Summer 6-25-2021

A Study on How Retired U.S. Army First Sergeants Led Their Troops Throughout Turbulent Times in Afghanistan During Operation Enduring Freedom or Operation Freedom Sentinel

Enrique Ortega
Brandman University, eortega2@mail.brandman.edu

A Study on How Retired U.S. Army First Sergeants Led Their Troops Throughout Turbulent Times in Afghanistan During Operation Enduring Freedom or Operation Freedom Sentinel

A Dissertation by

Enrique Ortega, Jr.

Brandman University

Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

June 2021

Committee in charge:

Julie Hadden, Ed.D., Committee Chair

Jalin B. Johnson, Ed.D.

Carlos V. Guzman, PhD

BRANDMAN UNIVERSITY

Chapman University System

Doctor of Education in Organizational Leadership

The dissertation of Enrique Ortega, Jr. is approved.

_____, Dissertation Chair

Julie Hadden, Ed.D.

Dr. Jalin B. Johnson _____, Committee Member

Jalin B. Johnson, Ed.D.

_____, Committee Member

Carlos V. Guzman, PhD

Douglas P. Devore _____, Associate Dean

Doug Devore, Ed.D.

June 2021

A Study on How Retired U.S. Army First Sergeants Led Their Troops Throughout Turbulent Times in Afghanistan During Operation Enduring Freedom or Operation Freedom Sentinel

ACKNOWLEDGEMENTS

I am so grateful for the opportunity to be a part of Brandman University's Ed.D. in Organizational Leadership program. I enjoyed trusting the process to finish. The impacts of learning are unforgettable, with my personal growth as a transformational leader. Thank you to my children—Kealani, Enrique III, and Marcello—for understanding this road in becoming a scholar with patience and encouragement "you are my life and joy." To my superstar in this entire program from enrollment to graduation, "Tija"; you stayed up with my late nights, weekends, and holidays and sacrificed your time to support me in hard times and good times. I love you very much, and we did this together! To my colleague former retired (1SG) and scholar Dr. Christopher Armstrong-Goings Sr., your motivation and dedication was impeccable to push me through until I reached the final foxhole "Good Training," this was just another training event.

I want to give a big thanks to the thematic team of Leadership in Turbulent Times as we kept each other on track throughout our dissertation journey. Most of all, I want to thank my dissertation chair, Dr. Julie Hadden; you are a "rock star"! You gave me the advice to believe in myself by challenging me and encouraging me to become a scholar. I would also like to thank my committee of Dr. Jalin B. Johnson and Dr. Carlos V. Guzman for providing me guidance on this journey throughout my curriculum and Brandman Immersion weekends. To my editor Mrs. Wood, thank you, thank you for your professionalism and expertise to get me through to the final gate of this entire process in becoming a scholar.

A special thank you to the 10 retired U.S. Army First Sergeants who participated in this phenomenological research study. Without your contributions there would be no

study. Thank you from the bottom of my heart. Finally, thank you to my military leadership's "outstanding leadership" throughout my military career. You trained, supported, encouraged, and mentored me to be the best soldier possible in and out of combat operations. "You know who you are." You trusted me to take care of our troopers, and I will always be indebted to you all, "God Speed and Brave Rifles."

ABSTRACT

A Study on How Retired U.S. Army First Sergeants Led Their Troops Throughout Turbulent Times in Afghanistan During Operation Enduring Freedom (OEF) or Operation Freedom Sentinel (OFS)

by Enrique Ortega Jr.

Purpose: The purpose of this qualitative study was to discover and describe behaviors that retired U.S. Army First Sergeants (1SG) applied to lead their troops through turbulent times using the leadership attributes of moral purpose, concern for the collective interest, resilience, and personal temperament during combat operations.

Methodology: This qualitative study used a phenomenological approach to capture data from 10 retired U.S. Army 1SGs in the South Puget Sound area in Washington State who led their companies in Operation Enduring Freedom (OEF) and Operation Freedom Sentinel (OFS). Data were collected from 10 interviews and 71 artifacts of Disabled Americans Veterans (DAV) or Veterans of Foreign Wars (VFW) members. Participants were interviewed through an online video platform.

Findings: This study revealed 21 themes that retired U.S. Army 1SGs utilized to lead effectively through the turbulent time of OEF or OFS in Afghanistan using the attributes of moral purpose, concern for the collective interest, resilience, and personal temperament.

Conclusions: The study supported to lead effectively through a turbulent time of combat operations is placing mission accomplishment to succeed at all costs as critical to leading soldiers. Equally important, 1SGs' character is unparalleled in demonstrating who they are, and living by the highest military standards within themselves is critical to lead their

soldiers. A 1SG's ultimate responsibility is to take care of their soldiers from training to discipline, and that mindset is not compromised through their passion and energy they exhibit daily.

Recommendations: Further research is recommended to replicate this study of leadership attributes and behaviors of other Department of Defense branches of service that have a position like the U.S. Army 1SG who is the pillar of leadership and is the conductor of training, discipline, and military experiences in combat operations when leading soldiers, airmen, Marines, and sailors. In addition, this study should be duplicated during the active duty tenure of a 1SG in combat operations at the time of the appointed position. Finally, the Army educational system should incorporate mindfulness training for 1SGs to ensure the mental capacity for a mission's success, primarily if that mission is difficult or dangerous.

TABLE OF CONTENTS

PREFACE xv

CHAPTER I: INTRODUCTION 1
Background 3
Leadership Development 4
Leadership Theories 5
Military leadership 5
Adaptive leadership 6
Transactional leadership 7
Transformational leadership 7
Attributes of Leading 8
Moral purpose 8
Concern for the collective interest 8
Resilience 9
Personal temperament 9
Gap in the Research 10
Statement of the Research Problem 11
Purpose Statement 13
Research Questions 14
Significance of the Problem 14
Definitions 16
Delimitations 20
Organization of the Study 20

CHAPTER II: REVIEW OF THE LITERATURE 21
Global Conflicts During a Turbulent Time 22
Afghanistan Conflict in a Turbulent Time 24
Operation Enduring Freedom 25
Operation Freedom Sentinel 28
Counterterrorism Measures 28
Resolute Mission Support 29
Theoretical Foundation 30
Transformational Leadership 31
Idealized Influence Theory 31
Inspirational Motivation Theory 33
Intellectual Stimulation 33
Individual Consideration 34
Bass Aligned Military Transformational Leadership Foundations 34
Leadership Theories 36
Army Leadership Theory 37
Adaptive Leadership Theory 40
Transactional Leadership Theory 43
Transformational Leadership Theory 45
Theoretical Framework 48
Personal Temperament 48

Concern for the Collective Interest 51
Resilience 54
Moral Purpose 56
U.S. Army First Sergeants' Military Position 57
U.S. Army First Sergeants' Leadership Development 60
NCO Professional Development Programs (NCODP) 61
Three Components of Leadership 62
Be 62
Know 63
Do 64
NCO Creed 65
U.S. Army First Sergeants' Leadership Attributes and Behaviors 67
U.S. Army First Sergeants' Personal Temperament 68
U.S. Army First Sergeants' Concern for the Collective Interest 71
U.S. Army First Sergeants' Resilience 72
U.S. Army First Sergeants' Moral Purpose 74
Gaps in the Research 75
Summary 76
Synthesis Matrix 78

CHAPTER III: METHODOLOGY 79
Purpose Statement 79
Research Questions 80
Research Design 80
Population 85
Target Population 86
Sample 86
Instrumentation 89
Researcher as an Instrument 89
Instrumentation 90
Interview Protocol 91
Participant Review 94
Field Test 95
Validity and Reliability 95
Reliability 96
Internal Reliability 97
Intercoder Reliability 98
Data Collection 99
Interview 100
Notification 100
Observation 101
Documents 101
Audiovisual Materials 101
Triangulation of Data 102
Data Analysis 103
Coding 104
Limitations 105

Summary 106

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS 107
Overview 107
Purpose Statement 108
Research Questions 108
Central Research Question 108
Research Subquestions 108
Research Methods and Data-Collection Procedures 109
Population 110
Target Population 110
Sample 111
Demographic Data 112
Interview Data Collection 113
Reliability 113
Triangulation of Data 114
Presentation and Analysis of the Data 115
Data Analysis 115
Research Questions and Results 116
Data Analysis for Research Question 1 118
Mission accomplishment to succeed at all costs 120
Living the NCO Creed with honor 121
The exhibition of character is unparalleled in front of troops 123
Moral motivation to protect the unit 124
Bearing true faith to the Army values 125
Believing in the Warrior Ethos principles 126
Data Analysis for Research Question 2 127
The health and welfare of their soldiers 129
The establishment of teamwork 130
Having a combat operations mentality 132
The communication of storytelling 134
A shared spirit of esprit de corps as one 135
Data Analysis for Research Question 3 137
The conditioning of Army training 138
The Military Decision-Making Process (MDMP) 140
The evolution of personal courage 142
Having the self-awareness to be the best 143
Participation in the Master Resilience Training (MRT) program 145
Data Analysis for Research Question 4 146
Being passionate in instilling positive energy 148
The cultivation of compassion for others 149
Exhibiting self-confidence as a leader 151
Being a cultural, spiritual soldier for inner peace 152
The mindfulness of meditation for calmness 153
Key Findings 155
Moral Purpose 156
Concern for the Collective Interest 156

Resilience 157
Personal Temperament 157
Summary 158

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS 159
Overview 159
Purpose Statement 159
Research Questions 160
Central Research Question 160
Research Subquestions 160
Major Findings 160
Major Findings: Moral Purpose 161
Major Findings: Concern for the Collective Interests 161
Major Findings: Resilience 161
Major Findings: Personal Temperament 162
Unexpected Findings 162
Conclusions 164
Conclusion 1 164
Conclusion 2 166
Conclusion 3 167
Conclusion 4 168
Conclusion 5 169
Conclusion 6 171
Conclusion 7 172
Conclusion 8 173
Implications for Action 174
Implication 1: Enforce Unit Readiness Before Deploying Into Combat Operations 175
Implication 2: Apply and Live the NCO Creed With Honor 175
Implication 3: Define One's Character; it Builds a Trustworthy Environment 176
Implication 4: Demonstrate Caring for Soldier's Quality of Life 176
Implication 5: Establish a Combat-Ready Mindset at all Times 176
Implication 6: Understand Military Decision-Making (MDMP) process 177
Implication 7: Display Confidence Is Essential to Lead 177
Implication 8: Develop Compassion and Empathy to Strive in One's Environment 178
Recommendations for Further Research 178
Recommendation 1: Analyze the Combined Research from the Studies of the Four Members of the Turbulent Leadership Team 179
Recommendation 2: Examine Active Duty 1SGs of all the Other Department of Defense Uniformed Service Agencies 179
Recommendation 3: Conduct a Replication Study Throughout the U.S. Military Bases 180
Recommendation 4: Emphasize That Mission Accomplishment Plays a Critical Role in Combat Operations 180
Recommendation 5: Examine Other Leadership Positions That Lead Soldiers Into Combat 180

Recommendation 6: Create Additional Studies in the Qualitative Inquiry Framework 181
Recommendation 7: Prepare Future Generations of Male or Female 1SGs to Lead in Combat 181
Recommendation 8: Understand Personal Temperament to Lead 181
Recommendation 9: Require Attendance for all 1SGs in the Master Resilience Training 182
Recommendation 10: Stress the Significance of Leading in Combat as a Leader 182
Recommendation 11: Replicate This Study With U.S. Army Chaplains 182
Recommendation 12: Conduct a Survey for Personal Temperament 183
Concluding Remarks and Reflections 183

REFERENCES 186

APPENDICES 206

LIST OF TABLES

Table 1. Research Questions and Attributes for This Study 92

Table 2. Participant Demographic Information 112

Table 3. Moral Purpose: Interview Results 119

Table 4. Concern for the Collective Interest: Interview Results 128

Table 5. Resilience: Interview Results 137

Table 6. Personal Temperament: Interview Results 147

Table 7. Summary Research Questions and Themes 154

Table 8. Summary of Key Findings Based on Selection Criteria 155

LIST OF FIGURES

Figure 1. Afghanistan and neighboring countries. 25

Figure 2. Bass transformational leadership components. 32

Figure 3. Bass transformational leadership model, and the U.S. Army leadership attributes and competencies. 35

Figure 4. Levels of leadership. 38

Figure 5. The adaptive leadership model. 41

Figure 6. Be, know, do leadership requirement model. 65

Figure 7. Foundations of the Army ethic. 72

Figure 8. Procedures for conducting phenomenological research. 85

Figure 9. Population, target population, and sample. 88

Figure 10. Themes of the four turbulent leadership traits. 118

Figure 11. Research questions—major themes frequency. 118

PREFACE

As leadership continues to be central to the work of the faculty of Brandman's Ed.D. program, discussions among faculty led to a thematic dissertation topic, which would examine the leadership framework established in Goodwin's (2018) *Leadership in Turbulent Times* book examining four U.S. Presidents who led the country during turbulent times. The researcher was part of a four-member thematic team that was supervised by two professors. The team was comprised of one business professional, two retired military noncommissioned officers (NCOs), and one K-12 educator. All team members took a qualitative phenomenological approach to their research.

In the area of business, the team member worked to discover and describe the behaviors that manufacturing managers used to lead their organizations through the turbulent times of the COVID-19 crisis. The public educator looked at exemplar public school superintendents who have led their districts during turbulent times. The retired Navy NCO searched behaviors that exemplary Navy submarine commanders practiced when leading their command through turbulent times. Lastly, the researcher served 26 years in the Army and is currently retired. He was an Army senior NCO and researched how Army First Sergeants practiced when leading their companies through turbulent times while serving in Afghanistan throughout Operation Enduring Freedom (OEF) or Operation Freedom Sentinel (OFS). All researchers used the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose, which are the elements of Goodwin's (2018) leadership research. The members of the thematic team conducted their research independently. The team collaborated on the

purpose of the research, the research questions, key definitions, and interview protocols and questions.

CHAPTER I: INTRODUCTION

> Soldiers in This Fight Are Drawn From the Best of Our Communities.
>
> "We ask a lot of those who wear our uniform. We ask them to leave their loved ones, to travel great distances, to risk injury, even to be prepared to make the ultimate sacrifice of their lives. They are dedicated. They are honorable. They represent the best of our country, and we are grateful."
>
> —President George W. Bush, 2015

On September 11, 2011, the Twin Towers in New York City were suddenly attacked by an opposing force that was not visible in a military uniform (Brown, 2015). After that attack occurred on U.S. soil, the combat operation, Global War on Terrorism (GWOT), started (Brown, 2015). On October 7, 2001, during this turbulent time, President George W. Bush declared combat operations and named the Operation Enduring Freedom (OEF) mission to conduct airstrikes on Al-Qaeda, a militant, Salafist, Islamist, multinational organization with ties to the Taliban in Afghanistan (CNN Editorial Research, 2019). The combat operations in Afghanistan ended on December 31, 2014. On January 1, 2015, a new operation was enacted by President Barak Obama to support the Afghanistan mission. The new name for the mission was Operation Freedom's Sentinel (OFS), which kept U.S. Forces in the country to contribute to coalition missions to advise, train, and assist Afghanistan National Defense and Security Forces. OFS also included counterterrorism operations against Al-Qaeda, a militant, Salafist, Islamist, multinational organization with ties to the Taliban in Afghanistan (Defense Manpower Data Center, 2020).

The ongoing conflict during these turbulent times of OEF/OFS has lasted 18 years, and the withdrawal of American troops is in current discussions (Williams, 2019). Over this time period, since 2001, the U.S. Army has deployed 491,501 soldiers (Lebovic, 2019). Consequently, the U.S. Army senior noncommissioned officer (SNCO) ranks continue to evolve to meet the needs of combat operations through changes in leadership approaches and mindset. The leader and employee mindsets allow SNCOs to directly impact the behaviors, decisions, actions, and results of their soldiers, and this is a critical first step in building a soldier and transforming an organization (Anderson & Ackerman Anderson, 2010). There is a high expectation that SNCOs will continue to take care of their soldiers through their leadership styles and personal attributes to lead their troops during turbulent times of combat (Sewell, 2009). Currently, SNCOs are striving to be creative, critical, and agile in using transformational leadership, which requires critical analysis to lead, care, and protect their soldiers in combat operations (Strong, 2016).

The U.S. Army revealed several transformational leadership strategies used in public research that are being adopted by Army Doctrine Publications (ADRP) to assist Army senior leaders in making the best choices for their soldiers when in a turbulent military environment (U.S. Army, 2019a). There have been many studies about how transformational leadership affects the mission of the military today (Boies & Howell 2009). In fact, the U.S. Army has adopted the application factors based on the Bass transformational leadership model and ADRP's leadership factors to train and develop SNCOs (Bass & Steidlmeier, 1999). Concurrently, the Bass transformational leadership factors and the U.S. Army leadership attributes factors are transparent in their literature to

broaden an Army senior leader's behaviors and attributes when leading soldiers (U.S. Army, 2012). Transformational leadership and team viability are critical in assembling military teams to become a cohesive unit (Boies & Howell, 2009).

One of an Army leader's attributes is resilience, which can decrease debilitating reactions to stress and offer motivation to perform under duress (Hannah, 2012). Armed Forces leaders can enhance the resiliency of their companies to defeat adversity during warfare operations with increased mental processes and behaviors that prevent the potentially negative effects of stressors (Hannah, Jennings, & Nobel, 2010). Also, SNCOs attend military schools to be trained in leadership development throughout their military careers as combat operations continue to be more complicated in today's volatile conflicts; such training equips SNCOs to better lead their companies during turbulent times (Department of the Army, 2017a).

Background

As a result of many combat operations since Afghanistan in 2001, U.S. Army senior noncommissioned officers (NCOs) with constant deployments have faced many challenges. These deployments of SNCO's have also strained Army leadership education and training programs as they retrain leaders to strengthen their transformational leadership attributes and behaviors needed in a turbulent combat environment. The U.S. Army instills its leadership development programs to be effective in creating tactical and organizational leaders.

Throughout these past 18 years, soldiers have endured the breakdown of their own bodies as they face the frequent danger of combat operations. In military missions, the performance of duty must be of the highest quality possible, in both character and

competence (U.S. Army, 2019a). However, to effectively develop transformational military leadership abilities in an evolving combat environment, the changing obligations of combat operations in conjunction with leadership attributes and behaviors need to be addressed within the military leadership model through training and education (Strong, 2016).

Therefore, leaders need to be more creative, utilize their critical thinking skills, and be flexible with innovative techniques that assist with mental agility in a complex military environment (Strong, 2016). Equally important, transformational leadership skills inspire followers to have a vision for how to create change that affects others in an organization, city, state, or country (Goodwin, 2018). A former commander of the U.S. Army Sergeants Major Academy (USASMA), Colonel Don Gentry, articulated to students at the USASMA course in 2009 among conventional and nonconventional military missions that transforming the Noncommissioned Officer Education System (NCOES) and leadership attributes is of critical importance (Stringer, 2009).

Leadership Development

Leaders need to prepare for a complex war environment in the 21st century. To prepare as leaders, it is important to emphasize leaders' competencies and attributes within the SNCO curriculum of the U.S. Army educational systems (Strong, 2016). The developmental demands upon the SNCO to excel in leadership programs within the U.S. Army is vital to support troops' ever-changing mission requirements (Sewell, 2009). Because transformational training is not emphasized in the military, the lack of training may harm an NCO's tactical decision-making as a leader (Rivera, 2016). In the Army, adaptable leader development procedures produce leaders who accomplish missions

without military orders (U.S. Army, 2019a). The growth within an infrastructure that includes educational training for soldiers is essential and is especially true for NCOs (U.S. Army Training and Doctrine Command [TRADOC], 2017). The stresses of combat operations in leadership that are interrelated with behaviors and characteristics have not been investigated thoroughly (Campbell, Hannah, & Matthews, 2010).

Leadership Theories

Military leadership. The U.S. Army's organizational leadership structure is compared to corporate chief executive officers (CEOs), senior vice presidents, managers, and mid-managers (Benmelech & Frydman, 2015). Currently, a standard leadership model that is utilized in the Army training model is to be, know, and do, which establishes a unifying direction to lead soldiers in understanding the individual, practicing unit readiness, and cultivating effectiveness through leadership attributes while leading a platoon, company, or battalion (U.S. Army, 2019a).

A military leader has many levels of leadership experiences that are learned throughout their military career as they progress from a junior NCO to senior NCO levels. The formal development of their leadership skills is gained through military schools that provide exclusive training materials to all leadership programs. The leadership programs are designed to enhance future promotions up through the military ranks. Additionally, senior NCOs must successfully display leadership competencies while applying the Army leadership qualities from squad level to general staff level positions in their careers (U.S. Army, 2019a).

The army leadership model has additional requirements to lead troops in the U.S. Army. Presently, the model has six domains to educate leaders within the U.S. Army.

The requirements and expectations of every leader fall within the six domains, which fall under two core requirements. The two core requirements of expectations as a leader are attributes and competencies. For example, attributes are preferred core characteristics, although competencies are proficiencies that are learned behaviors within the U.S. Army. Leaders are required to learn these two core components to live the Army way as leaders. The six domains that fall under the Army leadership model of be, know, do consist of three attributes: intellect, presence, and character and three competencies of develops, achieves, and leads (U.S. Army, 2019a).

Although the U.S. Army continues to increase leadership programs to educate soldiers with the two core competencies and six domains, these still do not produce significant results in developing a leader (Adler, Bliese, McGurk, Hoge, & Castro, 2009). In a study conducted by the Arms Campaign Senior Leader Cohort, 64% of the generals and colonels surveyed stated that the absence of leadership development increased military operations because of continual deployments into combat operations (Hinds & Steel, 2012). According to Yukl (2006), Army leadership integrates various attributes and competencies that contribute to obtaining organizational goals. One form of leadership, mentioned in a military officers' course known as the U.S. Army Staff College (AMSC), was the implementation of transformational leadership theory to enhance leadership within the ranks of the U.S. Army (Army Management Staff College, 2012).

Adaptive leadership. Adaptive leadership is a pragmatic leadership theory that supports organizations and individuals in adapting to changing situations and successfully responding to repeated turbulent times. Obolensky (2010) noted that

adaptive leadership is distinguished with complexity and underlying processes to which it can be harnessed. According to U.S. Army (2006) Field Manual (FM) 6-22, with a combination of training, experience, and education, Army leader development procedures create and strengthen agile, innovative, and adaptive leaders who display confidence and initiative in energetic, complex scenarios to perform complex operations according to training, orders, and doctoral procedures. For that reason, adaptive leadership is a theory that is addressed in military manuals to address the complexity of leadership development (U.S. Army, 2006a).

Transactional leadership. Transactional leadership is a theory of leadership that fosters collaboration between the follower and the leader in the completion of projects through both rewards and punishments (Bass & Avolio, 1993). The methodology is not complicated; to generate a technique of a sticks-and-carrots metaphor to define hard-to-soft power, unfavorable actions are punished and favorable actions are rewarded (Bass, Avolio, Jung, & Berson, 2003*).* The Army unknowingly supports the idea of transactional leadership over the ideal theory of transformational leadership (Thompson, 2017). Nevertheless, the trend in Army leadership training is currently introducing transitional leadership (Combs, 2007). However, transactional leadership behaviors lack effectiveness in attaining constructive organizational results, yet it is extensively used in leadership style (Eid & Morgan, 2006).

Transformational leadership. Transformational leadership theory consists of the leaders' vision to create change and inspiration to influence the performance, attitude, and well-being of their followers (Nielsen & Cleal, 2011). Transformational leadership is also recognized as an efficient strategy to handle the shifting environment faced by

modern-day companies (Bass & Stogdill, 1990). In U.S. Army leadership, training in transformational leadership methodologies is an important aspect of improving the quality of leadership and team cohesion within the military ranks (Boies & Howell, 2009). However, the U.S. Army has difficulty going beyond the concept of a leader within the chain of command. There is still a need for transformational leadership to be developed in an environment that enhances learning to solve complex and adaptive problems (Richardson, 2011).

Attributes of Leading

Moral purpose. The Army has continually instilled moral purpose and a culture that surrounds itself with courage under fire to motivate soldiers to disregard their own safety to protect others in an organization for the mission's cause (Thompson, 2017). The characteristics of authentic leadership theory include a moral purpose, good self-awareness, and interpersonal skills (Gardiner, 2011). According to Bass (1999), the uppermost stages of ethical and moral purpose are founded on a connection of shared inspiration and attitude that inspires a follower to become a leader. In the military, it is an essential approach and of the utmost importance to have an ethical perspective so that when making an operational combat decision, the welfare of the soldier is the highest priority (U.S. Army, 2019a). Currently, Army leadership requires moral, ethical, and competent leaders to function within the guidelines of the Army Values. To be proficient, just as the theory implies, the Army requires soldiers to be proficient with weapons (U.S. Army, 2019a).

Concern for the collective interest. Concern for the collective interest instinctively motivates followers to achieve collective goals that transcend self-interest

and transform the organization (Hogg, 2001). Social behavior benefits other people by sharing and cooperating when there is a greater gain for the group. In the same way, collective interest encourages behavior by focusing more on the organization as a whole than on oneself (Ross & Kapitan, 2018). There are several behaviors that unit leaders can implement to increase cohesion, including building trust and practicing teamwork among organizations and lessening interpersonal challenges (Bates et al., 2013). Behaviors that support unity or collective interest include training the unit to succeed at challenging tasks, promoting the Army's values, and ensuring resourcefulness for mission accomplishment. Subsequently, mission accomplishment is highly crucial to the U.S. Army because combat missions affect the success of a unit when conducting combat operations (U.S. Army Training and Doctrine Command, 2015).

Resilience. An important attribute of an Army leader is resilience, which can minimize the effects of stress and give the leader the motivation to perform when confronted with adversity (Hannah, 2012). Military leaders can increase the resiliency of their organizations to overcome adversity during combat operations with increased mental processes and behaviors that combat the potentially negative effects of stressors. The ability to utilize resilience and overcome adversity is critical when leading soldiers in combat operation for soldiers to have trust in their leadership. Adversity allows soldiers to manage critical tasks to overcome distress in a combat mission (Hannah et al., 2010).

Personal temperament. A leader's personal temperament and personality can include being spontaneous, nurturing others, exhibiting trustworthiness, maintaining quality-consciousness, caring, and multitasking of oneself. However, personal temperament may also include negative emotional dispositions and reactions

(Hutchinson, 2010). These personality traits direct individual behaviors in preparation for a higher capacity to apply leadership skills (Hutchinson, 2010). Personal temperament and motivation are a critical combination of personality traits for military leaders to instill in their soldiers to ensure a mission's success, particularly if that mission is difficult or dangerous (U.S. Army, 2019a).

Gap in the Research

According to Reivich, Seligman, and McBride (2011), military leaders need to understand crucial personal characteristics assisting them in the welfare of the soldiers in combat operations. Consequently, the U.S. Army revealed several transformational leadership strategies used in public research that are being adopted by ADRP to assist the Army's senior leaders in making the best choices for their soldiers when in a turbulent military environment (U.S. Army, 2019a). There have been many studies about how transformational leadership affects the mission of the military today (Boies & Howell, 2009). As a result, the U.S. Army has adopted existing leadership components within the Bass transformational leadership model and ADRP 6-22 leadership factors to train and develop SNCOs. Recent use of the Bass transformational leadership model has increased instances of transformational leadership in the army; however, there is currently no way to measure the positive effects of the use of transformational leadership practices (Bass & Steidlmeier, 1999). The U.S. Army must acclimate and create leadership development courses to confirm that the individuals in leadership positions are capable and can perform in complex situations in future combat operations (Lopez, 2011). Because of the complexity of combat operations in OEF, the Army has determined that attributes and behaviors are expected at a high level from all leaders and subordinates in the military to

secure unit outcomes (U.S. Army, 2019a). According to Boylan (2017), the Army should address leadership doctrine, attributes, and behaviors that develop leadership programs to enhance leadership capabilities throughout all the military leadership ranks in the future. Consequently, much research is still needed to understand how leaders can lead soldiers effectively by utilizing the four attributes of having moral purpose, practicing concern for the collective interest, improving personal temperament, and cultivating resilience to lead soldiers during turbulent times in combat operations.

Statement of the Research Problem

The United States is presently experiencing turbulent times through complex situations such as national emergencies, crises, and disorder, which are analogous to combat operations in Afghanistan (Yammarino, Mumford, Connelly, & Dionne, 2010). The longevity of OEF/OFS lasted for over 18 years with continual deployments of troops compared to that of World War II troops that lasted 4 years with America's involvement. The length of such deployments can hamper a leader's decision-making abilities (Lebovic, 2019). Because of the duration of OEF, the moral and ethical standards of leadership are challenging in a turbulent time. Therefore, military leadership attributes and behaviors are critical to lead soldiers during combat operations in mission accomplishments (Adler et al., 2009). Moreover, a leader has many decisions to make in combat, which are especially important as they incorporate all facets of transactional leadership in understanding trust, resilience, and values and fostering esprit de corps to be exemplary leaders (Sewell, 2009).

Traditionally, military leadership had to be adaptive in the impact of leadership attributes and behaviors that occurs in turbulent combat operations. In the U.S. Army, a

military key leadership position is known as a First Sergeant. A First Sergeant (1SG) is an SNCO who is the ultimate enforcer of standards, discipline, and Army Values and holds the responsibility for leadership development (U.S. Army, 2019b). In the U.S. Army, leadership development in the attributes of personal temperament, concern for the collective interest, resilience, and moral purpose are in the Army leadership requirements model and are considered crucial in leading soldiers (U.S. Army, 2019a). First, the leader's temperament during turbulent times is critical for managing soldiers and completing missions (Crissman, 2013). Second, concern for the collective interest of the leader is applied in mission accomplishment and is highly crucial to the Army when conducting combat operations (Joint Chiefs of Staff, 2017). Third, the resilience shown by the leader can decrease any adverse reactions to stress and give the leader the motivation to challenge threats (Hannah, 2012). Fourth, Army leadership doctrine expects ethical, moral, and competent leaders to function within the boundaries of Army Values (U.S. Army, 2006a).

Today, military leaders' competencies and attributes are essential for leadership development (U.S. Army, 2006a). There is a high expectation that SNCOs will take care of their soldiers through leadership development and personal attributes throughout their military service (Sewell, 2009). Currently, the Army has an organization called the Center for Army Leadership that measures leadership development in leadership attributes and behaviors.

The Center for Army Leadership Annual Survey of Army Leadership (CASAL) evaluates and records themes in U.S. Army leadership development, excellence of leadership, and the influence of leadership on accomplishing its missions (Riley, Conrad,

Hatfield, & Keller-Glaze, 2017). According to the latest findings of CASAL, Army leaders consistently rank interpersonal tact and innovation as their most favorable attributes. Army leadership struggles to provide an environment that is safe and that fosters learning to solve complex problems through the acquisition of transformational leadership skills. However, the Army published a volume discussing issues and implications raised on the importance of transformational leadership in unit performance for leadership effectiveness in combat, which is essential (Bass, 1996). According to Parson and Fischer (2013), leadership attributes and competencies allow an individual to make the most appropriate decision within an ideal timeline: "In fact, the proponent of the NCO Education System, the United States Army Sergeants Major Academy, designed it to compliment, reinforce and confirm the common core leadership attributes and competency development processes of the operational Army" (p. 45). Military leadership responsible for training soldiers and units is evolving and needs to continue to be improved so that future transformational leaders are well-equipped in future combat operations (Crissman, 2013).

Purpose Statement

The purpose of this phenomenological research was to discover and describe behaviors that retired U.S. Army 1SGs practiced to lead their companies through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose during their active duty service while deployed in combat operations in Afghanistan throughout OEF or OFS.

Research Questions

1. How did retired U.S. Army 1SGs lead their companies through turbulent times using their personal temperament during OEF or OFS while serving on active duty?
2. How did retired U.S. Army 1SGs lead their companies through turbulent times using their concern for the collective interest during OEF or OFS while serving on active duty?
3. How did retired U.S. Army 1SGs lead their companies through turbulent times using their moral purpose during OEF or OFS while serving on active duty?
4. How did retired U.S. Army 1SGs lead their companies through turbulent times using their resilience during OEF or OFS while serving on active duty?

Significance of the Problem

It is essential for leaders to develop the leadership skills and organizational competence to lead soldiers with the right mindset of their leadership attributes obtained through combat experiences, training, and the military educational systems, especially during a turbulent time that disrupts normal operation procedures. According to Mączyński and Sułkowski (2017), in a global leadership and organizational behavior effectiveness (GLOBE) study, leaders who are innovative demonstrate the ability to inspire and provide courage in a high work performance organization and are paramount in building a great team. In the U.S. Army, a study conducted by the Arms Campaign Senior Leader Cohort, 64% of generals and colonels surveyed stated that the absence of leadership development was due to an increase in military operations and additional combat mission requirements for deployments (Hinds & Steel, 2012).

The longevity of OEF has brought challenges to leadership development during turbulent times in combat operations, which have become more complex because of an ever-changing battlefield environment (Wiley, 2008). Therefore, leadership decisions in combat environments are challenging, and leaders must develop attributes and behaviors that help them accomplish mission requirements in the care of their soldiers (Sairsingh, Solomon, Helstrom, & Treglia, 2017). Many leadership scholars have suggested that for leaders, displaying confidence in dangerous and challenging environments is an important skill when leading subordinates (Bass & Stogdill, 1990).

As a result, Boylan (2017) contended that the U.S. Army should address leadership attributes, behaviors, and doctrine that develop leadership programs to enhance leadership capabilities throughout all the military leadership ranks in the future. Additionally, military leaders should strengthen their leadership attributes during turbulent times while leading their soldiers in combat operations. In 2017, CASAL announced that leadership attributes are essential when leading in combat action. The report from CASAL concluded that interpersonal tact and innovation attributes are among the many skills critical for successful leadership performance. Moreover, CASAL announced that U.S. Army 1SGs fell short of the expectations of their soldiers in the following categories of leadership attributes: 25% met expectations; 36% and 39% exceeded expectations as reported by their subordinates.

This study will help close the scarcity in research concerning military leaders in combat operations while applying leadership attributes and behaviors during turbulent times. The stresses that combat operations impose on leaders have not been investigated thoroughly in regard to the relationship between leader behaviors and characteristics

(Campbell et al., 2010). Therefore, the military leadership attributes and behaviors are essential to lead in combat operations as a 1SG. In addition, leadership decision-making processes are a critical component to save soldiers' lives during a turbulent time of war. Subsequently, military leaders need to understand the crucial personal characteristics that assist them in the welfare of their soldiers in complex situations (Reivich et al., 2011). Equally important, this study may assist 1SGs in discovering how their leadership attributes of moral purpose, concern for the collective interest, personal temperament, and resilience affect soldiers' performance within their company during turbulent times in the realm of combat operations.

Definitions

The subsequent terms have been identified in this research and are useful to understand the U.S. Army's commonly used key terms.

Adaptive leadership. "Leadership that adapts and thrives in a challenging environment to be effective in accomplishing unscripted scenarios with successful consequences" (Obolensky, 2010, p. xii).

Army leadership. Leadership is the method of "influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization" (U.S. Army, 2020, Glossary-4). In Army leadership, mission accomplishment is the end state. Leaders are responsible for developing leadership in their soldiers and for working on improving their units throughout their military careers (U.S. Army, 2020).

Attributes. Qualities that leaders possess that shape their environment with values, behaviors, and psychological focus, which are essential to lead an organization (U.S. Army, 2020).

Behaviors. Psychological states that can be exhibited through personality and competencies in any given situation with outward actions (U.S. Army, 2020).

Collective interest. Prioritizing outcomes, actions, and decisions to benefit the greater good of leading groups rather than to produce self-serving advantages or conclusions.

Combat operations. "A state armed conflict, which involves large-scale armed forces to fight against a state or nation" in a limited war (U.S. Army, 1994, p. 4-3).

Company. A company is a primary organization assigned to a battalion or brigade and is commanded by a field grade officer known as a captain. A company is between 60 and 200 soldiers (U.S. Army, 2020).

Creed of the Noncommissioned Officer. A leadership model that a NCO must follow as a pillar of truth within Army leadership principles (U.S. Army, 2020).

First Sergeant. The senior enlisted NCO for companies, troops, or batteries. They are known as the top senior enlisted soldier in a company size element of 60 to 200 soldiers; they enforce discipline, foster loyalty, train and assist their soldiers, assist the commander, and ensure the welfare and health of their organization and their families (U.S. Army, 2020, TC 7-22.7).

Global War on Terrorism (GWOT). Ever since September 11, 2001, the Department of Defense has engaged terrorist attacks overseas with a counter terrorism

campaign to aid the Global War on Terrorism (U.S. Government Accountability Office, 2007).

Moral purpose. This is legitimate and credible principled practice making fair choices that can be observed and emulated by others, to include ethics and the creation of moral codes for individual ambition.

Noncommissioned Officer Academy (NCOA). Provides accelerated quality technical leader and training development education (U.S. Army Training and Doctrine Command, 2017, CASCOM Regulation 10-5).

Noncommissioned Officer Educational System (NCOES). Prepare soldiers throughout their careers to lead, train, work, and fight through education and training development (U.S. Army, 2020).

Noncommissioned Officer Development Program (NCODP). This is essential to leader development and reinforces unit professional developmental programs tailored to support training and company requirements (U.S. Army, 2020).

Operation Enduring Freedom (OEF). On October 7, 2001, President George W. Bush declared a combat mission known as OEF to conduct airstrikes on Al-Qaeda, a militant, Salafist, Islamist, multinational organization with ties to the Taliban in Afghanistan (CNN Editorial Research, 2019).

Operation Freedom Sentinel (OFS). The continuing reconstruction, humanitarian assistance, and counterterrorism missions against Al-Qaeda and its affiliates since January 2015 (Inspector General U.S. Department of Defense, 2019, 2020).

Personal temperament. The prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual.

Platoon. A platoon is the primary subdivision of a unit assigned within a company size element and usually has 20 to 40 soldiers and four ranks (U.S. Army, 2020).

Resilience. The ability to plan and prepare for, recover and recuperate from, or effectively acclimate to potential, actual, and adverse events.

Senior Noncommissioned Officer (SNCO). A leader in the rank of Sergeant First Class to Sergeant Major in the U.S. Army whose primary duty is to mentor, train, discipline, and look out for the welfare and health of their troops while serving in a leadership position to platoon, company, or battalion positions or higher echelons above brigade level (U.S. Army, 2020).

Transactional leadership. Leadership theory that tends to increase compliance by offering rewards for accomplishments and regulatory procedures or threatening punishment for nonperformance or defiance of directions provided (Bryant, 2003).

Transformational leadership. A leadership theory whereby leaders transfer their vision to subordinates beyond immediate self-interest through superlative influence, inspiration, and creativity beyond individualized gains to enhance a greater vision (Bass, 1999).

Turbulent times. Turbulent times are situations that are large and uncontrollable in scale, happening at a high fluctuation and velocity, with surging effects and unknown patterns of evolution that lead to tumultuous situations. These characteristics distinguish turbulent times from normal critical situations (Jelassi, Avagyan, & Perrinjaquet, 2017).

U.S. Army Sergeant Major Academy (USASMA). An academic institution in the United States Army that is a military academy that serves as an advance education

system for Sergeant Majors in the United States Army. USASMA is known for its excellence in education of noncommissioned officers and reports directly to Training and Doctrine Command (TRADOC).

Delimitations

This study examines attributes and behaviors of retired U.S. Army 1SGs who served in either OEF or OFS with a company size element of 100 or more soldiers in their company and retired in the last 2 years. Furthermore, the study was delimited to retired U.S. Army 1SGs who live in Pierce or Thurston counties in Washington State within 50 miles of Joint Base Lewis-McChord (JBLM), a U.S. Army and U.S. Air Force combined military base.

Organization of the Study

Chapter I presented a synopsis of this study. Following this chapter, Chapter II reviews the relevant existing literature on U.S. Army combat operations, leadership attributes, and behaviors. It also presents literature exploring military educational developmental program systems to increase transformational leadership capabilities. Following that, Chapter III depicts the research methods framework for this study. It includes an investigation of the population, target population, and sample population and the methodology used to collect data. The researcher was the instrument and applied the methodology to analyze the data. Chapter IV includes the findings of the research, interview responses, and a summary. Finally, Chapter V relates the findings of the study to the most up-to-date literature and incorporates the conclusions, implications for action, and recommendations for future research.

CHAPTER II: REVIEW OF THE LITERATURE

Literature is one of the most interesting and significant expressions of humanity.

—P.T. Barnum (1866)

This chapter presents a review of scholarly research of four leadership attributes and behaviors applied in the U.S. Army in a First Sergeant (1SG) position. The qualitative phenomenological research identifies and defines the lived experiences of retired U.S. Army 1SGs in their application of the four attributes in combat operation. The review begins with a historical analysis of global conflicts during turbulent times and focuses on the essential combat missions throughout the country of Afghanistan, known as Operation Enduring Freedom (OEF) that lasted until Dec 2014. Thereafter a new mission was established known as Operation Freedom Sentinel (OFS) that is active at the time of this research. Next, the chapter provides an overview of Bass's (1998) transformational leadership theory and contains a discussion of the four factors of transformational leadership: *idealized influence, inspirational motivation, intellectual stimulation,* and *individual consideration*. The application utilized in the U.S. Army leadership factors are aligned with the Bass's four factors of transformational leadership. Therefore, they are reviewed along with the relationship of those competencies to leading soldiers in combat missions. Readers are introduced to the four leadership attributes applied to this study. Subsequently, the chapter transitions into Doris Kearns Goodwin's book *Leadership in Turbulent Times* and applies the framework of four leadership attributes: *personal temperament*, *concern for the collective interest*, *resilience,* and *moral purpose.*

The chapter describes the research regarding U.S. Army 1SGs and how they lead their troops during combat missions. Readers are introduced to a U.S. Army 1SG appointed position and leadership development throughout a military career. The researcher examines how a U.S. Army 1SG applies the four leadership attributes and behaviors when leading troops in combat operations. Finally, the chapter ends with a summary of literature and the gaps that exist within the research in the attempt to understand how leaders can lead soldiers during turbulent times in combat operations by utilizing the four attributes of moral purpose, practicing concern for the collective interest, improving personal temperament, and cultivating resilience.

Global Conflicts During a Turbulent Time

Global conflicts are considered international issues when countries with indifferent views in their ideology attempt to dominate other countries through politics, wars, or suppression of people's rights. The role of significant powers throughout this world, like China and Russia, tends to spark new controversies to create a turbulent time for the United States (Malley, 2019). One definition of a turbulent time would be characterized by a conflict or time of war that creates xenophobia toward another country. The United States has been involved in such wars with other countries over the last 200 years. A turbulent time for the U.S. Armed Force's involvement dates back to the Indian Wars of 1817 and continues today in the Middle East. The first world war was known as the Spanish-American War, which lasted from 1898 through 1902 and was fought in the Philippines and Cuba. World War I took place from 1917-1921 and involved conflicts with Russia, Austria-Hungary, and Germany. During World War II,

the United States' involvement was with Bulgaria, Italy, Hungary, Japan, Romania, and Germany (Torreon, 2012).

The U.S. Armed Forces have also had many conflicts worldwide in their history that were not considered a world war. One of those world conflicts is known as the Korean conflict, which lasted from 1950 until 1955. Then came the Vietnam conflict, which lasted from 1961 until 1975. Another conflict took place in Lebanon and Grenada from 1982 through 1983. Also, there was the conflict in Panama known as Operation Just Cause. The next big war was in the Persian Gulf with Iraq and lasted from 1990 until 1991. The United States once again went to war with Iraq, and that conflict was known as Operation Iraqi Freedom. That lasted 2 months in 2003. Operations in Iraq continued until 2010, when President Obama ended the missions. Another conflict started in Afghanistan (OEF)—and lasted from 2001 until 2014.

Global conflicts during turbulent times still exist today; there are tensions between North Korea and United States because of nuclear testing that is threatening South Korea—it sounds like the testing is going on in North Korea. These nuclear tests threaten our allies: Japan, Thailand, the Philippines, and Australia. There are many U.S. citizens in those countries as well as military personal stationed within those nations. Another global conflict in the United States is with Venezuela, where the United States has imposed sanctions to their country because of their president's decision to limit services to his people who are living in poverty and without the support of public services (Malley, 2019).

There are continuous tensions in the Persian Gulf with the United States and Iran because of a nuclear agreement and sanctions. Iran responded by increasing its nuclear

program to retaliate against the United States' sanctions (Malley, 2019). Currently, the United States is involved in the Middle East with combat operations in Afghanistan, known as OFS (Department of Defense [DoD] Office of Inspector General, 2020).

Afghanistan Conflict in a Turbulent Time

On September 11, 2001, America was ambushed by Muslim members of the Al-Qaeda, an Islamic terrorist group. This group hijacked commercial aircraft that day and struck in Washington, DC where the Pentagon is located. In conjunction with the attack on the Pentagon, there was a simultaneous attack in New York City, where the Twin Towers stood, that destroyed the World Trade Center. The attack on the U.S. homeland sparked conflict with the United States and a terrorist group called the Taliban who controlled Afghanistan. The Taliban is a militant Islamic terrorist group with terrorist training camps that was led by a leader known as Osama bin Laden. The United States instructed that the Taliban terminate terrorist training camps, and when the Taliban resisted, the United States initiated a military campaign against the terrorist organization (Auerbach, 2019). That military campaign created a turbulent time for this nation and its global allies.

The Afghanistan War started on October 7, 2001, when President George W. Bush announced a global campaign against the Muslim group known as Al-Qaeda to include various international terrorist regimes that threaten global democracy. The global campaign against terrorism was named the Global War on Terrorism (Auerbach, 2019). The Global War on Terrorism led the United States into Afghanistan to fight in combat operations for 20 years. The two military combat operations were OEF and OFS (Harper,

2015; Steele, 2014). Figure 1 shows the location of Afghanistan with the neighboring cities and countries.

Figure 1. Afghanistan and neighboring countries. From *A Different Kind of War: The United States Army in Operation Enduring Freedom (OEF), October 2001-September 2005,* by Donald P. Wright et al., 2010, p. 6 (Fort Leavenworth, KS: Combat Studies Institute Press, US Army Combined Arms Center; https://history.army.mil/html/bookshelves/resmat/GWOT /DifferentKindofWar.pdf).

Operation Enduring Freedom

On October 7, 2001, President George W. Bush announced a U.S. military campaign, the Global War on Terrorism, known as OEF. The United States identified that Al-Qaeda hijacked two commercial jets with 19 hijackers on September 11, 2001, that devastated the World Trade Center Twin Towers in New York City, brutally damaged the Pentagon Building in Washington DC, and led to 2,977 American deaths (CNN Editorial Research, 2019). The United States then coordinated allied air attacks

and bombings of the Taliban and Al-Qaeda objectives throughout Afghanistan's mountains. Equally important, coalition forces that supported the United States, including Great Britain, Australia, Canada, and France, assisted with the coordinated air attacks (Wright et al., 2010).

In March 2002, the United States and the coalition forces led the most massive war since the war with Iraq with a potent ground attack on Al-Qaeda and the Taliban targets in eastern Afghanistan (Public Broadcasting Service [PBS], n.d.). Another essential point, the coalition forces worked alongside the International Security Assistance Force (ISAF) and U.N. Security Council, with the support of 20 countries in a multinational force. The multinational force is a peacekeeping force in Afghanistan that ironically includes the Muslim country of Turkey. Even though ISAF was there to protect the Afghanistan people from the Taliban and Al-Qaeda rebels, the Taliban and Al-Qaeda rebels continued to attack Afghanistan government officials in 2002 (PBS, n.d.). This terrorizing insurgency intensified by Al-Qaeda and the Taliban forces displayed no sign of ending (Wright et al., 2010). Thus, it caused an increase of U.S. Armed Forces military missions over the next several years and ISAF's expansions of more countries involved in OEF.

The United States and ISAF increased troops in Afghanistan in 2005 to support counterinsurgency (COIN) operations. Because of the increased pressure from the Taliban, the COIN operation was needed; Al-Qaeda and Hizb-I Islamic Gulbuddin (HIG) terrorist groups were consolidating their rebels to consistently attack the coalition forces. The COIN operation was supported by Forward Operating Bases (FOB) to protect U.S. troops, civilians, and ISAF's soldiers. Even ISAF's growth in Afghanistan encountered

severe challenges. Overall, troop levels were low, and "inadequate transportation, incompatible communication systems, and underfunding by participating countries weakened the overall effort" (Wright et al., 2010, p. 290). To combat the ISAF's mission to support the COIN effort, the United States increased its troop levels to more than 60,000 troops at the highest point of engagement against the Taliban, Al-Qaeda, and HIG forces from 2002 through 2007 (PBS, n.d.).

As troop levels increased in OEF to combat the Islamic terrorist groups of the Taliban, Al Qaeda, and HIG, the troops encountered new terrorist tactics to kill coalition troops because their numbers were not as large as those of the coalition troops. The troops encountered improvised explosives device (IED), an effective weapon with suicide bombers and vehicle explosives. These tactics on coalition forced the United States to respond by increasing its troop levels in 2009 to 62,000 (Parveen, Shah, & Khalil, 2020). The increased United States and ISAF presence to combat these terrorist groups and nation building in 2012 in Afghanistan, the Afghanistan National Defense and Security Forces (ANSF), and Afghan National Police (ANP) were embedded COIN security operations of ISAF and coalition forces.

The fighting with the Taliban continued through 2014, and at the time of this research, the Taliban still maintains control of over 40 districts in Afghanistan. The United States deployed over 130,000 troops into Afghanistan to support OEF to assist in humanitarian efforts, nation building, and combating terrorism. According to Parveen et al. (2020),

> [The] U.S. officially ended Operation Enduring Freedom at the end of 2014 and transformed into Operation Freedom Sentinel in 2015 under Resolute Support

Mission in order to restrict the very role of NATO to Assist, Advice and Train the military personnel only. (p. 77)

Operation Freedom Sentinel

OFS commenced in January 2015 and consisted of two interrelated missions to support the Afghanistan government. The first mission was to conduct counterterrorism measures against the Taliban, Al-Qaeda, HIG, and the Islamic State of Iraq and Syria-Khorasan (ISIS-K) terrorist organizations. The second mission was to coordinate with the North Atlantic Treaty Organization (NATO) led coalition in the Resolute Support Mission (RSM) to assist Afghanistan Ministries of Defense and Interior (U.S. Office of Inspector General, 2020). In conjunction with the two missions in OFS, the United States supports the peace process efforts by advising Afghan National Defense and Security Forces (ANDSF). Finally, the United States plans to withdraw all Afghanistan troops by April 2021 if the Taliban complies with a peace treaty with the Afghanistan government.

Counterterrorism Measures

The U.S. counterterrorism missions against the Taliban, Al-Qaeda, HIG, and ISIS-K militants allowed the Afghanistan government to establish a force in combating these terrorist groups with the U.S. and NATO coalitions' assistance forces of 38 countries. The U.S. Forces-Afghanistan (USFOR-A) is a joint military force with 8,600 troops from the U.S. military defense departments (Air Force, Army, Marines, and Navy) that support ANDSF throughout all provinces in Afghanistan (U.S. Office of Inspector General, 2019). The ANDSF is a force of 253,850 personnel made up of the Afghan Local Police, Afghan National Police, Afghan Air Force, Afghan National Army, and National Directorate of Security (NDS; U.S. Office of Inspector General, 2019).

The USFOR-A trains, advises, and assists the ANDSF in counterterrorism operations throughout Afghanistan. The USFOR-A counterterrorism operation consists of providing the ANDSF with security checkpoints, airstrikes, intelligence, surveillance reconnaissance IED, and vehicle-borne improvised devices (VBIED) training. Also, training between ASFOR-A and ANDSF helped lower the violence between Al-Qaeda and the Afghanistan population from 2016 through 2018. As a result of less violence, the United States assisted the Afghanistan government in pursuing peace talks with the Taliban. If the peace talks were to be successful, then the United States would withdraw from Afghanistan. However, in 2019 President Trump suspended peace talks because of the Taliban's increased attacks on the ANDSF and the Afghan government with Al-Qaeda militants' support. Because of the continued attacks throughout Afghanistan upon the local population and administration officials, the United States' conditions in withdrawing troops from the region are continually under review by the U.S. administration. Also, COVID-19 has hampered U.S. troops' efforts to withdraw since the COVID-19 has spread through the ANDSF and Afghan government (U.S. Office of Inspector General, 2020).

Resolute Mission Support

RSM is a complex USFOR-A participation effort with 39 NATO coalition forces to support ANDSF. The RSM mission is to initiate enemy attacks against the Taliban and ISIS-K. Besides, RMS, a NATO force-led operation, assists with training ANDSF in advising, assisting, and training their security forces. The security forces are the Afghanistan Air Force, the Afghanistan National Police (ANP), and Afghanistan National Army (ANA) that build ministries throughout Afghanistan (U.S. Office of Inspector

General, 2020). In conjunction, RSM provides humanitarian support, operation reports, aircraft video footage, and Afghan casualty reports. The RSM also provides all the vehicle maintenance that is needed to support the ground effort throughout Afghanistan. The RSM effort with the USFOR-A is currently disrupted with ANDSF because of the spread of COVID-19. The result of COVID-19 affecting the ANDSF leadership officials has caused great concern for maintaining its position to continue the Taliban's strikes. Therefore, the USFOR-A is conducting virtual training with teleconferencing to all security forces in Afghanistan. Another critical area that sustained losses because of COVID-19 was the Afghanistan people's recruitment to join the security forces. Thus COVID-19 is another blow to the RSM's overall efforts to continue operations simultaneously on the terrorist organizations throughout Afghanistan (U.S. Office of Inspector General, 2020). The Taliban's efforts to continue attacks did not slow down the ANDSF even though COVID-19 affected Afghanistan. As the Afghanistan government deals with COVID-19, all security forces decrease as all security recruitments diminish. The ANDSF will have leadership challenges moving forward with counterterrorism efforts and dealing with COVID-19 in the future, especially when the U.S. forces and NATO-led coalition are to depart in 2021 (U.S. Office of Inspector General, 2020).

Theoretical Foundation

For this research study, the theoretical foundation was based, in part, upon leadership transformational theory, but the work of Bernard M. Bass (1998) in *Transformational Leadership: Industry, Military, and Educational Impact,* provided the

primary foundation to focus on this study. In addition to the primary foundation, the researcher included secondary work from Bernard M. Bass and Ronald E. Riggio (2006).

Transformational Leadership

Bass's (1998) transformational theory contains four components that move groups and organizations to change with more significant productions and performance by transforming the leadership's capabilities to lead. Bass's transformational leadership model consists of four components, identified with 4 I's: *idealized influence, inspirational motivation, intellectual stimulation*, and *individual consideration* (Bass, 1998). According to Bass, the four components of leadership inspire subordinates with challenges and encouragement, offering equal understanding and empathy. As a leader, stimulation through intellectual means includes developing the subordinates' use of their capabilities. According to Bass and Riggio (2006), "The leadership is individually considerate, providing the follower with support, mentoring, and coaching" (p. 5). The following are the four components described by the Bass's transformational leadership model that may assist the follower to build commitment in diverse ways to replicate a leader's behavior (Figure 2).

Idealized Influence Theory

Idealized influence is one component of Bass's (1998) transformational leadership theory that expands on how critical it is for a leader's behavior to influence followers. Bass stated that "transformational leaders behave in ways that result in becoming role models for their followers to be admired, respected, and trusted" (p. 5). These leaders are deeply respected because of how they emulate leadership to others around them. For that reason, followers are determined to idealize their leader's example

in their extraordinary capabilities, persistence, and determination to transform their leadership proficiencies (Bass & Riggio, 2006).

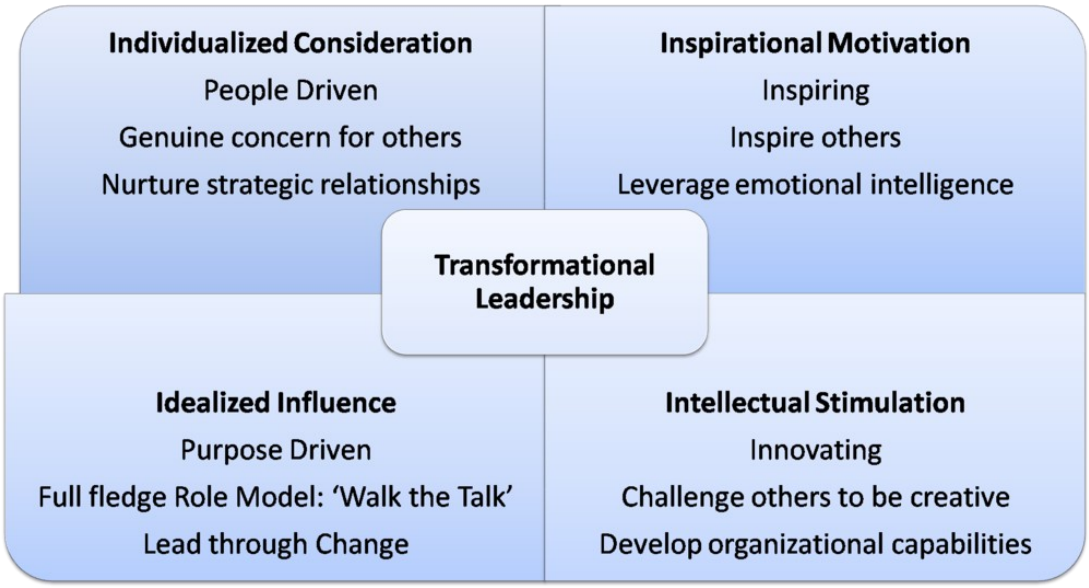

Figure 2. Bass transformational leadership components. From Igniting Leaders, "What is Transformational Leadership," by Nikimac Solutions Inc., n.d. (https://nikimacsolutionsinc.com /igniting-leaders).

Moreover, idealized influence exhibits when "the leader emphasizes the importance of having a collective sense of mission" (Bass & Riggio, 2006, p. 6). An example of the idealized influence factor would be when "the leader reassures others that obstacles will be overcome" (Bass& Riggio, 2006, p. 6). Further, leaders who have increased idealized influence are willing to accept chances that give them a greater opportunity for success and also set an example for others to follow. The correlation is that idealized leaders act as influential mentors so that followers may replicate themselves to become a transformational leader based on the example set by the leader (Bass, 1998).

Inspirational Motivation Theory

The second component of Bass's (1998) transformational leadership model encompasses inspirational motivation. Inspirational motivation is centered on leaders inspiring their subordinates to be on their own through individualized ideas that support organizational goals. According to Bass and Riggio (2006), the inspirational motivation component of "transformational leaders is to behave in ways that motivate and inspire those around them by providing meaning and challenge to their followers' work" (p. 6). Inspirational motivation has a special characteristic with the development of team spirit through enthusiasm and optimism. Inspirational motivation encourages followers to be involved in organizational milestones and to create an environment for followers to transform into future leaders. The leader's and follower's connection is a shared vision of organizational growth through commitment and encouragement for the follower through motivation (Bass, 1998).

Intellectual Stimulation

The third component of Bass's (1998) transformational leadership model incorporates intellectual stimulation. Intellectual stimulation is leadership that develops followers into creative and innovative leaders who then help strengthen an organization. Followers transform themselves after being guided by a leader who practices intellectual stimulation as a leadership model. The followers learn to approach old solutions in new ways to solve old problems (Bass, 1998). Thus, followers are encouraged to try new approaches to find new solutions without any organizational criticism for their efforts. Consequently, the new approach taps into the follower's thinking skills to flourish in an organization through inspiration and creativity. Intellectual stimulation allows for "the

leader to get others to look at the problems from many different angles" (Bass & Riggio, 2006, p. 7). Overall, "intellectual stimulation should encourage followers to greater innovation and creativity" (Bass & Riggio, 2006, p. 55).

Individual Consideration

The fourth component of Bass's (1998) transformational leadership model is individual consideration. According to Bass and Riggio (2006), "Individualized consideration is practiced when new learning opportunities are created along with a supportive climate. Individual differences in terms of needs and desires are recognized" (p. 7). Managers' interactions with followers demonstrate that individualized consideration and supportive climate are personalized and dependent on the leaders to show they care about the follower. The leader places extraordinary attention to what is essential for success and development to meet the follower's desires by working in conjunction with a trainer and advisor, which allows for a positive climate between the leader and the follower (Bass, 1998). As a result, according to Bass (1996), getting to know a follower is essential to connecting at a deeper level by empowering the follower's capabilities to become a transformational leader.

Bass Aligned Military Transformational Leadership Foundations

According to Bass (1998), "Evidence has accumulated that transformational leadership can move followers to exceed expected performance. It is seen as a particularly powerful source of effective leadership in the Army, Navy, and Air Force settings" (p. 3). The Bass transformational leadership factors align with the U.S. Army leadership attributes and competencies framework. The Army Doctrine Publication (U.S. Army, 2015a) states,

Army research supports the model's completeness and validity. The model identifies core competencies and attributes applicable to all types and echelons of Army organizations. The model conveys expectations and establishes all Army leaders' capabilities, regardless of rank, grade, uniform, or attire. Collectively, the leadership requirements model is a significant contributor to individual and unit readiness and effectiveness. (p. 1-15).

According to Bass (1998), transformational leadership theory allows followers and leaders to assist each other to develop increasing amounts of motivation, inspiration, and morale. Consequently, Bass's (1998) transformational leadership's four factors encompass behavioral dimensions of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Bass, 2008). Figure 3 aligns Bass's (1998) transformational leadership model's four factors in the behavioral

Transformational Leadership Factors			
Idealized Influence (Charismatic role models who inspire high standards of ethical conduct)	**Inspirational Motivation (Effectively communicate high standards of achievement and foster a climate of selfless service)**	**Intellectual Stimulation (Encourage creative and critical thinking, adaptive behaviors, and learning)**	**Individualized Consideration (Develops, coach and mentor subordinates to achieve self actualization)**
Aligned ADRP 6-22 Leadership Attributes and Competencies			
Builds trust Fitness Confidence Resilience Leads others Military bearing	Empathy Communicates Service Discipline Extends influence Leads by example Army Values	Mental agility Sound judgment Innovation Interpersonal tact Expertise	Creates a positive environment Fosters esprit de corps Develops others Steward of the profession
Aligned ADRP 6-22 Mission Command Requirements			
Inspirational leaders who are able to engender utmost trust and confidence with and among subordinates and fellow leaders	Skilled communicators able to create shared understanding and support for the mission. Lifelong students of the Army profession	Critical and creative problem solvers, agile and able to make decisions in operational environments with uncertainty, complexity, and change	Adaptive leaders skilled in the art and science of influence, including negotiation and mediation. Practitioners able to integrate their efforts with unified action partners, sensitive to the operational and strategic implications of their actions

Figure 3. Bass transformational leadership model, and the U.S. Army leadership attributes and competencies. From *Army Doctrine Reference Publication 6-22: Army Leadership and Profession*, by the U.S. Army, 2019, p. 1-5 (Washington, DC: U.S. Government Printing Office; ADRP 6-22 initial edit _26 July 2012_.docm [army.mil]).

Dimensions with the U.S. Army leadership attributes and competencies. The Army leadership attributes and competencies are established from the *be* and *know* (attributes) and the *do* (competencies) in the leadership requirement model (U.S. Army, 2019a). Army strategic levels of attributes and competencies form the mission command element that leaders at the highest level commanding troops must incorporate to motivate others through their leadership posture (U.S. Army, 2019a).

Leadership Theories

There are many leadership theories in today's world. Many theories are based on leading followers to accomplish organizational standards and create development opportunities to grow and become leaders one day. Leadership positions span from profit, nonprofit, strategic levels, government, state government, and local and tribal governments. Leadership in turbulent times is essential to lead the organization with the right approach to obtain institutional objectives and thrive in today's volatile environments. The leadership styles explored by the researcher are critical to this study and expand on the military approach to lead troops within the continental United States and combat operations. Today, organizations' volatility requires leaders to be more adaptive in their leadership styles (Bass, 1998). Even more important, there is still a need for transactional leadership to accomplish organizational standards promptly. Even though transactional leadership is a style driven by reward versus punishment to accomplish a leader's guidance, another leadership style allows for innovation in creativity and input from followers. Transformational leadership allows the leader and the follower to have a positive relationship and increase an organization's performance (Bass, 1998). To elaborate, Bass (1998) stated that,

> transformational leaders develop followers into leaders. For today's followers, an adaptive type of leader is needed and can be individually considerate of each specific follower's needs and concerns and be stimulating and inspirational. Transformational leaders are adaptive leaders. Transformational leaders are adaptive. (p. 225)

Army Leadership Theory

Conceivably, more than any other institution globally, military leadership theory prepares personnel to lead during turbulent times and to exercise raw power to restore order. Military leaders enhance mental toughness to manage extraordinary and stressful conditions (Bartone, Roland, Picano, & Williams 2008). Furthermore, military leadership develops personnel to control individuals, organizations, and enemy terrain they face in combat operations (U.S. Army, 2004). Military leadership comprises three levels to support military members from the lowest subordinate to the highest military commander with attributes and competencies (U.S. Army, 2019a). Military leadership levels are identified as direct, organizational, and strategic support leaders' attributes and competencies as they progress with military experience and education. The military does this by ensuring that individuals learn to follow first and then helps them to develop into leaders in their military career (U.S. Army, 2004). According to Townsend and Gebhardt (1997),

> The military has long known that it cannot settle for a random selection process for its leaders. Waiting for leaders to develop naturally is out of the question when the penalty for error is swift and permanent, as it is in combat to ensure a continuous supply of leaders, leadership training is an ongoing part of the military experience. (p. 32)

The foundation of becoming a military leader is attached to leadership attributes that parallel military and cultural values. Consequently, the leadership attributes identified by the military are mental, physical, and emotional traits that allow leaders to work to progress across all three levels of leadership (U.S. Army, 2004). The model is strategic, organizational, and direct. Figure 4 displays the three levels of hierarchy leadership within the U.S. Army.

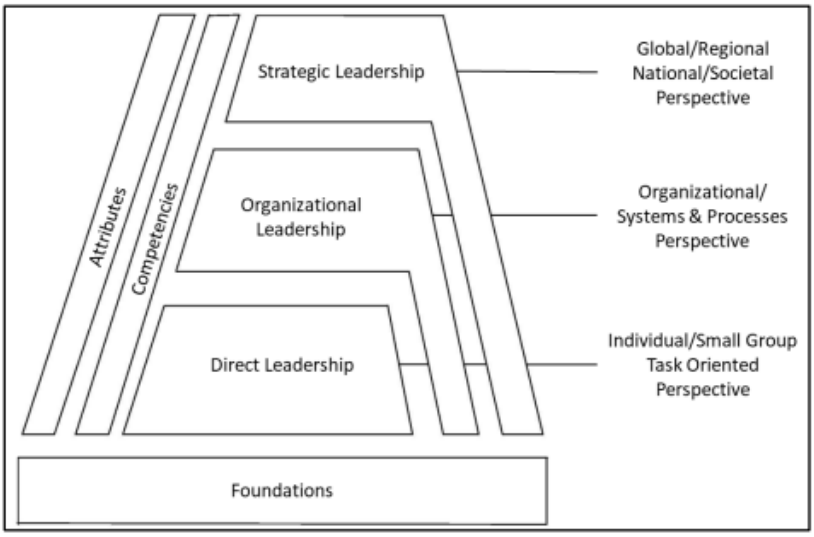

Figure 4. Levels of leadership. From *Field Manual 6-22: Army Leadership*, by U.S. Army, 2019, p. 1-22 (Washington, DC: U.S. Government Printing Office; https://talent.army.mil/wp-content/uploads/2020/11/ARN20039_ADP-6-22-C1-FINAL-WEB.pdf).

The military member's development is directly connected to military leadership manuals and applies training practices through hands-on development from subordinates to higher complex organizations (U.S. Army, 2004). Thus, organizational leaders have staff personnel to assist them in managing complex organizations within their command. The staff personnel establish policies and command guidance to support senior and midlevel leaders in supporting the commander's intent or organizational priorities (U.S. Army, 2004). The commander's intent consists of written policies that provide direction,

priorities, and guidance to lead military personnel within an organization to accomplish a mission. A written policy for leadership guidance is the standing operating procedure (SOP) publication, which provides a written set of instructions for carrying out a routine or recurring military task (U.S. Army, 2006b)

Further military leadership levels use military publications and education to grow leadership capabilities and military and cultural values to lead military members. Conversely, cultural values have expanded in research over these past decades and significantly impact leadership development to lead organizations (Yukl, 2010). According to Ouzts (2018), "It becomes extraordinarily significant for leaders to have a clear understanding of cultural divergences primarily due to the rapid development of multicultural teams, multinational companies, mergers, and alliances of companies with divergent organizational cultures" (p. 12). Additionally, the Army Doctrine Publication (ADP; U.S. Army, 2019a) states, "Leaders require cultural and geopolitical awareness to prepare subordinates for the places they will work properly, the people with whom they will operate, and the adversaries or enemies they will face" (p. 4-4). Good leaders in the military understand that different races, backgrounds, religions, qualifications, lived experiences, and each military member's potential in a unit are essential components of being a successful leader (U.S. Army, 2019a).

Overall, ADP 6-22 (U.S. Army, 2019a) describes effective military leadership as a set of fundamental values and attributes contributing to military members' character and development through training, education, and experience over their military careers. Furthermore, these values, competencies, and attributes are instilled for all military leaders to learn from the time they enter military service. According to the U.S. Army (2004),

"The United States Army is one of the most complex, best-run organizations globally, and central to the Army's success are strong leadership and exceptional leadership development that transcends into a successful Army leadership model" (Cover page).

Adaptive Leadership Theory

Adaptive leadership is one of the most modern leadership theories in use today. This style of leadership is spontaneous and is used in environments that are challenging. The rate of change in an organization today has resulted in the decision to be more adaptive and accommodating in leading organizations. Furthermore, adaptive leaders may be increasingly assertive in quickly evolving conditions when they analyze the tests faced by leaders and followers reacting to changes effectively. Moreover, adaptive leaders communicate to their followers with innovative resolutions in complicated situations and cultivate them to be visionaries for a wider variety of leadership obligations (Bennis, 2001). An example of an adaptive leadership challenge in a turbulent time for an organization might be the failure of the leader to lead effectively by not establishing a clear path to resolve a problem. The greatest shared leadership failures arise from attempting to employ scientific resolutions within adaptive situations (Heifetz, Grashaw, & Linsky, 2009). As "the evolution of leadership theories has grown; adaptive leadership studies have increased the variation and scope, structure, governance, strategy, and political enterprise coordination. So, the evolution in understanding the practice of managing those processes is called adaptive leadership" (Heifetz et al., 2009, p. 14). As a result, Heifetz et al. (2009) introduced an interactive process with three key activities to provide purpose and possibility that may be holding back an organization to adapt new practices: "The three key activities are observing the environment, making critically

sound interpretations, and building ways to challenge the parts of that environment that hold back the organization" (p. 32). All three activities build on one another and become interactive. Each critical activity redefines in an interactive process to provide new practices to create a fundamental change in its functions through the process.

The first activity in the adaptive leadership model is observation; in the observation activity, the leadership goal is to be objective in their observations. Secondly, the interpretation activity is more challenging than observation because a leader needs the time to think by interpreting what the leader observes in the problem before jumping to a conclusion. As the leader moves into the third activity of intervention, the leader has interpreted the problem-solving dynamics observed in an organization. The leader decides the action needed to solve the problem (Heifetz et al., 2009).

Figure 5 is the adaptive leadership model of the interactive processes and represents three critical activities in a circular progression (Heifetz et al., 2009).

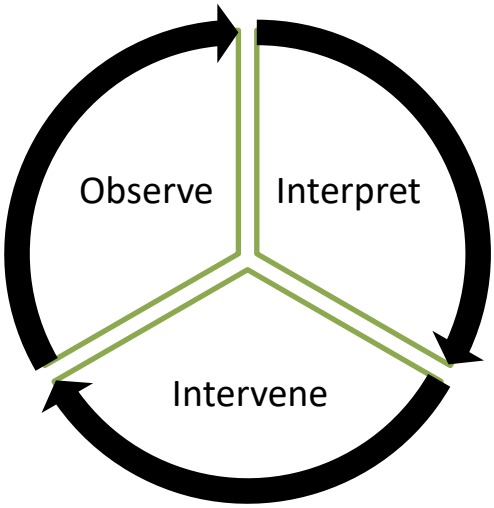

Figure 5. The adaptive leadership model. From *The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World*, by R. A. Heifetz, A. Grashow, and M. Linsky, 2009, p. 32 (Boston, MA: Harvard Business Press).

The U.S. Army incorporates an interactive process to train leaders in adaptive leadership theory throughout the military educational systems (Heifetz et al., 2009). Adaptive leadership training consists of encouraging others and being a change agent to identify those circumstances and develop possible solutions as they transpire. Therefore, unanimity develops, and adaptive leaders affect the direction of their followers' and corporation's aspirations. Based upon the urgency of the dilemma, adaptive leaders can apply various approaches to influence their corporations (Cojocar, 2011). The process allows for adaptive leadership to address change and implement solutions to overcome rapid changes in an organization. The Army confronts extremely adaptive enemies and maneuvers within complex, altering conditions. Now and then, conditions shift unexpectedly from being calm to a situation that is close to combat, and leaders adapt (U.S. Army, 2019a). According to Cojocar (2011),

> The Army incorporates adaptive leadership practices in their leadership doctrine's and provides a solid definition for adaptive leadership, exploring the practice of creative thinking that uses adaptive approaches drawn from previous circumstances or lessons learned, along with creating innovative approaches. When tasks are difficult, adaptive leaders identify and account for the capabilities of the team, noting that while some tasks are routine, others require leader clarification, and still others present new challenges. (p. 24)

As a result, adaptive leadership theory is currently the most modern leadership theory. It allows leaders to take on tough challenges by thinking creatively during ambiguity, practicing flexibility, and being innovative in handling high demands with shifting priorities within an organization. This world is continually shifting and often

presents conditions to leaders that require courage to step into the unknown with solutions to think clearly and execute better judgment in assessing the situation and oneself and then to take action (Heifetz et al., 2009).

Transactional Leadership Theory

Transactional leadership theory highlights the exchange or transaction between peers, leaders, and their subordinates, stipulating the conditions for rewards or punishments to fulfill specific requirements within an organization (Bass & Riggio, 2006). Transactional leadership occurs once a leader disciplines the follower or rewards the follower, based upon the acceptability of the subordinate's accomplishment of certain tasks. Bass and Riggio (2006) stated, "Transactional leadership depends on the contingent reinforcement, either positive contingent reward (CR) or the more negative active-passive forms of management" (p. 8). They explained that transactional leadership allows leaders to be resource distributers and negotiators (Bass & Riggio, 2006). The politics and authority behind a follower's invitation are withheld until the leader is satisfied with an organizational compliance standard. Therefore, a follower's performance in an organization is measured by success, and failure is dealt significant consequences by the transactional leader. Also, according to Bass, Avolio, Jung, and Berson (2003),

> a transactional leader incorporates a more corrective form, labeled active management by exception, the leader specifies the standards for compliance, as well as what constitutes ineffective performance, and may punish followers for being out of compliance with those standards. This style of leadership implies

> closely monitoring for deviances, mistakes, and errors and then taking corrective action as quickly as possible when they occur. (p. 208)

Furthermore, a transactional leader demonstrates more adherence and does not allow the follower to be innovative, creative, and original in creating new approaches to solutions. The transactional leader's approach is to increase the production of complex organizations with trouble proficiency. This approach allows the leader to set goals and objectives for the employees to achieve goals as a way to motivate employees (Andriani & Herrmann-Pillath, 2015). A complex organization of the Armed Forces is the U.S. Army; it is complex as a global organization with strong leadership and leadership development (U.S. Army, 2004). The Army must act decisively and effectively to meet challenges during turbulent times within the U.S. borders and other countries throughout the world. The military applies transactional leadership within its ranks to set strict guidelines and goals for military members to achieve successful individual or organizational standards with promotions and awards.

On the other hand, the U.S. Army applies transactional leadership to discipline and punish military members' poor performance of individual or organizational standards. According to the U.S. Army (2004),

> Transactional leadership focuses on the exchange-reward [or punishments] in exchange for the desired behavior [or the failure to behave as desired]. Leaders who use the transactional approach usually are very directive, outlining all the conditions of task completion, the applicable rules and regulations, the benefits of success, and the consequences to include possible disciplinary actions of failure. (p. 121)

Consequently, a military leader who relies on transactional leadership only gets involved with a subordinate after the subordinate fails to accomplish an individual task or organizational task that affects the entire military team. The military leader is in a nondevelopment role with the subordinates and only corrects subordinates and does not allow for growth with innovation or creative ideas from their perspective to accomplish the goals or standards set by the leader (U.S. Army, 2004). A transactional leader recognizes no variation from formal procedures and operates by exception and rewards for subordinates' adherence to the correct understanding of the rules. Therefore, transactional leaders cannot acclimate to changing demands from internal and external situations (Bass, 1998). Another essential point is that transactional leadership attributes continue to render admiration in society and culture today in the form of authentic leadership, which emphasizes the development of a leader's validity through honest relationships with followers (Andersen, 2015). Former research has found that transactional leadership is a style of leadership that uses rewards to constructively connect subordinates' gratification to performance, including commitment (Bycio, Hackett, & Allen, 1995). Transactional leadership allows leaders to supervise subordinates directly to monitor all aspects of organizational standards, and that fortifies authentic leadership. Conversely, transactional leadership contrasts to transformational leadership, but both theories can complement and support each other (Bass, 1998).

Transformational Leadership Theory

Transformational leadership is an innovative leadership theory accepted in business, military, and other environments such as federal, state, and local governments (Avolio & Yammarino, 2013). Transformational leadership has parts that are an

extension to another leadership theory known as transactional leadership and can be either a participative or directive in nature (Bass, 1998). Bass and Riggio (2006) defined transformational leadership as leaders who "promote concern for others and society; they encourage independent, critical thinking: and they enhance followers' sense of self-efficacy and self-worth" (p. 143). Transformational leadership is essential and valuable in persuading followers that it is not an indirect effort to revive other leadership theories. Transformational leadership may receive increased support within an orientation (Avolio, 2011). To elaborate, transformational leaders are mentors who develop confidence and competence by being available for their followers, who will lead in the leader's absence, inspiring and motivating the followers to be successful without being too hands-on with them (Bass & Riggio, 2006). Conger and Benjamin (1999) highlighted cultivating wide-ranging interpersonal skills, an international perception, and the ability to develop sympathy for society with diversity. Research evidence has indicated an increase in transformational leadership; it is an efficient method of leadership worldwide because transformational leaders align with individuals' examples of a successful leader (Bass, 1997).

Transformational leaders make a difference through exceptional leader performance in focusing on the leader's team, group, follower, or company's outcomes. In assessing this type of leader accomplishment, the outcomes depend on productivity and goal attainment to satisfy organizational standards. The transformational leader positively affects the follower's performance through the four processes of Bass's transformational leadership model of idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. These four components allow

a leader to mentor the follower as shown by critical factors of analytic studies in transformational leaders (Avolio, Bass, & Jung, 1997). The U.S. Army also applies Bass's four leadership style components, which allow leaders to take advantage of experienced subordinates' knowledge and skills so they can have clearer ideas for accomplishing a mission (U.S. Army, 2004). Transformational leadership methodologies are vital in enhancing leadership, followership quality, and team building within the military (Boies & Howell, 2009).

The "U. S. Army leaders leading major change initiatives are taught to use transformational leadership. The transformational style is the most effective during periods that call for change or present new opportunities. It also works well when organizations face crisis, instability, mediocrity, or disenchantment" (U.S. Army, 2004, p. 120). According to Krackhardt and Stern (1998), transformational leaders are positioned to handle crises, uncertainty, and threats because of transformational leaders' adaption and cooperation with followers in a friendly relationship and through developed trust, but not all circumstances fit within the transformational leadership style. This can occur when a subordinate is unproven or has no experience; the mission acknowledges little variation because of its complexity and accepts procedures or standards when subordinates are not motivated (U.S. Army, 2004). Andersen (2015) attacked the transformational leadership theory by citing conceptual weaknesses, unclear differences between management and partisan leadership, and the uncertainty of whether transformational leadership constitutes a universal or contingency theory. Recently, Andersen's assertions may appear to be an individual position; he made convincing

arguments for further research, especially because transformational leadership is a highly scrutinized leadership theory.

Theoretical Framework

The framework identified by Goodwin (2018) in *Leadership in Turbulent Times* suggests that leadership qualities can be recognized by oneself and that others can recognize leadership qualities in leaders. She goes back in time to study four former presidents—Abraham Lincoln, Theodore Roosevelt, Franklin D. Roosevelt, and Lyndon B. Johnson—and their leadership qualities used as they led the United States during turbulent times. Goodwin identified four attributes that define leadership behaviors within transformational leaders in their own right during their presidencies. Furthermore, Goodwin explored the attributes in *Leadership in Turbulent Times*: personal temperament, concern for the collective interest, resilience, and moral purpose. All four presidents' ambition was to serve this nation in turbulent times; "such leaders call for sacrifice in pursuit of moral principles and higher goals, validating such altruism by looking beyond the present moment to frame a future worth striving for" (Goodwin, 2018, p. 235). Understanding the ambition that drove all four presidents with the four attributes of personal temperament, concern for the collective interest, moral purpose, and resilient behavior would greatly benefit all future transformational leaders in leading their organizations with their vision to create change with inspiration to lead.

Personal Temperament

Personal temperament is a complex behavior, and psychologists attempt to understand the underlying dimensions of emotions, behavior, and thoughts that differ from one individual to another and evolve from childhood (Derryberry, Reed, &

Pilkenton-Taylor, 2003). Rothbart and Bates (2006) noted that children exhibit temperamental changes in positive emotions and negative emotions in their first year of life and display pleasures with interest and attention. As children, people develop coping mechanisms that stem from birth into childhood and follow them through adolescence into adulthood (Derryberry et al., 2003). According to Derry et al. (2003), temperament is a coping mechanism that allows individuals to react in stressful situations where fear or frustration cause vulnerability to someone's thought process in turbulent times. An example of turbulent times in American history is in Doris Kearns Goodwin's (2018) *Leadership in Turbulent Times,* in which she investigated four exemplary presidents from American history and explained how temperament allowed each of them to thrive during a turbulent time of their presidency.

Conversely, Goodwin (2018), in *Leadership in Turbulent Times,* disclosed that in his classic study of presidential leadership, temperament is the great separator in leading the nation. Therefore, as Goodwin elaborated,

> President James Buchanan was temperamentally unfit to respond to the intensifying crisis over slavery that would confront Abraham Lincoln. President William McKinley encountered the same tumultuous era as Theodore Roosevelt but failed to grasp the hidden dangers in the wake of the Industrial Revolution. (p. xiv)

Furthermore, President Abraham Lincoln's beliefs and moral courage offset the intense ambition that allowed him to overcome depression with charisma and storytelling gifts. President Lincoln's temperament "was stamped with melancholy be devoid of pessimism and brightened by wit" (Goodwin, 2018, p. 213). President Theodore Roosevelt's story

of his leadership temperament allowed his presence to be displayed among all Americans with dignity and pride. President Roosevelt's combative spirit was perfect for mobilizing the nation and for engaging with greedy monopolies to include the imbalances of the Industrial Age in America. Both presidents displayed their personal temperament that allowed the United States to overcome those challenges during their presidencies with their leadership and moral courage (Goodwin, 2018). Another essential point on which both presidents displayed leadership qualities and understood that "personal standards depend on environmental inputs, temperament appears to play essential roles in when engaging decision" (Derry et al. 2003, p. 1060) during a turbulent time to create change in the United States was during their tenures.

Goodwin (2018) wrote of a turbulent time for President Lyndon B. Johnson, who displayed formidable leadership the day after President Kennedy's burial, as being greatly influenced by his temperament:

> [President] Johnson's gargantuan ambition, driving temperament, and unique legislative experience all converged to make the most of this rare moment of opportunity. To this day, the lightning pace of the 1965 congressional session, the quality and quantity of the landmark laws it would produce, glazes the mind. Moreover, without question, the generator at the core of this high-speed process was Lyndon Johnson. (p. 327)

President Johnson's leadership behavior displayed another leadership element to heal the United States during his presidency after President Kennedy's death. According to DeYoung, Quilty, and Peterson (2007), adults' tendencies in driving temperament are more persuasive and direct and thus become more vital in compelling leaders.

Historically, personal temperament in leadership assists in directing an individual's behavior in developing leadership skills. A leader's temperament and personality can include reliability, trust of people, emotional stability, and intelligence, as Hutchinson (2010) reported. Overall, Hutchinson theorized that individuals with strong personalities could help leaders develop specific leadership attributes that help them achieve approval among followers.

Goodwin (2018) discovered the leadership behaviors that all four presidents displayed during their presidency in personal temperament were a deciding factor in overcoming the odds in moving the United States through its turbulent times. She expressed that although all four presidents are set apart in backgrounds of how they were raised to include capabilities and temperament, these men all were passionate about overcoming hardships with authentic leadership.

Concern for the Collective Interest

Concern for the collective interest is a "view that refers to the interests of groups. The interests are attributes of the group and not of its individual members" (Beckman, 2017, p. 893). Also, concern for the collective interest is the collection of interests within a group of individuals, in the group's best interest and beyond individual interest (Beckman, 2017). For example, Goodwin (2018) in *Leadership in Turbulent Times* wrote about a time when President Lincoln expressed his concern for the collective interest to the United States:

> At the time of his great debates with Stephen Douglas, Lincoln invited his audiences on a communal storytelling journey so they might collectively understand the dilemma of slavery in a free country and, together, fashion a

> solution. At Gettysburg, he challenged the living to finish "the unfinished work" for which so many soldiers had given their lives—that "government of the people, by the people, for the people, shall not perish from the earth. (p. 368)

President Lincoln expressed concern for everyone in the nation and not just for a political party or an individual. As explained by Beckman (2017), "By focusing on the collective interests of the members of a nation, rather than the interests of each individual taken separately, it is clear that the consequences of democratic institutions are substantial" (p. 894).

Goodwin (2018) gave another example of President Johnson having deep convictions and concerns for civil rights in America as civil rights leaders' frustration mounted and tensions in the streets escalated. President Johnson met with church groups, civil rights leaders, union leaders, liberal groups, and business council representatives to show an interest in liberty for all with his compassion for others. According to Beckman (2017), "Collective interests are important exactly because they share with others. Perhaps the importance of democracy to a single individual is not sufficient to justify duties in others to secure a moral right to democracy" (p. 894). Christiano (2011) argued in defense of a human right to democracy that is built on the positive influence of democratic traditions on citizens' vital interests.

President Franklin Roosevelt "spoke about the people for a resurgence of the strength within democracy" as another point of concern in all Americans' interest (Goodwin, 2018, p. 279). Beckman (2017) stated that "democracy is a collective enterprise in the sense that participation by others is needed for its realization, though not in the sense that the enjoyment of participation must be shared with others" (p. 892).

Goodwin (2018) shared President Franklin Roosevelt's concern with the collective interest when nine out of 10 American farmers had no electricity: "President Roosevelt's creation of the Tennessee Valley Authority in 1933 and the Rural Electrification Administration in 1935; the New Deal had brought electricity to millions of farm families" (Goodwin, 2018, p. 91). Another example of a collective interest concern was when President Roosevelt expressed the coal supply's failure and how it would hamper the nation's coal usage for power and heat. He brought together union representatives and corporate leaders to discuss their differences, and he spoke for the general public (Goodwin, 2018).

Goodwin (2018) discovered that all four presidents had a great concern for the collective interest during their presidency. President Lincoln summoned a specific Session of Congress to handle the American Civil War outbreak that presented significant security concerns to all Americans. President Theodore Roosevelt's concern for the collective "having chanced to lead the nation at a time when his dragon-slaying, trust-busting, crisis-management leadership style found an answering chord in the public" (p. 353). President Franklin Roosevelt's New Deal presented an agenda for unemployment insurance, age pension, and collective bargaining for all citizens' common good. Finally, for President Johnson, an example of collective interest was displayed when he focused on civil rights. All four presidents displayed a concern for this nation during their presidency with resilience and moral purpose for all Americans.

Resilience

> According to Herman et al. (2011),
>
> [Resilience is] a positive adaptation, or ability to maintain or regain mental health, despite experiencing adversity. Definitions have evolved as scientific knowledge has increased. Resilience is studied by researchers from diverse disciplines, including psychology, psychiatry, sociology, and more recently, biological disciplines, including genetics, epigenetics, endocrinology, and neuroscience. However, no consensus on an operational definition exists. The central question is how some girls, boys, women, and men withstand adversity without developing negative physical or mental health outcomes. (p. 256)

Goodwin (2018) wrote in *Leadership in Turbulent Times* about four exemplary presidents who applied resilience during their presidency to overcome challenges and prevail in addressing a turbulent time with the American people. Goodwin stated that "scholars who have studied the development of leaders have situation resilience ambition in the face of frustration, at the heart of potential leadership growth" (p. xiii).

Goodwin (2018) wrote that President Lincoln made it clear that failure did not intimidate him because he had been defeated five or six times in political office. He would use his defeats and uncertainty; along with an ambition resilience is a personal trait that he displayed as the president. President Lincoln stated, "So, along with the uncertainty of whether his ambition would be realized was the promise of resilience" (p. 13). According to Herman et al. (2011), personal traits are associated with resilience, including self-efficacy, self-esteem, emotional regulation, positive emotion, coping, optimism, resourcefulness, and adaptability. Goodwin (2018) reported that President

Franklin Roosevelt showed signs of resilience in a time of national turbulence by displaying cheer and powerful shoulders that made it possible for the American people to trust him and identify with his resilience, which provided hope.

On the other hand, President Johnson felt his resilience had depleted, and he could not endure another 4 years in office. Goodwin (2018) stated, "Yet, beyond these political and personal reasons, Johnson's eyes were fixed on the verdict of history. By renouncing his candidacy, he sought to address seemingly intractable problems from above the fray. Perhaps, then, without the taint of self-serving motives" (p. 343). According to Herman et al. (2011), resilience can negatively impact one's self-esteem:

> Findings from a recent explosion of research in biological and genetic factors in resilience indicate that harsh early environments can affect developing brain structure, function, and neurobiological systems. Changes may occur in brain size, neural networks, the sensitivity of receptors, and the synthesis and reuptake of neurotransmitters. These physical changes in the brain can substantially exacerbate or reduce vulnerability to future psychopathology. Brain changes and other biological processes can affect the capacity to moderate negative emotions, and thereby affect resilience to adversities. (p. 260)

Even though President Johnson had some personal setbacks, he continually displayed resiliency during his tenure as president. He was driven by the idea that if "he could get up earlier and meet more people and stay up later than anybody else," victory would be his (Goodwin, 2018, p. 182).

In summary, resilience has factors that are dynamic in the development of oneself with moral purpose. Herman et al. (2011) believed that "researchers must also consider

how operational definitions of resilience influence conceptualization of analytic variables and interpretation of findings across populations defined differently, for example, by gender, socioeconomic status, ethnicity, and culture" (p. 262).

Moral Purpose

A moral purpose attribute is a powerful commitment to common moral characteristics and psychological traits (Colby & Damon, 1992). Moral beliefs that have been developing throughout one's life become intuitive and, in some cases, cause a person to act instinctively rather than reasonably (Shweder & Haidt, 1993). Mariano and Damon (2008) explained that moral purpose is real and should be beyond the self-morality in itself; it is referred to as an individual—what shall they do, what shall they become in the future, and what they shall attain in the end—which is ahead of being selfless. Goodwin (2018) examined four exemplary presidents with a moral purpose to lead the nation during their presidency. She discovered that moral purpose was a key factor that allowed these presidents to establish themselves with the U.S. citizens during their presidency. Goodwin found that President Lincoln's moral purpose was prompted by his strong motives to lead with "moral purpose to set an inspirational charge that characterizes transformational leadership" (p. 236).

Goodwin (2018) stated that President Lincoln displayed his purpose: "It was through the language of his leadership that a moral purpose and meaning was imprinted upon the protracted misery of the Civil War" (p. 242). Further, purpose generates motivation for behavior, particularly for achieving a person's greatest desire. The required elements of one's intent incorporate the motivation and intention to act concretely (Bronk, 2011). Goodwin (2018) expressed the idea that President Lincoln's

motivation and ultimate goal to abolish slavery were instilled as "the constitutional protection of slavery and the moral abomination of slavery" (p. 215). His timing of the proclamation was primarily a consequence of his choice and his determination.

President Lincoln never forgot that leadership is about listening to the people with passion, ambition, humor, kindness, humility, and empathy, which is a starting point for any leader. He believed that those qualities enriched leaders with a moral compass to guide people with a purpose (Goodwin, 2018). President Roosevelt, during the banking crisis, provided moral purpose to solve the national crisis with specific policies. He presented to the American people a partnership between farming, industry, government, and transportation in a new collaboration for a moral purpose that was revolutionary (Goodwin, 2018).

Goodwin (2018) explained all four exemplary presidents' moral purpose during their presidency with her insights from her memoirs. She described how moral purpose allowed them to lead the nation at a turbulent time during their presidencies. She summarized it this way: influential leaders take radical steps that others would not take**,** thus changing the basis of policies previously written, and moral purpose is a critical and often unseen element of a transformational leader.

U.S. Army First Sergeants' Military Position

A U.S. Army 1SG is the senior ranking noncommissioned officer (SNCO) of a company-size unit that is between 75 soldiers and 300 soldiers and who serves as a senior enlisted advisor to a troop, battery, or company commander (Department of the Army [DA], 2014b). The 1SG is the most experienced soldier in the company with an average of more than 16 years in the Army (DA, 2014b). An 1SG enforces company policies and

military standards, warfare training objectives, morale, health, conduct, operational performance, and all administrative functions for their unit and their families. In addition, a 1SG gives advice and initiates recommendations to company commanders and staff regarding enlisted soldiers. They also provide essential input dealing with company operations; commanders utilize their 1SG throughout the company to extend a commander's guidance and influence, to assist during turbulent times, and to be in charge of the overall discipline and welfare of a company (U.S. Army, 2019a).

A 1SG, a SNCO, is a crucial enabler who enforces discipline and standards and develops their troops as they create teams. They are trained to manage during turbulent times with mission orders and to decide the best approach to accomplish their commander's vision. They gather external and internal information available within all levels of hierarchy commands to increase firepower distribution in and out of combat operations. Therefore, noncommissioned officers (NCOs) are required to be secure in exercising the initiative to make decisions and perform as transformational leaders with their seasoned military experiences (U.S. Army, 2019a). Furthermore,

> noncommissioned officers are the backbone of the Army and are responsible for maintaining Army standards and discipline. NCOs are critical to training, educating, and developing individuals, crews, and small teams. NCOs are accountable for the care of their Soldiers and setting examples for them. (U.S. Army, 2019a, p. 1-20)

A 1SG, a transformational leader, is an appointed position of leadership through selection criteria that only the most capable SNCOs are ever appointed to take care of soldiers during their tenure. A 1SG, a SNCO, is the enforcer of military discipline and standards

to all soldiers within a company to succeed and execute the highest leadership practices within their unit. The Army, based on the challenges faced in a multifaceted and challenging complex environment, requires training and education to be effective at all levels of an organization (U.S. Army, 2019a).

The Center for Army Leadership Annual Survey of Army Leadership (CASAL, 2016) conducted an annual leadership survey within Army leadership to obtain feedback and perceptions about U. S. Army leaders, leadership practices, and development. According to CASAL (2016), "Results for leader effectiveness in building effective teams, which is a component of the Develops Others competency, has increased from a low of 61% effective in 2011 to the current level of 69% in 2016 and building cohesive teams" through leadership is critical for unit's combat readiness. (p. 18)

A 1SG is vital in protecting the soldiers within their chain of responsibility. Team building is an essential part of deploying soldiers into combat and achieving mission accomplishment, and taking care of their soldiers is the cornerstone of their responsibilities. For example,

> teams, like individuals, have different personalities. As with individuals, the leaders' job is not to make teams that are clones of one another but to make the best use of the team's particular talents, maximize the unit climate's potential, and motivate aggressive execution. (U.S. Army, 2004, p. 95)

According to CASAL (2016), "Leaders' commitment to their teams and immediate workgroups remains very strong. The occurrence of discretionary behaviors by leaders to help and support one another in completing missions is high, and most leaders report positive levels of engagement" (p. xiv). Therefore, the researcher's investigation led to a

leadership position in the U.S. Army that provides the ultimate training development, discipline, morale, and welfare of their soldiers through military experience while being the organization's backbone as they lead by example with competencies as transformational leaders.

U.S. Army First Sergeants' Leadership Development

A 1SG's leadership development in the U.S. Army is complex and critical during their leadership development throughout the military career, and they never stop growing because of the complexities of managing soldiers in and out of combat operations. A 1SG is the pillar of leadership in a company and is responsible for ensuring that the soldiers in their company get the education, training, and experience needed to lead others when they are in charge. They do this by enrolling soldiers in institutional education and internal and external warfare training to include empowering their own leadership experiences that they have obtained through self-development and NCO training courses.

The foundation of leadership for a 1SG's development is in Army doctrine publication (ADP) 6-22, "Leader Development begins with education, training, and experience, and requires understanding about what the Army leaders do and why" (U.S. Army, 2019a, p. 1-13). A 1SG's development begins with formal military institutional education known as Non-Commissioned Officer Educational Systems (NCOES). These courses are known as Distributed Leaders Courses (DLC), and the goal is to get NCOs ready to train and lead troops who fight and work under their supervision and support their leaders of the next higher position in rank. Furthermore, NCOES presents other NCO's progressive transactional and transformational leadership training to include

tactical and technical exercises applicable to the obligations and requirements of missions as they operate throughout military operations. The training NCO receives a project related to encourage skills and understanding, attitudes, and experience required. The following is the DLC institutional educational career path:

- DLC I Required for Basic Leaders Course (BLC).
- DLC II Required for Advanced Leaders Course (ALC).
- DLC III Required for Senior Leaders Course (SLC).
- DLC IV Required for Master Leaders Course (MLC).
- First Sergeant Course (U.S. Army, 2020, TC7-22.7)

In addition to the formal institutional courses, a 1SG must also learn through NCO Professional Development Programs (NCODP) throughout their military career to include participation and design of these programs to provide the ultimate leadership growth to all of their soldiers.

NCO Professional Development Programs (NCODP)

According to the U.S. Army (2020),

> Unit professional development programs reinforce knowledge essential for leaders' development. NCOPDP sessions are tailored to unique unit requirements and support the commander's leadership training and leadership development program. NCOPDP consists of training, programs, formal and informal, one-on-one groups involving coaching and instruction, and will be fully integrated into the unit's overall training program. NCO development is achieved through a progressive sequence of local and Army level education, unit and individual training, and assignments of increasing scope and responsibility. (p. 4-4)

A 1SG military educational growth covers many aspects of self-development and initiative related to how to be the best soldier possible to lead their soldiers in and out of combat operations as 1SG attributes and competencies are the pillars of their leadership.

Three Components of Leadership

This leadership's foundation, known as the Army leadership model (LRM), reinforces expectations of leader development for personal supervision methods to include themselves and all the soldiers in their organization (U.S. Army, 2020). The LRM components are the center of what a leader must be in the Army and at the core of a NCO to lead their soldiers. The components are attributes (be and know) and competencies (do). In the words of the U.S. Army (2020),

> A leader's character, presence, and intellect enable them to apply the core leader competencies and enhance their proficiency. Leaders who gain expertise through operational assignments, institutional learning, and self-development will be versatile enough to adapt to most situations and grow into greater responsibilities. (p. 3-2)

According to the U.S. Army (2004), the three levels of core leadership attributes and competencies come in three powerful words (be, know, do), tangibles, and intangibles of leadership quality.

Be. The first component of leadership is "Be," which is that leadership originates at the pinnacle with the leader's character. To lead others, one must be the person who has their character in check first, which is critically important. An Army leader should start with "Be" with attributes and values that mold a leader's character. Kouzes and Posner (2002) studied people in government and business by the thousands by asking

open-ended questions about personal traits and characteristics and finding what employees admire and look up to in their leaders. They discovered, over 2 decades worldwide, that people want honest, competent, forward-looking, and inspiring leaders (U.S. Army, 2004). Kouzes and Posner (2002) quoted David Pottruck, president and co-CEO of Charles Schwab, "Virtually everyone I've ever met wanted to work with people of impeccable character" (p. 10). In the Army, the "Be" component follows the direct meaning of a leader's character (U.S. Army 2019a): "Be: Physically fit and mentally tough, role model, candid, competent, courageous, and committed tactically and technically proficient" (p. 1-15).

Know. The second component of leadership is the "Know," because "the American soldier demands professional competence in his leaders," which General Omar Bradley said, and "this is not true only in the Army but everywhere in the public, private, and non-profit sectors" (U.S. Army, 2004, p. 10). According to General Bradley, the "quickest way to lose trust from soldiers is not to be competent in one's skill as a professional leader" (U.S. Army, 2004, p. 10). According to U.S. Army (2004), leaders demonstrate their character through their behavior, and their key responsibility is to teach their soldiers the Army values. The Army values are honor, duty, loyalty, respect, personal courage, integrity, and selfless service to their soldiers and the leaders to guide them during their military service. If they talk the talk, they must know how to demonstrate that they are the leader they represent. The Army "Know" component of a leader's character is defined as follows in ADP 6-22 "Know: mental agility, judgement, innovation, interpersonal tact and expertise" (U.S. Army, 2019a, p. 1-15).

Do. The third component of leadership, the "Do," underlies everything a leader does to lead. They bring together everything they know and believe to provide, direction, motivation, and purpose. Gal (1987) argued that dedication is a crucial concept in Armed Forces motivation rather than the previous importance on conformity via subservience. Therefore, according to Hackett (1979), with the former emphasis on conformity, "the will to fight may be lacking and a lack of commitment to the point of death creates the military's unlimited liability clause" (p. 101).

According to the U.S. Army (2004), "Leaders in the Army and civilian organizations alike work to influence people, operate to accomplish the mission, and act to improve organization; they solve problems, overcome obstacles, strengthen teamwork, achieve objectives, and they use leadership to produce results" (p. 12). The Army "Do" component of the leader's character is defined in ADP 6-22: "Do: What is right morally and ethically, "prepares self, create a positive environment, develops others, stewards the profession" (U.S. Army, 2019a, p. 1-15).

Figure 6 displays the complex leadership development of an NCO throughout their military career: Be, know, and do in the LRM includes the attributes and competencies that affect how an individual thinks, learns, behaves, and understands in certain circumstances.

A 1SG has a great responsibility for the soldiers and their company commander to instill the LRM throughout their company. The responsibility is to provide leadership purpose, direction, and motivation to leaders and subordinates through their experience, training, and institutional education. They have extensive experience in and out of combat, and they are selected based on technical and tactical skills to lead their soldiers

and provide guidance to the company commander (U.S. Army, 2020). They must exhibit leadership attributes and competencies throughout their military careers and exemplify competence and be educationally sound to represent all NCOs in their organizations. Finally, for a 1SG, the ultimate obligation is to live by the NCO Creed and to hold the NCO Creed accountable to all NCOs in their company (U.S. Army, 2020).

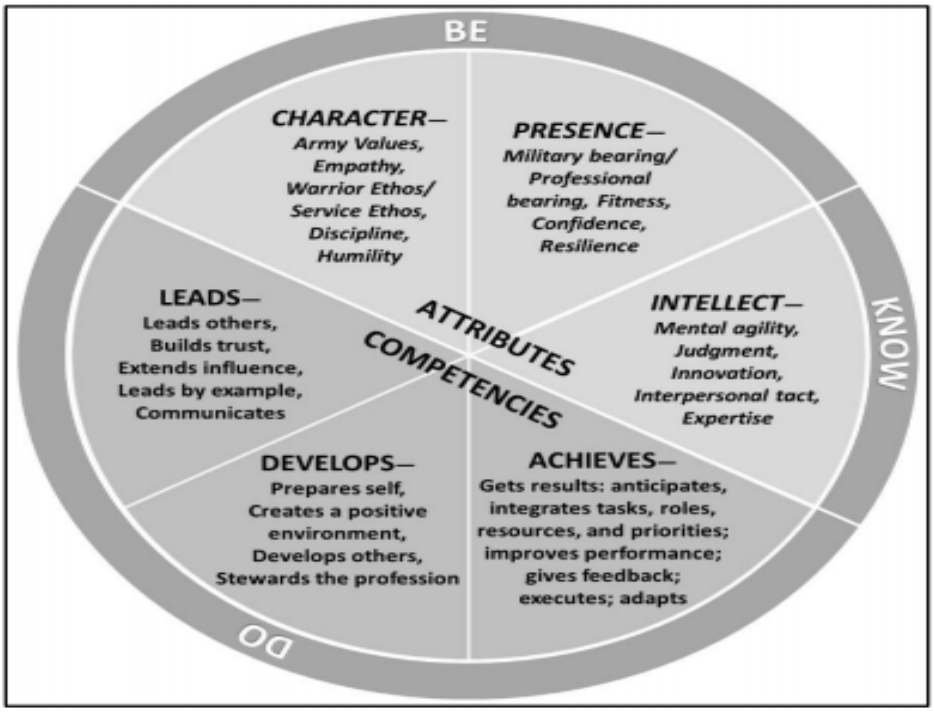

Figure 6. Be, know, do leadership requirement model. *Note.* The LRM displays the attributes and competencies that a leader in the Army must instill in their leadership foundation to lead soldiers. From *TC 7-22.7, The Noncommissioned Officer Guide*, by U.S. Army, 2020 (Washington, DC: Government Printing Office).

NCO Creed

The NCO Creed is a document applied by soldiers in the Army to instruct enlisted leaders on their authority and responsibilities; it serves as a code of conduct. Every trooper has a sergeant, and every trooper justifies a leader is trustworthy and a capable trainer. The sergeant is genuinely concerned for their troopers' welfare and health and

grooms them to be the leaders for tomorrow. The Army expects its leaders to live by the NCO Creed and those obligations appointed to them by their superiors (U.S. Army, 2020).

The NCO Creed is a statement of self-reflection reminding the NCO of what they need to be. According to former Sergeant Major of the Army Jack L. Tilley,

> Noncommissioned officers are the backbone of the Army and the reason our Army is the best trained, most professional, and most respected in the world. First-line supervisors execute day-to-day operations with precision whenever and wherever duty calls. Living, implementing, and teaching the NCO Creed in duties will further instill and develop those critical leadership skills that our Army and our Nation require and desire as we train Soldiers and grow leaders. (U.S. Army, 2015b)

The following statement is the NCO Creed as written in the NCO leadership courses throughout all military organizations. It contains the tools needed by an NCO to be a leader of soldiers.

The NCO Creed

> No one is more professional than I. I am a Noncommissioned Officer, a leader of soldiers. As a Noncommissioned Officer, I realize that I am a member of a time honored corps, which is known as “The Backbone of the Army”. I am proud of the Corps of the Noncommissioned Officer and will at all times conduct myself so as to bring credit upon the Corps, the Military Service and my country regardless of the situation in which I find myself. I will not use my grade or position to attain pleasure, profit or personal safety.

> Competence is my watchword. My two basic responsibilities will always be uppermost in my mind—accomplishment of my mission and the welfare of my soldiers. I will strive to remain technically and tactically proficient. I am aware of my role as a Noncommissioned Officer. I will fulfill my responsibilities inherent in that role. All soldiers are entitled to outstanding leadership; I will provide that leadership. I know my soldiers and I will always place their needs above my own. I will be fair and impartial when recommending both reward and punishment.
>
> Officers of my unit will have maximum time to accomplish their duties; they will not have to accomplish mine. I will earn their respect and confidence as well as that of my soldiers. I will be loyal to those whom I serve; seniors, peers, and subordinates alike. I will exercise initiative moral courage. I will not forget, nor will I allow my comrades to forget we are professionals, Noncommissioned Officers, leaders!

A 1SG is built on the NCO Creed, institutional education, training, and experience. Their leadership foundation in the LRM three components (be, know, do) with attributes, competencies, and behaviors is always displayed in front of their soldiers. They are responsible for leadership development of their soldiers and, at all costs, must protect the welfare of each soldier and officer within their scope of responsibility.

U.S. Army First Sergeants' Leadership Attributes and Behaviors

For a 1SG, Army values are an essential part of being the SNCO in their organization, and as the leader, they must possess key personal characteristics or attributes to maintain discipline within themselves and their soldiers for whom they are

responsible. The Army Values and character enhancement include a comprehensive knowledge of attributes and competencies within a Leadership Requirements Model that requires problem-solving and crucial thinking skills (U.S. Army, 2020).

The following are 1SG attributes to lead their organization that apply for this study. The attributes are personal temperament, concern for the collective interest, resilience, and moral purpose (Goodwin, 2018).

U.S. Army First Sergeants' Personal Temperament

The 1SG is the senior enlisted consultant to the troop, company, or battery-level commander. They align their temperament with the Army Values with moral strength, and moral ethics is a role model for soldiers to emulate. Army Values, combined with moral ethics, are the institution of their profession that instills honor to every soldier in the Army. They develop richer personal values, family bonds, a more significant work ethic, and high integrity and Army Values (U.S. Army, 2020). Army Values are critical to the Army; they make up the set of values that determines whether every soldier will be used as a weapon of war to support a turbulent time or to serve as a principle to guide soldiers in their moral obligation to one another (U.S. Army, 2004). According to U.S. Army (2004), "Our values are the principles that help guide our behavior, and our values reflect the core of our identity and lead us to obtain our goals" (p. 26). Equally important,

> Goals complement temperament in that they provide directionality and flexibility. That is, individuals may adopt goals of the same valence as their underlying temperaments, affording more precise guidance for action, but they may also

> adopt goals of the opposite valence as their temperaments, overriding initial inclinations and redirecting behavior. (Elliot & Thrash, 2010, p. 868)

A 1SG's temperament is driven by the approach to do the right thing as a personal obligation to themselves and others around them. Even though temperament is constitutionally entrenched, it is also believed to be inspired by development and, to some extent, experience (Henderson & Wachs, 2007; Rothbart & Bates, 1998). According to U.S. Army (2004), "Mature leaders spend their energy on self-improvement: immature leaders spend their energy denying there's anything wrong. Mature, are less defensive leaders benefit from constructive criticism in ways that immature people cannot" (p. 38). Therefore, Army Value of character allows soldiers to ascertain what is right and what they need to excel as a leader. Kouzes and Posner (2002) revealed that exemplary leaders "model the way" for others to follow.

In addition to Army Values, a 1SG has another set of principles known as the Warrior Ethos. Warrior Ethos is a rule every soldier understands and lives by. In a larger lens, the Warrior Ethos guides a path of life as it pertains to their professional and individual lives. The Warrior Ethos defines who soldiers are and whom they aim to become. The Army has instilled the Warrior Ethos in all soldiers by training, living, and fighting, and a 1SG will always enforce a Warrior Ethos mentality to subordinates, officers, and peers within the company. Warrior Ethos is the spirit to dominate critical assets and terrain, resolutely end conflicts, and fight in close combat, and because soldiers are fierce, to be successful in missions of fighting wars and with the peace of other nations (U.S. Army, 2019a). Every soldier is required to live by the Warrior Ethos in the U.S. Army:

- I will always place the mission first
- I will never accept defeat.
- I will never quit.
- I will never forget a fallen comrade.

According to U.S. Army (2020), the Army ethos is compelling obligations, and the highest-ranking Army NCOs stated the following about the Army ethos:

> Being an [Army professional] means a total embodiment of the Warrior Ethos and the Army Ethics. Our Soldiers need uncompromising and unwavering leaders. We cannot expect our Soldiers to live by an ethic when their leaders and mentors are not upholding the standard. These values form the framework of our profession and are nonnegotiable. (14th SMA Raymond F. Chandler, III)

In summary, a 1SG personal temperament is many layers of Army education, tradition, and experiences. They embody the Army Values, Warrior Ethos, and Army ethics into their everyday lives for themselves and their soldiers to follow. The Army Values tell a 1SG what a leader must be, the Warrior Ethos is the framework of their profession, and the Army ethics is critical in making ethical decisions, conduct, and humane treatment of themselves and others in a combat environment. Consequently, these three principles allow 1SGs and soldiers to place the mission first as their duty to the United States. A 1SG personal temperament is rooted deep in Army tradition and instills those principles in all their soldiers' future to include Army standards to be the top NCO in their organization (U.S. Army, 2020).

U.S. Army First Sergeants' Concern for the Collective Interest

A 1SG's concern for collective interest starts with living the Army ethic, which is a "set of moral principles, values, beliefs, and laws that guide the Army profession and create a culture of trust essential to the Army professionals in the conduct of missions, performance of duty and all aspects of life" (U.S. Army, 2019a, p. 1-6). The Army ethic is composed of five characteristics that establish the Army profession. The five characteristics are honorable service, trust, stewardship, military expertise, and esprit de corps. A 1SG ensures that all of the soldiers and the company's officers actively participate in the Army ethics and create an environment of continual education of all five characteristics. The Army ethic is the foundation of the Army's collective professional identity of Army professionals that are trustworthy. This identity articulates how Army professionals perceive their profession and why they serve the country with family and a lot of love to preserve the peace, and defend the United States of America. It is essential that within the Army Values that a core of its values is the Army ethic (U.S. Army, 2019a). Figure 7 shows the Army ethic foundation that displays the organization's collective interest throughout the Army.

A 1SG's ongoing mission is to uphold the Army's standards with all the personnel in the company. The leadership growth within the Army ethic is another tool for a 1SG to use to maintain discipline and express to their soldiers that there is a greater good to this nation (U.S. Army, 2019a).

Foundations of the Army Ethic		
Applicable to:	***Legal Motivation of Compliance***	***Moral Motivation of Aspiration***
Army profession *Trust* *Honorable service* *Military expertise* *Stewardship* *Esprit de corps*	United States Constitution United States Code Uniform Code of Military Justice Executive Orders Treaties, Law of Land Warfare	Declaration of Independence Universal Declaration of Human Rights Just War Tradition (Jus ad Bellum) Army culture of trust Professional organizational climate
Trusted Army professionals *Honorable servants* *Army experts* *Stewards*	Oaths of Service Standards of conduct Directives and policies The Soldier's Rules Rules of engagement	Natural moral reason – Golden Rule Army Values Soldier's and Army Civilian Corps creeds Justice in War (Jus in Bello)
The *Army ethic*, our professional ethic, is the set of enduring moral principles, values, beliefs, and applicable laws embedded within the Army c*ulture of trust* that motivates and guides the Army profession and *trusted Army professionals* in conduct of the mission, performance of duty, and all aspects of life.		

Figure 7. Foundations of the Army ethic. From *Field Manual 6-22: Army Leadership*, by U.S. Army, 2019, p. 1-7 (Washington, DC: U.S. Government Printing Office; https://talent.army.mil/wp-content/uploads/2020/11/ARN20039_ADP-6-22-C1-FINAL-WEB.pdf).

Overall, the Army ethic leads institutional policy and practices to support the ethical design and function of land power under civilian authority of the American citizens. Therefore, a 1SG understands the commitment they made to be a 1SG and understands that in the Army profession, all soldiers need to be involved in a collective effort to support the Army. A 1SG reinforces the Army ethic to contribute to their soldiers' collective interest to be ethical and strive for excellence in their day-to-day service to the nation (U.S. Army, 2019a).

U.S. Army First Sergeants' Resilience

A 1SG develops resilience through lifelong learning in education and experiences that arise from their military service during both peace and wartime. According to Ayyub (2014), "In psychology, resilience is an individual's tendency to cope with stress and adversity" (p. 340). Resilience can help reduce devastating reactions to stress and

inspire people to face danger regardless of their life (Hannah, 2012). Boermans, Delahaij, Korteling, and Euwema (2012) defined the resiliency in the Armed Forces as "the ability to maintain optimal performance during acute situations, positively recover afterward, and sustain combat motivation while meeting operational demands" (p. 315). According to Boermans et al. (2012), the military could cultivate resilience in its units by organizing interventions that reinforce environmental resources and internal capabilities.

A source for military resources is the Army Continuing Education System (ACES), which provides training through lifelong learning growth. Resilience training that a 1SG utilizes for its company is Master Resiliency Training (MRT). Reivich, Seligman, and McBride (2011) portrayed the program as a 10-day MRT course. The University of Pennsylvania's Positive Psychology Center created the groundwork component of MRT. Researchers in the middle, led by Seligman, earlier developed the Penn Resilience Program (PRP). That curriculum was successful in preventing anxiety and depression in young adults. According to Reivich et al., PRP skills can apply to an adult military population. Because of the continuing combat operations in Afghanistan and Iraq, Army leadership acknowledged empirical evidence endorsing MRT. The MRT course is a "train-the-trainer" for enlisted leaders who disseminate MRT courses prevalent throughout the Army with concentrated training (Reivich et al., 2011).

MRT provides hands-on training to cope with adversity during a turbulent time of a soldier. MRT teaches and coaches for stressful situations and a wide range of operational demands that a soldier may encounter in and out of combat operations. MRT accentuates social, physical, family, spiritual, and emotional fitness so that soldiers may thrive when conditions are placed on them that are out of their control (U.S. Army,

2020). 1SGs are vital in ensuring that all of their soldiers are enrolled in MRT, and 1SGs are a major proponent of developing their company to withstand adversity during turbulent times.

U.S. Army First Sergeants' Moral Purpose

The 1SG is the company's mover and shaker; he enforces and directs its movement and employment (U.S. Army, 2010). A 1SG provides direction with a moral purpose to guide their soldiers within their organization to enhance mission accomplishment. The Army encompasses the persevering moral standards, laws, and beliefs that manage the Army professionals in their conduct and all aspects of life. Hartman, Forsen, Wallace, and Neely (2002) described leaders as individuals who make decisions based on the individual leader's understanding of what constitutes goodwill while demonstrating that leaders, regardless of the consequences, base their decisions on strong ethical and moral standards. The U.S. Army desires leaders with exemplary values, ethics, and moral purpose to guide the organization (Hartman et al., 2002). The 1SG continually displays moral courage grounded on principles, convictions, and Army Values and insists that all company leaders resolve to be morally correct, whatever the outcomes are even though they may be negative. Because moral courage expresses candor and sincerity with moral character, according to the U.S. Army (2012), an ideal leader projects "moral courage is the willingness to stand firm on values, principles, and convictions. It enables all leaders to stand up for what they believe is right, regardless of the consequences" (p. 3-3). Goodwin (2018) stated that

> American philosopher William James wrote of the mysterious formation of identity, "that the best way to define a man's character would be to seek out the

particular mental or moral attitude in which, when it came upon him, he felt most deeply and intensely alive and active." (p. 10)

The 1SG is a leader of troops and leads with a moral obligation to their subordinates, increasing their Army professional skills through daily operations and critically essential combat operations. In the end, "soldiers and Army civilians are bound by a common moral purpose to support and defend the people and Constitution of the United States" (U.S. Army 2019a, p. 1-7).

Gaps in the Research

According to Reivich et al. (2011), military leaders need to understand crucial personal characteristics in combat operations' welfare. Consequently, the U.S. Army revealed several transformational leadership strategies used in public research adopted by the Army Doctrine Publications (ADRP) to assist the Army's senior leaders in making the best choices for their soldiers in a turbulent military environment (U.S. Army, 2019a). Many studies have examined how transformational leadership affects the military's mission today (Boies & Howell, 2009). The U.S. Army has adopted Bass's (1998) transformational leadership model and ADRP 6-22 leadership factors to train and develop SNCOs. Bass's transformational leadership model's recent use has increased transformational leadership in the army; however, there is currently no way to measure transformational leadership practices (Bass & Steidlmeier, 1999).

The U.S. Army must improve and adapt to leadership development programs to confirm that leadership positions can be performed in complex situations for combat operations (Lopez, 2011). Because of OEF's combat operations' complexity, the Army has determined that attributes and behaviors are expected at a high level from all leaders

and subordinates in the military to secure unit outcomes (U.S. Army, 2019a). According to Boylan (2017), the Army should address leadership doctrine, attributes, and behaviors that develop leadership programs to enhance leadership capabilities throughout all of the military leadership ranks in the future. Consequently, much research is still needed to understand how leaders can lead soldiers effectively by utilizing the four attributes of moral purpose, practicing concern for the collective interest, improving personal temperament, and cultivating resilience to lead soldiers during turbulent times in combat operations. According to the U.S. Army (2004),

> In entering this new era century, we have also entered an era of unprecedented change, one that is enormously challenging strategically. Though time-tested leadership practices remain viable, those practices will need to be competencies with new leader competencies that are relevant to the dynamic global environment in which the Army and the nation must prevail decisively. (p. xv)

Summary

The U.S. Army 1SG is a position of significant influence to all the soldiers in the organization. The 1SG has an average of 16 years in the Army and is selected by a panel of high ranking officials of an organization to be the disciplinarian in the development of future leaders to lead other soldiers. Given the importance of this position, they must technically and tactfully prepare soldiers for combat operations globally when asked by the United States to defend and protect the people's interests. Combat operations that the United States has been involved in over the last 20 years are in Afghanistan. Those combat operations are OEF and OFS. In this dissertation, the foundation is the Bass's transformational leadership factors of idealize influence, inspirational motivation,

intellectual stimulation, and individual consideration. U.S. Army leadership mirrors transformational leadership theory throughout a leader's development. The framework for this study is Doris Kearns Goodwin's (2018) *Leadership in Turbulent Times.* Goodwin presented four attributes that led four presidents to thrive during a turbulent time during their presidencies. Goodwin explored the four leadership attributes: personal temperament, concern for the collective interest, resilience, and moral purpose. The researcher explored the four attributes and explored how a U.S. Army 1SG applied those four attributes when leading more than 100 soldiers in OEF/OFS. A 1SG's leadership career is based on institutional education, training, and experience.

The leadership theories that occur during a 1SG's tenure are adaptive leadership, transactional leadership, and transformational leadership. However, military leadership has a complicated style and is applied in different scenarios during a 1SG's tenure. Studies that CASAL has conducted revealed that transformational military leadership lacks innovation in institutional educational doctrine at the military educational facilities. A 1SG has multieducational courses and training events that occur in their organization; however, to the increased deployments and military permanent changing stations (PCS), there is a lack of leadership schoolhouse training to prepare and develop soldiers for a turbulent time globally.

This dissertation contributes to the ongoing development of an Army 1SG's debate by synthesizing the transformational leadership factors, Goodwin's (2018) attributes and behaviors, and military education and training. The researcher explored how 1SGs applied all leadership factors to prepare them to lead and prepare themselves in taking care of soldiers in both peacetime and wartime.

Synthesis Matrix

The researcher established a synthesis matrix (Appendix A) to establish and arrange the study variables introduced in the literature. Chapter III presents the research design and study methodology and explains how the data were gathered, the procedures used, and gives a description of the study population and sample.

CHAPTER III: METHODOLOGY

> There's a lot of ways to take a lot of data, mangle what you're doing with it, not ask good questions, and get yourself in trouble. . . . People blame the data, when they should be asking better questions. (Nate Silver, 2012, as cited in Patton, 2015, p. 254)

This chapter outlines the method that was applied towards the discover and describe behaviors that retired U.S. Army First Sergeants (1SG) in the South Puget Sound area in Washington State used to lead their companies through turbulent times in Afghanistan combat operations during Operation Enduring Freedom (OEF) or Operation Freedom Sentinel (OFS). Specifically, the study examined how the leaders used the characteristics of personal temperament, concern for the collective interest, resilience, and moral purpose. The chapter starts with the purpose statement and the research questions. It continues with a discussion of the research design, population, sampling frame, and how the research sample was selected. The researcher as the instrument described data collection and examined artifacts for analysis. Lastly, there is a description of the limitations of the study and a summary of the methodology used. This chapter presents the necessary data of information to replicate this study in the future. According to Creswell (2014), the organization allows for another a person to recognize how the study adds to, expands, or replicates detailed research already completed.

Purpose Statement

The purpose of this phenomenological study was to discover and describe behaviors that retired U.S. Army 1SGs practiced to lead their companies through turbulent times using the leadership attributes of personal temperament, concern for the

collective interest, resilience, and moral purpose during their active duty service while deployed in combat operations in Afghanistan throughout OEF or OFS.

Research Questions

1. How did retired U.S. Army 1SGs lead their companies through turbulent times using their personal temperament during OEF or OFS while serving on active duty?
2. How did retired U.S. Army 1SGs lead their companies through turbulent times using their concern for the collective interest during OEF or OFS while serving on active duty?
3. How did retired U.S. Army 1SGs lead their companies through turbulent times using their moral purpose during OEF or OFS while serving on active duty?
4. How did retired U.S. Army 1SGs lead their companies through turbulent times using their resilience during OEF or OFS while serving on active duty?

Research Design

The researcher was a member of a thematic research team that included four people and was supervised by two faculty members. The other studies addressed how exemplary managers practiced to lead their organizations through the turbulent times of the COVID-19 crisis using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose; how Navy submarine commanders lead their command through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose; and how exemplary superintendents lead during turbulent times using the attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. The intent of this research study was to engage in qualitative research and the accompanying

qualitative data analysis in investigating leadership attributes and behaviors that retired U.S. Army First Sergeants used to lead their companies in turbulent times while deployed in Afghanistan during combat operations. It was determined that qualitative research was the appropriate design and the best fit for this study as the results are presented as a discussion of themes based on words and not statistics of their lived experiences during a turbulent time (Patten, 2012). Equally important, qualitative research tends to unfold participants' responses needed to investigate the study (Patten, 2012). According to Creswell (2013), qualitative study allows for the participants to be heard through their own words. A multifaceted explanation and analysis of the phenomenon and its impact to change literature are explored. Creswell (2014) defined interviews as unstructured and usually open-ended questions that are intended to elicit points of view and opinions from the participants of their lived experiences. Overall, these factors contributed to the thematic team using open-ended interview questions to obtain the first-person point of view for these studies.

A qualitative study originates with theories and the application of the theoretical framework for research problems by investigating the implication individuals or groups attribute to a personal or societal phenomenon within a particular population (Creswell, 2013). Also, in a qualitative study, a broad explanation for behavior and attitudes is investigated to support variables, theories, and research questions (Creswell, 2014). According to Creswell (2014), a researcher may position him or herself to avoid potential bias in a qualitative study by "clarification of researcher bias articulated in writing" (p. 211). Equally important, a qualitative study allows the researcher to gather data and process them into themes and then to categorize themes to contribute to the existing

literature. Further, Creswell explained that research begins with obtaining comprehensive data from participants and thereafter arranging the data into groupings or topics aligning them with personal experiences to contribute to the existing literature of the phenomena being studied. Creswell and Poth (2018) defined that a "qualitative researcher is the key instrument to collect data themselves through examining documents, observing behavior, and interviewing participants" (p. 43).

According to Patton (2015), a qualitative study does have challenges resulting from the interviewer's viewpoints and perspectives when conducting a qualitative study. One advantage of a qualitative study is that participants are grouped with similar backgrounds and characteristics for shared perspectives within the interviewer's inquiry. Patton expressed that an additional benefit of a qualitative study is shared meanings and perceptions that will provide data for the final findings of the study. Qualitative research design was also selected for this study because it allows the participants to bring their human experience into the study, making the study provide more meaning with a richer description of the phenomena being researched.

As reported by Patton (2015), "The advantages of qualitative portrayals of holistic settings and impacts are that greater attention can be given to nuance, setting, interdependencies, complexities, idiosyncrasies, and context" (p. 68). The holistic setting was important for this study because it provided insights into how attributes and behaviors were important components of how troops were led during a turbulent time. The challenge is "to seek the essence of the life of the observed, to sum up, to find a central unifying principle" (Bruyn, 1966, p. 316). The holistic setting of combat operations in Afghanistan is an environment that is not common to the ordinary person.

According to Creswell and Poth (2018), “Qualitative researchers try to develop a complex picture of the problem or issue under study. This involves reporting multiple perspectives, identifying the many factors involved in a situation, and generally sketching the larger picture that emerges” (p. 44). The importance of lived combat experiences is to have the participants remember past critical events that happened when they led troops in combat that could add to the literature of leading during a turbulent time. Adams and Van Manen (2008) found that “the phenomenological attitude keeps us reflectively attentive to the ways human beings live through experiences in the immediacy of the present that is only recoverable as an elusive past” (p. 616). Qualitative research in the phenomenological studies approach allows the participants to explore and describe their experiences to the researcher. This approach allowed retired U.S. Army 1SGs to recollect attributes and behaviors while leading troops through a turbulent time.

A phenomenological framework is a combination of psychology and philosophy in which the researcher describes the lived experiences of people about a particular phenomenon described by the contributors in a study (Patton, 2015). In addition, Patton (2015) expressed that the significance and foundation of the lived experiences for a phenomenological study are critical through shared experiences of both an individual and the shared meaning to be explored. The shared experiences will be examined through the collection of quotes to seek multiple perspectives and sources of data, including documents and artifacts to triangulate interviews (Patton, 2015).

Consequently, the collection of quotes from participants is interpreted following an open-ended, face-to-face interview that comes from human experience; the phenomenon is an advantage in data collection for this study (Patton, 2015). Patton

(2015) and Creswell (2013) found that the importance of conducting research through personal interaction to acquire the lived experiences would be the best possible method to do a phenomenological study. Hence, a phenomenological inquiry records real, lived experiences and perceptions of the participants to obtain knowledge through the examination for a research study (Patton, 2015). Additionally, Creswell (2013) described a phenomenological framework as individuals' lived experiences of a particular phenomenon that they have in common. Therefore, it was concluded that a qualitative phenomenological study would allow the researcher to gather real lived experiences of U.S. First Sergeants' applied leadership attributes and behaviors when leading soldiers during turbulent times.

The participants were 10 retired U.S. Army 1SGs interviewed for this study; their interviews were recorded, transcribed, and coded. Interviews were conducted through ZOOM video conferencing and recorded and saved to the Zoom cloud for transcription. The thematic team developed the interview questions and field-tested and revised them as needed. The transcriptions of the interviews were sent to the research participants to verify their accuracy. After accuracy was determined, the data were coded and triangulated with the collected transcripts and observation of the Zoom video conferencing software. Creswell (2014) defined coding as a process by which to create a description of the setting or people to categorize or establish themes for analysis to discover the lived experiences of those who were to be studied.

The study of common lived experiences in phenomenology is a research model that has been applied by psychologists and other social science scholars to obtain the human experiences of a phenomenon. Figure 8 describes Creswell and Poth's (2018)

research, which illustrates a step-by-step method to guide the researcher in obtaining the lived experience of the phenomena.

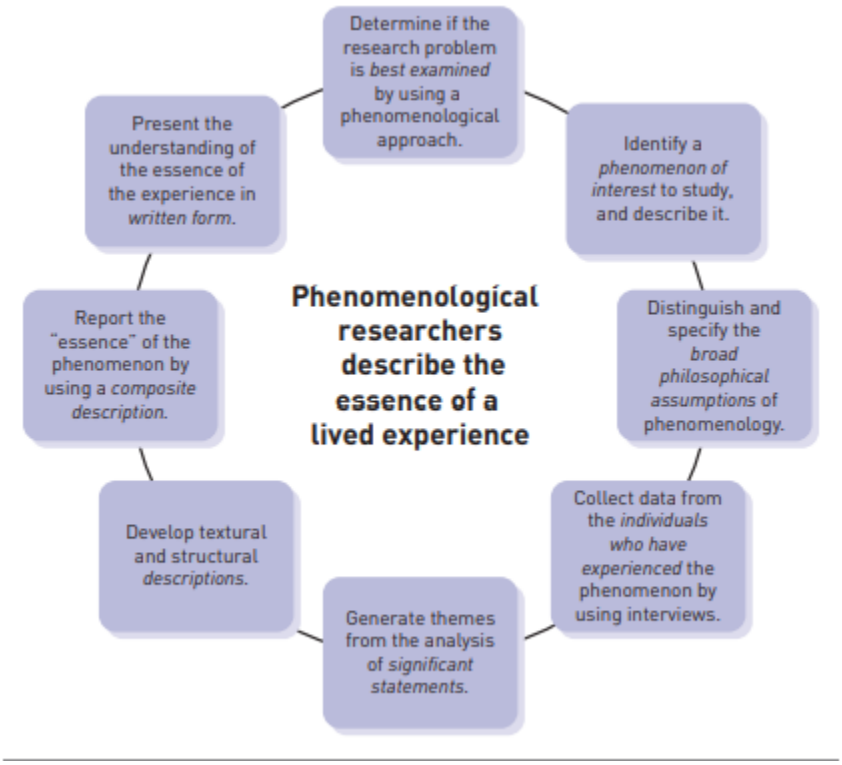

Figure 8. Procedures for conducting phenomenological research. From *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, by J. W. Creswell and C. N. Poth, 2018, p. 81 (Thousand Oaks, CA: SAGE).

Population

Population, as described by McMillan and Schumacher (2010), is a "group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize criteria and to which we intend to generalize the results of the research" (p. 129). In addition, a population is considered a large number of individuals who have certain characteristics of a specific profession within a society (Jansen, 2010). However, it is impossible to include all retired U.S. Army First Sergeants since the population and geography is too extensively spread globally (Stake, 2010). The

population for this study was selected from the 27,235 U.S. Army veterans residing in Washington State at the time of this study (U.S. Department of Defense, Office of Actuary, 2018).

Target Population

The target population is a compact population within a larger population to which the researcher can generalize the findings (McMillan & Schumacher, 2010). The target population of this study consisted of retired U.S. Army veterans who held the position of First Sergeant with the rank of Enlisted Grade 8 (E-8), have retired since 2018, and reside in Washington State. For this study, the target population was retired from the U.S. Army as the interviewees are no longer active duty personnel. The purpose for selecting retired participants for this study was that because they are no longer active duty personnel, this allowed the researcher to ask for open responses to four interview questions without potential violations of conduct from the U.S. Army. The target population was retired U.S. Army First Sergeants who served more than 20 years of service within the two counties surrounding Joint Base Lewis McChord (JBLM). The two counties that surround JBLM are Pierce and Thurston counties, which were used to interview 10 retired 1SG's for this qualitative study.

Sample

A sample is a group of subjects who represent a specific population from whom the data are collected (McMillan & Schumacher, 2010). The sample for this study was selected from the target population through the use of purposeful sampling. According to Creswell (2014), purposeful sampling is a selection of individuals for the study that represents personal interpretation that will best help the researcher understand the

problem and the research questions through data collection. Therefore, the sample was created to acquire data from a unique category of participants who served in Afghanistan during a turbulent time. Patton stated (2015), "Identifying the sample is critical to bringing closure to the research questions in fieldwork" (p. 302). The following were the criteria used for selection of the sample for this study. The participant must have

- been a U.S. Army First Sergeant while on active duty,
- obtained a Bronze Star Award for leading troops in OFS/OFS while on active duty,
- led 100 or more troops with a company,
- retired from service with 20 years or more experience,
- been honorably discharged from the U.S. Army, and
- reside within either Pierce or Thurston counties in Washington State.

To ensure that the participants met the selection criteria, there was verification of military service and awards that allowed the participant to be a part of the sample for this study. The researcher sought participants from the U.S. Army who were members of the Veterans of Foreign Wars (VFW) Post #318 and Disabled Americans Veteran (DAV) Post #41 Organizations in Pierce and Thurston counties. To begin the sample selection, the VFW officers asked 15 potential members at the VFW #318 who met the sample section criteria through their registration records that had their military rank on their applications to participate in this study (see Appendix B). Also, the researcher sought assistance for the DAV #Post 41 Chapter Commanders to identify 15 DAV members who met the sample selection criteria through their registration records that had their military rank on their applications to conduct the study. The researcher carefully chose five

members from each volunteer organization and requested permission to e-mail those participants for possible participation.

According to Creswell (2014), a phenomenological design typically ranges from three to 10 interviews for a study. In addition, according to Patton (2015), a much smaller sample adds depth, detail, and significance with open-ended questions at an individual level of experience within a qualitative study. The sample selection gives exclusive insights into how U.S. Army First Sergeants applied leadership attributes and behaviors while leading soldiers in turbulent times during combat operations in Afghanistan.

Figure 9 represents the population, target population, and sample of U.S. Army retirees in Washington State for this study:

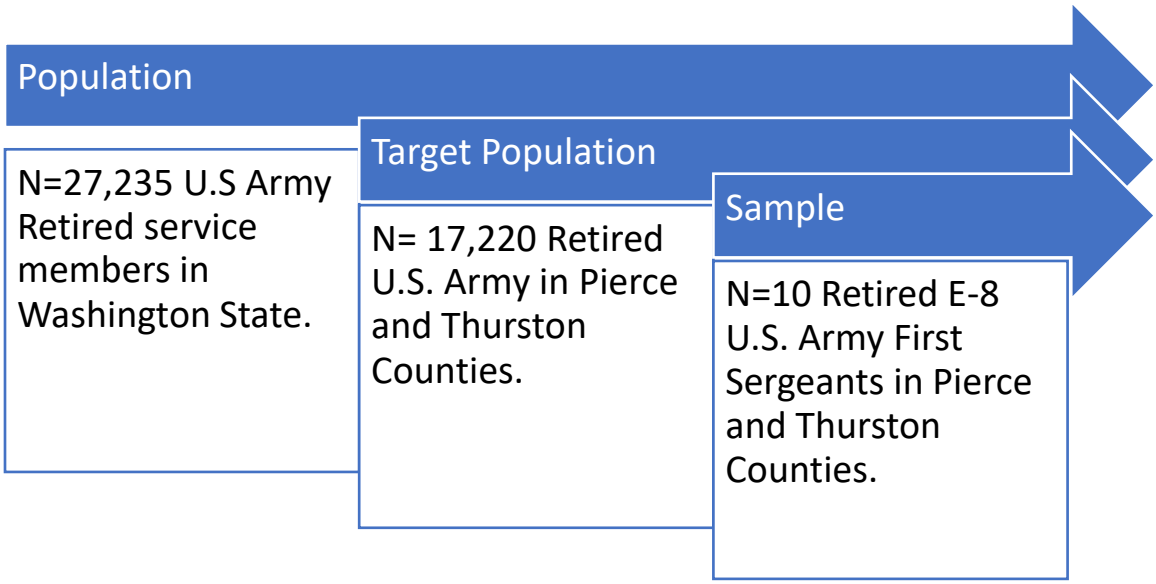

Figure 9. Population, target population, and sample.DoD Office of the Actuary home, 2019, U.S. Department of Defense, Office of the Actuary (https://actuary.defense.gov/).

Instrumentation

The researcher in this study was the primary instrument. Patton (2015) told his readers that "in a qualitative research, the researcher is the instrument" (p. 3). Specifically, the researcher was the primary instrument for this study. The researcher can apply an additional instrument; however, the instrument is created by the researcher with open-ended questions for data collection (Creswell & Poth, 2018; Hatch, 2002; Ravitch & Mittenfelner, 2016). As Patton (2015) explained, "The exact wording and sequence of questions are determined in advance. All interviewees are asked the same basic questions in the same order. Questions are worded in a completely open-ended format" (p. 438). For this research study, the thematic team developed interview questions; following an extensive review of literature and in alignment with the research questions, leaders led their organizations through turbulent times using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Researcher as an Instrument

The researcher for this qualitative phenomenological study was the primary instrument. He had extensive U.S. Army experience throughout his 26 years in the military. He served honorably with the lowest rank soldiers up to the General level officers throughout his military career. During his military service, he participated in three combat operations world-wide. His service provided the researcher with the experience and knowledge to pursue this study with critical insights into leading troops in a turbulent time. The researcher spent time in combat operations during OEF/OFS. He led 200 troops and experienced the four attributes of personal temperament, concern for the collective interest, resilience, and moral purpose needed for further investigation of

this study. McMillian and Schumacher (2010) suggested that a "qualitative researcher cannot understand human behavior without understanding the framework within which subjects interpret their thoughts and feelings, and actions" (p. 13). The researcher understood the framework with which to conduct this research.

Instrumentation

The researcher used standardized semistructured, open-ended interview questions to collect data for this study. Patton (2015) described how qualitative interview questions should be open ended and neutral. They should not lead the interviewee to a specific answer. The question should be without bias to avoid slanting the interview a particular way (Patten & Newhart, 2018). In addition, the interviewer can ask descriptive questions to extract the human experience within an in-depth inquiry that will allow for analysis of comments that will lead to data collected to be coded for themes needed for the research study. Patton (2015) asserted that data are words and stories explained through written communication, which are a rich source of information that can be examined from the human experience of a study researched.

When developing questions, the thematic team made sure to align the interviews directly with the research questions. There are two questions and one or two probes for each of Goodwin's (2018) four attributes of personal temperament, concern for the collective interest, resilience, and moral purpose. Creswell (2014) stated that within qualitative research, an empirical study and the researcher can effectively utilize probes with a topic when the variables and theory are unknown. Consequently, probing techniques to a research question allow the researcher to follow up and ask individuals to explain their ideas in more detail or to elaborate on what they have said to satisfy the

research question. Once written, the team, along with the supervising professors, analyzed the questions to determine that the questions related directly to the objectives and were consistent with the leadership attributes of this study (McMillan & Schumacher, 2010).

Related to this study, in her book *Leadership in Turbulent Times,* Goodwin (2018) discovered how four former presidents applied leadership qualities to lead this nation during a turbulent time throughout the past centuries. Her discovery produced a story of leaders and their use of leadership attributes as they faced adversity. The four leadership attributes that were examined in her book were personal temperament, concern for the collective interest, resilience, and moral purpose. Her discovery of historical information about leadership attributes provides an essential pathway for all leaders in an organization to grasp and apply during a turbulent time within their organization. Table 1 is an alignment table that explains the four leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose Goodwin that were applied to this study.

Interview Protocol

> According to Patten and Newhart (2017), an interview protocol
>
> includes written directions for conducting the interview, such as the script to begin the interview, question prompts, or any other notes that may help the interviews maintain consistency where needed, as well as a standard set of predetermined questions to be asked of all participants. (p. 161)

Table 1

Research Questions and Attributes for This Study

Attributes	Research question	Probes
Personal temperament	Can you describe your personal temperament?	Can you share a story where your personal temperament played a role in your leadership position during turbulent situations?
(Buss & Plomin, 1975; Darr, 2011; Goodwin, 2018; Rothbart & Derryberry, 1981; Strelau, 1998)	What strategies do you use to adapt your temperament in different situations? For example, how might your temperament change in a turbulent environment compared to an everyday environment?	What were the elements of your personal temperament in that situation that helped or hindered a positive outcome/resolution? Can you describe a situation in which you had to control your temperament to bring your people through a turbulent situation to achieve an important goal?
Concern for the collective interest	How do you assess and remain focused on the collective interest of your company as you guided the company through turbulent times?	Are there things you do to keep the collective interest in your mind, and in the minds of others within the company?
(Arjoon, Turriago-Hoyos & Thoene, 2018; Bridoux & Stoelhorst, 2016; Conybeare, Murdoch, & Sandler, 1994; Goodwin, 2018; Sandin, 2007)	How do you prioritize the collective interest when it conflicts with your own sense of security or your own professional self-interest?	Tell me about a time when you have experienced this conflict? What do you do to lead your company when you are feeling this conflict?
Resilience	Can you share a time where you needed to absorb and recover from the adversity of an unsuccessful event?	What strategies did you use to bring out your own resilience? How have you increased your resilience in tough times to overcome events that you have failed from as a leader?
(Ayyub, 2014, Blay, 2017; Goodwin, 2018; T. Prior & Hagmann, 2013; Rutter, 2012)	As a leader how do you increase your organization's resilience in handling setbacks and in meeting important project goals?	What strategies have you found to be effective in building resilience in your team members? What evidence do you have that your people are resilient in challenging times?

Table 1 (*continued*)

Attributes	Research question	Probes
Moral purpose	As a leader, how do you offer opportunities to your company in voicing their concerns and thoughts about ethical dilemmas confronting your company?	What do you do to keep the lines of communication open? How do you establish an environment of trust so your soldiers feel secure about expressing concerns or calling attention to problems in the organization?
(Bennett, 2002; Brown & Trevino, 2006; Brown, Trevino & Harrison, 2005; Goodwin, 2018; Kaptein, 2019; Fansworth, Drescher, Evans & Walter, 2017)	Can you share a story about a time when you had to make a difficult decision and your integrity was on the line?	What guided you in making that difficult decision? How do you ensure your employees know how to make difficult decisions?

Note. Adapted from *Leadership in Turbulent Times*, by D. K. Goodwin, 2018 (New York, NY: Simon & Schuster).

An interview process was determined based on the required guidelines, and a protocol was established for each interview. The study participants each received the following: Informed Consent (see Appendix C), the research purpose statement along with the definitions of the major study variables and interview questions (see Appendix D), the Brandman University Institutional Review Board (BUIRB) Research Participant's Bill of Rights (see Appendix F), and The thematic team participants each conducted 10 interviews using the 10 developed interview questions and probes. This resulted in 40 interviews being conducted in total. The interviews were conducted via ZOOM video teleconference and the zoom recording permission consent form was administered (see Appendix E), and each interview was recorded and transcribed. Creswell and Creswell (2018) stated,

> Qualitative data collection via web-based platforms has the advantages of cost and time efficiency in terms of reduced costs for travel and data transcription. It also provides participants with time and space flexibility that allows them more time to consider and respond to requests for information. (p. 160)

Thus, they can provide a deeper reflection on the discussed topics and assist to establish a trustworthy environment and provide greater reassurance to contributors discussing sensitive issues.

Qualitative data ensure consistency and reliability for each researcher used the developed interview protocol for each of the 40 interviews. The protocol included a script with the introduction, the study purpose, a reminder of the informed consent, and the 10 interview questions along with the probes. Some notes were also taken during the interview. As soon as the interview was finalized, ZOOM teleconference produced a transcription of the interview that was then reviewed and corrected for accuracy as needed. All notes and transcriptions were then analyzed and coded (see Appendix G).

Participant Review

McMillan and Schumacher (2010) argued that one way to ensure validity is to have the participant review a transcript of the interview and modify the interview data to ensure accuracy. For the purpose of this study, the researcher downloaded the transcription of the interview from ZOOM teleconference and forwarded that transcription via e-mail to the participants for review. Each participant was then asked to review the transcript and make any revisions as necessary to ensure accuracy. Once the transcriptions were verified by the participants, they were analyzed and coded.

Field Test

A field test of the interview questions was performed by the researcher and each of the members of the thematic team. Patton (2015) acknowledged that "the importance of a field test is to have direct personal contact with the people under the study within their own environment" (p. 55). A field test of the interview questions was performed by the researcher and each of the members of the thematic team. Although the field-test interview participant was representative of the sample, his data were not used in the official study. The field test with the sample participant was performed with the supervision of an expert observer. The expert observer possessed a doctoral degree and experience with qualitative research. The observer did not participate in the interview but gave feedback to the researcher regarding the interview questions, pacing, delivery, body language, and neutrality of the interviewer along with other expert advice. The interview was recorded and transcribed by a program called Temi. At the end of the field test, the participant was also asked to give feedback about the interview to assess the clarity of the field test (see Appendix I). After all of the interviews were conducted and analyzed, the thematic research team came together to discuss the results of the field test and to make any necessary adjustments to the questions or sequence. The team was satisfied that questions were satisfactory, a script was written, and field tests were scheduled with participants who met the requirements but would not be included in the final study.

Validity and Reliability

A requirement for all qualitative research is validity and reliability to evaluate research, which checks for the accuracy of the findings. A specific approach is utilized depending on the researchers in a particular study. Creswell (2014) explained that the

validation process is critical to evaluate "the accuracy of the findings [and] convince the readers of this accuracy" (p. 250). He added that "validity is one of the strengths of qualitative research and is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account" (Creswell, 2014, p. 201). He described the procedures in research, and the "discussion focuses on it to enable a researcher to write a passage into a proposal on the procedures for validating the findings that will be undertaken in a study" (Creswell, 2014, p. 201). Therefore, as Creswell explained, the meaningful interpretation of the research questions of the interview protocol (see Appendix D, Interview Protocol) are aligned with the framework of this study. This was accomplished by sharing both the interview transcripts and data summary with the participants who were given time to reassess the transcriptions for accuracy. In addition to the interviews, artifacts and video observations were also used to triangulate the findings. The researcher clarified any bias that may have affected the findings of the research and pointed out contrary findings that may have appeared in the research. This increased the validity of the findings.

Reliability

Reliability specifies the consistency in a researcher's approach in conducting a dependable method to research data that have well-defined procedures (Gibbs, 2007). This offered students and researchers a hands-on guide to the practicalities of coding, comparing data, and using computer-assisted qualitative data analysis (Gibbs, 2007). Reliability enriches the complete validity of a qualitative research and establishes comparability with participants to the subject's research sample (McMillian & Schumacher, 2010).

Creswell (2014) stated that "reliability scores on the instrument of data analysis leads to meaningful interpretation of data" (p. 156). Reliability is a measure of the stability of test scores to an instrument that is internally consistent with an outcome. Also mentioned by Miles and Huberman (1994), consistency of coding should be in the range of 80% for a satisfactory qualitative reliability measure. Therefore, McMillian and Schumacher (2010) stated that "providing evidence for both validity and reliability is the responsibility of the researcher" (p. 185).

Internal Reliability

In qualitative research, internal reliability examines the data's credibility and stability of the findings of a research study. According to Creswell (2014), "Proposal developers need to convey the steps they will take in their studies to check for the accuracy and credibility of their findings" (p. 201). In essence, the researcher ensures the accuracy of the findings so that readers can be reassured of the data presented. Because this is a qualitative study, there is no need for external reliability because external reliability is used in quantitative research to analyze key elements and quantify statistical data with assumptions that can be met (McMillian & Schumacher, 2010). Creswell and Plano Clark (2007) recommended several reliability procedures to ensure reliability of a study:

- Check transcripts to make sure that there are not obvious mistakes,
- Make sure there is not a drift in meaning of codes during coding,
- Intercoder agreement by cross checking comparing results,
- Documenting procedural steps,
- Creating a case study protocol and data bases. (p. 203)

Intercoder Reliability

Intercoder reliability uses multiple researchers to check for the reliability of the coding data from a study to establish consistency and validity of research findings. It contains coding segments that analyze and verify code components to create the reliability throughout the process of data analysis (Creswell & Poth, 2018). According to Kuckartz (2014), it is vital to develop codes and measure the reliability among coders as part of the analysis steps of the research. In addition, "in analysis it means, whenever possible, using multiple coders and calculating intercoder consistency to establish the validity and reliability of pattern and theme analysis" (Patton, 2015, p. 683). To assure the reliability of the coding, the researcher initially completed all the coding, and then two independent researchers who are doctoral candidates double-checked reliability to ensure data accuracy of 85%. Researchers Miles, Huberman, and Saldaña (2014) suggested achieving 85% to 90% agreement depending on the "size and range of the coding scheme" (p. 85). Creswell (2014) expanded on strategies to assist coders in providing an analysis process to determine the stability of responses of data sets. Creswell stated the following guidelines to provide external checks in reliability with an intercoder agreement.

- Establish common platform for coding,
- Develop and share the initial codebook among coders,
- Apply the codebook to additional transcripts, and capture coding across multiple researchers,
- Assess and report the intercoder agreement among researchers,
- Revise and finalize the codebook to inform further coding. (p. 264)

Data Collection

The researcher obtained permission from the BUIRB through protocol procedures for this study. The BUIRB has the responsibility and authority to review and approve all research projects by Brandman University faculty and students involving human or animal participants. It approves only experiments that conform to the professional standards as understood within the relevant discipline. The mission of the BUIRB is the following:

- Participants' rights to give informed consent,
- Safety and protection from undue risk,
- Research is guided by ethical principles of respect for persons, beneficence, and just as outlined in the Belmont Report,
- Research conducted with the highest level of expertise and integrity,
- Research complies with all applicable laws, policies, and regulations (Brandman University, 2020, The BUIRB's Mission)

After receiving approval from BUIRB, the researcher was approved to begin conducting interviews and selecting the participants. Because of the nature of the research, to collect data, the study was conducted through Zoom teleconferencing interviews using open-ended questions; this research project's guidelines were below the minimal risk category with the BUIRB procedures. Creswell and Poth (2018) stated, "Data collection [was] from individuals who have experienced the phenomenon by using in-depth and multiple interviews" (p. 79). According to Creswell and Poth, a qualitative approach aimed at gathering information to analyze a phenomenology study "uses primarily interviews with individuals" (p. 105) to include documents and observations

can also be considered in an in-depth picture of the lived experience phenomena. A strategy of data analysis is used in the application of looking deeply into significant statements of the participants with the meaning of a separate part of something larger and a structural description of the essence of the lived experience (Creswell & Poth, 2018). To create a deeper meaning to data collected from an open-ended interview question, the researcher can ask a probe during the interview to gather the deeper meaning of the lived experience described by Creswell and Poth.

The data collection approach for this qualitative study applied Creswell and Poth's (2018) suggestions to explore the lived experiences of the participants (see Appendix E, Zoom Observation). The following is the approach utilized for this study:

Interview

- Conduct a one-on-one interview in the same ZOOM teleconference web-based platform.
- Conduct an informal introduction and acknowledge that the interview was voluntary by the participants.
- Ensure the participant that the interview will be anonymous.

Notification

- Describe research study date, time, and weblink to interviewee through e-mail.
- Distribute instructions for the interviewee of protocol procedures (see Appendix D).
- Hand out a statement of confidentiality agreement (see Appendix H).
- Give a statement of the researcher participant's Bill of Rights (see Appendix F).

Observation

- Conduct an observation as a participant or as an observer through Zoom video teleconferencing

Documents

- Interview questions (see Appendix D).
- Probe for questions to ask the participant to provide additional information to the lived experience (see Appendix J).
- Maintain a research journal throughout the study, or inform the participant to maintain a journal.
- Transcribe the interview and ensure the participant of a copy of the interview.
- Examine personal documents (military records).
- Write a final statement thanking the interviewees for their shared lived experience.
- DAV confirmation request (see Appendix B)
- VFW confirmation request (see Appendix B)

Audiovisual Materials

- Use ZOOM video to record each individual during the interview.
- Examine each ZOOM teleconference video.
- Collect sound and transcript from the ZOOM teleconference.
- Gather Zoom text messages for additional data collection.
- Utilize Nvivo data analysis software to support in analyzing and coding transcripts.

The researcher used the necessary authentications to ensure all participants in this study that it was voluntary and anonymous and that military units would not be disclosed. If at any time any of the 10 participants needed to stop the interview because of

remembering a combat situation that caused them to feel uncomfortable, they were notified that they could halt the meeting at any time. Before the data collection, the researcher explained to the participants that the lived experience would be confidential, and the researcher would publish none of their personal information and military unit. The participants were provided a transcript and informed of the data collection process, which included that their ZOOM teleconference transcripts would be stored for 5 years in a secure location. According to Creswell and Poth (2018), the researcher should "store data and materials in a secure location for five years" (p. 55).

Triangulation of Data

The triangulation of data validation occurs once the researcher verifies the evidence via various documents or resources, according to Creswell and Poth (2018). They further stated that "researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence for validating the accuracy of their study" (Creswell & Poth, 2018, p. 328). Triangulation of data allows annotating the data and validating the findings of the research questions to provide the researcher with comprehensive in-depth analysis of interviews. As explained by Creswell and Poth, the triangulation of data establishes the trustworthiness of study's credibility, dependability, and reliability.

In using the triangulation of data for this research study, the researcher conducted 10 ZOOM teleconference interviews, observations of the video teleconferences, transcripts, and artifacts to be applied for multiple sources to corroborate a triangulation of data. Consequently, the researcher followed the definition by Creswell and Poth (2018): "when qualitative researchers locate evidence to document a code or theme in

different sources of data, they are triangulating information and providing validity to their findings" (p. 260). Overall, the researcher is conducting the validation of data collection to include expanding on a phenomenon of personal experiences throughout the participant's life.

Data Analysis

Patton (2015) believed that in "data analysis triangulation really pays off, not only in providing diverse ways of looking at the same phenomenon, but in adding to credibility by strengthening confidence in whatever conclusions are drawn" (p. 661). Data analysis has its systematic steps and guidelines to produce an organized picture within a phenomenon as explained by Moustakas (1994). Another essential point, according to Creswell and Poth (2018), is that "phenomenological data analysis steps are generally similar for all psychological phenomenologists who discuss the methods" (p. 79). The data were analyzed by the researcher to generate theories and themes that shape the responses of the participants that allow for an understanding of the research questions. Creswell and Poth explained that "building on the data from the first and second research questions, data analysts go through the data (e.g., interview transcriptions) and highlight 'significant statements,' sentences, or quotes that provide an understanding of how the participants experienced the phenomenon" (p. 79). Therefore, Creswell and Poth provided procedures for conducting data analysis for phenomenological research studies and that was the strategy used by the thematic team to analyze the data:

- Determine if the research problem is best examined by using a phenomenological approach.

- Identify a phenomenon of interest to study, and describe it.
- Distinguish and specify the broad philosophical assumptions of phenomenology.
- Collect data from individuals who have experienced the phenomenon by using in-depth and multiple interviews.
- Generate themes from the analysis of significant statements.
- Report the "essence" of the phenomenon by using a composite description.
- Present the understanding of the essence of the experience in written form. (p. 79)

Overall, the researcher applied data analysis, which is "matching analytical procedures to the nature and type of data collected as basic standard. There may be disagreements about what is appropriate, but the researcher has the obligation to make the case for appropriateness and justify methodological and analytical decisions made" (Patton, 2015, p. 670).

Coding

Coding the transcripts allows the researcher to examine interviews in a distinct manner to separate ideas or experiences, and then by assigning descriptive themes, allows the analysis of the coding to be meaningful and robust with themes. Using the data gathered from interviews, observations, and artifacts, the researcher used the data coding to examine the lived experiences of the qualitative study.

In addition to using Creswell and Poth's (2018) strategies to examine the information, the researcher also included the application of the Nvivo data analysis software to assist in analyzing and coding data within qualitative studies research.

According to the Nvivo (2020) website, “Specifically, it is used for the analysis of the unstructured text, audio, video, and image data, including (but not limited to) interviews, focus groups, surveys, social media, and journal articles. It is produced by QSR International” (n.p.) to assist in themes and coding.

The Nvivo software applies a process that breaks down the codes and themes in phases. First, the software scans for codes and themes. Then, the frequencies are identified for an indication of possible codes and themes that develop. Finally, Nvivo will show frequency of responses in tables that are administered.

Limitations

This study has limitations just as all research studies, “because no study is perfect” (Patton, 2015, p. 679). Also, “it is important to be open and clear about a study’s limitations, that is, to anticipate and address criticisms that may be made of a particular sampling strategy, especially by people who think that the only high-quality samples are random ones” (Patton, 2015, p. 308). Patton (2015) explained that “by making it clear, in advance of data collection, exactly what questions will be asked, the limitations of the data can be known and discussed before evaluation data are gathered” (p. 441). Because the researcher is a retired U.S. Army 1SG, consideration for sampling bias did not occur during this study. Researchers must disclose their interpretations as an essential point regarding biases, morals, and experiences, which conveys a qualitative approach to the study from the beginning. It is imperative that the reader recognizes the stance of the researcher during an interview (Patton, 2015).

For this study, another limitation was finding a sample size of retired U.S. Army 1SGs who met the criteria of having led more than 100 troops during a turbulent time of

combat operations in Afghanistan. This was to include having served over 20 years honorably with an award of a Bronze Star for their service in combat operations. This study's sample was a small representation of the state's U.S. Army retiree population; therefore, it could be difficult when attempting to construct generalizability regarding the population size. The interview questions relate to participants' experience during a turbulent time in their military career, so a limitation is that the participants needed to respond as truthfully and sincerely within their greatest capability.

Summary

The purpose of this qualitative phenomenological study explored four leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose that exemplary leaders use when leading troops in combat operations in Afghanistan during a turbulent time of their military service. This chapter included in-depth discussion regarding research design, interview probes and questions, sample population, researcher instrumentation, validity and reliability, data collection, limitations, and a summary. The researcher intended to establish the credibility of this research for all data that are gathered to provide the best possible results for this population. Chapter IV contains an analysis of the data collected from the interviews and the findings from this study. Finally, Chapter V includes the major findings, summary, conclusion, implications, and recommendations for further research and concludes with the researcher's remarks and reflections.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

> In either case, in reporting phenomenological findings, "the essence or nature of an experience has been adequately described in language if the description reawakens or shows us the lived quality and significance of the experience in a fuller and deeper manner" (Van Manen, 1990, p. 10).

Overview

This qualitative phenomenological study examined the lived experiences of retired U.S. Army First Sergeants (1SGs) in two Washington State counties surrounding Joint Base Lewis McChord (JBLM). The counties for this study were Pierce County and Thurston County. The purpose of this study was to discover and describe the leadership behaviors of four attributes. The four attributes stem from Doris Kearns Goodwin's book *Leadership in Turbulent Times*, and include moral purpose, concern for the collective interest, resilience, and personal temperament. These attributes were explored by the 1SGs involved in leading soldiers throughout Operation Enduring Freedom (OEF) or Operation Freedom Sentinel (OFS).

This chapter is organized in terms of four research questions posed in Chapter I. It first describes the leadership attributes and behaviors that exemplary retired U.S. Army 1SGs applied to lead their troops in Afghanistan during combat operations; it then reports the lived experience that the participants identified to enhance their fortitude to be the best possible leaders during their turbulent time while deployed in combat operations; it then examines their mindset to persevere in such an austere environment to be the best soldier for others to follow as the top noncommissioned officer within their organization. Chapter IV includes detailed descriptions of the interview process, which are then

followed by each research question, the demographic information of the participants who lead troops in combat operation while on active duty, and the themes and the analysis performed on the interviews of the participants. The chapter concludes with a summary of key findings.

Purpose Statement

The purpose of this phenomenological study was to discover and describe behaviors that retired U.S. Army 1SGs practiced to lead their companies through turbulent times using the leadership attributes of moral purpose, concern for the collective interest, resilience, and personal temperament during their active duty service while deployed in combat operations in Afghanistan throughout OEF or OFS.

Research Questions

Central Research Question

The central question for this research study asked, "What leadership attributes and behaviors do retired U.S. Army 1SGs practice to lead their organizations through turbulent times: moral purpose, concern for the collective interest, resilience, and personal temperament as presented in the leadership traits by Goodwin (2018)."

Research Subquestions

1. How did retired U.S. Army 1SGs lead their companies through turbulent times using their moral purpose during OEF or OFS while serving on active duty?
2. How did retired U.S. Army 1SGs lead their companies through turbulent times using their concern for the collective interest during OEF or OFS while serving on active duty?

3. How did retired U.S. Army 1SGs lead their companies through turbulent times using their resilience during OEF or OFS while serving on active duty?
4. How did retired U.S. Army 1SGs lead their companies through turbulent times using personal temperament during OEF or OFS?

Research Methods and Data-Collection Procedures

The methodology of this study was qualitative using a phenomenological approach. According to Van Manen (2014), "phenomenological research begins with wonder at what gives itself and how something gives itself. It can only be pursued while surrounding to a state of wonder" (p. 27). Denzin and Lincoln (2011) explained, "Qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them" (p. 3). To understand "the meanings people bring" to the phenomena of this study, data collection was applied. According to Creswell and Poth (2018), "The data collection and preliminary analysis procedures can be considered as undertaken simultaneously as the researchers refined the interview questions that "were not eliciting the intended information and to reflect the categories and concepts that required further development" (p. 117). This study consisted of in-depth interviews with exemplary retired U.S. Army 1SGs throughout Pierce and Thurston Counties in Washington State. The data collection and preliminary analysis procedures can be considered as undertaken simultaneously as the researchers refined the interview questions that "were not eliciting the intended information and to reflect the categories and concepts that required further development" (p. 100). Following the Brandman University Institutional Review Board application

approval, an e-mail was sent to each participant to formally request their participation and schedule interview times for video teleconferencing.

Population

Population, as described by McMillan and Schumacher (2010), is a "group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize criteria and to which we intend to generalize the results of the research" (p. 129). Also, a population is considered a large number of individuals who have a particular characteristic of a specific profession within a society (Jansen, 2010). However, it was impossible to include all retired U.S. Army First Sergeants because the population and geography are spread globally (Stake, 2010). The population is retired U.S. Army veterans who reside in Washington State, of which there are 27,235 (U.S. Department of Defense, Office of Actuary, 2018).

Target Population

The target population is a smaller group within the larger population to which researchers can generalize their findings (McMillan & Schumacher, 2010). The target population of this study consisted of retired U.S. Army veterans who held the position of 1SG with the rank of Enlisted Grade 8 (E-8) and who have retired since 2018 and reside in Washington State. For this study, the target population was retired from the U.S. Army as the interviewees were no longer active-duty personnel. The purpose of selecting retired participants for this study was that because they were no longer active-duty personnel, the researcher could ask for open responses to eight interview questions without potential violations of conduct from the U.S. Army. The target population was retired U.S. Army 1SGs who had more than 20 years of service within the two counties

surrounding Joint Base Lewis McChord (JBLM). The two counties surrounding JBLM are Pierce and Thurston counties, which were used for this qualitative study.

Sample

A sample is a group of subjects representing a specific population from whom the data are collected (McMillan & Schumacher, 2010). The sample for this study was selected from the target population through the use of purposeful sampling. According to Creswell (2014), purposeful sampling is selecting individuals for the study who will best help the researcher understand the problem and the research questions through data collection. Therefore, the sample was created to obtain information from a unique group of participants who served in Afghanistan during a turbulent time. According to Patton (2015), "Identifying the sample is critical to bringing closure to the research questions in fieldwork" (p. 302). The following were the criteria used for the selection of the sample for this study. The participant must have

- been a U.S. Army 1SG while on active duty,
- obtained a Bronze Star Award for leading troops in OFS/OFS while on active duty,
- led 100 or more troops with a company,
- retired from service with 20 years or more experience,
- possessed military records (evaluations, certificates, and or photographs)
- been honorably discharged from the U.S. Army, and
- reside within either Pierce or Thurston counties in Washington State.

To ensure that the participants met the selection criteria, military service and awards were verified through the local chapters of the Disabled Americans Veteran

(DAV) and Veterans of Foreign Wars (VFW) commanders, which allowed them to be included in the sample for this study.

Demographic Data

To ensure confidentiality, all data were reported without reference to the names of the individuals participating in this study. Each participant was assigned a number from 1 through 10. No participant names or military organizations were identified in this study. All 10 participants were exemplary retired U.S. Army 1SGs in the counties surrounding JBLM: Pierce and Thurston counties in Washington State. The following tables describe the exemplary leaders interviewed; the participants consisted of eight male retired 1SGs and two retired females 1SGs. Table 2 includes these retired 1SGs representing two ethnicities: five Blacks, and five Whites. The genders identified were eight males and two females. The participants averaged 24.7 years of service. There was one retired 1SG who served in both OEF and OFS. Of the other nine participants, six served in OEF and three served in OFS. Finally, at the time of this study, seven were active members in the DAV, and four were members at the VFW.

Table 2

Participant Demographic Information

Participant	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Gender	Male	Male	Male	Male	Male	Male	Male	Female	Female	Male
Ethnicity	Black	Black	Black	Black	Black	White	White	White	White	White
Years served	22	30	25	26	24	20	22	26	22	30
OEF/OFS	OEF/OFS	OEF	OEF	OEF	OEF	OEF	OEF	OFS	OFS	OFS
DAV/VFW	DAV	DAV	DAV	DAV	DAV	DAV	DAV	VFW	VFW	VFW

*Average total number's years served in the U.S. Army was 24.7%.

Interview Data Collection

The 10 interviews were conducted in a semistructured format to ensure consistency across all participants. All interviews were recorded through the Zoom video conferencing tool and Otter.ai voice meeting notes with audio recording, the transcribed text, and highlighted summaries. The 10 interviews were transcribed using the Otter.ai voice meeting notes to capture word for word the participants' lived experiences of the four research questions. Both Zoom video conferencing tool and Otter.ai voice meeting notes were the primary sources of data collection for this study. The semistructured interview protocol consisted of four questions and 12 probes, which elicited in-depth responses. Each of the four leadership attributes and behaviors was investigated through additional questions and various probes to extract the participants' lived experiences. During the interview, the participants were provided with a copy of the questions, which included definitions of the four leadership variables and behaviors identified in *Leadership in Turbulent Times*. The interviews were conducted through Zoom video communications. The researcher gave each participant a monthly calendar to schedule their availability to conduct the Zoom video meeting. Each interview lasted between 50 minutes and 1 hour and 10 minutes.

Reliability

Reliability "in the traditional social science approach to qualitative inquiry, engaging multiple analysts and computing the interrater reliability among these different analysts is valued, even expected, as a means of establishing the credibility of findings" (Silverman & Marvasti, 2008, pp. 238–239). Moreover, reliability is ensured through artifacts and data collection combined with in-depth interviews to triangulate the data. A

peer researcher, who had vast military experience and obtained an education doctoral degree, independently coded the transcribed data with an 89% overall agreement with the researcher.

Triangulation of Data

The triangulation of data is a technique that uses multiple sources to obtain data on the research topic to the extent that the various sources provide similar information; the data can be corroborated through data triangulation (Patten, 2013). Triangulation was achieved in this study by using in-depth interview questions through Zoom video conferencing and Otter.ai to transcribe the participants' responses to the interview questions including the probes for each research question.

Artifacts were collected from the participants. These artifacts included personal military records, military awards, and photographs to show participation in OEF/OFS. According to Creswell and Poth (2018), there are "four basic sources of qualitative information: interviews (i.e., data generated through direct interactions), observations (i.e., data generated through passive interactions), documents (i.e., data generated from existing materials), and artifacts (i.e., data generated from audio and visual methods)" (p. 52). Seventy-one artifacts were collected and coded, and frequency tables were constructed that included military Non-Commissioned Officer Evaluation Reports (NCOER), military training certificates, photographs, and the Bronze Star military award for leading troops in OEF/OFS. According to Creswell and Poth, "The researcher can create new codes or possible themes based on the frequency of the use of specific words describing the focus for each of the approaches" (p. 214). Data from the artifacts collected allowed the researcher to see examples of real-world lived experiences of the

information gathered during the Zoom teleconference Otter.ai interviews and military files.

Presentation and Analysis of the Data

An analysis of qualitative data collected from 10 participants' interviews and 71 artifacts resulted in findings aligned to the leadership attributes and behaviors as the primary traits. The framework for this study was developed from Doris Kearns Goodwin's (2018) *Leadership in Turbulent Times*. The research team created the interview questions in alignment with the four research questions. Responses were analyzed and coded by the research questions.

1. How did retired U.S. Army 1SGs lead their companies through turbulent times using their moral purpose during OEF or OFS while serving on active duty?
2. How did retired U.S. Army 1SGs lead their companies through turbulent times using their concern for the collective interest during OEF or OFS while serving on active duty?
3. How did retired U.S. Army 1SGs lead their companies through turbulent times using their resilience during OEF or OFS while serving on active duty?
4. How did retired U.S. Army 1SGs lead their companies through turbulent times using their personal temperament during OEF or OFS while serving on active duty?

Data Analysis

The researcher conducted 10 interviews via Zoom teleconferencing and Otter.ai. The recordings and transcripts were uploaded in the Nvivo research software, which allowed the researcher to begin extracting themes. The themes allowed for a greater understanding of the thoughts and lived experiences of the 10 participants. The initial

codes helped classify the data gathered and provided an initial way for analyzing the data without restricting the research by disregarding data. The data from interviews were analyzed and transcribed, and the researcher examined them for themes that could then be coded with the alignment of the research questions. When the coding was complete, the number of sources and frequencies providing data for each theme were examined. The general findings were then further analyzed for key findings, which led to conclusions. The semistructured interviews made up the primary source of data collection. In addition to the semistructured interviews there are artifacts of personal military service records and military photos allowed for the triangulation of the participants. The three different sources allowed the researcher to triangulate the findings. In total, 71 artifacts were collected, in addition to the 10 audiovisual transcribed interviews, personal military documents, and combat photographs that were gathered to provide the triangulation for the data to be coded. According to L. Prior (2003), "Documents and audiovisual materials are typically used to supplement interviews and observations. It is essential to recognize the important historical and contextual information generated by reviewing existing individual and organizational documents and artifacts" (p. 162).

Research Questions and Results

The research team developed an interview protocol (Appendix B) with research questions that addressed each of the four traits from the turbulence leadership framework used for this study: moral purpose, concern for the collective interest, resilience, and personal temperament. A thorough examination of the data collected from 10 interviews and 71 artifacts produced 21 themes with 585 frequencies. The themes were distributed among the four turbulent leadership traits.

The disparity in frequency was connected to two aspects of this study. First, the number of themes for each research question provided the total number of codes. Second, the relationship of 1SGs to their soldiers contributed to each of the traits identified in the central question for this study. Each research question and each of the research questions' themes are investigated further as the research data are shared to discover the findings of this study. Throughout the following tables and narrative, the researcher breaks down the themes for each research question and reviews the responses provided by the participants. This further explains the data and provides examples of the participants' lived experiences as they led their companies during turbulent times in OEF/OFS combat tours.

Figure 10 exhibits the four leadership traits with the highest level of themes per each leadership trait. Moral purpose had the highest number of themes with six. Each of the other leadership traits—concern for the collective interest, resilience, and personal temperament—had five themes.

Figure 11 shows the total code frequency for each research question, a significant theme from all 10 interviews, observations, and artifacts. A total of 585 codes with coded responses resulted in all four major themes. The moral purpose theme had a 32% connection of frequency responses. This was followed by concern for the collective interest and resilience, which both had 23% connection of frequency responses. Finally, personal temperament had a 22% connection of frequency responses.

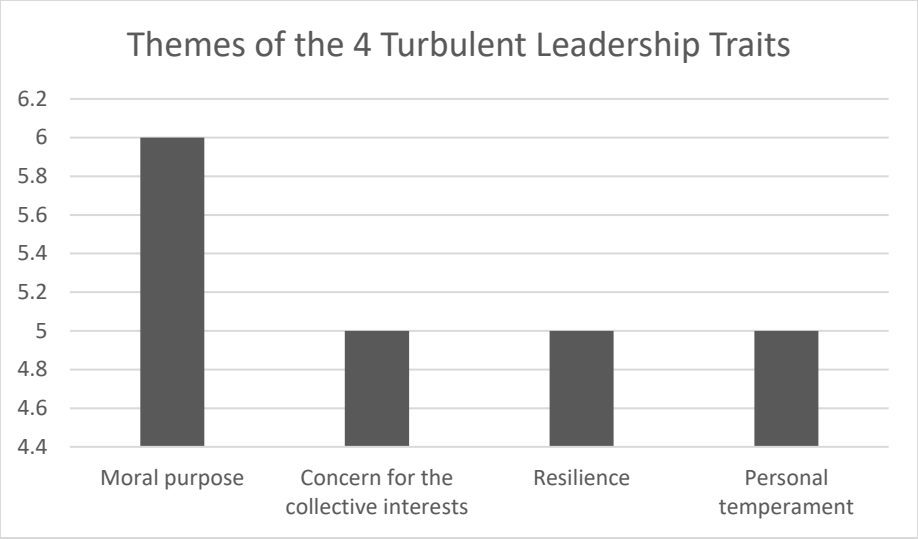

Figure 10. Themes of the four turbulent leadership traits.

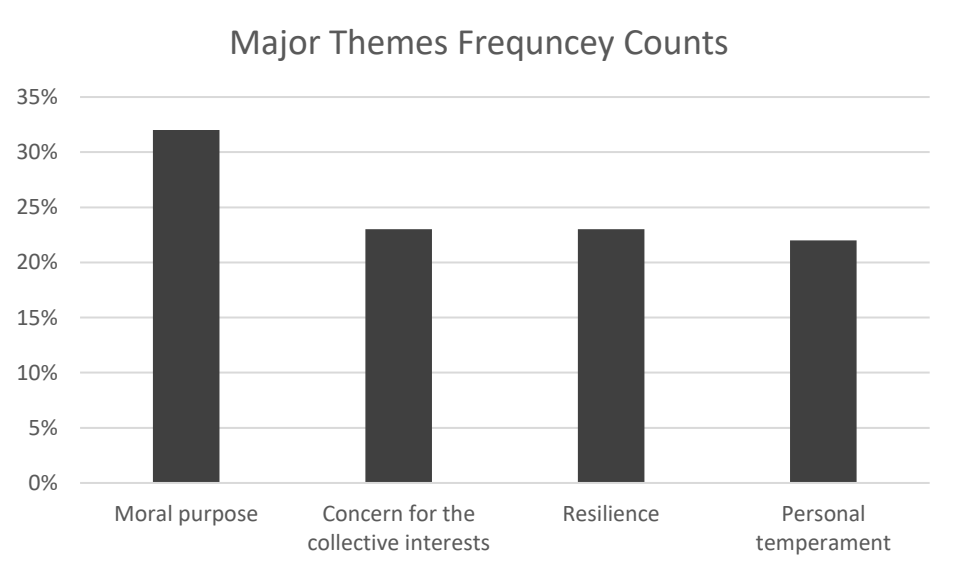

Figure 11. Research questions—major themes frequency.

Data Analysis for Research Question 1

Research Question 1 stated, "How did retired U.S. Army 1SGs lead their companies through turbulent times using their moral purpose during OEF or OFS while serving on active duty?" Moral purpose refers to acting to make a positive difference in

the lives of the people it affects (Fullan, 2001). Interview Questions 1 and 2 focused on Research Question 1, and both interview questions utilized two probes to get a better understanding of the lived experiences of participants responding to them. Overall, six significant themes were identified that led retired U.S. Army 1SGs to express their value of moral purpose.

Table 3 contains the frequencies related to the first research question and its significant themes. The research for this leadership behavior yielded the most significant number of coded frequencies.

Table 3

Moral Purpose: Interview Results

Theme	Interviews Sources/Freq.	Artifacts Sources/Freq.	Total sources	Frequency counts
Mission accomplishment to succeed at all costs	10/31	5/5	15	36
Living the NCO creed with honor	10/26	8/8	18	34
The exhibition of character is unparalleled in front of troops	10/24	8/9	18	33
Moral motivation to protect the unit	8/23	6/8	14	31
Bearing true faith to the Army values	8/21	5/9	13	30
Believing in the Warrior Ethos principles	7/22	2/3	9	25
*Total frequency	55/147	34/42	87	189

Six themes emerged from the research on moral purpose through the interviews and artifacts. These themes were referenced a total of 189 times. Table 2 summarizes the findings. All of the participants referred to mission accomplishment to succeed at all costs through the interviews and artifacts. Mission accomplishment to succeed at all costs had a frequency count of 36 and was referenced in 15 sources (10 interviews and

five artifacts). The next highest theme involved all of the participants who were living the noncommissioned officer creed (NCO Creed) with honor, which had a frequency count of 34 and was referenced in 18 sources (10 interviews and eight artifacts). In addition, all participants expressed that the exhibition of character is unparalleled in front of troops, which had a frequency count of 33 and was referenced in 18 sources (10 interviews and eight artifacts). The next theme with a frequency count of 31 was moral motivation to protect the unit and was referenced by 14 sources (eight interviews and six artifacts). Bearing true faith in the Army values had a frequency count of 30 and was referenced in 13 sources (eight interviews and five artifacts). Finally, the lowest theme believing in the Warrior Ethos principles was referenced 25 times in nine sources (seven interviews and two artifacts).

Mission accomplishment to succeed at all costs. The highest frequency theme of mission accomplishment to succeed at all costs as a retired 1SG had 100% participation from the interviewees. Mission accomplishment to succeed at all costs had the highest frequency counts of received 36 codes and five artifacts. Leaders in combat operations combine interpersonal, conceptual, technical, and tactical skills to accomplish the Army mission (U.S. Army, 2004). Participant 1 reported,

> You know my commander wanted to do because again I am not in the business of pleasing necessarily my, my superiors, you know. I'm about accomplishing the mission, but in a way, that's done correctly. When I am given orders, I will execute them to the fullest extent in ensuring it gets done so that no one else has to do it for me.

Participants reported that getting the mission accomplished is critical to saving lives and protecting and all soldiers with the best possible options available. According to the U.S. Army (2004), the readiness of the Army to fight and win wars is unchanged. They have a willingness to accomplish any mission the American people ask of them. Participant 2 stated,

> We have a mission. And then we have a situation. And then we have all the elements of combat that we need to have an awareness of when it comes to our appointed positions as a 1SG, and I strive to understand the elements before me and execute them at all costs.

Participants believed that as young soldiers coming up through the military ranks, they admired how military leaders always seemed to be focused on getting the job done and seemed fearless. They felt that they had leaders who set the example in accomplishing the mission at hand. Participant 10 shared,

> Understand, what is the mission, what is going on. Okay, so training interaction, I saw this throughout my military career. I looked up to my 1SGs over my 15-year career, and I wanted to be just like them.

Bass and Riggo (2006) described idealized influence as transformational leaders acting in ways that allow them to serve as role models for their followers to emulate.

Living the NCO Creed with honor. The second theme that emerged from the responses of retired U.S. Army 1SGs with 100% participation was living the NCO creed with honor. Living the NCO Creed with honor had the second-highest frequency counts with 34 codes and eight artifacts. According to the U.S. Army (2020), the NCO Creed is a standard for all noncommissioned officers to educate and remind themselves of their

responsibilities and authority and serves as the code of conduct. Honor provides the "moral compass" for integrity and personal conduct in the Army and is crucial for crafting a bond of trust among soldiers in the Army (U.S. Army, 2004). Participant 8 shared,

> The NCO Creed is who I am when it comes to a 1SG. All my troops look up to me, and I have to display that I am the one they look up to. The first sentence of no one is more professional than I sentence the pillar of my daily activities in the Army. I incorporate my honor every day to be the best I can be. So, in saying that, I want my personality to be a visual example for all to follow.

Participants also indicated that they have the NCO Creed posted in their office to include many parts of the company areas for all to read. They often expect all junior leaders to memorize the NCO Creed to understand the meaning of what it is to be an NCO one day in future careers. Participant 9 stated, "I am a walking NCO Creed that is what is in me to succeed as a 1SG." The embodiment of presenting oneself as a book as an NCO is directly driven to a 1SGs moral purpose. Participant 10 shared,

> I understand my role as a 1SG; it all starts with me for others to emulate. If I am doing my job as the caretaker of troops, I must uphold the NCO Creed with passion. So, as an NCO, I am the backbone of the Army to get things accomplished when everyone around me counts on me.

No matter what individuals' role in life may be, they make a difference. There is a 100% chance that one person can be a role model for leading others. There is a 100% chance that person can influence someone's performance (Kouzes & Posner, 2006).

The exhibition of character is unparalleled in front of troops. The third theme that emerged from the responses of retired U.S. Army 1SGs with 100% participation was the exhibition of character is unparalleled in front of troops. The exhibition of character is unparalleled in front of troops with the third-highest frequency counts of 33 codes and eight artifacts. Army leadership starts with what the leader must "be" within the values and attributes that influence a leader's character (U.S. Army, 2004). Participant 4 stated,

> I know that my troops are always watching me in how I make decisions. They all want you to be the person that does no wrong. I tried my best to be as honest and to the point when making decisions. So, I stood on my character for the soldiers to know that I am doing the right thing and will not hurt them but guide them.

Participants included that the senior leadership recognized their character as outstanding for them to be leaders to be leaders of their companies. Participant 3 stated,

> I was selected to be a 1SG due to my character as my new commander. We had been in Afghanistan on a combat tour back in the day. He told me that if I were ever eligible to become a 1SG, he would select me due to my leadership around the troops. So guess what happened I was able to become a 1SG due to his recommendation. I am grateful for the opportunity that he saw that in me.

The interviews also provided evidence that character needs to be established during combat operations to obtain confidence from the troops within one's company. Participant 2 stated,

> When you are in combat, your soldiers rely on you to make the best decision to protect them from bombs and rockets. They believe in you to keep them safe and

> trust you. I tried, and I did bring all my troops home. I felt they trusted me due to my character being strong in the United States and Afghanistan.

The emphasis of trust with someone's character is vital with others. Being a role model with trust was considered the most empowering leadership role (Bass, 1998).

Moral motivation to protect the unit. The fourth theme that emerged from the responses of retired U.S. Army 1SGs with 80% participation was moral motivation to protect the unit. The frequency counts for this theme were 31 codes and six artifacts. Bass (1998) described the idea that a shared agreement is developed that bonds leaders and followers in a moral commitment to a cause beyond their own self-interest. The participants shared that moral motivation to protect the unit is a staple of being in combat operations. Participant 2 stated,

> As we call it or the spirit of the people within it, the motivation is essential to present a positive culture around the soldiers. If you stay positive and your moral obligation is to bring them home, you wake up and go to sleep, just placing the best situation to protect your soldiers. I am motivated every day to bring them home with all the possible training I have experienced in my career.

Participant 5 added that an 1SG has to be motivated to do the job they signed up for. It is about me and my moral thinking to do the right thing. Participant 5 stated, "You are a moral compass to guide you in the heat of battle when things get rough out there." This was also expressed by Participant 9. Again, this component of moral motivation is the drive that 80% of the participants expressed in their internal clock to deliver the constant momentum to excel in combat operations. Participant 5 said,

> I did the best within myself not to put myself in a moral dilemma. I believed in my training and experience to guide these troops as best as I could. I told them that I would be first to walk into danger and my motivation to be morally sound when we engage the enemy if need be. My troops said they had my back.

Inspirational motivation leaders get followers involved in envisioning attractive future states; they create communicated expectations that followers want to meet and demonstrate a commitment to shared vision goals (Bass & Riggo, 2006).

Bearing true faith to the Army values. Another theme was mentioned by 80% of the participants. The frequency counts for this theme were 31 codes and five artifacts. The Army has a system of values that people in the corporate world would die to establish a genuine commitment to one another (U.S. Army, 2004). The participants shared that the Army values are the core of how their moral purpose provides them guidance to be an excellent leader at all times. Participant 7 stated,

> I wear my Army values dog tag every day around my neck to remind me that the seven core values are an essential part of my day-to-day life. The Army did a great job teaching me the Army values since basic training, and those are carried with me every day. I know them by heart. Let me recite them to you; even though I am retired, I still know them. Okay, here I go, loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Man, I still got it.

Soldiers learn these values from the time they enter the U.S. Army and understand what the Army stands for. Soldiers adhere to these values on and off duty while they are on active duty. Participant 10 explained the following statement:

> Every day as I was learning to be an NCO, my leaders and peers would ask me to recite the Army values. I could not go to eat at times until I memorized them. Now that I am a 1SG, I am not that extreme; however, to test my soldiers day to give me meaning on the Army values, and if they do right by them, they will have a long and enriching career. However, waiver of the Army values, you will see me, and it will not be a pretty picture.

There was significant evidence from the participants that the Army values are the way of life in the military and that they are taken seriously 24 hours a day 7 days a week. The Army values tell soldiers what they need to be every day in every action they take because the Army values are the identity of the Army upon which everything else stands, especially in combat (U.S. Army, 2004).

Believing in the Warrior Ethos principles. Finally, believing in the Warrior Ethos principles was a theme that emerged from the responses of retired U.S. Army 1SGs with 70% participation. The frequency counts for this theme were 25 codes and two artifacts. Because of the increased involvement of the Armed Forces in combat operations worldwide, the theory of Warrior Ethos is described as the professional attitudes and beliefs characterized in the Armed Forces (Coker, 2009). Understanding the Warrior Ethos is the culture that one is expected to live by as Participant 1 explained.

> Everybody in the Army knows that you will not quit, accept defeat, or leave a fallen comrade behind when you are at war, and you will always place the mission first. You know when you will fight the opposing opposition that you are putting your life on the line. So, in the Army, you know you will give the ultimate sacrifice before you even go into combat.

Participant 3 explained how he knows that soldiers will fight and fight to the death, and if they are captured, not to give in to the enemy demands to save others at all cost. The best way to accept the Warrior Ethos is to accept it without thinking about the overall consequences but thinking to win and win at all costs. Participant 8 said,

> You know the ultimate sacrifice when you are in Afghanistan; there can be Improvised Explosive Device (IED) on the roads where the convoys go through, and your vehicle can get hit, and when the enemy tries to capture you. If you are captured, you need to stay on your Warrior Ethos and never give up the fight because my fellow [soldiers] will rescue me.

According to Castillo (2005), "The mindset we must assume in fighting that enemy must also change. We can no longer rely on just our Combat Arms brethren to defeat the enemy. The unique realities of the modem battlefield mandate that ALL Soldiers assume the mindset and tenacity of the infantryman, and should they be called upon, take the fight to the enemy" (p. 15).

Data Analysis for Research Question 2

Research Question 2 stated, "How did retired U.S. Army 1SGs lead their companies through turbulent times using their concern for the collective interests during OEF or OFS while serving on active duty?" The concern for the collective interest was described by Baston (2009) as an other-oriented emotional response elicited by and congruent with the perceived welfare of someone else. Interview Questions 3 and 4 focused on Research Question 2, and both interview questions had two probes to get a better understanding and lived experiences of the participants responding to the research question. Table 4 displays the results of the responses to the second research question

and significant themes that emerged. This leadership behavior yielded the second-highest number of frequencies.

Table 4

Concern for the Collective Interest: Interview Results

Theme	Interviews Sources/Freq.	Artifacts Sources/Freq.	Total sources	Frequency counts
The health and welfare of their soldiers	10/32	3/3	13	35
The establishment of teamwork	9/28	3/4	11	28
Having a combat operations mentality	8/24	3/4	11	28
The communication of storytelling	6/20	4/4	10	24
A shared spirit of esprit de corps as one	5/14	3/5	8	19
*Total frequency	38/118	16/18	53	136

Five themes emerged from the research in concern for the collective interest through the interviews and artifacts. These themes were referenced a total of 136 times. Table 4 summarizes the findings regarding Research Question 2 of concern for the collective interest. All of the participants referred to the health and welfare of their soldiers, which had a frequency count of 35 and was referenced by 13 sources (10 interviews and three artifacts). The theme with the next highest frequency counts was living the establishment of teamwork, which had a frequency count of 30 and was referenced by 11 sources (nine interviews and two artifacts). Training for combat operations had a frequency count of 28 and was referenced in 11 sources (eight interviews and three artifacts). The next theme, with a frequency count of 24, was storytelling communication, which was referenced in 10 sources (six interviews and four artifacts). Finally, the least referenced theme was the shared spirit of esprit de corps,

which had a frequency count of 19 and was referenced in eight sources (five interviews and three artifacts).

The health and welfare of their soldiers. Every 1SG acknowledges that this theme is what they must and will do as the backbone of leadership in their company. The first theme that emerged from the responses of retired U.S. Army 1SGs with 100% participation was health and welfare of their soldiers. The frequency counts for this theme were 35 codes and three artifacts. The U.S. Army (2004) describes Army leadership responsibilities as to what leaders do: "Taking care of soldiers means creating a disciplined environment where they can learn and grow. It means holding them to high standards, training them to do their jobs so they can function in peace and war" (p. 47). Participant 1 stated,

> As for me, it goes back to your words with your actions. To deploy, you know, you make specific commitments to your organization, your people, and their families—those who are staying back a commitment to bringing everybody back home with you that you went downrange. I will protect my soldiers, so they are in the best health mentally and physically to meet our mission over there in Afghan.

When 1SGs are fair, they create an environment for an organization to be united, and there is no better responsibility for them to know that they are the ones responsible for the collective interest of their organization. Participant 5 expressed,

> As for me, I try to treat others the way I would like to be treated. Not like, I tried to be fair and impartial in every decision that I made. I try to balance them. I try always to balance the load or workload. I always looked forward to what was

best for the team or the company. It cannot be what is best for an individual section or department. It was always what was best for the company as a whole.

A 1SG understands that taking care of their troops goes beyond their soldiers. The extension of family members who support their soldiers is critical for the organization, and a 1SG needs to show empathy many times beyond the ranks. If the soldier is not being taken care of at home with the family's affairs, the soldier may have problems returning to the unit. Participant 3 explained,

> I show empathy in supporting a soldier at home. You need to show that you support your soldier and the soldiers' family if you want to be a successful 1SG. At times gives subordinate time off during the workday to take care of family matters. You need to support them just like you would your battle buddies in combat families critical to the whole organization. When a soldier knows you have his family's back, they will push harder for you in combat. When a soldier is going through anything, that is anything in life, you need to support them and their families with all the support you can provide. That is how I show the health and the welfare of the total soldier.

A leader must demonstrate an understanding of another person's point of view, identify others' feelings and emotions, and show a desire to care for soldiers and their families to increase unity within the whole organization (U.S. Army, 2015a).

The establishment of teamwork. The second theme that emerged from the responses of retired U.S. Army 1SGs with 80% participation was the establishment of teamwork. The frequency counts for this theme were 30 codes and two artifacts. To be an effective organization, the soldiers need to be a team and fight as one. FM 6-22 states

that as a "First Sergeant: Team building is a vital part of the Army because Soldiers need to feel as though they are a part of a team if they are going to be willing to fight and die for a teammate and their country" (U.S. Army, 2015a, p. 1-6). Participant 5 expressed what he would tell his troops when building teamwork:

> You got to accept your team's input and take them at their strengths. I never felt like I was telling you, you are not building the Empire State Building; you are building a tall building right because you do not get to decide what pieces you have, but you get to take the pieces that you have and put them into an orderly way that's going to create the best positive outcome for everybody. We had to look at what was best for the team, and then you have to understand the individual soldier; you have to remind the troops that a team is a powerful unit.

When one is in combat operations, unity to accomplish the mission is crucial in engaging the enemy. The whole team wants to fight as one and not as individuals. Participant 10 said,

> Being a team-originated organization feels powerful. You know everyone is on the same page, and you feel confident that your soldiers have each other's back because you trained your company well to fight. I know we trained collectively back at home station, and we repeatedly rehearsed in training for multiple engagements with the enemy. I am proud of my troops and would gladly lead them again if I could, even though I am retired now.

The Army trains collectively as a squad, from the company up to battalions and brigades to fight the enemy. Soldiers need to learn their position and responsibility within that team to outmaneuver the enemy. Participant 2 explained it this way:

> As a 1SG, I tell my soldiers that we will bleed the motto that we are an Army of one. No one here is above one another as a fire team. We have ranks and positions as a hierarchy of power in our company. However, please make no mistake, when we fight the enemy, all our weapons will be pointed at them with our massive firepower. We will train together, eat together, and sleep together, so you better start liking it because we are a team whether you like it or not.

Kouzes and Posner (2006) described teamwork as the "collaboration and teamwork are essential to getting extraordinary things done in today's world. Innovation depends on high degrees of trust. And people must be given the power to be in control of their own lives if they are to accomplish great things" (p. 174).

Having a combat operations mentality. The third theme that emerged from the responses of retired U.S. Army 1SGs with 80% participation was having a combat operations mentality. The frequency counts for this theme were 28 codes and three artifacts. The concern of their troops is always on a 1SG's thought process. Participants supported that a concern for their troops in having a combat operations mentality would allow them to stay focused in understanding that the soldiers are theirs to protect. According to FM 6-22,

> Leaders must be present, display confidence in the plan, be in control of the battlefield, and thoroughly brief soldiers on their role in the overall operation. Leaders must remind soldiers that they are conducting combat operations that will free the unit for other operations while continuing to inflict casualties upon the enemy. (p. 3-12)

Participant 3 stated,

> Well, having a combat mentality, you need to prepare and prepare more for engaging the enemy. What I did as a 1SG was to conduct combat inspections; the pre-combat check is pre-combat inspections, because number one, go out there and reinforce what that you need to fight on the battlefield, and you do not want to be mission food, water, or ammo when you go out on a mission. So, I always made sure my company was ready and mentally ready for anything, just if something was missing.

Eight out of 10 1SGs provided examples of being mentally tough so that they were not seen as weak leaders. Staying in combat mode was a way to ensure that the unit was always motivated to move forward when engaging the enemy in Afghanistan. Participant 10 stated,

> As a 1SG when I was in Operation Enduring Freedom (OEF), you know, I had to display to my soldiers that my mentality was to lead them in and out of combat. So, I may have shown them that I was tough to feel the same way as well. I used to say to my soldiers, "Always stay at the ready because you never know you could be next, and I do not want to write your mom a letter as to what a great soldier you were in a coffin." That used to get them to understand that being mentally ready in combat was no game.

OEF combat tours are not a conventional fight, as 1SGs expressed. The enemy can be anywhere; they do not just need to be ready to fight head-on like in Iraq. So being vigilant of their surroundings is paramount in an environment where the 1SGs are seen as

the outsider and are there to kill the Taliban or any other terrorist forces that want to harm them and the troops. Participant 5 stated,

> I had to be mentally tough in combat because I would not allow them to take my people. I am their 1SG, and I will stay in combat mode from when I arrive till the time we all get back home together. Afghanistan is a place where you have to stay focused on the mission at hand, and as a 1SG, you do not want to look like you are defeated in front of your troops.

The communication of storytelling. The fourth theme that emerged from the responses of retired U.S. Army 1SGs with 60% participation was the communication of storytelling. The frequency counts for this theme were 24 codes and four artifacts. The communication of storytelling allowed six of the 10 1SGs to tell their soldiers about combat operations and was a way to express that they cared about them. Denning (2011) described encouragement to tell one's own story: "Human beings see meaning in part of a larger story. So, to create high-performance teams or communities, it is important to link individuals to the story of the group to the larger organizational story" (p. 173). Participant 2 stated,

> As you got it, [for] the organization, through the turbulent times, story storytelling is really important when facing difficulties. It gives you a purpose, not necessarily morals, not necessarily courage, or any of those things, but it does give you a purpose. When you're in those type of environments, you're seeing the things that occur, the things that they can do their own people, their own vision, their ideology, reaching your own which we are starting to experience it. I

> felt that by connecting to my soldiers, it showed them I that truly care about them as a person.

As a 1SG, the participants felt that encouraging their soldiers during combat operations in OEF by sharing their past experiences would allow them to establish credibility with them when leading during this turbulent time in conflict. Participant 4 stated,

> When I was downrange, I would tell my troops, "I was in Iraq and in Afghanistan, and I know it is hot and you are hungry and you miss home. I understand how you are feeling. We can get through this together, and when you get back home to the U.S., everyone going to [say], 'Thank you for your service,' and I want you to reflect on our conversation." We protect the home front, and in those conversations, I felt that I showed them that I cared and was concerned about their health and welfare out here in Afghan.

Additionally, Denning (2011) found that "in much of life, we are uncertain what story our life fits into, and hence our experience is somewhat murky. Deep meaning is generated by narratives that show how our actions related to broader objectives" (p. 173).

A shared spirit of esprit de corps as one. The last theme that emerged from the responses of retired U.S. Army 1SGs with 50% participation was a shared spirit of esprit de corps as one. The frequency counts for this theme were 19 codes and three artifacts. According to FM 6-22, "Leaders have the responsibility to establish and maintain appropriate expectations and attitudes that foster healthy relationships and a positive organizational climate. Leaders are charged with improving the organization while accomplishing missions" (U.S. Army, 2015a, p. 7-28). Participant 10 stated,

> I always told my troops to keep learning, keep pushing forward. We can do anything together. When we are out here in the middle of the desert, we are here together. I know you may need many things out here. But you can count on me to support you to the fullest. Just stay focused on the mission at hand. Remember, you can count on your team, other NCOs, and the company to back you up. So, let's go, stay vigilant, and do not give the enemy an inch, "so, let's dominate."

Evidence from these interviews shows that a shared spirit of esprit de corps as one contributes to the unit's overall health and mission. According to the U.S. Army (2004),

> The Army teaches that leadership is not a solo performance, but rather a team effort. A leader job in the Army or any organization isn't to make everyone the same but to take advantage of the fact that everyone is different and build a cohesive team. (p. 87)

Participant 1 stated,

> I tell my soldiers that we are like glue together as we move forward. We are a tight group with loyalty for one another here in my company. I expect high expectations troops, squads, and platoons. Because we [are] an Army of one and can do great things together. I will motivate you to be the best soldier member in my company. But we are in this together to fight for a common cause against the Taliban out here.

Overall, 50% of the 1SGs expressed that a common spirit of esprit de corps was an essential part of being unified in the Army. FM 6-22 describes esprit de corps as a

> team is a group of individuals with complementary skills committed to a common purpose, set of performance goals, and approach for which they hold themselves

mutually accountable. Commitment may not always be present from the start, but it is critical for team sustainability. (U.S. Army, 2015a, p. 7-29)

Data Analysis for Research Question 3

Research Question 3 stated, "How did retired U.S. Army 1SGs lead their companies through turbulent times using their resilience during OEF or OFS while serving on active duty?" Green, Calhoun, Dennis, and Beckham (2010) explained that resilience is a response to a situational demand or stressful experience and that resilient people find positive meaning in the challenging or traumatic events they endure. Interview questions 5 and 6 focused on Research Question 3, and both interview questions had two probes to get a better understanding of the lived experiences of retired 1SGs. Table 5 exhibits the results of the responses to the third research question with significant themes that emerged. This leadership behavior yielded the third highest number of frequencies.

Table 5

Resilience: Interview Results

Theme	Interviews Sources/freq.	Artifacts Sources/freq.	Total sources	Frequency counts
The conditioning of Army training	10/28	3/3	13	31
The military decision-making process	10/27	2/3	12	30
The evolution of personal courage	9/23	2/5	11	28
Having the self-awareness to be the best	8/25	0/0	8	25
Participation in Master Resilience Training (MRT) program	7/16	1/3	8	19
*Total frequency	44/119	8/14	52	133

Five themes emerged from the research on resilience through the interviews and artifacts. These themes were referenced a total of 133 times. Table 5 summarizes the findings from the responses to Research Question 3. The participants referred to the conditioning of Army training 31 times and in 13 sources (10 interviews and three artifacts). Once again, all of the participants referred to the military decision-making process (MDMP), which had a frequency count of 30 and was referenced in 12 sources (10 interviews and two artifacts). The evolution of personal courage had a frequency count of 28 and was referenced in 11 sources (nine interviews and two artifacts). The next theme, with a frequency count of 25, was the discipline of oneself, which was referenced in eight sources (eight interviews and zero artifacts). Finally, the theme with the least number of responses was participation in the Master Resilience Training (MRT) program, which had a frequency count of 19 and was referenced in eight sources (seven interviews and one artifact).

The conditioning of Army training. Of the 10 participants, 100% of the retired U.S. Army 1SGs expressed that the conditioning of Army training was the pillar of what they excelled at**.** The frequency counts for this theme were 31 codes and three artifacts. Army Doctrine Publication 6-22 (U.S. Army, 2019a) describes Army training with a soldier, which begins with development in education, training, and experience and requires understanding what Army leaders do today to be effective. Army training knowledge, discipline, and leadership require training, coaching, counseling, and mentoring to be effective on the battlefield. According to Participant 5,

> When you are in combat, you need to have resiliency because there are tough times out there. You know your tactics and skills, but you have to rely on them

> before you ever get into combat. We are constantly training for war, and we need to build resilience within our company. They have to understand that there is no quit in us and that we will thrive in any environment.

Heifetz, Grashow, and Linsky (2009) explained that to thrive in any organization, individuals needs resilience, robust strength, and development of self-renewal to actively challenge experiences from their past journey. All 10 1SGs spoke about how they had to build resilience within themselves to be an 1SG. Participant 9 stated,

> Look, I came up through the ranks, and I had many disappointments throughout my military career . I tried so hard and learned from my mistakes when I led the squad and platoons. Those past experiences allowed me to maintain my resolve when crazy things happen in my company. My company in Afghanistan was hit with an IED. We lost a soldier, and it shook my company up. I tried to remain steady in front of my troops and tell them we did the best training that could be done for this turbulent event. I understood I had to be strong for my company because they needed strength from their 1SG.

All 10 1SGs expressed that mental conditioning through Army education is developed by talking to other 1SGs who lost a soldier downrange. They relied on other 1SGs to help them cope through that turbulent time. Participant 1 stated,

> At that particular time, the only thing I did was I talked to my battles that were downrange, that had experienced the same thing, either, either during that particular deployment, or at some other point in their lives, but then lost soldiers, you know. Fortunately, you have enough resources to have that conversation where they can relate to him. Each one of your battles has a situation where they

> have lost a soldier, either in the same environment or previous bombs, and they got to; you can have that conversation, which is a wild thing to me, so that was my only outlet was to talk to them. And then also I respect a couple of my senior mentors that were in garrison to talk to.

Army Doctrine Publication 6-22 (U.S. Army, 2019a) expects leaders to endure and ultimately prevail over hardship through hard Army training. Resilience is the conditioning of one's mind in accomplishing the mission during a turbulent time. Therefore, resilient soldiers can recover quickly from setbacks, shock, and injuries while maintaining focus on their jobs and the mission.

The Military Decision-Making Process (MDMP). This theme that emerged from the responses of retired U.S. Army 1SGs with 100% participation was the military decision-making process. The frequency counts for this theme were 30 codes. Army Doctrine Publication 5-0 (U.S. Army, 2019c) explains how noncommissioned officers support the commander's intent as their right hand through MDMP, which is applied to leaders to make a decision: "Army design methodology is a methodology for applying critical and creative thinking to understand, visualize, and describe problems and approaches to solving them" (p. 2-16). Participant 3 stated,

> You know-how ensures that I am resilient for my company. I make sure that I follow the commander's intent with our mission. I have been applying since [I was] a junior noncommissioned officer to follow the seven steps to support the commander. If I stay focused on the seven steps to decide, I don't have time to wander off to another dimension. I mean, I support the steps when adversity is in

front of me. I apply the MDMP process even as a civilian to assist me daily. MDMP keeps me grounded when it comes to resilience.

All 1SGs expressed that supporting the commander's intent through the MDMP keeps them grounded as a leader. MDMP allows them to be resistant to unforeseen events during a turbulent time. Participant 6 stated,

> The MDMP helps me apply thoroughness, clarity, and judgment when there is danger presented to me. The knowledge I gained throughout my military career prepared me for OFS. I understood that developing situational understanding and producing the best plan accomplishes the mission as directed by my commander, that kept me focused on being the leader of my troops.

All 1SGs added that they have to be at their best when they are in combat and following precise steps allows them to map out other contingencies with competence. Bass (1998) stated,

> Rapid, decisive leadership is demanded. Leaders who fail to make decisions quickly would be judged as inadequate. Leaders speed up their decision-making as a consequence of stress and crisis. Failure to do so leads to their rejection as a leader. (p. 35)

Participant 9 added,

> You go back, and you formulate how to best accomplish your mission, your product, your responsibilities. So, and then the guidance that comes from the emphasis that comes from the higher command, they call it the commander's intent. So, you understand the intent. And once you understand the commander's intent, you take that portion of the mission and sit down with your commander

> and your company leadership. Therefore, when you are in OEF, you have steps to keep you grounded and no time to be soft. You are hard on the company to be task orientated. That is how I stay resilient because failure is not an option!

Army Doctrine Publication states, "The MDMP consists of seven steps. Each step of the MDMP has inputs, a series of sub-steps, and outputs. The outputs lead to an increased understanding of the situation facilitating the next step of the MDMP" (U.S. Army, 2019c, p. 2-18).

The evolution of personal courage. The third theme that emerged from the responses of retired U.S. Army 1SGs with 90% participation was the evolution of personal courage. The frequency counts for this theme were 28 codes and two artifacts. According to Heifetz et al. (2009)**, "**Courage requires all of your heart: heart, mind, spirit, and guts. And skill requires learning new competencies, with your brain training your body to become proficient at new techniques of diagnosis and action" (p. 37). Participant 4 stated,

> My father retired from the Army as well, and he would always tell me, "When the going gets tough, the tough get going in the Army." I knew things would get tough for me personally, and I would always reflect on that coming up through the ranks. When I was out there in Afghanistan in the dusty air, heat, and hunger, I just reflected on my dad's saying.

Participant 9, who was in the Army for 30 years, understood when going to OEF/OFS that each deployment made his courage stronger and stronger. Participant 9 stated,

> I tell you, sir, the first time I went to OEF, I was scared, and I pretended to be brave. I made it through that first deployment. The 3 years later, I went again,

> and I felt more confident. I told myself I had been here before in this country, and I know how it is going to be. I was a 1SG in my third deployment, and I felt ready to lead my troops. I had trained 15 years in the military for this position, and I displayed my confidence to all my troops that I have their backs.

According to Heifetz et al. (2009), in the convergence of multiple intelligences (intellectual and emotional) or the collaboration among physical centers (mind and heart), courage is the central notion of oneself and constitutes the resources for exercising leadership. Participant 7 stated,

> Being a 1SG in Afghanistan is a tough job, but my training over the years allowed me to display my courage in front of 250 soldiers. I knew in my heart and mind that I could not fail my soldiers. They depended on me, and I wanted to represent the 1SG position to lead them in a fight. My soldiers would look at me daily out there in the desert, and my confidence just shined in the toughness of times. I had to show them my courage so that that would encompass that same attitude in my unit.

Lee and Elliott-Lee (2006) stated, "Leaders with courage lead their organization. Then, when institutions face a point of decision when a series of crises test actual core values and therefore an institution's future both leaders and institution can act rightly and powerfully" (p. 9).

Having the self-awareness to be the best. Another theme that emerged from the responses of retired U.S. Army 1SGs with 80% participation was having the self-awareness to be the best in an organization. The frequency counts for this theme were 25 codes, and there were zero artifacts. According to George and Sims (2007), "We are

constantly evolving, as we test ourselves in the world, are influenced by it, and adapt to our environment, all in an attempt to find our unique place' (p. 6). Participant 2 explained how knowing oneself allows that person to understand shortfalls as a leader and the importance of being better to grow in front of troops:

> When I got selected to become a 1SG, I was nervous because I had never been in charge of 200 soldiers at one time. All these troops were looking at me every second. If I send the wrong message, then 200 soldiers will be wrong. I had to read military manuals every night even get up before sunrise, like 4:00 in the morning, to be prepared by 5:30 when my higher staff would show up for work. I wanted to be prepared for them and my soldiers. I learned while I was in the U.S. and learned even more as a 1SG in OEF.

Equally crucial to 80% of the 1SGs was that gaining self-awareness makes the 1SG a better leader because they work harder knowing their shortfalls. Participant 1 stated,

> Being a 1SG is so rewarding but yet so demanding. I remember thinking, how will I be tactfully ready for OEF; it was easy to be prepared for myself coming up through the ranks. Now, I have to make sure my whole company is ready. Thank God I have a pre-combat checklist to assist me in the preparation of my troops. However, when I distributed the checklist, I had to make sure that I knew what I was talking about when giving instructions. I worked so hard to be ready, and it taught me to be resilient, knowing I had military manuals to be ready.

George and Sims (2007) found that people can find the passion that motivates them and the purpose of their leadership when they know themselves. However, most important is the capability for leaders to develop themselves in identifying self-awareness.

Participation in the Master Resilience Training (MRT) program. Finally, a theme that emerged from the responses of retired U.S. Army 1SGs with 70% participation was participation in the MRT program. The frequency counts for this theme were 19 codes and one artifact. Reivich, Seligman, and McBride (2011) noted that the U.S. Army MRT course is a 10-day program of study that teaches resilience skills to noncommissioned officers (NCOs). Because the NCOs teach their soldiers these skills, this course also teaches other fundamental skills. Participant 3 stated,

> As a 1SG, we had a course that we had to attend coming up in the ranks called MRT. They gave us tools to be able to assist with our mindset to overcome adversity. This course allowed us to set of skills and techniques that build resilience, and once taught, we would teach our unit the information we learned. We learn how to prevent depression and deal with anxiety. We did this by applying the skills to our military profession and personal taught process.

Participant 2 discussed how applying the resilience training allowed him to reinforce his mental capacity to be strong. Participant 2 stated,

> I learned at the MRT course how to detect inaccurate thoughts and generate them into reality thoughts to more accurate causal beliefs instead of my mind running off and undisciplined. It helps me, and I am glad to I went to that course. It put information in my tool kit, and I made my soldiers attend that course when possible. If not, I taught those classes or had other NCOs teach them monthly.

Finally, Participant 6 discussed how he applied the ABCs to manage his training and troops.

> As a 1SG, I made my troops work on the ABCs during monthly training. The (A) is the beliefs (B) about the activating event and understand emotional and behavioral consequences, (C) was to manage those thoughts. I learned to cope with adversity to minimize trauma by crisis, and it helps in Afghanistan. I lost a soldier to a car bomb and had to reflect on my resiliency training to understand that I am here with my troops to defend and protect them at all costs. I felt I made an error for his death out there. Then I reflect on the ABCs to help me get through that horrible situation.

Reivich et al. (2011) suggested that the six-step problem-solving model be used to accurately identify contributing causes of a problem and solution strategies. Soldiers learn about confirmation bias and the problems and learn strategies to avoid the confirmation bias.

Data Analysis for Research Question 4

Research Question 4 stated, "How did retired U.S. Army 1SGs lead their companies through turbulent times using their personal temperament during OEF or OFS while serving on active duty?" According to Keirsey (1998), people's temperament is what they are born with, and their character is what is determined by the environment. Therefore, temperament is the base and/or the foundation from which their character emerges. Interview Questions 7 and 8 focused on Research Question 4, and both interview questions had two probes to get a better understanding of the lived experiences of retired U.S. Army 1SGs. Table 6 exhibits the results of the responses to the fourth research question with the significant themes that emerged. This leadership behavior yielded the lowest number of frequencies.

Five themes emerged from the research in resilience through the interview and artifacts. These themes were referenced a total of 128 times. Table 6 summarizes the findings when answering Research Question 4 regarding personal temperament. All of the participants referred to being passionate in instilling positive energy with a frequency count of 33 times and in 14 sources (10 interviews and four artifacts). Once again, the cultivation of compassion for others had a frequency count of 28 and was referenced in 12 sources (10 interviews and two artifacts). Exhibiting self-confidence as they marched had a frequency count of 27 and was referenced by 14 sources (nine interviews and five artifacts). The next theme, with a frequency count of 24 was the being a cultural, spiritual soldier for inner peace, which was referenced in nine sources (seven interviews and two artifacts). Finally, the least frequent theme was the mindfulness of mediation, which had a frequency count of 16 and was referenced in six sources (six interviews and zero artifacts).

Table 6

Personal Temperament: Interview Results

Theme	Interviews Sources/freq.	Artifacts Sources/freq.	Total sources	Frequency counts
Being passionate in instilling positive energy	10/29	4/4	14	33
The cultivation of compassion for others	10/23	2/3	12	28
Exhibiting self-confidence as a leader	9/22	5/5	14	27
Being a cultural, spiritual soldier for inner peace	7/20	2/4	9	24
The mindfulness of mediation for calmness	6/10	0/0	6	16
*Total frequency	42/112	13/16	55	128

Being passionate in instilling positive energy. The most frequent theme that emerged from the responses of retired U.S. Army 1SGs with 100% participation was being passionate about instilling positive energy. The frequency counts for this theme were 33 codes and four artifacts. All 10 1SGs explained how passion is their driving force to do their job as a 1SG. According to George and Sims (2007), for most leaders, passion comes from their life stories by understanding the meaning of critical events in their life stories and reframing them with passion. Passion will lead the purpose of one's leadership. Participant 2 stated,

> I am the 1SG, and if I do not have the passion for being the best in my company, my company will fail. I lived for the moment to be a 1SG ever since I saw my 1SG in my first duty station, and he served in Vietnam and was a hard ass. He would talk to me and tell me that I need to train, go to school and be the best in marksmanship and just be fit. I wanted to be just like him. I failed many times in different missions, but after I got my butt chewed over and over again, I learned that being at the top of my game felt like a drug. Other NCOs started looking at me with a change, and I loved it. I knew if I keep going this way, I wanted a whole company to see how committed I was to them. "My soldiers are my passion."

Participant 6 echoed almost the same response:

> The passion for him to drive on every day from sun-up to sundown. I was in it as a 1SG 365 days a year with no breaks. I never to leave; I just wanted to work on being better. I wanted to be the best 1SG that my soldiers saw every day to

model. I loved being a 1SG, and when my time was up, it stunned me, like my power went away.

Participant 10 stated,

> My passion was to be an effective 1SG that my soldiers could count on. I adapted my leadership to the capabilities of my senior noncommissioned officers (SNCO) to accept a greater power within to be driven to lead. You can call it energy or passion, but I live for the moment to call my formation to attention at 0630 hours every time they are formed up in front of me. I discovered that my passion would empower others to lead without me telling them what to do. My passion was everything in that job.

Lacroix (2012) found,

> Effective leaders know that deep down inside their hearts lie this extreme passion for the assignment they are on. It is an intense burning desire that energizes their soul and allows them to lead with fire in their heart and enthusiasm in their spirit that motivated their passion. (p. 19)

The cultivation of compassion for others. The second theme that emerged from the responses of retired U.S. Army 1SGs with 100% participation was the cultivation of compassion for others. The frequency counts for this theme were 28 codes and two artifacts. Heifetz et al. (2009) described compassion as meaning to be together with someone's pain, and when people lead, they cannot help but carry the aspirations and longings of other people. Participant 1 stated,

> As a 1SG, I looked at my inner self and felt much compassion for my troops. I felt that they were my children that had to be coached, mentored, and disciplined

> at all times. As for me, my compassion stems from my entire career up to that moment I led my troops. I just cared to make them the best. This desire inside of me was a burning fire that I could not let go of. I went to sleep in Afghanistan and would tell myself, "Please keep my troops safe tomorrow for another day, God." I never wanted to have any casualties in OEF. I would feel plain like no other.

All of the 1SGs in OEF/OFS felt that their compassion in combat had elevated 1000% compared to being back in the United States when they were leading them in training. Participant 3 stated,

> I could not believe when I was downrange how much I care for my troops. However, not just my troops, every soldier that was out there with us. It did not matter if you were in my unit or not. I felt that I wanted to protect all military personnel. I lost one of my troops. I felt the pain of failure. When we had to send him home in a casket, it was a pain that I would not wish on anyone. I had to consult my troops, and they saw that I was very compassionate during my speech. My commander told me, "1SG, you are the man the troops see you love them."

Participant 9 added,

> My compassion was built from my family that came from another country. I saw how my mom helped people a lot, and she told me that helping others always brings you good health. As a 1SG I can for all soldiers, I understood that only an Army leader of troops understands it is not about your ambitions. I feel that my faith drives me to care and have all the compassion. You need compassion for

this job. However, that compassion drives your troops to be trained at the highest military standard for war.

Heifetz et al. (2009) believed that "compassion is necessary for success and survival, but also for leading a whole life. Compassion enables you to pay attention to other's people pain and loss even when it seems that you have no resources" (p. 235).

Exhibiting self-confidence as a leader. The third theme that emerged from the responses of retired U.S. Army 1SGs with 90% participation was exhibiting self-confidence through military cadence. The frequency counts for this theme were 27 codes and five artifacts. The U.S. Army (2015a) states that training builds confidence in soldiers. Confidence is a belief in oneself with the conviction that one can meet Army challenges and succeed to be the best soldier. The U.S. Army expects its soldiers to be confident in all their tasks to accomplish the Army mission. Participant 4 stated,

> As a 1SG, I developed confidence as a leader through education, training, and experience throughout my military career. I attended the Army's NCOES programs, [which] gave me the tools to build confidence through military training exercises. I failed many times, but I learned that it made me more confident when I tried the task again when I did learn. It took me a long time to become a 1SG, and I am thankful for my past leaders' training. That experience carried over when I stood in front of my company. I had the confidence through training to be better every day.

Participant 6 emphasized that the more 1SGs train, the better they get, and the better they get, the more confidence they build within themselves to lead as a 1SG. He

said, “When I was in front of my troops, I was unstoppable, and when you talk, you walk the walk” (Participant 6). Participant 10 expounded,

> I know I prepared with military manuals; I read them I practiced when I was not involved in other duties. I try to find solutions for my soldiers before they even ask them. My troops understood that when they would come to see me as their 1SG, I knew what I was talking about and would guide them to be the best soldier.

According to the U.S. Army (2015a), “When a subordinate experiences a difficult situation, setback, or seemingly insurmountable challenge, a supervisory leader can help restore confidence and prevent conditions from going from bad to worse. Employing the following enables recovery from setbacks” (p. 3-24).

Being a cultural, spiritual soldier for inner peace. The fourth theme that emerged from the responses of retired U.S. Army 1SGs with 70% participation was being a cultural, spiritual soldier for inner peace. The frequency counts for this theme were 24 codes and two artifacts. George and Sims (2007) described the fact that leaders have an active religious or spiritual practice in a higher power either privately or with like-minded people to seek their answers through discussion. Participant 10 explained how believing in God helped him get through tough times when he lost a soldier in OEF. He felt responsible and wanted a way to recover from the pain.

> He seeks answers from God. He prayed every morning for his soldiers’ safety throughout the day; then the news came over the radio that he lost a soldier in an ambush near a local town. He just felt that he was taking care of because he felt

> less pain every day that passed. He knew God was with him to get over a trying time. (Participant 10)

Participant 3 emphasized that

> You need God to get you through tough times when you are in combat. It is not easy to lead troops in that environment. Yes, you have training and experiences, but you need God at all times. I believe in God because it is not easy to be in the desert and away from your family. I prayed 3 times a day for my safety and my soldiers' safety, and I safely got back home.

Participant 9 expressed that using prayer would allow her to get away and be in a place of peace, and once peace was in her heart, she felt more powerful than ever:

> I pray[ed] and felt great, and when I felt great, my soldiers would see me rejuvenated as a 1SG. I take prayer very seriously, and I just did not start here because of me dying out here. I went to church with my family as a child and have always been part of a church. The church helped me be a solid 1SG back in the U.S. and out here, of course.

According to George and Sims (2007), "Authentic leaders who are religious talked about the power of prayer, being part of church groups, and finding solace at church" (p. 145).

The mindfulness of meditation for calmness. Finally, the theme that emerged from the responses of retired U.S. Army 1SGs with 60% participation was mindfulness of meditation for calmness. The frequency counts for this theme were 16 codes and zero artifacts. Cavallaro (2019) believed that meditation is personal, but understanding the benefits of those practices to the concept of brain wellness is an important component of

the Army's new focus on holistic health. The use of mindfulness and meditation allows helping soldiers who deal with stress throughout their military careers in garrison or combat operations. Participant 3 elaborated,

> As a 1SG, I had to get away to find some peace at times. Being in Afghanistan, you have combat operations allow over the area. I had to take a seat in my living quarters and did not want to be disturbed until I could relax my mind. When I could nap and just relax, I seemed to be recharged to lead troops again.

Participant 9 added, "With so much going on from my commander, higher chain of command then having my troops execute our mission, I felt overwhelmed at times. I reflected on to bring my mind to peace." Rees (2011) described mindfulness meditation: "Mindfulness meditation is described as a systematic procedure to develop an enhanced awareness of moment-to-moment experiences" (p. 1235).

The data analysis for all four research questions is tallied together in Table 7. This summary table outlines that there were four research questions and 21 identified themes. Furthermore, it breaks down the total number of actual participants and the total frequency responses given by participants collected via Zoom interview transcripts and artifacts.

Table 7

Summary Research Questions and Themes

Findings	Total themes	Total participants	Frequency of responses
Results for Research Question 1	6	10/10	189
Results for Research Question 2	5	10/10	135
Results for Research Question 3	5	10/10	133
Results for Research Question 4	5	10/10	128
Total themes/frequency	21		585

Key Findings

While applying the data gathered from the interviews and the artifacts, 21 themes emerged from this qualitative research study, which yielded 15 key findings of how retired U.S. Army 1SGs practiced leading their companies through turbulent times using the leadership attributes of moral purpose, concern for the collective interest, resilience, and personal temperament during their active duty service while deployed in combat operations in Afghanistan throughout OEF or OFS. The following criteria were used to determine key findings: the theme was referenced by a minimum of 90% (nine) of the participants or had a frequency count of 27. Table 8 contains the summary of key findings.

Table 8

Summary of Key Findings Based on Selection Criteria

Trait	Theme	% of Participants	Frequency count
Moral purpose	• Mission to succeed at all costs	100	36
	• Living the NCO Creed with honor	100	34
	• Exhibition of character is unparalleled in front of troops	100	33
Concern for the collective interest	• The health and welfare of their soldiers	100	35
	• The establishment of teamwork	90	30
Resilience	• Enunciated the conditioning of Army training	100	31
	• Conveyed that the MDMP is vital during combat operations	100	30
	• Engineered the evolution of personal courage	90	28
Personal temperament	• Capitalized on being passionate in instilling positive energy	100	33
	• Expanded on the cultivation of compassion	100	28
	• Amplified exhibiting self-confidence	90	27

Moral Purpose

1. Retired U.S. Army 1SGs placed mission accomplishment to succeed at all costs in leading troops during combat operations in OEF/OFS as their number one priority. Of the 10 participants, 100% shared lived experiences that mission accomplishment to lead troops in combat, which represented 36 codes for this leadership behavior.
2. Retired U.S. Army 1SGs expressed living the NCO Creed with honor in leading their troops during combat operation in OEF/OFS. Of the 10 participants, 100% shared lived experiences living the NCO Creed with honor in combat, which represented 34 codes for this leadership behavior.
3. Retired U.S. Army 1SGs applied the exhibition of character is unparalleled in front of troops during combat operations in OEF/OFS. Of the 10 participants, 100% shared lived experiences that exhibited character in combat, which represented 33 codes for this leadership behavior.

Concern for the Collective Interest

4. Retired U.S. Army 1SGs explained that the health and welfare of their soldiers during combat operations in OEF/OFS. Of the 10 participants, 100% shared lived experiences of the health and welfare of their soldiers during combat, which represented 35 codes for this leadership behavior.
5. Retired U.S. Army 1SGs described that the establishment of teamwork during combat operations in OEF/OFS. Of the 10 participants, 9 or 90% shared lived experiences that established teamwork during combat, which represented 30 codes for this leadership behavior.

Resilience

6. Retired U.S. Army 1SGs enunciated that the conditioning of Army training is paramount during combat operations in OEF/OFS. Of the 10 participants, 100% shared lived experiences in Army training for combat, which represented 31 codes for this leadership behavior.
7. Retired U.S. Army 1SGs conveyed that the MDMP is vital during combat operations in OEF/OFS. Of 10 participants, 100% shared lived experiences of that MDMP for combat and represented 30 codes for this leadership behavior.
8. Retired U.S. Army 1SGs engineered the evolution of personal courage is mandatory during combat operations in OEF/OFS. Of the 10 participants, 9 or 90% shared lived experiences that evolution of personal courage for combat, which represented 28 codes for this leadership behavior.

Personal Temperament

9. Retired U.S. Army 1SGs capitalized on being passionate in instilling positive energy enhances the unit during combat operations in OEF/OFS. Of the 10 participants, 100% shared lived experiences in being passionate about instilling positive energy in combat, which represented 33 codes for this leadership behavior.
10. Retired U.S. Army 1SGs expanded on the cultivation of compassion for others is maximized during combat operations in OEF/OFS. Of the 10 participants, 100% shared lived experiences of cultivation of compassion during combat, which represented 28 codes for this leadership behavior.
11. Retired U.S. Army 1SGs amplified exhibiting self-confidence as a leader representing confidence during combat operations in OEF/OFS. Of the 10 participants, 9 or 90%

shared lived experiences of exhibiting self-confidence as they marched in combat, which represented 30 codes for this leadership behavior.

Summary

The purpose of this phenomenological study was to discover and describe behaviors that retired U.S. Army First Sergeants (1SGs) practiced to lead their companies through turbulent times using the leadership attributes of moral purpose, concern for the collective interest, resilience, and personal temperament during their active duty service while deployed in combat operations in Afghanistan throughout OEF or OFS. The research included interviews of 10 retired U.S. Army 1SGs, which provided lived experiences through descriptive data regarding the leadership behaviors of moral purpose, concern for the collective interest, resilience, and personal temperament. This chapter also summarized the 21 themes' relationship with leadership behaviors used by retired U.S. Army 1SGs in combat operations during OEF/OFS. The data collected were reviewed and coded from the 10 interviews that resulted in 585 frequency counts, which included 71 artifacts that included military records (evaluations, awards, and certificates) and photographs as 1SGs while on active duty. The interviews and the extensive documents allowed the researcher to triangulate the information shared by the participants during their involvement in combat operations in OEF/OFS. Eleven key findings were identified, which described the leadership behaviors that retired U.S. Army 1SGs used to lead their companies through turbulent times.

Chapter V provides the final summary of the study, including significant findings, unexpected findings, conclusions, implications for action, recommendations for further research, concluding remarks, and the researcher's reflections.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

> Scholars who have studied the development of leaders have situated resilience, the ability to sustain ambition in the face of frustration, at the heart of potential leadership growth. More important than what happened to them was how they responded to these reversals, how they managed in various ways to put themselves back together, how these watershed experiences at first impeded, then deepened, and finally and decisively molded their leadership. (Goodwin, 2018, p. xiii)

Overview

In this phenomenological study, the researcher identified leadership attributes and behaviors in the four categories of moral purpose, concern for the collective interest, resilience, and personal temperament that U.S. Army First Sergeants used to lead their soldiers during a turbulent time in combat operations in Afghanistan. Data generated from interviews of study participants, observations, and artifacts resulted in 11 key findings. Chapter V offers a summary of the study, including the purpose, research questions, and key findings. In addition, this chapter includes unexpected research findings, conclusions, implications for action, and recommendations for future research.

Purpose Statement

The purpose of this phenomenological study was to discover and describe behaviors that retired U.S. Army First Sergeants (1SGs) practiced to lead their companies through turbulent times using the leadership attributes of moral purpose, concern for the collective interest, resilience, and personal temperament during their active duty service

while deployed in combat operations in Afghanistan throughout Operation Enduring Freedom (OEF) or Operation Freedom Sentinel (OFS).

Research Questions

Central Research Question

The central question for this research study asked, "What leadership attributes and behaviors do retired U.S. Army 1SGs practice to lead their organizations through turbulent times: moral purpose, concern for the collective interest, resilience, and personal temperament as presented in the leadership traits by Goodwin (2018)."

Research Subquestions

1. How did retired U.S. Army 1SGs lead their companies through turbulent times using their moral purpose during OEF or OFS while serving on active duty?
2. How did retired U.S. Army 1SGs lead their companies through turbulent times using their concern for the collective interest during OEF or OFS while serving on active duty?
3. How did retired U.S. Army 1SGs lead their companies through turbulent times using their resilience during OEF or OFS while serving on active duty?
4. How did retired U.S. Army 1SGs lead their companies through turbulent times using personal temperament during OEF or OFS?

Major Findings

The following significant findings were developed from the key findings specified in Chapter IV. The criterion for being a major finding was being referenced by 90% of the participants or having a frequency count of 30 or more.

Major Findings: Moral Purpose

1. Retired 1SGs placed mission accomplishment to succeed at all costs quintessential to their job, which was referenced by 100% of the participants. The mission accomplishment to succeed at all costs referenced the highest frequency at 36 codes and five artifacts.
2. Retired 1SGs expressed living out the NCO Creed with honor in leading their troops, which was referenced by 100% of the participants. They lived the NCO Creed with honor, which was referenced as the second highest frequency with 34 codes and eight artifacts.
3. Retired U.S. Army 1SGs upheld the exhibition of character to be unparalleled, which was referenced by 100% of the participants. The exhibition of character to be unparalleled was referenced with a frequency of 33 codes and nine artifacts.

Major Findings: Concern for the Collective Interests

4. Retired U.S. Army 1SGs substantiated that the health and welfare of their soldiers is the ultimate responsibility, which was referenced by 100% of the participants. Health and welfare of their soldiers was referenced with a frequency of 35 codes and three artifacts.

Major Findings: Resilience

5. Retired U.S. Army 1SGs enunciated that the conditioning of Army training is paramount, which was referenced by 100% of the participants. The conditioning of Army training was referenced in 31 codes and three artifacts.

6. Retired U.S. Army 1SGs conveyed that the military decision-making process (MDMP) is vital, which was referenced by 100% of the participants. The MDMP was referenced in 30 codes and 2 artifacts.

Major Findings: Personal Temperament

7. Retired U.S. Army 1SGs capitalized on being passionate in instilling positive energy, which was referenced by 100% of the participants. They are passionate about instilling positive energy, which was referenced in 33 codes and four artifacts.
8. Retired U.S. Army 1SGs expanded on the cultivation of compassion for others, which 100% of the participants maximized. Cultivation of compassion represented 28 codes and two artifacts.

Unexpected Findings

One unexpected finding emerged when the researcher examined the data of the participants. Goodwin (2018) explored the leadership traits of four exemplary presidents of our nation's past. The personality trait of personal temperament as a leader allowed the four U.S. Presidents in her book to lead during turbulent times; this researcher found less supportive evidence to support personal temperament in the interviews conducted and artifacts collected compared to the other three personality traits. Even though the personality trait of personal temperament resulted in five themes for its research question with 128 frequency counts, most participants presented evidence with a higher frequency when responding to Research Question 4. This may be due to the 1SGs not knowing themselves in identifying their strengths and weaknesses within their leadership style. All participants strong personalities were evidenced during the interviews, but in this study, their personal temperament did not seem to influence their ability as a leader.

Hutchinson (2010) posited that individuals with strong personalities could develop leadership traits that help them to control an environment. When individuals have a strong personality, they may conflict with another who has a strong personality and struggle to overlook less critical issues. In addition, when the researcher interviewed the 1SGs through the Zoom teleconference software, they seemed to talk the talk as if they were still in the Army. This may have contributed to their not opening up more with responses to Research Question 4.

Consequently, the contribution to a low frequency of responses for personal temperament was due to the self-efficacy of the 1SGs during the interview. At times during their responses to Research Question 4 and its probes, 1SGs seemed to want to take control of the interview once the researcher disclosed that this was the fourth research question and final interview question. According to Kreitner and Kinicki (2004), self-efficacy allows leaders to manage their emotions to make decisions that lead to their completion of necessary tasks. Self-efficacy is an essential element in their leadership style. However, seeking opportunities to learn new tasks may be lacking in a new environment due to the 1SGs' beliefs about their capabilities to exercise control over their current environment. 1SGs are conditioned to take charge and lead the way in their companies as the top leader.

The final analysis of the responses to the personal temperament interview question could have caused a lower frequency than the other three research questions in that the interviews seemed to be longer than expected. At the beginning of the interview, the participants were excited; however, at the 60-minute mark, they just wanted to finish the interview, and they began to show some impatience. One interviewee stated, "I felt

like I was in a military board, and you were questioning me about my performance as a 1SG." According to Patton (2015), some interviews may be extended, interruptions may occur, and the interviewee might like to stop; thus, a lack of authenticity of the responses may occur finalizing the interview session. These were some reasons why retired U.S. Army 1SGs' responses resulted in fewer frequencies than the other three research questions, which led to these unexpected findings for the behavioral trait of personal temperament.

Conclusions

This study revealed a leadership trait that led to a discovery and description of behaviors that retired U.S. Army 1SGs practiced to lead their companies through turbulent times using the leadership attributes of moral purpose, concern for the collective interest, resilience, and personal temperament during their active duty service while deployed in combat operations in Afghanistan throughout OEF or OFS. Goodwin (2018) found the leadership traits of four monumental presidents' descriptions and behaviors regarding how they led the United States during a turbulent time in their presidency. After analyzing this study's significant findings, the following conclusions can be drawn.

Conclusion 1

Based on the findings that a retired U.S. Army 1SGs placed mission accomplishment to succeed at all costs, it is concluded that leaders in combat operations must combine interpersonal, conceptual, technical, and tactical skills to accomplish the Army mission. Leaders in combat operations combine interpersonal, conceptual, technical, and tactical skills to accomplish the Army's mission (U.S. Army, 2004). Then

on to Participants 1 and 8 reported that getting the mission accomplished is critical to saving lives and protecting all soldiers with the best possible options available. The U.S. Army (2004) explained that the readiness of the Army to fight and win wars goes unchanged, and the willingness to accomplish any military mission is an obligation to the American people. Consequently, for leaders, mission accomplishment may demand risking their own lives or those of soldiers and justly taking the lives of enemies (U.S. Army, 2020). Participant 2 explained that when they have a mission, complex situations occur. In those situations, leaders need to have an awareness to succeed without fail without losing their soldiers. Participant 2 understood the elements before him: to survive at all costs.

In addition, all participants recalled that as young soldiers coming up through the military ranks, they admired how military leaders always seemed to be focused on getting the job done and that they seemed fearless. They believed that they had leaders who set an example in accomplishing the mission at hand. The U.S. Army (2004) found that to be an influential leader toward followers, the critical component is for them to accomplish the mission at hand. In addition, Bass and Riggo (2006) described idealized influence as occurring in transformational leaders who act in ways that allow them to serve as role models for their followers to emulate as a way to influence them to perform at their best.

The interviews, observations, and artifacts supported the following:

1. All retired U.S. Army 1SGs discussed in detail that placing mission accomplishment in OEF/OFS admitted to their being vital, supporting the Army mission was not to be compromised and they were to win at all costs to achieve victory.

2. The artifacts included retired U.S. Army 1SGs' military records, military certificates, military awards, and photos. All the artifacts communicated actual actions for which 1SGs were acknowledged during their tenure.

Conclusion 2

Based on the finding that retired U.S. Army 1SGs tend to follow a code of conduct that fully supports the NCO Creed, it is concluded they that to support the organization and its objectives, and that they achieved this through modelling and personal influence. Part of the way this is accomplished is through following their moral compass and building trust with their soldiers. Honor provides the "moral compass" for integrity and personal conduct in the Army and is crucial for crafting a bond of trust among soldiers (U.S. Army, 2004). Participant 8 shared that the NCO Creed is who he is as a 1SG. He displayed that to show his soldiers looked up to him for guidance. In addition, he expressed that the NCO Creed was incorporated every day with honor to lead his soldiers. The U.S. Army (2020) aims to educate and remind its leaders of their responsibilities and authority and serves as the code of conduct.

The findings of this study explained that all 10 1SGs described living the NCO Creed with honor, which established the root embodiment of how to be the best in a company, and by doing so, to be a role model for others to emulate. Kouzes and Posner (2006) affirmed that no matter what one's role in life may be, that person makes a difference. There is a 100% chance that that person can be a role model for leading others. There is a 100% chance that person can influence someone's performance. All 1SGs expressed that being a role model is how they inspire subordinates through their sterling personal example.

The interviews, observations, and artifacts supported the following:

1. Actively participating in living the NCO Creed allowed all 10 1SGs to re-educate themselves and remind themselves of the responsibilities and authority they possess and the behavior of the code of conduct environment in and out of combat operations.
2. The artifacts of retired U.S. Army 1SGs included military records, military certificates, military awards, and photos. All of the artifacts communicated actual actions that 1SGs were acknowledged during their tenure.

Conclusion 3

Based on the finding that retired U.S. Army 1SGs identified the exhibition of character to be unparalleled, it is concluded that the importance of character development for soldiers in the Army cannot be overstated. It is the foundation of Army ethics, and it is the responsibility of every 1SG to demonstrate their character in front of their troops to lead effectively. It can also be concluded that 1SGs model the behavior they wish to see in their soldiers. Army leadership starts with what the leader must "be" within the values and attributes that influence a leader's character (U.S. Army, 2004). Participant 4 shared that his troops are always watching him make decisions that are fair and impartial. He expressed that he was honest to his troops without fail. Participant 8 defined her character as doing the right thing, which will not hurt her soldiers but guide them. Bass (1998) explained that the emphasis of trust on someone's character is vital with others. Being a trustworthy role model was considered the most empowering leadership role. A 1SG displays character through demonstrating initiative by taking action quickly and with authority. Only with this self-development does a person become a confident and competent leader who has character (U.S. Army, 2004). The participants explained that

character in combat operations is paramount; it will determine whether a leader succeeds or fails.

The interviews, observations, and artifacts supported the following:

1. How 1SGs spoke about how their character was instilled in them through the Army profession and how it prepared them for dynamic environments throughout their professional development. The importance was that character is a measurement of an effective leader.
2. The artifacts for retired U.S. Army 1SGs included military records, military certificates, military awards, and photos. All of the artifacts communicated actual actions for which 1SGs were acknowledged during their tenure.

Conclusion 4

Based on the finding that retired U.S. Army 1SGs identified the health and welfare of their soldiers as their ultimate responsibility, it is concluded that creating a disciplined environment where their soldiers can learn and grow while holding them to high military standards and training them to function as a collective group for peace and war was paramount to ensure unit readiness. The U.S. Army (2004) describes Army leadership responsibilities as what leaders do. They take care of soldiers in creating a disciplined environment where they can learn and grow; it means holding them to high standards, training them to do their jobs so they can function in peace and war. Participant 1 discussed that it went back to his words and actions. He made specific commitments to his organization, people, and their families. He reiterated that bringing everybody who has gone downrange back home with the 1SG is the best way to display

the care for the health and welfare of his soldiers. Reflecting on their understanding of emotions and feelings about caring allowed the participants to show how they cared.

Participants 6 and 10 both explained that they could take care of others when they took care of themselves physically and mentally. They had high standards of soldering and trained harder than anyone else in their companies in all aspects of tasks. They talked among other peers to prepare themselves mentally and to take care of their soldiers with fairness, discipline, and reward. A leader must demonstrate an understanding of another person's point of view, identify others' feelings and emotions, and display a desire to care for soldiers and their families to increase unity within the whole organization (U.S. Army, 2015a).

The interviews, observations, and artifacts supported the following:

1. The retired U.S. Army 1SGs who reflected on taking care of soldiers as their number one priority in the Army believed that it could not have been a higher honor knowing the soldiers fell under their watch to be trained and disciplined, and the 1SGs were rewarded with a feeling of accomplishment.
2. The artifacts for retired U.S. Army 1SGs included military records, military certificates, military awards, and photos. All of the artifacts communicated actual actions for which 1SGs were acknowledged during their tenure.

Conclusion 5

Based on the finding that retired U.S. Army 1SGs acknowledged the importance of their military education to overcome challenges during turbulent times, it is concluded that 1SGs played an extremely critical role with their soldiers in the use of mental conditioning training to prepare for adversity. As a 1SG, military conditioning allowed

them to serve in a position of responsibility in the preparation of training manuals and putting those manuals to test with real training when they were to deploy to Afghanistan. Army Doctrine Publication 6-22 (U.S. Army, 2019a) describes that Army training for a soldier begins with development in education, training, and experience, and requires understanding what Army leaders do today to be effective. Army training knowledge, discipline, and leadership require training, coaching, counseling, and mentoring to be effective on the battlefield.

Participant 2 contributed that his military education in resilience allowed him to establish a solid mental state when times got bad in an area where the enemy had the advantage. He said he relied on his resilience training and experience to maneuver around an area that was not intended for conventional travel. All participants revealed that military experience and education allowed them to be resilient when the situation was tough in Afghanistan.

Heifetz et al. (2009) believed that to thrive in any organization, one needs resilience, robust strength, and development of self-renewal by actively challenging experiences from a past journey. The shared experiences of all the 1SGs echoed that education of the MRT program allowed them to be vigilant in Afghanistan.

The interviews, observations, and artifacts supported the following:

1. Retired Army 1SGs led their companies in Afghanistan through times of hardship with their own resilience training and that they taught within their companies.
2. The artifacts of retired U.S. Army 1SGs included military records, military certificates, military awards, and photos. All of the artifacts communicated actual actions for which 1SGs were acknowledged during their tenure.

Conclusion 6

Based on the finding that retired U.S. Army 1SGs disclosed that making decisions during OEF/OFS was multiplied tenfold, it is concluded that applying the MDMP saved lives while in hostile territory. They learned the seven steps on how to evaluate a decision when they were out in combat operations. The sequence can be applied in garrison base or during combat operation in OEF/OFS. Participant 10 expressed that being knowledgeable in the commander's intent process of MDMP allowed him to design convoys that would maximize his routes to protect his company's safety. According to Army Doctrine Publication 5.0 (U.S. Army, 2019c), MDMP consists of seven steps. Each step of the MDMP has inputs, a series of substeps, and outputs. The outputs lead to an increased understanding of the situation, facilitating the next step of the MDMP.

Participants 3 and 4 described the MDMP as the commander's intent to make the best decision possible when things got bad in Afghanistan. They applied this method to allow themselves to plan and coordinate events in their daily military tasks. Army Doctrine Publication 5-0 (2019c) explains how noncommissioned officers support the commander's intent as their right hand through the MDMP applied to a leader's decision. According to Bass (1998), leadership decisiveness needs to be rapid and is highly demanded when decision making occurs during crisis to avoid unfavorable consequences. Leaders speed up their decision-making as a consequence of stress and crisis.

The interviews, observations, and artifacts supported the following:

1. The 1SGs applied the commander's intent through the MDMP to succeed in OEF/OFS. The methodology is to apply critical, creative thinking, visualization, and problem-solving skills.

2. The artifacts of retired U.S. Army 1SGs included military records, military certificates, military awards, and photos. All the artifacts communicated actual actions that 1SGs were acknowledged for during their tenure.

Conclusion 7

Based on the finding that retired U.S. Army 1SGs identified passion as a driving force to do their job and lead their troops, it is concluded that demonstrating passion was an essential component of leading with excellence and a dynamic positive force for their company of soldiers. U.S. Army 1SGs identified passion as a driving force to do their job and lead their troops. They described passion as the energy that motivated and pushed them to constantly improve and strive to be the top NCO in their company. According to George and Sims (2007), for most leaders, passion comes from understanding the meaning of critical events in their life stories and reframing them with passion. Passion will lead the purpose of one's leadership. Participants 7 and 9 stressed that being a passionate 1SG allowed them to get up in the morning and be prepared to lead their company in Afghanistan. Being passionate is a drive that people have deep inside of them to perform with tireless effort out in the desert. They expressed that without passion, they would not be in the job of taking care of troops.

Lacroix (2012) found that influential leaders know that deep down inside their hearts lies this extreme passion for the assignment they are on. He further described the intense burning desire that energizes leaders' souls and allows them to lead with fire in their heart and enthusiasm in their spirit that motivates their passion. All 10 1SGs spoke about being passionate about their job and how it provided the fortitude they needed to do their best in an austere environment.

The interviews, observations, and artifacts supported the following:

1. Retired 1SGs successfully explained how their passion for the Army and their company was essential to lead with excellence. Being passionate for a 1SG is a dynamic force for the company.
2. The artifacts of retired U.S. Army 1SGs included military records, military certificates, military awards, and photos. All the artifacts communicated actual actions that 1SGs were acknowledged for during their tenure.

Conclusion 8

Based on the finding that retired U.S. Army 1SGs identified the importance of the cultivation of compassion for others, it is concluded that for 1SGs to connect with their soldiers with compassion they need to build an environment of trust between the soldier and the 1SG. A compassionate 1SG is able to empathize with others and gives them the confidence to help others during a turbulent time. Participants 1 and 5 expressed that when they showed soldiers they cared about them as a person or as part of a unit, the soldier believed they were a genuine 1SG and looked out for their best interest. Heifetz (2009) described compassion as meaning to be together with someone's pain, and leaders cannot help but carry the aspirations and longings of those they lead. The participants said they learned compassion from their earliest years in the military. They saw how good leaders treated them and wanted to return the favor to their soldiers. Five participants lost soldiers in OEF/OFS as 1SGs. Because they were so saddened by this loss, they were able to show compassion to the soldiers in their units who were also hurt by the death of one of their own.

According to Heifetz et al. (2009), compassion is necessary for success and survival and leading a whole life. Compassion enables a person to pay attention to another's pain and loss even when it seems that person has no resources. The cultivation of compassion allowed all the 1SGs to do the right thing and treat everyone in their unit with respect and dignity.

The interviews, observations, and artifacts supported the following:

1. Retired 1SGs were able to reflect on how they needed compassion to gain the trust of their companies successfully. Without compassion, they would have struggled to maintain a strong reputation for respect.
2. The artifacts from retired U.S. Army 1SGs included military records, military certificates, military awards, and photos. All the artifacts communicated actual actions for which 1SGs were acknowledged for during their tenure.

Implications for Action

This research provided knowledge about how retired U.S. Army 1SGs applied leadership attributes and behaviors while in a combat operations environment during OEF/OFS. The findings for this study and the supporting literature on leadership traits can be applied by Army military leaders who lead troops into combat. Because troop deployment into a war zone is always imminent and there is little research on how a 1SG leads his or her troops in a combat environment while applying the personal attributes and behaviors of moral purpose, concern for the collective interest, resilience, and personal temperament, the Army can use this study's findings to consider whether the feedback provided by retired U.S. Army 1SGs is aligned with current training opportunities for future 1SGs. There is a significant opportunity to employ and make use

of the study's findings to expand the research into other areas of Army leadership. The implications for actions derived from this study can impact not only future active-duty 1SGs but also U.S. Army Reserves and U.S. Army National Guard components that lead soldiers into combat operations.

Implication 1: Enforce Unit Readiness Before Deploying Into Combat Operations

Military deployments into combat zones are volatile, and a company's preparation to be adequate on the battlefield against an enemy that is not visibly is paramount. The 1SGs are driven with a moral purpose to be ready for their soldiers. The 1SGs' moral purpose is the catalyst and significant contributor to their overall unit's readiness to succeed in a turbulent time of war. Because having a moral purpose can save soldiers' lives, wavering from that can lead to unforeseen circumstances in combat. This literature can increase 1SGs' training of moral purpose and ethical responsibilities of their soldiers to lead in a turbulent times in combat operations.

Implication 2: Apply and Live the NCO Creed With Honor

Because the NCO Creed was established to guide to an NCO's code of conduct, it is increasingly important that 1SGs require themselves to understand its impact on their integrity in combat operations. The NCO Creed provides 1SGs with the foundation of their moral compass that will allow them to create a bond and trust with their soldiers. That bond is not only 1SGs' word but, more importantly, their presence as leaders in a war zone. This study could assist future 1SGs in applying the NCO Creed to lead effectively in a turbulent time of combat operations.

Implication 3: Define One's Character; it Builds a Trustworthy Environment

A 1SG's character helps them understand what is right and what is wrong, then allows them to do the right thing when leading in combat operations. The 1SGs' character can make a difference in how their soldiers trust them; if the soldiers do not have trust in them, then their leadership will be questionable. This will help 1SGs to establish their words as deeds throughout their organization. This study can increase the importance of 1SGs to have character and display that character in front of their soldiers effectively in a turbulent time of combat operations.

Implication 4: Demonstrate Caring for Soldier's Quality of Life

The results of this study demonstrated that 1SGs' concern for the collective interest of their soldiers was critical to lead them in adverse times during combat actions. Expanding on the importance of health and soldiers' welfare provides one with the intestinal fortitude to sustain, support, and improve soldier's quality of life in combat operations; 1SGs inherit those responsibilities from the day they are appointed to that privileged position. This study could assist future 1SGs in demonstrating the concern of soldiers' collective interest to lead effectively in a turbulent time of combat operations.

Implication 5: Establish a Combat-Ready Mindset at all Times

The reinforcement of military doctrine and publications prepares the 1SG to be tactfully and technically proficient during combat operations. For 1SGs, the growth of a combat-ready mindset allowed them to serve in a position of responsibility to be effective with the knowledge and discipline of their soldiers. The Army training educational system provides required leadership training, coaching, counseling, and mentoring to be effective on the battlefield. This study will assist future 1SGs to understand the

complexity of building a solid and knowledgeable foundation through education to lead effectively in a turbulent time of combat operations.

Implication 6: Understand Military Decision-Making (MDMP) process

This research proved how critical the MDMP process is in a combat environment. The data analysis revealed how a 1SG assists in mission analysis and understands a commander's intent on the battlefield. The 1SGs have the pulse of their soldiers, and if they do not understand the complexities of the seven-step process, that will lead to undesirable results for their soldiers in combat. The MDMP process is the bible for both planned and unplanned actions to end the state of military operations. Therefore, providing insight into a commander's intent is vital in providing feedback on military orders. This study could assist future 1SGs to understand the complexity of the MDMP seven-step process through practicing it to lead effectively in a turbulent time of combat operations.

Implication 7: Display Confidence Is Essential to Lead

The examination of the literature provided evidence that confidence in an Army leader creates strength and agility when making decisions in a combat environment. All 1SGs suggested that displaying confidence in Afghanistan was an important skill when leading their soldiers. The 1SGs need to display confidence and competence to lead in combat operations. If there is a loss of confidence in a 1SG's leadership, then it may be dangerous for him to lead his unit. Lack of confidence can lead to low self-esteem, and if the 1SG is not confident, the organization is not either. This study could assist future 1SGs to understand the importance of displaying confidence to lead effectively in a turbulent time of combat operations.

Implication 8: Develop Compassion and Empathy to Strive in One's Environment

Compassion and empathy are critical tools for comprehending the potential loss of soldiers in a combat environment. A 1SG needs to be knowledgeable in expressing compassion for others because compassion allows 1SGs to listen to their heart and communicate to their soldiers that they care. Empathy allows 1SGs to sense their soldiers' emotions and assist them in a time of loss of another soldier. There should be more emphasis as a 1SG to work on compassion and empathy techniques to support their emotional wellness for a war zone. This study could assist future 1SGs to understand the importance of compassion and empathy to lead effectively in a turbulent time of combat operations.

Recommendations for Further Research

This study focused on retired U.S. Army 1SGs who applied leadership attributes and behaviors (moral purpose, concern for the collective interest, resilience, and personal temperament) described in Goodwin's (2018) book. The application of those leadership attributes and behaviors were explored in how retired 1SGs led their soldiers throughout a turbulent time during combat operations in Afghanistan during OEF/OFS. Interestingly, all of the participants for this study came prepared with military records and artifacts that produced evidence of serving in Afghanistan during their active-duty commitment. Using the phenomenological approach is a positive way to understand the actual lived experiences of retired U.S. Army 1SGs in a combat zone. Further research is recommended in the following 10 areas.

Recommendation 1: Analyze the Combined Research from the Studies of the Four Members of the Turbulent Leadership Team

The thematic turbulent leadership team was made up of four doctoral students studying how exemplary leaders lead during turbulent times. Each member studied a different population. The K-12 educator looked at exemplary public school superintendents who led their districts during turbulent times. The industrial production manager looked at how exemplary industrial production managers led successfully through the turbulence of the COVID-19 crisis. The retired Navy enlisted member searched behaviors that exemplary Navy submarine commanders practiced when leading their command through turbulent times. Changes should be made to training of leaders within these organizations that incorporate the key findings of this research.

Recommendation 2: Examine Active Duty 1SGs of all the Other Department of Defense Uniformed Service Agencies

This study is not the same as interviewing active duty 1SGs currently serving in OFS, Afghanistan. In addition, leadership attributes and behaviors examined in this phenomenological should include other military Department of Defense uniformed services agencies, for example, airman, Marines, or sailors to include the U.S. Army Reserve Component, U.S. Army National Guard Bureau, U. S. Coast Guard, and U.S. Space Force within the department of the U.S. Air Force. Furthermore, the military should provide training that would instill the same discipline and authority in a leadership position to lead subordinates in combat operations.

Recommendation 3: Conduct a Replication Study Throughout the U.S. Military Bases

A replication study should be done to collect data from all other Army Joint Base installations throughout the 50 states in America that have retired U.S. Army 1SGs within two counties of a military installation. Another study in a different region would compare the findings of that study to the findings of this study to see if there were similar results.

Recommendation 4: Emphasize That Mission Accomplishment Plays a Critical Role in Combat Operations

All 10 retired 1SGs expressed dedication to mission accomplishment. Mission accomplishment is a critical mindset of not failing at any cost. Equally important, the NCOES systems should continue to drive this message to all leaders today through upholding the highest training standards at every level of leading soldiers.

Recommendation 5: Examine Other Leadership Positions That Lead Soldiers Into Combat

This study can also benefit other leadership positions, such as an officer or noncommissioned officer in the U.S. Army, that carry the honor of leading troops to combat all military occupational specialty (MOS) code for a specific job. The benefit of preparing in advance is not solely a specific MOS to lead soldiers. All leaders need to be prepared if the 1SG is no longer available while in combat due to unforeseen events.

Recommendation 6: Create Additional Studies in the Qualitative Inquiry Framework

An additional study that may be beneficial for this investigation could be a heuristic framework, a psychology discipline root described as a phenomenon that an individual had intense experiences. Heuristics are straightforward rules of thumb that an individual develops based on past experiences. It may be beneficial for future 1SGs to understand quick judgments in a combat environment to save their soldiers' lives.

Recommendation 7: Prepare Future Generations of Male or Female 1SGs to Lead in Combat

This area is essential because it affects both male and female 1SGs as future generational leaders. Those leaders who are currently not being adequately developed by their superiors will not know how to develop others for combat operations in the future correctly. The increased level of tactical development is essential to protect soldiers' lives in a turbulent time of combat operations.

Recommendation 8: Understand Personal Temperament to Lead

The interview data and artifacts discovered that the personal temperament trait had the lowest frequency count. Army educational courses need to develop more training for leaders to understand how to harness it and not allow 1SGs to lead with toxic emotions that can be detrimental to them. Personal temperament is a critical personality trait for military leaders to ensure a mission's success, primarily if that mission is difficult or dangerous.

Recommendation 9: Require Attendance for all 1SGs in the Master Resilience Training

This study found that some of the 1SGs attended the MRT course before being appointed to this leadership position. Only 70% revealed that they attended MRT before being selected to be a 1SG. The evidence represented that 1SGs explained that others went to the training, and it was their responsibility to train the unit. This position requires all 1SGs to be MRT certified and understand the processes to defuse situations personally; if 1SGs cannot protect themselves, how can they protect others in a turbulent time of war.

Recommendation 10: Stress the Significance of Leading in Combat as a Leader

The 1SGs who invest significant resources into themselves become the epitome of authentic leadership to the unit as they set the example of a noncommissioned officer. They are prepared to be more complex thinkers and to continually develop themselves as the essential troops to follow in combat as a U.S. Army 1SG in turbulent times.

Recommendation 11: Replicate This Study With U.S. Army Chaplains

A U.S. Army Chaplain has many duties that range from spiritual duties to counseling and advising commanders and could include 1SGs. Chaplains, just as U.S. Army 1SGs, care deeply and are committed to taking care of their soldiers when placed in that position. This study would be a great platform, using the same four attributes found in this study, to discover and describe the U.S. Army Chaplain's perspective while in combat operations during a turbulent time.

Recommendation 12: Conduct a Survey for Personal Temperament

In this study, the topic of personal temperament resulted in the lowest frequency counts during the interview process. Conducting a survey consisting of 10 interview questions that the participants could respond to on their own time might result in a higher frequency count. 1SGs are hard wired to complete the mission and they may not have felt comfortable revealing their personal temperament at the end of the interview session.

Concluding Remarks and Reflections

This concluding remarks and reflections section includes my personal insights about this research process and the values that were achieved. 1SGs rank mission accomplishment as their top priority when leading their organization in a turbulent time. Focusing on their mission ensures their success in completing their assigned objective. Throughout this study, the discussion of being a 1SG was rooted in the NCO Creed. It is 1SGs' foundation and shows them how to lead with purpose and direction without compromising the requirements of their mission. Every 1SG exhibited the trait of character whether in or out of combat. It is just a part of their inner workings further developed through their service. The responsibility of taking care of their soldiers through training, education, and life experiences instills the 1SG with purpose and standards to lead effectively. As a 1SG, making hard decisions is a daily task and applying the MDMP assists them to anticipate shortfalls and to develop strategies to find alternative solutions. Being a compassionate, positive, and energetic 1SG creates a model of a leader that soldiers want to follow and emulate. When the 1SG is compassionate with their soldiers, that encourages all soldiers in the organization to be compassionate to others. Having both passion and compassion for others is vital in

combat operations. Because the 1SGs deal with life and death on a daily basis, it is important to be able to empathize with others so they know they and their families are cared for in a turbulent time.

Based on my experience, two key insights were shared. In the past, I served in the U.S. Army as a 1SG. I served over 26 years in three different combat operations. I have been involved as a follower and a leader of troops. Interviewing these retired U.S. Army 1SGs has been a remarkable ride. It allowed me to revisit the demanding role of a 1SG, especially as the provided personal experiences of the different leading procedures applied in many complex situations. I understood what made the participants exemplary leaders with courage and honor through their shared personal artifacts that provided great detail of their military accomplishments. These 10 former 1SGs provided detail after detail of information to enhance this study. When interviewing these participants, I observed that they still showed a great deal of pride and honor under the now-retired shadow of their former selves. I could feel their integrity as they explained how they rose to the rank of 1SG. I learned that all had different experiences in Afghanistan, ranging from 2003 up to 2018. Frankly, they all shared the same passion for mission accomplishment, taking care of soldiers with compassion, and having the drive to be the hammer in discipline for the unit.

I also learned that even though I retired from the U.S. Army in 2012, a 1SG's training is constant and 1SGs never takes their own training lightly. They still march proudly whether they are on active duty or retired. All of the members are still active members of the DAV or VFW and enjoy giving back to their local communities to this day. As I conducted this research study, I felt like I was still in uniform because of the

institutional language they still utilize outside of the active-duty commitment. I will continue to help my community and support former 1SGs anytime and anywhere when called upon on. Thank you, Brandman University, for the opportunity to describe the leadership attributes and behaviors of a U.S. Army 1SG who drives those troops not to quit on themselves, their unit, or the Army in the protection of our great nation, the United States of America!!!

"Good Training"

REFERENCES

Adams, C., & Van Manen, M. (2008). Phenomenology. In L. M. Given (Ed.), *The Sage encyclopedia of qualitative research methods* (Vol. 2, pp. 614–619). Thousand Oaks, CA: Sage.

Adler, A. B., Bliese, P. B., McGurk, D., Hoge, C. W., & Castro, C. A. (2009). Battlemind debriefing and battlemind training as early interventions with soldiers returning from Iraq: Randomization by platoon. *Journal of Consulting and Clinical Psychology, 77*(5), 928-940. https://doi.org/10.1037/a0016877

Andersen, J. A. (2015). Barking up the wrong tree on the fallacies of the transformational leadership theory. *Leadership & Organization Development Journal, 36*(6), 765-777.

Anderson D., & Ackerman Anderson, L. (2010). *Beyond change management: How to achieve breakthrough results through conscious change leadership* (2nd ed.). San Francisco, CA: Pfeiffer.

Andriani, P., & Herrmann-Pillath, C. (2015). Transactional innovation as performative action: Transforming comparative advantage in the global coffee business. *Journal of Evolutionary Economics, 25*(2), 371-400. https://doi.org/10.1007/s00191-014- 0388-y

Arjoon, S., Turriago-Hoyos, A., & Thoene, U. (2018). Virtuousness and the common good as a conceptual framework for harmonizing the goals of the individual, organizations, and the economy. *Journal of Business Ethics, 147*(1), 143-163.

Army Management Staff College. (2012). AMSC history. Retrieved from https://usacac.army.mil/organization/cace/amsc/history

Auerbach, M. P. M. (2019). War in Afghanistan. *Salem Press Encyclopedia*. Retrieved from https://search-ebscohost-com.libproxy.chapman.edu/login.aspx ?direct=true&AuthType=ip,uid&db=ers&AN=89139068&site=eds-live

Avolio, B. J. (2011). *Full range leadership development*. Thousand Oaks, CA: Sage. https://doi.org/10.4135/9781483349107

Avolio, B. J., Bass, B. M., Jung, D. L. (1997). *Replicated confirmatory factor analysis of the Multifactor Leadership Questionnaire*. Brighamton, NY: Center for Leadership Studies, Binghamton University.

Avolio, B., & Yammarino, F. (2013). *Transformational and charismatic leadership: The road ahead* (Vol. 2, 10th-anniversary ed.). Bingly, United Kingdom: Emerald Group.

Ayyub, B. M. (2014). Systems resilience for multi-hazard environments: Definition, metrics, and valuation for decision making. *Risk Analysis*, *34*(2), 340–355.

Bartone, P. T., Roland, R. R., Picano, J. J., & Williams, T. J. (2008). Psychological hardiness predicts success in US Army special forces candidates. *International Journal of Selection and Assessment, 16*(1), 78-81. https://doi.org/10.1111/j.1468-2389.2008.00412.x

Bass, B. M. (1996). *A new paradigm of leadership: An inquiry into transformational leadership*. Alexandria, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Bass, B. M. (1997). Does the transactional/transformation leadership paradigm transcend organizational and national boundaries? *American Psychologist*, *52*, 130-139.

Bass, B. M. (1998). *Transformational leadership: Industrial, military, and educational impact*. Mahwah, NJ: Lawrence Erlbaum Associates.

Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology, 8*(1), 9-32. https://doi.org/10.1080/135943299398410

Bass B. M., & Avolio B. J. (1993). Transformational leadership: A response to critiques. In M. M. Chemers & R. Ayman (Eds.), *Leadership theory and research: Perspectives and directions* (pp. 49-80). San Diego, CA: Academic Press.

Bass, B. M., Avolio, B. J., Jung, D. I., & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology, 88*(2), 207-218. https://doi.org/10.1037/0021-9010.88.2.207

Bass, B. M., & Bass, R. (2008). *The Bass handbook of leadership; theory, research, and managerial applications.* New York, NY: Free Press.

Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.

Bass, B. M., & Stogdill, R. M. (1990). *Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications*. New York, NY: Free Press.

Bass, B., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *The Leadership Quarterly, 10*(2), 181-217.

Bates, M. J., Fallesen, J. J., Huey, W. S., Packard, G. A., Jr., Ryan, D. M., Burke, C. S., Bowles, S. V. (2013). Total force fitness in units part 1: Military demand-resource model. *Military Medicine, 178*(11), 1164-1182.

Batson C. D. (2009) These things called empathy: Eight related but distinct phenomena. In J. Decety & W. Ickes (Eds.), *Social neuroscience. The social neuroscience of empathy* (p. 3–15). Cambridge, MA: MIT Press. https://doi.org/10.7551/mitpress/9780262012973.003.0002

Beckman, L. (2017). Is there a moral right to vote? *Ethical Theory and Moral Practice*, *20*(4), 885–897. https://doi.org/10.1007/s10677-017-9824-z

Benmelech, E., & Frydman, C. (2015). Military CEOs. *Journal of Financial Economics, 117*(1), 43-59. https:// doi.org/10.1016/j.jfineco.2014.04.009

Bennett, W. J. (2002). *Why we fight. Moral clarity and the war on terrorism*. New York, NY: Doubleday.

Bennis, W. (2001). Leading in unnerving times. *MIT Sloan Management Review, 42,* 97–102.

Blay, K. B. (2017). *Resilience in projects: definition, dimensions, antecedents, and consequences* (Doctoral thesis, Loughborough University). Retrieved from https://repository.lboro.ac.uk/articles/thesis/Resilience_in_projects_definition_dimensions_antecedents_and_consequences/9454760

Boermans, S., Delahaij, R., Korteling, J. E., & Euwema, M. (2012). Training resilience for high-risk environments: Towards a strength-based approach within the military. In R. Hughes, A. Kinder, & C. L. Cooper (Eds.), H*andbook of workplace trauma support* (pp. 313-329). Retrieved from https://lirias.kuleuven.be/handle/123456789/410293

Boies, K., & Howell, J. M. (2009). Leading military teams to think and feel: Exploring the relations between leadership, soldiers' cognitive and affective processes, and team effectiveness. *Military Psychology, 21*(2), 216-232.

Boylan, S. A. (2017). *An exploratory case study: U.S. Army's leadership development for organizational leaders* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (UMI No. 10217185)

Brandman University. (n.d.). Brandman University Institutional Review Board home. Retrieved from https://irb.brandman.edu/Pages/Home.aspx

Brandman University. (2020). *Dissertation handbook* (Version 2.1). Retrieved from https://docs.google.com/document/d/1JwzgnIcnC8mFpdupcRRnQDJa2XkmjYrEoUCqHzP57cA/edit

Bridoux, F., & Stoelhorst, J. W. (2016). Stakeholders relationships and social welfare: a behavioral theory of contributions to joint value creation. *Academy of Management Review*, *41*(2)

Bronk, K. C. (2011). A grounded theory of the development of noble youth purpose. *Journal of Adolescent Research, 27,* 78–109. https://doi.org/10.1177/0743558411412958

Brown, N. J. L. (2015). A critical examination of the U.S. Army's Comprehensive Soldier Fitness Program. *The Winnower*, 1-21. https://doi.org/10.15200/winn.143751.17496

Brown, J. S. (2015). Global war on terrorism: The third inning. *Army Magazine*, *65*(3), 70-71.

Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly, 17*(6), 595-616. https://doi.org/10.1016/j.leaqua.2006.10.004

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes, 97*(2), 117-134. https://doi.org/10.1016/j.obhdp.2005.03.002

Bruyn, S. T. (1966). *The human perspective in sociology: The methodology of participant observation*. Englewood Cliffs, NJ: Prentice Hall.

Bryant, S. (2003). The role of transformational and transactional leadership in creating, sharing and exploiting organizational knowledge. *Journal of Leadership & Organizational Studies, 9*(4), 32-44.

Buss, D. M. & Plomin, R. (1975). *A temperament theory on personality development*. New York, NY: Wiley

Bycio, P., Hackett, R. D., & Allen, J. S. (1995). Further assessments of Bass's (1985) conceptualization of transactional and transformational leadership. *Journal of Applied Psychology, 80,* 468–478.

Campbell, D., Hannah, S., & Matthews, M. (2010). Leadership in military and other dangerous contexts: Introduction to the special topic issue. *Military Psychology, 22*(1), S1-S14. https://doi.org/10.1080/08995601003644163

Castillo, N. B. (2005). Warrior ethos: Soldiers selflessly committed to Army, unit, fellow soldiers. *Infantry*, *94*(4), 15–16.

Cavallaro, G. (2019). Three-star embraces mindfulness, meditation. *Army Magazine*, *29*(12), 52.

The Center for Army Leadership. (2016). *Center for the Army Leadership Annual Survey of Army Leadership (CASAL)*. Fort Leavenworth, KS: U.S. Army Combined Arms Center.

The Center for Army Leadership. (2017). *Center for the Army Leadership Annual Survey of Army Leadership (CASAL)*. Fort Leavenworth, KS: U.S. Army Combined Arms Center.

Christiano, T. (2011). An instrumental argument for a human right to democracy. *Philos Public Aff, 39,* 142–176.

CNN Editorial Research. (2019, December 24). Operation Enduring Freedom facts. *CNN.* Retrieved from https://www.cnn.com/2013/10/28/world/operation-enduring-freedom-fast-facts/index.html

Cojocar, W. J. L. R. (2011). Adaptive leadership in the military decision-making process. *Military Review*, *91*(6), 29–34.

Coker, C. (2009). The warrior ethos: Military culture and the war on terror. *Air & Space Power Journal*, *23*(4), 125–126.

Colby, A., & Damon, W. (1992). *Some do care: Contemporary lives of moral commitment*. New York, NY: Free Press.

Combs, P. (2007). *U.S. Army cultural obstacles to transformational leadership* (Master's thesis). U.S. Army War College, Carlisle Barracks, Carlisle, PA.

Conger, J. A., & Benjamin, B. (1999). *Building leaders: How successful companies develop the next generation*. San Francisco, CA: Jossey-Bass.

Conybeare, J. A. C., Murdoch, J. C., & Sandler, T. (1994). Alternative collective-goods models of military alliances: theory and empirics. *Economic Inquiry*, *32*(4).

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. Los Angeles, CA: Sage.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative and mixed methods approaches.* Thousand Oaks, CA: Sage.

Creswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Creswell, J. W., & Poth, C. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Thousand Oaks, CA: Sage.

Crissman, D. C. (2013). Improving the leader development experience in Army units. *Military Review*, *93*(3), 6-15.

Darr, W. (2011). Military personality research: A meta-analysis of the self description inventory. *Military Psychology*, *23*(3), 272–296. https://doi.org/10.1080/08995605.2011.570583

Defense Manpower Data Center. (2020). *Defense Casualty Analysis System*. Retrieved from: https://dcas.dmdc.osd.mil/dcas/pages/casualties_ofs.xhtml

Denning, S. (2011). *The leader's guide to storytelling: Mastering the art and discipline of business narrative*. San Francisco, CA: Jossey-Bass.

Denzin, N. K., & Lincoln, Y. S. (2011). Introduction: The discipline and practice of qualitative research. *The SAGE handbook of qualitative research* (4th ed., pp. 1–19). Thousand Oaks, CA: Sage.

Department of the Army. (2014a). *Army regulation 600-20: Army command policy*. Retrieved from https://sill-www.army.mil/eo/docs/AR%20600-20%20(NOV%2014).pdf

Department of the Army. (2014b). *Commissioned officer professional development and career management* (DA PAM 600-3). Washington, DC: Government Printing Office.

Department of the Army. (2017a). *Army Regulation 380-1: Army training and leader development*. Retrieved from https://usacac.army.mil/sites/default/files /documents/cace/LREC/AR350-1_Web_FINAL.PDF

Derryberry, D., Reed, M. A., & Pilkenton, T. C. (2003). *Temperament and coping: Advantages of an individual differences perspective*. https://doi.org/10.1017/s0954579403000439

DeYoung, C. G., Quilty, L. C., & Peterson, J. B. (2007). Between facets and domains: 10 aspects of the Big Five. *Journal of Personality and Social Psychology, 93,* 880-896.

Eid, J., & Morgan, C. (2006). Dissociation, hardiness, and performance in military cadets participating in survival training. *Military Medicine*, *171*(5), 436-442. https://doi.org/10.7205/MILMED.171.5.436

Elliot, A. J., & Thrash, T. M. (2010). Approach and avoidance temperament as basic dimensions of personality. *Journal of Personality*, *78*(3), 865–906.

Farnsworth, J. K., Drescher, K. D., Evans, W., & Walser, R. D. (2017). A functional approach to understanding and treating military-related moral injury. *Journal of Contextual Behavioral Science, 6,* 391–397. https://doi.org/10.1016/j.jcbs.2017.07.003

Fullan, M. (2001). *Leading in a culture of change.* San Francisco, CA: Jossey-Bass.

Gal, R. (1987). *Military leadership for the 1990's: Commitment-derived leadership.* Paper presented at the Leadership Conference on Military Leadership: Traditions and Future Trends. U.S. Naval Academy, Annapolis, MD.

Gardiner, R. A. (2011). A critique of the discourse of authentic leadership. *International Journal of Business and Social Science, 2*(15), 99-104.

George, B., & Sims, P. (2007). *True north: Discover your authentic leadership.* San Francisco, CA: Jossey-Bass.

Gibbs, G. (2007). *Analyzing qualitative data.* London, England: Sage.

Goodwin, D. K. (2018). *Leadership in turbulent times*. New York, NY: Simon & Schuster.

Green, K. T., Calhoun, P. S., Dennis, M. F., & Beckham, J. C. (2010). Exploration of the resilience construct in posttraumatic stress disorder severity, and functional correlates in military combat veterans who have served since September 11, 2001. *Journal of Clinical Psychiatry, 71*(7), 823-830.

Hackett, J. W. (1979). Today and tomorrow: In M. Wakin (Ed.), *War, morality and the military profession* (pp. 91-106). Boulder, CO: Westview.

Hannah, S. (2012). Leadership in the profession of arms. In M. G. Rumsey (Ed.), *Oxford handbook of leadership*. New York, NY: Oxford University Press. Retrieved from

http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780195398793.001.0 0 01/oxfordhb-9780195398793-e-16

Hannah, S. T., Jennings, P. L., & Nobel, O. B.-Y. (2010). Tactical military leader requisite complexity: Toward a referent structure. *Military Psychology, 22*(4), 412-449. https://doi.org/10.1080/08995605.2010.513253

Harper, J. (2015, February 19). Freedom's Sentinel is now a qualifying operation for Afghanistan Campaign Medal. *Stars and Stripes.* Retrieved from https://www.stripes.com/freedom-s-sentinel-now-qualifying-operation-for-afghanistan-campaign-medal-1.330501

Hartman, J. M., Forsen, J. W., Wallace, M. S., & Neely, J. G. (2002). Tutorials in clinical research: Part IV: Recognizing and controlling bias. *Laryngoscope, 112,* 23-31. http://dx.doi.org/10.1097/00005537-200201000-00005

Hatch, J. A. (2002). *Doing qualitative research in education settings*. New York: State University of New York Press.

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, MA: Harvard Business Press.

Herman, H. Stewart, D. E., Diaz-Granados, N., Berger, E. L., Jackson, B., & Yuen, T. (2011). What is resilience? *The Canadian Journal of Psychiatry, 56*(5), 258-265.

Hinds, R., & Steel, J. (2012). Army leader development and leadership: Views from the field. *Military Review*, 39-44. Retrieved from https://www.apps.dtic.mil/dtic/tr/fultext/u2/1076134.pdf

Hogg, M. A. (2001). A social identity theory of leadership. *Personality and Social Psychology Review 2001*, *5*(3), 184-200.

Hutchinson, E. (2010). *Dimensions of human behavior: Person and environment*. Thousand Oaks, CA: Sage.

Jansen, H. (2010). The logic of qualitative survey research and its position in the field of social research methods. *Forum: Qualitative Social Research, 11*(2). https://www.doi.org/10.17168/fqs-11.2.1450

Jelassi, T., Avagyan, K., & Perrinjaquet, M. (2017). *Leading in turbulent times.* IMD Real World Learning. Retrieved from iai004-17-leading-in-turbulent-times-final-24.05.17.pdf

Joint Chiefs of Staff. (2017). *Joint publication 3-0: Joint operations*. Retrieved from https://www.jcs.mil/Portals/36/Documents/Doctrine/pubs/jp3_0ch1.pdf?ver=2018-11-27-160457-910

Kaptein, M. (2019). The moral entrepreneur: A new component of ethical leadership. *Journal of Business Ethics*, *4*, 1135. https://doi.org/10.1007/s10551-017-3641-0

Keirsey, D. (1998). *Please understand me II*. Del Mar, CA: Prometheus Nemesis Book.

Kouzes, J. M., & Posner, B. Z. (2002). *The leadership challenge* (3rd ed.). San Francisco, CA: Jossey-Bass.

Kouzes, J. M., & Posner, B. Z. (2006). *A leader's legacy*. San Francisco, CA: Jossey-Bass.

Krackhardt, D., & Stern, R. N. (1998). Informal networks and organizational crises: An experimental simulation. *Social Psychology Quarterly, 51,* 123-140.

Kreitner, R., & Kinicki, A. (2004). *Organizational behavior* (6th ed.). New York, NY: McGraw-Hill.

Kuckartz, U. (2014). *Qualitative text analysis: A guide to methods, practice and using software*. Thousand Oaks, CA: Sage.

Lacroix, S. L. (2012). Leading with purpose and passion: keys to effective leadership in career and technical education. *Techniques*, *6*, 18.

Lebovic, J. H. (2019). *Planning to fail: The U.S. wars in Vietnam, Iraq, and Afghanistan*. New York, NY: Oxford University Press.

Lee, G., & Elliott-Lee, D. (2006). *Courage: The backbone of leadership* (1st ed.). San Francisco, CA: Jossey-Bass.

Lopez, C. T. (2011, September 9). Odierno outlines priorities as Army chief. *Department of Defense News*. Retrieved from https://archive.defense.gov/news/newsarticle.aspx?id=65292

Malley, R. (2019). *10 Conflicts to watch in 2020*. International Crisis Group. Retrieved from https://www.crisisgroup.org/global/10-conflicts-watch-2020

Mariano, J. M., & Damon, W. (2008). The role of spirituality and religious faith in supporting purpose in adolescence. In R. M. Lerner, R. W. Roeser, & E. Phelps (Eds.), *Positive youth development and spirituality: From theory to research* (pp. 210–230). West Conshohocken, PA: Templeton Foundation Press.

McMillan, J. H., & Schumacher, S. (2010). *Research in education: Evidence based inquiry* (7th ed.). Upper Saddle River, NJ: Pearson.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage.

Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Thousand Oaks, CA: Sage.

Moustakas, C. (1994). *Phenomenological research methods.* Thousand Oaks, CA: Sage.

Neustadt, R. E. (1980). *Presidential power and the modern presidents.* New York, NY: Free Press.

Nielsen, K., & Cleal, B. (2011). Under which conditions do middle managers exhibit transformational leadership behaviors?–An experience sampling method study on the predictors of transformational leadership behaviors. *The Leadership Quarterly*, *22*(2), 344-352. https://doi.org/10.1016/j.leaqua.2011.02.009

Nikimac Solutions Inc. (n.d.). Igniting leaders. Retrieved from https://nikimacsolutionsinc.com/igniting-leaders

NVivo. (2020). Home page. Retrieved from https://www.qsrinternational.com/nvivo-qualitative-data-analysis-software/home

Obolensky, N. (2010). *Complex adaptive leadership: Embracing paradox and uncertainty*. New York, NY: Routledge.

Ouzts, J. (2018). Leadership and cultural values influences on the American military: A qualitative case study. *Dissertation Abstracts International Section A: Humanities and Social Sciences*, *79*(11–A(E)).

Parson, J. B., & Fischer, C. W. (Eds.). (2013). *From one leader to another*. Ft. Leavenworth, KS: Combat Studies Institute Press.

Parveen, S., Shah, S. A. A., & Khalil, J. (2020). Afghanistan's significance for the United States (2001-16). *FWU Journal of Social Sciences*, *14*(1), 77–90.

Patten, M. L. (2012). *Understanding research methods: An overview of the essentials* (8th ed.). Glendale, CA: Pyrczak.

Patten, M. L., & Newhart, M. (2017). *Measurement in qualitative research*. Philadelphia, PA: Routledge. https://doi.org/10.4324/9781315213033-50

Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Thousand Oaks, CA: Sage.

Prior, L. (2003). *Using documents in social research.* Thousand Oaks, CA: Sage.

Prior, T., & Hagmann, J. (2014) Measuring resilience: Methodological and political challenges of a trend security concept. *Journal of Risk Research, 17*(3), 281–298.

Public Broadcasting Service. (n.d.). March 2002: Operation Anaconda [Epilogue]. *Frontline*: *Campaign Against Terror*. Retrieved from http://www.pbs.org/wgbh/pages/frontline/shows/campaign/etc/epilogue.html

Ravitch, S. M., & Mittenfelner, N. C. (2016). *Qualitative research bridging the conceptual, theoretical, and methodological*. Thousand Oaks, CA: Sage.

Rees, B. (2011). Overview of outcome data of potential meditation training for soldier resilience. *Military Medicine*, *176*(11), 1232–1242. https://doi.org/ 10.7205/MILMED-D-11-00067

Reivich, K. J., Seligman, M. E. P., & McBride, S. (2011). Master resilience training in the U.S. Army. *American Psychologist*, *66*(1), 25-34.

Richardson, J. B., IV. (2011). *Real leadership and the U.S. Army: Overcoming a failure of imagination to conduct adaptive work*. Retrieved from https://www.globalsecurity.org/military/library/report/2011/ssi_richardson.pdf

Riley, R. P., Conrad, T., Hatfield, J., & Keller-Glaze, H. (2017, June). *Center for Army Leadership annual survey of army leadership* (Technical report 2017-1). Retrieved from https://apps.dtic.mil/dtic/tr/fulltext/u2/1056626.pdf

Rivera, P. (2016). *Developing strategic thinking in NCO corps of 2025.* Retrieved from https://publications.armywarcollege.edu/pubs/925.pdf

Ross, S. M., & Kapitan, S. (2018). Balancing self/collective interest: Equity theory for prosocial consumption. *European Journal of Marketing, 52*(3), 528-549.

Rothbart, M. K., & Bates, J. E. (1998). Temperament. In N. Eisenberg (Ed.), *Handbook of child psychology* (5th ed., pp. 105–188). New York, NY: Wiley Press

Rothbart, M. K., & Bates, J. E. (2006). Temperament. In W. Damon & R. Lerner (Series Eds.), & N. Eisenberg (Vol. Ed.), *Handbook of child psychology*. Vol. 3. Social, emotional, and personality development (6th ed., pp. 99-166). New York, NY: Wiley.

Rothbart, M. K., & Derryberry, D. (1981). Development of individual differences in temperament. In M. E. Lamb & A. L. Brown (Eds.), *Advances in developmental psychology* (Vol. 1, pp. 37-86). Hillsdale, NJ: Erlbaum.

Rutter, M. (2012). Resilience as a dynamic concept. *Development and Psychopathology*, *24*, 335–344. 10.1017/S0954579412000028

Sairsingh, H., Solomon, P., Helstrom, A., & Treglia, D. (2017). Depression in female veterans returning from deployment: The role of social factors. *Military Medicine*, *183*(3/4), e133–e139. https://doi.org/10.1093/milmed/usx065

Sandin, P. (2007). Collective military virtues. *Journal of Military Ethics*, *6*(4), 303–314. https://doi.org /10.1080/15027570701755505

Sewell, G. F. (2009). Emotional intelligence and the Army leadership requirements model. *Military Review, 89*(6), 93-98.

Shweder, R. A. & Haidt, J. (1993). The future of moral psychology: Truth, intuition, and the pluralist way. *Psychological Science, 4*(6), 360-365.

Silverman, D., & Marvasti, A. (2008). *Doing qualitative research: A comprehensive guide.* Thousand Oaks, CA: Sage.

Stake, R. E. (2010). *Qualitative research: Studying how things work*. New York, NY: Guilford Press.

Steele, D. (2014). The changeover in Afghanistan--2014: The last year of U.S. "combat operations." *Army, 64*(1), 31–33.

Strelau, J. (1998). Galen's prophecy: Temperament in human nature. *Personality and Individual Differences*, *24*(3), 449.

Stringer, K. (2009). Educating the strategic corporal: A paradigm shift. *Military Review*, *1*, 87-95. Retrieved from https://www.armyupress.army.mil/Military-Review/

Strong, R. (2016). Developing the leaders of tomorrow in today's schoolhouses. *Army Sustainment, 48*(1), 32-38.

Thompson, D. K. (2017). *Reclaiming the essence of leadership.* Retrieved from https://publications.armywarcollege.edu/pubs/3499.pdf

Torreon, B. S. (2012). *U.S. periods of war and dates of current conflicts*. Retrieved from https://www.everycrsreport.com/files/20121228_RS21405_767ef1086faf9b99ead4d3f77d6ed3e76a2700c2.pdf

Townsend, P. L., & Gebhardt, J. E. (1997). *Five-star leadership*: *The art and strategy of creating leaders at every level*. Hoboken, NJ: Wiley.

U.S. Army (1994). *Field manual 34-1: Intelligence and Electronic Warfare Operations.* Washington, DC: U.S. Government Printing Office.

U.S. Army. (2004). *Be * know * do: Leadership the Army way*. San Francisco, CA: Jossey-Bass.

U.S. Army. (2006a). *Field manual 6-22*: *Army leadership*. Washington, DC: U.S. Government Printing Office.

U.S. Army. (2006b). *Field manual 4-02.51: Combat and operational stress control.* Washington, DC: U.S. Government Printing Office. Retrieved from https://fas.org/irp/doddir/army/fm4-02-51.pdf

U.S. Army (2010). Field Manual 3-90.6: *Brigade combat teams*. Washington, DC: U.S. Government Printing Office.

U.S. Army. (2012). *Field manual 6-22: Army leadership*. Washington, DC: U.S. Government Printing Office.

U.S. Army. (2015a). *Field manual 6-22*: Leader development. Washington, DC: U.S. Government Printing Office.

U.S. Army. (2015b). The NCO corps and the NCO creed. *NCO Journal*, Army University Press.

U.S. Army. (2019a). *Field manual 6-22: Army leadership*. Washington, DC: U.S. Government Printing Office. Retrieved from https://talent.army.mil/wp-content/uploads/2020/11/ARN20039_ADP-6-22-C1-FINAL-WEB.pdf

U.S. Army. (2019b). *Army Regulation 600-8-19: Army command policy.* Washington, DC: U.S. Government Printing Office.

U.S. Army. (2019c). *Army Regulation 5-0: Army command policy*. Washington, DC: U.S. Government Printing Office.

U.S. Army (2020). *Training Circular 7-22.7: The noncommissioned officer guide.* Washington, DC: U.S. Government Printing Office.

U.S. Army Training and Doctrine Command. (2017a). *Pamphlet 525-8-2: The U.S. Army learning concept for training and education*. Retrieved from https://www.adminpubs.tradoc.army.mil/pamphlets/TP525-8-2.pdf

U.S. Army Training and Doctrine Command. (2017b). *Regulation 10-5: U.S. Army Combined Arms Support Command & Sustainment Center excellence* (CASCOM). Retrieved from https://cascom.army.mil/about/CASCOM_10-5.pdf

U.S. Department of Defense, Office of the Actuary. (2018). DoD Office of the Actuary home. Retrieved from https://actuary.defense.gov/

U.S. Government Accountability Office. (2007). *Global war on terrorism: DoD needs to take action to encourage fiscal discipline and optimize the use of tools intended to improve GWOT cost reporting* (GAO-08-68). Retrieved from https://www.gao.gov/products/GAO-08-68

U.S. Office of Inspector General. (2019*). Operation Freedom's Sentinel*. Quarterly Report to Congress. Retrieved from https://www.stateoig.gov/news/10503

U.S. Office of Inspector General. (2020). *Lead inspector general for Operation Freedom's Sentinel I Quarterly Report to the United States Congress I January 1, 2020 - March 31, 2020*. Retrieved from: https://www.dodig.mil/reports.html /Article/2191020/lead-inspector-general-for-operation-freedoms-sentinel-i-quarterly-report-to-th/

Van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. New York: State University of New York Press.

Van Manen, M. (2014). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Walnut Creek, CA: Left Coast Press.

Wiley, A. L. (2008). *Generation challenges for Army transformation.* Carlisle, PA: U.S. Army War College. Retrieved from https://apps.dtic.mil/dtic/tr/fulltext/u2/a480165.pdf

Williams, K. B. (2019, August 20). U.S. Army: No Afghanistan withdrawal plans yet. *Defense One.* Retrieved from https://www.defenseone.com/threats/2019/08/army-says-no-afghanistan-withdrawal-plans-yet/159332/

Wright, D. P., Bird, J. R., Clay, S. E., Connors, P. W., Farquhar, S.C., Chandler Gardia, L., & Van Wey, D. F. (2010). *A different kind of war: The United States Army in Operation Enduring Freedom (OEF), October 2001-September 2005*. Fort Leavenworth, KS: Combat Studies Institute Press, US Army Combined Arms Center. Retrieved from https://history.army.mil/html/bookshelves/resmat /GWOT/DifferentKindofWar.pdf

Yammarino, F. J., Mumford, M. D., Connelly, M. S., & Dionne, S. D. (2010). Leadership and team dynamics for dangerous military contexts. *Military Psychology*, *22*(Suppl 1), S15-S41.

Yukl, G. (2010). *Leadership in organizations* (7th ed.). Upper Saddle River, NJ: Prentice-Hall.

APPENDICES

APPENDIX A

Synthesis Matrix

Sources	Global Conflict		Theoretical Foundation Leadership Theories			Theroectical Framework Varibles						
	Afghanistan Combat Operations	Military Leadership	Adaptive Leadership	Transactional Leadership	Transformational leadership	Personal Temperament	Concern for the Collective Interests	Resilience	Moral Purpose	Leading during combat operations	Welfare of Soldiers	Army Values
Adler, Bliese & McGurk, et al., 2009	X						X	X		X	X	
Andersen, 2015					X							
Andriani & Herrmann-Pillath, 2015				X								
Arjoon, Turriago-Hoyos & Thoene, 2018						X						
Army Management Staff College, 2012		X										
Auerbach, 2019	X	X										
Avolio, 2011					X							
Avolio, Bass & Jung, 1997				X	X							
Avolio & Yammarino, 2013					X					X		
Ayyub, 2014	X	X						X				
Bartone, Picano & Williams, 2008		X						X		X		
Bass, 1996				X	X							
Bass, 1997				X	X							
Bass, 1998												
Bass, 1999				X	X							
Bass & Avolio, 1993				X	X							
Bass, Avolio, Jung & Berson, 2003				X	X							
Bass, Bass 2008				X	X							
Bass & Riggio 2006				X	X							
Bass & Stogdill, 1990				X	X							
Bass & Steidlmeier, 1999				X	X							X
Bates, Fallesen & Huey, et al., 2013							X					
Beckman, 2017									X			
Benmelech & Frydman, 2015												
Bennett, 2002									X			
Blay, 2017								X				
Boermans, Delahaii, Korteling & Euwema, 2012								X				
Boies & Howell, 2009										X		
Boylan, 2017							X					
Bridoux & Stoelhorst, 2016							X					
Brown, 2015	X											
Brown & Trevino, 2006									X			
Brown, Trevino & Harrison, 2005									X			
Bryant, 2003												
Buss & Plomin, 1975						X						
Bycio, Hackett & Allen, 1995				X	X							
CNN Editorial Research, 2019	X											
Cojocar, 2011			X									
Colby, 1992									X			
Combs, 2007												
Conybeare, Murdoch & Sandler, 1994						X						
Crissman, 2013											X	
Darr, 2011						X						
Defense Manpower Data Center, 2020	X											
Department of Defense Inpsector General, 2020												
Derryberry & Pilkenton, 2003						X						
Eid & Morgan, 2006		X		X								
Elliot & Thrash, 2010						X						
Fansworth, Drescher, Evans & Walter, 2017									X			
Gardiner, 2011	X										X	X
Goodwin, 2018						X	X	X	X			

Hannah, 2012		X								X		
Hannah, Jennings & Nobel, 2010		X										
Herman, Stewart, Granados et al., 2011												
Hinds & Steel, 2012		X		X						X	X	X
Hogg, 2001							X					
Joint Chief of Staff, 2017		X								X	X	X
Kaptein, 2019									X			
Kouzes & Posner, 2002		X										
Lebovic, 2019							X					
Lopez, 2011										X		
Malley, 2019	X											
Marino & Damon, 2008						X						
Nielsen & Cleal, 2011					X							
Obolensky, 2010			X									
Parson & Fisher 2013												
Parveen & Shah & Khalil, 2020	X	X							X	X	X	X
Prior & Hagman, 2014								X				
Public Broadcasting System, 2002	X	X								X		
Reivich, Seligman & McBride, 2011		X								X	X	X
Richardson, 2011								X				
Riley, Conrad, Hatfield, & Keller-Glaze, 2017				X			X					
Ross & Kapitan, 2018												
Rothbart & Bates, 1998						X						
Rothbart & Derryberry, 1981						X						
Rutter, 2012								X				
Sairsingh, Solomon & Helstrom et al., 2018												
Sandin, 2007							X					
Sewell, 2018	X											
Shweder, 1993									X			

Stars and Stripes, 2015				X	X					X		
Steele, 2014	X	X								X	X	X
Strelau, 1998						X						
Stringer, 2009			X							X	X	X
The Center for Army Leadership, 2017	X	X								X	X	X
Thompson, 2017		X		X								
Torreon, 2012	X	X										
U.S. Army Field Manuel 34-1 1994		X					X					
U.S. Army, 2003	X	X					X			X	X	X
U.S. Army, 2004		X	X	X	X		X	X	X	X	X	X
U.S. Army, Field Manuel 3-90.6, 2010		X					X					
U.S. Army, 2012		X					X	X		X	X	X
U.S. Army, 2015		X					X				X	X
U.S. Army, Field Manuel 6-22, 2019		X					X			X	X	
U.S. Army Regulation 600-8-19, 2019		X					X					
U.S. Army of Inspector General, 2019	X	X					X					
U.S Army, Training Circular 7-22.7, 2020		X		X	X		X			X	X	X
U.S. Army TRADOC 10-5, 2017		X					X					
U.S. Army TRADOC 525-8-2, 2017		X					X					
U.S. Office of Inspector General, 2019	X	X								X	X	X
Wiley, 2008		X								X		
Williams, 2019	X	X								X		
Wiley, 1997					X							
Wright, 2010	X	X					X			X	X	X
Wong, Bliese & McGurk, 2003										X		
Yammarino, Mumford & Connelly et al., 2010			X				X					
Yukl, 2006		X										

APPENDIX B

Confirmation Request

February 3, 2020

Dear DAV Commander of Chapter 41

I am a DAV member and current doctoral candidate at Brandman University. I am conducting a study on *How A Study on How Retired U.S. Army First Sergeants Led Their Troops Throughout Turbulent Times in Afghanistan During Operation Enduring Freedom (OEF) or Operation Freedom Sentinel (OFS)*.

I am asking you for your assistance by permitting me to recruit a retired U.S. Army First Sergeant who served as a First Sergeant in Afghanistan. An email has been drafted to recruit retired U.S. Army First Sergeants who served in OEF/OFS. My recruiting method consists of sending the drafted email through your organization as correspondence with your approval.

If you agree to afford me this opportunity, then please email me at the following email address eortega2@mail.brandman.edu. A formal consent to research the DAV on the organization's letterhead or email that included the DAV information would be appreciated.

Please note that all data collected will be completely confidential. No names or units will be attached to any notes or records from the interview. All information will remain in the locked files accessible only to the researcher. No one will have access to the interview information other than the participants.

I am available at (XXX) (XXX-XXXX) or by email to answer any questions you may have. Your contributions to this study would be significantly appreciated and valued by all U.S. Army First Sergeants.

Sincerely,

Enrique Ortega Jr.

APPENDIX C

Consent to Participate

INFORMATION ABOUT: A Study on How Retired U.S. Army First Sergeants Led Their Troops Throughout Turbulent Times in Afghanistan During Operation Enduring Freedom (OEF) Or Operation Freedom Sentinel (OFS).

RESPONSIBLE INVESTIGATOR: Enrique Ortega Jr.

PURPOSE OF THE STUDY:

You are being asked to participate in a research study conducted by Enrique Ortega Jr., I am doctoral candidate form the School of Education at Brandman University. The purpose of the study is to discover and describe behaviors that exemplary U.S. Army First Sergeants in organizations practice to lead their troops through the turbulent times of combat operations using the leadership attributes of personal temperament, concern for the collective interest, resilience, and moral purpose.

Your participation in this study is voluntary and will include an interview with the identified student investigator. The interview will take approximately 60 minutes to complete and will be scheduled via a Zoom conference call at a time of your convenience. The interview questions will be confidential. Each participant will have an identifying code, and names will not be used in the data analysis. The results of this study will be used for scholarly purposes only.

I understand that:

A. The researcher will protect my confidentiality by keeping the identifying code safe-guarded in a locked file drawer or password protected digital file to which the researcher will have sole access.

B. My participation in this research is voluntary. I may decide not to participate in the study, and I can withdraw at any time if I so choose. I can also decide not to answer particular questions during the interview if I so choose. Also, the investigator may stop the study at any time.

C. If I have any questions or concerns about the research, please feel free to contact Enrique Ortega Jr. via email at eortega2@mail.brandman.edu or by phone at (360) 529-7503, or Dr. Julie Hadden (Chair) at jhadden@brandman.edu

D. No information that identifies me will be release without my separate consent, and all identifiable information will be protected to the limits allowed by law. If the study design or the use of data is to be changed, I will be informed and consent re-obtained. These are minimal risks associated with participating in this research.

E. If I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, 949-341-7641.

I acknowledge that I have received a copy of this form and the "Research Participant's Bill of Rights." I have read the above and understand it and hereby consent to the procedure(s) set forth.

_____	_____
Signature of Participant or Responsible Party	Date
_____	_____
Signature of Principal Investigator	Date

APPENDIX D

Interview Protocol

My name is Enrique Ortega Jr., and I am a retired U.S. Army First Sergeant who served 26 years on active duty and deployed to Operation Iraqi Freedom (OIF) 2004-2005 to include in Operation Enduring Freedom (OEF) 2009-2010. I am currently a doctoral candidate at Brandman University in the area of Organizational Leadership. I am a part of a team researching to discover and describe behaviors that exemplary leaders' practice to lead their organizations through turbulent times. In her book *Leadership in Turbulent Times*, Doris Kearns Goodwin argued that influential leaders use common behaviors during turbulent times of combat operations. These behaviors help leaders succeed in situations where others have failed and allow them to overcome hardship. Four behavioral elements emerged as critical to leading in turbulent times: moral purpose, concern for the collective interest, resilience, and personal temperament. Through my research, I hope to begin answering crucial questions regarding the behaviors that guide leaders successfully through turbulent times.

Our team is conducting approximately 40 interviews with leaders like yourself. Hopefully, the information you give and the others will provide a clear picture of behaviors that exemplary leaders practice to lead their organizations through turbulent times and add to the available body of research.

Incidentally, even though it appears a bit awkward, I will be reading most of what I say. The reason for this is to guarantee, as much as possible, that my interviews with all participating exemplary leaders will be conducted pretty much in the same manner.

I want to remind you that any information obtained in connection to this study will remain confidential. All of the data will be reported without reference to any soldier(s) or any company(s). After I record and transcribe the data, I will send it to you via electronic mail to check to make sure that I have accurately captured your thoughts and ideas.

Did you receive the Informed Consent and Brandman Bill of Rights I sent you via email? Do you give your consent to participate in this study and do you have any questions or need clarification about either document?

We have scheduled an hour for the interview. At any point during the interview, you may ask that I skip a particular question or stop the interview altogether. To ease our discussion and accuracy, I will record our conversation, as indicated in the Informed Consent.

Do you have any questions before we begin?

Okay, let us get started, and thanks so much for your time.

Purpose Statement

The purpose of this phenomenological study was to discover and describe behaviors that retired U.S. Army First Sergeants practiced to lead their companies through turbulent times using the leadership attributes of moral purpose, concern for the collective interest, resilience, and personal temperament during their active duty service while deployed in combat operations in Afghanistan throughout Operation Enduring Freedom (OEF) or Operation Freedom Sentinel (OFS).

The first element we will be looking at is moral purpose.

As per our thematic team, we defined moral purpose as:

> Leaders who conduct themselves with moral purpose are legitimate and credible role models who practice what they preach and make principled and fair choices that can be observed and emulated by others. They use frequent, two-way communication to define ethics, create moral codes for the organization, and infuse the organization with principles that will guide all soldiers' actions.

Interview Question #1: In their duty position, organizational leaders often face ethical dilemmas. As a leader, how do you provide your soldier's opportunities to voice their concerns and thoughts about ethical dilemmas confronting the company?

- Probe: What do you do to keep the lines of communication open?
- Probe: How do you create an atmosphere of trust, so your soldiers feel comfortable expressing concerns or calling attention to the company's problems?

Interview Question #2: Can you share a story about a time when you had to make a difficult decision, and your integrity was on the line?

- Probe: What guided you in making that difficult decision?
- Probe: How do you ensure your soldiers know how to make difficult decisions?

We will now move on to the second element, Collective Interest.

As per our thematic team, we defined collective interest as:

> Prioritizing outcomes, actions, and decisions to benefit the greater common good rather than strategizing to produce self-serving advantages or outcomes.

Interview Question #3: Research shows that leaders who lead their company through turbulent times make the concern for the collective interest a priority. How do you assess

and remain focused on the collective interest of your company as you guided the organization through turbulent times?

- Probe: Are there things you do to keep your mind's collective interest and others' minds within the company?
- Probe: Can you give me an example?

Interview Question #4: How do you prioritize the collective interest when it conflicts with your sense of security or professional self-interest?

- Probe: Tell me about a time when you have experienced this conflict?
- Probe: What do you do to lead your organization when you are feeling this conflict?

The 3rd element we will be looking at is resilience.

As per our thematic team, we defined resilience as:

> The ability to prepare and plan for, absorb, recover from, or more successfully adapt to actual or potential adverse events.

Interview Question #5: Can you share a time where you needed to absorb and recover from the adversity of an unsuccessful event? What strategies did you use to bring out your resilience?

- Probe: Can you tell me how you increased your resilience in challenging times to overcome events that you have been challenged as a leader?
- Probe: How have you demonstrated your resilience as a leader to your platoon sergeants within your company?

Interview Question #6: As a leader, how do you increase your company's resilience in handling setbacks and meeting important project goals?

- Probe: What strategies have you found to be effective in building resilience in your soldiers?
- Probe: How do you provide training in resilience to your company in a challenging time?

The 4th element we will be looking at is personal temperament.

As per our thematic team, we defined personal temperament as:

The prevailing mood pattern or characteristic level of emotional excitability or intensity of an individual.

Interview Question #7: Can you describe your personal temperament?

- Probe: Can you share a story where your personal temperament played a role in your leadership position during turbulent situations?
- Probe: How do you feel about your personal temperament in that situation that helped or hindered a positive outcome/resolution?

Interview Question #8: What strategies do you use to adapt your temperament in different situations? For example, how might your temperament change in a turbulent environment compare to an everyday environment?

- Probe: Can you describe a situation in which you had to control your temperament to bring your people through a turbulent situation to achieve an important goal?
- Probe: How do you feel about that?

And finally, the last element we will be researching is resilience.

Interview Closing Comments

This concludes the interview. Do you have any questions for me?

Again, I want to thank you for your time, and I appreciate your passion and candidness throughout the interview. Your participation has given me a wealth of information that will contribute immensely to my study.

APPENDIX E

Zoom Recording Release Form

RESEARCH STUDY TITLE: A Study on How Retired U.S. Army First Sergeants Led Their Troops Throughout Turbulent Times in Afghanistan During Operation Enduring Freedom (OEF)

Or Operation Freedom Sentinel (OFS).

BRANDMAN UNIVERSITY

16355 LAGUNA CANYON ROAD

IRVINE, CA. 92618

RESPONSIBLE INVESTIGATOR: Enrique Ortega Jr.

I authorize Enrique Ortega Jr., Brandman University Doctoral Candidate, to record my ZOOM interview. I give Brandman University and all persons or entities associated with this study, permission, or authority to use this recording for activities associated with this research study.

I understand that the recording will be used for transcription services, and the identifier redacted information obtained during the interview may be published in a journal or presented at meetings and/or presentations. I will be consulted about the use of the Zoom recordings for any purpose other than those listed above. Additionally, I waive any rights or royalties or other compensation arising from or related to the use of information obtained from the recording.

By signing this form, I acknowledge that I have completely read and fully understand the above release and agree to the outlined terms. I hereby release any and all claims against any person or organization utilizing this material.

_____ _____

Signature of Participant or Responsible Party Date

_____ _____

Signature of Principal Investigator – Enrique Ortega Jr. Date

APPENDIX F

Research Participants Bill of Rights

BRANDMAN University

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Brandman University IRB Adopted November 2013

APPENDIX G

Coding Form Example

Question: As a leader, how do you provide your soldier's opportunities to voice their concerns and thoughts about ethical dilemmas confronting the company?		
Response	Initial Coding	Focused Coding

APPENDIX H

Interview Feedback Reflection Questions

Conducting interviews is a learned skill set/experience. Gaining valuable insight about your interview skills and affect with the interview will support your data gathering when interviewing the actual participants. As the researcher, you should reflect on the questions below after completing the interview. You should also discuss the following reflection questions with your 'observer' after completing the interview field test. The questions are written from your prospective as the interviewer. Provide your observer with a copy of these reflective questions prior to the field test interview. Then you can verbalize your thoughts with the observer and they can add valuable insight from their observation. After completing this process, you may have edits or changes to recommend for the interview protocol before finalizing.

1. How long did the interview take? Did the time seem to be appropriate?
2. Were the questions clear or were there places when the interviewee was unclear?
3. Were there any words or terms used during this interview that were unclear or confusing?
4. How did you feel during the interview? Comfortable? Nervous? For the observer: how did you perceive the interviewer in regards to the preceding descriptors?
5. Did you feel prepared to conduct the interview? Is there something you could have done to be better prepared? For the observer: how did you perceive the interviewer in regards to the proceeding descriptors?
6. What parts of the interview went the most smoothly and why do you think that was the case?
7. Are there parts of the interview that seemed to be awkward and why do you think that was the case?
8. If you were to change any part of the interview, what would that part be and how would you change it?
9. What suggestions do you have for improving the overall process?

APPENDIX I

Field Test Participant Feedback Questions

While conducting the interview you should take notes of their clarification request or comments about not being clear about the question. After you complete the interview ask your field test interviewee the following clarifying questions**. Try not to make it another interview; just have a friendly conversation.** Either script or record their feedback so you can compare with the other two members of your team to develop your feedback report on how to improve the interview questions.

1. How did you feel about the interview? Do you think you had ample opportunities to describe what you do as a leader when working with your team or staff?

2. Did you feel the amount of time for the interview was ok?

3. Were the questions by and large clear or were there places where you were uncertain what was being asked?

4. Can you recall any words or terms being asked about during the interview that were confusing?

5. And finally, did I appear comfortable during the interview?

APPENDIX J

List of Probes to Use During Interview

1. What do you do to keep…?
2. How do you create an atmosphere…?
3. What guided you in making…?
4. How do you ensure your soldiers…?
5. Are there things you do to keep…?
6. Can you give me…?
7. Tell me about a time…?
8. What do you do to…?
9. Can you tell me how…?
10. How have you demonstrated…?
11. What strategies have you've…?
12. How do you provide…?
13. Can you share a story…?
14. How do you feel about…?
15. Can you describe a…?
16. How do you feel…?