is everything”. Trust and integrity are the most important of all virtues. The others stem from those two. Leaders need to have trust in their subordinates’ knowledge and ability to make split second decisions in accomplishing the mission and doing their duty. Team members need to have trust in the leader and his or her decision-making ability to provide support and give them the tools needed to complete the task at hand. Trust is essential

Participant 22

Integrity is the most important A leader’s integrity helps him to call things like they really are...and then acting on it

Commitment

Selflessness

Communication

Trust

Loyalty

Participant 24

Trust

Participant 27

Good leaders support good leaders. They follow the chain of command.

Participant 28

Honesty and sincerity

Participant 30

Humility. Humility is a differentiator for leaders. Most special operators are very competent, but humble. Also, there is trust and alignment.

Participant 31
Positivity

Participant 33
Establish congruency. Thoughts, feelings and actions need to be aligned. Too many leaders allow non-congruence. The team needs to come together. Need virtues in the leadership team include respect, character, kindness, and courage.

What virtues do you look for in your team members?

Participant 2
Grit and a growth mindset.

Participant 5
Competitiveness
Potential

Participant 7
Trust

Participant 9
In all situations (not just tactical), team members need to respond to direction when given. Players need to lead and carry the load with the rest of the team. They need to work as if the entire question depended on them alone.

Participant 12
Integrity
Courage
Commitment

Participant 15
Confidence, courage, dependability, helpfulness, toughness and unity.

Participant 17
Service to the members of the team and to the protected person. Mission and team are first. The team needs to take care of each other.

Participant 19
Integrity

Participant 20

As for the virtues needed for leadership in tactical teams, Participant 20 believes that trust is essential as was stated in the previous paragraph and that integrity is “everything”. My impression on his demeanor as he was discussing integrity was that it was just a talking point for him, he really believed what he said. Here is what he said:

For me, the it all comes down to is integrity, because for me, everything else comes from that. And, you know, I may not have a personal affinity for somebody who is in a key leadership role that is supporting me. I mean, because of for that whatever reason, I don't know, maybe not a personal rapport. I tried to have a person rapport, but there are times when maybe just don't have it. But I need to be assured that, the individual can do as is advertised, and also that he will basically give it to me straight up. Because if he can't, if I don't have that, then every part of the operation in my opinion is compromised. So, integrity for me, is everything. A lot of people might say judgment. And it's not that. I don't think judgment isn't important, but I think judgment often can be part of it. I can account for judgment by having good decision making as a team. But I can't account for somebody's lack of integrity, they either have it or they don't.

Participant 22

Commitment, leadership, talent, faith, trust in each other, warrior ethos, setting examples, eagerness to learn, conservative, selfless, humility, self-less, competent, work ethic.

Participant 23

The team needs to have people full of character. Virtuous individuals make teams and society great. I look for the following character traits:

Honor

Valor

Courage

Unity of effort

A sense of belonging

Participant 24

Trust, but if they continue to make mistakes, they will be asked to leave the team.

Participant 30

A passionate rage, a willingness to engage in deliberate practice, and be a master coach to others. Junior leaders are very important. Leaders make a huge difference. Character counts and leadership matters. The power of leader is exponential.

Participant 31

Team members need to be both smart and tough. They need to be willing to take ownership for each other, the team, and their success. A great team exercises shared

leadership. Leadership needs to be part of who you are, something that should be done every day.

Participant 33

Honor, courage, discipline, responsibility, accountability, and commitment.

Participant 35

“The only easy day was yesterday,” so goes the motto for the Navy SEALs. One needs to have the ambition to be unstoppable.

Participant 37

Respect, honor, trust, duty.

What virtue do you consider to be the most important?

Participant 1

Passion is the starting point. Without passion the rest will be weaker. It is the driving force behind the rest. Passion leads to energy; energy leads to action; action gets the job done.

Participant 2

Integrity

Humility

Participant 5

The development of the whole person.

Participant 6

The most important virtue is having a positive attitude...positivity.

Participant 7

Trustworthiness

Participant 8

Trust

Participant 10

Honesty

Participant 12

Integrity

Participant 13

Courage

Participant 14
Self-sacrifice

Participant 17
Humility

Participant 18
Honesty

Participant 19
Integrity is the most important, followed by trust, faith, loyalty, and honor.
Integrity is really consistency. One can learn about people's values and virtues through their experience with them. If people lie to others, why won't they lie to you.

Participant 20
Integrity

Participant 21
Trust

Participant 22
Integrity

Participant 23
Integrity

Participant 24
Faith

Participant 27
Trust

Participant 28
Honesty not just in myself but in others. If others have proven to have a pattern of dishonesty, I try to distance myself, if possible. Deal with honest people. If necessary, isolate yourself. Keep this in mind.

Participant 29
Integrity. The team needs to believe you.

Participant 30
Justice. Differentiating between right and wrong. Reinforcing a standard with compassion. People need a culture of accountability. Establishing clear lines of responsibility and limits.

Participant 31
Consistency. It builds trust.

Participant 32
Flexibility

Participant 33
Humility

Participant 35
Honesty. Can you trust the person you're working with on your team? Honesty is the first component in building trust. Can't keep the person if they are dishonest.

Participant 38
Integrity. Always touch the line.

How do you establish team goals?

Participant 1
Make sure the three pillars in life are taken care of. There should be goals set for each one. The three pillars are: God, family, and occupation (in my case occupation means the military). I make goals for myself and my team in according to those three.

Participant 5
I start out with what I want to accomplish with the whole team, then have the assistant coaches propose goals for their areas of responsibility with input from their players. Finally, we make team goals together. I reserve the right from my assistant coaches and me to make final decision on goals and tactical decisions.

Participant 6
We set goals together. I set goals. I set goals with my subordinate leaders, they in turn set goals with their respective teams.

Participant 7
If I am to lead a good team with potential, we establish goals together as a team. With a less talented and motivated team, the leader needs to be more directive.

Participant 12
Understand the conditions around you.

Participant 15
Visioning, an agreed upon end-state, enabling activities and staged targets.

Participant 17

Depends on the situation and the team members' expertise.

Participant 19

Espouse standards and live them yourself. If you don't have standards you lose respect.

Participant 23

The team needs to understand what they are asked to do. In the naval vernacular, they need to know and thoroughly understand the commander's intent. After that, they set goals and objectives as a team.

Participant 24

The team should set team goals. we review those goals, along with sessions designed to help the team with character development two times per week. I believe that high performance doesn't come without high preparation.

Participant 26

Create and refine the mission as a team.

Participant 30

First assess the team. Understand strengths and weaknesses, before making goals. What are the actions that need to take place? Then focus on those elements. Assess alignment, commitment, ability to meet standards. If a team already performing well it concentrates on continuous improvement. Great teams hold themselves to high expectations.

Participant 31

First, determine your "controllables", and clearly define what you want to see in your performance. Identity is important. Pay attention to detail. More process oriented and subjective goals instead of quantitative goals. Teams don't rise to the occasion; they sink to the level of their training.

Participant 33

I call it "soar with the eagles" strategic planning. Plan for 1-3 years out. Review monthly. See if you are on track

Participant 35

I look at it from the view that each new business goal is an adventure. Make goals that you have an interest in. Go "all in" with your goals or adventures Teams are hungry to be a part of something bigger than themselves. Create an environment that takes you out of your comfort zone. Be interested in a particular problem. You need to like what you do.

What process do you go through when making decisions in a tactical situation?

Participant 8

Each building, each fire and each scenario that the team faces is different. Firefighters need to be able to adapt in an instant. Teams and team members need to adapt to tactical situations when needed. In those tactical situations it is a leader's job is to make decisions quickly and thoroughly. A good leader who looks at a fire situation tactically is looking at the best way to accomplish the mission while weighing its risks. This is using the Operational Risk Management (ORM) protocol. In going through the steps of ORM, I need to have my subordinate leaders communicate with me, so I have good situational awareness; in order to make the best tactical decision I can. This means I must trust their judgement, and they need to be able to trust me.

Participant 12

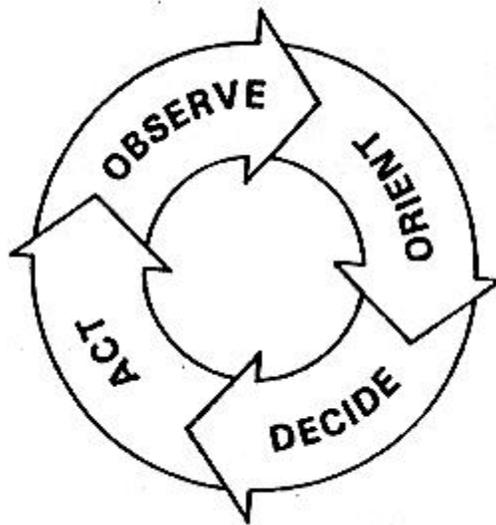
Make sure the decision is moral. Have everything you can possible need (massive fire superiority in combat). Follow METT-TC. METT-TC is a mnemonic used by the United States Military to help leaders remember and prioritize what to analyze during planning and organizing phase of an operation. It stands for Mission, Enemy, Terrain, Troops available, Time, and Civilian considerations.

Participant 15

Evaluate the mission and the end state, consider the return on investment, and solicit for obvious failure modes.

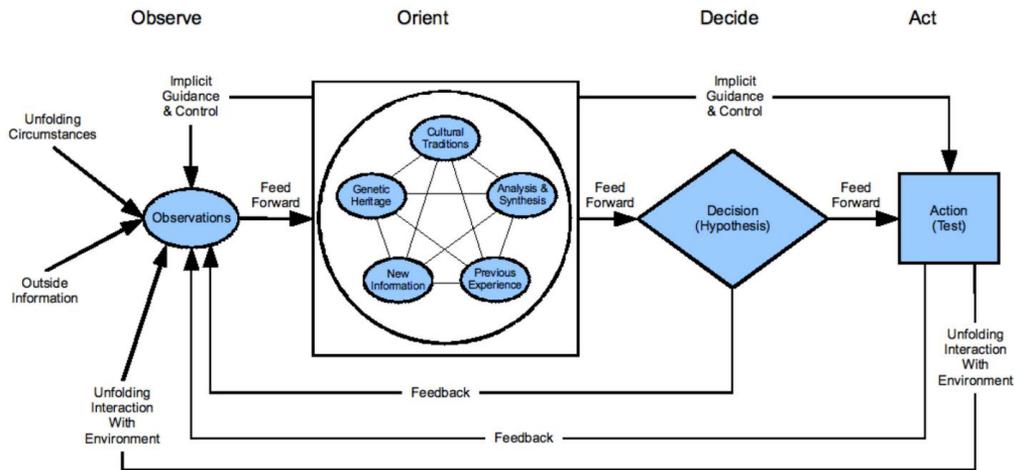
Participant 17

Stick to priorities. The first priority is to protect POTUS. Teams should the OODA Loop. A leader uses the OODA Loop as envisioned by Boyd. For better understanding the OODA is depicted in Figure 12 and Figure 13 below.



Source: Adapted from Boyd, 1995

Figure 12. Diagram of the OODA Loop



Source: Adapted from Boyd, 1995

Figure 13. Detailed OODA Loop

Participant 18

Understand the purpose of the goal or mission, in the military that would be having a clear understanding of the *commander's intent*. Thoroughly prepare prior to the mission and have a number of courses of action that you can act upon depending on the flow of the battle or the course of the mission execution.

Participant 20

In the Coast Guard teams can be faced with perilous situations at a moment's notice. Each situation is unique and carries with it risks and potential disaster. Leaders and teams need to be prepared for multiple scenarios in varying conditions. It is essential that the leader have complete situational awareness. Risks need to be mitigated, but missions still need to be accomplished. In tactical situations the captain uses Operational Risk Management (ORM) protocols in assessing situations and acting on those situations. ORM is a decision-making tool to systematically help identify operational risks and benefits and determine the best courses of action for any given situation (FAA, 2000). ORM is used by agencies in and out of government to mitigate the risk of their personnel. ORM protocols are especially important to use in operations of tactical teams.

Participant 24

I learn all I can about my opponent. I trust my players and coaches to do the right thing (they are good people and have been trained properly). When deciding my decision making in a game I go with my experience, proven probabilities of success, and my intuition.

Participant 25

Understand the situation. Be prepared to share leadership depending on the situational familiarity and expertise of the leader. Sometimes a junior person should lead if they are the best person to handle or be in control of a particular situation. Coordinate with other entities that can help with the mission (i.e. other police departments or military units). When taking decisive and dangerous action, understand the downside. Keep the force and the public safe, as much as possible. Can I resolve the situation without using force?

Participant 26

(1) Understand the mission and the environment, (2) train both physically and mentally, in order to accomplish the mission, (3) get input from subordinate leaders and the rest of the team, (4) be decisive.

Participant 27

Focus on what is the desired end result and work from there.

Participant 31

Even though I am a football coach, I use the military's OODA loop concept. Observe, Orient, Decide, Act. I can do that in a few seconds. There is a bit of a gut feeling as well. Then a decision is made.

Participant 33

- Act quickly.
- Gather data
- Analyze and create courses of action
- Have the team decide, if possible.

Participant 34

Values need to be part of the decision-making equation.

Describe a significant failure you have had.

Participant 7

I was instrumental in forcing a soldier out of the Army. Looking back, I believe I should have tried to help him more with his problems.

Participant 8

I was commanding a fire and I set up a collapse zone, because that fire was going so well that we knew that collapse was intimate. And so I told them to prepare for collapse, and they know the procedures and so I was really lax on how I let them do that, in my lax state, the building collapsed, and we had a few, quite a few, guys they got injured and think that kind of showed me something. One, I've been used to playing on teams, and some of the best teams I played on we're all constantly conflict but one of the things that they did do a role where they were very disciplined. You don't cut corners here. You don't, you don't, you don't, you don't. You go through the procedure and as a young Battalion Chief I allowed them not to go through procedural stuff.

Participant 12

Did not go to SF selection

Participant 15

My most significant failure is not the failure of an event or task, but the unrepented conclusion from not pressing hard enough on an idea to yield the best possible outcome. This being linked to conceding to higher headquarters opposition of a plan.

Participant 17

We failed at a SWAT team competition because we were arrogant.

Participant 20

I think the biggest failure as a young unit commander, when I focused exclusively on unit performance. Of course, you know, performing well is how we execute, but I

didn't realize that there are many ways that you can get to high unit performance than always just talking about. So, I think I really had to learn to use my senior enlisted (leaders) better, let them take care of things. And so, in other words, for me to just relax a little bit about unit performance. We had great unit performance. But, you know, a lot of ways I was not the best leader, because that was always my exclusive focus, or push. And I don't think I was fully available to do the things that I probably should have spent more time on, such as being available to my leadership team; instead of always being so focused on the performance aspect. I can say with all honesty, that the second time that I came back as a unit commander; it was, I felt so much better about myself as a commander, because I really learned that lesson. And I really learned that I had to empower and work through my team, instead. It was quite liberating. Because, I didn't feel like I had everything on my shoulders all the time, either. Because I was using my team, so that you can empower them.

Participant 23

The biggest failures I have had occurred because I focused only on performance and not on other things that are vital to the team.

Participant 24

I failed to meet my goal of being an All-American quarterback and helping my team to win because of my own hubris.

Participant 27

I packed my parachute backwards

Participant 35

Almost went bankrupt with my *Perfect Fitness* business.

Participant 37

Gave in to torture by the communists in the Hanoi Hilton. But, everyone did.

What did you learn from it?

Participant 11

It is more important to be good than be promoted. It is a question of what you want to be versus what you want to do. During tactical situations use John Boyd's OODA Loop.

Participant 12

Don't be afraid to fail.

Participant 15

Getting along is not always the best course of action.

Participant 17

Always pre-plan. Gather appropriate intelligence and information. Always intentionally train for any competition or event.

Participant 18

Always analyze the situation and the nature of the problem. Understand the threat you are up against and the possible down-side to any decision.

Participant 23

I learned that I need to be more empowering with my team.

Participant 24

One needs to reconcile when mistakes have been made.

Participant 27

I learned to never pack my parachute backwards again.

Participant 35

You need to shift focus from what is negative, or what you can't do to what you *can* do. The rules are the same for special operations as they are for business. To succeed you need to create a network of interconnectedness of diverse team members.

Participant 37

Don't be a victim. Keep on fighting. Take action.

How has the experience of failure added to your success?

Participant 11

Failure is God's way of changing your direction.

Participant 12

Failure is okay as long as maximum effort was given.

Participant 15

I am still struggling to realize the potential gains... although now I identify the occurrence.

Participant 17

Always check my ego...be humble...know my strengths and weakness (and those of the team) ...constantly train to be prepared for anything...know what works and what does not through training and self-evaluation.

Participant 24

I learned it is better to live with the pain of *discipline* than to live with the pain of *regret*.

Participant 27

All my parachute jumps were successful after packing my chute incorrectly.

Participant 28

I was in the Ranger Regiment as an inexperienced staff officer and devoid of good administrative skills. I was moved from S-3 (operations staff officer, which is a more difficult and dynamic position as well as being more prestigious) to S-5 (public affairs staff officer, not something that will help a career). I learned to become more meticulous and detailed as a staff officer. I learned to develop subordinates better. I learned the importance of staff roles versus command.

Participant 33

Focus on your family. Listen.

Participant 37

I learned to have power even in a powerless situation.

Describe your greatest triumph (personal and/or professional).

Participant 1

Maxing the physical fitness test for all the US special forces (i.e. Special Forces, SEALs, Marine Raiders, and Air Force Para-rescuers).

Participant 5

One year I had a team of fairly untalented players for a college basketball team. We were sitting on a 10-12 record towards the end of the season. BU hadn't had a losing season in basketball for at least a decade, and I was facing my first as head coach. Knowing that fact, the team captains came to me to discuss this potential stain on my record. They devised a plan and the whole team committed to do everything they could to finish the year with a winning season. We won our last four games to assure we had a winning season at BU. Despite the fact that I have taken a number of teams to post season play and won championships, that team that barely eked out a winning season by sheer determination (because they had just average talent), was the proudest I was of any team I had as a head coach.

Participant 7

Having the courage to quit Special Forces, because my children needed me to be at home more (Participant 7 then became a professor of religious studies).

Participant 10

I learned many executive skills in the US Army, those skills helped me in the private sector. My greatest professional success was to get Heinz products into 7-Eleven stores. It was an exclusive contract worth \$12 Million.

Participant 15

On deployment in 2005-06, I was a combat advisor for the Iraqi 3rd Infantry Division. I felt my American advisor team made a true impact influencing operations and driving towards tangible results with our mentorship.

Participant 17

Rapid rise in law enforcement, started out at the bottom and rose to the top quickly.

Participant 18

Helping General Stan McChrystal change the culture of the of the Joint Special Operations Command (JSOC) in the middle of the war in Iraq.

Participant 19

Changing the structure and culture of the Joint Special Operations Command (JSOC) in the middle of the war in Iraq.

Participant 20

Well, I think for me, my unit was awarded the Presidential Unit Citation. And they were highly respected. In fact, the Fleet Commander to was responsible for all the forces that operated there. He often picked my unit for some of the most sensitive operations, because we were all in a one-year deployment. The Navy guys were on a six-month deployment. And so, they felt that my guys had were more seasoned and had better judgment. Also, we had an issue that had to do with the, the boundary line between Iraq and Iran. And the Iranians would sometimes come over try to provoke us. They were trying to get the US forces or the coalition forces to basically take the bait, but our job is to make sure they understood where the boundary was...our guys would have to be there, and then the IRGC and boats would come flying across and at the last second, you know, bank off, but they were always looking to see in our guys had to be, and they're just waiting, and they're just waiting. And they really appreciated the fact that my guys were seasoned enough that they just, these guys were just trying to provoke us. And so basically, we avoided international incident on almost a continuous basis. So, that was kind of my proudest, terms of success. And part of that was because my six commanders that work for me as I took the time and effort after each mission for them to make sure they came in which they hadn't been doing before. And I gave me a complete deeper and there was, I think, I gave them the confidence to make sure that they asked for things that they needed to, to remain top notch, whether it was additional shooting time or whatever was when they were, in theater or up on the up on the line to make sure they got that stuff that they needed. I tie this back to my original point about personally, not being so focused on performance, but being focused on what they needed as individuals. You have commanders and I think that's how I was. I learned that lesson early on it actually came back and gifted me.

Participant 21

I had to overcome a significant health condition.

Participant 23
My unit was awarded a Presidential Unit Citation.

Participant 24
Being a good father to my children.

Participant 27
Repatriating American prisoners of war coming home from Vietnam.

Participant 33
Creating my first business after leaving the Navy.

Participant 38
Austin Hatch had all his family die (except his father) in a plane crash as a 10-year-old child. It happens again to him as a freshman college basketball player, when, this time his father and stepmother die in another crash. He was severely injured to the point he couldn't play. The University of Michigan honored his scholarship despite his injuries.

What obstacles did you have to overcome to accomplish your goals?

Participant 10
Fear of change and risk aversion.

Participant 11
Preplanning for tactical encounters is very necessary. It helps with decision making during the conflict.

Participant 15
Culture, resources, and language.

Participant 24
The difficulties and demands of being a head coach.

Participant 27
I had to learn enough Vietnamese to understand my enemy.

Participant 33
Understand what is import and try not to make mistakes. Make your mistakes in training, so you won't make them in combat.

What did you learn from your victories?

Participant 5
Consistency of effort.

Participant 10
Persistence and believing in one-self.

Participant 11
I learned to work well under immense pressure.

Participant 15
Nine soldiers with proper training and attitude can exert tremendous influence on an entire environment.

Participant 23
I learned to become a supportive commander to my subordinate commanders.

Participant 24
Make service and virtue naturally occurring. Practice those inner tenets until they are mastered.

Participant 27
Be diligent in preparation.

How have your greatest victories added to your success?

Participant 10
I learned to have faith, believe in myself and to communicate well.

Participant 15
I have always embraced the potential of talent and small teams.

Participant 27
Be very attentive to detail and follow-up.

Participant 33
I learned to develop good relationships.

What is your opinion of your non-tactical leadership?

Participant 1
People making decisions for people on the line, need to have had some experience with tactical teams. The US president needs to have served at one time in the military. The better officers are almost always Mustangs (those who had prior enlisted service).

Participant 17
If they don't have the experience on a team, they shouldn't be leading. They must have the proper education and training; and they should have gone through the

selection process themselves. It's more than a management problem. They need to have the values and virtues. Politicians are bad leaders.

Participant 19

It is very difficult to have elite teams in government, especially out of the military. Special Ops allow you to recruit the best and form great teams. In the civilian government and in support units in the military, it is much more difficult. I have been able to have much better people and teams at the McChrystal Group, and I believe private enterprise will usually outdo government. People need to comply and buy into the vision of the organization or get out. That is much easier in the private sector. Also, the government bureaucracy can be very disloyal (his resignation and the disloyalty of the Obama administration came up. The General showed real class by acknowledging what happened, without disparaging the former president.) There is a cost to most good leaders, they can be treated and disciplined very harshly for trying to do the right thing. People will simply make things up about the leader, if they disagree with him or her.

Participant 22

He felt he was supported well by President Bush but is generally frustrated with civilian leadership. The peacetime technicians and the bureaucrats care more about process than getting the job done and doing it well. In great teams, results more important than process. There are no real secrets to success, it is simply a matter of commitment. Wealth, Ivy League educations, and the positions and the accouterments of status do not impress him. Work ethic and character do. Most politicians are not elite, but some soldiers are.

Participant 25

If a non-tactical leader has been in the military and on the police force, they seem to understand the (police) force better. Those leaders who let us do our job and are loyal are the best leaders.

Participant 27

They are necessary for support but are sometimes difficult to work with.

Participant 28

Leaders of all positions should follow an ethical, legal, and moral model. Even an unethical person can be successful. There seems to be a difference between services as to their leadership and between civilian and military. They are not more effective than the other, just different.

Participant 29

I follow God, country, family then me. Many non-tactical leaders don't necessarily follow that. Some leaders can be affective, but they aren't doing things for the right reason.

Participant 33

Make sure your team is aligned with the big picture. What you do speaks for itself.

Participant 37

Lots of changes in leadership. Followers today are different. Many followers feel entitled. Their purposes are self-centered. They lack respect, honor trust, and duty. They need a transcendent cause. Leaders need to trust and care for their people. Leaders need to communicate and engage in technology. The tenets of leadership have not changed, but they need to be applied to keep up with the times. The leader needs to get people to trust him.

Participants 38

The best gardens and the strongest plants get pruned. Athletes get pruned over and over again. We need to “embrace adversity” to be better. Blessed are those who have suffered. Teams need to embrace strife to become great. That is not happening in average teams today. People cannot handle loss and adversity when it happens, because that have been too protected from it.

Participant 40

When I left the military (during the Obama Administration) the Air Force culture was broken.

What books or articles do you recommend for tactical leaders?

Participant 1

- Can't Hurt Me by David Goggins
- “Extreme Ownership” by Jocko Willink and Leif Babin
- Team Dog by Mike Ritland

Participant 4

- “American Caesar” by William Manchester (this book is a biography of Gen. Douglas MacArthur. Its lesson for Boykin is to avoid hubris).
- “Five Years to Freedom” by James N. Rowe (this book is an autobiography about Rowe, a former Green Beret, and his experiences as a POW in Vietnam. The book tells of his struggles to maintain faith in himself as a soldier and in his country. He was inspired by Rowe’s incredible focus and feels his life is testimony to the disciplined human spirit.

Participant 15

- “On Killing: The Psychological Cost of Learning to Kill in War and Society” by Lt. Col Dave Grossman.
- “The Goal: A Process of Ongoing Improvement” by Eliyahu Goldratt.
- “We Were Soldiers Once... and Young” by Joseph Galloway and Hal Moore.

- “BSS5: The Battle Staff SMARTbook” by Norman Wade.
- “Field Manual 7-8: The Infantry Rifle Platoon and Squad” by the U.S. Army.

Participant 17

- “Extreme Ownership” by Jocko Willink and Leif Babin
- “Boyd: The Fighter Pilot Who Changed the Art of War” by Robert Coram

Participant 19

- “The Organized Mind” by Daniel J. Levitin
- “Team of Rivals” by Doris Kearns Goodwin
- “War Room: The Legacy of Bill Belichick and the Art of Building the Perfect Team” by Michael Holley

Participant 21

- The Art of War by Sung Tzu
- The End of Leadership by Barbara Kellerman

Participant 23

- “Extreme Ownership” by Jocko Willink and Leif Babin
- “By Honor Bound” by Tom Norris

Participant 24

- “The Way of the SEAL: Think Like and Elite Warrior to Lead and Succeed” by Mark Divine
- “Chase the Lion” by Mark Batterson
- “Win Forever” by Pete Carroll
- “3D Coach: Capturing the Heart Behind the Jersey” by Jeff Duke

Participant 25

- “Ordinary Men” by Christopher Browning

Participant 26

- “Gates of Fire” by Steven Pressfield

Participant 27

- The Bible
- The Book of Mormon

Participant 29

- The Bible

Participant 30

- Range: Why Generalists Triumph in a Specialized World by David Epstein

- *Wooden: A Lifetime of Observations and Reflections on and Off the Court* by John Wooden
- *Bounce* by Preston Allen
- *The Talent Code* by Daniel Coyle
- *The Culture Code: The Secrets of Highly successful Groups* by Daniel Coyle
- *When Pride Still Mattered: A Life of Vince Lombardi* by David Maraniss
- *The Junction Boys: How Ten Days in Hell with Bear Bryant Forged a Championship Team* by Jim Dent

Participant 31

- “Extreme Ownership” by Jocko Willink and Leif Babin
- *The Power of a Positive Team* by Jon Gordon
- *The Energy Bus* by Jon Gordon
- *Season of Life: A Football Star, a Boy, a Journey to Manhood* by Jeffery Marx
- *InsideOut Coaching: How Sports Can Transform Lives* by Joe Ehrmann
- *Coach: Lessons on the Game of Life* by Michael Lewis
- *How Champions Think: In Sports and in Life* by Bob Rotella
- *Crucial Conversations: Tools for Talking When Stakes are High* by Kerry Patterson, Joseph Grenny, Ron McMillan, and Al Switzler

Participant 32

- *Choosing Clarity: The Path to Fearlessness* by Kimberly Giles

Participant 33

- *Struggle Well: Thriving in the Aftermath of Trauma* by Ken Flake and Josh Goldberg
- *Lead Yourself First: Inspiring Leadership Through Solitude* by Raymond Kethledge and Mike Irwin
- *Man’s Search for Meaning* by Victor Frankl
- *The Psychology of Military Incompetence* by Norman Dixon
- *Leading with Honor: Leadership lessons from the Hanoi Hilton* by Lee Ellis

Who is your personal hero? Why?

Participant 4

My father was in the US Navy in World War II. He later made a career in the Army. He taught me the importance of being passionate about having a “transcendent cause”. I also admired Pete Schoomaker for his ability to develop subordinates. Peter J. Schoomaker is a retired four-star general of the United States Army who served as Chief of Staff of the United States Army from August 2003 to April 2007. Schoomaker's appointment as Chief of Staff was unusual in that he was recalled and came out from retirement to assume the position. Schoomaker voluntarily retired from the Army for the second time in 2007 after completing the full four-year term as Chief of Staff. Prior to his last assignment, Schoomaker spent over 30 years in a variety of assignments with both conventional and special operations forces. He and

Participant 4 served with each other in Delta Force. Schoomaker was the first Special Forces-trained Army Chief of Staff.

Participant 5

Definitely my father. He was very responsible and caring.

Participant 17

Former Army Special Forces soldier/medic and current Secret Service agent Ron Shurer II and Medal of Honor (MOH) recipient. A highly educated man, Shurer enlisted in the Army in response to 9/11. Shurer won his MOH in April of 2008 saving the lives of members of his special forces team. He was a save the lives of several US and Afghan soldiers, while killing about a dozen of the enemy.

Participant 18

- Daniel Ken Inouye, he served as a United States Senator from Hawaii from 1963 until his death in 2012. He was President pro tempore of the United States Senate from 2010 until his death, making him the highest-ranking Asian-American politician in US history. Inouye fought in World War II as part of the 442nd Infantry Regiment. He lost his right arm to a grenade wound and received several military decorations, including the Medal of Honor.
- George C. Marshall Jr., he was the United States Army Chief of Staff under Presidents Franklin D. Roosevelt and Harry S. Truman, then served as Secretary of State and Secretary of Defense under Truman. Winston Churchill extolled Marshall as the "organizer of victory" for his leadership of the Allied victory in World War II. After the war, Marshall encouraged a substantial U.S. economic and political aid to post-war Europe, including the Marshall Plan that bore his name. In acknowledgement of this effort, he was presented the Nobel Peace Prize in 1953.

Participant 19

My father, who was also a high-ranking army officer and Union General John Buford. He was a quiet professional that could take chances when needed.

Participant 22

I don't know if I look to anyone as my hero, but I have a few people I think well of and admire. I had a soldier named Dick Meadows who was one of my SF and Delta force NCOs. He was always so professional and a good example for the troops. I will preface by saying that I am not a political person; but is being a leader means that an individual is an instrument of change, then there are a handful of presidents that thrived on the job and made change happen for the country. These men weren't intimidated by the job, they just did it. These were Presidents Washington, Lincoln, Roosevelt, Reagan, and Trump. They had/have the ability to get things done and lead.

Participant 26

Dick Winters. Richard D. Winters was an officer in the United States Army and a decorated World War II veteran. He is best known for having commanded E Company, 2nd Battalion, 506th Parachute Infantry Regiment, 101st Airborne Division, in Europe during World War II. He was eventually promoted to major and put in command of the 2nd Battalion.

Participant 27

- Napoleon Hill

Participant 28

Besides his father, he mentioned former US Army Chief of Staff Peter Schoomaker because of his ability to develop leaders.

Participant 29

- Jesus Christ

Participant 30

My wife, Angel. She is selfless.

Participant 31

Coach Pete Carroll of the Seattle Seahawks engendered trust and love.

Participant 32

George Washington was a man of the people. He gave away his immense power and didn't abuse his position.

Participant 33

Charlie Plumb. He is a retired fighter pilot from the U.S. Navy. He is a former POW who helps others to overcome adversity.

Participant 34

My father and Dr. Russel M. Nelson, president of the Church of Jesus Christ of Latter-Day Saints.

Participant 35

My mother. She let me know that no one defines what you do. She said this to help me get through childhood asthma and help me to become a college athlete and a Navy SEAL.

Participant 37

Admiral James Stockdale and Senator John McCain

Table 8. Participant's Named Virtues

Named Virtue or Value	Number	Virtue/Participant Percentage
Total named virtues	100	
Acceptance	1	1%
Adaptability	1	1%
Assertiveness	2	2%
Ambition	1	1%
Appreciation	1	1%
Boldness	1	1%
Candor	1	1%
Caring	1	1%
Character	2	2%
Charisma	1	1%
Confidence	2	2%
Citizenship	1	1%
Consistency	4	4%
Commitment	7	7%
Communication	7	7%
Compassion	1	1%
Competence	4	4%
Competitive	1	1%
Connect	1	1%
Conservative	1	1%
Consistency	1	1%
Cooperation	2	2%
Courage	14	14%
Creativity	2	2%
Critical thinking	1	1%

Named Virtue or Value	Number	Virtue/Participant Percentage
Culture	1	1%
Curiosity	1	1%
Dedication	1	1%
Decisiveness	1	1%
Dependability	2	2%
Determination	2	2%
Developer	2	2%
Diligence	1	1%
Discipline	5	5%
Drive	2	2%
Duty	3	3%
Empathy	2	2%
Empower	1	1%
Excellence	1	1%
Faith	5	5%
Flexibility	4	4%
Focus	1	1%
Forgiving	1	1%
Goals	1	1%
Gratitude	2	2%
Grit	3	3%
Growth mind-set	1	1%
Helpfulness	1	1%
Honesty	11	11%
Honor	9	9%
Humility	11	11%
Innovation	1	1%
Integrity	14	14%

Named Virtue or Value	Number	Virtue/Participant Percentage
Initiative	1	1%
Inspiration	1	1%
Intelligence	2	2%
Judgement	1	1%
Justice	2	2%
Kindness	2	2%
Knowledge	2	2%
Leadership	2	2%
Love	1	1%
Loyalty	8	8%
Motivation	2	2%
Outgoing	1	1%
Objectivity	1	1%
Openness	1	1%
Optimism	1	1%
Organization	2	2%
Passion	3	3%
Patience	2	2%
Patriotism	2	2%
Perseverance	3	3%
Persistence	2	2%
Positive attitude (positivity)	3	3%
Realist	1	1%
Relationships	1	1%
Resilience	1	1%
Resourcefulness	1	1%
Respect	8	8%
Selfless	2	2%

Named Virtue or Value	Number	Virtue/Participant Percentage
Self-motivated	1	1%
Self-renewal	1	1%
Self-sacrifice	1	1%
Self-starter	1	1%
Service	2	2%
Shared Adversity	2	2%
Teamwork	2	2%
Time management	1	1%
Toughness	2	2%
Transcendence	3	3%
Trust	15	15%
Trustworthiness	2	2%
Truth	1	1%
Unity	2	2%
Valor	1	1%
Vision	2	2%
Warrior ethos	1	1%
Wisdom	2	2%
Work ethic	6	6%

Source: Adapted from interviews

Table 9. Participant's Top Virtues

Virtue or Value	
Balance	2
Commitment	1
Consistency	1

Virtue or Value	
Courage	1
Faith	2
Flexibility	1
Focus	1
Honesty	6
Honor	1
Humility	5
Integrity.....	8
Justice	1
Loyalty	2
Passion	1
Positive attitude	1
Self-sacrifice	1
Trustworthiness	3

Note: Two participants insisted that there cannot be one top virtue. Virtues come in “bundles.”.

Source: Adapted from participant interviews.

Table 10. Student Listing of Virtues in Heroic Individuals

Virtue
Caring
Chivalrous
Communicator
Compassionate
Confident
Courageous
Kind-hearted
Loyal

Virtue
Optimistic
Supportive

Source: Adapted from group interview session of students and faculty at Utah State University. The 46 participants ages ranged from 18 to 62. The virtues were by decided by group consensus in a 50-minute session.

Virtues strengths

The definitions of some of the named virtues were so similar that they were considered to synonymous. For example, honesty and integrity have essentially the same meaning. Other virtues seem to have a similar purpose, or if acted upon would help warriors in their quests for related goal and could be categorized together. For example, openness and candor could be placed on a category with a goal for good communication. To that end, the participants' named virtues were categorized into ten virtues strengths that are classified in Figure 14 (below).

<u>Leadership and strength</u>	<ul style="list-style-type: none"> • Character, Cooperation, Decisiveness, Flexibility, Focus, Objectivity, Organized mind, Positive Attitude, Self-Motivated, Self-Starter and Service
<u>Charisma and Strength</u>	<ul style="list-style-type: none"> • Assertiveness, Confidence, Passion and Vitality
<u>Conceptualization and Strength</u>	<ul style="list-style-type: none"> • Ambition, Creativity, Curiosity, Open mindedness, Perspective, Purpose, Resourcefulness and Vision
<u>Covenant and Strength</u>	<ul style="list-style-type: none"> • Commitment, Community, Consistency, Dedication, Dependability, Determination, Diligence, Discipline, Duty, Grit, Loyalty, Patience, Perverserance, Persistence, Shared Adversity, Team, Toughness, Trust and Work Ethic
<u>Competence and Strength</u>	<ul style="list-style-type: none"> • Critical thinking, Intelligence, Knowledge, Love of Learning, Skills and Wisdom
<u>Compassion and Strength</u>	<ul style="list-style-type: none"> • Caring, Gratitude, Kindness, Helpfulness, Love and Forgiveness
<u>Courage and Strength</u>	<ul style="list-style-type: none"> • Boldness, Faith, Hope and Warrior Ethos
<u>Communication and Strength</u>	<ul style="list-style-type: none"> • Empathy, Candor, Open and Outgoing
<u>Connection and Strength</u>	<ul style="list-style-type: none"> • Acceptance, Developer, Team builder, Respect, Relationships and Unity
<u>Honor and Strength</u>	<ul style="list-style-type: none"> • Conservative, Honesty, Humility, Integrity, Justice, Modesty, Self-Sacrifice, Temperance, Transcendence and Trustworthiness

Figure 14. Categorized Virtue Strengths

Appendix E: Codes, Creeds and Speeches Related to Virtue

The European Code of Chivalry

The ten Commandments of chivalry:

Thou shalt believe all that the Church teaches and thou shalt observe all its directions.

Thou shalt defend the Church.

Thou shalt respect all weaknesses, and shalt constitute thyself the defender of them.

Thou shalt love the country in which thou wast born.

Thou shalt not recoil before thine enemy.

Thou shalt make war against the infidel without cessation and without mercy.

Thou shalt perform scrupulously thy feudal duties, if they be not contrary to the laws of God.

Thou shalt never lie, and shalt remain faithful to thy pledged word.

Thou shalt be generous, and give largesse to everyone.

Thou shalt be everywhere and always the champion of the Right and the Good against Injustice and Evil (Gautier, 1861).

Samurai Virtues

Justice; to be righteous to those who have been wronged.

Courage; to be able to face a battle head on and not be swayed.

Mercy; to show love to those who are defenseless and innocent.

Courtesy; to not simply forget the decency of manners especially in the company of women.

Sincerity and Honesty; to speak with confidence to be truly sincere in what you communicate to not give false indications or intentions. To be honest and not withhold or omit anything that is asked of you.

Honor; to honor your emperor, yourself and your family.

Loyalty; serve and serve earnestly without hesitation.

Character; to have strength in character, to not be manipulated by the enemy through bribes or threats. To have mind or matter and body in difficult situations (Nitobe, 2017).

The U.S. Navy SEAL Creed

In times of war or uncertainty there is a special breed of warrior ready to answer our Nation's call. A common man with uncommon desire to succeed.

Forged by adversity, he stands alongside America's finest special operations forces to serve his country, the American people, and protect their way of life.

I am that man.

My Trident is a symbol of honor and heritage. Bestowed upon me by the heroes that have gone before, it embodies the trust of those I have sworn to protect. By wearing

the Trident I accept the responsibility of my chosen profession and way of life. It is a privilege that I must earn every day.

My loyalty to Country and Team is beyond reproach. I humbly serve as a guardian to my fellow Americans always ready to defend those who are unable to defend themselves. I do not advertise the nature of my work, nor seek recognition for my actions. I voluntarily accept the inherent hazards of my profession, placing the welfare and security of others before my own.

I serve with honor on and off the battlefield. The ability to control my emotions and my actions, regardless of circumstance, sets me apart from other men.

Uncompromising integrity is my standard. My character and honor are steadfast. My word is my bond.

We expect to lead and be led. In the absence of orders, I will take charge, lead my teammates and accomplish the mission. I lead by example in all situations.

I will never quit. I persevere and thrive on adversity. My Nation expects me to be physically harder and mentally stronger than my enemies. If knocked down, I will get back up, every time. I will draw on every remaining ounce of strength to protect my teammates and to accomplish our mission. I am never out of the fight.

We demand discipline. We expect innovation. The lives of my teammates and the success of our mission depend on me – my technical skill, tactical proficiency, and attention to detail. My training is never complete.

We train for war and fight to win. I stand ready to bring the full spectrum of combat power to bear in order to achieve my mission and the goals established by my country. The execution of my duties will be swift and violent when required yet guided by the very principles that I serve to defend.

Brave men have fought and died building the proud tradition and feared reputation that I am bound to uphold. In the worst of conditions, the legacy of my teammates steadies my resolve and silently guides my every deed.

I will not fail.

(Given via e-mail by a study participant)

The U.S. SPECIAL FORCES CREED

I am an American Special Forces soldier. A professional!

I will do all that my nation requires of me.

I am a volunteer, knowing well the hazards of my profession.

I serve with the memory of those who have gone before me: Roger's Rangers, Francis Marion, Mosby's Rangers, the first Special Service Forces and Ranger Battalions of World War II, the Airborne Ranger Companies of Korea.

I pledge to uphold the honor and integrity of all I am – in all I do.

I am a professional soldier.

I will teach and fight wherever my nation requires.

I will strive always, to excel in every art and artifice of war.

I know that I will be called upon to perform tasks in isolation, far from familiar faces and voices, with the help and guidance of my God.

I will keep my mind and body clean, alert and strong, for this is my debt to those who depend upon me.

I will not fail those with whom I serve. I will not bring shame upon myself or the forces.

I will maintain myself, my arms, and my equipment in an immaculate state as befits a Special Forces soldier.

I will never surrender though I be the last.

If I am taken, I pray that I may have the strength to spit upon my enemy.

My goal is to succeed in any mission – and live to succeed again.

I am a member of my nation's chosen soldiery.

God grant that I may not be found wanting, that I will not fail this sacred trust.

De Oppresso Liber

(to free the oppressed)

(This is from a plaque give to me upon leaving Special Forces)

The US Army Ranger Creed

Recognizing that I volunteered as a Ranger, fully knowing the hazards of my chosen profession, I will always endeavor to uphold the prestige, honor, and high esprit de corps of the Rangers.

Acknowledging the fact that a Ranger is a more elite soldier who arrives at the cutting edge of battle by land, sea, or air, I accept the fact that as a Ranger my country expects me to move further, faster and fight harder than any other soldier.

Never shall I fail my comrades. I will always keep myself mentally alert, physically strong and morally straight and I will shoulder more than my share of the task whatever it may be, one hundred percent and then some.

Gallantly will I show the world that I am a specially selected and well-trained soldier. My courtesy to superior officers, neatness of dress and care of equipment shall set the example for others to follow.

Energetically will I meet the enemies of my country. I shall defeat them on the field of battle for I am better trained and will fight with all my might. Surrender is not a Ranger word. I will never leave a fallen comrade to fall into the hands of the enemy and under no circumstances will I ever embarrass my country.

Readily will I display the intestinal fortitude required to fight on to the Ranger objective and complete the mission though I be the lone survivor.

Rangers Lead the Way!!!

(From the Ranger Handbook SH 21-76)

The US Army Infantry Creed

I am the infantry.

I am my country's strength in war, her deterrent in peace.

I am the heart of the fight – wherever, whenever.

I carry America's faith and honor against her enemies.

I am the Queen of Battle.

I am what my country expects me to be – the best trained soldier in the world.

In the race for victory, I am swift, determined, and courageous, armed with a fierce will to win.

Never will I fail my country's trust.

Always I fight on – through the foe, to the objective, to triumph over all.

If necessary, I fight to my death.

By my steadfast courage, I have won over 200 years of freedom.

I yield not – to weakness, to hunger, to cowardice, to fatigue, to superior odds.

For I am mentally tough, physically strong, and morally straight.

I forsake not – my country, my mission, my comrades, my sacred duty.

I am relentless.

I am always there, now and forever.

I am the infantry!

FOLLOW ME!

(This is from a plaque give to me)

Citizenship in a Republic

Complete Text

Citizenship in a Republic

by

President Theodore Roosevelt

at the Sorbonne, in Paris, France on 23 April 1910

Strange and impressive associations rise in the mind of a man from the New World who speaks before this august body in this ancient institution of learning. Before his eyes pass the shadows of mighty kings and war-like nobles, of great masters of law and theology; through the shining dust of the dead centuries he sees crowded figures that tell of the power and learning and splendor of times gone by; and he sees also the innumerable host of humble students to whom clerkship meant emancipation, to whom it was well-nigh the only outlet from the dark thralldom of the Middle Ages. This was the most famous university of mediaeval Europe at a time when no one dreamed that there was a New World to discover. Its services to the cause of human knowledge already stretched far back into the remote past at a time when my forefathers, three centuries ago, were among the sparse bands of traders, ploughmen, wood-choppers, and fisherfolk who, in hard struggle with the iron unfriendliness of the Indian-haunted land, were laying the foundations of what has now become the giant republic of the West. To conquer a continent, to tame the shaggy roughness of wild nature, means grim warfare; and the generations engaged in it cannot keep, still less add to, the stores of garnered wisdom which were once theirs, and which are still in the hands of their brethren who dwell in the old land. To conquer the wilderness means to wrest victory from the same hostile forces with which mankind struggled on the immemorial infancy of our race. The primaeval conditions must be met by the primaeval qualities which are incompatible with the retention of much that has been painfully acquired by humanity as through the ages it has striven upward toward civilization. In conditions so primitive there can be but a primitive culture. At first only the rudest school can be established, for no others would meet the needs of

the hard-driven, sinewy folk who thrust forward the frontier in the teeth of savage men and savage nature; and many years elapse before any of these schools can develop into seats of higher learning and broader culture.

The pioneer days pass; the stump-dotted clearings expand into vast stretches of fertile farm land; the stockaded clusters of log cabins change into towns; the hunters of game, the fellers of trees, the rude frontier traders and tillers of the soil, the men who wander all their lives long through the wilderness as the heralds and harbingers of an oncoming civilization, themselves vanish before the civilization for which they have prepared the way. The children of their successors and supplanters, and then their children and their children and children's children, change and develop with extraordinary rapidity. The conditions accentuate vices and virtues, energy and ruthlessness, all the good qualities and all the defects of an intense individualism, self-reliant, self-centered, far more conscious of its rights than of its duties, and blind to its own shortcomings. To the hard materialism of the frontier days succeeds the hard materialism of an industrialism even more intense and absorbing than that of the older nations, although these themselves have likewise already entered on the age of a complex and predominantly industrial civilization.

As the country grows, its people, who have won success in so many lines, turn back to try to recover the possessions of the mind and the spirit, which perforce their fathers threw aside in order better to wage the first rough battles for the continent their children inherit. The leaders of thought and of action grope their way forward to a new life, realizing, sometimes dimly, sometimes clear-sightedly, that the life of material gain, whether for a nation or an individual, is of value only as a foundation, only as there is added to it the uplift that comes from devotion to loftier ideals. The new life thus sought can in part be developed afresh from what is roundabout in the New World; but it can be developed in full only by freely drawing upon the treasure-houses of the Old World, upon the treasures stored in the ancient abodes of wisdom and learning, such as this is where I speak to-day. It is a mistake for any nation to merely copy another; but it is even a greater mistake, it is a proof of weakness in any nation, not to be anxious to learn from one another and willing and able to adapt that learning to the new national conditions and make it fruitful and productive therein. It is for us of the New World to sit at the feet of Gamaliel of the Old; then, if we have the right stuff in us, we can show that Paul in his turn can become a teacher as well as a scholar.

Today I shall speak to you on the subject of individual citizenship, the one subject of vital importance to you, my hearers, and to me and my countrymen, because you and we are great citizens of great democratic republics. A democratic republic such as ours - an effort to realize its full sense government by, of, and for the people - represents the most gigantic of all possible social experiments, the one fraught with great responsibilities alike for good and evil. The success of republics like yours and like ours means the glory, and our failure of despair, of mankind; and for you and for us

the question of the quality of the individual citizen is supreme. Under other forms of government, under the rule of one man or very few men, the quality of the leaders is all-important. If, under such governments, the quality of the rulers is high enough, then the nations for generations lead a brilliant career, and add substantially to the sum of world achievement, no matter how low the quality of average citizen; because the average citizen is an almost negligible quantity in working out the final results of that type of national greatness. But with you and us the case is different. With you here, and with us in my own home, in the long run, success or failure will be conditioned upon the way in which the average man, the average woman, does his or her duty, first in the ordinary, every-day affairs of life, and next in those great occasional crises which call for heroic virtues. The average citizen must be a good citizen if our republics are to succeed. The stream will not permanently rise higher than the main source; and the main source of national power and national greatness is found in the average citizenship of the nation. Therefore, it behooves us to do our best to see that the standard of the average citizen is kept high; and the average cannot be kept high unless the standard of the leaders is very much higher.

It is well if a large proportion of the leaders in any republic, in any democracy, are, as a matter of course, drawn from the classes represented in this audience today; but only provided that those classes possess the gifts of sympathy with plain people and of devotion to great ideals. You and those like you have received special advantages; you have all of you had the opportunity for mental training; many of you have had leisure; most of you have had a chance for enjoyment of life far greater than comes to the majority of your fellows. To you and your kind much has been given, and from you much should be expected. Yet there are certain failings against which it is especially incumbent that both men of trained and cultivated intellect, and men of inherited wealth and position should especially guard themselves, because to these failings they are especially liable; and if yielded to, their- your- chances of useful service are at an end. Let the man of learning, the man of lettered leisure, beware of that queer and cheap temptation to pose to himself and to others as a cynic, as the man who has outgrown emotions and beliefs, the man to whom good and evil are as one. The poorest way to face life is to face it with a sneer. There are many men who feel a kind of twisted pride in cynicism; there are many who confine themselves to criticism of the way others do what they themselves dare not even attempt. There is no more unhealthy being, no man less worthy of respect, than he who either really holds, or feigns to hold, an attitude of sneering disbelief toward all that is great and lofty, whether in achievement or in that noble effort which, even if it fails, comes to second achievement. A cynical habit of thought and speech, a readiness to criticize work which the critic himself never tries to perform, an intellectual aloofness which will not accept contact with life's realities - all these are marks, not as the possessor would fain to think, of superiority but of weakness. They mark the men unfit to bear their part painfully in the stern strife of living, who seek, in the affection of contempt for the achievements of others, to hide from others and from themselves in their own

weakness. The role is easy; there is none easier, save only the role of the man who sneers alike at both criticism and performance.

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat. Shame on the man of cultivated taste who permits refinement to develop into fastidiousness that unfits him for doing the rough work of a workaday world. Among the free peoples who govern themselves there is but a small field of usefulness open for the men of cloistered life who shrink from contact with their fellows. Still less room is there for those who deride of slight what is done by those who actually bear the brunt of the day; nor yet for those others who always profess that they would like to take action, if only the conditions of life were not exactly what they actually are. The man who does nothing cuts the same sordid figure in the pages of history, whether he be a cynic, or fop, or voluptuary. There is little use for the being whose tepid soul knows nothing of great and generous emotion, of the high pride, the stern belief, the lofty enthusiasm, of the men who quell the storm and ride the thunder. Well for these men if they succeed; well also, though not so well, if they fail, given only that they have nobly ventured, and have put forth all their heart and strength. It is war-worn Hotspur, spent with hard fighting, he of the many errors and valiant end, over whose memory we love to linger, not over the memory of the young lord who "but for the vile guns would have been a valiant soldier."

France has taught many lessons to other nations: surely one of the most important lesson is the lesson her whole history teaches, that a high artistic and literary development is compatible with notable leadership in arms and statecraft. The brilliant gallantry of the French soldier has for many centuries been proverbial; and during these same centuries at every court in Europe the "freemasons of fashion: have treated the French tongue as their common speech; while every artist and man of letters, and every man of science able to appreciate that marvelous instrument of precision, French prose, had turned toward France for aid and inspiration. How long the leadership in arms and letters has lasted is curiously illustrated by the fact that the earliest masterpiece in a modern tongue is the splendid French epic which tells of Roland's doom and the vengeance of Charlemagne when the lords of the Frankish hosts were stricken at Roncesvalles. Let those who have, keep, let those who have not, strive to attain, a high standard of cultivation and scholarship. Yet let us remember that these stand second to certain other things. There is need of a sound body, and even more of a sound mind. But above mind and above body stands

character - the sum of those qualities which we mean when we speak of a man's force and courage, of his good faith and sense of honor. I believe in exercise for the body, always provided that we keep in mind that physical development is a means and not an end. I believe, of course, in giving to all the people a good education. But the education must contain much besides book-learning in order to be really good. We must ever remember that no keenness and subtleness of intellect, no polish, no cleverness, in any way make up for the lack of the great solid qualities. Self-restraint, self-mastery, common sense, the power of accepting individual responsibility and yet of acting in conjunction with others, courage and resolution - these are the qualities which mark a masterful people. Without them no people can control itself, or save itself from being controlled from the outside. I speak to brilliant assemblage; I speak in a great university which represents the flower of the highest intellectual development; I pay all homage to intellect and to elaborate and specialized training of the intellect; and yet I know I shall have the assent of all of you present when I add that more important still are the commonplace, every-day qualities and virtues.

Such ordinary, every-day qualities include the will and the power to work, to fight at need, and to have plenty of healthy children. The need that the average man shall work is so obvious as hardly to warrant insistence. There are a few people in every country so born that they can lead lives of leisure. These fill a useful function if they make it evident that leisure does not mean idleness; for some of the most valuable work needed by civilization is essentially non-remunerative in its character, and of course the people who do this work should in large part be drawn from those to whom remuneration is an object of indifference. But the average man must earn his own livelihood. He should be trained to do so, and he should be trained to feel that he occupies a contemptible position if he does not do so; that he is not an object of envy if he is idle, at whichever end of the social scale he stands, but an object of contempt, an object of derision. In the next place, the good man should be both a strong and a brave man; that is, he should be able to fight, he should be able to serve his country as a soldier, if the need arises. There are well-meaning philosophers who declaim against the unrighteousness of war. They are right only if they lay all their emphasis upon the unrighteousness. War is a dreadful thing, and unjust war is a crime against humanity. But it is such a crime because it is unjust, not because it is a war. The choice must ever be in favor of righteousness, and this is whether the alternative be peace or whether the alternative be war. The question must not be merely, Is there to be peace or war? The question must be, Is it right to prevail? Are the great laws of righteousness once more to be fulfilled? And the answer from a strong and virile people must be "Yes," whatever the cost. Every honorable effort should always be made to avoid war, just as every honorable effort should always be made by the individual in private life to keep out of a brawl, to keep out of trouble; but no self-respecting individual, no self-respecting nation, can or ought to submit to wrong.

Finally, even more important than ability to work, even more important than ability to fight at need, is it to remember that chief of blessings for any nations is that it shall

leave its seed to inherit the land. It was the crown of blessings in Biblical times and it is the crown of blessings now. The greatest of all curses in is the curse of sterility, and the severest of all condemnations should be that visited upon willful sterility. The first essential in any civilization is that the man and women shall be father and mother of healthy children, so that the race shall increase and not decrease. If that is not so, if through no fault of the society there is failure to increase, it is a great misfortune. If the failure is due to the deliberate and willful fault, then it is not merely a misfortune, it is one of those crimes of ease and self-indulgence, of shrinking from pain and effort and risk, which in the long run Nature punishes more heavily than any other. If we of the great republics, if we, the free people who claim to have emancipated ourselves from the thralldom of wrong and error, bring down on our heads the curse that comes upon the willfully barren, then it will be an idle waste of breath to prattle of our achievements, to boast of all that we have done. No refinement of life, no delicacy of taste, no material progress, no sordid heaping up riches, no sensuous development of art and literature, can in any way compensate for the loss of the great fundamental virtues; and of these great fundamental virtues the greatest is the race's power to perpetuate the race. Character must show itself in the man's performance both of the duty he owes himself and of the duty he owes the state. The man's foremost duty is owed to himself and his family; and he can do this duty only by earning money, by providing what is essential to material well-being; it is only after this has been done that he can hope to build a higher superstructure on the solid material foundation; it is only after this has been done that he can help in his movements for the general well-being. He must pull his own weight first, and only after this can his surplus strength be of use to the general public. It is not good to excite that bitter laughter which expresses contempt; and contempt is what we feel for the being whose enthusiasm to benefit mankind is such that he is a burden to those nearest him; who wishes to do great things for humanity in the abstract, but who cannot keep his wife in comfort or educate his children.

Nevertheless, while laying all stress on this point, while not merely acknowledging but insisting upon the fact that there must be a basis of material well-being for the individual as for the nation, let us with equal emphasis insist that this material well-being represents nothing but the foundation, and that the foundation, though indispensable, is worthless unless upon it is raised the superstructure of a higher life. That is why I decline to recognize the mere multimillionaire, the man of mere wealth, as an asset of value to any country, and especially as not an asset to my own country. If he has earned or uses his wealth in a way that makes him a real benefit, of real use- and such is often the case- why, then he does become an asset of real worth. But it is the way in which it has been earned or used, and not the mere fact of wealth, that entitles him to the credit. There is need in business, as in most other forms of human activity, of the great guiding intelligences. Their places cannot be supplied by any number of lesser intelligences. It is a good thing that they should have ample recognition, ample reward. But we must not transfer our admiration to the reward instead of to the deed rewarded; and if what should be the reward exists without the

service having been rendered, then admiration will only come from those who are mean of soul. The truth is that, after a certain measure of tangible material success or reward has been achieved, the question of increasing it becomes of constantly less importance compared to the other things that can be done in life. It is a bad thing for a nation to raise and to admire a false standard of success; and there can be no false standard than that set by the deification of material well-being in and for itself. But the man who, having far surpassed the limits of providing for the wants; both of the body and mind, of himself and of those depending upon him, then piles up a great fortune, for the acquisition or retention of which he returns no corresponding benefit to the nation as a whole, should himself be made to feel that, so far from being desirable, he is an unworthy, citizen of the community: that he is to be neither admired nor envied; that his right-thinking fellow countrymen put him low in the scale of citizenship, and leave him to be consoled by the admiration of those whose level of purpose is even lower than his own.

My position as regards the moneyed interests can be put in a few words. In every civilized society property rights must be carefully safeguarded; ordinarily, and in the great majority of cases, human rights and property rights are fundamentally and in the long run identical; but when it clearly appears that there is a real conflict between them, human rights must have the upper hand, for property belongs to man and not man to property. In fact, it is essential to good citizenship clearly to understand that there are certain qualities which we in a democracy are prone to admire in and of themselves, which ought by rights to be judged admirable or the reverse solely from the standpoint of the use made of them. Foremost among these I should include two very distinct gifts - the gift of money-making and the gift of oratory. Money-making, the money touch I have spoken of above. It is a quality which in a moderate degree is essential. It may be useful when developed to a very great degree, but only if accompanied and controlled by other qualities; and without such control the possessor tends to develop into one of the least attractive types produced by a modern industrial democracy. So, it is with the orator. It is highly desirable that a leader of opinion in democracy should be able to state his views clearly and convincingly. But all that the oratory can do of value to the community is enable the man thus to explain himself; if it enables the orator to put false values on things, it merely makes him power for mischief. Some excellent public servants have not that gift at all, and must merely rely on their deeds to speak for them; and unless oratory does represent genuine conviction based on good common sense and able to be translated into efficient performance, then the better the oratory the greater the damage to the public it deceives. Indeed, it is a sign of marked political weakness in any commonwealth if the people tend to be carried away by mere oratory, if they tend to value words in and for themselves, as divorced from the deeds for which they are supposed to stand. The phrase-maker, the phrase-monger, the ready talker, however great his power, whose speech does not make for courage, sobriety, and right understanding, is simply a noxious element in the body politic, and it speaks ill for the public if he has influence

over them. To admire the gift of oratory without regard to the moral quality behind the gift is to do wrong to the republic.

Of course, all that I say of the orator applies with even greater force to the orator's latter-day and more influential brother, the journalist. The power of the journalist is great, but he is entitled neither to respect nor admiration because of that power unless it is used aright. He can do, and often does, great good. He can do, and he often does, infinite mischief. All journalists, all writers, for the very reason that they appreciate the vast possibilities of their profession, should bear testimony against those who deeply discredit it. Offenses against taste and morals, which are bad enough in a private citizen, are infinitely worse if made into instruments for debauching the community through a newspaper. Mendacity, slander, sensationalism, inanity, vapid triviality, all are potent factors for the debauchery of the public mind and conscience. The excuse advanced for vicious writing, that the public demands it and that demand must be supplied, can no more be admitted than if it were advanced by purveyors of food who sell poisonous adulterations. In short, the good citizen in a republic must realize that they ought to possess two sets of qualities, and that neither avails without the other. He must have those qualities which make for efficiency; and that he also must have those qualities which direct the efficiency into channels for the public good. He is useless if he is inefficient. There is nothing to be done with that type of citizen of whom all that can be said is that he is harmless. Virtue which is dependent upon a sluggish circulation is not impressive. There is little place in active life for the timid good man. The man who is saved by weakness from robust wickedness is likewise rendered immune from robust virtues. The good citizen in a republic must first of all be able to hold his own. He is no good citizen unless he has the ability which will make him work hard and which at need will make him fight hard. The good citizen is not a good citizen unless he is an efficient citizen.

But if a man's efficiency is not guided and regulated by a moral sense, then the more efficient he is the worse he is, the more dangerous to the body politic. Courage, intellect, all the masterful qualities, serve but to make a man more evil if they are merely used for that man's own advancement, with brutal indifference to the rights of others. It speaks ill for the community if the community worships these qualities and treats their possessors as heroes regardless of whether the qualities are used rightly or wrongly. It makes no difference as to the precise way in which this sinister efficiency is shown. It makes no difference whether such a man's force and ability betray themselves in a career of money-maker or politician, soldier or orator, journalist or popular leader. If the man works for evil, then the more successful he is the more he should be despised and condemned by all upright and far-seeing men. To judge a man merely by success is an abhorrent wrong; and if the people at large habitually so judge men, if they grow to condone wickedness because the wicked man triumphs, they show their inability to understand that in the last analysis free institutions rest upon the character of citizenship, and that by such admiration of evil they prove themselves unfit for liberty. The homely virtues of the household, the ordinary

workaday virtues which make the woman a good housewife and housemother, which make the man a hard worker, a good husband and father, a good soldier at need, stand at the bottom of character. But of course, many other must be added thereto if a state is to be not only free but great. Good citizenship is not good citizenship if only exhibited in the home. There remain the duties of the individual in relation to the State, and these duties are none too easy under the conditions which exist where the effort is made to carry on the free government in a complex industrial civilization. Perhaps the most important thing the ordinary citizen, and, above all, the leader of ordinary citizens, has to remember in political life is that he must not be a sheer doctrinaire. The closest philosopher, the refined and cultured individual who from his library tells how men ought to be governed under ideal conditions, is of no use in actual governmental work; and the one-sided fanatic, and still more the mob-leader, and the insincere man who to achieve power promises what by no possibility can be performed, are not merely useless but noxious.

The citizen must have high ideals, and yet he must be able to achieve them in practical fashion. No permanent good comes from aspirations so lofty that they have grown fantastic and have become impossible and indeed undesirable to realize. The impractical visionary is far less often the guide and precursor than he is the embittered foe of the real reformer, of the man who, with stumbling and shortcoming, yet does in some shape, in practical fashion, give effect to the hopes and desires of those who strive for better things. Woe to the empty phrasemaker, to the empty idealist, who, instead of making ready the ground for the man of action, turns against him when he appears and hampers him when he does work! Moreover, the preacher of ideals must remember how sorry and contemptible is the figure which he will cut, how great the damage that he will do, if he does not himself, in his own life, strive measurably to realize the ideals that he preaches for others. Let him remember also that the worth of the ideal must be largely determined by the success with which it can in practice be realized. We should abhor the so-called "practical" men whose practicality assumes the shape of that peculiar baseness which finds its expression in disbelief in morality and decency, in disregard of high standards of living and conduct. Such a creature is the worst enemy of the body of politic. But only less desirable as a citizen is his nominal opponent and real ally, the man of fantastic vision who makes the impossible better forever the enemy of the possible good. We can just as little afford to follow the doctrinaires of an extreme individualism as the doctrinaires of an extreme socialism. Individual initiative, so far from being discouraged, should be stimulated; and yet we should remember that, as society develops and grows more complex, we continually find that things which once it was desirable to leave to individual initiative can, under changed conditions, be performed with better results by common effort. It is quite impossible, and equally undesirable, to draw in theory a hard-and-fast line which shall always divide the two sets of cases. This everyone who is not cursed with the pride of the closest philosopher will see, if he will only take the trouble to think about some of our closet phenomena. For instance, when people live on isolated farms or in little hamlets, each house can be

left to attend to its own drainage and water-supply; but the mere multiplication of families in a given area produces new problems which, because they differ in size, are found to differ not only in degree, but in kind from the old; and the questions of drainage and water-supply have to be considered from the common standpoint. It is not a matter for abstract dogmatizing to decide when this point is reached; it is a matter to be tested by practical experiment. Much of the discussion about socialism and individualism is entirely pointless, because of the failure to agree on terminology. It is not good to be a slave of names. I am a strong individualist by personal habit, inheritance, and conviction; but it is a mere matter of common sense to recognize that the State, the community, the citizens acting together, can do a number of things better than if they were left to individual action. The individualism which finds its expression in the abuse of physical force is checked very early in the growth of civilization, and we of to-day should in our turn strive to shackle or destroy that individualism which triumphs by greed and cunning, which exploits the weak by craft instead of ruling them by brutality. We ought to go with any man in the effort to bring about justice and the equality of opportunity, to turn the tool-user more and more into the tool-owner, to shift burdens so that they can be more equitably borne. The deadening effect on any race of the adoption of a logical and extreme socialistic system could not be overstated; it would spell sheer destruction; it would produce grosser wrong and outrage, fouler immortality, than any existing system. But this does not mean that we may not with great advantage adopt certain of the principles professed by some given set of men who happen to call themselves Socialists; to be afraid to do so would be to make a mark of weakness on our part.

But we should not take part in acting a lie any more than in telling a lie. We should not say that men are equal where they are not equal, nor proceed upon the assumption that there is an equality where it does not exist; but we should strive to bring about a measurable equality, at least to the extent of preventing the inequality which is due to force or fraud. Abraham Lincoln, a man of the plain people, blood of their blood, and bone of their bone, who all his life toiled and wrought and suffered for them, at the end died for them, who always strove to represent them, who would never tell an untruth to or for them, spoke of the doctrine of equality with his usual mixture of idealism and sound common sense. He said (I omit what was of merely local significance): "I think the authors of the Declaration of Independence intended to include all men, but they did not mean to declare all men equal in all respects. They did not mean to say all men were equal in color, size, intellect, moral development or social capacity. They defined with tolerable distinctness in what they did consider all men created equal-equal in certain inalienable rights, among which are life, liberty and pursuit of happiness. This they said, and this they meant. They did not mean to assert the obvious untruth that all were actually enjoying that equality, or yet that they were about to confer it immediately upon them. They meant to set up a standard maxim for free society which should be familiar to all - constantly looked to, constantly labored for, and, even though never perfectly attained, constantly

approximated, and thereby constantly spreading and deepening its influence, and augmenting the happiness and value of life to all people, everywhere."

We are bound in honor to refuse to listen to those men who would make us desist from the effort to do away with the inequality which means injustice, the inequality of right, opportunity, of privilege. We are bound in honor to strive to bring ever nearer the day when, as far as humanly possible, we shall be able to realize the ideal that each man shall have an equal opportunity to show the stuff that is in him by the way in which he renders service. There should, so far as possible, be equal of opportunity to render service; but just so long as there is inequality of service there should and must be inequality of reward. We may be sorry for the general, the painter, the artists, the worker in any profession or of any kind, whose misfortune rather than whose fault it is that he does his work ill. But the reward must go to the man who does his work well; for any other course is to create a new kind of privilege, the privilege of folly and weakness; and special privilege is injustice, whatever form it takes.

To say that the thriftless, the lazy, the vicious, the incapable, ought to have reward given to those who are far-sighted, capable, and upright, is to say what is not true and cannot be true. Let us try to level up, but let us beware of the evil of leveling down. If a man stumbles, it is a good thing to help him to his feet. Every one of us needs a helping hand now and then. But if a man lies down, it is a waste of time to try and carry him; and it is a very bad thing for every one if we make men feel that the same reward will come to those who shirk their work and those who do it. Let us, then, take into account the actual facts of life, and not be misled into following any proposal for achieving the millennium, for recreating the golden age, until we have subjected it to hardheaded examination. On the other hand, it is foolish to reject a proposal merely because it is advanced by visionaries. If a given scheme is proposed, look at it on its merits, and, in considering it, disregard formulas. It does not matter in the least who proposes it, or why. If it seems good, try it. If it proves good, accept it; otherwise reject it. There are plenty of good men calling themselves Socialists with whom, up to a certain point, it is quite possible to work. If the next step is one which both we and they wish to take, why of course take it, without any regard to the fact that our views as to the tenth step may differ. But, on the other hand, keep clearly in mind that, though it has been worthwhile to take one step, this does not in the least mean that it may not be highly disadvantageous to take the next. It is just as foolish to refuse all progress because people demanding it desire at some points to go to absurd extremes, as it would be to go to these absurd extremes simply because some of the measures advocated by the extremists were wise.

The good citizen will demand liberty for himself, and as a matter of pride he will see to it that others receive liberty which he thus claims as his own. Probably the best test of true love of liberty in any country in the way in which minorities are treated in that country. Not only should there be complete liberty in matters of religion and opinion, but complete liberty for each man to lead his life as he desires, provided only that in so he does not wrong his neighbor. Persecution is bad because it is persecution, and without reference to which side happens at the most to be the persecutor and which the persecuted. Class hatred is bad in just the same way, and without regard to the

individual who, at a given time, substitutes loyalty to a class for loyalty to a nation, of substitutes hatred of men because they happen to come in a certain social category, for judgement awarded them according to their conduct. Remember always that the same measure of condemnation should be extended to the arrogance which would look down upon or crush any man because he is poor and to envy and hatred which would destroy a man because he is wealthy. The overbearing brutality of the man of wealth or power, and the envious and hateful malice directed against wealth or power, are really at root merely different manifestations of the same quality, merely two sides of the same shield. The man who, if born to wealth and power, exploits and ruins his less fortunate brethren is at heart the same as the greedy and violent demagogue who excites those who have not property to plunder those who have. The gravest wrong upon his country is inflicted by that man, whatever his station, who seeks to make his countrymen divide primarily in the line that separates class from class, occupation from occupation, men of more wealth from men of less wealth, instead of remembering that the only safe standard is that which judges each man on his worth as a man, whether he be rich or whether he be poor, without regard to his profession or to his station in life. Such is the only true democratic test, the only test that can with propriety be applied in a republic. There have been many republics in the past, both in what we call antiquity and in what we call the Middle Ages. They fell, and the prime factor in their fall was the fact that the parties tended to divide along the wealth that separates wealth from poverty. It made no difference which side was successful; it made no difference whether the republic fell under the rule of an oligarchy or the rule of a mob. In either case, when once loyalty to a class had been substituted for loyalty to the republic, the end of the republic was at hand. There is no greater need to-day than the need to keep ever in mind the fact that the cleavage between right and wrong, between good citizenship and bad citizenship, runs at right angles to, and not parallel with, the lines of cleavage between class and class, between occupation and occupation. Ruin looks us in the face if we judge a man by his position instead of judging him by his conduct in that position.

In a republic, to be successful we must learn to combine intensity of conviction with a broad tolerance of difference of conviction. Wide differences of opinion in matters of religious, political, and social belief must exist if conscience and intellect alike are not be stunted, if there is to be room for healthy growth. Bitter internecine hatreds, based on such differences, are signs, not of earnestness of belief, but of that fanaticism which, whether religious or antireligious, democratic or antidemocratic, it itself but a manifestation of the gloomy bigotry which has been the chief factor in the downfall of so many, many nations.

Of one man in especial, beyond anyone else, the citizens of a republic should beware, and that is of the man who appeals to them to support him on the ground that he is hostile to other citizens of the republic, that he will secure for those who elect him, in one shape or another, profit at the expense of other citizens of the republic. It makes no difference whether he appeals to class hatred or class interest, to religious or antireligious prejudice. The man who makes such an appeal should always be presumed to make it for the sake of furthering his own interest. The very last thing an

intelligent and self-respecting member of a democratic community should do is to reward any public man because that public man says that he will get the private citizen something to which this private citizen is not entitled, or will gratify some emotion or animosity which this private citizen ought not to possess. Let me illustrate this by one anecdote from my own experience. A number of years ago I was engaged in cattle-ranching on the great plains of the western United States. There were no fences. The cattle wandered free, the ownership of each one was determined by the brand; the calves were branded with the brand of the cows they followed. If on a round-up and animal was passed by, the following year it would appear as an unbranded yearling and was then called a maverick. By the custom of the country these mavericks were branded with the brand of the man on whose range they were found. One day I was riding the range with a newly hired cowboy, and we came upon a maverick. We roped and threw it; then we built a fire, took out a cinch-ring, heated it in the fire; and then the cowboy started to put on the brand. I said to him, "It So-and-so's brand," naming the man on whose range we happened to be. He answered: "That's all right, boss; I know my business." In another moment I said to him: "Hold on, you are putting on my brand!" To which he answered: "That's all right; I always put on the boss's brand." I answered: "Oh, very well. Now you go straight back to the ranch and get whatever is owing to you; I don't need you any longer." He jumped up and said: "Why, what's the matter? I was putting on your brand." And I answered: "Yes, my friend, and if you will steal for me then you will steal from me."

Now, the same principle which applies in private life applies also in public life. If a public man tries to get your vote by saying that he will do something wrong in your interest, you can be absolutely certain that if ever it becomes worth his while he will do something wrong against your interest. So much for the citizenship to the individual in his relations to his family, to his neighbor, to the State. There remain duties of citizenship which the State, the aggregation of all the individuals, owes in connection with other States, with other nations. Let me say at once that I am no advocate of a foolish cosmopolitanism. I believe that a man must be a good patriot before he can be, and as the only possible way of being, a good citizen of the world. Experience teaches us that the average man who protests that his international feeling swamps his national feeling, that he does not care for his country because he cares so much for mankind, in actual practice proves himself the foe of mankind; that the man who says that he does not care to be a citizen of any one country, because he is the citizen of the world, is in fact usually and exceedingly undesirable citizen of whatever corner of the world he happens at the moment to be in. In the dim future all moral needs and moral standards may change; but at present, if a man can view his own country and all others countries from the same level with tepid indifference, it is wise to distrust him, just as it is wise to distrust the man who can take the same dispassionate view of his wife and mother. However broad and deep a man's sympathies, however intense his activities, he needs have no fear that they will be cramped by love of his native land.

Now, this does not mean in the least that a man should not wish to good outside of his native land. On the contrary, just as I think that the man who loves his family is more

apt to be a good neighbor than the man who does not, so I think that the most useful member of the family of nations is normally a strongly patriotic nation. So far from patriotism being inconsistent with a proper regard for the rights of other nations, I hold that the true patriot, who is as jealous of the national honor as a gentleman of his own honor, will be careful to see that the nations neither inflicts nor suffers wrong, just as a gentleman scorns equally to wrong others or to suffer others to wrong him. I do not for one moment admit that a man should act deceitfully as a public servant in his dealing with other nations, any more than he should act deceitfully in his dealings as a private citizen with other private citizens. I do not for one moment admit that a nation should treat other nations in a different spirit from that in which an honorable man would treat other men.

In practically applying this principle to the two sets of cases there is, of course, a great practical difference to be taken into account. We speak of international law; but international law is something wholly different from private or municipal law, and the capital difference is that there is a sanction for the one and no sanction for the other; that there is an outside force which compels individuals to obey the one, while there is no such outside force to compel obedience as regards to the other. International law will, I believe, as the generations pass, grow stronger and stronger until in some way or other there develops the power to make it respected. But as yet it is only in the first formative period. As yet, as a rule, each nation is of necessity to judge for itself in matters of vital importance between it and its neighbors, and actions must be of necessity, where this is the case, be different from what they are where, as among private citizens, there is an outside force whose action is all-powerful and must be invoked in any crisis of importance. It is the duty of wise statesman, gifted with the power of looking ahead, to try to encourage and build up every movement which will substitute or tend to substitute some other agency for force in the settlement of international disputes. It is the duty of every honest statesman to try to guide the nation so that it shall not wrong any other nation. But as yet the great civilized peoples, if they are to be true to themselves and to the cause of humanity and civilization, must keep in mind that in the last resort they must possess both the will and the power to resent wrong-doings from others. The men who sanely believe in a lofty morality preach righteousness; but they do not preach weakness, whether among private citizens or among nations. We believe that our ideals should be so high, but not so high as to make it impossible measurably to realize them. We sincerely and earnestly believe in peace; but if peace and justice conflict, we scorn the man who would not stand for justice though the whole world came in arms against him.

And now, my hosts, a word in parting. You and I belong to the only two republics among the great powers of the world. The ancient friendship between France and the United States has been, on the whole, a sincere and disinterested friendship. A calamity to you would be a sorrow to us. But it would be more than that. In the seething turmoil of the history of humanity certain nations stand out as possessing a peculiar power or charm, some special gift of beauty or wisdom or strength, which puts them among the immortals, which makes them rank forever with the leaders of

mankind. France is one of these nations. For her to sink would be a loss to all the world. There are certain lessons of brilliance and of generous gallantry that she can teach better than any of her sister nations. When the French peasantry sang of Malbrook, it was to tell how the soul of this warrior-foe took flight upward through the laurels he had won. Nearly seven centuries ago, Froisart, writing of the time of dire disaster, said that the realm of France was never so stricken that there were not left men who would valiantly fight for it. You have had a great past. I believe you will have a great future. Long may you carry yourselves proudly as citizens of a nation which bears a leading part in the teaching and uplifting of mankind.

Quotes

All men who feel any joy in battle know what it is like when the wolf rises in the heart. Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits, who neither enjoy much nor suffer much, because they live in the gray twilight that knows neither victory nor defeat. Courage is a quality so necessary for maintaining virtue that it is always respected.

-Theodore Roosevelt

We need the iron qualities that go with true manhood. We need the positive virtues of resolution of courage, of indomitable will, of power to do without shirking the rough work that must always be done.

-Theodore Roosevelt

Character is what you are. Reputation is what others think you are. The reason that some fail to climb the ladder so success, or of leadership, is that there is no difference between reputation and character. The two do not always coincide. A man may be considered to have sterling character. Opportunity might come to that man; by if he has the reputation for something he is not, he may fail that opportunity. I think character is the foundation of successful leadership.

-General Lucian Truscott

High performance does not come without high preparation. It is better to live with the pain of discipline than to live with the pain of regret.

-Coach Jeff Thorne

National Championship Football Coach, North Central College

As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.

-John F. Kennedy

You make decisions with your head; but you make commitments with your heart.

-Qubein, 2007

Talent is God given. Be humble. Fame is man-given. Be grateful. Conceit is self-given. Be careful.

-John Wooden

Do not let what you cannot do interfere with what you can do.

-John Wooden

You ask, what is our aim? I can answer in one word: It is victory, victory at all costs, victor in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival.

-Winston Churchill (in his first speech as prime minister, in Lukacs, 2008)

All things excellent are as different as they are rare.

-Baruch Spinoza

Patience is a necessary ingredient of genius.

-Benjamin Disraeli

I had no special sagacity—only the power of patient thought.

-Sir Isaac Newton

Courage is being scared to death and saddling up anyway.

-John Wayne

I have met leaders in the Army who were very competent, but they didn't have character. And for every job they did well, they sought reward in the form of promotions, in the form of awards and decorations, in the form of getting ahead at the expense of someone else, in the form of another piece of paper that awarded them another degree...a sure road to the top. These were competent people, but they lacked character.

I have also met a lot of leaders who had superb character but who lacked competence. They weren't willing to pay the price of leadership. To go the extra mile because that's what it took to be a great leader.

And that's sort of what it's all about. To lead in the 21st century, to take soldiers, sailors, airmen into battle you will be required to have both character and competence.

-H. Norman Schwarzkopf

The only thing that is constant is change.

-Heraclitus.

Rules will not curb the unscrupulous.

-Dr. Henry Beecher (1972)

They entertain very limited views of medicine who suppose its objective and duties are confined exclusively to the knowledge and cure of diseases. Our science was intended to render other services to society.

-Dr. Benjamin Rush

The character of the physician is an irreducible factor in the healing relationship.

-Edmund Pellegrino & David Thomasma

Indecisiveness is weakness of character.

-General Carl Spaatz

The real leader displays his qualities in triumph over adversity, however great it may be.

-General of the Army George C. Marshall

No man is more unhappy than he who never faces adversity. For he is not permitted to prove himself.

-Seneca

Be not afraid of greatness. Some are born great, some achieve greatness, and others have greatness thrust upon them.

— William Shakespeare, Twelfth Night, Act II, Scene V (Malvolio speaking)

If our people feel that they are part of a great nation and they are prepared to will the means to keep it great, a great nation we shall be, and shall remain. So, what can stop us from achieving this? What then stands in our way?

-Margaret Thatcher,

Prime Minister of the U.K.

Speech to the Conservative Party

October 10, 1980

What he greatly thought he nobly dared.

-Homer

Who dares, wins.

-SAS motto

Consider nothing, before it has come to pass, to be impossible.

-Cicero

It is fatal to enter any war without the will to win it.

-General Douglas MacArthur

If fear is cultivated it will become stronger, if faith is cultivated it will achieve mastery.

-Captain John Paul Jones

We don't need more watches or cars, or more taxes and regulations. We need leaders. We need a nation of citizens who are leaders.

-Woodward and DeMille, 2013

Glossary

ACTE: is a method for tactical assessment, that has been used by US Navy SEALs. It comprises of four action steps: (1) assesses the situation, (2) create a plan, (3) take action, and (4) evaluate progress (Machowicz, 2008).

Action learning: requires managers to make a concerted effort to observe and reflect together on the practices that have bottom-line impact (Raelin, 2015).

Action mind-set: the process of recognizing and moving beyond fear in completely focus on what is known (Machowicz, 2008).

Altruism: a motivational state with the goal of increasing another person's welfare (Batson, 1995).

Airborne: Combat insertion from the air; airborne (parachute/air-delivered) forces are the final and most responsive forced-entry units available to national decision makers.

Appreciative inquiry: a strength-based, capacity building approach to transforming human systems toward a shared image of their most positive potential by first discovering the very best in their shared experience (Barrett & Fry, 2008).

Assertiveness: the degree to which individuals are self-assured, self-confident, challenging, and aggressive in their relationship with others.

Assessing: evaluating of tools to facilitate consistent improvement (Kolditz, 2009).

Autonomous Leadership: refers to independent and individualistic leadership attributes. It is measured by a single primary leadership dimension labeled autonomous leadership, consists of individualistic, independence, autonomous and unique attributes.

Building: spend time and resources improving teams, groups, and units; fosters an ethical climate (Kolditz, 2009).

Bushido: a word created from Japanese characters to describe the journey an individual must take to bring out the *warrior within* (Machowicz, 2008). Literally, it meant "military or knight-ways"; it is a code of moral principles that Samurai knights were required to observe (Nitobe, 2017).

CARVER: acronym used by US Navy SEALs meaning: Criticality, Accessibility, Recognizability, Vulnerability, Effect, on the overall mission, and Recuperability, or the return on effort (Machowicz, 2008).

Charisma: both a gift and a grace that allow certain individuals to sway others and shape the future by their sheer presence and personality (Raelin, 2015).

Charismatic/Value-Based Leadership: reflects the ability to inspire, motivate and expect high performance outcomes from others based on firmly held core values. It includes the following six primary dimensions: (1) visionary, (2) inspirational, (3) self-sacrifice, (4) integrity, (5) decisive and (6) performance oriented.

Collective orientation: a team member's predisposition to work in a collective or interdependent manner in team settings (Driskell et al., 2017).

Communication: the amount of information sharing employed by teams (Brown,

2017).

Complex adaptive system: a complex adaptive system is composed of unique relatively autonomous, partially connected actors (Anderson, 1999; Davis, Eisenhardt, & Bingham, 2009). Examples include sports teams, military units, orchestras, and multi-business companies.

Concrescence: term used when a team metamorphizes and grows into an utterly unique and solid entity.

Cooperation: helpful back-up behaviors employed by the team (Brown, 2017).

Coordination: refers to the ability of a team to match their behavior to complete interdependent tasks and cooperation are represented by the desire of individuals to aid teammates (Brown, 2017).

Courage: to act as one believes.

CAT: Counter Assault Team.

Covenantal relationship: binds all parties to labor toward a common objective, without taking advantage of each other (Caldwell & Karri, 2005; Hernandez, 2012).

Culture: shared motives, values, beliefs, identities and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations.

Crisis situations: low-probability, high impact events characterized by time pressure and ambiguity and that have significant consequences for the team (Driskell, et al., 2017).

Decision making: the employment of sound judgement and logical reasoning, and uses resources wisely (Kolditz, 2009).

Developing: investing time and effort to help individuals to grow (Kolditz, 2009).

Elite tactical teams: elite tactical teams are complex adaptive systems composed of unique, relatively autonomous, partially connected actors (Anderson, 1999; Davis, Eisenhardt, & Bingham, 2009) set within an entity dedicated to a common enterprise. In our definition, elite tactical teams will be a group of persons dedicated to the accomplishment of an important mission where they may encounter ambiguous situations with direct opposition from an opposing force or entity. These teams will be consistently successful in their endeavors despite their opposition and/or the conditions they find themselves in.

Emergency: the unexpected manifestation from somewhere unfamiliar of some previously unknown phenomenon (from the Greek *phainesthi* or *Ἐκτακτης ανάγκης*, meaning to “shine forth”) (Peterson, 2018)

Eudaimonia: human well-being beyond happiness (Shepard, Schnitker, Leffel, Mueller, Curlin, & Yoon, 2018).

Execution: accomplishing desired goals while attending to the care of people and resources (Kolditz, 2009).

Exotic environments: those marked by severe environmental conditions, danger, isolation, and enforced interaction with others (Harrison & Connor, 1984).

Extreme environments: settings in which there are significant task, social, or

environmental demands that entail high levels of risk and increased consequences for poor performance (Driskell, et al., 2017).

Extreme teams: those teams operating under task conditions that may vary on a continuum of remarkably high demand to more moderate demand. Teams operating under demanding conditions may include combat teams as well as certain project teams (Driskell, et al., 2017).

Faith: complete trust or confidence in someone or something. It is a state of mind that delivers courage, affirmation and hope. Faith gives power to thought. Faith is essential for self-assurance. It is crucial for achievement. Faith is induced and reinforced by the directives given to the subliminal mind. Both victory and defeat are the progeny of faith (Hill, 1967). Faith is the substance of things hoped for, and the evidence of things not yet apparent (Hebrews: 11:1).

Future orientation: the extent to which individuals engage in future-oriented behaviors such as planning investing in the future and delaying gratification.

Functional integration: reflects coordinated behavior and commitment to the task or goals of the team (Driskell, et al., 2017).

Focus: the ability to bring one's full and complete attention to a precise, central point (Machowicz, 2008).

Great man theory: a theory of leadership that holds that the historical march of civilization occurs based on the deeds of great individual leaders. These leaders are thought to have been born with the particular traits that accord them greatness (Carlyle, 1941).

Great men theory: a theory of leadership that contrast the "great man theory" in that it holds that elite teams and societies are realized based on the collective virtues of great individual leaders. The theory also posits that these leaders can develop their leadership traits and enhance their God given talents.

Grit: having and working assiduously toward a single challenging superordinate goal through thick and thin, on a timescale of years or even decades (Duckworth & Gross, 2014).

High task variability: periods of very high task load as well as very low task load (Driskell, et al., 2017).

Interpersonal integration: reflects affective relations or attraction to other team members.

Knowledge management: the process of cultivating and sharing knowledge in an organization (Gustavson and Von Felt, 2009).

Impression management: image building; charismatic leaders engage in impression management techniques to bolster their image of competence, increasing subordinate compliance and faith in them (Bass, 1985).

In extremis: at the point of death (Kolditz, 2009).

The Integrative Model of Leadership Behavior (IMoLB): consists of task-oriented leadership behaviors and relations-oriented leadership behaviors. Task-oriented leadership behaviors are further broken down to: (1) enhancing understanding, (2) strengthening motivation, and (3) facilitating

implementation. Relations-oriented leadership behaviors include: (1) fostering coordination, (2) promoting cooperation, and (3) activating resources (Behrent, Matz, & Goritz, 2017).

Leadership: a collective practice among people who work together; achieving the choices and goals mutually made together in a team's labor (Raelin, 2015). Leadership has also been defined as "influencing and facilitating individual and collective efforts to accomplish shared objectives". This definition postulates three elements: (1) the leader, (2) the tasks to be accomplished, and (3) the followers and their efforts (Behrent, Matz, & Goritz, 2017). A process whereby an individual influences a group of individuals to achieve a common goal (Fletcher & Streeter, 2016).

Meaningful work: work that is experienced as significant and as holding positive meaning for the individual (Rosso, Dekas, & Wrzesniewski, 2010).

Moral elevation: (also referred to as *elevation*) refers to the collection of feelings people may experience when observing an example of moral beauty. Moral elevation signifies the sentiments felt when a person is an observer of, but not a receiver of, the moral conduct of others. Elevation explores the positive psychology of morality, attempting to explain why and how human beings are affected people helping another human being (this is referred to as "moral beauty"), (Thomson & Siegel, 2017).

Moral imagination: the faculty that correctly frames morally significant states and events (Hartman, 2006).

Moral obligation: an acutely assumed commitment (Caldwell & Karri, 2005).

Moral Strength: a person's or groups capacity and motivation to take moral action (Sweeney, et al., 2015).

METT-TC: stands for Mission, Enemy, Terrain, Troops available, Time, and Civilian considerations.

Mutual trust: the shared belief that team members will perform their toles and protect the interests of their teammates (Driskell, et al., 2017).

Normative integration: reflects group pride, loyalty, or normative consensus (Driskell, et al., 2017).

NCO: Non-commissioned officer

Operational Risk Management (ORM): a decision-making tool to systematically help identify operational risks and benefits and determine the best courses of action for any given situation (FAA, 2000).

Organizational culture: defined as the perception that individuals have of their organization as a whole (Fletcher & Streeter, 2016).

OODA Loop: an acronym for observe, orient, decide and act.

Ops tempo: (or operational tempo) a subjective measure of the intensity of military operations. In combat high ops tempo can overwhelm the enemy's ability to respond, at the risk of burning out one's own forces. In peacetime a high ops tempo can adversely affect morale and readiness (Clancy, 1997).

People: defined as the individuals operating in the performance environment (Fletcher & Streeter, 2016).

Performance enablers: environmental supports required by people to operate effectively in any performance environment (Fletcher & Streeter, 2016).

Performance pressure: an external force imposed on the team that includes shared outcome accountability, heightened scrutiny of the team's work, and significant consequences of the team's performance (Driskell, et al., 2017).

Perseverance: is persistence in doing something despite difficulty or delay in achieving success (Random House-Webster's College Dictionary, 2001).

Persistence: is the firm or tenacious continuance in a course of action in spite of difficulty or opposition (Random House-Webster's College Dictionary, 2001).

Power: the ability to do or act; the capability of doing or accomplishing something (Machowicz, 2008).

Practical wisdom: an ability to think and act using knowledge, experience, common sense, creativity and critical thinking (See Phronesis).

Phronesis: an ancient Greek concept of wisdom or practical virtue (See practical wisdom). (Pellegrino & Thomasma, 1993).

Psychological safety: a climate in which people feel free to express relevant thoughts and feelings (Edmondson, 2012).

Punctuated equilibrium: postulates that change may not be so much of gradual steady strategic change over long periods of time as is commonly presumed and chosen, but with sudden changes and revolutionary paradigms.

Recuperability: return on effort (Machowicz, 2008).

Reflective dialogue: action learning, in which participants stop and reflect on real time problems occurring in their own work environments (Raelin, 2015).

Resolve: the acute awareness of what one desires, and the ardent desire to possess it (Hill, 1967).

Role collision: occurs in which two different individuals in a group attempt to perform roles which overlap in some respects (Driskell, et al., 2017).

SEAL (SEa Air Land): acronym for how an elite US Navy unit can insert, infiltrate, attack, exfiltrate, and extract from any situation, under any imageable condition. The name for which operational members of the US Special Warfare Command are identified (Machowicz, 2008).

SF: Special Forces

SOF: Special Operations Forces

SFQC: Special Forces Qualification Course

SOPs: Standard Operating Procedures

Self-control: entails aligning actions with any valued goal despite momentarily more alluring alternatives (Duckworth & Gross, 2014).

Shared leadership: reflects the degree to which leaders involve others in making and implementing decisions.

Special Air Service (SAS): British Army airborne forces used for special operations (Lewis, 1991).

Stewardship: the extent to which an individual willingly subjugates his or her

personal interests to act in protection of other's long-term welfare (Hernandez, 2012).

Stewardship theory: an outlook in which organizational performers see greater long term utility in other-focused prosocial behavior than in self-serving, short-term opportunistic behavior (Hernandez, 2012).

Strategy: the long-term plan to achieve the ideal state and goal achievement.

Stress: a process by which environmental demand evokes an appraisal process in which perceived demand exceeds resources, and the results in undesirable physiological, psychological, behavioral, or social outcomes (Driskell, et al., 2017).

Stressors: those task, environmental, and social factors that impinge on performance, such as threat, time pressure, task load, noise, crowding, performance pressure and ambiguity (Driskel, et al., 2017).

TAPAS: an acronym for psychological testing. It stands for: Tailored Adaptive Personality Assessment System. TAPAS is a non-cognitive personality test given to military applicants, specifically to assess the candidate's propensity to engage in physical activity. It is a method used for noncognitive selection predictors. It assesses grit and attitude. It taps into factors of success for elite teams, such as discipline, proper conduct, resilience, and mental toughness (Oetting, et al., 2017).

Task load: performing two or more tasks concurrently (Driskel, et al., 2017).

Team: two or more persons who interact in pursuit of a common goal (Driskel, et al., 2017).

Team cohesion: the willingness of individuals to remain part of the team, reflecting the tendency for the group to remain united in pursuit of a common goal (Brown, 2017).

Team-oriented leadership: emphasizes effective team building and implementation of a common purpose or goal among team members. It includes the following five primary leadership dimensions: (1) collaborative team orientation, (2) team integrators, (3) diplomatic, (4) malevolent and (5) administratively competent.

Uncertainty avoidance: the extent to which a society, organization, group or team relies on social norms, rules, and procedures to alleviate unpredictability of future events.

Values: beliefs that contain cognitive, affective, and behavioral dimensions (Rokeach, 1973). Concepts to which people attach the most worth (Kolditz, 2009).

Value proposition: a clear simple statement of the benefits, both tangible and intangible, that a group provides to a client for a certain amount. A positive value proposition would give the perception to clients to be significantly more of a benefit from the transaction than they are being asked to invest (Lanning and Michaels, 2000).

Vision: an image of the future of the collective entity or team, that is different from the current state of affairs.

Virtue development: an emergent capacity for moral relatedness (Shepard, Schnitker,

Leffel, Mueller, Curlin, & Yoon, 2018).

Virtue: is moral excellence. A virtue is a trait or quality that is deemed to be morally good, thus is valued as a foundation of principle and good moral being.

Personal virtues are characteristics valued as promoting collective and individual greatness. In other words, it is a behavior that shows high moral standards. Doing what is right and avoiding what is wrong. Moral excellence of a person held up by believing in good values and principles.

VUCA: volatile, uncertain, complex, and ambiguous (Ko & Rea, 2016).

Warrior: an individual who is so prepared to face the challenge before him and believes so strongly in his cause he is fighting for that he refuses to quit (Machowicz, 2008). By this definition, a warrior may or may not be engaged in armed conflict.

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Doctor of Dental Surgery, (Top Graduate in Periodontics) College of Dentistry, University of Nebraska Medical Center, Lincoln, Nebraska, June 1990

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Assistant Professor for the University of Utah School of Dentistry teaching doctoral level courses in: Dental and Healthcare Ethics Healthcare Leadership; Clinical Dentistry.

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Military instructor on subjects ranging from military leadership and small team tactics to military ethics.

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Community Health Centers, Inc.: 2018-present; Bi-lingual clinician serving underserved patients of Northern Utah.

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United States Air Force: 2002-2016: Dental officer and commander.

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Recognizing Those Who Gave Their Lives: A Memorial Day Tribute, Fresh Insights for Values Driven Leaders (May 2017), Contributions of Air Force Dental Officers to the United States, Spangdahlem Air Base Paper (September 2013), The Value of President's Day, Crimson Sky, Volume 3, Issue 10 (March 2, 2012), The Four Cornerstones of Building Solid Leadership, Crimson Sky, Volume 3, Issue 1 (October 7, 2011), Veterans Day, Robins Air Force Base Paper (November 2011).

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Selection”; 2015: Roseman University of Health Sciences, Salt Lake City, UT: “Leadership Cornerstones for Healthcare”; University of Utah School of Dentistry, Salt Lake City, UT: “Creating and Leading Change in Dentistry” 2013: Academy of General Dentistry Annual Meeting, Nashville, TN; Fellowship Review Course Subjects: “Infection Control” and “Environmental Workplace, Safety, and Risk Management in Dentistry” 2012: Academy of General Dentistry Annual Meeting, Philadelphia, PA; Fellowship Review Course Subjects: “Infection Control” and “Environmental Workplace, Safety, and Risk Management in Dentistry”; Joint Korean/American Dental Meeting, Osan, Republic of Korea: “Esthetic Inlay and Onlays” and “Dental Leadership” 2011: Academy of General Dentistry Annual Meeting, San Diego, CA; Fellowship Review Course Subjects: “Infection Control” and “Environmental Workplace, Safety, and Risk Management in Dentistry”. Central Georgia Dental Meeting, Robins AFB, GA: “Esthetic Restorations” 4 2010: Central Georgia Dental Meeting, Robins AFB, GA: “Leadership Cornerstones for Dentists” 2009: Academy of General Dentistry Annual Meeting, Baltimore, MD; Fellowship Review Course Subject: “Dental Materials” 2008: Academy of General Dentistry Annual Meeting, Orlando, FL: “Leadership Cornerstones for Dentists” 2007: Lackland AFB, TX: “Color Analysis” and “Virtual Esthetic Inlays and Onlays Using CAD/CAM Technology” 2006: American Dental Education Association, Chicago, IL: “Superior Shade Selection” 2001: Academy of General Dentistry Annual Meeting, Toronto, Ontario: “Heroes in Dentistry” 2000: Midland Chamber of Commerce, Midland, TX: “Retirement Planning in the 21st Century” 1999: Midland Memorial Hospital, Midland, TX: “Healthcare Heroes” Ongoing: “Legacy Leadership”, “Abraham Lincoln on Leadership”, and the “Code of Conduct”

FEDERAL LEADERSHIP AND MANAGEMENT TRAINING:

Veterans Administration Supervisory Course (2017), Small Business Administration’s Boots to Business Program in Entrepreneurship (2016), USAF Squadron Commanders Courses (2009, 2011, 2012, 2013), University of Tennessee Six Sigma/LEAN Training for Senior Air Force Leaders (2010, 2011), Federal Labor/Management Value Added Leadership Training (2009), Servant Leadership Training (2008), USAF Air War College (2005), USAF Flight Commanders Course (2004), USAF Dental Leadership Course (2003), Army Command and General Staff College (1998), US Army Medical Officer Advanced Course (1996), Army Combined Arms Services and Staff School (1993), US Army Expert Field Medical Badge Training and Qualification (1992), US Army Medical Officer Basic Course (1990), US Army Infantry Officer Advanced Course (1989), Nuclear Biological and Chemical Officer School (1989), Military Intelligence Leaders Course (1988), Survival, Evasion, Resistance, and Escape School (1988), Scout Commanders Course (1987), US Army Special Forces Training and Qualification (1986), US Army Expert Infantry Badge Training and Qualification (1986), US Army Infantry Officer Basic Course (1986), Army ROTC Distinguished Graduate (1984), ROTC Advanced Camp (1983), Paratrooper Training (1983), Recondo Training (1983), Field Medical Specialist Training (1981), US Army Basic Training (Honor Graduate) (1981).

PROFESSIONAL AFFILIATIONS (past and present):

American College of Healthcare Executives, Academy of Management, International Leadership Association, American Management Association, National Association of Community Health Centers, American Dental Association, American Dental Education Association, Academy of General Dentistry (Master, Fellow, Air Force Constituent President, Academy House of Delegates Member, Academy Representative to the US Congress), Association of the United States Army, National Guard Association, Reserve Officers Association, Special Forces Association, United States Army Infantry Association, Veterans of Foreign Wars

DENTAL LICENCES:

Texas, Tennessee, Utah

CERTIFICATIONS:

Mastership and Fellowship: Academy of General Dentistry
Board Certification: American Board of General Dentistry USAF Advanced Clinical Dentist Advanced Cardiac and Basic Life Support: American Heart Association
Intravenous Conscious Sedation: Wilford Hall Post-Graduate Dental School Nitrous Oxide-Oxygen Conscious Sedation: Baylor University College of Dentistry