The aim of the project
To gain better understanding of team learning and leadership in a military staff exercise context.

Theoretical Framework – Edmondson’s Team Learning Model

Antecedent Conditions

- Team leader coaching
- Context Support
- New Defensive routines
- New Group cohesion
- Team psychological safety

Team Behaviors

- Team learning behavior
- Team efficacy
- Team Beliefs

Outcomes

- Team behavior
- Team efficacy
- Team psychological safety
- Team learning behavior

Methods

- Participant Observations
- Formal Semi-Structured Interviews
- Informal ongoing Chat based on Topics from Team Learning Model

Results

Manning list
Lack of experienced officers in key positions. Appointments filled by student officers more or less randomly.

Pre-Exercise Preparation before the exercise

BDC – 5 weeks
FNDU – 1 week
SNDU – nil

Pre-Exercise Training at the site

Focused on learning computer systems and programs.

Many could not attend while they had too many other things to do.

TEAM LEARNING AND LEADERSHIP IN A MILITARY STAFF EXERCISE

Associate professor Erik Hedlund
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The understanding of the exercise

A symbolic statement by the Exercise Commander a three star General

This is not an exercise where you should be afraid of not knowing everything or making mistakes. Don’t hesitate to ask questions and share knowledge and experience with each other.

But...

This statement was very much challenged by the rationality to produce briefings and orders with good quality under time pressure.

Theoretical Framework – Team Leadership Coaching Styles

Leadership Style

- Experienced supportive commander
- Experienced dominant commander
- Inexperienced democratic commander
- Inexperienced laissez-faire commander

Team learning support

- Good
- Mixed
- Bad

Team efficacy

- Good
- Mixed
- Bad

Team cohesion

- Good
- Mixed

Team psychological safety

- Good
- Mixed

Team learning behavior

- Good
- Mixed

Team Leadership Coaching Styles

- Experienced supportive commander
  - Subtle way of communicating knowledge and experience.
  - Clearly showed readiness to take responsibility.
  - Face-to-face leadership when coaching sections.
  - Continuous, active participation and assistance.
  - Explains the consequences of section’s work.
  - Emphasized the importance of having fun during work.

- Experienced dominant commander
  - Dominant and unpredictable.
  - Micro-management.

- Inexperienced democratic commander
  - Low profile.
  - Friendly.
  - Participatory leadership.

- Inexperienced laissez-faire commander
  - Task-orientated leadership as section commander.
  - Did not delegate leadership to someone else.

Defensive Routines

- Shortcomings:
  - The Manning list
  - The pre-exercise preparation
  - The pre-exercise training
  - Conflict between learning and producing
  - HWU is not properly used for learning
  - Lack of responsibility when some commanders’ leadership does not work

Pedagogic support

The section commander and the observer are the most important pedagogical support for student officers.

Conclusions

- The studies show that the team learning model works very well.
- The weakest part of the exercise is context support.
- An experienced and supportive section commander is most important for good learning.

English as Official Exercise Language

Very good opportunity to practice English.
Tiring to listen to and speak English all day long.
Positive impact on the atmosphere and culture.
Hierarchy became more relaxed.

JOC UPDATE BRIEF

- ENEMY
- LAND
- AIR
- MARITIME
- CIMIC
- LOG
- COORDINATION

JOC DKN/FFP