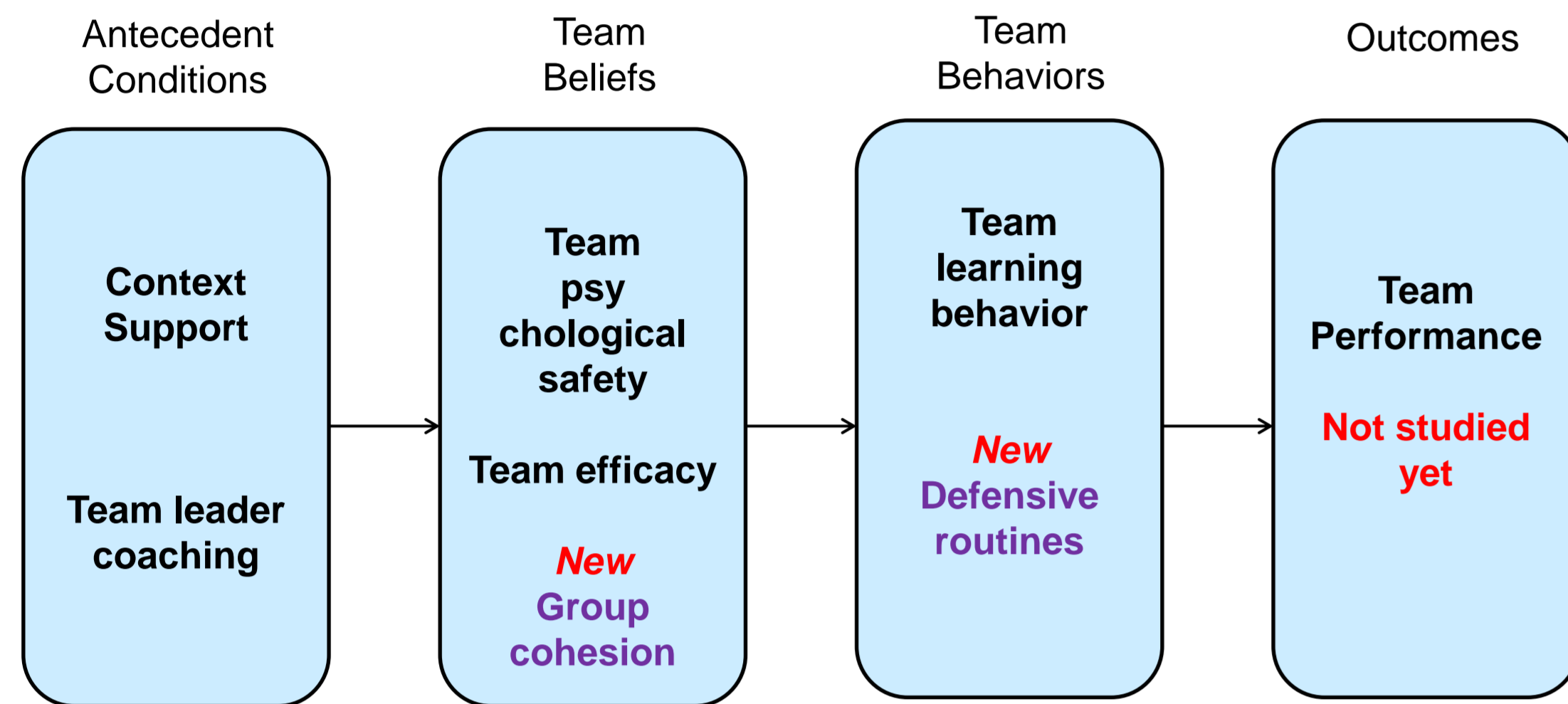


The aim of the project

To gain better understanding of team learning and leadership in a military staff exercise context

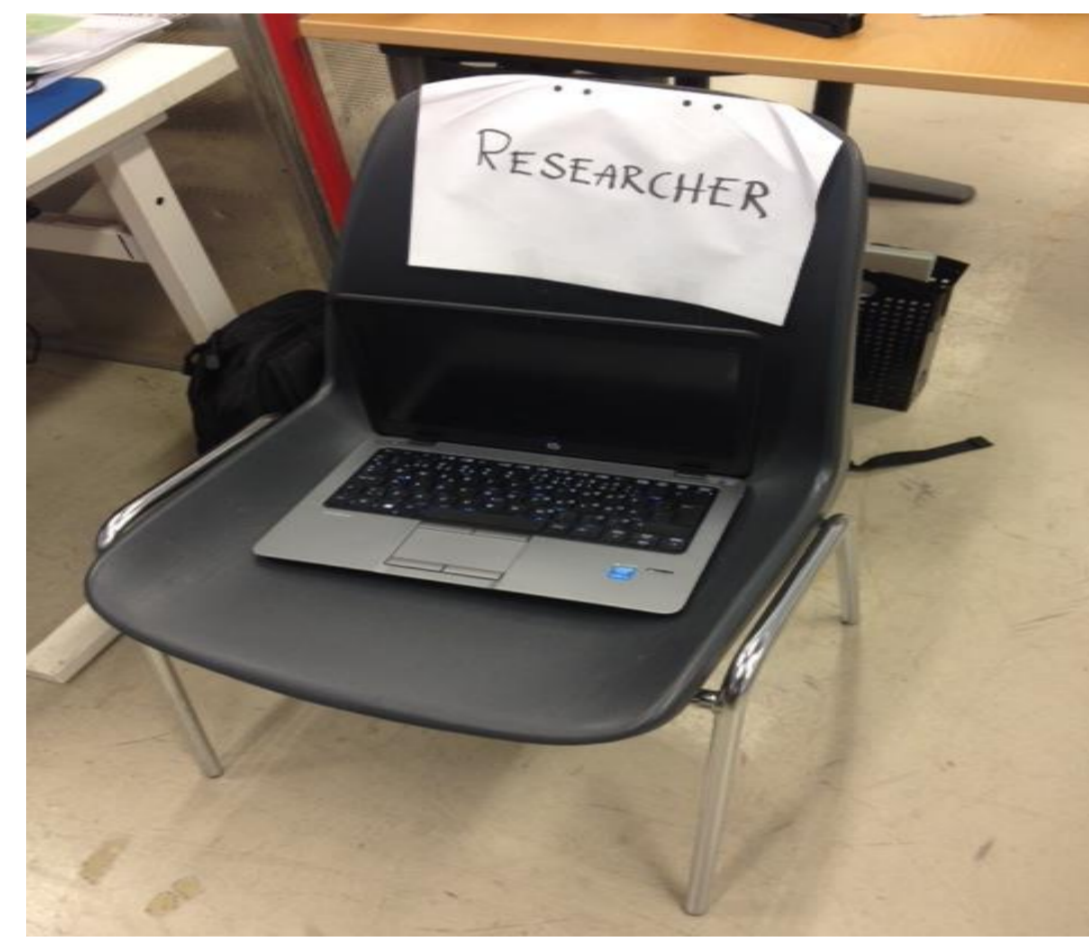


Theoretical Framework – Edmondson's Team Learning Model



Methods

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



Results

Manninglist

Lack of experienced officers in key positions Appointments filled by student officers more or less random

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
Swedish National Defence University

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 press



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

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

Team Leadership Coaching Styles

Team learning support	Team efficacy	Team cohesion	Team psychological safety	Team learning behavior
<i>Leadership Style</i>				
Experienced supportive commander	good	good	good	good
Experienced dominant commander	mixed	bad	bad	bad
Inexperienced democratic commander	bad	good	mixed	mixed
Inexperienced laissez-faire commander	bad	bad	bad	bad

Team Leadership – Coaching Style

Experienced supportive commander	<ul style="list-style-type: none"> Subtle way of communicating knowledge and experience. Clearly showed readiness to take responsibility Face-to-face leadership when coaching section. Continuous, active participation and assistance. Explain the consequences of section's work Emphasized the importance of having fun during work.
Experienced dominant commander	<ul style="list-style-type: none"> Dominant and unpredictable Micro-management.
Inexperienced and Democratic commander	<ul style="list-style-type: none"> Low profile. Friendly. Participatory leadership.
Inexperienced laissez-faire commander	<ul style="list-style-type: none"> Took no responsibility as section commander Did not delegated leadership to someone else.

Pedagogic support

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



JOC UPDATE BRIEF

1000 - 1400 - 1900

- ENEMY SO INTEL
- LAND SO LAND
 - Events, actions, focus
- AIR SO AIR
 - Events, actions, focus
- MARITIME SO MARITIME
 - Events, actions, focus
- CIMIC SO CIMIC
 - Events, actions, focus
- LOG SO LOG
 - Events, actions, focus
- COORDINATION BC
- SUMMARY JOC DIR/DEP

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